

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application make sure you 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:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : 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 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 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 Section A 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: Essa Academy Lever Edge Lane Bolton BL3 3HH
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED] and [REDACTED] are brothers and the founders of the Essa Foundation, which is a family education charity.
7.	How you would describe your group: <ul style="list-style-type: none"> <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 type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: The Essa Foundation sponsors the Essa Academy and also formed the Essa Foundation Academies Trust (EFAT), which is a registered company, limited by guarantee. EFAT will be the sponsor of the Essa Free School – the vision set out in this application is for the Essa Free School to join the Essa MAT (EFAT) and it is that body that will be the legal entity responsible for the free school if approved. The Essa Foundation's ambition is to sponsor and attract like-minded educational organisations and schools to join EFAT.

9.	Is your group seeking to open more than one Free School application in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	<p>If Yes, please provide more details:</p> <p>The group is also submitting an application for:</p> <p>Palm Tree School 58-60 St Silas Road Blackburn Lancashire BB2 6JX</p>	
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>Essa Foundation Academies Trust – The proposed school will be part of this Multi Academy Trust group. Support will be provided in all areas as and when deemed necessary.</p> <p>The Essa Academy, also sponsored by the Essa Foundation, has played an important role in developing this application. It will continue to have significant input in the setting-up, implementation and running of the school through Essa Foundation Academies Trust (EFAT).</p>	
Details of company limited by guarantee		
13.	Company name: Essa Foundation Academies Trust (EFAT)	
14.	<p>Company address:</p> <p>Unit B Lostock Office Park Lynstock Way Lostock Bolton BL6 4SG</p>	
15.	<p>Company registration number and date when company was incorporated:</p> <p>Company Number. 8304387 Date: 22nd November 2012</p>	

16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
	N/A	
Company members 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 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: 6	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████ (██████████)	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	
	5. Name: ██████████	
	6. 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: Not known	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> their name; <p>Essa Foundation is a charity, number: 1122875 Essa Foundation Academies Trust (EFAT) Companies House number 8304387</p> <ul style="list-style-type: none"> the role that it is envisaged they will play in relation to the Free School. <p>The Essa Foundation is a Charity registered in the UK as such - it sponsors the Essa Academy in Bolton. In addition, the Essa Foundation Academies Trust (EFAT) is a company limited by guarantee and registered with the Companies House and formed by members of the Essa Foundation. Both organisations are inextricably linked and will play a prominent role in setting up the Essa Primary School (Free School). Thereafter, the day-to-day and operational running of the school will be devolved to the governing body with oversight from EFAT.</p>	
24.	<p>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).</p> <p>N/A</p>	
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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

	separate Free School?	
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
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:	N/A
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: N/A	
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: N/A	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Essa Foundation is a registered charity with the Charities Commission in the UK – charity number: 1122875 Essa Foundation Academies Trust (EFAT) is a company limited by guarantee and registered at Companies House – Number: 8304387	

**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:	Essa 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:	September 2019
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:	N/A
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:	N/A
11.	If you have a preferred site, please give details, including the post code:	The preferred site is walking distance from Essa Academy and located on [REDACTED]. The site was previously occupied by [REDACTED]. The location is on [REDACTED], [REDACTED].
12	Please tell us how you found this site:	[REDACTED]
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:	N/A
15.	Local authority in which the proposed school would be situated:	Metropolitan Borough of Bolton
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
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>N/A</p>	

Section C: Education vision

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

ESSA Foundation

Essa Foundation is a charity, registered as such with the Charity Commission number 1122875 since 2007. Two brothers, a chemist and an accountant, who are successful business partners, set it up. Another business friend and an employee join them in the Foundation. They all have a humble and modest background. They began their respective small businesses in the very communities they live in and grew to running successful and large business operations in the UK. Between them they employ approximately 2000 people. They believe strongly in charity, philanthropy and giving back to society what society has given them.

The Foundation Philosophy

The Foundation philosophy is not complicated. It believes in preparing and giving our young people the best opportunity to succeed and develop into fully integrated, functional and participating citizens of the UK and the wider world, irrespective of the background, culture, ethnic origin, religion or any other status – All Will Succeed.

It is rooted in the principles of equality, diversity, opportunity, integration, cohesion and high expectation. It is through integration of the mind-set, values and high achievement that it believes our young people will be empowered to make a real and meaningful contribution to the society in which they live. The proposed school will allow pupils to engage with this philosophy and approach from a very young age. This will then be carried on through to Essa Academy and beyond.

At the centre of this belief are the young people, learning and teaching, opportunity, cohesion and meaningful integration.

Therefore, Essa Primary School will focus on breaking the cycle of low expectation and deprivation, which has been a challenge for Bolton over many decades. This is born out in the fact that Bolton is a low skilled, low wage economy. Bolton's Economic Strategic Partnership (A LSP advisory committee made up key policy/decision makers from the public and private sector) have reported that if Bolton is to become a knowledge based economy, then it needs to lift the low aspirations that young people have, especially starting work on lifting aspirations of children in primary schools in Bolton. Essa Primary School will be unique in its approach from other primary schools in Bolton in that its learning and support programme will be underpinned by increasing the aspirations of pupils by attaching role models and mentors both from the local community and beyond. This will ensure that Essa Primary School pupils will become:

- Confident
- Motivated
- Knowledgeable and skilled
- Inquisitive
- Makes informed choices

- Embraces diversity
- Happy and enjoy coming to school

The unique approach at Essa Primary will equip pupils with social capital to integrate with diverse cultures and all parts of society, thereby establishing the necessary foundation for them to succeed as they make the transition into secondary school and beyond. This is in line with Essa Foundation philosophy of “All will Succeed” in becoming fully integrated, participating and contributing members of society.

Background and Ambition

The Essa Foundation sponsors the Essa Academy and its members are the founders of the Essa Foundation Academies Trust (EFAT) a company limited by guarantee and registered at Companies House. EFAT is the sponsor of this application for Essa Primary School (Free School). Together with this application EFAT is also sponsoring another application for the Palm Tree Primary School in Blackburn, Lancashire.

Both applications are being sponsored by EFAT much of the information and details will be pretty much similar in so far as it relates to aspects of the curriculum, sponsor, governance, expertise and experience in setting up and running schools. There is clear synergy between the two applications.

We also explain here that Essa Foundation and EFAT have ambitions to sponsor and attract schools, which share their vision and approach, thereby growing a network of schools under EFAT.

Context:

Essa Academy (11-16) opened as a fast-track Academy in January 2009. It is situated in South Bolton, a large North West of England town with a population of 268,000. Unemployment has become a major factor for the families that send their children to the Academy. The percentage of pupils entitled to free school meals (44%) remains high, both in local and national terms (14.2%). Other factors, which compound the problems that many of our young people face include their relatively poor social and economic backgrounds and high levels of deprivation, as measured through low incomes, high unemployment, poor health, overcrowded housing and child poverty. Although Bolton is a University town, 17.2% of all its adults have no qualifications.

The Great Lever area of Bolton (where the Essa Academy is and where the Essa Primary School will be situated) was identified as having high rates of juvenile crime, disaffection and truancy. Health inequalities are a significant issue for the Great Lever area and life expectancy is up to 15 years less than in the most affluent wards within the Bolton area. The area also suffers from low aspirations and high rates of long-term unemployment.

Pupil Demographic Report 2011-2012 for Bolton indicate that Essa Primary School serves an area which suffers high multiple deprivation compared to many wards in Bolton and is over and above the national average. The Pupil Demographic Report refers to Essa Academy. However, the Essa Primary School will attract learners from the same catchment area. Therefore, much of the data and information contained within this Report is very relevant to the application for Essa Primary School. The Child Poverty Maps for Great Lever illustrate the acute level of deprivation faced by people living in the Great Lever ward compared to other wards in Bolton. See the heat map of Child Poverty as illustrated below. The dots represent students attending

the Essa Academy - this will be similar for students attending the Essa Primary school.



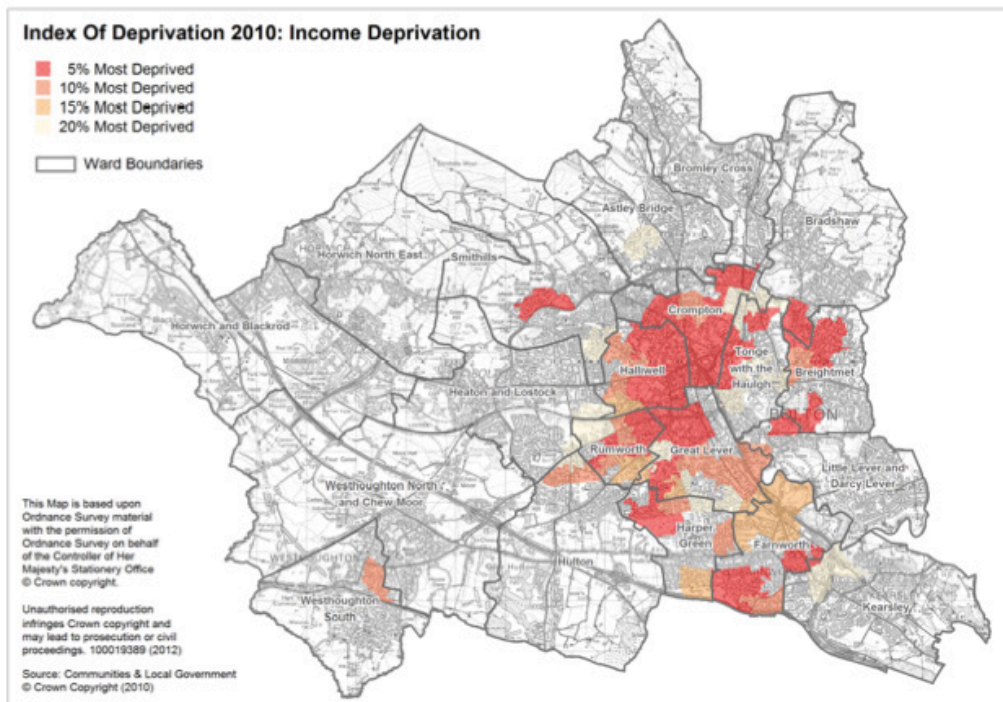
The Bolton Council Report on People in Bolton 2011 Census Factfile No 1 reported that there was an increase in the number of young people, especially in the age group five and under, an increase of 12% from ten years ago. This means that there are now over 2,000 extra children in the 0-4 age group living in Bolton (see table below). The increase is significant to note as it will mean planning for possible increases in school places and other services aimed at children in the next few years, including primary school places. This is indicated from the data below, Source: 'People in Bolton 2011'.

Bolton Age Group	2001	2011	Difference	
			No.	%
0-4	16,777	18,800	2,023	12%
5-9	17,824	16,900	-924	-5%
10-14	18,379	17,800	-579	-3%
15-19	16,865	17,900	1,035	6%
20-24	14,823	18,100	3,277	22%
25-29	17,480	18,300	820	5%
30-34	19,963	17,200	-2,763	-14%
35-39	20,066	18,600	-1,466	-7%
40-44	17,685	20,900	3,215	18%
45-49	16,153	20,100	3,947	24%
50-54	18,276	17,500	-776	-4%
55-59	15,134	15,300	166	1%
60-64	12,664	16,800	4,136	33%
65-69	10,723	13,100	2,377	22%
70-74	9,670	10,500	830	9%
75-79	8,733	8,000	-733	-8%
80-84	5,322	5,700	378	7%
85+	4,487	5,400	913	20%

Source: Census 2001-2011, Office for National Statistics, Crown Copyright.

The Indices of Multiple Deprivation 2010 Briefing Report indicates that there has been a general 'downward' shift in deprivation rankings since 2004. The proportion of output areas in the 0-5% category has increased, and areas such as Great Lever, Brightmet, Rumworth and Harper Green have become relatively more deprived. Great Lever and Rumworth are catchment areas for Essa Primary School as described by the local authority 'Income deprivation' map below.





The above maps show the change in geographical patterns of the most deprived LSOAs in Bolton for the employment domain.

These demonstrate that the location of these LSOAs have not changed significantly since 2004, with the locations of deprivation remaining roughly the same across the borough.

However there has been a general 'downward' shift in deprivation rankings since 2004. The proportion of output areas in the 0-5% category has increased, and areas such as Great Lever, Brightmet, Rumworth and Harper Green have become relatively more deprived.

The attainment of pupils entering year 7 is significantly below the national average. Key stage 2 point scores taken early in year 7 are low at 26 (taken from RAISE Online 2012). These scores are significantly below national averages (27.5) and have significantly low variation.

Essa Academy has playing a unique role in redefining the educational landscape of Bolton. It has a national and international reputation of enriching the learning of its students through a clear pedagogy enhanced with technology. The natural 'school' of choice for learners in the community of Great Lever, the Academy is already significantly improving the life chances of young people within these communities by providing a strong foundation for future learning; enabling access to the worlds of further and higher education by equipping learners with the skills, knowledge and confidence to realise, and surpass, their expectations and potential.

The young people at Essa Academy have achieved significant improvements in the standards. This success has been based on a rigorous curriculum high quality teaching and outstanding leadership (OFSTED 2011).

The development of the Essa Primary School will enable the staff team to construct an innovative curriculum and pedagogy centered on technology for creativity. This curriculum and pedagogical approach will build learner's skills and cognitive development throughout their school career incrementally securing progression for

all.

The free schools programme and subsequent primary developments will help secure the foundation in learning from an earlier age leading to improved outcomes not only at Key Stage 2 but also feeding through to improvements at Key Stage 4 helping to ensure that the Academy continues to ensure that “All Will Succeed”.

The Bolton Primary School Expansion Programme Consultation (2011-13) identified a need for the expansion of primary places in the borough. The programme has divided the borough into 5 areas. The proposed Essa Primary School is in Area 5 that was identified as having the greatest need for new places proposing to create 170 new places. In the document, Area 5 was describes as ‘... the area where the highest increase in the birth rate is seen, compounded by high numbers of international new arrivals.’ The table below outlines the growing shortfall of places in this part of the borough analysed by area. In the Great Lever area the actual number on roll in 2009-10 of 1874 is projected to increase to 2018 in 2014-15.

Essa Academy has the highest number of international new arrivals in Bolton.

Data for Area 5

Ward	Intake capacity Sept 10	09-10	10-11	11-12	12-13	13-14	14-15	PAN Capacity Sept 10	09-10	10-11	11-12	12-13	13-14	14-15
Daubhi II	255	248	253	282	275	317	265	1785	1591	1637	1723	1779	1890	1948
Deane	140	169	139	135	142	124	132	980	993	984	984	994	993	987
Gt Lever	285	275	285	312	309	311	349	1995	1733	1788	1874	1958	2018	2018
Morris Green	180	187	180	180	188	196	211	1260	1243	1247	1249	1253	1263	1293
Area total	860	879	857	909	914	948	957	6020	5560	5656	5830	5984	6164	6336
Bolton total	3626	3538	3514	3623	3726	3863	3754	25382	23061	23222	23653	24235	24903	25473

Bolton Primary School Expansion Programme Consultation (2011-13)

The above data demonstrates the case being made about deprivation and demand. In our view, the above also demonstrates that the basis of the demand we capture in section D of this application form is rooted in deprivation, low aspirations and higher birth rates in the catchment area where the proposed primary school will be located.

The Vision

The ‘All Will Succeed’ philosophy will apply to all pupils from 4 to 16 years brought under the EFAT structure. The opportunities presented to the Essa Primary School include not only the sharing of expertise across both the primary and secondary phases but also access for primary students to the high quality specialist learning facilities including science, sport, modern foreign languages, technology and performance.

The pedagogical advances that will be demonstrated at the proposed free school will be world class as has been demonstrated by Essa Academy. We have had international and national schools and educational establishments visit the Academy from as far afield as Australia, New Zealand, the Middle East and other parts of the world. Furthermore, schools from this country visit us on a regular basis (about 1000 visitors in the last 12 months). The interest has primarily been aroused by the use of

technology to deepen pedagogy.

Students will develop their social capital by taking part in opportunities that previously were thought not possible. Students will take the learning beyond the school day and will have access to personalised learning at all times. Parents will be key stakeholders and will have complete transparency with their child's learning and progress. This is so because every child and family is issued with a mobile device, making learning accessible away from school not only for the child but also for the parents.

Students will have the opportunity to choose to stay on at the Essa Academy with easier transition from primary to secondary with both elements of the Essa campus sharing the same values, ethos and approach to improving the life chances of the young people.

The Essa Primary School will continue to be part of the Bolton Family of schools and will adhere to the Local Authority Admissions process.

The Essa Foundation will make a significant contribution to key local objectives by improving standards through an unrelenting focus on literacy development; by improving continuity and progression; and, by developing robust and sustainable approaches to personalised learning. Effective relationships across the whole campus will ensure that provision will enable learners to maintain a continued enthusiasm for learning and to set their sights high.

The Essa Primary School will cater for the full range of abilities including those learners with statements of Special Educational Needs.

Programmes of learning will be specifically tailored and accredited to meet the needs of all learners with targeted learning opportunities provided to support and extend the learning of individuals or groups. This approach will ensure that all mainstream learners continue to make appropriate progress whilst being suitably challenged and supported.

Exceptional teamwork will ensure that children's learning and development are of the highest quality. Assessment and planning go hand-in-hand so that learning will be tailored to children's individual needs.

Outdoor learning experiences will also be highly effective in promoting all areas of learning. A mobile technology approach will allow children and teachers to access their creative potential and have a positive impact on learning.

The Essa Primary School will appoint a well-qualified team that are highly motivated and can demonstrate drive and ambition for the highest standards of learning and welfare.

Academic Rigour

The Essa Primary will have stringent tracking and monitoring systems in place to ensure that 'All Will Succeed'. The proposed school will use a 1:1 mobile technology based solution that will allow for a high degree of personalised and parental engagement. To measure and monitor pupil progress, targets will be set on entry and at the beginning of Key Stage 2 for attainment for each individual child. This will produce school-wide targets that will be benchmarked against national norms and expectations for each Key Stage. As a whole, targets for attainment in Essa Primary

School will place the school in the top 20% of schools nationally. Additionally, it will be deemed good practice to set targets for every year group which will be monitored termly. Y1 phonics, End KS1 and End of KS2 targets will be set and results will be shared with governors.

This measurement of individual pupil progress and the design and implementation of key interventions will be an important element of the Education Plan. This highly individualised approach to the management of learning will be the basis of the assessment, recording and reporting procedures for the school and will enable parents to be fully informed about the progress of their children.

The Essa Primary School will build upon the learning of Essa Academy and continue to embed its ethos of 'technology for creativity'. A 1:1 learning environment will be created where all pupils use learning devices to support higher order thinking.

Pupils will be able to access learning resources from anywhere in the school as well as home.

The pedagogical approach implemented by the proposed school will be exemplary and a foundation for lifelong learning will be created.

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 (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		30	30	30	30	30	30	30
Year 1		30	30	30	30	30	30	30
Year 2			30	30	30	30	30	30
Year 3				30	30	30	30	30
Year 4					30	30	30	30
Year 5						30	30	30
Year 6							30	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	90	120	150	180	210	210

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: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

The 'New Basics Curriculum'

When Essa Primary School is fully operational, all staff in both Key Stages will deliver a 'New Basics' curriculum that is challenged based with 'Rich Tasks' rather than a subject focused approach. It has been very successfully implemented at Essa Academy in year 7. The New Basics Project was undertaken by Queensland, Australia to prepare students for the future. It dealt with new student identities, new economies and workplaces, new technologies, diverse communities and complex cultures. The Foundation has adopted and personalised the curriculum to meet the needs of the students at Essa Academy.

The curriculum aimed to improve the learning outcomes of our students. Community members, teachers and students worked together to ensure that the richness and relevance of students' academic and social growth was enhanced.

Essa Academy has adapted the original programme to better meet the needs of the students at the Academy. This has included the development of new rich tasks such as British National Identity and maximised the impact of creative technologies.

The latest **OFSTED** report for Essa Academy mentions the following:

"Inspectors observed inspirational team teaching of the New Basics curriculum to a large group of Year 7 students in their designated 'pod'. In this lesson about rainforests, excellent planning and classroom management injected pace to promote rapid gains in knowledge and understanding with strong emphasis on literacy development, through imaginative activities. Throughout students' and teachers' enjoyment was palpable."

Personalised Learning

This will provide the curriculum framework for the school as a whole, enquiry based in its structure but focused on personalised in its pedagogy. At the core of this will be a focus on numeracy and literacy within this framework. Children will develop the necessary skills to become responsible for their own learning and independent learning will become a progressive theme throughout the child's development through the school. The overall approach to the delivery of the curriculum will include thematic work covering the content requirements of a number of core and foundation subjects as well as specific teaching in the areas of literacy and numeracy to ensure that each student has a full grasp of these core skills.

Personalised learning, with a high level of educational technology availability, will be a crucial element of curriculum delivery. Creativity will be at the heart of using technology. Pupils will be part of a 'Create, Prepare, Present' environment. Key pedagogies in the new basics curriculum will be enhanced through the use of simple and reliable technology.

Students will use mobile technology to argue, assess, compare, contrast and review their learning. This will happen in a safe, supportive and secure environment.

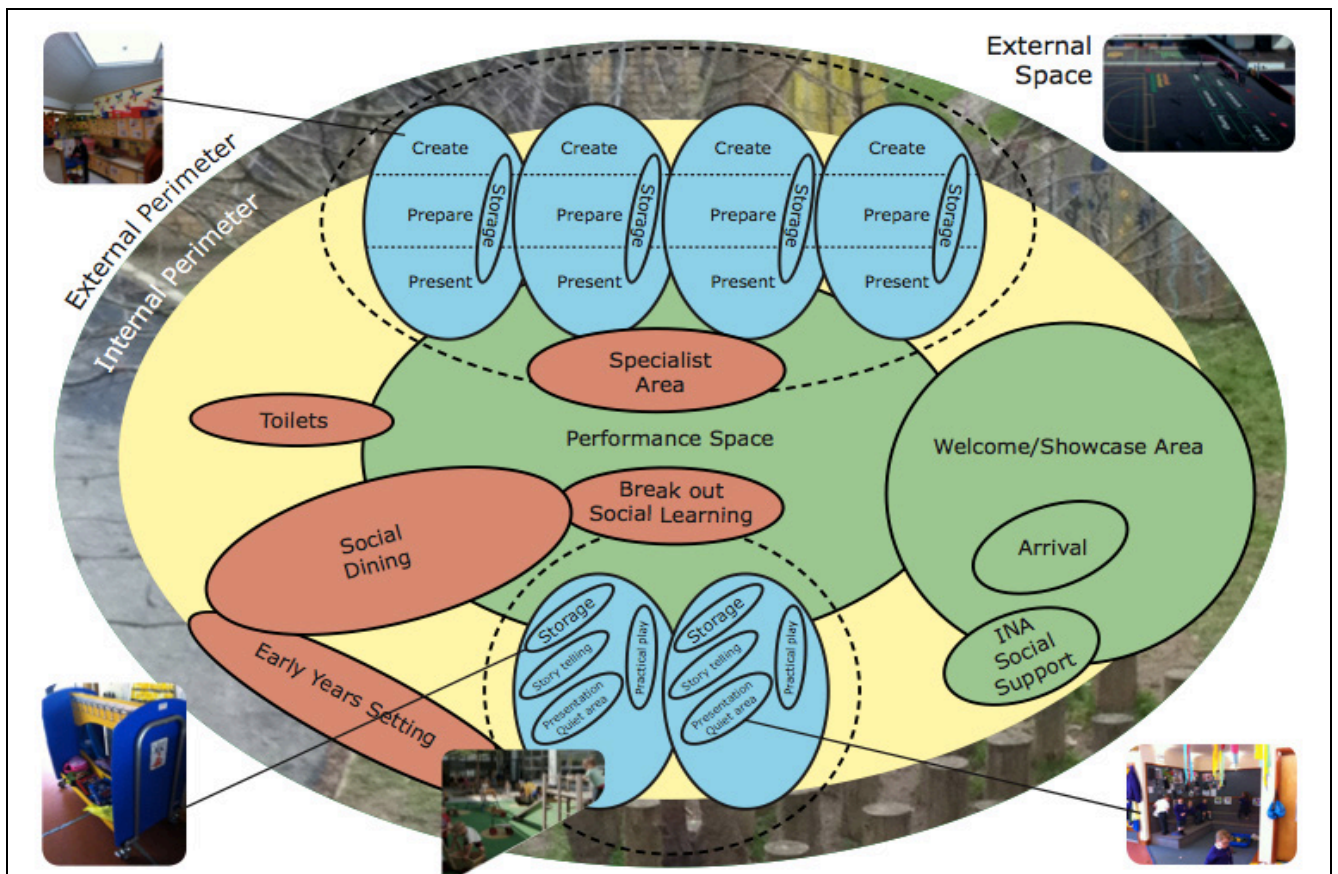
Assessment

Information from the Early Years Foundation Stage Profile and year 6 reading assessment will provide a basis for the individualised assessment, recording and reporting process that will track the learning of every individual pupil as they progress through the school. This tracking process will be particularly detailed in recording each child's learning gains in the core subjects including learning gains that are achieved through thematic delivery. Thus, weaker areas of the child's understanding may be identified and subject to focused intervention programmes and support. The school will create its own matrices that staff will use to measure progress and attainment.

Consolidated Planning and Curriculum

Curriculum planning will be a whole school process with all teachers required to play a full part and share lesson content and pedagogy with all other staff. In this way the capacity for whole school planning for each child is maximised. Each teacher will have knowledge of the learning plan for the year in the school curriculum in order to avoid the possibility of repetition and ensure proper, planned progression through the entire school. iTunes U and Cloud based solutions will be employed to further increase planning potential and sharing of resources in a productive and cost effective manner. The iTunes U platform will also allow parental engagement at a greater depth than the methods employed traditionally in school. Primarily, this will be due to all families having access to a portable device that will be issued by the Academy. This will be the first primary school in the UK to employ the popular Open University platform to provide a rich and transparent environment for children and parents to access learning.

The 'Create, Prepare, Present' environment is proposed in the diagram below which shows spatial relationships between the different areas of the proposed school. This process also supports higher order thinking as used in 'Blooms Taxonomy'.



Please note that the nursery is an aspiration and we clearly understand that it is **NOT** part of the free school application. The above model represents a possible learning arrangement.

Curriculum Relevance

We will generally use the New Basics themed approach to the curriculum that is relevant to the children in the school. Learning challenges will be in set block, though the decision on this and the theme of the topic will be decided by the head teacher designate in discussion

with the relevant teaching staff. The end of a learning block will culminate in a presentation by the students to invited guests (parents, local community etc.) about their learning. The presentation maybe in the form of an 'Oscar ceremony', conference or a publication etc. that the students have created, showing their progress in that learning challenge.

Individual Performance, Data and Evidence

Teachers will share access to all pupil tracking data that will itself be benchmarked against individual pupil targets. Using this open approach, all professional staff will have access to key information on all children and will be able to contribute to the success of each individual child. Student and finance data will be securely held, as per the school policy on data protection, and all staff having access to sensitive data will have been subject to checks by the Disclosure and Barring service. Staff development priorities will focus on this holistic approach to monitoring individual pupil performance to ensure that from the first year of operation every teacher and Learning Support assistant will have the right skills to be able to contribute and use this individual performance evidence. Early Years Foundation profile (as per the new framework) and the national reading test for 6 year olds will provide a basis for measuring pupil progress throughout the school.

Each child will work at a pace and level appropriate to them. Within each form group, learning will be carried out at an appropriate pace allowing each child to be challenged to reach their full potential and not be held back to progress at the general pace of the class. Training of support staff will focus on building the capacity to support this pace of individualised learning in each classroom.

The high degree of individual attention that will be found in Essa Primary School curriculum and pedagogy will be reflected in the extensive deployment of assessment for learning practice in the day-to-day operation of the school. Tools such as 'Nearpod' will provide an engaging and interactive way of monitoring pupil progress. Tools such as 'Nearpod' will also allow absent students to take part in learning from home and have progress measured albeit a limited learning experience. All staff will be fully trained in the principles of assessment for learning alongside a full knowledge of the school's core assessment, recording and reporting systems. Every child, irrespective of their ability level or special need will know what they can do to improve their skills in the key subjects of literacy and numeracy. The parental engagement model employed by the Primary will allow for complete transparency so that the progress of the child and support needed is completely visible to parents.

Learning Through Technology

Essa Primary School will create a learning environment where all pupils use learning devices to create a personalised learning experience. Pupils will be able to access learning resources from anywhere in the school as well as from home. The school will have a strong ethos of 'All Will Succeed' and parents, as stakeholders, will play a vital role in supporting this. Technology implemented by the school will be exemplary as is the case with Essa Academy. The Essa Primary will aspire to be a world leader in learning technologies and will be happy to share this with other schools (as Essa Academy has been doing). We will be bringing the in-house expertise of Essa Academy to the proposed primary school to provide pupils with a first class learning environment. Students will be using 21st century learning tools to facilitate their learning. Teachers employed by the school will demonstrate a level of pedagogical fluency in using technology to develop their learning environment at the school. The school aims to be a center of excellence in using creative technology for pedagogical purposes.

Throughout the school, pupils will be encouraged to make full use of the extensive range of

ICT that will be available and through this we will develop our pupils' communication and information retrieval and handling skills particularly in Key Stage 2 to prepare them fully for transition to secondary school. Through the creation of iBooks the reach of the school can be extended to the home where parents can work alongside their children to raise literacy.

In the catchment area 38.4 % of people have no access to the internet at home compared to 33 % in Bolton overall (Annual report of Director of Public Health 2008-09). All students will be able to download media rich content at the proposed school and be able to continue their learning experience at home even without internet access. Essa Primary School's approach to the use of ICT and educational technology more generally will produce a generation of children who will have access to and the capacity to maximise usage of electronic communications and learning.

Reception and Key Stage One

The Reception curriculum at Essa Primary School will follow statutory and non-statutory guidance of the updated Early Years Foundation Stage. The educational aims of the Reception curriculum will be based around the seven guiding experiences:

- **Communication and Language** - development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** - involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** - development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** - involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding of the world** - involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role- play, and design and technology.

Learning Environment

In reception we will develop enquiring minds through experience and discovery. We will ensure children are active learners engaged in broad, creative, exciting experiences using up to date facilities and technologies. The proposed school will provide opportunities for

children to become aware and continue to support children to become enthusiastic learners who reach their full potential. The school will actively celebrate personal achievements and work collaboratively. The ethos will be one that builds and develops a school environment in which we are all proud. We will ensure provision of a challenging, stimulating and exciting learning environment where excellence is pursued and acknowledged in all areas of school life. We will develop an environment in which courtesy, mutual respect and good manners are of great importance.

The proposed school will plan and organise content and pedagogy to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. The school will not discriminate entry in any form. All pupils will be welcome.

The delivery will focus on structured play with the design of activities and the teacher's pedagogy focused on the development of literacy and communication skills. In reception we will build a positive attitude to learning for every child.

In KS1, our approach will follow on from reception extending the seven areas of learning in the Early Years Foundation Stage into KS1 whilst integrating these areas of learning with the requirements of the New Basics curriculum. This integrated approach will be the central to the teachers' curriculum planning in the Reception /Key Stage One phase. Learning will be through structured play and themed topics where each topic will seek to engage and stimulate the children's curiosity and interest. Throughout the two years of the Key Stage One, the balance between learning through structured play and thematic work will evolve, and this will be reflected in the teachers' planning. Through this approach children will have the opportunity to develop the full range of skills, though there will be an emphasis on the full range of communication skills particularly thinking, speaking and listening skills, enabling pupils to communicate effectively with a range of other individuals.

The organisation of learning will range from whole class teaching and small group work to one-to-one support. Differentiation by task will allow each child to develop skills; knowledge and understanding at their own pace and allow children to exercise a degree of choice as to the activities that they follow. Technology will allow for detailed differentiation and independent pace of learning to be established as a norm. Assessment and review of progress in the activities will involve the children to support their understanding of their own learning and preferences.

In response to the issue of providing a smooth transfer from the Early Years Foundation Curriculum to the New Basics curriculum in Year One, learning activity from Reception can be extended into Year 1 for those children who are not ready to progress to the New Basics curriculum. Similarly, children in Reception who are able to cope with aspects of the New Basics will have opportunities to work at this level during planned activities across two-year groups. Thus learning in Reception/Year One will be personalised to maximise progress for each individual child and the child's introduction to Year One will be a smooth transition for each individual as they transfer from the Foundation Stage Curriculum.

Throughout the Key Stage 1 phase of the school there will be an increasing emphasis on thematic delivery, seeking areas of interest for the child that will secure their greater engagement with the learning process and school life generally. A key objective of the New basics curriculum will be to give every child a positive view of the potential and joys of learning. A variety of contexts will be utilized to enhance learning experiences including outdoors and educational visits both during school time and outside.

This creation of a creative and flexible curriculum for Reception/Key Stage 1 will operate

alongside a focus on developing the core skills of Literacy and Numeracy. Whilst recognising that unnecessary pressure on children at this age can produce a negative response to schooling itself, it is at this age that many of the conditions for successful subsequent learning are met. So even at this stage there will still be an appropriate degree of support and challenge offered to children in respect of their progress in the core subjects. Careful and structured staff monitoring of pupil performance will provide the basis for this constructive challenge.

Curriculum – Key Stage 2

In Key Stage 2 children will continue to follow the New Basics Framework. Learning will continue to be largely topic based and thematic but there will be a greater use of key pedagogies compared to practice in Key Stage One. There will be a daily lesson in mathematics and one in literacy to support the vision for and key curriculum aim of high standards in these subjects. Literacy will continue to be a key focus as the demographics suggest and experience from Essa Academy shows that increased intake from international new arrivals requires this.

Throughout the Key Stage 2 individual pupil attainment in the core subjects will continue to be tracked with the focus on skill development on literacy and numeracy. During Key Stage 2 there will be a period on intensive collaborative work with staff from the secondary schools that are to receive our pupils. This will go well beyond the traditional activity of visits and will extend to experiencing curriculum projects that can be started in year 6. The skills gained in relation to learning may even allow high achieving students to engage learning at GCSE in year 7.

Secondary staff will be invited into the school where the detailed analysis of each pupil's strengths and weaknesses in core subject areas will be shared along with the thematic analysis of the SATs results in order that the secondary school is aware of, for example, an individual child's weak area in the numeracy curriculum.

Progression and Transition

The development of a partnership with local nurseries, which admits children from the age of 3, will enable the staff team to construct a curriculum which builds on learner skills and development, incrementally securing progression for individuals without the barriers that can be created by transition from one school or pre-school setting to another. Partnerships will also be developed with other local Foundation Stage providers.

Managing effective progression to secondary school will also be an important part of the school support to develop positive attitudes to lifelong learning. Most of the pupils from Essa Primary will progress to ESSA Academy this will allow for synergies to be enhanced and learning transitioned in a simple and effective manner. More importantly, there will be a comprehensive transition programme to support movement from year 6 to year 7, a programme that will be based in real curriculum activity that will span the two schools. As the proposed site suggests, the Essa Primary will be located on the same campus and will provide a unique opportunity to partake in a variety of learning experiences which will form a symbiotic relationship between the two.

We expect that the Academy will be able to report that pupils from Essa Primary have a significantly reduced 'learning loss' at school transfer than pupils from other schools.

The World of Work

Key stage 2 will allow students to engage in 'The World of Work' and give a purpose to their learning, allowing them to see how it impacts the real and world of work. Technology

will be used to engage with transnational school twinning projects to give students a global perspective on learning. Firstly, this approach will help overcome the cultural and generational apathy that is inherited by young people from families who have little experience of the structure and the world of work. Secondly, the learner will be able to experience and visualise the links between the classroom and the world of work. Thirdly, most importantly, the approach will embed high aspirations from a very early age. This approach is entirely congruent with the Essa Foundation philosophy.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Curriculum Model

The proposed free school will host a Whole School Assembly of 20 minutes. As the school grows, a daily Assembly will take place but the assembly will be at separate times for Foundation Stage/ Key Stage 1 and Key Stage 2 so that the topics covered can be appropriate for the age of the children.

The following curriculum models and timetables have been chosen for Key Stage 1 and Key Stage 2 have been chosen in order to achieve the key aims of the Essa Primary School curriculum and the vision of the sponsors. In design, it provides longer time for core subject development alongside time for the use of play for pupil development in the first few years of education. The wider range of foundation subjects have a position in the timetable and an indicative amount of time, but the detail of delivery will be left to the head teacher designate to finalise. A key consideration for this will be the possibility of building in more flexible blocs of time for the extended project based study.

Reception					
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	9:00 -12:00	9:00 -12:00	9:00 -12:00	9:00 -12:00	9:00 - 11:30
Lunch	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00	11:30 - 12:20
Session 2	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	12:20 - 1:20

Years 1 to 6					
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	9:00 -12:00	9:00 -12:00	9:00 -12:00	9:00 -12:00	9:00 - 11:30
Lunch	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00	11:30 - 12:20
Session 2	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	1:00 - 3:30	12:20 - 1:20

The timetable will last 27 hours and 30 minutes each week, excluding registration, assembly, lunchtime and a 20-minute playtime each day. Within this schematic timetable, each session will have a range of individual, group or whole class activity as designed by the teacher. The school finishes early on a Friday to allow for joint staff planning time, this supports PPA and will have a positive impact on personalised learning as each child can be individually discussed and catered for. Additionally, parents will be well aware of the early finish on Friday. The Foundation has extensive experience of parental consultation as

the Essa Academy went through a detailed process about the length of the school week, with parents. For those parents who are unable to provide Friday afternoon childcare, the school will make arrangements, as is the case with Essa Academy.

Learning in each session will be linked to the 'Rich Task' as part of the New Basics framework. Skill development through play will offer a range of learning related play activities to children which will offer the opportunity for staff to assess pupil development of a range of cognitive and affective areas. The longer session times will allow for increased number of external visits.

Throughout the two years of the Key Stage 1 curriculum, the balance between learning through structured play and thematic work will evolve, and this will be reflected in the teachers' planning.

Enrichment

For all pupils in the school there will be an enrichment programme that will commence at 1:20 on a Friday afternoon during which a range of activities will be offered for children to choose from. This will also offer a timetabled space for the delivery of catch-up programmes and interventions to address specific learning needs of individuals. Attendance will be voluntary but strongly encouraged and it will also provide an opportunity for parents to learn how they can support their child's learning. The focus of these catch-up opportunities will be literacy and mathematics in support of the school vision and curriculum aims.

Only one example timetable has been created for each key stage at this point as we expect all staff to be involved in devising the curriculum led by the head teacher. At this point the actual timetable will be reviewed but time allocated to each 'Rich Task' would be as shown in the example above though the delivery will be through a theme based approach in many cases.

For detail of the proposed school timetable at this point in the development of the school please see the section above, where we have linked the proposed timetable.

School Organisation

Each year group will recruit up to 30 pupils and these will be the basic teaching units. We strongly believe the research that the quality of teaching is more significant than class size. Each class will have one excellent teacher and one learning support assistant allocated to it along with additional support where pupils with special educational needs or literacy as an additional language require such support. The staffing plan envisages an early and extensive investment in SEN and EAL reflecting the importance that the sponsors place on meeting the needs of every individual child. However, the core of the school's accountability model is that the teacher is responsible for the learning of pupils and the school will endeavour to give the teacher as much trained support as possible to achieve the best for her/his pupils.

This New Basics model is, we believe, the one best suited to achieving our educational vision as laid out in section C. We believe that this model of school curriculum and organisation facilitates the highest level of personal approach in the delivery of the curriculum and develops secure relationships between pupils and parents in the early years of education. It also gives the clearest model for professional accountability and provides the basis for rigorous performance management. We will use the 'BlueSky' performance management system for all staff, this will allow for recording of individual staff targets as well as creating a record of their professional development.

Age Mix

Pupils of different ages will mix together in the enrichment activity and the head teacher designate will seek further opportunities for flexibility in the curriculum that may include the possibility of joint working between classes and age groups as the school develops it's more sophisticated approaches to 'stage not age' learning. When the school is full we believe that this will generate additional professional resource that will be deployed within the class structure e.g. specialised language teaching in response to identified weakness common to a small group of pupils or additional learning support to enhance small group work in certain subject areas.

Play Area

The proposed site has access for the provision of a high quality play area adjacent to the main school building; these areas will be shared between groups. The school will negotiate access to open play spaces should these not be available at the preferred site.

Attendance and Terms

The school will require pupils to attend for 192 days in the year. There will be three terms in the year in line with the annual calendar chosen by the local authority. This decision is based on the complex range of schools attended by siblings of potential pupils at Essa Academy.

These term and day times will be the subject of review upon the appointment of the head teacher designate but currently the Foundation is minded to adopt the prevalent local model, albeit with a much extended day from that found in most primary schools. It is in the additional time of the school day that the learning additionally will be found to support the drive to the highest standards in mathematics and literacy in line with the school's vision.

Extra-curricular activities will be arranged as a class or as a whole school where this is possible or desirable. Additionally, the class teacher will act as the tutor to the children and provide necessary pastoral support

D3: Show how your staffing structure will deliver the planned curriculum.

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
2014-15	Principal		Leadership	22.00	1.00		Teaching Assistant	Reception	37	43
Yr1	Deputy Principal	Reception	Leadership	3.00	0.50		Teaching Assistant	Reception	37	43
	Teacher	Year 1	Main	3.00	1.00		Reception / Admin	Grade 5	37	43
							Caretaker	Grade 4	37	52
							Cleaner	Grade 1	10	52
							Cleaner	Grade 1	10	52
							Kitchen Staff	Grade 1	10	43
							Kitchen Staff	Grade 1	10	43

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
2015-16	Principal		Leadership	23.00	1.00		Teaching Assistant	Reception	37	43
	Deputy Principal	Reception	Leadership	1.00	1.00		Teaching Assistant	Reception	37	43
Yr2	Teacher	Year 1	Main	4.00	1.00		Teaching Assistant	Year 1	37	43
	Teacher	Year 2	Main	3.00	1.00		Reception / Admin	Grade 5	37	43
							Caretaker	Grade 4	37	52
							Cleaner	Grade 1	10	52
							Cleaner	Grade 1	10	52
							Kitchen Staff	Grade 1	10	43
							Kitchen Staff	Grade 1	10	43

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
2016-17	Principal		Leadership	24.00	1.00		Teaching Assistant	Reception	37.0	43.0
	Deputy Principal	Reception	Leadership	2.00	1.00		Teaching Assistant	Reception	37.0	43.0
Yr3	Teacher	Year 1	Main	5.00	1.00		Teaching Assistant	Year 1	37.0	43.0
	Teacher	Year 2	Main	4.00	1.00		Teaching Assistant	Year 2	37.0	43.0
	Personalised Learning Leader	Year 3	Main	1.00	1.00		Reception / Admin	Grade 5	37.0	43.0
							Caretaker	Grade 4	37.0	52.0
							Cleaner	Grade 1	10.0	52.0
							Cleaner	Grade 1	10.0	52.0
							Kitchen Staff	Grade 1	10.0	43.0
							Kitchen Staff	Grade 1	10.0	43.0

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
	Deputy Principal	Reception	Leadership	3.00	1.00		Teaching Assistant	Reception	37	43
Yr4	Teacher	Year 1	Main	6.00	1.00		Teaching Assistant	Year 1	37	43
	Teacher	Year 2	Main	5.00	1.00		Teaching Assistant	Year 2	37	43
	Personalised Learning Leader	Year 3	Leadership	1.00	1.00		Reception / Admin	Grade 5	37	43
	Teacher	Year 4	Main	2.00	1.00		Teaching Assistant	Year 3	37	43
							Caretaker	Grade 4	37	52
							Cleaner	Grade 1	10	52
							Cleaner	Grade 1	10	52
							Kitchen Staff	Grade 1	10	43
							Kitchen Staff	Grade 1	10	43

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
	Deputy Principal	Reception	Leadership	4.00	1.00		Teaching Assistant	Reception	37	43
Yr5	Teacher	Year 1	Upper	1.00	1.00		Teaching Assistant	Year 1	37	43
	Teacher	Year 2	Main	6.00	1.00		Teaching Assistant	Year 2	37	43
	Personalised Learning Leader	Year 3	Leadership	2.00	1.00		Reception / Admin	Grade 3	20	43
	Teacher	Year 4	Main	2.00	1.00		Teaching Assistant	KS2	37	43
	Teacher	Year 5	Main	1.00	1.00		Reception / Admin	Grade 5	37	43
							Caretaker	Grade 4	37	52
							Cleaner	Grade 1	10	52
							Cleaner	Grade 1	10	52
							Kitchen Staff	Grade 1	10	43
							Kitchen Staff	Grade 1	10	43

Teaching Staff						Associate Staff				
Year	Post	Comment	Scale	Scale Point	FTE	Year	Post	First Comment	Actual Hours Per week	Paid Weeks Per Year
2019-20	Principal		Leadership	27.00	1.00		Teaching Assistant	Reception	37	43
	Deputy Principal	Reception	Leadership	5.00	1.00		Teaching Assistant	Reception	37	43
Yr6	Teacher	Year 1	Upper	1.00	1.00		Teaching Assistant	Year 1	37	43
	Teacher	Year 2	Main	6.00	1.00		Teaching Assistant	Year 2	37	43
	Personalised Learning Leader	Year 3	Leadership	3.00	1.00		Teaching Assistant	KS2	37	43
	Teacher	Year 4	Main	3.00	1.00		Teaching Assistant	KS2	37	43
	Teacher	Year 5	Main	2.00	1.00		Reception / Admin	Grade 3	20	43
	Teacher	Year 6	Main	6.00	1.00		Reception / Admin	Grade 5	37	43
							Caretaker	Grade 4	37	52
							Cleaner	Grade 1	10	52
							Cleaner	Grade 1	10	52
							Kitchen Staff	Grade 1	10	43
							Kitchen Staff	Grade 1	10	43

Assumptions of the Teaching Staff Model

- 1 The model above describes the financial and structural model. It maybe subject to changes by the principal designate. Staffing will be flexible based on the learning needs of the pupils. It is not fixed that a teacher will always have the same class, all the time. On appointment the principal designate will be invited to review this staffing model, though the Foundation is committed to the underlying principles contained in the model.
- 2 The costs of teachers in this model are based on those costs in the current teachers' pay and conditions arrangements. When the designate is appointed it is likely that she/he will want to establish a pay scale and conditions of service that reflect the

vision and objectives of the Essa Primary school. This will be particularly relevant in the need to create greater flexibility for posts carrying responsibilities that are financially rewarded. However the Foundation expects to at least match the national pay scales for all teachers and seek ways to enhance remuneration in order to attract the best teachers to the school.

- 3 The deputy post will be appointed in the first year of operation, Although this may be expensive it will provide a firm foundation of experienced leadership that will be able to provide an engaging learning environment whilst planning for the additional classes, marketing etc. The deputy head teacher will be teaching in and responsible for the development and quality of transition from Reception to Key Stage One. This will free up the principal to focus on the development and quality of Key Stage Two and provide a blending experience for pupils. Additionally, the 'New Basics Framework' will be used to integrate into key Stage 2. The Deputy will remain a classroom teacher with a responsibility to model best practice to other new staff and provide support for any ITT placements in the school and any NQTs appointed.
- 4 One teacher will be appointed (for 2014). The plan outlines a post for a 'Personalised Learning Leader' this will be a leadership post that will focus on core areas of Literacy and Numeracy, but can also be expanded to all seven areas of the new EYFS framework that will be used in reception. Their role will be to vision, plan and co-ordinate these subjects.
- 5 We recognise that there is a significant investment in SEN and EAL as well as associate staff in the early years of the school. This is to re-enforce the commitment of the Foundation that the strategy for ensuring the needs of pupils with differing needs is fully and effectively implemented. These staff will be classroom based in order to understand pupil need and build the capacity of other staff, teaching and non-teaching, to respond to these issues in a consistent manner. This will ensure that inclusion and genuine personal approach is at the heart of the school from the outset. In addition, this staffing arrangement will be able to ensure that all staff gets appropriate PPA time without needing to resort to supply staff.

Leadership is distributed throughout the school with appropriate reward for the high level of accountability that will go with it. In addition, such an approach will support succession planning for senior posts in the school.

6. The Foundation will initially use the experience of the SENCo from Essa Academy to extend her role in to the Primary. The rationale behind this is one of continuity and providing the correct level of support and early interventions from a holistic perspective. This methodology will allow the SENCo to be in a better position to ensure that the students leave the Essa schools having made the best possible progress. The SENCo at Essa Academy will provide Training and support of the EAL and SEN on a weekly basis. In the long run a specific SENCo post for the Primary maybe created.

The Business Manager will eventually be a fulltime position. However by using the Foundations capacity in the first two years the finance director from Essa Academy will be used as the Business Manager for the primary school. The Facilities Manager will also be from the Essa Academy. This is advantageous as the same person managed the proposed site and has a detailed understanding of the building. This may vary according to the budget and economies of scale achieved by the growth in EFAT.

The proposed school will use the "BlueSky' performance management system' to review

the performance responsibilities of individuals in the final structure. However, this may change after the appointment of the principal. Consequently, to meet the Education Vision requirements for a strong management of individual pupil performance all teaching staff in the school report to either the head teacher or the deputy head teacher. Given the clear emphasis in the vision on the highest levels of attainment, numeracy and literacy will be part of the personalised learning leaders role who will report directly to the head teacher. Similarly, the deputy head teacher will have oversight of pupil pastoral support and welfare, including relations with the community, and consequently the Personalised Learning Leader and EAL teachers will report to the deputy head teacher.

The senior leadership team of the school will comprise the head teacher, deputy head teacher and the business manager. Other staff will be invited to join this team as required by the Head Teacher.

Externally procured support will be performance managed by the head teacher or deputy head teacher with the exception of support commissioned to support SEN that will be managed by the SENCo.

Both the final structure and the staffing model contained in section G are matched by the funding model. Both funding scenarios have been considered for the development of this model.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

Personal Learning

The proposed school will provide an inclusive learning experience for all children irrespective of their ability, gender, ethnic origin, faith, social background or disability. Personalised learning will be a core part of learning at Essa Primary School. Our whole school individualised learning programme will allow all children to work at their own level where possible linked their own needs.

Personal targets

In order to achieve this, the school must develop clear and responsive approaches to the identification of the strengths and weaknesses of individual pupils at the earliest possible point in their school career in order to establish a baseline against which progress in core skill acquisition can be measured. Individualised targets will be set termly to set challenging yet realistic and achievable goals for all children, setting high expectations. As a consequence of this approach, children with a special educational need will not be singled out, as every child will have individualised learning.

Technology

Technology will play a key role in meeting the needs of every student. Content created by teachers will be differentiated at a variety of levels and will have accessibility features enabled for students with physical and additional needs. The Essa Foundation has experience in providing the learning needs of physically disabled students as well as students with varying degrees of learning needs. This has been the experience at Essa Academy.

Sharing Information

The information gained from comprehensive screening on entry will be shared with all staff who will be required to reflect the needs of identified individuals in their class planning, including in their schemes of work and pedagogical approaches. The school will develop a personalised plan for all children identified as having identified additional needs and the

monitoring procedure will be based on the requirements contained in this plan. This monitoring of the delivery of the plan will be the responsibility of the SENCo, whose role will go beyond pupils with SEN and include all of those children with identified additional needs, including Gifted and Talented.

SENCo and Assessment

In the first two years of the school's operation, the EFAT will provide a 0.5 SENCo post filled with an appropriately qualified member of staff. This early appointment reflects the importance that the EFAT/Essa Foundation place on meeting the needs of the individual child. Discussions with Essa Academy on this matter have led to an agreement that the Academy SENCo may be used at the Primary School, hence not reflected in the financial model. This will provide early engagement and intervention where needed and will provide familiarity and continuity for learners and parents. Using existing resources and capacity in this way demonstrates value for money. However, a very early assessment of the needs and capacity will be made and if necessary we will move to having a full time SENCo as soon as the need arises.

In the current plan, after two full operational years, a full time SENCo post will be created. The SENCo post will carry a much reduced teaching load to facilitate this teacher's face to face engagement with pupils with an Individual Education Plan. Paperwork associated with the role will be expected to be done when the school is not in session. Governors will receive regular reports on the progress of all children with an Individual Education Plan as part of the performance reporting arrangements that will include whole cohorts and sub-groups within the cohort. Parents will be able to track their child's progress through the use of personalised mobile devices that pupils will take home.

The rigorous implementation of Assessment for Learning against national benchmarks in the Assessing Pupil Progress tool will provide a checking system to identify children who may require an Individual Learning Plan subsequent to entry to the school. Liaison with other professionals and with the family will also provide the stimulus for the development of a plan should it be necessary.

Specific groups with identified Additional Learning needs will be the subject of specific interventions.

Meeting The Needs

Gifted and talented pupils will be given opportunities to work with older pupils wherever possible, and particularly during Enrichment Activity. Teacher lesson planning will be monitored to ensure that differentiation by task is evident. In Key Stage 2 links with secondary schools will establish a bespoke Gifted and Talented programme. The school will contain a high proportion of children with English as Additional Language. The school will employ a dedicated EAL teacher to work in class with those pupils for whom literacy is a significant language barrier. This appointment will be for 0.5 full time equivalents in the first two years increasing to a full-time equivalent post after that time. Any additional support contracted by the school will depend on the level of identified need, but no need will go unmet. Class based support will be the preferred method of helping these children, though there will be the opportunity for intensive one to one support in enrichment and potentially at other times during the school day, using timetable flexibility.

Children in receipt of free school meals (FSM) will receive discreet support to ensure that finance is not a barrier to the widest range of additional activities such as school visits. In addition, the school hopes to set up a breakfast club in which FSM pupils can participate without charge.

Space will be made available for children to complete their homework in a quiet and positive environment from 3.30pm Monday to Thursday. Access to mobile learning devices to take home will be offered to all children. This is essential support given the high proportion of homes in Great Lever without access to the internet.

For Children with disabilities, building design and modification will make it as accessible as possible to children in wheelchairs. A disability equality scheme will be devised and implemented and positive attitudes towards disability will be encouraged in all staff and pupils.

Technology will be a significant resource in meeting the needs of pupils with different learning abilities and different learning needs. The school will have a significant investment in technology without employing traditional technology that has proven to hinder learning and is expensive to maintain and run. Display technology (not interactive whiteboards) in every classroom to give immediate access to fun, enjoyable and thematic resources that will bring learning to life for children.

It is not possible to identify exactly the relevant resources given the range of barriers that children will face, but in this technology rich environment, each teacher will be required to research the availability of apps and learning that can be an element of addressing the needs of each pupil with an Individual Education Plan. Relevant resources will be identified in the Individual Learning Plan, access and senior staff will monitor usage of the programmes. As such, technology will contribute to the educational vision for the highest quality teaching in the context of a most individualised approach to learning.

English As an Additional Language (EAL)

Pupils with Literacy as an additional language will comprise a significant group within the school. It will be higher than the Bolton figure of 25% of pupils. In response to this, the school will employ a teacher with specific EAL expertise from the outset, increasing the role from 0.5 in the first two years to full timer thereafter. Additional support will be procured where necessary. As indicated above, the school will adopt a philosophy of in- classroom support for pupils for whom literacy provides a significant barrier. Given the potential numbers of children involved, each teacher in the school will be required to undergo training and achieve qualification in the teaching of literacy as a second language. The school will fund this training and the teachers will be expected to achieve an appropriate qualification in this area of work. In addition, as part of its community role, the school will provide adult EAL classes that will build the capacity of parents to support the learning of their children in this area. Consequently, in the classroom, there will be trained EAL teacher supported with additional support in class for those pupils that require it. Again, there will be a high level of individualised support working towards the highest achievement levels – a position entirely consistent with the educational vision for the school.

The proportion of pupils with Special Educational Needs attending Essa Primary School is likely to be in line with or above the average for Bolton (20%). Our school will fully implement the Special Educational Needs Code of Practice, enabling all pupils with special educational needs (SEN) to reach their full potential.

The pupils with SEN will be a significant sub-group of those children identified as having additional needs and as such they will enjoy the monitoring and support for the group as identified above. Our approach to the management and support for SEN we will adopt a graduated approach, through School Action and School Action Plus, and Early Years Action and Early Years Action Plus in our Reception class. Recognising that the school may have limited expertise we will be able to call upon the existing support from Essa

Academy.

SENCo and Codes Of Practice

Arrangements for the delivery of the SEN Code of Practice will be fully described in the school's policy in this area. We will ensure compliance with any legislative frameworks as may exist at the relevant time. Parental choice will be respected in regard to them accessing educational services for their children. We will ensure that there is equality of opportunity in accessing these services. The governing body will develop the policy with advice from the head teacher during the establishment process. The head teacher will have the responsibility for the implementation of the policy and meeting the needs of SEN children.

Whilst it is the responsibility of the classroom teacher to ensure that the specific learning needs of the SEN pupil are met in the classroom, it will be the role of the SENCo to ensure clearly identify what the needs of individual SEN pupils are, research and identify the appropriate resources and teaching approaches, communicate these needs to the classroom teacher, monitor that the required interventions and approaches have been used and finally to evaluate annually the impact of the interventions on the learning of the individual child. This evaluation will be reported to the parents of all pupils on the SEN register, interventions will be kept under review by the senior leadership of the school and a summary will be provided annually to the governing body. The responsibilities for the delivery of effective support are clear.

D5: Tell us how your definitions and measures of success will deliver your aspirations for achievement

The education vision for Essa Primary School is for a school where every child will reach their maximum potential and where the level of individualised support will ensure this. As referred to earlier, the school will have a comprehensive process of measuring pupil progress against national norms that will involve the use of target setting for all pupils. From Key Stage 2 these targets will be shared with the pupils, but throughout the school targets for progress will be shared with parents in order to enable them to support their achievement.

Qualitative measures of success will involve meeting internal targets and more significantly looking at the assessment of external groups and agencies as to what the school is achieving and how well it is performing. Foremost amongst these will be the assessment of Ofsted Inspectors when the school is inspected. An Outstanding Ofsted judgment will be the measure of success for the school as a whole and this will be achieved within the first 5 years of operation. In addition to this, there will be a comprehensive approach to collecting data regarding the perceptions of parents and the wider community to the operation of the school.

We need to be clear about what the parents want from the school and how they think the school is performing against those features of school life that they value. The clearest simple indicator of success will be that the school is oversubscribed, though this in itself will not be sufficient to demonstrate complete success in the perceptions of the community. Consequently there will be an annual survey of parent and community attitudes towards the school, the results of which will be fully reported to the parent body and to the governors who will be charged to take any appropriate action.

Excellent attendance is crucial to the achievement of high standards. Attendance targets

will be set beyond the National figures for each year group and as for other pupil outcomes the responsibility for monitoring and reporting will lie with the class teacher for his/her class and with the Head Teacher for the whole school. Attendance data will be reported to the governing body termly. For school climate and pupil behaviour, an important indicator of success will be the absence of fixed term or permanent exclusions. The head teacher will involve governors as early as possible where exclusion becomes a possibility.

Quantitative success measures for the whole school will simply be benchmarked against national standards of overall attainment and pupil progress. This is consistent with the vision of developing an outstanding school in this area of Bolton and reflects the Foundation's determination to meet the challenge of the school's vision in respect of pupil achievement. Whilst the target setting process below is relatively simple, it has clarity and communicates aspiration.

In the Foundation Stage, the school will aim to exceed the national figures by 3%, which will also exceed the averages for EYFS in Bolton. Based on 2011 outcomes these figures would be:

Similarly, for Key Stage 1 targets for Mathematics, Literacy and Science will be set at 3% above the national average. Based on 2011 outcomes these would be:

Target Area	Target based on 2011 data (+3%)
6+ in all CLL areas of learning	65%
6+ in all PSE areas of learning	82%
78+ points	82%
78+ points plus 6+ in CLL and PSE	62%

Target Area	Target based on 2011 data (+3%)
Level 2+ Reading	88%
Level 2+ Writing	84%
Level 2+ Numeracy	93%
Level 2+ Science	92%
Level 3+ Reading	29%
Level 3+ Writing	16%

Level 3+ Numeracy	23%
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Level 3+ Science	23%
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For Key Stage 2 whole school targets will similarly be set 3% above the National Average.

Target Area	Target based on 2011 data (+3%)
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Level 4+ Literacy	84%
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Level 4+ Numeracy	83%
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Level 5+ Literacy	32%
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Level 5+ Numeracy	38%
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Level 4+ Literacy and Numeracy	77%
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Level 5+ Literacy and Numeracy	24%
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2 Levels of Progress Literacy	87%
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2 Levels of Progress Numeracy	86%
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For individual pupils, targets will be set in mathematics and literacy for each Key Stage on entry to the Key Stage. The targets will be reviewed each half term or when there is significant external evidence to suggest that they should be reviewed e.g. on receipt of Optional SATs results. Individual Key Stage targets will be based on solid evidence of attainment to date and benchmarked against the national expectations of progress. For example, for individual pupils in Key Stage 2 targets will reflect a minimum of 2 levels of progress between the key stages, and it is expected that the majority of pupils will achieve at least 9 sub-levels of progress between the beginning of year 3 and the end of year 6 – thus exceeding the expected level. Where appropriate, higher targets still will be set. All pupils will be expected to make at least ‘expected progress’ in literacy and numeracy.

Progress towards targets will be assessed by staff on an on-going basis through the Assessment for Learning recording process using the national Assessing Pupil Progress materials to ensure accuracy of the teacher assessments against national benchmarks. The use of Optional SATs, where available, will also provide a check on the accuracy of teacher assessments as well as a reliable dataset against which individual pupil targets will be reviewed.

Where necessary, EFAT will source external validation to quality assure the internal assessment processes. In the event of significant variance from an individual target, a case conference involving the Class Teacher, Support Assistant and a member of the senior leadership will be called to discuss the issue. It is likely that parents/guardians will be invited to this meeting.

Clarity of responsibility and accountability will be a cornerstone of the leadership and management processes of Essa Primary School. Nowhere will this be more evident than in the monitoring and evaluation of teaching and learning and pupil outcomes. The curriculum organisation of the school with one teacher responsible for each year group lends itself to

absolute clarity of accountability. The teacher in the classroom will deploy additional resource such as EAL and SEN support.

The head teacher will be responsible for the attainment and progress outcomes for the school as a whole and this accountability will be carried out through the annual performance management arrangements where at least one target will relate to whole school performance. Whole school attainment will be reported to the governors by the head teacher in the form of an annual report in plain literacy that will be based on the RAISE online report. The EFAT will procure a highly qualified achievement partner with successful primary head teacher experience to provide professional support and challenge to the head teacher and validate the annual report on attainment and the school Self-Evaluation Form.

The school self-evaluation process will involve all staff and stakeholders. It is important that governors will play a clear challenging role in the process of evaluation. Self-evaluation will be on-going throughout the year and will evaluate the school's performance against national attainment measures (see above) as well as a number of other indicators that will be agreed with the governing body in discussion with the head teacher. Evidence will be collected from all relevant sources including RAISE online, the performance management framework and stakeholders. The results of self-evaluation will provide the basis for a whole school development plan will constitute a plan for school improvement that will tie together judgments on school performance and the provision of resources to support change management and the development of staff.

The class teacher will be responsible for the attainment and progress of pupils in their class. In the annual performance management arrangements class teachers will have at least one target relating to attainment and progress of pupils in their class. The most appropriate member of the senior team will carry out performance management of non-class based staff. Again, at least one of the targets will be related to pupil performance.

The class teacher will be responsible for the performance management of classroom support assistants of which there will be one in each class.

Whilst pupil attainment will be a significant element in all Performance Management arrangements there is also a need for robust monitoring of teaching and learning. Without the highest quality teaching and learning the vision of an outstanding school will be unattainable. Consequently, a robust quality assurance process will be established to ensure that teaching in the school is subject to continuous improvement. The head teacher, on a half termly basis, will carry out classroom observations. Following the observations, teachers and classroom assistants will be graded according to the Ofsted criteria and along with the grading will be provided with feedback on the same day on how to improve their practice. The outcomes of the observation schedule will be integrated into the teacher and classroom assistant performance management system – 'BlueSky'. The Foundation resources will support identified areas for improvement. A comprehensive programme of training, including an emphasis of developing a common understanding of the lesson grading criteria, will be an important element of the school staff development programme.

The comprehensive performance management process will be supported by clear job descriptions for all staff that will make their responsibilities and accountabilities clear. In addition, there will be a clear and staged procedure for addressing competence issues in all staff, involving stage one and two written warnings and a final warning process. Comprehensive support will be offered to staff involved in the competency procedure including the assignment of a senior member of staff or external support as a tutor. All stages of the process will be evidence based and recorded in line with the school policy.

To achieve the school's vision of highly personalised learning, the quality of assessment and tracking throughout the school will be of paramount importance. With initial assessments of pupil attainment being taken upon entry to the school a baseline for achievement is established. National Curriculum related targets for each pupil will be set at the beginning of Year One and pupil performance in the core subjects of Literacy and Numeracy will be assessed every half term. This process will be linked into the use of Assessment for Learning in the classroom through the New Basics progress matrices. Data will therefore be available for the tracking of the progress of every child in the school at any point of their school career.

However, the key issue is how this data is used to support learning and inform planning. The performance management structure makes clear the responsibilities for pupil attainment, but in order to provide additional support, each class teacher will have a termly meeting with senior staff (initially the head teacher) where progress against targets for each child and groups of children in the class will be discussed. In the event of issues emerging for individual pupils or groups of pupils, an intervention plan will be developed with the teacher. In the case of an individual pupil the writing of an 'Individual Education Plan' may be considered. As mentioned above, the provision of staff development will be clearly related to the performance management cycle, which will in itself link to pupil progress and pupil outcomes.

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

At Essa Primary School we will adopt practices and arrangements that are in accordance with the School Admission Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. Locally we will operate within the parameters of the Bolton Admissions system. As such, we will seek to "buy in" to the Bolton Local Authority for the management of admissions and for the administration of an independent appeals procedure. This will support the objective of providing places for those in the community that we wish to serve irrespective of disadvantage or other factors.

We will offer 30 places per year group beginning with an entry of 30 in Reception for September 2014. (See Section D1 for details)

Where the number of applicants exceeds the number of places available after the admission of pupils with a Statement of Special Educational Needs, we will apply the following criteria

- Looked after children
- Pupils who can demonstrate an exceptional medical or social need to attend the school with supporting professional evidence.
- Pupils with siblings already in the school
- Pupils who live nearest to the school based on a straight line measurement from the front door of the school to the home.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

The education vision for Essa Primary School states that "All Will Succeed". We believe

that these values will underpin all behaviours in the school, whether adult or pupil and as such our approach to behaviour management will be supported by this vision. In addition, the disruptive behaviour of a few can have a significant impact on the learning of the many, and in a school committed as it is to achieving the highest possible standards for all, instances of disruption will be dealt with according to clear guidelines. This approach to behaviour management is geared to maximising pupil outcomes.

Before opening, the school governors working with the head teacher will write a comprehensive school behaviour policy that will cover all aspects of behaviour in the school including exclusions.

The Essa Foundation and EFAT recognises the central significance of good behaviour to the operation of a successful school. We know that good pupil behaviour in class is best encouraged by the provision of engaging lessons taught by excellent teachers within a stimulating resource environment. The classroom environment and the quality of relationships between pupils and staff and between pupils themselves are crucial. All adults in the school will be encouraged to recognise and praise good behaviour and good manners, and in turn all adults will be expected to be good role models for the pupils. As such, there will be a positive approach to behaviour management with a clear system of rewards - a system that will be developed to provide tangible benefits for those identified pupils.

Whilst the emphasis will be squarely on the promotion of positive behaviour within school, a system of staged sanctions will be developed to respond to examples of disruptive behaviour in the classroom.

Stage 1 – in class, the teacher using the authority of her/his position and recognised techniques associated with this will deal with low-level disruption. Shouting by staff will be actively discouraged and seen as signifying the need for change on the part of the adult.

Stage 2 – In the event of continued disruption the child's name will be logged as a clear signal to the child that if poor behaviour continues then further action will be taken and the child may be removed from the room.

Stage 3 – The child is removed from the room and spends the rest of the session with the head teacher or Key Stage co-coordinator. Once this has happened the child's parent/guardian will be contacted and informed, and the child will be subject to sanctions appropriate to the circumstance and the child.

Stage 4 – Persistent examples of this behaviour will trigger a meeting between the head teacher and the child's parents and the agreement of a home-school contract.

Stage 5 - In the unlikely event of further continuation the imposition of a fixed term exclusion will be considered. Permanent exclusion will only be considered in the event of serious violence of where a child is considered to pose a real threat to the welfare of other school members. Any exclusion will be considered a failure of the school given that the school target will be that there are no exclusions of any kind.

Any exclusion will be subject to the current DfE guidance on process including the provision of work for the pupil for the first 5 days of any exclusion. The governing body will establish an appeals committee that will hear appeals against all exclusions in a timely manner. On exclusion, the parent/guardian will be informed of the exclusion and of the appeals process and their rights in the matter.

The above staged process is to deal with examples of poor behaviour in the classroom and around the school. In the case of violence towards staff of other children and bullying of other children, stages and processes will be sharper and condensed. Violence and bullying will not be tolerated at Essa Primary School and parents/guardians will be immediately informed should a child behave in this way. Whilst we are concerned to improve the behaviour of all children in a sensitive manner, bullying and physical threat shift the focus to the protection of other children in the school.

High rates of attendance will be central to the core mission of achieving high standards and maximising pupil outcomes. Attendance is a key variable in securing the high standards that the school aspires to: poor attendance correlates to low levels of progress and attainment. It is recognised that the quality of teaching and learning is linked to attendance and this further reinforces the importance of recruiting the best teachers and supporting them with high quality performance management. We will work closely with parents to impress on them the importance of pupil attendance at school, using parental newsletters and open evenings to communicate its importance.

Responsibility for the monitoring of attendance will be with the classroom teacher who will be at the heart of the pastoral support for children in her/his class. The school will adopt a professional approach to significant non-attendance by utilising the in-house services of an Education Welfare Officer skilled at addressing issues of attendance. Deployment of the officer will be at the discretion of the head teacher following the recommendation of the class teacher.

As in most primary schools, the class teacher will be responsible for the pastoral care of each child in his/her class. In this way, any pastoral barriers to learning will be identified and addressed in a holistic way. An unhappy child will not learn to their full potential, and the class teacher will know the child and their circumstances well and be able to link this knowledge of the child's performance. In addition, dedicated curriculum time in the form of PSHE and registration will give the opportunity for one to one conversation with the child. When the school is fully operational the structure will include a senior member of staff with responsibilities for each Key Stage. This post will have the role of coordinating pastoral support in the school, by providing support for individual teachers where they require it with particular children and building a picture of the pastoral needs of the children in the Key Stage as a whole. With this overview the will have the capacity to recommend that the school buy-in additional specialised help for individual children or groups on children.

Within school, the core of pupil well-being is in the relationships between pupils and staff and between pupils themselves. Constructive relationships build pupil self-confidence and facilitate collaboration between pupils. This in itself both increases a sense of well-being per se and can give the child confidence to raise concerns with adults. Essa Primary School's ethos will make a considerable contribution to the development of positive and constructive relationships with its emphasis on respect for others and their beliefs. Relationships within school will be a principal indicator as to whether the vision for the context of the school's operation has been achieved.

The potentially destructive influence of bullying is recognised. As with behaviour management generally, the sponsors are keen to take a positive and pro-active position to create a climate in the school where bullying is recognised for the destructive force that it is for individuals and for particular groups of children. As such, anti-bullying messages will be delivered in a range of ways. Through the New Basics curriculum, children will be made aware of what constitutes bullying and what damage it can do. The school's anti-bullying message will be strongly communicated to parents/guardians through newsletters, face-to-

face conversation, posters and induction meetings. They will be encouraged to report the early signs of bullying to the school, given that parents/guardians are likely to be the adults who notice the first signs in a bullied child. All staff at the school will be trained to spot the signs of bullying and in the use of techniques to tackle it.

In the event of bullying taking place. The school will take strong and immediate action to stamp it out. The process to deal with this is outlined above in the section on behaviour management. In this it will be evident that bullying is treated in the same way a physical violence towards other pupils with a severity of sanction to match.

The above strategies for behaviour management, pupil well-being and attendance are consistent with the vision for Essa Primary School which states that "All Will Succeed" as such respect for excellence in learning will pervade all aspects of school life. The school climate will be one of high expectation and aspiration for each child. High levels of support for the individual will be matched with appropriate challenge to ensure that every pupil maximises their attainment at the school. Our pupils will be confident individuals, responsible citizens and successful learners.'

A positive climate for learning and achievement will be created by the above policies, actions and interventions that ensure:

- The highest standards of behaviour in the classroom and around school such that teaching and learning are not disrupted. So-called 'low level' disruptive behaviour in the classroom has an impact on the performance of the class as a whole. The staged process laid out above gives a clear procedure for dealing with this re-enforcing the message that this will not be tolerated.
- A complete absence of bullying in the school such that no child will have his or her learning disrupted and experience of learning blighted by bullying. This is, additionally, in developing preparedness for lifelong learning and evidence shows that being the subject of bullying at school generates a negative attitude towards education later in life.
- The focus of the class teacher as the person responsible for pastoral welfare of pupils and also for the attainment of individual pupils gives a sharp focus of responsibility for the teacher to be aware of any issues that pose a barrier to learning for individual children. The individual class teacher has a holistic responsibility for the child, but will be able to commission significant additional resources (SEN support, EAL tutor support, Education Welfare Officers, Educational Psychologists) to support their management of the child's learning.
- The Essa Primary School ethos will make the wellbeing of each and every child the concern and responsibility of all. Individual self-confidence is a prerequisite for taking responsibility for your wellbeing, and this self-confidence will be engendered by high levels of achievement that will be reinforced for every child through positive feedback to the child and their parents/guardians.

D8: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

The Essa Foundation Academies Trust has extensive and deep roots in the community in which the school will be situated. As well as being the founders sponsoring the highly successful Essa Academy provision, the location of the school allows the community to share the sporting complex in the evening. The campus also holds numerous events and

drop in sessions for the local community. The Foundation has representatives on the Great Lever forum and has also hosted many meetings at the Essa Academy. The proposed school will also have the same or more, level, of interaction with the community.

As such, it will be clear that the key element of the vision for Essa Primary will be the achievement of the highest standards for each and every child in the school. Essa Primary will make a real and significant difference to the overall level of qualifications achieved by the residents of the area. This will in itself make a long lasting impression on the re-generation of the Great Lever area and provide the most significant contribution to community development. Almost half of the employed population in Great Lever area worked in the bottom three occupational tiers, compared to around one third in Bolton. Equally only a quarter of all workers in Great Lever were employed in the top three occupational tiers compared to 36% in Bolton, and 40% nationally.

The education vision for Essa Primary School is that we will create a school for the community that will reverse these employment inequalities for the people of Great Lever.

In developing this proposal the Foundation has held consultation with the local community and leaders of the community. This consultation has informed the vision for Essa Primary, specifically the determined focus on the highest standards of attainment for the pupils of the school as well as the commitment to establish the Essa Primary school.

Discussions with the local authority (LA), including the Director of Children Services, have also been very fruitful and supportive. Indeed, a senior manager from the LA has visited one of the proposed premises and supplied some local data, showing evidence of demand, which has been included in this proposal. (Annex E2)

We will endeavor to identify the support services that the school will need to buy into and carry out our own value for money review of the services as offered by the Local authority. Other service providers will also be reviewed, but if the local authority can satisfy our requirements on quality and value for money then they will be a preferred supplier.

The Essa Primary will build strong relationships with the secondary school (ESSA Academy) where we expect most of our children will move to for their secondary education. ESSA has already offered to provide advice and support in establishing the Essa Primary School and one of our sponsors is on the board of ESSA Academy.

There are a range of strategies that we will employ to enable us to remain aware of the needs of our community. Governors, particularly parent governors will have a key role and they will be offered support to establish practical means of systematically consulting those that they represent. Parent governors will be required to hold termly open meetings with their constituency in the school and there will be a special place on the school website for a parent/community blog. Other governors will be encouraged to collect perceptions of the school and its progress from community and business leaders. As a key part of planning for school development the school leadership will keep all relevant data under review, particularly data on numbers of births in the catchment and any other significant socio-economic changes. It will be the responsibility of the head teacher to research, analyse and report the significance of any changes to the governing body and to also reflect the potential impact of these changes in the school's strategic plan.

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	36		120	30	35		116
Year 1	30	40		130				
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	60	76		250	30	35		116

Essa Primary School will offer places to children in age group 4 to 11 years. The School will be located at [redacted], Bolton [redacted]. At this site there is [redacted] (see Annex E2).

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: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

In our template (see Appendix E1) of the survey form we asked parents to complete the form. We asked parents the following questions relevant to this section:

Question 1

Do you confirm that you have read the ethos and objective of Essa Primary School and support it?

Question 2

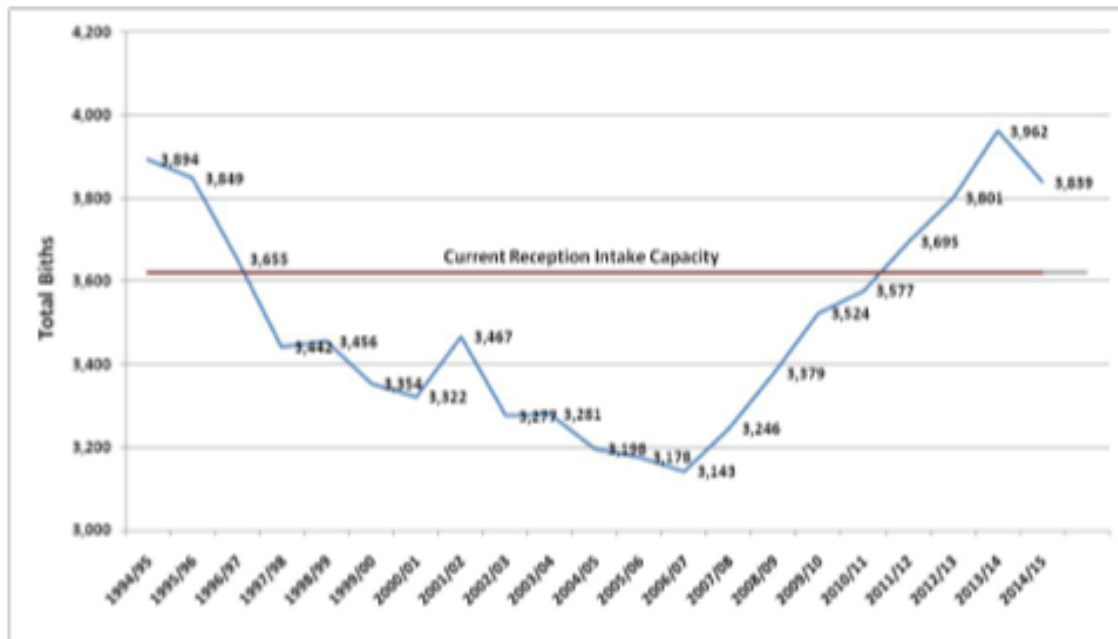
Would you choose Essa Primary School as your first choice for your child?

Question 3

Do you and your family live in the community in which Essa Foundation and Academy operates and are you aware of its high education standards, commitment to cohesion, diversity and strong community ties?

The Essa Primary School is intended to fill the demand for primary school places as per Bolton Council Report titled 'Bolton's Primary School Expansion Programme 2011-2013' full report available [here](#). This report charts an upward trend in demand for primary school places.

Number of births for each reception year intake



Pupil projection figures are based on birth data obtained from the Bolton Primary Care Trust (PCT) and information on current pupil numbers collected regularly from the School Census. Birth data is collected each year, aggregated by ward, and the numbers entered into a special projection model where the number of future pupils is then generated and distributed amongst local schools within identified local community areas.

The report states, specifically for South Bolton and the catchment area of the proposed primary school:

“This is the area immediately to the south of the town centre, including Rumworth, Deane, Great Lever and Morris Green. This is the area where the highest increase in the birth rate continues to be seen and pupil numbers are compounded by high numbers of international new arrivals.

Under the previous school expansion programme, a total of 79 additional pupil intake places were created in this area at Pikes Lane Community Primary School (15), Haslam Park Community Primary School (15), St Bernard’s RC Primary School (3), Bishop Bridgeman CE Primary School (20), St Michael’s CE Primary School (7), SS Simon and Jude’s CE Primary School (10), and Clarendon Community Primary School (9).

Action required

To create up to 115 additional admission places.”

In addition, the Essa Primary School will act as one of the feeder schools to the existing Essa Academy (Secondary School). Bearing this in mind, we consulted and had discussion with members who live in the Essa Primary School catchment area and in the local community that the Essa Foundation and Academy operate in. It is to be noted that the Essa Academy (Secondary School) serves the same community. This dialogue has disclosed a need and full support for the Essa Primary School.

Essa Foundation held an open day at which parents were invited so that the proposal for Essa Primary could be discussed and consulted upon. There was full support from this group. Furthermore, each child/family at Essa Academy, sponsored by Essa Foundation, has been issued with a mobile device enabling both the child and family to engage in a dialogue about learning, teaching and general school matters. This facility has enabled the Essa Foundation to capture the whole school community and invite them to engage in a dialogue and consultation about the proposed Essa Primary School. This aspect of the consultation is on-going and will produce further demand or otherwise for the proposed Essa Primary.

For this purpose both the Essa Foundation and the Essa Academy have created a page on their respective and existing websites to further engage parents and members of the community on the proposed plans to establish Essa Primary School.

The Essa Foundation currently operates in the South of Bolton, in an area called Great Lever, an area of high deprivation, unemployment, poverty and poor health. There is an influx into this area of high numbers of international new arrivals. Because of these socio-economic conditions, the uptake of and access to new technology is relatively low.

Therefore, the issuing of portable technology, as mentioned above, has greatly increased two way dialogue and conversation between the parents and the Foundation and Academy. The interface between the Foundation and the Academy is therefore critically important and for the purpose of this application are working very closely together.

The following map illustrates the geographical area where the demand for the Essa Primary School is coming from:



A number of postcodes have multiple students who have expressed an interest for Essa Primary as their first choice. As per the Essa academy catchment area the postcodes plotted show that the Essa primary will continue to serve the same catchment area as the “child poverty heat map” and the “multiple deprivation heat map” in the education vision indicates.

**TABLE OF POST CODES OF DEMAND FROM THE GEOGRPHICAL
CATCHMENT FOR ESSA PRIMARY SCHOOL-RECEPTION AND YEAR 1-2014**

**POST CODES
(As plotted on the map above)**

BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL1 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL3 [REDACTED]	WN7 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL5 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL5 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	
BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	BL3 [REDACTED]	

As per the guidance we will continue to engage with the communities we serve and collect information on demand on an on-going basis

E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

Essa Foundation strives to create the conditions for all to achieve their aspirations & ambitions by providing access to transformational learning opportunities regardless of ethnicity, religion, socio-economic or other status. The experience the Essa Foundation has had in sponsoring, developing and supporting the Essa Academy since 2009 has enabled the Foundation to fully understand the socio economic, cultural diversity of the communities it serves in the Great Lever area of South Bolton. This area is one of the most deprived areas in the country.

The proposed Essa Primary School will draw from the same socially disadvantaged geographical area. For example, at Essa Academy, forty-four percent of its pupils are entitled to free school meals, a significant ratio are on SEN register. Many pupils in school are 'in year' international new arrivals. The Academy admitted lower performing pupils and welcomed them. This is demonstrated by the fact that there are over 40 different languages spoken by pupils and families in Essa Academy. This demonstrates the wide-ranging and diverse school population and further demonstrates children from a diverse range of backgrounds, faiths and abilities. To this extent, the Foundation already is reaching out to the widest possible communities.

The demand for Essa Primary School comes from the same communities as Essa Academy. We have also, on our respective websites, invited wider groups to engage with us and apply to send their children to Essa Primary

The Essa Foundation, through the Essa Academy, has worked alongside local, national primary, secondary, independent and international schools. This has involved sharing and learning of best practice in curriculum development, accounting and finance, transformational learning through ICT and spatial, building/estate management. The Foundation runs a visiting programme where local, national and international schools visit to share good and best practice – the Foundation is only too happy to transfer, share the Essa ethos and model with other schools. We will replicate and embed this culture of working with other schools in Essa Primary, educational establishment and the wider community. The Essa Foundation commits itself to this philosophy and culture.

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: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

General

Essa Foundation Academy Trust (EFAT) is a company limited by guarantee with Companies House, number 8304387 and incorporated on 22 November 2012. EFAT is the legal entity making the application and would be responsible for the free school, if approved.

Members of EFAT will appoint governors of the school. What is, perhaps, different about this application from other free schools applications is the proposed use of a MAT who will be legally responsible for Essa Primary and other schools joining it. The EFAT directors will have strategic control of all academies under EFAT and make strategic decisions, which affect the academies/Free schools. Directors at EFAT already chosen are registered with companies house. Governors/directors appointed, in due course, to sit on the local governing bodies will also be registered at companies house.

The following individuals are trustees, members and directors of EFAT as well as key individuals forming the project board/steering group.

Name	Occupation	Expertise	Position/Role
██████████ – ██████████	██████████	██████████	Trustee of Essa Foundation, Member and Director of EFAT, Chair of Essa Governing Body
██████████	██████████	██████████	Trustee of Essa Foundation, Member of EFAT, Governor of Essa Academy
██████████	██████████	██████████	Trustee of Essa Foundation, Chair of EFAT, Governor of Essa Academy
██████████	██████████	██████████	Member of EFAT, Governor of Essa Academy
██████████	██████████	██████████	Essa Foundation Project Board
██████████	██████████	██████████	Trustee of Essa Foundation, Member and Director of EFAT
██████████	██████████	██████████	Member of EFAT
██████████	██████████	██████████	Director of EFAT, Governing body of Essa

			Academy, Project Board
██████████	██████████	██████████	Essa Foundation Project Board
██████████	██████████	██████████	Essa Foundation Project Board
██████████	██████████	██████████	Essa Foundation Project Board

Governance Structure

We will have a Governance structure that provides a clear line of accountability. The four Essa Foundation trustees and two additional members nominated and appointed by the Foundation Trustees and removed by them. This will allow the Foundation to provide stability through the link to the school (and other schools that may join the MAT), the link of the members to the existing Essa Academy and the wider charitable aims of the Essa Foundation.

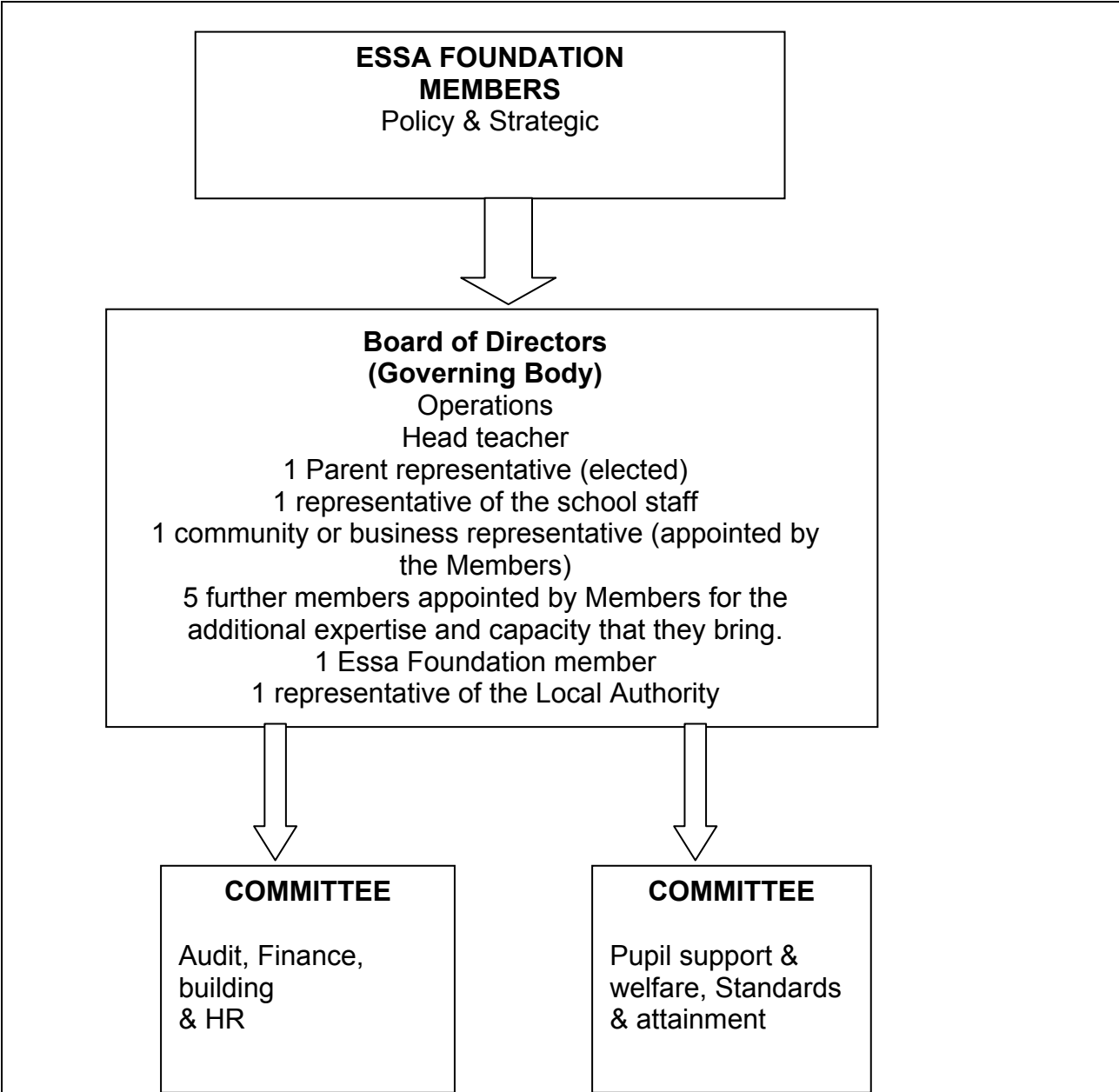
We recognise the DfE fundamental principle of “no profit for sponsors”. The Essa Foundation Academy Trust (EFAT) will be a company limited by guarantee. As such, there will be no share capital, no shareholders and no dividends. Any surplus generated will be used to further the Foundations objectives. The role of the Trust members will be to appoint directors and additional members.

As the EFAT is a company limited by guarantee, its members will have limited control and influence over the day to day running of the Essa Primary School, however the EFAT members will have an important role of safe-guarding and scrutiny over the performance of the governing body (Directors). The key responsibility of the members will be to perform a “check and balance” against the EFAT Board of Directors.

The Essa Primary School governors will be accountable to the EFAT members for its management of the school and subject to scrutiny by the members. The governing body will be responsible for keeping members informed of its activities and progress, annual report, financial/general statement and performance. This will be accomplished at the AGM or other meetings. Our model will incorporate the principles of both top down and bottom up approach to ensure a seamless interface between the Foundation and the governing body, the outcome of which will positively impact on our learners. The diagram below sets out the governance model.

The Board of Directors will appoint a local governing body to run the Essa Primary Free School. EFAT Directors will have control. We have not yet appointed governors of the Essa Primary School at the time of writing this application. Governors will be appointed later on and in accordance with the skills and competences matrix outlined below. Training to governors will be provided to ensure that requisite skills are in place where they are lacking. We will aim to ensure that all the skills and competences are covered and the governing body as a whole has a consolidated set of skills and competences.

The diagram below sets out the relationship between the Foundation, governing body, its committees and the head teacher in term of escalating issues needing resolution. The narrative gives further details.



Essa Foundation will set the policy and strategic direction consistent with their philosophy and vision and the board of directors will implement the policy and strategy and be responsible for the day to day running of the school. Company directors will operate as the governing body and Essa Foundation will appoint a majority of the governors.

The governing body will be composed as follows:

- The Head Teacher
- A parent representative elected by ballot of all parents
- A representative of the school staff
- A community or business representative (appointed by the Members)
- 5 further members appointed by Members for the additional expertise and capacity that they bring.
- Essa Foundation member
- A representative of the Local Authority

The governing body of the Essa Primary School will have a total of eleven governors

(Directors) of which one will be a member. The governing body/board of directors will be responsible for the day-to-day operations and management of the school and will be constituted in line with the Essa Foundation Academy Trust Articles of Association. In the initial period of the School opening, the full governing body will meet monthly or even more frequently as need arises, reverting to meeting half termly to be determined by the governing body

There will be two sub-committees, which will be established. This will reduce the number of the full governing body meetings going forward in to the future. The sub committees will be:

- Audit, Finance, Physical and Human Resources
- Pupil Support and welfare, Standards and Attainment

The relationship between the governing body and the committees will strengthen as the school develops. We will ensure that the work of the committees will be superintended and monitored by the governing body. In addition, the governing body will have an appeals mandate.

Lines of reporting accountabilities will be clearly set out and allow for effectively escalating of issues of concern. The head teacher will provide and present a written report for the governing body for each meeting held. The head teacher will also escalate to the governors any issue that fall under the remit of the governing body.

Should a decision be required from Essa Foundation Members, the governing body will refer the matter to the Foundation. The mechanism for such referral would be through the Foundation Member serving as a governor.

Essa Foundation will be responsible for the operation of the EFAT, and it will ensure that its business is consistent and compliant with the appropriate and relevant regulatory and legislative framework.

It is worth repeating here that Essa Foundation Members will appoint the majority of directors (governors) of the school and will set the policy and strategic direction consistent with their philosophy and vision and the board of directors will implement the policy and strategy and be responsible for the day to day running of the school. Company directors will operate as the governing body and Essa Foundation will appoint a majority of the governors.

Directors (governors) will establish the operational framework within which the School and its staff will operate. They will set clear aims and objectives in their strategic and business plans for the school. The governing body, as a whole will undertake monitoring, evaluation and review progress against the strategic and business plan. In particular, they will:

- Establish, agree and implement a full range of policies and procedures for the running of the school.
- Set measurable and achievable targets for the school relating to pupil achievement, recruitment, financial plans and other key measures.
- Effectively engage in the School Self Evaluation process and the strategic and

business plan for the school

- Undertake to appoint the head teacher and carry out performance management of the head teacher.
- Provide support to the head teacher and hold him or her accountable for school performance, consistent with OFSTED framework.

The Head Teacher will:

- Be responsible for the day-to-day operation of the school consistent with the job description.
- To provide professional leadership and management of Essa Primary School.
- To establish a strong foundation from which to achieve standards of excellence in all areas of school life.
- Provide vision, leadership, direction and management for the school.
- Promote and deliver excellence in teaching and learning.
- Promote equality and high expectations of all pupils, irrespective of background.
- Manage resources effectively to achieve Essa Primary School aims and objective in line with the ethos and vision of the Foundation
- Monitor, review and evaluate performance, identify priorities for continuous development and take positive corrective actions.
- Be responsible for day-to-day management, organisation and administration.
- Engage and secure support and commitment of the wider community to Essa Primary School
- Develop partnerships with all stakeholders and maintain networking with other schools and learning institutions.
- Ensure wellbeing of staff and learners within an environment conducive to safe and enjoyable learning and teaching
- Exploit modern technologies and education initiatives to enhance Achievement

In order to establish the culture of challenge throughout the school, the governors and head teacher will procure the services of an external School Achievement Partner. Procurement will be by advertisement and competitive interview. The School Achievement Partner will:

- Provide regular professional challenge to the work of the head teacher, Including in the school self-assessment process and in the analysis of pupil outcomes.

- Provide support to the governors in the Head Teacher Performance management process.
- Provide an Annual Report to the Governors on the position of the school in relation to the OFSTED criteria.
- Provide an external viewpoint in cases of potential conflict of interest.
- Provide specific reports on theme of the school's operation as may be commissioned by the governing body.

Through the head teacher and the governing body we will have a code of conduct encouraging responsibility, transparency and accountability. Those involved in school life will be asked to sign the code of conduct and abide by the principles therein. The code of conduct will be based around the Nolan Principles in Public Life. These are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

In the code of conduct the principles explained therein will avoid and minimise conflict of interest. To the extent that there is, there will be a clear mechanism for dealing with such issues discussing and challenging executive decisions. Conflict of interest, conflict and any friction will be dealt with in the relevant committees and escalated to the governing body, as appropriate.

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

The Foundation will seek to rely, and procure as necessary, knowledge, skills, expertise that already exists at Essa Academy, especially in relation to curriculum development, to help support the Essa Primary School. For example, Essa Academy has a team of primary school professionals dedicated to year 7. This resource is readily available. We already have access to a rich pool of education, curriculum, financial management, legal, due diligence, accounting and finance, catering, HR, ICT, estate management, commercial, health and safety and safeguarding expertise. This is because Essa Academy, sponsored by the Essa Foundation, has its own in-house expertise. In point of fact, the Essa Foundation and Essa Academy already provides some of the afore-mentioned services to other schools.

Where it has been necessary to rely on external support the Foundation has commissioned such work from the existing allocated budget. For example, we have commissioned high-level report from a nationally recognised firm with expertise on academy governance.

However, the Essa Foundation members are cautious in not transferring wholly the Essa Academy expertise and relevant personnel to the Essa primary School. The Essa Foundation is alive and sensitive to the need for Essa Academy to continue to rely on its existing team to strengthen the Essa Academy even further. The Essa Foundation will build on the existing expertise incrementally and provide additional resources for this as and when the need arises.

It is respectfully submitted that the personnel identified in this application provide a pool of rich experience and expertise from education, public and private sectors.

We have an operating budget to initially buy in external support as and when required and this will be supplemented if and when DfE grant funds become available. Furthermore, we have a dedicated, modern, well equipped and furnished office space to accommodate our current operations, but also have sufficient space for growth.

We submit that we have assembled and have access to a range of technical expertise and other resources to create sufficient capacity to take on and deliver the foundations vision and ambition.

Having said all of the above, we recognise that there may be a gap in our team so far as primary school expertise is concerned. Mindful of having access to existing primary school expertise in year 7 at Essa Academy (as explained above), we will very quickly commission and procure dedicated specialist primary school expertise should this application be approved.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Finance:

Discussions have been held with Essa Academy to procure their financial management services and help establish the necessary financial system for Essa Primary. For example, the appropriate and relevant financial expert at Essa Academy has prepared the financial budgets and proposals. The Essa Foundation and governing body members also have professional background in accounting, finance, business and commercial services. Having identified the need we submit that we are able to access this service from an existing pool – using the existing pool will offer value for money. We do, however, recognise that as the operations grow we will need to have dedicated financial, accounting and other services in place. We are not at that stage as this application is being made.

For this reason, for the time being, we do not believe that we need to procure any stand alone and independent financial expertise. To do so would be extravagant and not value for money.

The personnel identified in this application i.e. member of the Essa Foundation, Essa Academy and the project team have committed both time and resource to the project. This is demonstrated by the fact that the Essa Foundation Members are also sponsors of the successful Essa Academy and through their other charitable and philanthropic work, particularly in the education sector. Furthermore, this commitment is demonstrated by the fact that the Essa Foundation Members have provided a modern office space, dedicated project team and initial budget. They would be the de facto steering group for this project. In going forward, they have all committed to and confirmed their time to the project and the ambition of the Essa Foundation. All work will be project managed by the project board.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

The matrix of expertise (above) of our members demonstrates a basket of diverse range of skills other than finance and education. These additional skills include curriculum, ICT, HR, estate management, legal and project management skills. The Essa Foundation Members also have experience of opening and operating a school (i.e. Essa Academy-Bolton). On our governing body we will have some of the Members and a current director of Essa Academy.

Essa Foundation, through the Essa Academy, sponsors and supports a visiting programme, which has welcomed many schools. These include primary, secondary and independent schools both nationally and internationally. This is a structured and organised visiting programme. The Essa Foundation therefore has a database of schools, educational organisations and individuals providing an extensive network.

Essa Foundation Members, through running their own thriving successful businesses and being involved in the Essa Academy new build programme, together with their own new construction projects have extensive experience and a successful proven track record of setting up new organisations, businesses, property construction, marketing and project management. This involves access to architects, planners, surveyors, building engineers and related professionals. They bring knowledge and experience of the processes and regulatory framework involved in such projects. Given that they run successful commercial organisations they have well developed ICT, marketing and HR departments. In addition, the Essa Academy also has a free standing and independent HR, ICT and marketing expertise.

Essa Foundations ambition is to sponsor and invite schools to join Essa Foundation Academy Trust (EFAT). The rationale for having a longer list of individual and personnel in the matrix is partly to demonstrate capacity in supporting this ambition. The Essa Primary School will be one of several or many schools sponsored by EFAT.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Plans For Recruiting Head Teacher

Essa Primary School does not currently have a preferred head teacher in mind. The sponsors will recruit the best possible candidate from the open market to deliver the vision and objectives of the school. We will undertake a recruitment and selection exercise by advertising in both local and national outlets in appropriate and specialist publications and generally. In addition, we will enlist the services of a specialist recruitment agency. We will use the experience we have gained in recruiting a head teacher when the members recruited the head teacher for the Essa Academy. A combination of this approach will lead us to fill this important position with the best and most appropriate person.

Because the position of the head teacher is so important to the success of the school, we will pay heed to any suggestions and take on board any views expressed by DfE in this regard. Our position is that we will begin the process of recruiting the head teacher at the point of being informed of the success of our application, if that be so. This will engage the head teacher earlier in the process that will allow a single point of contact (SPOC) for all partners. This will also allow a smoother transition from planning to opening and will provide continuity and stability going into school life. The sponsors are looking for additional funding to support this process and to employ the head teacher for a period from when the post is filled to opening in September in 2014.

We are unable to provide curriculum vitae for a preferred head teacher designate or otherwise because we have not identified anyone for the position.

Head teacher role in the pre-opening phase:

The head teacher's role, (not in any particular order), at the planning and implementation phase, will be:

- To act as a single point of contact (SPOC) with the project board, DfE, partners, stakeholders and service providers,
- Draw up a consultation strategy and engage in full consultation with all partners, stakeholders and sponsors,
- Develop and maintain links with the communities and with other schools in the area,
- Develop and maintain high levels of engagement, consultation and dialogue with parents,
- Put in place systems and processes to support practical and operational delivery of the vision and objects of the school,
- To provide management and leadership,
- Act as an ambassador and provide both internal and external visibility for Essa Primary School,
- Promote and protect the ethos, vision and objects of the school and the sponsors,
- Develop and draw up a communication and marketing strategy, including material for distribution and design, develop and maintain Essa Primary School website – to be undertaken in consultation with the marketing department at Essa Academy.
- Work closely with the sponsors and others to develop policies and procedures of Essa Primary school,
- Develop and draw up job and person specification for all staff to be recruited for the school,
- Lead on the process of staff recruitment applying the most rigorous standards and in doing so be an advisor to the governing body (eg on school uniform),

- Develop and draw the framework(s) for performance management and data system(s), to monitor pupil progress,
- Work closely with the ICT specialist (on project board) to develop the ICT structure and system,
- Work closely with the Financial Director/Controller (at Essa Academy) to develop financial and audit systems for the school,
- Work closely with personnel employed to refurbish the building to create the highest quality learning and teaching space,
- Lead on equipping the school with furniture and other resources needed at the school,
- Procure from possible providers specialist services (e.g. education psychology, SEN specialist)

Head Teacher Curriculum Vitae

As we say above, we do not have a preferred head teacher designate or otherwise. In preparation, however, the sponsors have developed and drawn up a person specification that will form the basis of recruiting an outstanding candidate for the position. The 'Person Specification' is as below:

Person Specification for Head Teacher of Essa Primary School

Training & Qualifications	Essential	Desirable	Means Of Assessment
Qualified Teacher	✓		DfE Check
Degree	✓		Sight
Higher Degree		✓	Sight
National Professional Qualification for Headship or registration		✓	GTC
Recent participation range of relevant in-service training	✓		Application

Experience of teaching and school management	Essential	Desirable	Means of Assessment
3 years successful leadership		✓	Application/ reference
At least 4 years as senior manager of a successfully improving primary school	✓		Application/ reference/ interview
Recent experience of raising measurable achievement of students at KS1 and 2	✓		Application/ reference/ interview
Experience of leading significant improvements to quality of teaching and learning	✓		Application/ reference
Experience of partnership working with other schools and agencies		✓	Application/ interview

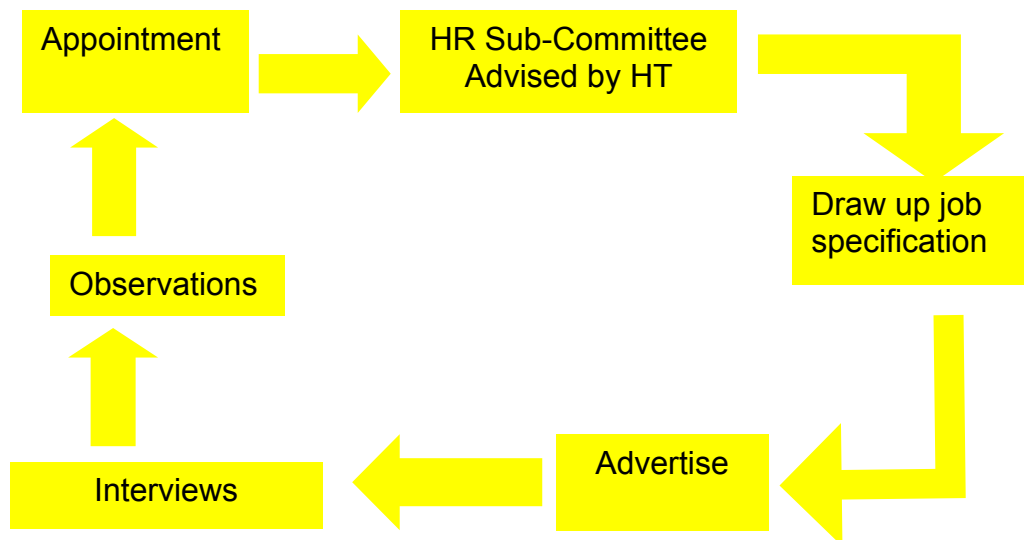
Experience of working multi ethnic communities.		✓	Application/ reference/ interview
Professional knowledge and understanding	Essenti al	Desirable	Means of Assessment
Understanding of students' educations development	✓		Application/ reference/ interview
Understanding of school leadership and management principles and strategies	✓		Application/ reference/ interview
Able to manage a budget in a way that ensure the delivery of the school's priorities & value for money	✓		Application/ reference/ interview
Able to monitor and evaluate the effectiveness and progress of a school work	✓		Application/ reference/ interview
Able to design and implement high quality school improvement plans	✓		Application/ reference/ interview
Up-to-date knowledge of the most effective teaching and learning strategies	✓		Application/ reference/ interview
Aware of the potential of new technologies to enhance effective teaching and learning	✓		Application/ reference/ interview
Understand the role of the governing body and sponsors in a Free School	✓		
Personal Qualities, skills and abilities	Essenti al	Desirable	Means of Assessment
Excellent people, personal, interpersonal & communication skills	✓		Application/ reference/ interview
Able to organise, prioritise and delegate	✓		Application/ reference/ interview
Communicates well orally and in writing with all stakeholders	✓		Application/ reference/ interview
Possess the energy and drive to turn vision into reality	✓		Application/ reference/ interview
Team leader with the capacity to generate and develop the enthusiasm of the staff	✓		Application/ reference/ interview
Able to calmly respond to challenging situations	✓		Reference/ interview
Able to empathise and communicate effectively with students & parents	✓		Reference/ interview
Strong stamina and resilience	✓		Reference/ interview
Support for the Foundation ethos and education philosophy	✓		interview
Special Requirements	Essenti al	Desirable	Means of assessment

No Adverse criminal record	✓		CRB Check
A good attendance record	✓		Reference

Plans for recruiting and developing high quality members of staff
 To ensure the recruitment of high quality teachers we will:

- The HR sub-committee of the governing body will be trained to adopt principles of 'safer recruitment'. The head teacher will play a prominent role and advise the governing body at all stages of the recruitment and appointments process.
- Develop and draw up clear person and job specification.
- Advertise each post locally and nationally in specialist educational publications and generally.
- Design and draw up stringent interview process by the head teacher. For recruiting and appointing teachers for September 2014, the head teacher will arrange for the observations to take place at appropriate schools. The observation stage will be an essential part of the process.
- For non-teaching staff the same process will follow, except that there will be no observation stage.
- References will be required and checked

Recruitment & appointment - process map



Developing high quality members of staff:

The head teacher will be responsible for ensuring that all development needs are identified and are met. This will be a continuing feature of staff performance and appraisal process to ensure the quality of teaching is maintained at the highest possible level.

We submit that the group of individuals we have identified in this application, collectively, have the diverse and necessary skill, knowledge, expertise and experience of sponsoring, setting up and running a school. The group includes individuals who understand the makeup and dynamics of the communities the Essa Primary school will serve. It is in the same geographical area as the Essa Academy. Some members of the group were instrumental in setting up the Essa Academy, are currently associated with running the day-to-day affairs of the Academy.

The members and the group are committed to and are passionate about learning, teaching, improving and regenerating the area, improving expectations, life chances of learners so that they become fully integrated, functional and fully participating members of this country. They believe this can be achieved by providing excellent education in an environment that promotes highest standards in both personal and academic standards, irrespective of who they are and their backgrounds.

The individuals are working well together at the application stage and will continue to support, give commitment and involvement in the set-up stage and on a long-term basis. We are realistic and mature enough to understand the value and the need to self evaluate and external feedback and scrutiny. It is this critical input that we believe drives up standards and performance. If this application is successful we will address existing gaps and identify capacity gaps (in addition to those already identified) learn from our experiences as the school and the project develops. We will do this by recruiting personnel and commission services to address any existing and emerging capacity constraints.

As a group, we are determined to ensure that we have the right leadership, management and governance structures in place to enable us to realise the high standards and aspirations we have for the learners – who we place at the centre of all we do.

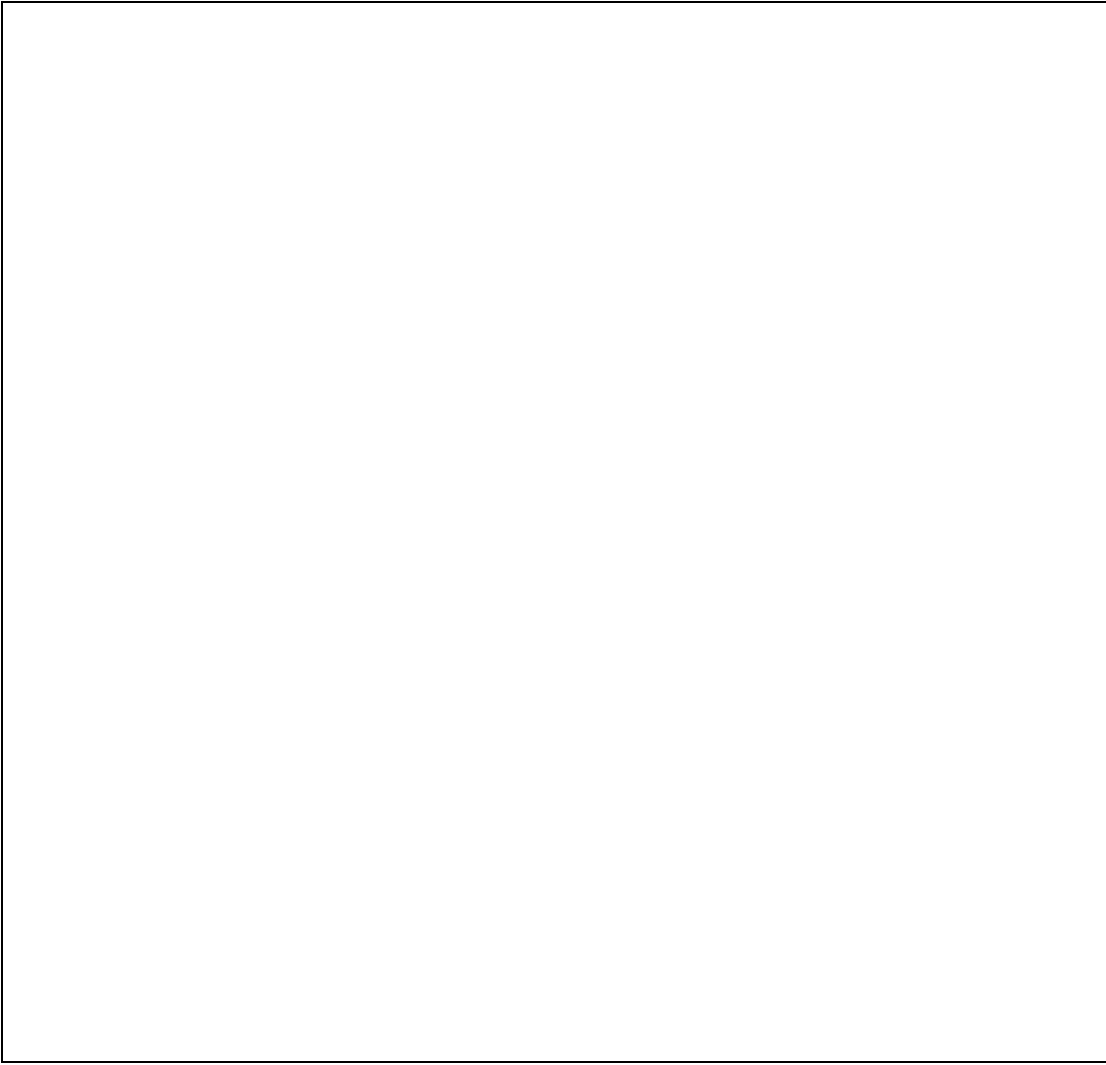
Section G: Initial costs and financial viability

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.

The financial plan is driven by the resource requirements of the Essa Free School application. Staffing and other resource costs have been calculated in line with the plan and income has been calculated with reference to the pupil number projections.

The financial plan has been drawn up using current and previous budget plans and actual expenditure for Essa Academy as a guide to forecast primary school expenditure.

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██████████.



Section H: Premises

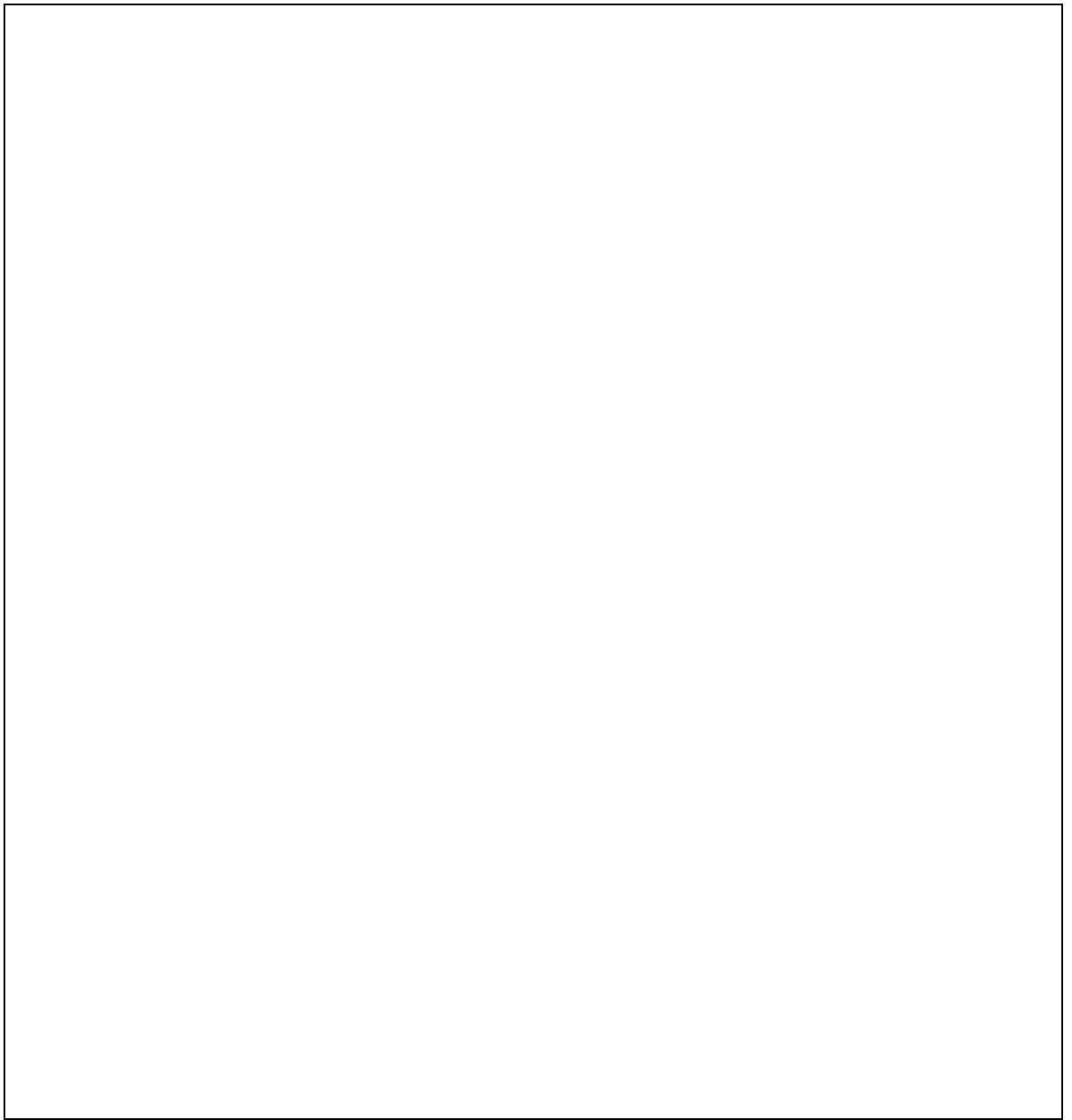
Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

The proposed Essa Primary School will be located on [REDACTED] Bolton, [REDACTED], [REDACTED] in this same location where the proposed Essa Primary School will be located. [REDACTED] both provide the site and buildings necessary for the proposed Essa Primary School. [REDACTED] have confirmed that they are prepared to transfer one of the original buildings to be converted in to a primary school. [REDACTED] it provides the ideal setting for Essa Primary. [REDACTED]. See appendix E2 (Letter of support from Bolton Council).

[REDACTED]

The floor plans below are for the proposed Essa Primary School are outlined below.

[REDACTED]



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).

Opening September 2014





"The mind is not a vessel to be filled, but a fire to be kindled..."



The new Essa Primary School will open its doors in September 2014 (subject to Department for Education approval).

We are inviting prospective parents to complete this pre-application form and return it to the Essa Academy.

By completing the pre-registration form, you are demonstrating a firm intent to send your child to the new school. You will be included on a waiting list and a detailed application form will be sent to you nearer the time.

You should read through the important background information contained in this leaflet. If you have any questions, please get in touch with 

Please note that you are not guaranteed a place by completing the pre-application form, but your support for the opening of this free school will greatly help our campaign for approval by the government.

Frequently Asked Questions...

Q. What will the new school provide that is already not available?

A. The school will provide an innovative challenge based learning experience using a very personalised approach for all learners.

The primary school will cater for students from all backgrounds, faiths and cultures.

Q. When will the new school open?

A. Our application will be for September 2014. The school will accept students into reception & Year 1.

In successive years (2014 onwards) entry will be into reception.

Q. Where will the new school be located?

A. If the application is successful we will establish the new primary school on the existing Essa Academy site.

If having read the details, you would like to pre-register your child for entry in 2014 or later, please complete the attached form, which will ensure inclusion on the waiting list and an invitation to apply will be sent to you in due course.

Vision, Mission & Ethos

Vision

Essa Foundation is about creating the conditions for everyone to achieve their aspirations & ambitions by providing transformational learning opportunities regardless of ethnicity, religion, socio-economic or other status.

Mission

The Essa Foundation supports and provides resources to schools to build upon their existing strengths and so achieve rapid educational advancement with a single minded mission that **'All Will Succeed'**.

The Essa Foundation is a non-profit making educational charity set up to encourage educational opportunities, research and development. The Essa Foundation is a registered Charity Commission (reg no 1122875).

Aim

The Essa Foundation sponsors the award winning Essa Academy School in Bolton.

The Essa Foundation's approach in embedding traditional educational values, combined with the latest world class teaching methods and providing transformational learning environment, is designed to create the right conditions for all students to succeed and achieve their full potential.

Objective

The objective is to combine the traditional and new innovative modern methods to provide transformational teaching and learning through technology.

Please answer the following questions (tick box as appropriate):

Question 1

Do you confirm that you have read the ethos and objective of Essa Primary School and support it.?

Question 2

Would you choose Essa Primary School as your first choice for your child?

Yes No

Question 3

Do you and your family live in the community in which Essa Foundation and Academy operates and are aware of its high education standards, commitment to cohesion, diversity and strong community ties?

Yes No

Write any other comments you may have below:

Yes No

Pre-Application Form

(Please complete a separate form for every child you are pre-registering. **USE BLOCK CAPITALS**)

Personal Information

First Name of Child

Surname of Child

Names of parents or guardians

Date of Birth of Child

Permanent Address of parents/guardian

Telephone number

Year of Entry to New School

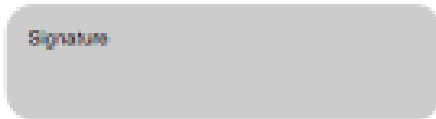
I wish my child to be considered for a place as a student at the proposed Essa Primary School and declare that, to the best of my knowledge, the above information is true and correct in every detail. I understand that if the offer of a place is obtained on the basis of incorrect or inaccurate information, the offer may be withdrawn.

Email:

Date:

Declaration

Signature

A grey rounded rectangular box intended for the applicant's signature.

Date: 29.03.12

Our Ref: MAPPPP
MA-EA

**Bolton
Council**

ESSA Academy
Lever Edge Lane
Bolton
BL3 3HH

Tel: 01204 332010
Fax: 01204 332243
www.bolton.gov.uk

Childrens Services
Directorate
5th Floor Paderborn House
Le Mans Crescent
Bolton BL1 1UA

Dear [REDACTED]

RE: Letter of Support for ESSA Academy's Proposals to Establish Primary Provision.

Following my letter of 12th July 2011, I am writing to reiterate the Local Authority's support for ESSA Academy's proposals to establish a one form entry Primary School.

Bolton is facing a significant increase in demand for primary school places. This problem is most significant in the Morris Green and Great Lever areas of the Borough, both of which are served by ESSA Academy. There is, therefore, a pressing need to create additional primary school places; a need that would be met by expanding the age range of ESSA Academy to include primary age pupils.

The new Academy buildings were opened in October 2011. The former school buildings will be demolished and the Council will dispose of the land as and when the market permits. Although there is a need realise a capital receipt on the residual site to meet the land assembly costs for the Academy, the Council would be prepared to transfer one of the original buildings to the academy to be converted into a primary school.

The Council has allocated all of its Basic Need funding for 2012/13 to a programme of Primary School expansions and has very limited capital resources of its own. However, the Council would be prepared to think creatively about how it could support primary provision at ESSA Academy.

Yours sincerely

[REDACTED]
Director of Childrens Services
Direct Line: 01204 332010
Direct Fax: 01204 332243
E-mail: [REDACTED]

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