

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd 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 must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application																	
1.	Name: [REDACTED]																
2.	Address: [REDACTED], Manchester, [REDACTED] M21 [REDACTED]																
3.	Email address: [REDACTED]																
4.	Telephone number: [REDACTED]																
About your group																	
5.	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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																
6.	If Yes, please provide more details:																
7.	How you would describe your group: <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td><input type="checkbox"/> A parent/community group</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A teacher-led group</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An existing Free School sponsor</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An academy chain</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> A federation</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An independent school</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A state maintained school</td> </tr> <tr> <td></td> <td> <input type="checkbox"/> Something else</td> </tr> </table>		<input type="checkbox"/> A parent/community group		<input type="checkbox"/> A teacher-led group		<input type="checkbox"/> An existing Free School sponsor		<input type="checkbox"/> An academy chain		<input checked="" type="checkbox"/> A federation		<input type="checkbox"/> An independent school		<input type="checkbox"/> A state maintained school		 <input type="checkbox"/> Something else
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	<input checked="" type="checkbox"/> A federation																
	<input type="checkbox"/> An independent school																
	<input type="checkbox"/> A state maintained school																
	 <input type="checkbox"/> Something else																
8.	If 'Something else', please provide more details:																
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																
10.	If Yes, please provide more details:																

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>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:</p> <p>Place Group Ltd Place Group provided critique and challenge during the initial drafting phase.</p>	
Details of company limited by guarantee		
13.	Company name: Kingsway Schools Trust	
14.	<p>Company address:</p> <p>Ladybarn Primary School, Briarfield Road, Withington, Manchester. M20 4SR</p>	
15.	<p>Company registration number and date when company was incorporated:</p> <p>08339302</p> <p>21st December 2012</p>	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	<p>If Yes, please provide details:</p> <p>Although this company does not run any existing schools, as noted elsewhere in this document, there is in place a Federation consisting of Ladybarn Primary School and Green End Primary School which Kingsway Primary School will join when established.</p> <p>A consultation process will take place in January 2013 regarding whether these two schools should become a multi-academy trust (MAT). If the outcome of the consultation process is that there should be set up a MAT, then it is possible that the Kingsway New Primary School will then become part of the MAT.</p>	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that</p>		

establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name:
21.	Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	None	

Existing providers

25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	Ladybarn Primary School and Green End Primary School work in a Federation. Ladybarn Primary School: 105423. Green End Primary School: 105418
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Ladybarn Primary School: 3-11 year olds. NOR: 444 Capacity. 450 Green End Primary School: 3-11 year olds. NOR: 480 Capacity. 480
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	Ladybarn Primary School: http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105423 July 2011. Green End Primary School: http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105418 February 2010
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	Green End Primary School: 2010 http://education.gov.uk/cgi-bin/schools/performance/archive/school_10.pl?No=3522113&Mode=Z&

	<p>Type=SC&Phase=p&Year=10&Begin=s&Base=p&Num=352 2011 http://education.gov.uk/cgi-bin/schools/performance/2011/school.pl?urn=105418 2012 http://education.gov.uk/cgi-bin/schools/performance/school..pl?urn=105418</p> <p>Ladybarn Primary School:</p> <p>2010 http://education.gov.uk/cgi-bin/schools/performance/archive/school_10.pl?Mode=Z&No=3522141&Type=P&Begin=b2&Num=pC82&Phase=p&Year=10&Base=d 2011 http://education.gov.uk/cgi-bin/schools/performance/2011/school.pl?urn=105423&superview=pri 2012 http://education.gov.uk/cgi-bin/schools/performance/school.pl?urn=105423</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>No</p>

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



Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. 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.

Section B: Outline of the school

1.	Proposed school name:	Kingsway New Primary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	

11.	If you have a preferred site, please give details, including the post code:	<p>██████████ The City Council has requested that its potential availability is kept confidential at this point due to staff consultation issues.</p> <p>At present confidential as currently operational, but planned for closure and located in Burnage.</p>
12	Please tell us how you found this site:	<p>We have followed a set methodology in seeking to identify an appropriate site for the location of our Free School which we believe will satisfy the Education Funding Agency and HM Treasury. This is as follows:</p> <ul style="list-style-type: none"> a) Identify catchment areas for the site search taking into account the key areas of demand, socio-economic factors and critically where the free school is likely have the most positive impact; b) Assess the space requirement for the proposal according to current DfE Guidance comprised in the Building Bulletins; c) Issue a site search to local agents and access any publicly available databases to establish the presence of any surplus Public Sector assets (this includes a review of the Local Authority Local Development Frameworks). We have also approached the City Council; d) Review site availability and then produce a long list of options; e) Conduct tentative initial discussions with landowners to establish availability of the site, but nothing further; f) Carry out site visits to the relevant catchment area and long list of potential properties to establish suitability and assess value for money in terms of conversion/new build costs;
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Manchester

16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Trafford and Stockport
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). 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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

Rationale

We are proposing that Kingsway New Primary School should be located in Burnage or Levenshulme in Manchester, and to operate as a 4-11 age range school for three key reasons:

- Local demand for places
- Local need for good schools
- Parental interest in Kingsway New Primary School

The proposer is the Kingsway Schools Trust.

Kingsway New Primary School will be part of the Kingsway Federation comprising Kingsway New Primary School and the current schools making up the Kingsway Federation: Green End Primary School and Ladybarn Primary School. [REDACTED] of the current Federation, [REDACTED], will also then take on the role of [REDACTED]

Burnage is a suburb in the city of Manchester in North West England. It is about 4 miles (6.4 km) south of Manchester city centre, bisected by the busy dual carriageway of Kingsway, part of the A34. It lies between Withington in the west, Heaton Chapel in the east and Didsbury and Heaton Mersey in the south. Burnage is a mainly residential area, mostly semi-detached houses built in the 1930s and 1940s. It has a population of 15716 people (Census 2011). Levenshulme is an area of Manchester in North West England. It borders Fallowfield, Longsight, Gorton, Burnage, Heaton Chapel and Reddish, approximately halfway between Stockport and Manchester city centre 4 miles (6.4 km) away on the A6. It has a population of 14,399 people (Census 2011).

The area around the proposed site of the school is one of deprivation, with some pockets of extreme deprivation. For example, the percentage of families with children whose income is less than the median national income is very high. Because of this and other similar statistics, the City Council consider the area to be a priority for regeneration.

As set out in Section E, there is a clear local demand for the school with 31 expressions of interest for a planned admissions number of 30 to enter Reception class in September 2014. We are confident that with further marketing work as set out in Section E, this level of commitment will increase for 2014 and also for 2115. As set out in Section E, these commitments are from parents of children who live close to the planned location of the school.

This evidence of demand is supported by the demographic data provided by Manchester City Council. The relevant paper is set out in an Appendix to this section.

The report from Manchester City Council based on this data concluded that:

- in spite of the extra capacity created so far, there is a need for yet more primary places to be created in the Levenshulme and Burnage areas
- scope to expand existing primary schools in these areas is limited. An appropriately located 1.0 fe Free School would therefore help to improve compliance with parental preference and allow new arrivals to be placed more quickly
- a new Free School in Levenshulme or Burnage would be less likely to draw pupils away

from Old Moat primary (which has expanded but is not always a preferred school for parents) and from Cavendish primary (which is currently the subject of expansion considerations).

This report therefore clearly supports the need for a new primary school.

We also believe that there is a demand for a primary school which will raise outcomes for children in our area and that we have the specific expertise which will enable us to do this.

In particular, we will bring together the expertise within the Kingsway Federation comprising Kingsway New Primary School and the current schools making up the Kingsway Federation: Green End Primary School and Ladybarn Primary School. When Kingsway New Primary School becomes part of the Federation, we will be able to share our expertise with the school. For example, the Executive Headteacher of the Federation, [REDACTED], will be able to provide her leadership support and guidance to Kingsway New Primary School.

Vision and ethos

We have developed a distinctive vision and ethos which will underpin all the activities within our school. For example, it will provide the basis for all our decisions such as those related to how we organise our curriculum and pupils, the staffing details and structure we put in place and how we allocate our budget. We have set out below the key features of our vision and ethos.

Curriculum

There will be a strong emphasis on basic skills of reading, writing and mathematics. Both the basic skills curriculum and the wider learning opportunities and experiences will be individually designed by our staff for our school. This will ensure that the pupils are highly motivated and inspired by a tailor-made curriculum which strongly meets their learning needs. A strong emphasis on first hand experiences will ensure that pupils are able to move from the concrete to the abstract in their learning and therefore attain highly, applying skills and learning to different challenges. The pupils will develop excellent Oracy skills which will enhance their learning in English and also lead to them becoming very confident and articulate 11 year olds who speak confidently in a range of formal situations.

Behaviour and conduct

Excellent behaviour in the school will be achieved through a calm and learning focused environment where expectations are always high and all adults in school are powerful role models. As a result of the school's pastoral curriculum, the pupils will be able to reflect and evaluate their own behaviour from a very young age resulting in excellent self-regulation and mutual support.

Sports and competition

All pupils will be motivated to maximise their sporting skills and the school will employ specialists to achieve this. There will be weekly competitive opportunities across the Federation and within the locality.

Enrichment

All pupils will benefit from a wide range of visits to a variety of places to inspire and enrich their learning. There will be a strong emphasis on pupils experiencing the "outdoors", to improve their risk taking, team work and self-esteem in new situations.

Parental involvement

There will be a range of support and development opportunities for parents which will be aimed at

both maximising their children's potential and improving themselves.

Teachers

All the teachers will be of the highest calibre and will have a passion for achieving the highest possible standards in an urban environment. There will be a structured professional development teaching and learning programme and, in addition, all staff will be trained in leadership skills. The induction for all new school staff will be rigorous and will be strongly supported by leading staff in other schools in the Federation.

Pastoral Care

Pupils will benefit from an extensive range of pastoral support programmes. These will be aimed at developing the pupils into confident, reflective and assertive young people.

Attendance

We will ensure that absence rates are under national averages for all groups in the school. This is an essential component to achieving the highest results possible. High attendance and flawless punctuality is an essential pre-requisite for education success and future life-long achievement.

Aspirations and outcomes

In Section D, we have set out in detail our targets.

We see the following as the most important targets in order to achieve our overall aspirations for the school and the pupils:

- 60% of pupils will achieve a "good level of development" in the EYFS
- During KS2, 90% of pupils will achieve 2+ levels of progress in English and mathematics
- 80% of pupils will achieve Level 2 or above in both English and mathematics at the end of KS2
- There will be an overall absence less than 4%.

More generally our aspirations for our school are:

- for it to be a nurturing and safe environment where excellence and diversity are valued and celebrated
- where we will create and enthusiasm for learning that will shape young people's lives and future chances
- where pupils will learn to build friendships and relationships through respect, teamwork and valuing their community
- where we will harness all our pupils' potential so that there are no limits to what they can achieve
- to never forget that we are at the heart of our community

An essential aspect of learning for all our pupils will be about the wider world of work and education beyond the primary school. We will endeavour to ensure that all pupils and parents are given first-hand experience and contact with the Universities in Manchester. They will also be given a range of opportunities to learn about different jobs and the wealth of employment opportunities in Manchester and beyond. It is vital that this aspirations work starts from the youngest age group in order to enhance their life chances.

Appendix: paper from Manchester City Council regarding demand for the school.

BACKGROUND – THE NEED FOR EXTRA CAPACITY IN PRIMARY SCHOOLS

1. The number of Manchester residents has been increasing for a number of years, in line with the Council's plans for development, regeneration and repopulation of all parts of the City. The increase in the general population is reflected in the school population, particularly in the primary sector. This, in turn, has triggered a need for extra primary places.

2. In response significant extra primary capacity has been created by expansion of existing schools. However, further additional capacity is needed to meet known/ projected future demand and to create a "buffer" of spare capacity to allow:

- i. parental preference to be met to the maximum extent possible;
- ii. new arrivals to be placed more quickly than is currently possible.

3. So far 43 existing primary schools/ Academies have been expanded from a total of 127. It is unlikely that all the remaining schools/ Academies will lend themselves to future expansion, so new schools (in the form of Free Schools) will need to be established. This process has already begun, as the Secretary of State has approved two new Free Schools (one in Longsight, one in Ancoats) to open in September 2013.

THE PROPOSITION

4. This note considers the merits of introducing a further primary Free School into the system, as part of a Kingsway Federation. The information which follows relates to the Old Moat, Withington, Levenshulme, Burnage and Gorton South Wards, which are likely to be most affected by the proposal.

Current Place Availability in Reception

5. The number of Reception places in the five Wards is listed below and shows how expansion has been managed since 07/08:

	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Withington/Old Moat	225	225	240	240	255	255	270
Burnage	105	105	105	105	105	105	105
Levenshulme	180	180	180	195	225	225	225
Gorton South	270	270	270	285	330	345	360
TOTALS	780	780	795	825	915	930	960
Difference		-	+15	+30	+90	+15	+30

DfE Annual Pupil Census (Actual Pupil Numbers)

6. The increased school age population is reflected in primary pupil numbers on roll in schools in the five Wards. Figures from the DfE's annual pupil census for October 2012 show this ie:

Ward	Total Reception Admissions						
	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Withington/Old Moat	233	231	233	225	226	208	225
Burnage	90	90	101	107	101	99	108
Levenshulme	180	175	180	189	201	223	224
Gorton South	251	259	264	272	275	330	325
TOTALS	754	755	778	793	803	860	882
Difference		+1	+23	+15	+10	+57	+22
Difference %		+0.1%	+3.0%	+1.9%	+1.3%	+7.1%	+2.6%

Take Up of Reception Places

7. The table below shows the annual take up of Reception places since 05/06 on a Ward by Ward basis. Although there is an acceptable 8.1% level of surplus overall, the position is not uniform between Wards, with Burnage and Levenshulme having no spare capacity at all ie:

	05/06	06/07	07/08	08/09	09/10	10/11	11/12
W/gton/O Moat NOR	233	231	233	225	226	208	225
Places	225	225	240	240	255	255	270
Vacancies	+2	+4	+7	+15	+29	+47	+45

Vacancies %	+0.9%	+1.8%	+2.9%	+6.3%	+11.4%	+18.4%	+16.7%
No Place	-	7	1	-	-	-	-
.....							
Burnage NOR	90	90	101	107	101	99	108
Places	105	105	105	105	105	105	105
Vacancies	+15	+15	+4	-2	+4	+6	-3
Vacancies %	+14.3%	+14.3%	+3.8%	-1.9%	+3.8%	+5.7%	-2.9%
No Place	-	11	2	-	-	-	-
.....							
Levenshulme NOR	180	175	180	189	201	223	224
Places	180	180	180	195	225	225	225
Vacancies	-	+5	-	+6	+24	+2	+1
Vacancies %	0.0%	+2.8%	0.0%	+3.3%	+10.7%	+0.9%	+0.4%
No Place	-	8	11	3	-	-	-
.....							
Gorton South	251	259	264	272	275	330	325
Places	270	270	270	285	330	345	360
Vacancies	+19	+11	+6	+13	+55	+15	+35
Vacancies %	+7.0%	+4.1%	+2.2%	+4.6%	+16.7%	+4.3%	+9.7%
No Place	-	8	15	-	2	-	-
.....							
TOTAL NOR	754	755	778	793	803	860	882
Places	780	780	795	825	915	930	960
Vacancies	+26	+25	+17	+32	+112	+70	+78
Vacancies %	+3.3%	+3.2%	+2.1%	+3.9%	+12.2%	+7.5%	+8.1%
No Place	-	34	29	3	2	-	-

Demographics - General Population Census Data and Projections

8. The 2011 Census Data shows that the resident child population in all five Wards is increasing, in excess of the 2010 MYE population projections ie:

Ward	Source	Children Aged		
		0-4	5-9	10-14
Old Moat	Census	755	612	635
	MYE	765	572	549
Withington	Census	395	334	338
	MYE	422	303	273
Burnage	Census	1,164	1,116	1,151
	MYE	1,142	989	871
Levenshulme	Census	1,001	865	786
	MYE	1,039	732	656
Gorton South	Census	2,031	1,524	1,361
	MYE	1,732	1,255	1,057

9. The City Policy Team (Planning Strategy) advise that the increase in demand for primary school places is highly likely to continue in the future because:

i. the 2011 Census shows that South Manchester experienced a greater population growth in the 5-14 age group than anticipated;

ii. Manchester's Core Strategy has identified capacity for approximately 8,200 new dwellings in Central Manchester between March 2009 and for approximately 3,240 new dwellings in South Manchester between March 2009 and March 2027.

iii. as more purpose built student accommodation (Halls of Residence) becomes available closer to the Universities, current private (and low cost) rented student accommodation within the central and south Manchester areas may revert to traditional family housing.

SCOPE FOR FURTHER EXPANSION OF EXISTING PRIMARY SCHOOLS

10. There is a clear need for extra capacity across the areas in question. There are currently 17 primary schools located in the five Wards. Of these, ten have already been expanded, to create 195 extra Reception places, 1,365 places throughout. In terms of expanding any of the seven remaining seven schools:

- * 2 have severe site constraints
- * 1 is not in a favourable location
- * 4 are RC schools and come under the jurisdiction of Salford RCDiocesan Authority

11. The detailed position is as follows:

School	Type	Ward	Already Expanded (By)
Old Moat	C	Old Moat	Yes – by 0.5fe (now 2.0fe)
Ladybarn	C	Withington	Yes – by 0.5fe (now 2.0fe)
Mauldeth Road	C	Withington	Yes – by 0.5fe (now 2.0fe)
St Paul's CE	VC	Withington	No (severe site constraints)
St Cuthbert's RC	VA	Withington	No (not a Diocesan priority)
.....			
Alma Park	C	Levenshulme	No (severe site constraints)
Acacias	C	Levenshulme	Yes – by 0.5fe (now 2.0fe)
St Andrew's CE	VA	Levenshulme	Yes – by 1.0 fe (now 2.0fe)
St Mary's RC	VA	Levenshulme	No – but a Diocesan possibility
.....			
Green End	C	Burnage	Yes – by 0.5fe (now 2.0fe)
St Bernard's RC	VA	Burnage	No - (not a Diocesan priority)
.....			
Aspinal	C	Gorton South	No – questionable location ??
Chapel Street	C	Gorton South	Yes (twice, by 0.5fe) – now 3.0 fe
Gorton Mount	Ac	Gorton South	Yes – by 1.0 fe (now 3.0 fe)
Old Hall Drive	C	Gorton South	Yes – by 0.5fe (now 2.0 fe)
St Richard's RC	VA	Gorton South	Yes – by 0.5fe (now 2.0 fe)
Sacred Heart RC	VA	Gorton South	No – but a Diocesan possibility

CONCLUSIONS

12. On the basis of the available information:

ii. in spite of the extra capacity created so far, there is a need for yet more primary places to be created in the Levenshulme and Burnage areas;

iii. scope to expand existing primary schools in these areas is limited. An appropriately located 1.0 fe Free School would therefore help to improve compliance with parental preference and allow new arrivals to be placed more quickly;

iv. a new Free School in Levenshulme or Burnage would be less likely to draw pupils away from Old Moat primary (which has expanded but is not always a preferred school for parents) and from Cavendish primary (which is currently the subject of expansion considerations).

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 to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils	2014	2015	2016	2017	2018	2019	2020
--	--------------------------	------	------	------	------	------	------	------

	(if applicable)							
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

D1 Curriculum plan: rationale

The local area is a vibrant multicultural community where many languages are spoken and high numbers of children start school with little or no English. In Green End Primary School 54% of the pupils have English as an Additional Language (EAL) and at Ladybarn Primary School, 41% of the pupils EAL. 25 different languages are spoken at each school. From Jan to Dec 2011 there were 39 International New Arrivals at Green End Primary School and 34 International New Arrivals at Ladybarn Primary School.

In this area of Manchester there are also high levels of deprivation and high unemployment. The area around the proposed site of the school is one of deprivation, with some pockets of extreme deprivation. For example, the percentage of families with children whose income is less than the median national income is very high. Because of this and other similar statistics, the City Council consider the area to be a priority for regeneration.

We have an excellent knowledge and understanding of the needs and context of the local community, recognising the diverse nature of the community it will serve. We are therefore well placed to apply this expertise in the development of a new school.

At Kingsway New School (KWNS) there will be a high quality education provision through a broad and balanced curriculum with a strong emphasis on the core skills of reading, writing and mathematics. Both the basic skills curriculum and the wider learning opportunities and experiences will be individually designed by our staff for our school. This will ensure that the pupils are highly motivated and inspired by a tailor-made curriculum which closely meets their learning needs.

A strong emphasis on first hand experiences will ensure that pupils are able to move from the concrete to the abstract in their learning and therefore attain highly, applying skills and learning to different challenges. The children will develop excellent oral communication skills which will enhance their learning in Literacy and also lead to them becoming very confident articulate 11 year olds who speak confidently in a range of formal situations.

The individualised curriculum experiences, high quality teaching and enrichment provision available at KWNS will be designed to meet the needs of the intake and to ensure that all pupils make progress and succeed. We will therefore be very ambitious in our planning and delivery of the curriculum, ensuring that challenging targets are set for individual children and that these targets are then translated into challenging performance management and appraisal targets for those staff working with these individual children. Although we do recognise the barriers to learning, which exist for children from such areas of high deprivation in Manchester, we will not use these as excuses for low expectations being set for our children and their families.

We will identify challenging targets for individual pupils, which will then be aggregated to produce targets for cohorts and groups of pupils. We have identified these following initial group targets:

- 60% of pupils will achieve a “good level of development” in the EYFS
- 80% of pupils will achieve Level 2 or above in both English and mathematics at the end of

KS2

- 80% of pupils will achieve Level 4 or above in both English and mathematics at the end of KS2
- 25% of pupils will achieve Level 5 or above in both English and mathematics at the end of KS2
- During KS2, 90% of pupils will achieve 2+ levels of progress in English and mathematics
- Overall absence will be less than 4%
- Persistent absence (15%) will be less than 3%

With particular regard to transitions between EYFS and KS1 and KS2, we will ensure that:

- there is effective liaison between the key members of staff, especially those teachers and education support staff who have been working most closely with individual pupils
- this liaison will take the form of: meetings where the key learning needs of individual children are discussed and their learning and development priorities identified; and the efficient and timely transfer of records of individual children's progress and attainment between teachers and education support staff;
- ongoing communications take place between the various members of staff throughout the year and especially in the early stages of the school year in order to address any particular issues regarding individual children
- those who have special educational needs of whatever description are especially highlighted to members of staff who will be teaching those children in the new school year and their particular needs identified.

More generally, we will plan our curriculum so that there is coherence, continuity and progress throughout the school – i.e. from the EYFS through KS1 and KS2. This itself will clearly facilitate the transfer across these stages. We will also seek to enable teachers over a period of time to gain experience across the various key stages so that there can then exist a wider base of expertise of the EYFS and the primary curriculum within individual teachers.

With regard to transition between KS2 and KS3, we will:

- have meetings with key colleagues during the summer term from the relevant secondary schools where there will be discussion regarding the particular learning needs and relevant targets for each individual pupil and ways in which these learning needs and targets will continue to be met in KS3 and then into KS4.
- an efficient transfer of individual pupil data between our school and the secondary schools in a format which aligns with the record keeping systems in the schools
- ongoing communications will take place between the various members of staff in each school throughout the year and especially in the early stages of the school year in order to address any particular issues regarding individual children
- those who have special educational needs of whatever description will be especially highlighted to members of staff who will be teaching those children in the new school year and their particular needs identified
- develop relationship with the relevant secondary schools so that there is as much alignment between our year 6 curriculum and the year 7 curriculum in the secondary schools which will facilitate pupils' adaptation to the different demands of the KS3 and its 4 curricula.
- Ensure that LAC children in year 6 benefit from a structured and seamless transition to year 7 with full support needed

The school staff will work intensively in Reception and Year 1 to ensure that those with very low starting points on entry learn all the basic skills needed and subsequently catch up to

perform in line with their peers within year 1.

The Parent Support Adviser (PSA) will ensure that well before starting in the school, families are engaged in pre-school learning courses and opportunities. All families new to the school will be visited at home prior to entry and given the opportunity to share all they know about their child as their primary educators. From information gathered, the child's induction package will be put into place. Where a child is new to English, this will include targeted support both in and out of class from our specialist staff to ensure that they rapidly acquire spoken then written English to allow them to fully access the curriculum.

Kingsway Federation has a high level of expertise in this area and will be well placed to develop the provision at KWNS to ensure that children new to English make rapid progress.

Our school will be at the heart of the community it serves and our parental engagement and support programme will be tailor made to be highly effective in the school's context.

The work we have undertaken as a Federation already in this area has had a significant impact on many families and most importantly their children in our schools. Our 'Parent Offer' will include one to one support, small group work, adult education courses, English classes, back to work activities and access and signposting to a range of community and city based outreach services.

D2 Curriculum: viability

We will put in place a viable curriculum as detailed below with an appropriate focus on breadth and balance, including the core subjects. The curriculum model is based largely on the National Curriculum subjects so achieving a broad and balanced platform, but with a strong emphasis on reading, writing and mathematics.

All children will receive a daily Mathematics, English/literacy lesson. In Reception through to year 2, they will also learn phonics as a single daily lesson. From year 3 upwards, children will be taught grammar and spelling as a discrete subject in addition to the Literacy lesson which will focus on writing and the daily guided reading lesson.

Many of the other curriculum subjects will be delivered through a thematic curriculum which is dynamic and thorough allowing children to learn about the world around them, its place in time and to develop their creativity skills. PE, MFL, Science and Religious Education will be delivered as discrete subjects. ICT will underpin learning in all subjects and will be integrated as an essential learning tool. In addition, computer programming skills will be taught as a standalone aspect.

At the heart of all learning will be a strong emphasis on oral communication. Many children in the local community both those who speak English as their first language and those who do not, have poorly developed speaking and listening skills. This impacts on their progress in all subjects, particularly Literacy. It also impacts on their skills in terms of confidence, communicating in a group, before an audience, leadership and aspiration.

At KS1 all subjects will be delivered with time each day on core learning in mathematics, reading and writing, including phonics. Level descriptors from the National Curriculum will be used as a basis to ensure the pitch of all lessons is age appropriate and challenging for all. Humanities and creative arts subjects will be delivered through a half termly a theme where the content and delivery is dynamic and thorough. PE, science and Religious Education will be delivered as discrete subjects. PE lessons which focus on sports will be delivered by a qualified sports coach ensuring that children are given expert coaching in developing their

skills and that particularly talented children are identified for additional stretching and signposted to local clubs. ICT will underpin learning in all subjects and will be integrated as an essential learning tool. The ICT learning tools available to the children will be up to date and 'State of the Art' and fully specialist ICT staff will support staff and children in this area. In addition, computer programming skills will be taught as a standalone aspect. PSHE lessons will be also be taught as a separate lesson but links made to all aspects of the school day.

Phonics will also be taught at KS2 in small groups needing catch up programmes. Grammar and spelling will be taught as a discrete lesson and links also made in Literacy lessons.

In addition, children will be taught Spanish from year 3. All children in KS2 will have the opportunity to experience playing a musical instrument and will then be able to audition for free weekly music lessons in year 5 and 6.

The Early Years Foundation Stage (EYFS).

Pupils starting in Reception in September 2014 will access the normal school day, but the Reception teacher and education support staff will be mindful of the social needs of pupils starting school for the first time and flexibility will be built in by means of communication and agreement with parents and carers.

Early learning goals will be used to establish expectations for children to reach by the end of the EYFS. Reception teachers will be empowered to make decisions on curriculum delivery on the basis of formative assessment and professional judgement. This will form the basis for planning and provide secure foundations for pupils' learning. Planning and delivery will cover each of three prime areas and the four specific areas of learning and development

The three prime areas:

- Communication and language

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write will be developed and extended including through opportunities and encouragement to use their skills in a range of situations and for a range of purposes. We will place due emphasis on parent and carer engagement by providing the home with an appreciation of our approach to developing literacy skills.

- Physical development

Pupils' physical development will be encouraged through the provision of opportunities for active and interactive learning including the important aspect of learning through play. Pupils will learn about the world around them, benefiting from the emphasis on core skills in terms of cross-curricular context and themes, supporting connections between new information and what they already know. Healthy choices in relation to lifestyle and food will be supported available snacks and lunches.

Gross motor development will be particularly developed through the use of climbing, balancing, cycling equipment in the outdoor provision which children will have access to throughout the day. In the Summer terms children will access more formal lessons in games and gymnastics. Fine motor skills will be developed through activities such as: threading, malleable materials, creative opportunities, writing etc.

- Personal, social and emotional development

Pupils will be provided with experiences and support which will help them to develop a positive

sense of themselves and of others in developing social skills and emotional literacy. As pupils mature physically, and emotionally, our focus on pupil leadership will support and inspire the development of character in an appropriate manner. They will be taught in groups of mixed ability as differentiation and personalisation will meet pupils' learning needs. This will also promote tolerance.

The four specific areas:

- Literacy

We will have the development of phonic skills for all pupils as an important element of the development of reading skills. However, there is no claim to a single process which suits every child at every stage of reading development, and while there is a general agreement that children can be taught to read successfully through phonics, there is nothing in the literature or experience of educationalists to suggest that this technique represents a process which can produce best results alone and in isolation.

Current thinking strongly indicates a mixed menu which brings together two previously polarised approaches via the extended teaching of phonics through real books. As a result, we will adopt an approach to the teaching of literacy that combines the tried and tested phonics method with the use of real books, under the decision making of the teaching professionals guided by the details in each pupil's personal learning plan.

This approach involves teaching emerging readers an optimal number of core phonic and sight vocabulary skills that are then applied to a wide range of books beyond a reading scheme. Meeting the needs of reluctant readers is paramount in ensuring success for all and if these pupils are required to learn too many phonic skills they may unintentionally be held back from attaining the status of a "free reader". If this transition is delayed, for some pupils reading remains a chore with resulting loss of motivation, enjoyment and achievement.

One of our most important goals will be to develop emerging readers using phonics and then engage pupils in reading for pleasure. Through the approach described, pupils will gain confidence quickly and become engrossed in stories and good quality literature so that they become passionate readers, who are interested and engaged by real books and who read for their own enjoyment as well as to access information of all kinds.

In this way pupils' imaginations and desire to read will be stimulated and they will have a strong motivation to gain the necessary skills and will attain excellent reading levels. Reading as an enjoyable and entertaining learning experience, activity, and skill will be at the core of the programme and will be a focus across all subjects in the curriculum.

Classroom environments will be rich in good quality children's literature. Children will be immersed in books and stories and teachers will model a passion for all kinds of books and reading to the children. Careful attention will be paid to ensuring that each classroom library is well supplied with the best children's literature. Books will be provided at all appropriate reading levels and ensure that they are levelled to ensure children are supported to progress through different stages of reading development.

- Mathematics;

We will help pupils to become confident and competent young mathematicians, able to count, compare and order, to think mathematically in everyday situations, and to select and use the mathematics they need in problem solving and investigations.

Within and outside the classroom, situations arise spontaneously in children's play which provide opportunities for the development of mathematical understanding and correct use of mathematical language. There is also an allied need to plan and structure mathematical experiences for children to ensure that full curriculum coverage is obtained. Children will be helped to think logically so that they begin to respond like mathematicians. All mathematical experiences need to be practical and in particular enjoyable.

Therefore, children will be given opportunities to develop and use their mathematical understanding in purposeful and enjoyable ways and to develop their confidence, ultimately seeing themselves as emerging mathematicians. Children will be encouraged to evaluate their own work focusing initially on their success by gradually being helped to appreciate things they need to work at and develop, in order to preserve enthusiasm and avoid the negative connotations often associated with maths and numeracy.

teaching staff will create tailor made lessons and delivery will allow the creative flair of excellent teachers to offer the best possible numeracy education for our pupils.,

- Understanding the world

Pupils will develop the knowledge, skills and understanding needed to make sense of the world around them, including via our curriculum emphasis on core learning. This learning will be supported via opportunities for children to understand and use technology, study organisms, people and objects in their natural environments and in real-life situations, and to undertake practical experiments and investigations including working with a range of materials.

- Expressive arts and design.

Children's creativity will be nurtured via the provision of support for their curiosity, exploration and play, including opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, role-play and discussion activities, also via whole-school productions. Children will have weekly lessons in dance.

Use of ICT to Support Learning

Children's earliest experiences of ICT are unlikely to arise out of school. Younger children will often start by watching older brothers and sisters or parents using computers, so building up a basic knowledge and understanding alongside an awareness of and, hopefully an enthusiasm for modern technology as a tool for social learning. This can then be utilised when at school where ICT starts to be seen as part of externally organised learning.

We will recognise both the social dimension and the academic dimension to the uses of ICT and take a broad view which seeks to maximise use of, and enjoyment from, ICT so that experiences at school are as frequent and enjoyable as they can be in those home environments where ICT is available and used appropriately. A clear framework for responsible use of ICT will be developed in line with latest best practice guidance. Children, teachers and parents will be made aware of e-safety issues and the use of technology will be monitored to ensure safe and responsible use in school.

Provision will consist of discrete skills mastery and cross-curricular approaches to ICT teaching and learning, with specific approaches selected according to the professional judgement of teachers. At an appropriate stage, pupils will be encouraged to use a relevant personal device in their learning at times when the teacher or the pupil considers it to be helpful. Children will start to establish their own e-learning space and e-portfolio as soon as they are ready to do so. Through the use of the latest technology such as social networking

and blogs / wikis, pupils will be guided on safe use of ICT which will be shown as valuable to their life outside school. We will ensure buildings allow for a future immersion learning facility which will maximise the benefit from learning technology including augmented reality.

We will have an ICT solution that meets the needs of all users (children, teachers, management and administration, parents and carers, and community users). We will ensure that overall provision is scalable to accommodate increases in children's numbers, reflects value for money, and is financially sustainable, working with EFA on the procurement of an appropriate ICT solution. Through this approach, children will be equipped to use current and emerging technologies creatively and positively to enhance their learning and future life chances.

Lessons and learning will be delivered using a range of teaching structures including whole class lessons, teacher focus activities, guided groups and child initiated learning. Learning on a daily basis will take place both indoors and outdoors. The focus activities will include: guided writing, guided maths, 'other' (Expressive arts and design, PSE, Understanding the world) and target groups for reading, writing, maths and fine motor skills. There will also be a weekly dance slot. The prime areas of learning are threaded throughout all lessons and all indoor and outdoor play areas are designed to encourage children to build on these skills in their play.

EYFS indicative daily timetable.

9:00 – 9:05	Register
9:05 – 9:30	Literacy/Maths
9:30 – 10:40	Focus 1
10:40 – 11:05	Literacy/Maths
11:05 – 11:15	Prep for lunch – toilets etc.
11:15 – 12:30	Lunch time
12:30 – 12:45	Register Relaxation/water and milk
12:45 – 1:10	Guided reading groups
1:10 – 2:20	Focus 2
2:20 – 2:30	Last tidy up indoor and outdoor
2:30	Phonics

– 2:55	
2:55 – 3:15	Story time and Hand outs Home

Key Stages 1 and 2

We will ensure that the transition from EYFS to KS1 is as smooth as possible with pupils remaining in existing groups, building on the excellent foundation laid in the EYFS, providing a solid platform for pupils to continue to make progress in KS1. As pupils progress through Key Stage 1 a thematic approach to curriculum delivery will remain evident, supplemented by subject specific teaching based on a timetabled approach to lessons in Key Stage 2.

Our approximate allocation of time in the Key Stages 1 and 2 is shown below, demonstrating breadth and balance together with our focus on the core subjects of English, mathematics and science. Cross-curricular skills such as those associated with the spiritual, moral, social and cultural dimension and personal learning and thinking skills will be planned in by teachers as specific elements in Key Stage schemes of work.

Approximate allocation of time in the Primary phase:

English and Literacy: 25%

Mathematics and Numeracy: 20%

Science: 15%

Humanities: 10%

Technology and ICT: 10%

Arts 5%

PE 5%

Spanish 5%

RE 5%

The above details demonstrate a clear emphasis on core learning, designed to allow all pupils regardless of ability and background opportunities to achieve skills across the core curriculum of English, mathematics and science. Across the curriculum, there will be an appropriate emphasis for the reasons described on the development of ICT skills.

Key Stage 1 and 2 indicative timetable. Each lesson is 60 minutes long.

Day/period	Monday	Tuesday	Wednesday	Thursday	Friday
1	English, including phonics, grammar and spelling in a guided reading lesson appropriate to age	Mathematics	English, including phonics, grammar and spelling in a guided reading lesson appropriate to age	Mathematics	English, including phonics, grammar and spelling in a guided reading lesson appropriate to age
2	Mathematics	English, including phonics,	Mathematics	English, including phonics,	Mathematics

		grammar and spelling in a guided reading lesson appropriate to age		grammar and spelling in a guided reading lesson appropriate to age	
Play					
3	Science	Numeracy	RE	Humanities	Humanities
4	Literacy	Technology/ICT	Technology/ICT	PSHE	Spanish
Lunch. Outdoor play/development opportunities					
5	Humanities	Science	Technology/ICT	Science	Literacy
6	PE	Science	Literacy	Science	Arts

Teachers will plan sequences of learning activities which take into account individual pupils' stage (not age) of development, personalising their learning experiences.

English

Pupils will learn to speak confidently and listen to what others have to say. As literacy skills develop they will read and write independently and with enthusiasm, using language to describe their own experiences and explore imaginary worlds. Older pupils will learn to change the way they speak and write to suit different situations, purposes and audiences.

When reading a wider range of texts older pupils will respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works through lesson activities dedicated to grammar, spelling and punctuation.

Mathematics

Starting in reception and continuing throughout school a focus on number, addition, subtraction, multiplication and division, will allow pupils to build confidence and understanding throughout the school. Pupils will be to apply this knowledge to problem solving and investigation questions. Weekly mental maths session will teach key skills in developing accuracy and speed. Supported by enjoyable individualised differentiated activities, games and quiz activities, pupils will develop a range of arithmetic skills and become empowered to use these confidently in different settings without loss of confidence or self-esteem. They will also learn about other areas of mathematics, including; shape and space through practical activity which builds on their understanding of their immediate environment, supported by appropriate ICT applications and safe online activities. Older pupils will use mathematical language accurately, moving for example from "corner" to "angle", using language to talk about their methods and explain their reasoning when solving problems. Increasingly, older and mathematically more able pupils will calculate fluently with all four number operations, and use symbols accurately to represent mathematical thinking and writing.

Science

We will deliver the following elements of the science curriculum with due regard to health and safety requirements to protect the well-being of pupils:

- Sc1 Scientific enquiry
- Sc2 Life processes and living things
- Sc3 Materials and their properties

Sc4 Physical processes

Breadth of study

In terms of scientific investigations, pupils will be taught that it is important to collect evidence by making observations and measurements when trying to answer a question. They will be given opportunities to plan and carry out practical work to test their ideas, which will include the concept of a fair test. They will gather and present data and evidence, consider the evidence gained, and evaluate outcomes against expectation where they will be encouraged to explain results in terms of their scientific knowledge and understanding, sharing their ideas using scientific language and via drawings, charts and tables.

Our pupils will learn about the characteristics of living, non-living and never-lived things, the needs of living organisms, and consider human senses. They will study green plants, classify living things, and learn about the interactions between organisms and their environment. Opportunities will be provided to investigate the properties (nature and characteristics) of materials and use information from this study to classify them, also linking a material's uses to its properties.

Practical work will include looking at the physical effects of forces on objects in terms of pushing, squashing, spinning, speeding up or slowing down and changing direction, and the chemical impacts of heating on selected materials. Pupils will also study common appliances that use electricity, and investigate light and sound as physical phenomena that can be measured and analysed. Where appropriate, pupils will use ICT (sensors) to take and store data, and as a means (software applications) to present and communicate information.

Humanities

Pupils will study people's lives and lifestyles in different eras, with a focus on the chronology of key events, and people associated with them. We will help pupils to find out about significant men, women, children attached to important historical events from the recent and more distant past, including those from both Britain and the wider world. Stories read to pupils will help them to enjoy history.

We will support the use of varied sources of information to help pupils to ask and answer questions about the past, so learning how the past is different from the present and gaining knowledge, understanding and skills of historical interpretation at appropriate levels. In addition pupils will learn how to identify, select and use a range of evidence sources, and how to evaluate them.

Also, pupils will learn about change and continuity in Manchester, in Britain and in selected parts of the world in keeping with the heritage of our diverse pupil intake. History will be explored in a cross-curricular way from political, economic, technological / scientific, social, religious, cultural and aesthetic perspectives. Pupils will use different sources of information to help them investigate the past using dates and historical vocabulary to describe events, people and developments, and they will also learn that the past can be interpreted in different ways which can lead to varying perspectives on people and events.

Our pupils will extend their geographical skills by learning about surveys, collecting and recording evidence, and analysing information they have collected or discovered for themselves. We will provide opportunities for pupils to investigate a variety of people, places and environments both in the United Kingdom and abroad. Our pupils will also find out how people affect the environment, and how they are affected by it, including the school environment.

Our pupils will also have opportunities to study their local area alongside a contrasting area in the UK, finding out about the environment in both areas and the people who live there. They will be given opportunities to carry out geographical enquiry inside and outside the classroom, in doing this they will be taught to ask relevant geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs together with cross-curricular skills relating to use of ICT, communication, numeracy and graphicacy.

Technology

We will support pupils in learning how to think imaginatively and discuss what they like and dislike when designing and making. Pupils will be assisted in building upon their early childhood experiences of investigating objects in their home and other familiar locations. They will explore how familiar objects work, talking about, drawing and modelling their ideas. Pupils will also learn how to design and make safely and will start to use ICT as part of their designing and making process as soon as they are capable of it, in keeping with our high expectations in terms of ICT and its capacity to support and accelerate learning.

In later years pupils will work in a variety of contexts, on their own or in pairs and as part of a small group, on a range of designing and making activities. They will consider what products are used for and the needs of the people who use them. In addition to planning what has to be done and identifying what works well, pupils will consider what could be improved in their own and other people's designs. Where relevant, teachers will plan together to allow pupils to draw on knowledge and understanding from other areas of the curriculum without simple repetition of concepts, in order to foster links between areas of human knowledge.

ICT

Specific ICT lessons will teach skills which will then be used throughout the curriculum. Pupils will be able to use a wide range of learning styles to develop different skills. Through ICT projects pupils will apply and evaluate their learning against the learning objectives and their target audience. Pupils will experience different hardware and software allowing them make informed choices over the best equipment/programs to use. Using the VLE children will be able to develop E-portfolios that they can access safely at home to allow parental support and to extend their learning. As the pupils progress through the school they will develop an increasing range of complex skills through experiencing a wide variety of hardware and software.

Subject Uses of ICT will include the following as illustrations:

English

Pupils will use the skills taught in ICT lessons to enhance literacy learning, through reinforcing, speaking, recording, editing, animating and publishing. ICT will provide a rich stimulus, both auditory and visual, allowing children to develop their imagination and enrich their writing. ICT will also help support differentiation through catering for G & T, SEN and EAL pupils benefiting from software use including Intro to Letters, Little Bookmaker, Spelling Magic, Comic Life and Puppet Pals.

Mathematics

ICT will support the teaching of maths through consolidating, applying, inspiring and engagement. ICT will enrich the teaching of maths using; visual aids for shape, business enterprise projects using spread sheets, Mathletics for homework, programmable robots for

measurement and movement, problem solving activities to apply skills.

Science

Scientific investigations and understanding will be supported through the use of ICT, such as recording the changes in light, sound and temperature with sensors, digital microscopes looking at the make-up of environments and organisms and the use of spread sheets to record results.

Humanities

We will use ICT to investigate and validate historical evidence. Teachers will develop a resource bank and will use the internet and learning apps to enrich the children's learning. The environment can be a key factor in broadening pupils' horizons. Pupils will use handheld devices and digital cameras on field trips, outdoors and in the classroom. They will explore the world and world religions through virtual field trips and video conferencing.

Art

Creativity is an important aspect of children's education and in recognition of this we will develop analytical skills through time lapse photography and stop motion animation, to link art to literacy. We will bring the world into the classroom through the use digital photography and digital image manipulation to enhance the curriculum and within community based projects.

Music

We will build confidence in music making and to support this aim, pupils will use ICT in improvisation and performance to enhance these areas of the curriculum. Through music technology, such as Garage Band older pupils will compose, playback and develop shared working and listening skills.

PE

Our pupils will be encouraged and taught to be healthy and within our PE provision we will use sensors, wireless dance mats and video analysis to help pupils to analyse and improve performance. We will explore the use of interactivity e.g. my Sports Coach to analysing and improving performance.

In using ICT, we will be mindful of safe behaviour and the safeguarding implications of any online activity, which will be filtered. We will teach e-safety to pupils as soon as they are capable and always before their exposure to related risks, emphasising the need to transfer safe behaviour to working and undertaking leisure activities at home. In school we will use E-Safe to monitor the use of ICT in the school.

In particular, we will educate pupils about cyberbullying and include this as part of the school's wider anti-bullying policy and associated strategies. ICT has a specific role to play in supporting access and achievement in other subjects and we aim to make excellent use with, for example, SEN pupils. Further details are provided in the section below on meeting the needs of individual pupils.

MFL

While there is no statutory modern foreign language (MFL) requirement, we will teach Spanish

to KS2 pupils given the role of Spanish as a major international language, and its suitability for pupils of this age range. In global terms, it is estimated that there are approximately as many Spanish speakers as there are English speakers (between 300 and 400 million) and Spanish is one of the six official languages of the United Nations.

In keeping with non-statutory guidance, our MFL provision will teach pupils:

how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness

to build up an appropriate vocabulary

to develop correct pronunciation and intonation

how to ask and answer questions, and make statements in various contexts

techniques for memorising words, phrases and short extracts

how to use context clues to interpret meaning

how to make use of their knowledge of English or another language in learning the foreign language (similar to our Dual Iceberg approach to EAL)

influences of the culture of the country or countries where the language is spoken

Art

In Years 1 and 2, our pupils will develop creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. Teachers will help pupils to learn about the role of art, craft and design in their environment, utilising the rich artistic heritage of relevant cultures. Pupils' practical work will explore colour, shape, use of space, pattern and texture in representing their ideas and feelings.

Through Key Stage 2 pupils will undertake more complex activities. These will help to build on their skills and improve their control of materials, tools and techniques. Teachers will plan and work to improve pupils' critical awareness of the roles and purposes of art, craft and design in different times and cultures. Pupils' work will be used to help produce an attractive and stimulating learning environment by being displayed at appropriate locations within the school.

Music

Through Key Stage 1, pupils will be encouraged to listen carefully and respond physically to a wide range of music. They will be able to experiment with musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions. Our pupils will explore and enjoy how sounds and silence can create different moods and effects.

As their musical skills develop in later years, pupils will learn to improvise and develop their own musical compositions, in response to a variety of different inspirational experiences. They will explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. We will stage various drama productions with musical content where pupils can participate in instrumental music making and singing in front of an audience. Pupils will be able to take advantage of free after school music eg guitar lessons. Termly music assemblies will showcase the children's talents and help build confidence to perform in front of an audience.

PE

Pupils in Years 1 and 2 will build on their natural enthusiasm for movement, using it to explore and learn about their world and to express themselves. They will learn to work and play with other pupils and collaborate in pairs and small groups. By watching, listening and experimenting, they will develop their skills in movement and coordination, and enjoy

expressing themselves in a variety of situations. In later years pupils will learn new skills involving more complex sequences of movement and will develop an understanding of how to succeed in different activities, and learn how to evaluate their performances and recognise their own success. Specific games lessons will teach skills and team work, while inter-school competitions will help children learn to apply their skills. We will encourage pupils to learn to swim at as early an age as possible, including via communications with parents and carers, taster swimming sessions in reception and year 1 and full swimming lessons throughout year 4.

RE

We are aware that Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which „promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life“.

In addition we agree with national guidance that learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Accordingly we will use the locally agreed syllabus, reflecting that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. The school is not a faith school and does not claim to offer any particular religious ethos. Our aim will be to promote understanding and tolerance through knowledge and awareness.

PSHE

In keeping with non-statutory guidance, in Key Stage 1 pupils will learn about themselves as developing individuals and as members of their school and local communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well and enjoy opportunities to show they can take some responsibility for themselves and their environment. Pupils will continue to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

From Year 3 onwards pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. Teachers will plan and work to develop pupils' sense of social justice and moral responsibility, and through this, children will begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

In addition, pupils will be encouraged, and learn, how to take part more fully in school activities as contributing members of a learning community. We will support pupils as they look ahead to the changes of puberty, and transfer to secondary school. Pupils will be helped to make confident and informed choices about their health and environment; to take more responsibility, individually and as a group, and to develop personal responsibility and together with their growing levels of self-confidence we will support an appropriate level of leadership

via voluntary roles in class and in the wider life of the school, for example, buddying new pupils when they join our school.

Enrichment

We will have a varied enrichment programme. Given the cultural richness of Manchester as a major city, there will be many artistic and sporting events for pupils' learning to build upon in terms of extra-curricular activity which will include regular musical and drama productions, sporting activities, free clubs such as a computer club and nature gardening club after school and support for free reading. We will celebrate the cultural diversity of our pupils for example through displays around the school. We will stage shared productions of a musical and theatrical nature. The curriculum will be heavily linked to opportunities of first-hand experience, exploration and discovery; through outstanding teaching, visitors and trips.

Another way that a proportion of enrichment time may be used is if it is allocated for support study, for example if a pupil is at risk of missing their expected attainment levels, or further to assist EAL pupils. This will be done in consultation with parents or carers of the pupils concerned and will not mean loss of all enrichment activities.

Homework

<u>Year</u>	<u>Activities</u>
R	Encouragement and guidance for parents/carers to discuss school work and read to/with their children in a supportive way. Phonemes and key words will be sent home. No set time.
Years 1 and 2	Numeracy, reading, spelling, other literacy work. 1 hour per week
Years 3 and 4	Literacy and numeracy with occasional assignments in other subject areas and themes. 1 and a half hours per week
Years 5 and 6	Continued emphasis on literacy and numeracy, but also ranging widely over the curriculum in terms of context and scope, with independent learning. 2 hours week.

In Reception, through Key Stage 1 and into Key Stage 2, our curriculum model envisages delivery via thematic learning activities. This will give the opportunity for the skills taught in literacy and mathematics to be applied in an exciting context aimed at inspiring pupils. In the later years of Key Stage 2, there will be increasing amounts of subject-based teaching, including continuation of the literacy lessons focusing on grammar, spelling and punctuation.

In all year groups across the school, children will normally be arranged in groups according to age. Where pupils' personalised learning and rate of progress suggest another arrangement, such as placing a gifted pupil with an older year group, this will take place in a targeted manner not on a permanent basis and all such arrangements will be reviewed at least termly.

Our taught day and therefore week is slightly longer than average for a Primary school but we see this as an advantage, a means of exposing pupils to more of the outstanding teaching and support that will be available from our staff in order to secure excellent progress and improved learning outcomes.

At the end of the “normal school, day” we will provide enrichment activities, including various free clubs such as dance club, art club, computer club and nature gardening club. There will also be opportunities for supervised homework, supporting parents and children to complete work, quiet study, and reading.

Provisional calendar.

Term	Begin of term	Half term holiday		End Of term	No of school days
		Begin	End		
Autumn 2014	Thursday 28 th Aug	Monday 20 th Oct	Friday 24 Oct	Friday 19 th Dec	77
Spring 2015	Tuesday 6 th Jan	Monday 16 th Feb	Friday 20 th Feb	Friday 27 th March	54
Summer 2015	Monday 13 th April	Monday 25 th May	Friday 29 th May	Friday 10 th July	59
Total					190
INSET days: 5 in total on dates to be decided = 195.					

D3: Staffing structure

Our School will open in September 2014 with one Reception class, and 30 pupils. We do not intend to have separate arrangements for the first term. Staffing build-up is shown in the table below and is in line with increasing pupil numbers, our vision and ethos, curriculum delivery in terms of sufficient class teachers, leadership and management capacity and capability, and affordability (as defined by income) as shown by Section G and the financial spreadsheets.

Year	Leadership	Teaching staff	Education support	Admin/support
Year 1 2014 30 pupils	<ul style="list-style-type: none"> Executive headteacher (0.1 FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher EAL teacher and SENCo (0.4 FTE) 	KS1 TA (0.9 FTE) Lunchtime supervisor (0.2 FTE)	Business manager (0.2 FTE) Finance officer (0.2 FTE) Site supervisor (0.5 FTE)
Year 2 2015 60 pupils	<ul style="list-style-type: none"> Executive headteacher (0.1 FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher Year 1 teacher EAL teacher and SENCo (0.4 FTE) 	2 KS1 TA (1.7 FTE) Lunchtime supervisor (0.2 FTE)	Business manager (0.3 FTE) Finance officer (0.3 FTE) Site supervisor (0.5 FTE)
Year 3 2016 90 pupils	<ul style="list-style-type: none"> Executive headteacher (0.1 FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher Year 1 teacher Year 2 teacher EAL teacher and SENCo (0.6 FTE) 	3 KS1 TA (2.6 FTE) Lunchtime supervisor (0.4 FTE)	Business manager (0.3 FTE) Finance officer (0.3 FTE) Receptionist (0.9 FTE) Site supervisor (0.8 FTE)
Year 4 2017	<ul style="list-style-type: none"> Executive headteacher 	<ul style="list-style-type: none"> Reception class teacher 	<ul style="list-style-type: none"> 3 KS1 TA (2.6 FTE) 	<ul style="list-style-type: none"> Business manager (0.4 FTE)

120 pupils	(0.15FTE) <ul style="list-style-type: none"> Head of School 	<ul style="list-style-type: none"> Year 1 teacher Year 2 teacher Year 3 teacher EAL teacher and SENCo (0.6 FTE) Intervention teacher (0.5 FTE) 	<ul style="list-style-type: none"> 2 Lunchtime supervisor (0.4 FTE) 	FTE) <ul style="list-style-type: none"> Finance officer (0.4 FTE) Receptionist (0.9 FTE) Site supervisor (0.8 FTE)
Year 5 2018 150 pupils	<ul style="list-style-type: none"> Executive headteacher (0.15FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher Year 1 teacher Year 2 teacher Year 3 teacher Year 4 teacher EAL teacher and SENCo (0.6 FTE) Intervention teacher 	<ul style="list-style-type: none"> 3 KS1 TA (2.6 FTE) 3 Lunchtime supervisor (0.6 FTE) 	<ul style="list-style-type: none"> Business manager (0.4 FTE) Finance officer (0.4 FTE) Receptionist (0.9 FTE) Site supervisor (0.8 FTE)
Year 6 2019 180 pupils	<ul style="list-style-type: none"> Executive headteacher (0.2 FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher Year 1 teacher Year 2 teacher Year 3 teacher Year 4 teacher Year 5 teacher EAL teacher and SENCo (0.6 FTE) Intervention teacher 	<ul style="list-style-type: none"> 3 KS1 TA (2.6 FTE) 3 Lunchtime supervisor (0.6 FTE) 	<ul style="list-style-type: none"> Business manager (0.4 FTE) Finance officer (0.4 FTE) Receptionist (0.9 FTE) Site supervisor
Year 7 2020 210 pupils	<ul style="list-style-type: none"> Executive headteacher (0.2 FTE) Head of School 	<ul style="list-style-type: none"> Reception class teacher Year 1 teacher Year 2 teacher Year 3 teacher Year 4 teacher Year 5 teacher Year 6 teacher EAL teacher and SENCo (0.6 FTE) Intervention teacher 	<ul style="list-style-type: none"> Parent support advisor (0.5 FTE) EAL TA (0.5 FTE) SEN (0.5 FTE) Pastoral support ICT TA (0.4 FTE) 3 KS1 TA (2.6 FTE) Sports TA (0.3 FTE) 3 Lunchtime 	<ul style="list-style-type: none"> Business manager (0.4 FTE) Finance officer (0.4 FTE) Receptionist (0.9 FTE) Site supervisor

The final staffing structure has the following key features which will enable the vision and plan of the school to be translated into action and measurable outcomes:

- A full time Head of School supported by an Executive Headteacher on a part-time basis (0.2 FTE); the Executive Headteacher will facilitate an effective working relationship and sharing of expertise within the Federation. As the school grows, the Executive Headteacher will facilitate the sharing of curriculum-specific expertise across the Federation in order to mitigate against the situation of where a small number of staff will be expected to have expertise across all of the curriculum.
- 1 full time class teacher for each year R – 6; 3 of these teachers will also have responsibility for the leadership of the three phases of the school: years R and 1; years 2-5; and years 5 and 6. These colleagues will take up these roles as the school grows for Year R upwards to year 6 over a period of time. Each class having their own teacher will ensure continuity for the pupils in each class. Each class teacher will also have responsibility to lead a curriculum area and so share her/his expertise with colleagues in order to ensure that teaching across the whole curriculum is of the highest quality. The recruitment of teachers as the school grows will take account of this need.
- The senior leadership team will consist of the Executive Headteacher, the Head of School and the 3 phase leaders. The Head of School and 3 phase leaders will be responsible for the day to day management of the school with particular reference to ensuring the School Improvement Plan is efficiently and effectively implemented.
- A teacher will be in place for those pupils for whom English is an additional language (EAL) or for those pupils with SEN; this reflects the anticipated needs of the pupils who will be attending the school as described elsewhere in this document. This teacher will also have responsibility for sharing his/her expertise across all staff as well as some small group/individual pupil teaching. She/he will also be the SENCO.
- There will be a number of teachers and support staff who will work across the Federation. The Heads of School of each school will also cooperate across the Federation in order to share expertise and strengths.
- A total of seven teaching assistants who will have responsibility for working with the KS1 classes, pupils with EAL and SEN, and providing support with regard to sports and activities and ICT. The number of these teaching assistants recognises the need for some intensive support in each pupil's early days in school in order to lay the foundation for effective learning through her/his time at school. All the specialist TAs will work across the Federation schools.
- There will also be in place a colleague providing pastoral support, a parent support advisor, and 3 part-time lunch supervisors. As with the teaching assistants, the appointment of these colleagues recognises the particular needs of our pupils, including in relation to pupils' pastoral needs and the recognition that effective partnerships with parents are key you ensuring individual children's wellbeing and progress. The 3 part-time lunch supervisors will receive appropriate support and training to ensure that they can contribute to the pupils' excellent behaviour.
- There will be part time school business manager, a finance officer, an administrative officer, a receptionist, and site supervisor. These will ensure that there is effective management of all the business aspects of the school, including the financial management. Finance staff will work across the Federation schools and be tasked with ensuring best value, efficient working and maximising the buying power of a large organisation. The site supervisor will ensure that the overall school environment enable effective learning and teaching.

In keeping with our close attention to safeguarding requirements, advertisements will emphasise the safeguarding elements of the appointment process. We will follow safer recruitment guidance and best practice and all staff will be required to undergo CRB(E) clearance

D4: Meeting needs of pupils with differing abilities

KWNS will meet the needs of all pupils as follows:

Special Educational Needs

We will meet the requirements of the SEN Code of Practice and all allied legislation and best practice. We will demand that all our pupils aspire to high levels of attainment in terms of personal best. It is recognised that there will be pupils who will require support and intervention to help them achieve their full potential and who will be placed on our SEN register.

The school has the following plans to help those pupils.

Pupils will be identified for intervention using four methods:

- 1) Any valid and relevant information available prior to joining KWNS
- 2) Teacher formative assessment
- 3) Standard tests in reading, writing and mathematics, teacher summative assessment and nonverbal reasoning tests.
- 4) Our SEN identification matrices

School Action (SA) and Early Years Action (EYA)

Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

KWNS will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

If the child's progress within School Action intervention is monitored by the Class teacher and SENCO and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern the child may be placed on School Action Plus, which is outlined below.

School Action Plus (SA+) and Early Years Action Plus (EYA+)

At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP continues to be reviewed twice a year.

At Early Years Action Plus or School Action Plus, more specialist support staff in school will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in most cases provide support on an individual basis, often out of class on a specialist programme.

Pupils with a Statement of Special Educational Needs

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight. All statutory requirements in terms of reviews, IEPs and best practice will be met.

Gifted and Talented Pupils

The school will adopt a flexible approach to meeting the needs of Gifted and Talented (referred to as G&T) pupils to ensure they progress at an appropriate rate to reach their potential.

Pupils will be identified for intervention using the methods below:

- Any valid and relevant information available prior to joining or while at KWNS, including information from parents and outside agencies
- Teacher formative assessment
- Standard tests in reading, writing and maths, teacher summative assessment and nonverbal reasoning tests.

Our approach to supporting pupils who are gifted and talented will form part of the KWNS ethos of enabling every child to reach his or her full potential. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any child's emerging strengths are not missed, and that pupils who may join the school mid-year can be accommodated smoothly. G&T pupils will be identified on a G&T register.

The diagnosis of gifted and talented pupils will also make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

As such KWNS will nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others within the pupil leadership programme - for example as Federation Student Leaders. Throughout the school the teaching and curriculum will be of a standard that will stretch the pupils at all levels.

English as an additional language (EAL)

We recognise that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with potentially different understandings and expectations of education, language and learning. EAL pupils will be integrated within lessons for the bulk of the day, with some out of class learning for those at the early stages of English Language acquisition.

For children who are new to English, there will be intensive work undertaken with a specialist teaching assistant to ensure that a child's progress is not hampered too long by being at the early stages of English Language acquisition. This will also ensure that children are given a supportive induction into their new school at a time when they are feeling most vulnerable.

Pupils with emotional and behavioural difficulties (EBD)

Pupils with emotional and behavioural difficulties (EBD) will be supported by the phase leaders, the Pastoral Support Worker and the team of Teaching Assistants (TAs). We have a strong track record in supporting very successfully children with a range of social and emotional needs. All staff will be well trained in our strategies and methods which are all underpinned by a nurturing approach.

If and where necessary, external professional support will be sought and we will always work closely with parents and carers. Our curriculum model and quality of teaching will ensure all pupils have an opportunity to discover what they can do well, and excel at it. The curriculum model which is engaging, dynamic with a focus on first hand experiences will give children with social and emotional issues the best opportunity to succeed. We will also have a very well developed pastoral support programme which includes therapeutic interventions in play, art and horticulture.

SENDA (2001)

Pupils with disabilities admitted to the school will have full access to the curriculum as provision at KWNS will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy, and by the Equality Act 2010.

Identification and Monitoring of Vulnerable Groups

As stated above, the school's expectations of the pupils will be high. No lowering of expectations will be made by teachers of pupils based on their socio-economic background. The school will monitor sub-groups of pupils and track their progress. It is integral to our vision and ethos that all pupils regardless of background, will succeed. The school will pride itself in the high attainment of pupils who qualify for Free School Meal and those who are in care. The school will be inclusive so that all pupils may participate fully in the life of the school. The monitoring of those pupils who may fall into vulnerable groups will be an ongoing process. A mix of teacher assessment and standard testing will flag up any academic issues that a pupil may encounter. Timely intervention for any pupil with additional needs will then take place, based on a diagnosis of their individual circumstances. Regular reporting via the planned ICT systems (MIS) will aid staff to report frequently on the progress of these pupils.

D5: Definitions and measures of success

Our targets are as follows:

- 60% of pupils will achieve a “good level of development” in the EYFS
- 80% of pupils will achieve Level 2 or above in both English and mathematics at the end of KS2
- 80% of pupils will achieve Level 4 or above in both English and mathematics at the end of KS2
- 25% of pupils will achieve Level 5 or above in both English and mathematics at the end of KS2
- During KS2, 90% of pupils will achieve 2+ levels of progress in English and mathematics
- Overall absence less than 4%
- Persistent absence (15%) less than 3.0%

Pupils’ attainment on entry as measured by teachers will be used by SLT to establish high expectation short and long term targets for pupils. In order to identify underperforming individuals and sub-groups of pupils at an early stage, frequent formative assessment using the principles of Assessment for Learning (AfL) will take place with a comparison of outcomes against high expectation targets, in order to provide the necessary support as quickly and effectively as possible.

Summative assessment will match the nature and requirement of programmes of study undertaken by pupils and will be benchmarked internally regionally and nationally in pursuit of personal best performance for pupils and in fostering a climate of continuous improvement in whole-school performance.

Accordingly KWNS will use various forms of assessment according to need, including teacher, peer and self-assessment as appropriate, and particularly to:

- monitor progress of pupils and groups of pupils
- inform teaching, including the planning of teaching and learning
- measure school performance against expectations including Ofsted
- establish and celebrate achievement
- provide opportunities for external verification

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of good practice so that effective teaching and learning takes place, and that pupils reach their highest levels of attainment. Children will sit applicable National Curriculum tests at the end of Key Stage 2. Additional screening tests may be used to measure progress and identify specific learning issues presented by pupils. Outcome and school target information is given below. Monitoring Evaluation and Intervention (MEI)

The Kingsway New Primary School MEI strategy will include the following approaches to monitoring and evaluating the work of the school:

Regular lesson observations

- Peer observations involving teacher-teacher and SLT-teacher pairs
- Regular work scrutiny from work samples across all year and ability groups
- Data analysis from individual pupil to whole-school level, including teacher direct accountability through individual pupil progress meetings
- Mock Ofsted inspections
- Governor scrutiny of outcomes of monitoring work and assessment outcomes
- Pupil voice opportunities
- Parent voice opportunities
- Community perception surveys

Lesson observations will be based on the revised Ofsted framework to ensure accurate benchmarking against Ofsted 'outstanding' criteria for quality of teaching, using external consultancy support for verification of school judgements.

Information and data on pupils will be monitored by each individual teacher and analysed by SLT. Teachers will be able to access information through the MIS systems. Pupils from year 2 upwards will be involved in knowing their attainment levels in reading writing and mathematics and all will be very clear about what targets they have to move their learning to the next level. KWNS will consider the full range of data and metadata available on pupils to track progress, exploring best practice approaches to tracking including via MIS as outlined in the review publication "Management Information Systems (MIS) and Pupil Tracking: Users" Guidance: Using MIS to Support Pupil Attainment Tracking " from National Strategies. We will analyse and act where required on the findings and outcomes from these activities.

For monitoring progress towards annual targets, class teachers and SLT will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each individual situation, in order to maintain progress towards the target and ensure it is achieved. More frequent monitoring will then be used to examine the effectiveness of the intervention(s).

Aspirations, Indicators of Success and Targets

We have the highest expectations for all who work in KWNS, particularly our pupils. In termly tracking of pupil progress and outcomes, we will use a range of qualitative and quantitative indicators that refer to individual, sub-group, cohort and whole-school performance in both academic and non-academic terms (the latter including aspects of personal development), to ensure each child reaches his or her potential.

Our strategy for success involves the key aspects of: developing and sustaining outstanding teaching, and securing the well-being and confidence of pupils so they attend well and are happy, safe and secure learners who increasingly understand what it takes to learn and succeed and at all times want to learn. Curriculum links to the work place and further education will help children to develop their own aspirations for their future beyond our school. Pupils will be encouraged to participate in the vast array of extra-curricular activities that will be on offer, aimed at increasing self-confidence, developing greater range of skills and increasing enjoyment. All groups will be tracked to ensure we are meeting the needs of the school community.

Targeted visits, visitors and international links will further enrich the curriculum, developing greater engagement and aspiration.

We will also track attendance rigorously, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents.

Views of pupils (pupil voice from PHSE and circle time, student leaders, pupil voice week and school council), parents and the community will be sought to help inform actions and gauge the success of initiatives. This will allow for quick response to concerns that are raised. The process for dealing with such matters will be set out in our complaints policy and procedures.

Vulnerable Groups

The school will to address overall the issue of vulnerable groups, such as pupils eligible for Free School Meals, vulnerable children due to child protection concerns and pupils in care through an extensive pastoral programme, which includes; Parent Support Adviser (including running parent courses for behaviour, enrichment, achievement and holiday support), Pastoral Support Worker, Mentors, a range of different therapeutic programmes, homework support clubs, lunch and play clubs.

CPD

Linked to the School Improvement Plan and Teacher Appraisal framework but not limited in scope, will be a programme of CPD to upskill our teaching and support staff. This will allow us to maintain high standards across the school and will include shared CPD with Ladybarn Primary School and Green End Primary School. Use of the high level of skills across the Federation will aid in the development of tailored CPD programmes to meet the needs of the school. Support across the Federation will also allow for effective mentoring of new staff, modelling of outstanding teaching, moderation of work and challenge of attainment.

Accountability

As set out in Section F, the Executive Headteacher will be accountable for school performance. The Head of schools will deputise for the Executive Headteacher, manage the assessment and standards outcomes and pastoral care in school. Class teachers will be responsible for the progress of pupils in their class.

The teachers of Reception and Year 1 classes will report to the Senior 'Phase' Leader with responsibility for Foundation Stage and year 1. Teachers of year 2, 3 and 4 classes will report to the Senior 'Phase' Leader with Responsibility for this middle primary phase. Teachers of year 5 and 6 classes will report to the Senior 'Phase' Leader for Upper Key Stage 2. TAs will report to the Senior Leader for the phase where they work and as a team will be line managed by the Head of School. In the years while KWNS is growing to capacity, if a Senior 'Phase' Leader has not been appointed then the relevant teachers will report directly to the Head of School. Governors will hold the school to account; this is a key aspect of their role.

D6. Admissions policy

The admissions policy for KWNS will satisfy requirements of the Schools Admissions Code, the School Admissions Appeals Code and admissions law. Our admissions process will be inclusive, open, fair and transparent.

In line with other Free Schools, the Governing Body will be the Admissions Authority for the school. Admission arrangements will follow the same time scale as the Local Authority and information about the school will be available through the school's website and through our School Prospectus. Prospective parents will be invited to visit the school to attend an open evening or by individual appointment.

The PAN for the school will be 30. Each year 30 pupils will be admitted to the Reception year, subject to appeals panel judgements. As such, when full the school will have 210 pupils on roll.

In accordance with the law, children with statements of Special Educational Need will be admitted to the school where the Local Authority has specifically named KWNS as the most appropriate placement. In the event of there being greater demand than there are places available to the school, places will be offered using the following oversubscription criteria in keeping with the new draft Code:

1 Children in care i.e. children in the care of the Local Authority as defined in the Children Act 1989. This category includes 'looked after children' or children who have previously been looked after and immediately after being looked after became subjects to adoption, residence or a special guardianship order

2 Children with exceptional medical or social needs, for example a medical condition supported by medical evidence, or recent family bereavement

3 Children from Armed Forces families

4 Children of staff at the school

5 Children with a sibling at the school at the time of admission. The term 'sibling' includes a half or step child permanently living in the same family unit or a foster child permanently living in the same family unit whose place has been arranged by the social service department of the Local Authority

6 Proximity to the school. This will be measured in a straight line from the address point of the pupil's house as determined by Ordnance Survey to the front (main) entrance to the school.

Tie Breaker

In the event that two or more children live at the same distance from the school (as can happen with families living in blocks of flats), the tie breaker will be random allocation, where the supervised drawing of lots by an independent responsible person of good standing will be used to decide which child(ren) will be allocated the remaining place(s).

These criteria are in keeping with our inclusive vision and ethos, as we will be admitting an all-ability intake of local pupils regardless of background.

Waiting List

Waiting lists will be held in each year group and will be kept up to date by administrator, overseen by the Governing Body. The waiting list will be held in accordance with the stated admissions criteria. Late applications may be added to the waiting list dependent on the criteria they fulfil. This means that positions on the list may change over time. Waiting lists will be held for one term after the Year of entry, unless parents specifically request to have their child's name remain on the list. Where an LA coordinates admissions for in-year applications, this will not affect the role of the Governing Body as the Admissions authority for the school.

Appeals

We will begin to constitute an appropriate appeals panel immediately admissions are opened. KWNS will publish details of admissions and appeals on the school website so that families know immediately what steps they need to take to lodge an appeal, and what deadline(s) apply to the process including in terms of the decision date.

The decision of the Appeals Panel will be binding on all parties.

D7: Behaviour management, pupil wellbeing, and attendance.

Pastoral Care

At Kingsway New Primary School, the pastoral needs of our children and families will be of the

utmost importance. All staff will be trained in the importance of a healthy and happy mind to access learning and will be able to identify swiftly where children need additional support.

This support will be provided by a Pastoral Support Team including a Pastoral Support Worker, a Parent Support Advisor, a Play Therapist and several teaching assistants trained to delivered a range of therapeutic interventions.

Class teachers will be able to refer both children and families to this service and programmes will be drawn up and reviewed regularly. Following reviews referral to other more specialist services may be appropriate and these will be swift and efficient.

The Pastoral Support Worker will work with children, in small groups, pairs or one to one. She will offer support with a range of issues, including anger management, self-esteem, friendship building, bereavement, making choices to help children to understand and, therefore, manage their own behaviour. She will also offer support to class teachers.

The Parent Support Advisor will work with parents on focused 1-1 sessions to target specific issues eg. parenting/family issues, behaviour, support with attendance etc. He/she will facilitate or lead in Common Assessment Framework (CAF) meetings, give support to complete benefit forms, grant forms or referrals to certain charitable organisations for financial assistance and support to access holiday provisions. She will also support families to register with other organisations, eg MAP, Family Fund, Sure Start and Advocacy support with other agencies and access to Adult Ed and Family Learning Courses in school and the wider community. She will deliver Webster Stratton/Parent Survival Courses and provides drop in and information sessions, as well as a weekly adult and toddler group.

The Play Therapist will offer supervision sessions for the pastoral support team but use the remainder of her time to offer support meetings for individual teachers.

Other interventions offered will include nurture group interventions with a focus on cooking, gardening or arts and craft. Specialist art and horticultural therapy will also be available.

The school will also offer the Key Worker 'KIWI' club which is an opportunity for children to access activities that they might not have the opportunity to at home, including visits to places in Manchester. This will take place one night during the week and a Saturday and be run by school staff.

Class teachers will deliver weekly circle time lessons focusing on aspects such as cooperation, friendship, empathy and respect, dealing with anger, pride, managing change and risk. Weekly PSHE lessons will cover a range of issues including equality, drugs education, diversity, mental health and wellbeing, sex education and relationships, healthy eating, anti bullying and internet safety. In this way children will be assisted in gaining the skills they need to build self-confidence and take the risks associated with learning, and to enjoy a happy and well-balanced life. Pupils will also be actively encouraged to provide feedback (pupil voice) through these lessons, though we appreciate that securing well-being is both within and beyond the scope of PHSE alone. Our anti-bullying and anti-cyberbullying strategies will ensure that any threat to pupils' well-being of this nature is resolved quickly. We will maintain close links with parents and keep them informed on matters relating to their child's well-being.

Behaviour Management

Kingsway New Primary School will aim to encourage self-discipline in all children and to

provide an effective environment for all children to learn and for teachers to teach. All staff of the school, teaching and non-teaching, have a role in effective behaviour management

Aims

- To create a safe and caring environment
- To teach children to think about their behaviour and to learn self-discipline
- To give children the children the chance to make decisions about their work and play and so they can learn about responsibility and independence
- To promote social education
- To recognise, reward and emphasise positive behaviour
- To promote a consistent framework for children's behaviour through the involvement of all school staff
- To gain parental support and involve parents at all times and opportunities

Objectives

- All staff implement the behaviour policy
- The school values and the rights-responsibilities-rules and routines structure are displayed in each classroom and are fully explained to the children each term
- All parents' full support is sought
- The behaviour plan focuses on the positive reinforcements of the school rules, with the negative consequences always followed through
- Bullying is actively discouraged and effectively dealt with
- We are kind and gentle with others

Throughout school, there will be a clear behaviour management progression that moves from supporting and encouraging positive behaviour, the warning zone and tackling negative behaviour.

Exceptional Cases

In the cases of a serious incident, the Headteacher may reluctantly take one of the following steps, depending on the severity of the incident and the records of previous interventions / exclusions.

- Out of Class – child spends time in school but out of their class and / or in a separate room for a period of time (ranging from half a day to 3 days), supervised by a member of staff
- 'Internal' exclusion – child is excluded from class, given 0.5 education from a teaching assistant in isolation from other children and 0.5 day's work undertaken at home with work provided. The EOTAS exclusion may be carried out at another Federation school as a further escalated consequence.
- Fixed term exclusion
- Permanent exclusion

Children with particular needs

Some children with very specific difficulties find it hard to behave and they will be given further support by the school in the following ways:

- Pastoral Support Worker – Time is allocated for the child to see the PSW who will provide a tailor made support programme both within and without of class aimed at addressing the particular behavioural / emotional needs of the child.

- Children who are on the SEN register for behaviour will have a Pastoral Support Programme (PSP)

Attendance

This is an essential building block to successful educational provision and will maximise our resources to ensure that all children thrive for the highest possible attendance with 100% being celebrated and rewarded significantly.

Our motivating and inspirational curriculum alongside a wide range of after school clubs built around the children's interests and skills will ensure that children will not want to miss a day of their learning and this is the most important component in achieving excellent attendance rates.

Alongside this, there will be a raft of measures from the celebratory awards and recognition to the support and challenge for any family not achieving this.

Data including relevant MIS applications to track attendance in order to ensure school leaders and staff are fully informed and able to respond as required.

A proactive Attendance Support Worker will ensure that there is proactive work with families to support improvement but also ultimately more punitive measures in access where there is non-engagement and a child's educational achievement is put at risk. We are of the strong belief that every single day matters in a child's education.

Our high expectation aim is for full attendance; in terms of school performance we have adopted the following targets:

Overall absence less than 4%

Persistent absence (15%) less than 3.0%

Section E: Evidence of demand – part 1

Please complete the table, 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. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	30	31		103%	30	1		3%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

E1. Evidence of demand

We have ascertained the levels of demand, the results of which are shown above. We have done this by carrying out a very recent survey in the vicinity of the proposed location of the school – e.g. Levenshulme and in Levenshulme Children's Centre, in particular.

The table below details the number of children from each postcode whose parents have signed our Parental Support Survey to say that Kingsway New Primary School will be their first choice of school for their child. Each of the postcodes is in close vicinity to the proposed location of the school.

Home Postcode of Child	Number of Children turning 5 years in the academic year 2014/2015	Number of Children turning 5 years in the academic year 2015/2016
M19	20	1
M18	3	
M24	1	
M15	1	
M32	1	
Not given	5	
Total	31	1

The question which was asked of parents taking part in the survey was: "Would you select Kingsway New Primary School as first choice for your child(ren)?" after respondents were given specific information about the school, using the flyer as shown below.

Kingsway New Primary



Kingsway New Primary School is a free school proposed to open in September 2014

Kingsway Federation is proposing to open a new primary school in September 2014. Initially opening with one Reception class of 30 children, the school will grow to its full capacity of 210 children by 2020.

We are proposing this new school to meet the ongoing demand in the Burnage and Levenshulme areas of Manchester for primary school places. We already run two excellent schools in the area so we understand very well the needs of children and parents and believe we can provide a similar quality of teaching and learning in a new school.

The exact location of the school is being explored but the site and buildings will be designed for primary school use and will enable us to fulfil our ethos and effectively deliver our curriculum.

Kingsway will be a vibrant and friendly school where children enjoy an exciting range of opportunities and make excellent progress.

For further information visit:

www.kingswaynewprimary.co.uk

T: 0845 257 7070 (24hrs)

E: info@kingswaynewprimary.co.uk

There is clear evidence therefore of demand from parents with children of the relevant age in the first year of operation. All prospective parents that have engaged with the project have been supportive, as has the LA. We have not received any negative feedback at the time of our application.

A dedicated website has been established at <http://www.kingswaynewprimary.co.uk/> both to elicit support and to provide information to the local community. Interested parents and

community members were able to respond online.

We are already fully subscribed for 2014 in terms of first choice commitments and will be focusing future marketing on the 2015 cohort which we also confidently expect to build to capacity and beyond. A series of further activities are planned post-submission of this application, to ensure that the high level of interest and commitment is maintained and extended. This engagement will take place both online and within the local community. Details of these activities are set out below.

This evidence of demand is supported by the demographic data provided by Manchester City Council. The relevant paper is set out in an Appendix to section C.

The report from Manchester City Council based on this data concluded that:

- in spite of the extra capacity created so far, there is a need for yet more primary places to be created in the Levenshulme and Burnage areas
- scope to expand existing primary schools in these areas is limited. An appropriately located 1.0 fe Free School would therefore help to improve compliance with parental preference and allow new arrivals to be placed more quickly
- a new Free School in Levenshulme or Burnage would be less likely to draw pupils away from Old Moat primary (which has expanded but is not always a preferred school for parents) and from Cavendish primary (which is currently the subject of expansion considerations).

This report therefore clearly supports the need for a new primary school.

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1 GOVERNANCE

Kingsway Schools Trust has been established in order to enable the setting up of Kingsway New Primary School. The Trust will be the vehicle for the legal framework in which the school will operate during the early stages of the preopening phase.

A consultation process will take place in January 2013 regarding whether the two schools which currently comprise the Kingsway Federation, Green End Primary School and Ladybarn Primary School, should become a multi-academy trust (MAT). If the outcome of the consultation process is that there should be set up a MAT, then it is possible that the Kingsway New Primary School will then become part of the MAT. Before then and if a MAT is not set up, Kingsway New Primary School will be part of the federation comprising Kingsway New Primary School and the current schools making up the Kingsway Federation: Green End Primary School and Ladybarn Primary School.

Subject to the consultation process, this MAT will then comprise Kingsway New Primary School and the current schools comprising the Kingsway Federation: Green End Primary School and Ladybarn Primary School.

The following diagram shows the direction of accountability between the various individuals and bodies which might then exist:

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Company members of the Kingsway Schools Trust	
The Governing body of the Federation consisting of directors/governors	
Head of Kingsway New Primary School	

Therefore, the Head of the School will be accountable to the Executive Head of the Federation who will then be accountable to the one Governing Body of the Federation. If Kingsway New Primary School becomes part of a MAT, the Head of the School will still be accountable to the Executive Head who will then be accountable to what will then be a MAT consisting of directors/governors.

The governing Body will comprise 15 directors/governors as follows:

- 3 parents governors (one elected from each school)
- 3 staff governors (one elected from each school)
- 1 Executive Head
- 2 elected Governors
- 6 Member Governors elected by members

The Board of Governors will have three key roles:

Role 1. To provide a strategic view.

The Board has important powers and duties but limited time and resources. So it will focus on helping to decide the school's strategies for improvement so that its pupils learn most effectively and achieve the highest standards.

This means the Board will:

- set suitable aims and objectives
- agree policies, targets and priorities
- monitor and review aims, objectives, and whether the policies, targets and priorities are being achieved.

Role 2: To act as a critical friend.

The Board will offer support, constructive advice, be a sounding board for ideas and provide a second opinion on proposals and help where needed. The Board will be 'critical' in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. It will also seek to arrive at the best solution in the interests of the school and pupils by asking questions, seeking information and leveraging the expertise of Governors.

Role 3: To ensure accountability.

The Board of Governors will be responsible for ensuring an excellent quality education in the School. The Headteacher and staff will report to the Board on the School's performance and the Board will discuss, question and refine proposals while always respecting the professional roles of the Headteacher and other staff, and their responsibilities for the management of the School. In its turn, the Board will be accountable to parents and the wider community for its actions and the School's overall performance. The Board will be responsible for the performance review of the Headteacher.

-

The Board of Governors at opening in September 2014 will include several people who will have served on the Project Steering Group (from here on referred to as PSG, discussed later in this section) to ensure continuity between pre-opening and post-opening and to maintain organisational memory about decisions, policies and plans agreed during pre-opening. All Governors will be required to sign up to the governor charter that will set out expectations for attendance, conduct, responsibilities and participation. The Chair will be responsible for monitoring Governors against the charter.

The Board of Governors will have clear terms of reference and a financial scheme of delegation (see appendix B) to ensure clarity over levels of authority between the Board and its committees and the Headteacher. A consistent, cohesive risk management strategy will be integral with each committee assessing, monitoring and mitigating risk in their sphere and the Board will review and consider critical risks and the associated preventative plans. Also, a dashboard of 10-12 key performance indicators will be used to monitor progress against educational, operational and financial targets set out school development plans.

The school business cycle will be used to structure an intelligent timetable of meetings to support appropriate upward/downward cascading of information. For example, there will be put in place the appropriate sequencing and timings of full governing body meetings and committee meetings. This will ensure that there is a close alignment across the processes of agreeing the school improvement plan and the budget, and using the most relevant and recent pupil attainment data to complete each of these tasks.

While Governors will be elected by and represent constituencies within each school's community

all will be expected to focus on the common goal of creating outstanding schools for pupils, staff and the wider community. Each will serve a four year term of office.

Each of the governors' committees will have clear terms of reference including areas of authority, key performance indicators and spheres of risk.

Notwithstanding the possibility of incorporating Kingsway New Primary School into a MAT as described above, the Kingsway Schools Trust has been established with three members. The proposers understand that Members of this Trust and the MAT, if established, have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings. The directors of the company are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees. While the roles of company members and company directors are distinct, they may be occupied by the same people.

Matters within the responsibility of the Headteacher that can involve the Board of Governors are complaints, appeals over exclusions, and appeals for admissions. Also, Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where staff have exercised a right of appeal. Furthermore, some appointments of senior leadership will involve Governors on recruitment panels. These processes will be managed within the Board's and committees' terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that Governors, who have had no involvement in the original decision, are available to be allocated to appeals.

Members, Governors and senior leadership will be expected to declare any potential conflict of interest as soon as they become apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy to be produced and ratified jointly by Company Members, Governors and SLT. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example, she/he may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way, we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

Kingsway New Primary School's operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We should point out that there are no familial relationships in the proposer group.

The company members as part of the Trust Board will have the following responsibilities:

- Legal responsibility: returns to Companies House and Charity Commission, DfE, EFA
- Funding agreement with Secretary of State

- Overall strategic vision, performance and development
- Establish and hold to account Governing Body, agree Instrument of Governance
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer: set terms and conditions of employment
- Risk management
- Establishing and monitoring of Key Performance Indicators

The governing body will have the following responsibilities:

- Finance: set budget with Academy Trust Board and manage delegated budget in line with Finance Regulations, produce monthly monitoring reports etc
- Staffing: recruitment, induction, training, retention, performance management, allocation, line management, quality standards etc
- Curriculum: planning and delivery
- Premises matters, including health and safety matters
- Pupils: wellbeing, safeguarding, progress, outcomes etc
- Communications: internal and external
- Key Performance Indicators: to collect data, analyse and report
- Improvement and Development Planning.

We will have 7 committees when the school is operating at near full capacity. This committees structure is based on the school being part of a MAT as described above.

- Finance
- Buildings and Health and Safety
- Personnel, Partnership and Safeguarding
- Strategic management and Curriculum (there will be a link governor for each key area: literacy, mathematics, assessment, standards, ICT, and SEN)
- Admissions
- Audit
- Pay
- Headteacher Performance Management

Each of the committees will have a majority of Governors but will also have an important minority of specialist or lay members to provide an objective and/or external perspective, where needed.

For example, if the Board did not include someone with a financial background, then they would be sought to sit on the finance committee. Equally, staff will also be able to play a full role in these committees as full voting members while providing specific expertise or insight. The chairs of each committee will be appointed by the committee members who in turn have authority to appoint other committee members including non-governors. All committee papers will be available to all Governors.

The Headteacher will have key responsibilities around:

- Appointing all staff
- Performance Management
- Quality Assurance
- Responsibility for the school's target-setting and developmental plans
- School budget and resources
- Setting and promoting high standards around pupil progress, attainment, behaviour
- Responsible to the Governing Body for all elements of the school

F2 EDUCATIONAL EXPERTISE

Overall, the PSG will be responsible for monitoring, assessing, and responding to progress made in relation to key tasks within the pre-opening phase. We have identified 12 workstreams critical to successful opening of the School in September 2014 and the role of the PSG will be to monitor, assess and respond to progress made in each of these workstreams against the appropriate goals. The PSG will also take responsibility for preparing for the important milestone meetings with the DfE.

The PSG will consist of the individuals as detailed in sections F2-4. Full biographies are set out in Appendix A.

██████████

Over the life of the pre-opening phase we expect further members to join the PSG. It is expected that ██████████ will serve as a Governor of the MAT (if established) providing that crucial continuity through the opening of the school.

Our proposer group has deep educational expertise. Within the PSG three key individuals will take responsibility for delivering the education workstreams and form a smaller expert working group. This working group will be led by ██████████. Each person will have sufficient capacity to deliver the education deliverables pre-opening and support the Free School post-opening, to be shown as an average days per month.

It should be noted that the Head of School designate is expected to be appointed to start in post from January 2014 providing important full-time capacity so the education team will front load their time for the period May 2013 – January 2014.

██████████

██████████

This team will focus on four workstreams and be organised as below

Workstream	Leader	Supporter
Education plan implementation	██████████	██████████
Curriculum, teaching and learning and resources	██████████	██████████
Performance, targets and monitoring	██████████	██████████
School operation, staffing and recruitment	██████████	██████████

F3 FINANCIAL AND COMMERCIAL EXPERTISE

Our proposer group has considerable schools finance and business management expertise. The inclusion of colleagues with previous experience and responsibility for school budgets will provide hands-on practical experience of managing school budgets.

The proposer group will also have access to specific professional expertise through the involvement of Place Group's finance director who is a qualified accountant. The proposer group has also engaged the services of SBS support the preparation of the budgets to support the application. SBS is a company specialising in providing financial management and business services to schools across England including the four Aurora Academies Trust school in East Sussex.

Procurement support will be provided by ██████████, the ██████████, a specialist procurement advisory business which less than one year has secured over ██████████ of contracts under management and helped over 1,000 schools achieve ensure compliant, efficient, value for money buying of services and robust contract management of suppliers.

Each person will have sufficient capacity to deliver the financial deliverables pre-opening and support the academy post-opening, to be shown as an average days per month. As shown below, each person will also have access to support from the rest of the PSG and the MAT, if established.

██████████

██████████

██████████

██████████

This team will focus on four workstreams and be organised as below.


Workstream	Leader	Supporter
Finance	██████████	PSG and Federation or MAT governors (if formed)
Legal and procurement	██████████	PSG and Federation or MAT governors (if formed)
Premises and capital projects	██████████	PSG and Federation or MAT governors (if formed)
Business Management and Support Services	██████████	██████████


F4 OTHER RELEVANT EXPERTISE

There are four other workstreams integral to the successful opening and operating of Kingsway

Free School in September 2014.

Workstream	Leader	Supporter
Project management		PSG and MAT governors
Governance		PSG and MAT governors
Admissions		PSG and MAT governors
Community Engagement, Consultation and Marketing		PSG and MAT governors


Cllr Bev Craig has been a Local Councillor elected having been elected in 2011. She sits on the Young People and Children’s Scrutiny Committee and Health Committee, so has a broad ranging knowledge of children and young people’s issues in Manchester. She is the Lead Councillor for equalities issues, is Governor of Manchester Mental Health and Social Care Trust, and a Board Member of Southway housing Trust, including membership of the Audit and Risk Committee. She has experience in managing medium University and local authority budgets through paid employment and of running local, national and international youth charities, including fund acquisition and financial management.


 Collectively, the people named against the work streams will form the PSG and will be responsible for delivering the pre-opening phase.

A project director will be appointed and he/she will have sufficient capacity to deliver the education deliverables pre-opening and support the academy post-opening, to be shown as an average days per month. Additional project management capacity will be secured when needed. We have identified the need to commission external advisors for marketing and legal advice. With regard to the acquisition of premises and procurement of refurbishment or capital works, we understand the role of the Education Funding Agency and the important role of the proposer group to act as expert client in the specification and procurement process. We will ensure that there is in place enough expertise in relation to capital projects. However, depending on the final choice of site and construction route we may also commission a specialist construction manager to support the group in the role of expert client.

We aim to have the Head of School Designate in post from January 2014 two terms before opening in line with DfE guidance. Her/his role will be to become quickly engaged with the project, working with proposers on developing and implementing the vision. They will also have a role in recruitment including with regard to the other senior leaders. In this respect, the Head of School Designate will work under the guidance and direction of the Executive Headteacher across the Kingsway Federation. The Head of School Designate will also support the educational deliverables.

The Executive Headteacher across the Kingsway Federation will have a role in terms of communications with prospective parents and in establishing links within the community. They will also contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation,) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

We have provided full details above of how we will deliver on the various workstreams needed to manage the preopening phase of the school and its early phases of operation. Each of the key members of the group with their various responsibilities has demonstrated their full commitment to devote the time needed to perform their roles, they have proven that they can deliver on the various tasks from their professional roles in the past, including as governors.

We believe the proposed staffing structure for the academy set out in section D3 to be robust as it is based on analysis of resource requirements benchmarked against a range of primary school

models.

In particular, the phased growth from 2014 to 2020 has been carefully considered and iteratively checked against the budget envelope to ensure optimum deployment of resources. This was based on the addition of one form of entry each year requiring the addition of a class teacher and expansion of pupil support structures. In parallel, the leadership structure has been phased to ensure sufficient depth of leadership throughout the growth of the school at each phase. We are confident that the PSG will have sufficient expertise and capacity to support the preopening phase of the school.

F5 RECRUITMENT

We will start recruitment of the Head of School Designate in June 2013, soon after approval of the application to ensure that the successful candidate is able to resign a full term ahead.

The recruitment will be managed as per the school's recruitment policy (see appendix C)

Appointment will be by open competition. We will advertise nationally for the Head of School Designate role, using online and paper published media to attract an outstanding leader reflecting the levels of experience and expertise needed to successfully open and then develop the Free School under the high expectations of the proposers and the national level of interest in Free Schools.

We expect that the Headteacher will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of recent guidance from DfE which states that NPQH is not mandatory. See appendix D for the Headteacher's Job Description. As noted in the Job Description, the details here need to be viewed in the context of the Head of School being accountable to the Executive Headteacher of the Federation.

The selection process will use best practice approaches and go beyond the traditional interview and presentation in order to gain evidence on a wider range of relevant attributes. We intend to use the following menu of selection instruments:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types and Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

The proposer group includes experience of expertise regarding the appointment of several Headteachers.

A phased recruitment plan has been developed in line with the staffing plans outlined in sections D3. A total of 4 staff will be required to be recruited during the summer of 2014.

To make this process more efficient a recruitment working group will be created from within the PSG. A recruitment advisor will be commissioned to manage the process on a fixed fee basis. Teaching staff and the School Business Manager will be recruited through advertising in the TES. Other staff will be recruited through local advertising.

Each recruitment process will be managed in line with the school's policy. Composition of Interview panels will be adjusted to ensure appropriate expertise. The composition of the Board of Governors is set out above. Those Governors appointed by the members have been chosen to provide a rich mix of skills and experience across education, business, public service and community involvement. Particular priorities have been given to the recruitment of Governors with finance, legal, estates management and data-driven planning.

The members will facilitate the election of staff and parent Governors who will be expected to adhere to the same charter as noted above. The first elections of parent governors would take place in October 2014 once the first intake of Reception parents have settled in.

Appendix A Biographies

██████████

Other related:

██████████

Timelines

██████████

Personal statement

██████████

██████████

Name:	██████████
Designation: (e.g. Community, Parent etc.)	██████████
Length of service as Governor:	██████████
Post school academic and/or professional qualifications	██████████
Work experience/history in schools (if applicable): 1. Primary 2. Secondary	██████████
Other experience of working with schools (if applicable): 1. Primary 2. Secondary	██████████
Other business management experience:	██████████
Financial management experience:	██████████
Notable achievements working with/in schools:	██████████
Notable achievements in profession or personal life:	██████████

Other comments/philosophy:	██████████

██████████

██████████

██████████

██████████

██████████

Name:	██████████
Designation: (e.g. Community, Parent etc.)	██████████
Length of service as Governor:	██████████
Post school academic and/or professional qualifications	██████████
Work experience/history in schools (if applicable): 3. Primary 4. Secondary	██████████
Other experience of working with schools (if applicable): 3. Primary 4. Secondary	
Other business management experience:	██████████
Financial management experience:	
Notable achievements working with/in schools:	██████████
Notable achievements in profession or personal life:	██████████

██████████

██████████

Key points

██████████

Timelines

[REDACTED]

Personal statement

[REDACTED]

[REDACTED]

Dates	Key Roles
September 2010 to present	[REDACTED]
September 2008 to July 2010	[REDACTED]
January 2006 to July 2008	[REDACTED]
September 1997 to December 2006	[REDACTED]
Key Training	[REDACTED]

[REDACTED]

Designation: (e.g. Community, Parent etc.)	[REDACTED]
Length of service as Governor:	[REDACTED]
Post school academic and/or professional qualifications	[REDACTED]
Work experience/history in schools (if applicable): 5. Primary 6. Secondary	[REDACTED]
Other experience of working with schools (if applicable): 5. Primary 6. Secondary	[REDACTED]
Other business management experience:	[REDACTED]
Financial management experience:	[REDACTED]
Notable achievements working with/in schools:	[REDACTED]
Notable achievements in profession or personal life:	[REDACTED]
Other comments/philosophy:	[REDACTED]

Cllr Bev Craig

Designation:	Local Authority
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(e.g. Community, Parent etc.)	
Length of service as Governor:	1 year
Post school academic and/or professional qualifications	██████████
Work experience/history in schools (if applicable): 7. Primary 8. Secondary	
Other experience of working with schools (if applicable): 7. Primary 8. Secondary	██████████
Other business management experience:	██████████
Financial management experience:	Experience in managing medium University and local authority budgets through paid employment.
Notable achievements working with/in schools	
Notable achievements in profession or personal life:	Local Councillor elected in 2011 Lead councillor for equalities issues ██████████
Other comments/philosophy	

Appendix B. Scheme of Delegation

1 Powers and Duties Reserved for the Governing Body

The Governing Body shall be responsible for:

General

1.1 Approval of a written scheme of delegation of its financial powers and duties to its Finance Committee, the Headteacher and other staff. The scheme must satisfy the Governing Body's ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the school. The Scheme of Delegation should be operated in conjunction with the Financial Regulations of the school.

Budgets/Budgetary Control

1.2 Formally approving the annual School budget at least two months prior to the start of each financial year.

1.3 Considering budgetary control reports from the Finance Committee at every meeting, with relevant explanations and documentation where required.

1.4 Authorization of all virements in excess of ██████████ between budget headings. Details of all virements approved and authorised by the Finance Committee are to be formally notified to the Governing Body.

Purchasing

1.5 Maintenance of a Register of Business Interests for all Governors and those school staff with financial responsibilities.

1.6 Authorization of the advertising of tenders above ██████████, and authorising the award of such tenders.

1.7 Tenders other than the most financially favourable, or late tenders, can only be accepted by the Governing Body who shall minute the reasons for their decision.

Income

1.8 Authorization of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the annual funding letter).

Security of Assets

1.9 Authorization of the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value in excess of [REDACTED].

Accounts and Audit

1.10 Appointment of external auditors.

1.11 Reviewing the draft financial statements prior to audit and approval of the audited financial statements prior to submission to the Secretary of State by 31 December.

1.12 Receiving the reports of the external auditor.

1.13 Receiving the reports of the Responsible Officer on the use of resources, systems of internal financial control, and discharge of financial responsibilities.

1.14 Informing the EFA if it suspects any irregularity affecting resources.

2 Powers and Duties Delegated to the Finance Committee

The Finance Committee shall be responsible for:

General

2.1 Exercising the powers and duties of the Governing Body in respect of the financial administration of the school, except for those items specifically reserved for the Governing Body and those delegated to the Headteacher and other staff.

2.2 Reporting on decisions taken under delegated powers to the next meeting of the Governing Body.

Budgets/Budgetary Control

2.3 Reviewing the annual school budget prior to the start of each financial year and recommending its acceptance, or otherwise to the Governing Body.

2.4 Considering budgetary control reports on the school's financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Governing Body.

2.5 Reviewing the virement of sums between budget heads, subject to a limit of [REDACTED], as approved and authorised by the Headteacher and Finance Director, which are to be formally notified to the Finance Committee who shall minute the notification.

2.6 Reporting to the Governing Body all significant financial matters and any actual or potential overspending.

Purchasing

2.7 Authorising the award of orders and contracts over [REDACTED] and up to [REDACTED].

Insurances

2.8 Ensuring that arrangements for insurance cover are in place and adequate.

Security of Assets

2.9 Ensuring that there are annual independent checks of assets and the asset register.

2.10 Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value of up to [REDACTED] and reporting such authorisations to the Governing Body.

Personnel

2.11 Authorising permanent changes to the school's establishment.

Accounts and Audit

2.12 Reviewing the draft financial statements and highlighting any significant issues to the Governing Body, prior to submission to the Secretary of State by 31 December.

2.13 Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and control. These reports must also be reported the Governing Body.

3 Financial Powers and Duties Delegated to the Headteacher

The Headteacher has delegated powers and functions in respect of internal organisation, management and control of the Academy, the implementation of all policies approved by the Governing Body and for the direction of teaching and the curriculum.

The /Headteacher shall be responsible for:

Budgetary control

3.1 Reviewing income and expenditure reports and highlighting actual or potential overspending to the Finance Committee.

3.2 Approving virements between budget headings of over £10,000 and up to £30,000 and reporting such approval to the Finance Committee.

Financial Management

3.3 Ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations.

Purchasing

3.4 Authorising orders and contracts over £5,000 and up to £10,000 in conjunction with the Finance Director.

3.5 Ensuring that all contracts and agreements conform to the Financial Regulations.

Payroll and Personnel

3.6 Approving new staff appointments within the authorised establishment.

3.7 Certifying the payment of salaries each month, in conjunction with the Finance Director.

Security of Assets

3.8 Ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc under his/her control.

Accounts and Audit

3.9 The operation of financial processes within the Academy, ensuring that adequate operational controls are in place and that the principles of internal control are maintained.

3.10 Ensuring that full, accurate and up to date records are maintained in order to provide financial and statistical information.

3.11 Ensuring that all records and documents are available for audit by the appointed external auditors and by the Responsible Officer.

4 Financial Powers and Duties Delegated to the Finance Director

The Director of Finance shall be responsible for:

Budgets/Budgetary Control

4.1 Preparing an annual draft budget plan for consideration by the Finance Committee and Governing Body before the start of the relevant financial year.

4.2 Monthly monitoring of expenditure and income against the approved budget and submitting reports on the Academy's financial position to every meeting of the Finance Committee. Any actual or potential overspending shall be reported to the Finance Committee.

4.3 Approving virements between budget headings up to a value of £10,000 and reporting such approval to the Finance Committee.

Purchasing

4.4 Authorising orders and contracts over £1,000 and up to £5,000 in conjunction with Budget Holders.

4.5 Maintaining a register of formal contracts entered into, amounts paid and certificates of completion.

4.6 Retention of quotes obtained for goods, works and services.

4.7 Ensuring that all correct invoices are duly certified by authorised staff before payments are made and that invoices, vouchers and other records are retained and stored in a secure way and are readily available for inspection by authorised persons.

4.8 Ensuring the appropriate division of duties between staff responsible for processing orders, receiving deliveries and processing payments.

Payroll and Personnel

4.9 Notifying the payroll provider of any matters affecting payments to employees.

4.10 Ensuring that the monthly payroll is checked, and certifying it for payment in conjunction with the Headteacher.

Income

4.11 Ensuring that all income is accurately accounted for and is promptly collected and banked intact.

Banking Arrangements

4.12 Maintaining proper records of account and reviewing monthly bank reconciliations.

Insurances

4.13 Notifying the Finance Committee on any eventuality that could affect the Academy's

insurance arrangements.

Security of Assets

4.14 Maintaining a permanent and continuous register of all items of furniture, equipment, vehicles and plant.

Information and Communication Systems

4.15 Maintaining the standards of control for such systems in operation within the Academy to include the use of properly licensed software, and for the security and privacy of data in accordance with the Data Protection Act.

5 Financial Powers and Duties Delegated to Other Staff

Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with Financial Regulations.

6 Summary of Financial Authorization Levels

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £1,000	Budget Holder	Selection from preferred supplier list unless agreed otherwise with FD
	£1,001 to £5,000	As above plus Finance Director	Minimum of three quotes
	£5,001 to £10,000	As above plus Headteacher	
	£10,001 to £100,000	As above plus Finance Committee	Formal tendering process, including advertising in OJEU (if over the OJEU threshold)
	Over £100,000	Governing Body	
	Authority to accept other than lowest quotation or tender	Governing Body	
Signatories for cheques, BACS payment authorisations and other bank transfers	Any	Two signatories from: - Finance Director - Headteacher - Nominated Governor	
Signatories for EFA grant claims and EFA returns	Any	Two signatories (or as required by EFA) from: - Finance Director - Headteacher - Nominated Governor	
Virement of budget provision between budget heads	Up to £10,000	Finance Director, with reporting to the Finance Committee	
	£10,001 to £30,000	As above plus Headteacher, with reporting to the Finance Committee	
	Over £30,000	Governing Body	
Disposal of assets	Up to £5,000	Finance Committee	
	£5,001 to £20,000	As above plus Governing Body	
	Over £20,000	As above, plus EFA	

		approval required for disposal of assets funded with more than £20,000 of EFA grant, or transferred from an LA at nominal consideration	
Write-off of bad debts	Up to £1,000	Governing Body	
	Over £1,000	As above plus EFA approval	
Purchase or sale of any freehold property	Any	EFA approval required	
Granting or take up of any leasehold or tenancy agreement exceeding three years	Any	EFA approval required	
Raising invoices to collect income	Up to £5,000	Director of Finance	
	£5,001 to £10,000	As above plus Headteacher	
	£10,001 to £100,000	As above plus Finance Committee	
	Over £100,000	Governing Body	

Appendix C. Recruitment policy

Kingsway Free School Safer Recruitment Policy

Kingsway places the highest levels of importance on safeguarding our pupils and will abide by all relevant legislation and best practice guidelines. This commitment to safeguarding and promoting the welfare of children and young people requires all staff and volunteers to share the same high levels of compliance and vigilance.

The welfare of children will be safeguarded at every stage of the recruitment process at Kingsway. The recruitment process itself will be carefully planned, and each element of the process will be consistent and thorough. Information from applicants will be collated, analysed and evaluated in the context of child protection and welfare. The mix of qualities, qualifications and experience a successful candidate will need to demonstrate and any other particular matters will be clear in the advertisement.

The advertisement will make clear Kingsway's commitment to safeguarding as described at the opening of this policy, and will refer to the need for the successful applicant to undertake an enhanced criminal record check via the Criminal Records Bureau (CRB). The recruitment exercise and who should be involved will be planned, giving sufficient time to organise the exercise so that safeguarding procedures are not overlooked. There will be a recruitment pack which will set out the extent of the responsibility for children the person will have. All people who work in Kingsway have responsibility for children to some extent.

Scrutiny of applicant information from all sources including application forms in preference to CVs will focus on the following:

- Full identifying details of the applicant, e.g. current and former names, date of birth, current address and National Insurance number
- Applicants for teaching posts: QTS reference number if applicable
- Details of any academic/vocational qualifications the applicant has obtained and details of the awarding body and date of award
- Full history in chronological order since leaving secondary school of any post- secondary education/training, part-time and voluntary work, as well as full-time employment, with start and end dates and explanations for periods not in employment/education/training and

reasons for leaving employment

- Presence of any family or close relationship to any of Kingsway's trustees, governors or current employees
- Two references are expected. These should include most recent employer and the most recent employer when the applicant worked with children if different. Referees who are only friends will not be accepted
- The personal qualities and experiences that the applicant believes are relevant to the post advertised at Kingsway, and how s/he matches the person specification
- Satisfactory adherence to a statement that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- A statement for the applicant to sign that s/he is not on list 99, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no convictions, cautions, or bind-overs or has attached details of their record in a sealed envelope marked confidential.

References

References will be requested for shortlisted candidates. References will ask former employees for

- Confirmation of particular experience or qualifications
- Any disciplinary offences relating to children, including any that are 'time expired'
- Whether the applicant has been subject of any child protection concerns, and if so
- the outcome of any enquiry or disciplinary

Job Description

Will state

- The main duties and responsibilities of the post
- The individual's responsibility for promoting well-being in a safe environment of children and young people s/he is responsible for or comes into contact with

Person Specification

Will state:

- The qualifications, experience and other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities the applicant should be able to demonstrate
- How these requirements will be tested and assessed during the selection process
- That the interview will explore issues relating to safeguarding and promoting the welfare of children:
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with young people with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Information Pack

Will include:

- Application form and explanatory notes for completing it
- Job description and person specification
- Relevant information about Kingsway
- A statement of the terms and conditions relating to the post

Scrutinising and Shortlisting

All applications will be scrutinised to ensure that:

- The information provided is consistent and contains no discrepancies
- Any gaps on employment are identified for later exploration
- Any history of repeated changes without career progression, or career moves from permanent post to supply or temporary work can be explored

All candidates will be assessed equally against the criteria within the person specification.

References

All references used in the recruitment process will be sought and obtained directly from the referees. Open references or testimonials will not be accepted. References will be sought for all shortlisted candidates. In exceptional circumstances a candidate may strongly object to a current employer being contacted prior to interview. The person conducting the process may agree to approach the referee only if the candidate is the preferred candidate. This is not preferred practice, and the post cannot be confirmed until the reference has been received and scrutinised. Reference requests will ask for objective information that can be verified.

The referee will be provided with a job description and a person specification. Information requested will include:

- The relationship between the referee and the applicant
- How long the referee has known the applicant
- Whether the referee is satisfied that the applicant is suitable for the job in question and how s/he has demonstrated that s/he meets the person specification
- If the referee is completely satisfied that the applicant is suitable to work with children

If the referee is the candidate's current employer the following will be requested:

- Confirmation of the details of the applicant's current post, salary, and sick record
- Verifiable comments about the candidate's performance history and conduct
- Details of any disciplinary procedures the candidate has been subject to in which the sanction is current
- Details of any disciplinary procedures the candidate has been subject to involving issues relating to the health and safety of children or young people, including any in which the sanction has expired
- Details of any allegations or concerns that have been raised about the applicant in relation to the safety and welfare of children and young people or behaviour towards children or young people, and the outcomes of those concerns

On receipt the reference will be checked to see if all specific queries have been answered satisfactorily. If they have not the referee will be telephoned and asked to provide written details or amplification by telephone, which will be written down.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases where an issue was satisfactorily resolved some time ago or where an allegation was determined to be unfounded or did not require formal disciplinary action, and where no further issues have been raised will cause less concern than more serious or recent issues. A history of repeated concerns or allegations will give cause for concern.

Involving pupils

Kingsway will involve pupils in the recruitment process as far as is practicable. This may be as a separate panel with an adult supporting, or showing candidates around, or through being members of teaching groups. Candidates' interaction with pupils will be observed.

Interviews

The interview will be structured and assess the merits of the candidates against the job requirements. No candidate will be appointed without a face-to-face interview.

Invitation to Interview

This will remind candidates that the interview will include an exploration of their suitability to work with children. A copy of the person specification will be sent with the invitation to remind candidates of the areas that will be explored. The invitation will also stress that the successful candidate will need to be checked thoroughly to ensure their identity is correct and that an enhanced CRB form will need to be completed. S/he will need to bring:

- Current driving licence/passport or a full birth certificate and a document such as a utility bill or financial statement to confirm address
- Any name change will need the appropriate documentation
- Original documents confirming any educational or professional qualifications

Interview Panel

Interviews will be conducted by a minimum of 2 interviewers, but usually 3 or more.

Panel members will:

- Have the authority to make decisions about appointments
- Be appropriately prepared
- Have met before the interview to agree on the required standard for the job they are appointing
- Have agreed the assessment criteria in accordance with the person specification
- Have agreed a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate relating to their application and references. Candidate's response to a question will determine if they are followed up.

Scope of the Interview

In addition to assessing and evaluating the applicants' suitability for the post the interview panel will also:

- Explore the candidates' attitude towards children and young people
- Assess their ability to support Kingsway's agenda for safeguarding and promoting the welfare of children
- Explore gaps in the candidate's employment history
- Follow up concerns or discrepancies arising from the information provided by the candidate and/or referee
- Ask the candidate if there is anything they wish to declare in the light of the need for an enhanced CRB check

Conditional offer of Appointment

Pre-appointment checks: an offer of appointment to the successful candidate will be conditional on:

- The receipt of 2 satisfactory references
- Verification of the candidate's identity
- An enhanced CRB check
- List 99 check
- Verification of qualifications
- Verification of professional status if applicable

Governors

All Governors will be required to have an enhanced CRB check.

Supply Staff

Where supply staff are employed directly by Kingsway we will complete all relevant checks as described in the recruitment section of this policy. Where staff are provided by an agency Kingsway 'swill obtain written confirmation from the agency that the checks required by Kingsway's safeguarding policy for non-supply staff have been followed.

Staff from Overseas

Kingsway will confirm the right of those they employ to work in the United Kingdom. Staff who have lived outside of the UK must undergo the same checks as all other staff, including full enhanced CRB checks. In addition, Kingsway will make further checks as we consider appropriate: e.g. obtaining certificates of good conduct from embassies, or police forces. If the applicant is from a country where further information is not available e.g. a refugee, then further references will be sought followed up by telephone calls. If it is ever necessary to engage a member of staff before the CRB disclosure has been obtained Kingsway will ensure that the person is appropriately supervised.

Records

Records of all checks will be kept with dates of the check and the name of the individual who made the check will be held on the Single Central Register.

Post Appointment Induction

Kingsway will run an induction programme for all new staff and volunteers. This will include:

- policies and procedures in relation to safeguarding and promoting welfare, child protection, anti bullying, antiracism, physical intervention and restraint, internet safety and any local child protection/safeguarding procedures.
- safe practice and the standards of conduct and behaviour expected of staff and pupils at Kingsway.
- How and with whom any concerns should be raised
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing
- Training in child protection procedures will be given

Maintaining a Safer Culture

Kingsway will:

- Maintain a clear written statement of the standards of behaviour and boundaries of appropriate behaviour expected of staff and pupils and ensure it is understood and endorsed by all
- Ensure appropriate induction and Safer Recruitment training
- Offer regular briefings and discussion of relevant issues

Monitoring Staff Turnover

Kingsway will monitor both the recruitment process and induction arrangements by monitoring the following:

- Staff turnover and reasons for leaving
- Exit interviews
- Attendance of new recruits at child protection training

Governors will discuss, possibly amend and then ratify this policy, after which it will be reviewed annually.

Appendix D Head of School job description

Job description

Note that the details here need to be viewed in the context of the Head of School being accountable to the Executive Headteacher of the Federation.

- Planning and setting expectations:
 - Adopt, take forward and develop the vision and ethos of the school
 - Set the tone of the school in keeping with its character
 - Lead and manage strategic planning, which identifies priorities and sets targets to ensure

that pupils make progress and achieve high standards and that staff work to their maximum potential.

- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

- Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with racial harassment
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

- Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

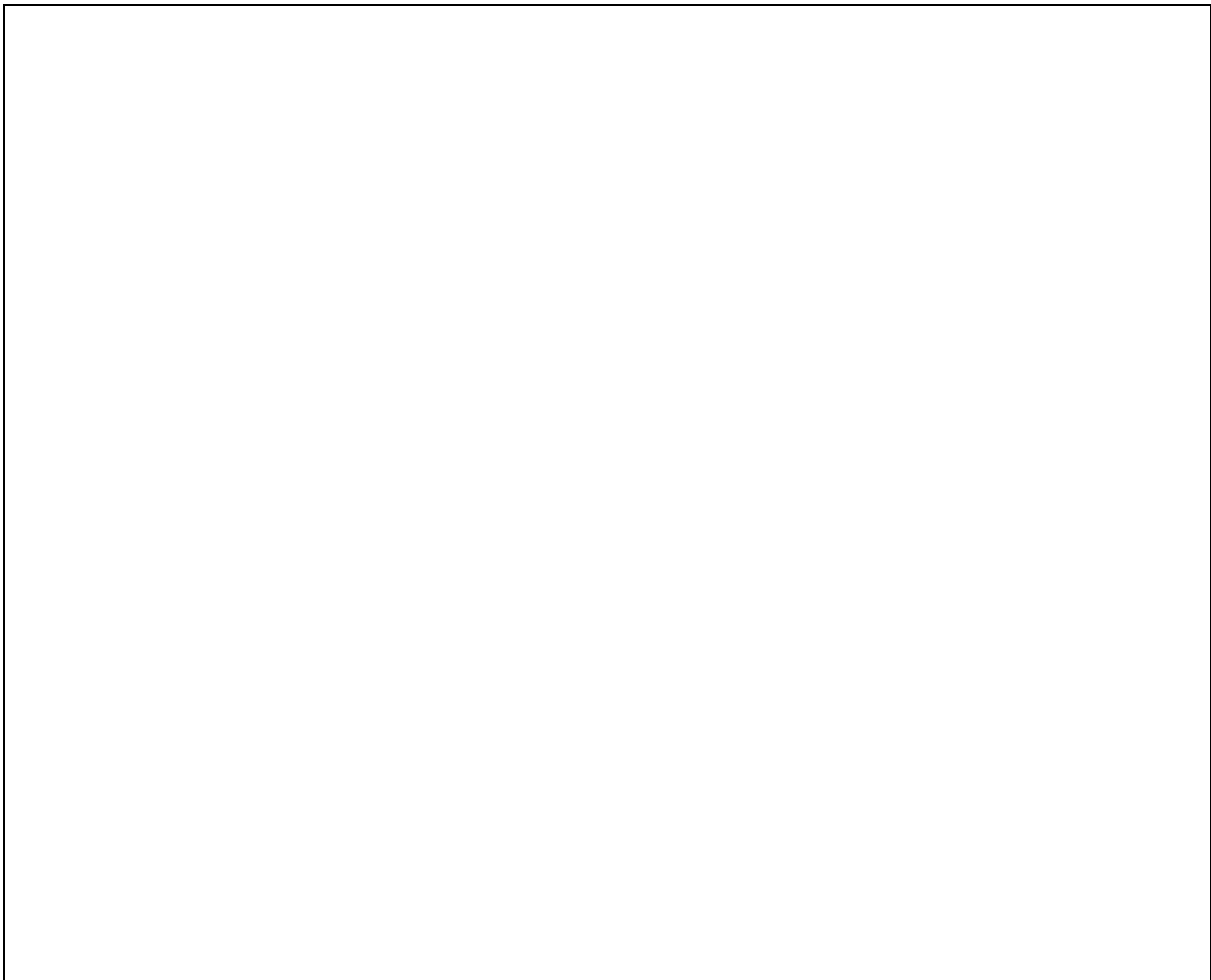
- Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the School's high expectations for all children
 - Ensure that resourcing and staffing are dedicated to achieve the highest standards for all pupils
 - Ensure that effective mentoring and tutorial systems are in place to support pupil achievement

- Relations with parents/carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement

- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the LEA, the local community and Ofsted
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities
- Managing own performance and development:
 - Participate in arrangements for Performance Management and take responsibility for own professional development
 - Prioritise and manage own time effectively
 - Work under pressure and to deadlines
 - Sustain their own motivation and that of other staff
- Managing and developing staff and other adults:
 - Line manage staff as set out in the school's organisational structure
 - Implement and sustain effective performance management systems
 - Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
 - Maximise the contribution of staff to improve the quality of education provided and standards achieved, and ensure that constructive working relationships are sustained between staff and pupils
 - Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
 - Lead professional development of staff through example
- Managing resources:
 - Work with governors and senior colleagues to recruit staff of the highest quality.
 - Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided
 - Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
 - Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
 - Manage, monitor and review the range, quality, quantity and use of all resources in to improve pupils' achievements and secure value for money
- Strategic Leadership:
 - Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling
 - Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, the local community and Ofsted
 - Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's shared vision.
 - Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
 - Ensure that the management, organisation and administration of the school support its vision and aims
 - Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money



Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Overview

Securing the right premises for the Free School is important in terms of its establishment and long term success. The premises need to be in the right catchment area to serve the local community and will also need to be suitable to deliver the sponsors' educational vision.

As the Free School will be part of the Kingsway Federation, the sponsors would prefer the location of the school to be in the Burnage and Levenshulme areas of Manchester and we believe this also to be where the central area of demand is located.

We have conducted an initial options appraisal which has identified a number of options for the school and we have identified our current preferred option below.

Options appraisal

We have followed a set methodology in seeking to identify an appropriate site for the location of our Free School which we believe will satisfy the Education Funding Agency and HM Treasury. This is as follows:

- g) Identify catchment areas for the site search taking into account the key areas of demand, socio-economic factors and critically where the free school is likely have the most positive impact;
- h) Assess the space requirement for the proposal according to current DfE Guidance comprised in the Building Bulletins;
- i) Issue a site search to local agents and access any publicly available databases to establish the presence of any surplus Public Sector assets (this includes a review of the Local Authority Local Development Frameworks). We have also approached the City Council;
- j) Review site availability and then produce a long list of options;
- k) Conduct tentative initial discussions with landowners to establish availability of the site, but nothing further;
- l) Carry out site visits to the relevant catchment area and long list of potential properties to establish suitability and assess value for money in terms of conversion/new build costs;
- m) Agreement of final options to include in the application.

In order to achieve the best value for money, we have firstly sought to prioritise any local authority options, then the wider public sector estate and finally we have considered any private sector options. We have also sought to consider refurbishment projects first with new build only being considered if it provides the best overall value for money solution in the context of the other options considered.

The sponsors have undertaken an extensive search for suitable buildings and land within the Burnage and Levenshulme areas. We have looked for buildings with a gross floor area of 1,211m² or site area of 0.5 hectares and above.

All the sites included below are currently available. In line with DfE guidance, we have not fully engaged with the landowners at this stage to avoid the possibility of them appreciating the price, or in the case of public sector buildings, disposing of them quickly to maximise returns. In those cases where private landowners are involved however, we have made contact with agents to clarify whether the properties are available for the purpose of developing.

We have sought advice from professionals experienced in delivering schools and in

particular Free Schools to arrive at a shortlist of viable options. We do have some properties on a longer list of options which have been filtered out due to issues over cost, deliverability or location. This could be revisited should the options below not be viable following further feasibility work.

Analysis

The options appraisal conducted by the sponsors and their advisers has identified two potential sites and these are outlined below. As part of the options appraisal, we have considered general advice on viability of the sites identified and this has included consideration of the following:

- a. Any site constraints such as access, potential contamination issues etc;
- b. Any potential issues in relation to securing Planning Permission;
- c. Amount of new build required;
- d. The need for a temporary solution;
- e. Procurement route. In all cases, we propose using the most cost effective procurement route for delivery of the school.

The preferred option

Having carefully considered the three potential options, the sponsors believe that Option 1 – **Confidential NHS Facility in Burnage** - represents the best choice at this stage because:

- The site is central to the area of demand;
- The site is in public sector ownership and used for education related purposes;
- The site is close to major transport routes and easily accessible;
- The site is an existing facility which could be re-modelled and supplemented with a new build extension if required.

Please note that the City Council has requested that the availability of this site is kept confidential at this point.

Option 1 – Confidential NHS Facility in Burnage. An overview follows, with a brief analysis of the advantages and disadvantages.

Site Information	
Address	At present confidential as currently operational, but planned for closure and located in Burnage.
Current use	██████████.
Description of the site and premises.	Total site area: 0.4 hectares Constrained site with existing educational building suitable for remodelling. The site is in a predominantly residential area.
Contact details for site enquiries/visits	Any initial enquiries to be directed to: ██████████ Manchester City Council Town Hall Manchester Tel: ██████████ Email: ██████████
Availability and tenure	Initial discussions have been held with the City Council and there is the possibility that the site could be made available for

	the Free School.
Brief overview of building and planning requirements	A refurbishment of existing accommodation with a possible new build extension. Has existing D1 consent but may need a planning application for the works.
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • The site is central to the area of demand; • The site is in public sector ownership and used for education related purposes; • The site is close to major transport routes and easily accessible; • The site is an existing facility which could be re-modelled and supplemented with a new build extension if required. <p>Disadvantages</p> <ul style="list-style-type: none"> • May not be available immediately as current staff would need to be relocated; • The site would have limited outdoor play space.
Reasons for choosing this site	The site is central to the area of demand and is currently in public sector ownership and educational use.

Option 2 – [REDACTED]. An overview follows, with a brief analysis of the advantages and disadvantages.

Site Information	
Address	[REDACTED], Levenshulme, M19.
Current use	The site is currently vacant, but was previously offices and warehousing.
Description of the site and premises.	Building area: 2250 m² Two vacant properties (both being marketed) comprising offices and warehousing facing each other across a courtyard/car park. In close proximity to residential properties.
Contact details for site visits/enquiries	[REDACTED], Levenshulme, [REDACTED]. [REDACTED]
Availability and tenure	Both properties are vacant and currently being marketed.
Brief overview of building and planning requirements	A refurbishment of the existing buildings and possible new build to supplement. Demolition of the warehousing for play space. Planning permission would be required for change of use and any works required.
Advantages and disadvantages	<p>Advantages</p> <ul style="list-style-type: none"> • The site is within the preferred catchment area. • The site is of sufficient size for the proposal and the existing buildings could be refurbished.

	<ul style="list-style-type: none"> • The site is currently vacant and available. • One of the existing buildings could be used as a temporary solution. <p><i>Disadvantages</i></p> <ul style="list-style-type: none"> • The site is in private sector ownership. • The site is located on the periphery of an industrial estate. • A change of use would be required.
Reasons for choosing this site	The site is in the catchment area and is of sufficient size. The buildings on the site could be re-used.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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