

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	✓	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	✓	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	✓	<input type="checkbox"/>
<u>Section C</u> : Education vision	✓	<input type="checkbox"/>
<u>Section D</u> : Education plan	✓	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	✓	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	✓	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	✓	<input type="checkbox"/>
<u>Section H</u> : Premises	✓	<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 type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	✓	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	n/a	n/a
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	n/a	n/a
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 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 type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	✓	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: The Liverpool Institute for Performing Arts Mount Street Liverpool Merseyside L1 9HF
3.	Email address: [REDACTED]
4.	Telephone number: 0151 330 3000
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. No
6.	If Yes, please provide more details: n/a
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: Higher Education Institute
9.	Is your group seeking to open more than one Free School application in this round? No
10.	If Yes, please provide more details: n/a
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? No
12.	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: n/a
Details of company limited by guarantee	
13.	Company name: LIPA Free School
14.	Company address: LIPA Free School The Liverpool Institute for Performing Arts Mount Street Liverpool

	Merseyside L1 9HF	
15.	Company registration number and date when company was incorporated: Co No: 08314083 / Date: 30 November 2012	
16.	Does the company run any existing schools, including any Free Schools?	No
17.	If Yes, please provide details: n/a	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that 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.</p>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	
	2. Name:	
	3. Name:	
<p>Company directors</p> <p>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.</p>		
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: (TBC)	
<p>Related organisations</p>		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>██████████ is a ██████████ for the Liverpool Institute for Performing Arts (Co No: 2511501). ██████████ and LIPA will offer leadership and business technical and education expertise in setting up the Free School.</p> <p>██████████ is ██████████ (Co No: 07664278). ██████████ ██████████, ██████████ ██████████ ██████████ for this application.</p> <p>Edge Hill opened in Liverpool in 1885 as the first non-denominational teacher training college for women. From its origins as a specialist institution with 41 female trainee teachers, Edge Hill University now has 26,000 students on a wide range of undergraduate and postgraduate courses. Edge Hill will offer education and teacher training expertise to support the School to set up and deliver the curriculum, e.g. behaviour for learning or class room organisation and help develop and implement the future whole school and pupil improvement initiatives.</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?	No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
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.	<p>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:</p> <p>n/a</p>	

31.	<p>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</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Liverpool Institute for Performing Arts (LIPA). Co No: 2511501</p> <p>LIPA opened in 1996 to forge a new approach to performing arts training. It was co-founded by our Lead Patron Sir Paul McCartney and [REDACTED] ([REDACTED]), and is housed in his old school, which underwent a multi-million pound renovation to transform it into a state-of-the-art performing arts higher education institution.</p> <p>Today LIPA is an acknowledged part of the UK's higher education provision for the performing arts, recognised and ranked alongside institutions a lot older. LIPA provides learning for the main skills needed for putting on a show (performers and those who make performance possible), uniquely blending specialist and generic skills.</p> <p>LIPA offers degree courses in Acting, Community Drama, Dance, Music Theatre and Entertainment Management, Music, Sound Technology, Theatre and Performance Design and Theatre and Performance Technology. We also run full-time one year Foundation Certificates in Performing Arts (Acting); Performing Arts (Dance); Performing Arts (Singing); and Popular Music and Sound Technology.</p> <p>Students are trained for a future of sustained work. Most recent figures have shown that over the most recent four year period, 96% of LIPA's graduates are in work three years after leaving, while 87% work in the performing arts. To achieve this, the curriculum is constantly being revision.</p> <p>Other provision includes 1) Foundation Certificate courses 2) undergraduate courses offering BA (Honours) Degrees for applicants aged 18 and over and 3) Performing arts classes for 4 – 19 year olds.</p> <p>For more information, please see http://www.lipa.ac.uk.</p>

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

✓

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of Company

Print name: [REDACTED]

Date: 21 December 2012

**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:	The LIPA Free School
2.	Proposed academic year of opening:	September 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 (2019/20 School Year)
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? 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. 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)? 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 LIPA Free School plans to use [REDACTED] Liverpool, Merseyside [REDACTED]. The Trust plans to use [REDACTED] and [REDACTED], ([REDACTED]). For more details please see Section H.
12	Please tell us how you found this site:	The site is [REDACTED] ([REDACTED]) across to [REDACTED], making [REDACTED] available.
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input 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:	Liverpool
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.

Introduction

The Liverpool Institute for Performing Arts (LIPA), together with support from its close partner Edge Hill University (EHU) propose to open in September 2014 'the LIPA Free School', a new Creative Arts centred primary Free School (ages 4 – 11) in Riverside Ward, Liverpool. The School will immerse children in the Creative Arts to enrich teaching and learning in the early development of language, reading, writing and mathematics skills.

This is radical, but it is not new. Our vision builds upon a successful ten-year project in using a creative environment for primary education at Steward Street Primary School in inner city Birmingham in the 1940s.

'Story of a School' is a pamphlet written by the head teacher of Stewart Street Junior School in Birmingham and published in 1949 by the Central Office of Information. There was a playground, but no grass, homes in which there was no glass in the windows; in short, stark ugliness, caused by air raids and poor town planning. Mr Stone, the Headmaster, turned to the Arts as the basis of the education that would pervade the school. The then Minister hoped that the example 'will encourage other teachers to experiment on this and other lines'.

At Steward Street, children did dance, drama, art and craft for large portions of the day, yet their literacy and numeracy levels were as high as any comparable school at the time. When the children were allowed to express themselves freely in certain media of expression, they created something beautiful (Story of a School; HMSO 1947).

Like Steward Street, we will increase the opportunities for disadvantaged children to improve their life chances to transform their lives and the lives of their parents and families.

In September 2014, the School will 25 Reception Year pupils and 25 Year 1 pupils. From September 2015, the LIPA Free School will admit 25 Reception year pupils each year until it reaches the proposed maximum of 175 pupils in September 2020. Each class will have a maximum of 25 students per teacher. The proposed location for the School is [REDACTED] at [REDACTED], Liverpool, Merseyside; [REDACTED]. [REDACTED] is large enough to potentially accommodate more pupils if required.

The long-term aim of LIPA and EHU is firstly to extend the School in stages to create an all-through School for children and young people aged 4 – 19. Secondly, the aim is to enable the School to become a University Teaching School and lead

teacher training programmes. LIPA and EHU look forward to discussing these proposals with DfE in future.

This section outlines our rationale, vision and values for the School.

Rationale

The LIPA Free School is an opportunity to meet three clear educational, social and economic related needs identified in Liverpool today. These include:

- 1 Poor levels of educational achievement and attainment, together with high deprivation, child poverty, high unemployment and low household income, which affect future life chances and work prospects for many children in Liverpool today.
- 2 Expected future growth in the number of primary aged school children.
- 3 Lack of early access to participation in the Creative Arts for primary school children.

1. Educational Attainment and Life and Work Chances

Liverpool is the most deprived local authority area in England (Mayor of Liverpool's Education Commission Data Report September 2012). The School will admit the majority (i.e. more than 50%) of its pupils from the Riverside area. Many areas of Riverside are in the top 1% (i.e. the most deprived) areas in England (highlighted in red in Figure 1 on page 12 overleaf).

High unemployment, low household income and poor health are common. Riverside is one of the most deprived areas in Liverpool for the proportion of children aged 0-15 living in income deprived households. This is highlighted in Figure 2 on page 13.

As a result, child poverty in Riverside in 2010 was 51.4%, up to three times the national rate at 21.3%, (HRMC 2010). This is highlighted in Figure 3 on page 14.

Unemployment rates are twice that of the national average in more than a third of Liverpool wards (NOMIS/DWP 2012). 17.2% of the working age population still has no qualifications, markedly above the UK average of 11.6% (Mayor of Liverpool's Education Commission Data Report September 2012). This is highlighted in Figure 4 on page 15.

Long term youth unemployment for young-people aged 16-24 has increased from 370 in July 2009 to 1,110 in July 2012 (ONS NOMIS 2012; Mayor of Liverpool's Education Commission Data Report September 2012). 11.6% (1,800) of 16-18 year olds in Liverpool are NEETs (Not in Education, Employment or Training). 15.6% of NEETs live in Riverside (NCCIS March 2012; Mayor of Liverpool's Education Commission Data Report September 2012).

Liverpool also has high levels of Education, Skills and Training deprivation, ranked eighteenth most deprived amongst England's 326 districts. Many areas of Riverside are in the top 10% most deprived areas in England. This is highlighted in Figure 5 on page 16.

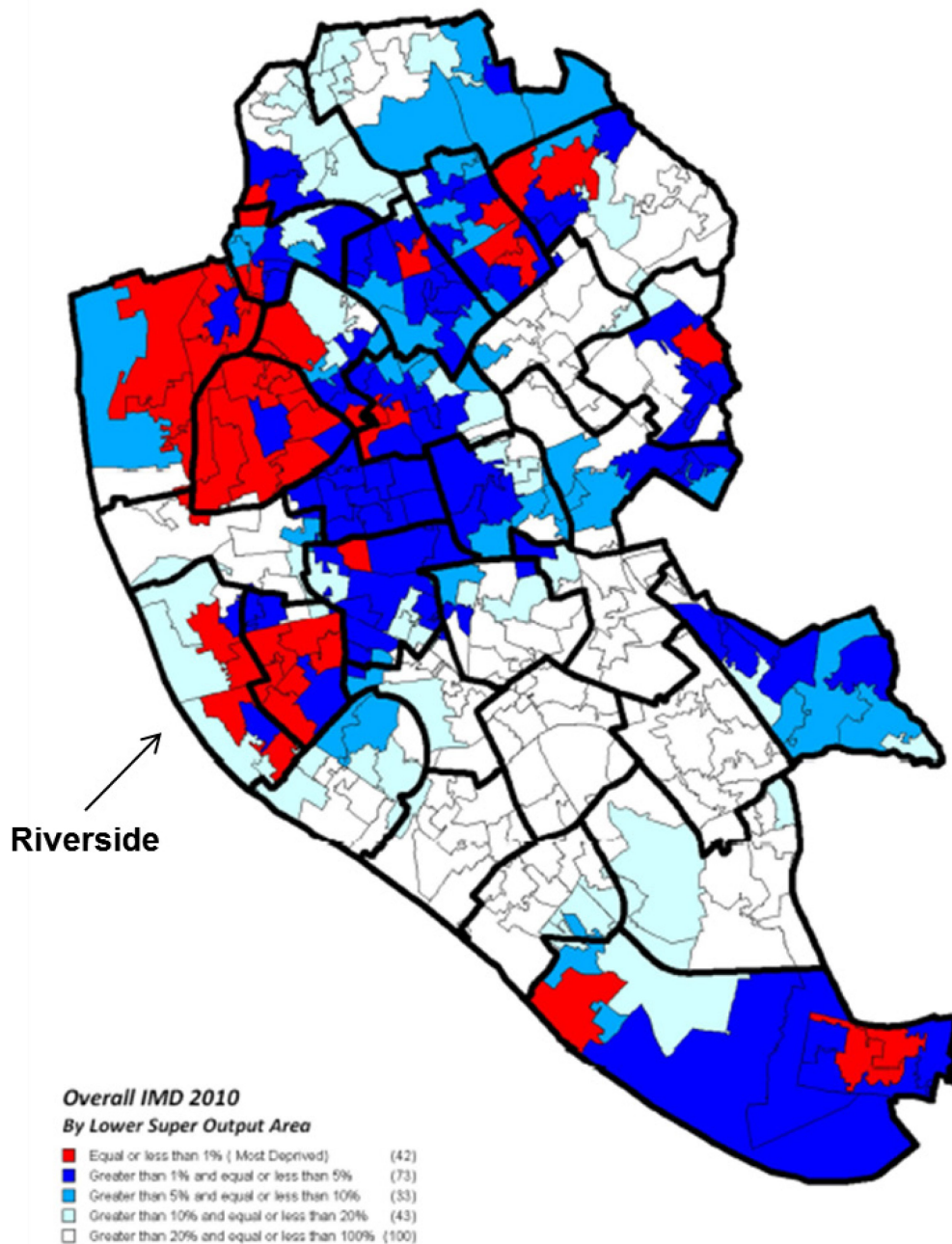


Figure 1 – Index of Multiple Deprivation 2010 in Liverpool

Reports from Early Years providers suggest that achievement at the Early Years Foundation Stage for the lowest achieving 20% of children remains below the national average. 32.5% of children in Liverpool. children aged five still fail to reach the expected level of development in communication, language and literacy and in personal, social and emotional development.

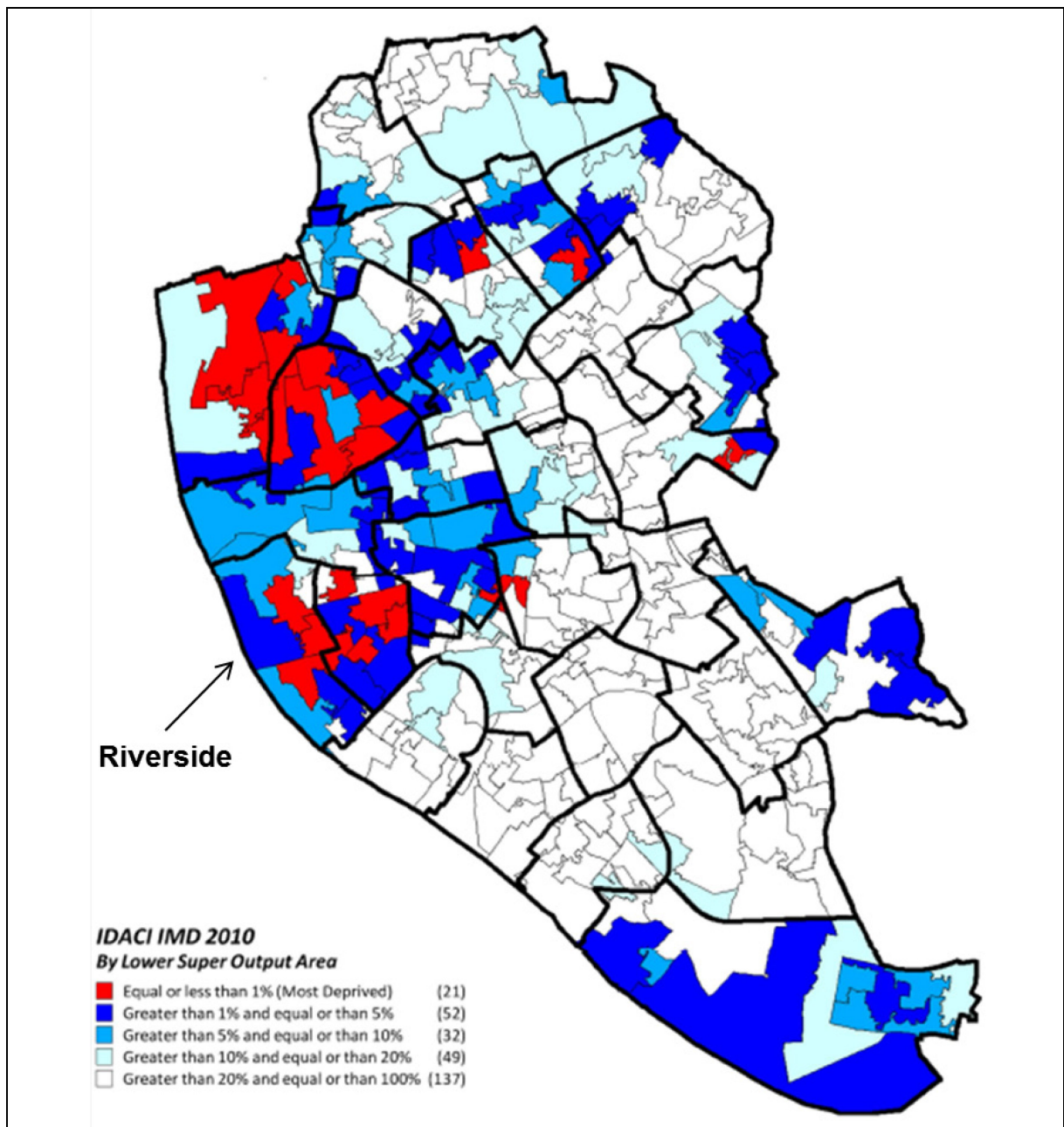


Figure 2 – Income Deprivation Affecting Children Index (IDACI)

The limiting factor is their development in communication, language and literacy, with writing, the weakest area (Mayor of Liverpool’s Education Commission Data Report September 2012).

At Key Stage 2 (age 10/11), the achievement gap between pupils across the city eligible for Free School Meals (FSMs) and their peers is around 18%, reflecting a complex link between poverty and attainment (DfES 2009/10; Liverpool City Region Child Poverty and Life Chances Strategy 2011 - 2014).

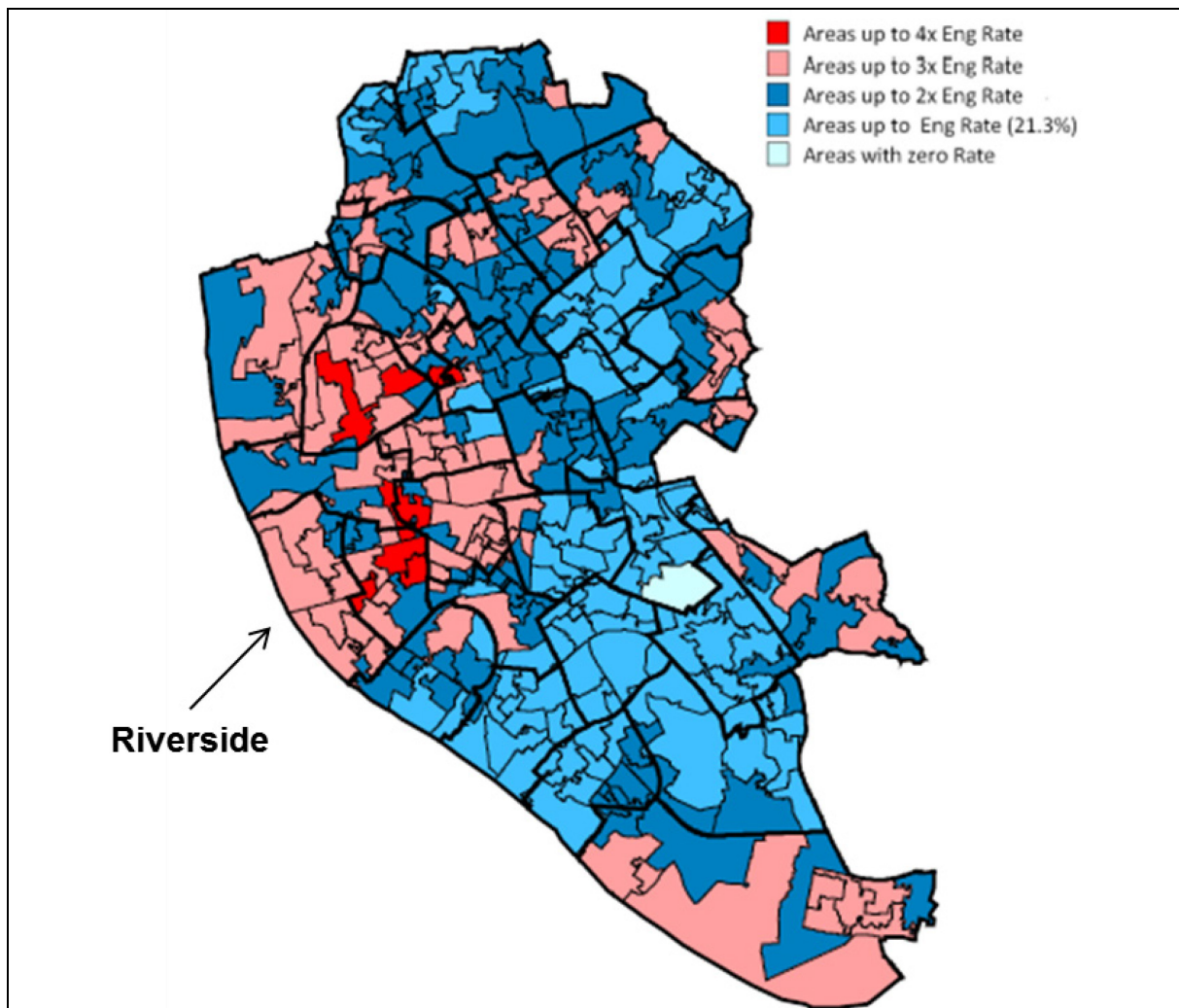
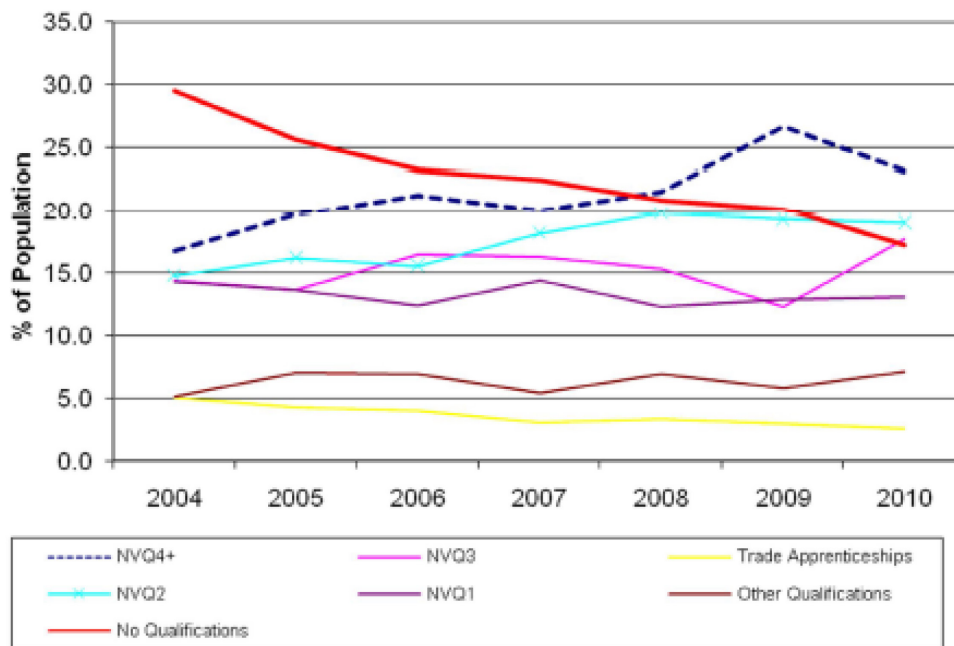


Figure 3 – Child Poverty in Liverpool

An additional 130,000 jobs are anticipated to be created during the next 10 years across the region (Liverpool, Halton, Knowsley, Liverpool, Sefton, St. Helens and the Wirral) in four key growth sectors, namely the Knowledge Economy, Culture and Visitor Economy, Low Carbon Economy, SuperPort and Logistics (Liverpool City Region Child Poverty and Life Chances Strategy 2011 - 2014).

This evidence demonstrates a clear and urgent need for a new approach to inspire children in Riverside and beyond to learn and enjoy school, motivating them to learn and build skills to:

- Improve their educational attainment and underpin their future long-term life and employment and career prospects.
- Support the economic and social growth, development and well-being of the city and its communities by giving businesses skilled people to fill future new jobs.



**Figure 4 – Change in Highest Qualifications
(Liverpool Working Age Population)**

These factors emphasise the degree of deprivation that many children face in Liverpool. It is our belief that an education which draws on the Creative Arts can help to give these children a sense of challenge, achievement, focus, success, and excitement and so change their lives forever. We want our children to be ready for work, but we believe that a happy and fulfilling childhood is a right.

The LIPA Free School will give children in Liverpool a platform to achieve this, because it will deliver a creative environment that immerses children in the Creative Arts to inspire them to develop core English, Mathematics and Science skills and to learn across the curriculum in all subjects, e.g. English, Maths and Science. The following evidence supports this:

- The Cultural Learning Alliance report *Imagine Nation* (Dec 2011) identified that:
 - a. Learning through the arts and culture improves attainment in *all* subjects.
 - b. Participation in structured arts-based activities increases cognitive abilities.
 - c. Students from low-income families, who take part in Arts-based activities at school, are three times more likely to get a degree.
 - d. The employability of students, who study arts subjects, is higher and they are more likely to stay in employment.
 - e. Students, who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults.

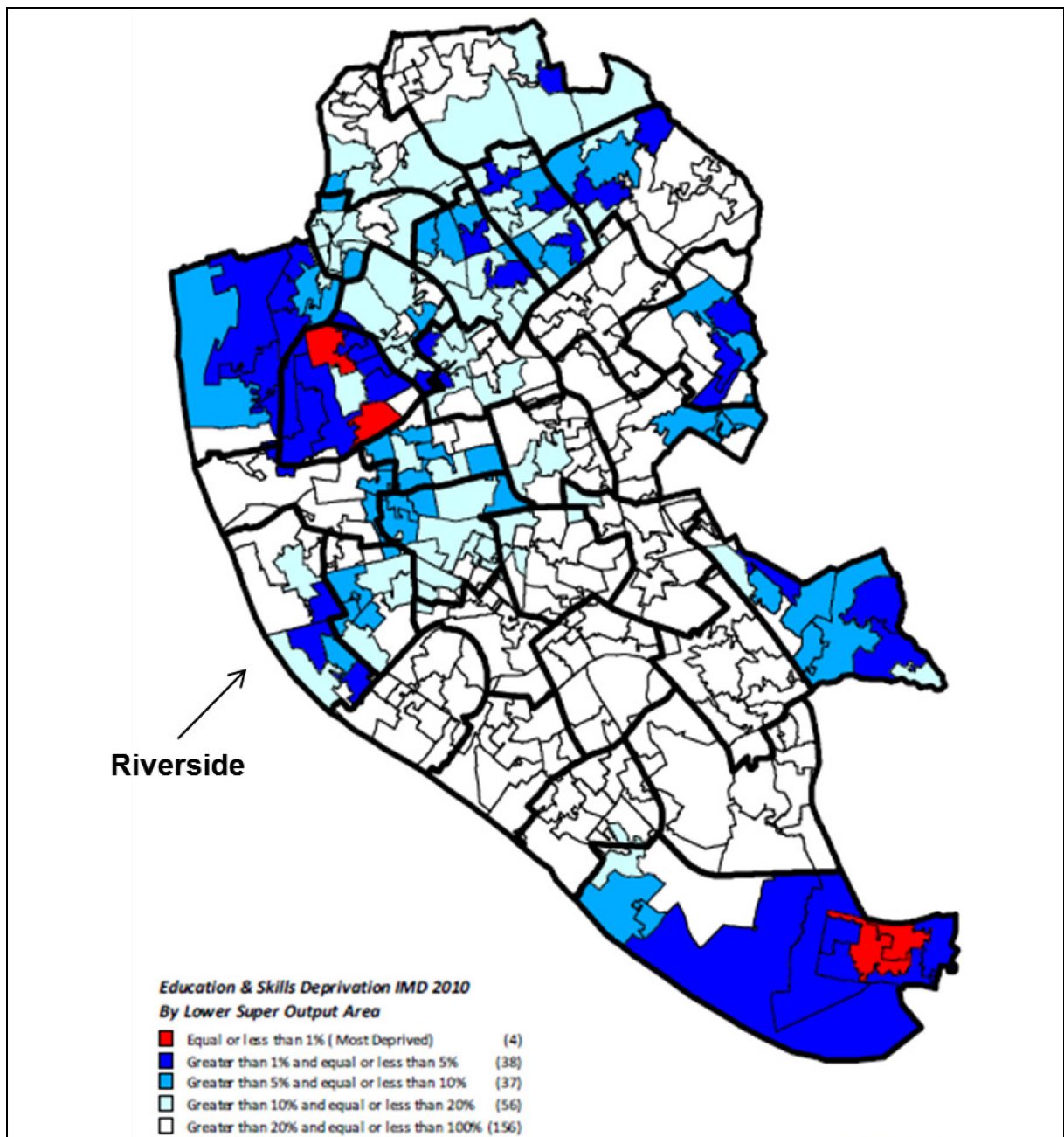


Figure 5 – IMD 2010 Education, Skills and Training Deprivation in Liverpool

- The May 2011 US report *Reinvesting in Arts Education – Winning America's Future Through Creative Schools* (Michele Obama President's Committee on the Arts and Humanities) concluded that learning in a creative school and learning environment gave children improved problem-solving skills, critical and creative thinking abilities and skills to deal with complexity and ambiguity and integrate multiple skill sets to perform cross-disciplinary work.
- Research shows that educating children in the arts from an early age gives a strong platform for both effective personal and academic development, e.g.:
 - a. Pupils who regularly participate in educational theatre and drama are assessed more highly by their teachers in all aspects, feel more

confident in reading and understanding tasks, like going to school more and are better at problem solving, more active citizens and more entrepreneurial. (DICE Consortium 2010; 1: 6-7).

- b. The Department for Media, Culture and Sport Report 'The Importance of Music: A National Plan for Music Education' (DCMS 2011) states that schools should 'recognise the important role that music plays in children's academic and social development and in improving the ethos of the school' .(DCMS; 2011:6)
 - c. The Henley Review of Cultural Education for the DfE and DCMS identified the importance of using cultural education for all children to develop their creativity, their relationship with society and their contribution to the economy, for the benefit of them and society.
- LIPA has an evidenced track record in preparing students for sustained employment. In the last four years an average of 96% are in work three years after completing their degree, while 87% work in the performing arts.
 - EHU is one of the leading providers of teacher training in the UK. It was the only institution to be awarded 33 'grade ones' in Ofsted's recent inspection of its offer across primary, secondary, and post-compulsory education. EHU gives all primary trainees the chance to learn and practise the role and impact of arts-rich teaching and learning, e.g. trainees learn how music is an important aspect of a children's phonic development. They also explore how music, art, and drama can provide a powerful medium for learning across the curriculum.

2. Expected Changes in Primary Age Population

The number of children aged 0 – 4 years is projected to rise from approximately 26,000 in 2010 to approximately 29,500 in 2018 and for children aged 5 – 10 years from approximately 26,500 in 2010 to approximately 33,500 by 2022 (Mayor of Liverpool's Education Commission Data Report September 2012):

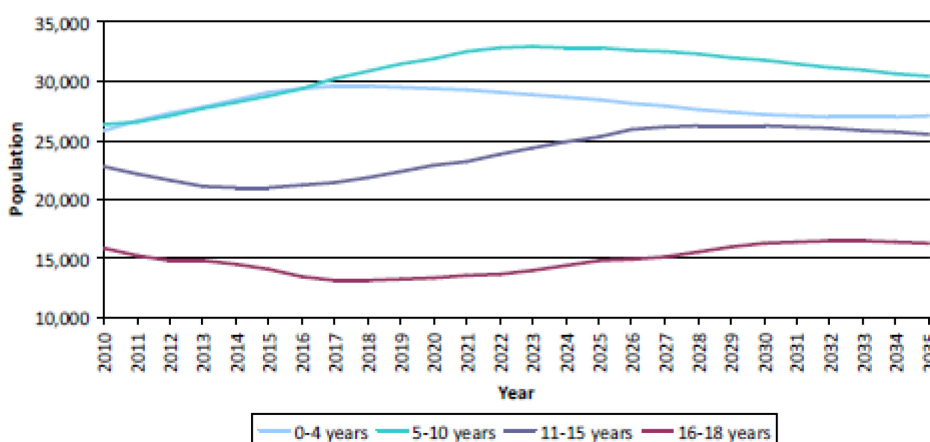


Figure 6 - Projected Changes in the Liverpool Population by Age Group

The LIPA Free School will grow in pupil numbers each year to help manage this increase in pupil numbers in Riverside beyond as reflected in our inclusive Admissions Policy in Section D, Education Plan on page 26.

3. Early Access and Participation in Creative Arts

Liverpool has 176 schools and more than 150,000 people under the age of 24. New Free Schools, University Technical Colleges (UTCs) and Studio Schools now open or due to open in Liverpool will deliver exciting educational opportunities city-wide for young people in Key Stage (KS) 3 and KS4 and in post compulsory education and training. Examples include Everton Free School (opened September 2012), the Liverpool Low Carbon and SuperPort UTC (opening September 2014) and the Hospitality, Culture and Tourism Studio School (opening September 2013).

In contrast, no such initiatives exist for primary aged children. Liverpool has 122 maintained primary schools, comprising 13 infant schools, 13 junior schools and 96 primary schools. None specialise in learning through Creative Arts (www.liverpool.gov.uk; November 2012).

Furthermore, the region-wide success of the 'LIPA '4:19' academy, a part-time academy for performing arts for children and young people aged 4 to 19, suggests access to Creative Arts via arts organisation-led outreach programmes is limited. 720 students attend classes on campus and at Maghull High School in Maghull, Liverpool. An additional 380 students attend programmes in seven national locations, e.g. Derby College in Derby and internationally, in Sofia, Bulgaria. 108 children are on the waiting list (LIPA statistics; November 2012).

The LIPA Free School will fill a gap in local primary provision and offer increased choice and increased and widened participation in an enriched Creative Arts centred primary education.

The benefits of this are clear:

- LIPA is based in a UNESCO World Heritage City and a European Capital of Culture (2008). Liverpool is a city rich in cultural diversity and a leader in Creative Arts, being the birthplace of a wealth of art, music and literature pioneers. Such a rich cultural heritage provides a strong context for learning
- A mainstream, 100% non-selective arts-centred primary school will give children from deprived socio-economic or neglected cultural groups an opportunity to build core skills, life skills and learning in a creative environment. This would genuinely widen participation and facilitate early access to specialist provision

Vision and Ethos

We will give all children living in Riverside and Liverpool the opportunity to attend a primary school dedicated to immersing children in a Creative Arts environment.

The School will:

- Motivate young people and raise their confidence and self-esteem
- Increase their future employability
- Develop their skills of communication and of social interaction
- Encourage cultural tolerance and understanding
- Promote a sense of social responsibility
- Promote inclusion and combat exclusion in a world of rapid social and economic change.

We will enable children to enjoy and participate in the performing arts, i.e. drama, dance and music and also in areas which make such performance possible, e.g. sound, light, visual arts, set design and construction and costumes. By learning about and through the Creative Arts, we will immerse children in engaging, rich and fulfilling learning experiences.

The highest quality leadership and teaching will enable all our pupils to progress and achieve their full potential in English, Maths and Science, Physical Education, the broader curriculum and Creative Arts. Our teachers will have strong motivation, high expectations, the ability to communicate and listen and the ability to interest and inspire. Our School will develop teachers and pupils to use techniques that stimulate curiosity and raise self-esteem and confidence.

The school will promote a passionate conviction about the value of the Creative Arts in education. It will be determined to see challenges as opportunities and will seek out resources and links that will enable all pupils to realise their full potential. The staff will be creative risk takers that value and use creativity in their own thinking, in management, in teaching and learning and in the curriculum. The School will be committed to developing and enhancing the important core skills of literacy and numeracy through creative approaches. Younger pupils will for example use the art work at Tate Liverpool as the stimulus for creative writing and older pupils will work with the Everyman Theatre(as well as LIPA's own) box office staff to use their ticket sales data as a real life maths resource.

Project and event based learning in real-life contexts will help our pupils to understand the world and to develop skills and attributes vital for success in later life. Our teachers will be outstanding primary practitioners who can also engage in high-level arts-centred education experiences. We draw directly on the important work of EHU on national intervention projects, e.g. Every Child Counts and Reading Support to improve children's educational attainment.

Principles

Children learn best when actively and creatively engaged in their own learning, discovery and exploration with creative people. They increase their understanding, gain knowledge, develop skills and explore their attitudes and values collaboratively with their peers.

Our School will follow six core principles:

<i>Principle</i>	<i>Our Approach</i>
<i>A Growth Mind-set</i>	<ul style="list-style-type: none">• A School that fosters and develops a child's creativity and imagination in learning across all subjects and skills within a Creative Arts centred environment.• A School that uses Creative Arts to encourage children to make sense of the world they live in and be critical thinkers who can reflect on their own learning.• A School that celebrates and rewards participation and success to recognise the value of learning.• A School that expands children's abilities by exploring and integrating new and evolving digital technologies to make teaching and learning more interactive and inspiring.
<i>Partnership</i>	<ul style="list-style-type: none">• A LIPA-wide learning community that engages with pupils, parents or carers and families, LIPA students, teachers and Teaching Artists to enhance and enrich every step of each child's learning journey.• A commitment to partner with EHU to deliver the highest quality in teaching, learning and outstanding achievement for all.
<i>Social Inclusion</i>	<ul style="list-style-type: none">• A vibrant School that values all individuals and recognises their diverse contribution to their communities, using these communities and Liverpool as a resource to embrace and draw on the wealth of knowledge, experience and history available to broaden and enhance their learning about local places and people and their own identity and well-being. We will seek to remove the attitudinal barriers that prevent some children and families from accessing arts and cultural activities.• A School committed to delivering government strategies to provide better support for pupils with Special Educational Needs (DfE SEND Green Paper 2011) and pupils for whom English is not a first language (DfE EAL Guidance 2011).

Cultural Diversity

- A School that proactively partners with arts organisations, e.g. the Royal Liverpool Philharmonic Orchestra, LIPA, the Unity, Everyman and Playhouse theatres and the Tate Liverpool to celebrate and learn from the rich cultural diversity of the former Capital of Culture.
- A School that celebrates the cultural backgrounds of its staff and pupils in order to enrich the quality of teaching and learning and to create opportunities for children and young people to work together and respect each other's ways of living.

Quality

- A School dedicated to providing outstanding teaching and learning opportunities for all pupils, staff and stakeholders, e.g. partnering with LIPA and EHU to implement new best practice curriculum models or develop teaching skills.

Internationalism

- A School that engages with the heritage of the city, people and partners to guide teaching and learning, e.g. the history of international trade or community development.

The School will be a 'Centre of Excellence' for education immersed in Creative Arts. It will:

- Use Creative Arts to inspire, inform and enrich all aspects of the curriculum and pastoral care, emphasising self-expression, communication and developing inter and intra-personal skills.
- Deliver a broad, balanced, vibrant, personalised and innovative curriculum to get children to play, enjoy and have fun in learning.
- Infuse learning in core subjects with Creative Arts, i.e. English, Maths, Science and Physical Education to provide new and engaging ways to learn.
- Use real-life project and events to deliver all learning to offer ongoing opportunities for collaborative learning and peer mentoring.
- Recognise the learning stage of a child, not their age, to provide the most suitable scope, focus and outcomes for learning.
- Exploit digital technology and ICT as an enabler to support, capture and showcase for learning and to bring world-wide Creative Arts and culture into the School.

Pupils will learn about and through Creative Arts and engage with communities as audiences and participants, e.g. community experiences in sculpture using recycled or environmental materials or mainstream experiences, such as a master class with actors, musicians and dancers. Such experiences will co-exist with in-

class learning, e.g. using educational drama to bring history to life. This will provide a social context and facilitate learning in subjects such as English and History.

We will partner with other schools on other Creative Arts projects for all children and families, irrespective of the school they attend, often as extra-curricular activities. Where possible, we will also take learning into the community, visiting industry partners to help project learning.

We will encourage parents, carers and families to be proactively involved in learning projects, e.g. in the audience or in helping the School to plan and organise events. The School will seize opportunities for primary school children to benefit from being at LIPA:

- LIPA community drama students will spend up to 2 hours a week in the classroom to support teachers as Teaching Artists and act as role models, leading on real-life Creative Arts education projects, intensive one week half-term projects or summer school initiatives.
- LIPA graduates will partner with the School to stage productions and devise Theatre in Education programmes.
- Children will watch productions in the three LIPA in-house theatres, enabling them to learn about theatre.
- LIPA vocational staff will deliver “Inspiration Days” workshops, demonstrations and “Bright Light” assembly talks.
- LIPA will facilitate and support events where secondary school children who enter professional Creative Arts work talk to pupils about their experiences.
- LIPA will facilitate and support informal links, e.g. events, joint learning with its 4:19 Academy, especially including areas for 4:19 staff to assist teaching and learning.

Our partnership with EHU will create an innovative, dynamic and ever evolving curriculum. An ethos of teacher training and development will run through the School. EHU will help us to provide outstanding teaching and learning experiences for pupils and staff alike.

EHU will offer early access to new materials and thinking relevant to Creative Arts education and primary education in general and use their expertise in teacher training to grow staff skills and offer one-to-one enrichment activities with pupils.

For example, EHU will develop teaching and leadership skills for School staff through their knowledge management frameworks and centres for professional development. The centres use practice-based research and learning in topics such as behaviour for learning to encourage teachers to learn through their own work, experiences and critical thinking.

Trainee teachers at EHU will see the benefits of Free Schools and promote them to other practitioners. They will have the confidence and desire to work in Free Schools and increase the breadth and depth of education and benefits offered.

Before the School expands to include pupils aged 11 – 19, throughout the pupil's final year at the School, we will run a phased transition programme with the pupil's preferred school. This is especially important for pupils moving to a non-Arts secondary school. It will expose them to the new school, facilitate the move and may include, e.g. school visits increasing in length, or dedicated 'transition learning plans' developed with the new school and EHU expertise.

The School will equip all pupils with transferable skills, e.g. communication, team-building, inter-personal skills, negotiation and empathy. This will prepare them for the future, irrespective of future education choices and careers.

Aspirations and Outcomes

We believe that children inspired and motivated to learn are more likely to attend school and to behave. They are more likely to learn and succeed in core subjects such as English, Maths and Science to build the underlying level of education and skills they and the local community and economy needs. Parents are also more likely to participate.

Our approach aims to increase life chances for children in future to enable them to succeed in work and fill anticipated future job vacancies. This will help to tackle levels of deprivation and improve health and social and mental well-being.

Therefore the School will measure its success in this approach against six Key Performance Indicators (KPIs) for the School and eight for pupils:

School

- An annual survey of the school parents will show that at least 90% of parents are 'fully satisfied' (or equivalent measure) i.e. highest level of satisfaction for School teaching and learning and activities, including fostering good behaviour
- Within three years the School's model of Leadership will be recognised as best practice in primary education
- Ofsted ranked 'Outstanding' within 3 years for behaviour, attainment, attendance and School leadership
- The School Governing Body will have five Governors from local Arts organisations, one each from theatre, music, dance, visual and digital art.
- Parents/carers will participate fully in at least one community or mainstream Creative Arts project experience per-term
- EHU teaching staff will deliver at least 40 hours CPD for all School staff per year

Pupils

- Expected progress in Levels 1 to 5 in English, Maths and Science will exceed the average for Liverpool
- At least 90% of pupils to achieve Level 4+ in English and Mathematics and combined attainment the end of Key Stage 2 (currently 83%, 82% and 78% respectively in Liverpool. Mayor of Liverpool's Education Commission Data Report September 2012)
- Performance in SATs at aged 7 and 11 will exceed peers in mainstream schools within Liverpool
- Average attendance will be the highest of at least 90% or 5 percentage points higher than the national average
- Exclusions will be 5 percentage points below the national average
- 90%+ success rate in pupils moving from the School to a mainstream secondary school when a specialist Arts-centred secondary provision is not suitable
- EHU teaching staff and trainee teachers will give pupils at least 5 days per term learning enrichment activities and enhanced learning.

The KPIs reflect our commitment to ensuring the School delivers the highest quality of local and relevant education to widen participation in the Creative Arts. They will also measure the success to improve attainment educational to help reduce future high levels of education, skills and training deprivation.

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		25	25	25	25	25	25	25
Year 1		25	25	25	25	25	25	25
Year 2			25	25	25	25	25	25
Year 3				25	25	25	25	25
Year 4					25	25	25	25
Year 5						25	25	25
Year 6							25	25
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

The LIPA Free School will be a Creative Arts centred primary Free School (ages 4 – 11). In September 2014 the School will 25 Reception Year pupils and 25 Year 1 pupils. From September 2015, the LIPA Free School will admit 25 Reception year pupils each year until it reaches the proposed maximum of 175 pupils in September 2020. Each class will have a maximum of 25 students per teacher.

[The long-term aim of LIPA and EHU is firstly to extend the School in stages to create an all-through School for children and young people aged 4 – 19. Secondly, we aim to enable the School to become a University Teaching School and lead teacher training programmes. LIPA and EHU look forward to discussing these proposals with DfE in future.]

Section D: Education plan – part 2

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

D1 – Curriculum Rationale

The vision of the LIPA Free School Trust is to widen participation in the Creative Arts and to ensure that children specifically from low-income families in the Riverside Ward area of Liverpool and across the city benefit from the challenge of an education, rich in opportunities for performance, e.g. development of presence, creative problem solving, exploring ideas and social engagement.

The School will follow the six principles defined in Section C, *Education Vision* on page 10 to create our Creative Arts centred curriculum, which are reflected in this statement. Our School will become a 'Centre of Excellence' for education immersed in Creative Arts.

We will provide outstanding primary education with a strong focus on English, Mathematics, Science and Creative Arts which will capture the interest and imagination of children. An engaging curriculum, together with inspiring teachers and excellent learning resources immersed in Creative Arts will help pupils to enjoy and succeed in learning.

This success will be seen in children's progress and achievement, their confidence and positive attitude. This new School will be located [REDACTED], which will provide excellent support for the School and will inspire children to achieve their aspirations. We will make extensive use of Liverpool's wider cultural heritage. Liverpool was European Capital of Culture in 2008 and has a wealth of Creative Arts resources.

The school will enable the children from Riverside and Liverpool to:

- Benefit from improved educational attainment in all subjects
- Achieve impressive levels of progress and attainment
- Gain high levels of competency in English, Mathematics, Science, Creative Arts and a broad range of subjects
- Enjoy learning which has a unique Creative Arts bias, which will stimulate engagement, problem solving, and resourcefulness
- Be welcomed into a school in which every child is valued and in which all cultures are celebrated and shared
- Experience a curriculum which provides a broad and balanced education and helps to ensure that whatever ability, culture or need, every child can progress successful into secondary education and beyond
- Learn from teachers who, through the support of EHU, are empowered to give inspiring lessons and to promote high standards of learning for all children
- Participate in lessons which are well-paced, challenging and motivating
- Gain a range of skills and confidence which enables each child to take advantage of

the opportunities in education, life and employment

- Improve their aspirations and see education as an important foundation for enriching their lives and the lives of others in the communities of Liverpool.

Curriculum Principles

Our curriculum is based on the 10 principles for Cultural Learning in ImagineNation, The Case for Cultural Learning (Cultural Learning Alliance, 2011):

1. **Every child** and young person should equal access to a baseline of quality cultural learning opportunities.
2. Cultural learning occurs inside and outside of schools and colleges and in a **wide range of settings**.
3. **Families, parents and carers** are important providers of cultural learning.
4. **Young people shape the cultural landscape** and are the arts professionals of the future. They should be **empowered** and supported to engage with, lead and drive the cultural learning agenda.
5. **Cultural learning involves diverse practice** and encompasses the arts, heritage and knowledge valued by all individuals, cultures and communities.
6. Arts subjects taught in schools as part of the curriculum have **depth, rigour and an established canon of knowledge**. They are of equal weight, status, value and importance within the curriculum as other subjects and require equal resource and provision.
7. **Partnership**, collaboration, a shared commitment and a collegiate approach with individuals and organisations that use cultural learning in their work with children and young people are key to its successful delivery. We will develop sustained partnerships with the city's cultural organisations in order to use their staff and resources as stimuli for teaching and learning. This will involve actors, musicians and dancers from these organisations visiting our School and will also involve taking our pupils to their venues (in addition to LIPA's own) to participate in high quality learning experiences outside the classroom.
8. Cultural learning **enriches our national life** and intrinsically makes a contribution to our society. It is critical to the development of our **economy**. Through cultural learning young people gain the skills to become creative and cultural professionals and to contribute effectively to the wider workforce.
9. Cultural learning inspires civic **engagement** and helps neighbourhoods to make positive changes through collective ownership of culture. This leads to personal, social and community benefit and a shared sense of place.
10. Cultural learning has **clearly evidenced educational and social outcomes**. Young people who have the opportunity to learn through and about culture are better

equipped to achieve across the curriculum and to take responsibility for their own learning. Attendance, attitude and wellbeing are all improved by engagement with culture. Cultural learning practice should be informed by rigorous **research and evaluation** into impact and outcome.

In order to ensure that each child benefits from this, we will:

- Have a detailed knowledge about each child: their progress, needs, interests and aspirations
- Teach lessons which provide high levels of support, interest and challenge
- Promote outstanding levels of attainment so that every child who leaves school will have a higher degree of competency in literacy, numeracy and a broad range of personal and inter-personal skills
- Support children with particular needs, for example: English as an Additional Language, or with below average levels of literacy, numeracy or communication skills on entry
- Provide inspiring learning for every child who is attracted by our innovative curriculum and focus on creative arts
- Offer a programme of activities that interests all children to develop their broader creative, cultural, physical and performing skills
- Have a culture of success, a 'can-do' attitude in which children can develop as confident learners.
- Demand and expect the highest standards of attendance, behaviour and attitude from pupils. The school will have an expectation for 100% attendance and punctuality.
- Welcome parents into the school, providing them with the information and support they need to help their children succeed.
- With the support of Edge Hill University and the University Teaching School mode will enable our staff to achieve high levels of professional competence so that their teaching is judged 'outstanding'. We will promote a strong partnership with all parents and we will seek to overcome the barriers of language and culture.

Key points about the LIPA Primary Free School

- **A Focus on Literacy and Numeracy:** Every child will be given the teaching and support to make maximum progress in these core areas.
- **Creative Arts Ethos:** Creative Arts will be the central element in our children's education with a focus upon practical learning and building transferable skills and knowledge. LIPA will share resources and acclaimed expertise with us to promote this ethos.
- **Inspiring teaching:** Skilled teachers will plan lessons which are well-paced, challenging and enjoyable.
- **Project-based learning:** Our pupils will eagerly participate in learning which reflect

the complexity and excitement of working in a Creative Arts-based environment. Integrated project-based learning will provide our pupils with interest, challenge and motivation.

Every child is important. The curriculum will ensure every child can enjoy and achieve high levels of progress. It will stimulate each child's curiosity about: literacy, numeracy, language, science, the humanities and the Creative Arts. It will improve their health and help each one to make a positive contribution to the school. The curriculum will enable children to achieve to the best of their ability, enjoy school and learning. Our children will look forward to school and will come to appreciate that school and education essential to their health, happiness and prosperity. Our children will recognise that learning is a lifelong process.

Objectives

1. To ensure that children leave us with high levels of competency in literacy and numeracy.
2. To give children with a rich, broad, balanced and differentiated Creative Arts based curriculum, well-matched to their age, ability, interests and needs and, if appropriate, special educational needs.
3. To increase children's knowledge, skills and understanding, as they grow and develop.
4. To have a curriculum which is well-planned and structured to ensure that learning is progressive and challenging.
5. To engage each child's interest by offering engaging experiences which extends their creative learning, challenges their imagination, values originality and motivates them to learn more.
6. To offer our children exciting and first-hand experiences through Creative Arts and other related disciplines to reinforce and extend their learning.
7. To raise our children's aspirations and confidence; enabling each one to become a strong communicator who is sensitive to others and who celebrates diversity and creativity.
8. To promote pupils' strong progression onto secondary education

Strategies

1. Core elements of the National Curriculum will be taught through the Creative Arts. The curriculum will where applicable reflect the regular revisions and developments proposed by the DfE and other national bodies e.g. Ofsted and Ofqual.
2. All pupils will learn through immersion in a creative environment which promotes the development of pupils' skills through the Creative Arts.
3. Through rigorous and imaginative planning, teachers will provide excellent lessons, which draw on imaginative activity, the need to think, resourceful activity and a deep sense of learning. Teachers will plan exciting units of work which combine knowledge, skills, and understanding, with the rich potential of a Creative Arts based curriculum and the best of a world class city. Teachers will evaluate their planning,

and use robust assessment strategies to inform future teaching and so help the children become agents of their own learning.

4. Additional short-term planning by teachers will promote high levels of enjoyment and progress.
5. Further medium and long-term planning will make use of the programmes of study (in English, mathematics, science and other subjects). Staff will be responsible for planning, monitoring, evaluating and reviewing the curriculum.
6. With our partner EHU, our teachers will participate in Continuing Professional Development (CPD), which gives them the skills and confidence to teach inspiring lessons.
7. The Core RE syllabus will be used for children's RE lessons.
8. The curriculum will be co-ordinated by a senior member of staff to ensure that the school's key themes which include: literacy, numeracy, Creative Arts, science, PSHE, Citizenship and ICT are progressively and coherently linked together.
9. We will take advantage of the resources and expertise of LIPA to offer an exhilarating programme of learning, reflecting our Creative Arts specialism.
10. Our pupils will make use of the resources and experience of Liverpool and beyond to extend their learning through a programme of visits and visitors to the school.
11. Through ICT our children will expand their learning: making use of the rich variety of creative and community-based resources.
12. ICT will link parents to their children's learning, to support their children's literacy, numeracy and other areas.
13. Pupils will be prepared to become increasingly independent learners.

Likely pupil intake and the community the school will serve

The school will be located on the LIPA Campus in the Riverside Ward area of Liverpool. LIPA is next to Toxteth, Everton and Wavertree. Our pupils will come from a catchment area which is broadly within a five-mile radius of LIPA, although some may come from further away. The broad community which exists within this catchment area is characterised by:

- High levels of deprivation – Liverpool is the Local Authority with the highest levels of deprivation in the country. Many of the areas around LIPA are in the top 1% most deprived in the country: Everton, Riverside and Kensington. Consequently, there are high levels of poor health, educational attainment, unemployment and low aspiration.
- While the proportion of Black and Minority Ethnic groups are lower than the national average, these groups are more strongly represented in the more deprived areas of Liverpool. Higher levels of children with English as an Additional Language (EAL) will be present in local schools.

Our approach to address these needs

Prior to entry, the school will assess pupils to ensure that their needs, abilities, prior progress and interests are understood. The Early Years and Foundation Stage Profile (EYFSP) and the school's own 'on-entry' tests will be important sources of information.

Prior to entry in Reception, school staff will visit children in their own homes. Children will be given the opportunity to show their skill levels around recognition of letters and numbers, emerging writing, motor skills and colour recognition. This information will complement the EYFS profile started at the age of 36 months. Where children also attend nurseries or other childcare centres, school staff will visit these too.

In the first year of opening (September 2014), the school will also admit up to 25 children to Year 1. Staff will organise a series of visits to parental homes and, equally, to children's present primary schools.

On entry, every child will have a detailed electronic file which will enable staff to plan the most effective teaching and learning programmes and, where required, specialist support.

This information will be used to produce strong targets using commercial software, e.g. Fischer Family Trust (FFT). These targets will be appropriately communicated to children and their parents, reflecting a strong and sustained progress. Teaching staff in the school will make good use of this data to plan lessons which are well-paced, challenging and motivating.

In line with the commitment of LIPA to Equality and Diversity, the school will organise a programme of support to provide additional resources and expertise for those identified pupils, to ensure that every child makes above-average progress. As far as possible, children will work in their established learning groups, alongside specialist staff (teaching assistants, foreign language assistants, speech or behaviour therapists, etc).

We will promote a culture of success. Pupils will participate in high-quality targeted learning which promotes strong progress, enabled through the use of data.

Pupils will be regularly assessed and their progress reviewed against targets. Where children meet these targets, this will be communicated to the child and their parents, through Celebration Assemblies, but also through the use of the school's website. Recognising the high levels of deprivation within the community, progress will be communicated in other formats, including paper-based and verbal.

Through a curriculum which has a strong Creative Arts ethos, inspiring teaching and excellent resources, each child will learn that they can be successful with effort and that learning is a powerful method of self-improvement. Through the use of displays, assemblies, newsletters, meetings and the School's website, children's success and effort will be consistently celebrated.

For those children who require more support to meet set targets, staff will draw on the SEN Code of Practice to design Individual Education Plans which reflect the kinds of support, modifications and pedagogical approaches to allow every child to make good progress.

Our curriculum will reflect and capture the excitement which association with LIPA brings. The curriculum will be carefully constructed, so it provides a focus for every child to develop their

core skills of English and mathematics, completed through a series of relevant, challenging and enjoyable experiences.

Schemes of work, based on the National Strategies will provide an excellent practical and progressive framework for children's knowledge and skills to be developed. Lesson plans will ensure that every pupil's learning is well-paced, reflects each pupil's prior knowledge and, is challenging. Our school will develop a range of template lesson plans, which every teacher can follow and develop further as preferred. These plans will suggest the key elements of every lesson, promoting the ethos of the school. Lesson aims and objectives will focus children's attention on the priorities for the lesson. Assessment strategies such as Assessment for Learning will coherently test and extend pupils' understanding.

Plans will also include use of ICT, differentiation strategies and extension material for gifted children. These plans will be completed in digital format and securely stored on the school's Learning Platform, so that they can be jointly reviewed by other staff, and, in the event of teacher absence, used by cover supply staff.

Through a programme of Quality Assurance, carried out by leaders and through professional development, the school will make all teaching 'good' at all times, with 'outstanding' becoming the norm.

Through the extensive and continued use of data and the school's detailed knowledge of each child, every lesson will be enjoyable and inspiring.

In summary, pupil data will be used to:

- Set challenging targets.
- Write lesson plans which reflect pupils' knowledge and level of understanding.
- Deliver inspiring teaching so that each child enjoys learning and every lesson is well-paced, challenging and motivating.
- Set independent learning which reinforces and extends pupils' understanding. We will support parents to ensure that they are confident and well-prepared to extend their child's learning at home.
- As part of the Assessing Pupil Progress (APP) strategy, teachers will formally record each child's progress in English, mathematics and science.
- APP progress will be used with other assessment data e.g. spelling tests to produce short reports about each child's progress.
- Pupils' progress will be regularly monitored every half-term. Pupil successes will be shared and those who do not meet their targets will be helped.

A range of pupil outcomes will include:

- Progress and attainment with respect to National Curriculum levels for English, Mathematics and Science, including SATs tests and teacher assessments.
- Reading Age, including a phonics and/or reading check in Year 1.

- Attendance and Punctuality – with the expectation that 100% will be the norm.
- Behaviour – monitored through teacher comments and referrals.

We will have a culture of success, to strengthen children's self-confidence and feeling of personal worth. The school will celebrate success with pupils and parents and support pupils to resolve any barriers to progress. Pupil outcomes will focus on individual performance and also, on particular groups, so that provision for these pupils can be objectively reviewed.

To promote efficient information sharing with other schools in Liverpool and with the City Council, the school will use cohorts from the RAISEonline database which includes:

- Gender
- Looked After Children (LAC)
- Free School Meals (FSMs)
- Black and Minority Ethnic Groups
- Pupils with statements of need
- Pupils on School Action (SA) or School Action Plus (SA+)
- Pupils who are on the school's Gifted and Talented register. This register will not only recognise pupils who have strong intellectual ability and potential, the register will also include children who are talented in creative, performing and sporting fields.

Overall Strategy

Our Creative Arts based curriculum will have a strong emphasis on English and mathematics, enabling pupils to succeed. This will prepare them to take full advantage of secondary education and experiences outside of school.

This curriculum will be carefully planned through the use of the National Strategies' Programmes of Learning or other appropriate scheme, so that for every lesson and throughout the school, learning is appropriately challenging, well-paced and motivating.

With the support of EHU our teachers will give consistently inspiring lessons, as a result of carefully planning, professional development and the school's focus on Quality Assurance.

Finally, through the use of data inspiring lessons will be prepared. The use of regular assessment, recording and reporting systems will enable parents to be regularly informed about the progress of their children.

Promoting Strong Progression

LIPA has already established a '4:19' School; a part-time school for children and young people who have an interest in and a passion for developing their Creative Arts aptitudes. LIPA has a strong aspiration to establish a LIPA Free Secondary School ensuring that those pupils that leave our School aged 11 will be able to continue their learning within a secondary school which has a similar ethos and inspirational approach. There are many reasons why a LIPA secondary school would be valuable:

- It would most effectively promote pupils' smooth progress and transition between

primary and secondary phases

- Pupils would feel more relaxed about moving to a school with a similar ethos
- Information and transition activities could be more easily prepared
- Staff from both schools could collaborate as a result of timetable and curriculum planning to ensure pupils benefit from the best expertise and opportunities available.
- Excellent programmes of transition for other aspects of learning could start at primary school and finish at secondary school.

To promote this progression we would appoint staff to liaise with our secondary school and other schools to develop a broad range of programmes to support our children which include:

- Staff visits: once pupil choices are known, meetings and visits for Year 6 pupils to attend their prospective new schools will be arranged. This may involve a series of short visits and whole-day 'immersion' programmes where children can participate in school life and routines. Taking lunch, enjoying sample lessons, meeting their new teachers and, new pupil peers
- We will share our detailed knowledge of pupils in an agreed format before they move to new secondary (or primary) schools, with appropriate safeguards, to help teacher planning and target-setting
- Where pupils have particular needs, we will arrange additional meetings, involving pupils' parents, to ensure that provision is unbroken and coherent
- We will write cross-phase curriculum units, which our Year 6 children will start towards the end of KS2 and be completed in their new secondary schools: e.g. a short production started after the KS2 SATs and presented at the end of the school year
- We will use the expertise and resources of our secondary partner schools and will welcome the involvement of staff from these schools who wish to share their knowledge and expertise. This may be particularly useful for 'technical' subjects such as science, ICT or modern foreign languages
- Where pupils leave in the middle of a school year, we will ensure that all relevant records are transferred to the new school within five working days of the pupil starting there
- When new pupils arrive part-way through the year, we will obtain all pupil information so that our staff have all of the information required to plan lessons and set targets which accurately reflects pupil's knowledge and progress.

D2 – Curriculum Plan

The School will teach the following disciplines:

- English/Literacy
- Mathematics/Numeracy
- Science
- Religious Education

- ICT
- History, Geography
- Modern Languages
- Music, Acting and Performing Arts
- Personal, Social, Health Education and Citizenship
- Art and Design
- Dance, games and movement.

Creative Arts and aspects of performance will permeate every aspect of the curriculum. It will feature in large as well as small but critical ways in everyday teaching and learning. For example, opportunities for performances of ideas, stories, work-in-progress that enables real sense of drama, imagination and public presentation to provide a genuine sense of value and purpose to pupils' work – even just in the classroom.

These moments will offer children a way of continually reviewing their work and the work of others (peer review) in order to make progress and grow in confidence and self-esteem. For teachers too, rehearsal and performance occasions allow for purposeful and meaningful assessment of learning opportunities which impact on future learning and achievement.

The School is not about children becoming performers, but ensuring they benefit from the performance and presentation and communication required in their education and in life.

Creative Arts will be a consistent theme with the timetable suspended as part of a planned programme to ensure the school's specialism forms an integral part of all children's learning. The curriculum will be organised around immersing pupils in a Creative Arts environment.

We will enable children to enjoy and participate in the performing Creative Arts, i.e. drama, dance and music and also in areas which make such performance possible, e.g. sound, light, visual arts, set design and construction and costumes.

Project and event based learning in real-life contexts will help our pupils to understand the world and to develop skills and attributes vital for success in later life.

Children learn best when actively and creatively engaged in their own learning, discovery and exploration with creative people. They increase their understanding, gain knowledge, develop skills and explore their attitudes and values collaboratively with their peers.

Our School will follow six core principles:

<i>Principle</i>	<i>Our Approach</i>
<i>A Growth Mind-set</i>	<ul style="list-style-type: none"> • A School that fosters and develops a child's creativity and imagination in learning across all subjects and skills within a Creative Arts centred environment. • A School that uses Creative Arts to encourage children to make sense of the world they live in

and be critical thinkers who can reflect on their own learning.

- A School that celebrates and rewards participation and success to recognise the value of learning.
- A School that expands children's abilities by exploring and integrating new and evolving digital technologies to make teaching and learning more interactive and inspiring.

Partnership

- A LIPA-wide learning community that engages with pupils, parents or carers and families, LIPA students, teachers and Teaching Artists to enhance and enrich every step of each child's learning journey.
- A commitment to partner with EHU to deliver the highest quality in teaching, learning and outstanding achievement for all.

Social Inclusion

- A vibrant School that values all individuals and recognises their diverse contribution to their communities, using these communities and Liverpool as a resource to embrace and draw on the wealth of knowledge, experience and history available to broaden and enhance their learning about local places and people and their own identity and well-being. We will seek to remove the attitudinal barriers that prevent some children and families from accessing arts and cultural activities.
- A School committed to delivering government strategies to provide better support for pupils with Special Educational Needs (DfE SEND Green Paper 2011) and pupils for whom English is not a first language (DfE EAL Guidance 2011).

Cultural Diversity

- A School that proactively partners with Arts organisations, e.g. the Royal Liverpool Philharmonic Orchestra, the Unity, Everyman and Playhouse theatres and the Tate Liverpool to celebrate and learn from the rich cultural diversity of the former Capital of Culture.
- A School that celebrates the cultural backgrounds of its staff and pupils in order to enrich the quality of teaching and learning and to create opportunities for children and young people to work together and respect each other's ways of living.

Quality

- A School dedicated to providing outstanding teaching and learning opportunities for all pupils, staff and stakeholders, e.g. partnering with LIPA

and EHU to implement new best practice curriculum models or develop teaching skills.

Internationalism

- A School that engages with the heritage of the city, people and partners to guide teaching and learning, e.g. the history of international trade or community development.
-

There will be an emphasis on the two 'core' subjects of English and Mathematics.

Early Years and KS 1 children will have a shorter curriculum week than KS 2 children. Core learning will broadly involve five hours of core teaching time a day.

In preparing all curriculum work, we will seek the advice of our partner EHU to work with our staff to develop schemes of work and lessons which strongly promote high-quality learning.

Early Years and Foundation Stage Learning

The School will follow the guidance and instruction laid out in the Early Years and Foundation Stage (EYFS) Statutory Framework (DfE; 2012).

Teaching staff will plan lessons and schemes of work based on this Framework to ensure that all elements and principles are fully and progressively developed. The School strongly supports the four overarching principles of the Framework:

- Every child is **unique**: who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Entry into Reception

To support our newest pupils, Reception class children will start school as part of a phased programme, with a small number of new children joining each day for the first week.

The Reception class teacher and allocated Teaching Artist, who will have a Nursery Nurse qualification, will be mindful of the age and development of these children starting school for the first time. Flexibility will be built in with the agreement and support of parents and carers.

The Early Learning Goals identified in current Early Education guidance will be used to establish targets for children to reach by the end of the EYFS (end of Reception). Reception teachers will make decisions on curriculum delivery using their professional judgement. This will form the basis for planning and provide secure foundations for pupils' learning. Planning and delivery will cover each of the seven areas of learning and development.

Seven Areas of Learning and Development

Prime Areas

Description

Communication and Language

- Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write, will be developed and extended through opportunities and encouragement to use their skills in a range of situations and for a range of purposes. The school will support parents by providing them with information about our approach to developing literacy skills. Together with numeracy, this is a core aspect of learning and will therefore be a particular focus to provide pupils with the knowledge and skills they need.

Physical Development

- Our children's physical development will be promoted through the provision of opportunities for active and interactive learning including learning through play and movement. The School's specialism in Creative Arts will help in further promoting children's physical development and co-ordination. From our experience, we know that young children are enthusiastic and uninhibited performers: schemes of work will take full advantage of this energy, ensuring a wide range of activities is included. Dance will be a key activity as part of our children's learning, helping to develop pupils' co-ordination, range of movement and response to rhythm and music. Healthy choices in relation to lifestyle and food will be supported by providing a range of fruit and vegetable-based, low-fat snacks and lunches. The School will develop safe outdoor learning spaces adjacent to classrooms and play areas.

Personal Social and Emotional Development

- Our children will be provided with experiences and support which will help them to develop a positive sense of themselves and of others, in developing social skills and emotional literacy. There will be opportunities to develop pupil leadership within a Creative Arts context, with pupils being given tasks to help others. Pupils will be taught in groups of mixed ability in Reception and KS 1, as differentiation and personalisation will meet pupils' learning needs. This will also promote tolerance. In KS2, pupils may also support other classmates understanding, particularly in core subjects of English and mathematics.

Literacy

- Literacy will be at the heart of the School's teaching and learning programmes, with additional curriculum and resources allocated. Our literacy programme will be coherently devised to maximise our children's progress and attainment. The programme, for example, will involve encouraging children to link sounds and letters as they begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest. A programme of resources will be identified for every learning area and the School will have a dedicated library area, which children can access during and outside teaching. Our specialism of Creative Arts will support these strategies.
- We acknowledge the recommendations of the Rose Review (2009) that "high quality, systematic phonic work as defined by the review should be taught discretely".
- We will make use of schemes, such as 'Jolly Phonics' in developing reading skills. However, we also acknowledge that there is no claim to a single process, which suits every child at every stage of reading development. While there is a general agreement that children can be taught to read successfully through phonics, there is nothing in the literature or experience of educationalists to suggest that this technique alone represents a process which can produce best results.
- We will offer a mixed menu that has been called 'the theory of optimal instruction' which brings together two previously polarised approaches: an approach which promotes extended teaching of phonics together with real books is we believe particularly effective. As a result, we will adopt an approach to the teaching of literacy that combines the 'tried and tested' phonics method with the use of real books, under the decision-making of the teaching professionals working closely with each child's personal learning plan.
- This 'optimal instruction' approach involves teaching emerging readers a set number of core phonic and sight vocabulary skills that are then applied to a wide range of books beyond a commercial reading scheme. The needs of reluctant readers are important. We will ensure that no pupil is required to learn too many phonic skills or held back from attaining the status of a

'free reader'. Pupils be motivated to and enjoy reading.

Mathematics

- Pupils will be supported in developing their understanding of these areas in a wide range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We recognise that mathematics and numeracy can sometimes seem daunting and will make our approach learner-friendly, memorable and highly effective. We will seek the expert advice of our new Head Teacher in selecting a mathematics approach which will most effectively promote high levels of numeracy.

Understanding the World

- Our children will develop the knowledge, skills and understanding they need to make sense of the world around them. This learning will be supported through opportunities for our pupils to understand and use technology, study organisms, people and objects in their natural environments and, in real-life situations. Children are naturally curious about the natural world. Similarly, pupil's 'instinctive response' to Creative Arts will be an important tool in promoting strong progress. Classroom teachers will organise practical experiments and investigations relevant to the age and development of our children.

Expressive Creative Arts and Design

- The School will be a recognised Centre of Excellence for education immersed in Creative Arts. Creative Arts will be reflected most clearly in this final element of EYFS learning. Our pupils' creativity will be nurtured through the provision of support for their curiosity, exploration and play. This will include opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, and role-play and discussion activities, also via whole-school productions.

The summary tables below describe the parts of the curriculum assigned to each discipline. Each discipline will be taught through Creative Arts. Breaks, registration and assemblies are not included in these two tables:

Summary of KS1 Core Curriculum (25 learning hours)

Subject	% Core	Hours per
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	Curriculum	week
English and Literacy	24	6.0
Mathematics and Numeracy	24	6.0
Science	8	2.0
Humanities inc RE	12	3.0
Technology & ICT	8	2.0
Art, Music & Drama	12	3.0
Modern Foreign Language (MFL)	4	1
PE and dance	8	2.0
Total	100	25

Summary of KS2 Core Curriculum (26.25 learning hours)

Subject	% Core Curriculum	Hours per week
English and Literacy	24	6.5
Mathematics and Numeracy	24	6.5
Science	10	2.6
Humanities inc RE	10	2.6
Technology & ICT	10	2.6
Art, Music & Drama	12	3.2
Modern Foreign Language (MFL)	10	2.6
PE and dance	8	2.1
Total	100	26.25

Art-based learning

The six principles defined earlier will be carefully planned to feature in all elements of the school's curriculum and learning. The School will develop an ethos and environment which reflects the excitement and challenge of working in Creative Arts. Creative performance will be supported by an equally strong commitment to technical proficiency, recognising that these skills are important not only in Creative Arts, but provide a strong base for progression into many other careers.

'Collaboration in practice' is a term used in LIPA's prospectus, which is equally applicable to our school. We will reflect that multiplicity of skills throughout the curriculum, so that our children are not only confident performers, they are equally competent users of technology in all forms. A senior leader in School will oversee this work and monitor it, so that our children's experience is consistent and progressively challenging.

Literacy

The goal of the programme will be to develop emerging readers using phonics and then engage pupils in reading for pleasure. Through the optimal approach described, we believe our children will gain confidence quickly and become engrossed in stories and good quality literature, so that they become passionate readers, who are interested and engaged by real

books and who read for their own enjoyment, as well as to access information.

In this way, our pupil's imaginations and desire to read will be stimulated and they will have a strong motivation to gain the necessary skills; quickly gaining excellent reading levels. Reading as an enjoyable and entertaining learning experience, activity, and skill will be at the core of the programme and will be a focus across all subjects in the curriculum. Every day, every child will be given the opportunity to practice their reading skills, however embryonic.

Numeracy

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

The School will appoint a member of staff to plan and structure mathematical experiences, using the National Curriculum Programmes of Study to ensure that full curriculum coverage is obtained. Children will be helped to think logically, so that they begin to respond like mathematicians. Many mathematical experiences will be practical.

Our children will be given opportunities to develop and use their mathematical understanding in purposeful and enjoyable ways, for example through science and the natural world; to develop their confidence, seeing themselves as emerging mathematicians. Our children will be encouraged to evaluate their own work, focusing initially on their successes, learning to appreciate the areas they need to work at and develop. In this way, we believe our pupils' enthusiasm for maths will be continued, avoiding negative connotations sometimes associated with maths and numeracy.

ICT

Today most children have had at least some exposure to ICT at home and are familiar with digital devices. We expect that our pupils will arrive with a strong intuitive understanding of digital devices and media but where not, we will help them to build this understanding. The enthusiasm that prevails will be capitalised on, where ICT will be a key theme in all lessons.

Through the support of our partner EHU, our teachers will use ICT confidently. Cutting edge mobile devices and interactive whiteboards will form part of their daily professional practice, using a range of commercial software, enriching children's learning. Our staff will use ICT to record and pupils' progress and attainment data to prepare lessons which are well-paced, challenging and motivating.

Each half term, a short report on pupils' progress and development will be sent to parents either through the School website or in paper format. Our aspirations for these pupils will be the same in terms of high expectations, with support and resources provided by the school through IT in community centres and through any extended activities programme.

The School will use pupils' enjoyment of ICT to promote high-quality learning across a range of subjects. Making learning irresistible through digital media is an important tool and one which the school will use. A clear framework for responsible use of ICT will be developed in line with latest guidance including the CEOP initiative for parents and carers, 'thinkuknow'.

Pupils, teachers and parents will be made aware of e-safety issues and use of technology will be monitored to ensure safe and responsible use in school.

In the same way that English, Mathematics and Creative Arts will be carefully co-ordinated across the curriculum, ICT learning will be similarly co-ordinated, with specific approaches selected according to the professional judgement of teachers. At an appropriate stage, pupils will be encouraged to use a relevant personal device in their learning at times when the teacher or the pupil considers it to be helpful.

ICT will have an important role in pupils' Creative Arts development. As our pupils grow in confidence and maturity, the school will provide relevant opportunities for pupils' to develop their creative skills through ICT. Pupils will start have their own e-learning space and e-portfolio as soon as they are ready to do so. Through the use of Web 2.0 technology, such as social networking and blogs / wikis, pupils will be guided on safe use of ICT which will be shown as valuable to their life outside school. The school building will seek to make the best use of ICT, for example, to allow for a future immersion learning facility which could be an invaluable aid in pupils' Creative Arts development.

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

Key Stages 1 and 2

We will make the transition from EYFS to KS1 as smooth as possible, with pupils remaining in their existing groups. KS1 will build on the on the excellent foundations laid in Reception, to provide a solid platform for children to make progress throughout the school and develop as lifelong learners.

As pupils progress through KS1, we will retain a thematic approach to curriculum delivery and supplement it with subject specific teaching based on a timetabled approach to lessons in KS2. Year 1 pupils will take the phonics screening check. Y6 pupils will sit end KS2 SATs.

Our approximate allocation of time in KS1 and KS2 is described above. This demonstrates breadth and balance together with our focus on core areas of learning (including literacy and numeracy) with a developing emphasis on Creative Arts. Creative Arts will go beyond the core learning curriculum to be a cross-curricular vehicle that teachers will use to convey knowledge, understanding and skills in other subject areas.

In all seven classes, one teacher will teach each class with the support of a Teaching Artist and when required, further specialist support from the SEN Co-ordinator (SENCo) and other specialist staff (Learning mentors and therapists) using a thematic model of curriculum delivery. Cross-curricular skills such as Creative Arts, SMSC and PLTS will be planned by

teachers (SMSC: spiritual, moral, social and cultural; PLTS: personal learning and thinking skills) as they will be included as specific elements in schemes of work.

Our intended MFL (Modern Foreign Language) will be either French or Spanish.

The summary tables above show a clear emphasis on core learning, designed to allow all pupils, regardless of ability and background, the chance to achieve success particularly in literacy to enable them to access the full curriculum.

Where lessons are delivered thematically, which will mostly be the case in KS1, teachers will plan to ensure that the full curriculum is available to pupils according to the subject schedule above. One exception to this is Literacy, where some lessons in grammar, punctuation and spelling will be taught at the relevant level.

Disciplines, as taught through thematic lesson sequences, will ensure clear progression with additional interest and relevance provided by local and topical issues of interest in order to motivate pupils. The resources and expertise of LIPA will be used wherever possible/practical and possible by our staff and pupils. Teachers will plan sets of learning activities which take into account individual pupils' development and progress, personalising their learning experiences.

School Organisation

We will follow the year pattern of other Liverpool schools. The 'core' School year will be 190 teaching days. In all meetings with parents or prospective parents, the School will emphasise the importance of full attendance. The School will not give permission for parents and carers to take their child/children out of School during term time, without an excellent or urgent reason.

The School day will start at 9.00am and finish at 3.30pm for all pupils. From 3.30 – 6pm, pupils will be warmly welcome to participate in a wide range of Creative Arts, creative, sporting and cultural activities. High aspirations, high expectations and a caring achievement culture will underpin everything we do from Reception to Y6 and beyond. We will be a one-form primary school, with 25 pupils in each class, up to a max capacity of 175 children:

Key Stage	Year / Class name	Number of pupils
EYFS	Reception	25
KS 1	Year 1	25
	Year 2	25
	Year 3	25
	Year 4	25
	Year 5	25
KS 2	Year 6	25
	Grand Total	175

Reception Class

In Reception, one teacher will remain with the class and be supported by a Nursery Nurse. The school day for the reception class will respond to their age and will include appropriate breaks, including an afternoon 'quiet time' where pupils will be introduced to a basic element

of spirituality in line with the ethos and vision of the School and encouraged to rest or engage in a quiet activity.

KS1 and KS2

Our approach to teaching in KS1 and KS2 will build upon the foundation laid in the Early Years. Our provision of teaching and focus upon immersion in Creative Arts and personalised learning will provide a first-class foundation for pupils to make progress and achieve success through both phases of their learning with us and beyond.

Our compulsory core learning provision will embody the following features. There will be four lessons in a day of varying duration, from 75 to 90 minutes; and both literacy and numeracy sessions in KS 1 and 2 will take place in the morning. This reflects the practice of many schools, positioning these two disciplines at the start of each day, while pupils are most alert.

Timings of the school day:

Time	Activity
0850	'Wake-up, shake up'
0855	Registration or assembly
0900	Lesson One
1015	Morning Break
1030	Lesson Two
1200	Lunch
1300	Registration and Lesson Three
1415	Afternoon Break*
1430	Lesson Four
1530	End of Core Learning
1530	Clubs and Extended Learning
1800	End of extended learning

* For Reception and KS 1

A School Day Tailored for KS 1 and KS 2

While all children will start and finish at the same time, to help parents and carers bringing and collecting children each day, our youngest children in Reception and KS1 will have a shorter day than children in KS2. This will be achieved through the inclusion of an afternoon break, which KS2 children will not receive. Learning times have been carefully worked out; with children in KS1 participating in 25hrs of core learning per week and children in KS2, 26.25hrs.

After core learning finishes at 3.30pm, a wide range of clubs and extension activities will be provided on most days.

Registration, Assemblies and Daily Act of Collective Worship

The school day will start with 'Wake-up, shake-up' designed to promote alertness through a short burst of physical exercise and stretching. On entry, our pupils will then be registered and will then take part in a short period of reflection, prayer and daily worship. While the Christian traditions, for example through the use of the Bible will feature, the daily programme of

reflection, prayer and worship will also include elements from other world faiths: Hinduism, Islam, Judaism, Buddhism and Sikhism, with major festivals from these faiths celebrated within school.

Assemblies will be organised for Key Stages and for the whole school on a weekly basis, so our children will have at least one morning assembly each week. On Friday afternoons, the School will also have a Celebration Assembly, to recognise our pupil's efforts, achievements, successes and their broader citizenship. Teachers will nominate pupils for awards each week.

Break times and Lunchtimes

Access to drinking water, health snacks and enjoyable playtime activities will be provided. We will ensure that children are provided with a range of safe, enjoyable and varied activities and are carefully supervised by staff, to ensure their safety.

Lunchtimes will not only involve healthy eating, they will also promote the development of children's motor skills and social skills. Lunchtimes will be enjoyable and civilised occasions, with children participating in a healthy meal, to prepare themselves for afternoon core and for many, extended learning.

Extended Learning and After-School Clubs

Extended learning will build and extend the themes developed in core learning. In line with our ethos, our pupils will be able to further explore and develop their interests and skills in Creative Arts. While performance, dance, music (including composition and appraisal and individual singing, small group and choirs, individual instrumental, ensembles) will be offered, so will a wider range of 'technical' activities around stage management, lighting, set construction, etc. The School will arrange a programme of performances which provides an opportunity for every pupil to enjoy and participate. The School will not be isolated and will organise joint productions with other Schools, enabling children with Creative Arts and performance interests and abilities to participate.

Also, every child will be able to join in a programme of extended learning which develops their Creative Arts (modelling, painting, drawing), sporting, cultural and community skills. At the end of each day, activities will be arranged by staff and with the support of LIPA staff and LIPA students and graduates. Extended learning and clubs will normally last 60 minutes each day and provides a source of activities, where our children can develop their wider skills.

Our clubs will include Creative Arts (e.g. music, dance, drama, hands-on, visual and technical arts and making performance possible), where the School will draw upon the expertise and resources of LIPA. There will also be sporting activities and a range of more specialist clubs, including IT groups and additional support in literacy and numeracy development for those pupils who might need help.

Suspension of Normal Timetabled Lessons (Creative Arts Days)

While the School recognises the importance of regular routines to encourage our pupils to quickly settle down into a programme of consistent study, it will organise a series of project days, one per half term, where our normal timetable will be suspended. This may involve a Key Stage, or the whole School.

LIPA vocational staff will deliver “Inspiration Days” workshops, demonstrations and “Bright Light” assembly talks. Where possible we will also take learning into the community, visiting industry partners to help project learning.

Term and Holiday Patterns

To support families and work collaboratively with other Schools, we will adopt the holiday patterns of other local Liverpool schools, namely a three-term year with half term holiday breaks. Five non-teaching days will be allocated each year. These will be well-publicised, ideally one term in advance so that parents can make child-minding arrangements.

Professional Development of School Staff

The involvement of EHU will be invaluable in improving the skills and expertise of our staff. Our staff are the single most important resource the school has to promote inspiring learning and excellent progress. Staff will be selected as a result of a rigorous assessment process. We recognise the importance of continuous professional development to ensure that staff maintain high levels of knowledge and skill. We want to develop a team that is committed to our vision and our empowering CPD programme, delivered by EHU’s nationally recognised experts, will form an important element of achieving this goal.

We will ensure through the development of a Quality Assurance programme that all teaching is judged to be ‘good’ (based on Ofsted criteria), with a strong expectation that ‘outstanding’ becomes the norm. The involvement of EHU will be vital. We will involve staff from EHU in a collegiate relationship to support our Quality Assurance programme by working closely with our staff to improve the quality of professional practice.

We anticipate that this could take place in many ways:

- EHU tutors could observe lessons and support our leaders to make objective judgements
- EHU staff could support the development of high-quality schemes of work or lesson plans
- Formal lesson observations for every teacher will take place each term, with observation dates agreed the previous term
- Informal teaching support from within Key Stage teams will be given more regularly
- Key Stage team meetings will be held every week to review curriculum, school organisation issues and the quality of teaching. The development of lesson plans, assessment and key themes will be regular features at these meetings, to consistently improve professional practice.

Our children will be placed in tutor groups that reflect their ages so that they can be given the dedicated support, learning and encouragement they need to most effectively progress.

We will have seven classes each accommodating 25 children:

Key Stage	Year / Class name	Number of pupils
EYFS	Reception	25
KS 1	Year 1	25
	Year 2	25
	Year 3	25
KS 2	Year 4	25
	Year 5	25
	Year 6	25
Grand Total		175

Most children will be taught in their normal classroom groups. However, differentiation is an important element of all aspects of planning and teaching. At the simplest level, we will ensure children's needs are met, according a number of differing criteria. These might include the following: their level of understanding, their physical and emotional development, their cultural understanding, their physical, emotional and linguistic needs, and their prior experiences. We will ensure lessons are multi-modal and we will ensure that concepts are re-visited at differing stages of their learning. We will promote reflective learning. We will encourage children to become agents of their own learning who understand their own targets, and have an active voice in determining their own educational journey.

Drawing on our vision for a thoroughly inclusive school, we will value and support all children, for whom English is an additional language and we will use our expertise in the performing arts to seek new and visionary opportunities to helping children overcome their barriers to learning.

A Focus on English and Mathematics Learning

All learning will follow our principles for an immersive Creative Arts structure. Typically, project activities in the morning will focus on children developing their literacy and numeracy skills but will run throughout the curriculum and day. Learning in the afternoon will also involve a broad and balanced range of subjects to promote children's wider development, referenced in morning lessons too, to maintain a balance and mix of focus areas across the day.

We will use three of forms cross-curricular teaching; connection, correlation, and integration Snyder (2010). For example:

- Connection – sing a song in mathematics (connects mathematics to music).
- Correlation – a thematic approach (subjects share the theme but don't come together).
- Integration – writing that comes out of geography, creating music for a dance or using use art to learn about the local environment.

D3 – Staffing Structure

The School will appoint staff as a result of a rigorous recruitment and assessment process. The detailed involvement of LIPA resources will bring major advantages to the School. While LIPA will be involved in staff appointments, LIPA community drama pupils or vocational staff will also add significant value to Creative Arts based teaching, learning and provision.

The involvement of EHU will strongly support the professional development of all staff, which

will not only improve the quality of teaching and learning but help to attract and keep inspiring and committed staff.

Creative Arts and primary specialist teachers will be supported by Teaching Artists, who will assist teachers as role models for pupils, leading on real-life Creative Arts education projects and intensive one week half-term projects and summer school initiatives.

Note: The staffing model described below is consistent with the financial plans presented in Section G, *Financial Plans* on page 122. The plans show that based on what we know about the scope of the School today, it is viable and sustainable long-term against a ‘worst-case scenario’. We have taken this a prudent approach to ensure the underlying financial model and sustainability of the School is robust and we can respond to change, if actual costs are higher than expected.

The School will minimise leadership and management posts where possible to maximise the number of teaching and non-teaching support posts. This will enable the School to deliver the skills and experience desired to underpin Creative Arts immersed project-based learning. It will also help to control the teacher to pupil ratio as the number of pupils rises from years one to six and maintain a maximum of 25 to 30 pupils per teacher.

Phased Pupil Numbers

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Reception	25	25	25	25	25	25	25
Year 1	25	25	25	25	25	25	25
Year 2		25	25	25	25	25	25
Year 3			25	25	25	25	25
Year 4				25	25	25	25
Year 5					25	25	25
Year 6						25	25
Totals	50	75	100	125	150	175	175

We will grow sustainably over several years, to reach capacity by 2019.

Throughout this time, the involvement of LIPA and EHU UTS will be invaluable. These two organisations will support the recruitment, induction and professional development of all school staff. EHU UTS will place a number of pupils in our school, not only to support their professional development but also to support the learning of our pupils. EHU pupils will help to support lessons in class, take small groups of pupils for reading or number work, etc really improving pupils’ learning.

Phased Staff Structure for all roles (FTE)

Year/ Post	2014	2015	2016	2017	2018	2019	2020
Head Teacher	1	1	1	1	1	1	1
Vice Head		0.3	0.3	0.5	0.5	0.5	0.5
Teacher							
Business Mgr		0.3	0.3	0.5	0.5	0.5	0.5

Reception	1	1	1	1	1	1	1
Year 1 Teacher	1	1	1	1	1	1	1
Year 2 Teacher		1	1	1	1	1	1
Year 3 Teacher			1	1	1	1	1
Year 4 Teacher				1	1	1	1
Year 5 Teacher					1	1	1
Year 6 Teacher						1	1
Nursery Nurse	1	1	1	1	1	1	1
Sr Teach. Artists	1	1	2	2	3	4	4
Teaching Artists	1	2	2	3	3	4	4
Admin/Reception	1	1	1	1	1	1	1
Lunch Supervisor	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Lunch Supervisor			0.3	0.3	0.3	0.3	0.3
Total staff	7.3	9.9	12.2	14.6	16.6	19.6	19.6

Initially, the only post of responsibility will be held by the Head Teacher. Other leadership posts, for example, the Deputy Head Teacher, will be appointed within the constraints of the budget. The Head Teacher will be the School's Designated Child Protection Officer and will participate in appropriate training before Reception and Year 1 children start in 2014. As soon as practically possible, a second teacher will participate in this training to become the Vice Designated CP officer.

The staffing structures shown below reflect a 'baseline' staffing: at the earliest opportunity, the school will move to appoint additional staff to promote children's learning, providing greater personal support.

September 2014

25 children start in Reception and 25 children in Year 1. A full-time Principal and two full-time class teachers will be appointed. Funding permitting, the Vice Principal may be appointed, as one of the two class teachers. The class teachers will work for 0.9 FTE and will have 0.1FTE for planning, preparation and assessment (PPA). A full-time nursery nurse (Teaching Artist) will also be appointed to support the Reception class teacher, with additional Teaching Assistant support for Year 1.

The Head Teacher will take the Reception and Year 1 classes for 0.1FTE, to enable both class teachers to have PPA time. In total, the Head Teacher will have 0.8 FTE leadership and management time. This provides the Head Teacher will valuable insight into the quality of teaching within both classes and, makes efficient use of limited resources in the school's early years.

September 2015

With three classes (Reception, Year 1 and Year 2), a third teacher will be appointed. Resources permitting, the school may wish to employ a Senior Teaching Artist (STA), i.e. Teaching Assistants or Learning Mentors, who could provide cover for some or all of the teachers to take their PPA time and in the remaining time, support teachers in Years 1 and 2. The Head Teacher may also wish to take classes to allow class teachers to have PPA time.

September 2016

Head Teacher and four class teachers (Year R, 1, 2, 3).

Cover for class teachers' PPA time to be provided by STA or the Head Teacher. Additional TA time will be provided for Year 3 class, which could be provided by the STA or an additional (part-time) TA.

September 2017

Head Teacher and five class teachers (Year R, 1, 2, 3, 4).

Cover for class teachers' PPA time to be provided by STA or the Head Teacher. Additional Teaching Artist (TA) time will be provided for Year 4 class, which could be provided by the STA or an additional (part-time) TA.

September 2018

Head Teacher and six class teachers (Year R, 1, 2, 3, 4, 5).

Head Teacher to cover a maximum of 0.2FTE PPA time, with STA to cover for other classes (0.4FTE). This TA to support Year 3 and 4 classes (30hrs)

Sept 2019 and 2020

Head Teacher and seven class teachers (Year R, 1, 2, 3, 4, 5, 6).

Remaining class teacher for Year 6 appointed. A fourth TA to be appointed to work with these two classes. Head Teacher to cover for 0.2 FTE PPA, with remaining PPA time covered by the STA.

The final teaching and leadership structure represents what we know will be affordable and sustainable. In the first few years of the school opening, the Head Teacher will play an important role in providing additional support and capacity with regard to core learning. EHU UTS will provide support through their staff tutors and pupils to improve the professional skills of our staff and also improve learning for our pupils. Support from qualified volunteers and parents will also provide additional support.

Head Teacher: full-time, with a teaching commitment to be defined

Deputy Head Teacher: part-time, combined with the Business Manager role. The School will aim to appoint to this post for year two (2015/16). The post holder will complement the Head Teacher's experience and will be either an Early Years specialist or a KS2 specialist. The Deputy Head Teacher may also have responsibility for leadership of a Key Stage (EYFS and KS1 or, KS2) and will also be a class teacher, but in addition to their 0.1FTE PPA time, this person will have 0.1FTE leadership and management time. This time will be covered by the STA.

Note: Either the Deputy Head Teacher or a senior teacher will take on a Head of Key Stage 1 and 2 role on a 0.2 FTE basis from year two. The Principal will cover this role in year one.

Five Class Teachers: full-time, each having 0.1FTE PPA time

Teaching Artists & Senior Teaching Artists: This non-teaching post holder will supervise the majority of teachers' classes, while they are taking their PPA time:

Post	Teaching Commitment (FTE)	PPA/ Leadership FTE	Note
Head Teacher	0.2	0.8	Provide support for core learning
Deputy Head Teacher	0.8	0.2	STA takes 0.1fte
Class teacher 1	0.9	0.1	STA takes 0.1fte
Class teacher 2	0.9	0.1	STA takes 0.1fte
Class teacher 3	0.9	0.1	STA takes 0.1fte
Class teacher 4	0.9	0.1	STA takes 0.1fte
Class teacher 5	0.9	0.1	STA takes 0.1fte
Class teacher 6	0.9	0.1	STA takes 0.1fte
Totals	6.4	1.6	STA takes 0.8fte

The financial plan in Section G on page 122 demonstrates that this teaching staff structure is affordable and sustainable.

Senior Leadership Team and Other Posts of Responsibility

The Head Teacher and Deputy Head Teacher posts are described above. Detailed job descriptions will be provided for each post holder, with a summary below:

Post	Start date	Responsible for
Head Teacher	Sept 2014	Whole school target-setting and quality assurance. Appointing staff. Setting ethos. Curriculum and teaching. Overall management and organisation. Performance Management of all staff. Prudent management of school budget. Whole school safeguarding.
Deputy Head Teacher	Sept 2015 or sooner as P defines	Special Needs Coordinator (SENCo) and Leadership of Key Stages. Staff Tutor. Child protection Designated Senior Person (DSP)
Business Manager	Sept 2015 or sooner as P defines	Responsible for all business and commercial operations of the School, e.g. contracts, purchasing
Assessment Lead (Teacher)	Sept 2017 or sooner as P defines	Ensuring that procedures are in place to assess record and report on all pupils' progress and attainment. Share results with parents, LA and DfE as requested

Teaching staff

Every teaching post will be advertised locally and nationally, promoting the benefits of the School, to attract a field of the best-qualified and experienced candidates. Every post will be appointed as a result of a rigorous process, which will involve teaching a lesson. This will also apply to the Principal, who as the leading professional, will be expected to be a role model.

As the School moves closer to making appointments, it will establish an induction programme to ensure that new members of staff are welcomed into the School and quickly support the ethos and working protocols. Through a programme of professional development and Quality Assurance, the School will continue to develop the skills and talents of its staff.

A) Support Staff

LIPA will deliver business support and operational services under a Service Level Agreement arrangement with the School. This will ensure that the School receives the expected level of scope and quality of services and so receives value for money.

Such planned outsources costs will include ICT support, facilities management (e.g. cleaning, care taking and grounds maintenance), catering (supplies, delivery and staff) and website and hosting (e.g. School MIS systems). The School may add or remove other services from time to time depending on need and the services LIPA can provide.

For more details on the estimated costs of buying in these services, please see *Section G, Financial Plan* on page 122.

The School will however recruit to a combined Receptionist/PA and Administrative support role and also two lunch time supervisors. A Service Level Agreement agreed with LIPA will include catering and cleaning services or the School will buy in these services separately. The table below includes assumes an SLA arrangement and so does not include such staff:

Post	No when school is at capacity	Notes
Teaching Artist*	4	Nursery Nurse (for Reception) and three TAs (Y1 & Y2, Y3 & Y4, Y5 & Y6)
Senior Teaching Artist*	4	To take classes while teachers are having PPA time
Receptionist	1	Full time (37hrs per week, 40 weeks)
Lunchtime Supervisor	2	Part-time (10hrs per week, 40 weeks)

LIPA and EHU UTS will support the ongoing development of support staff, through access to training and development courses and professional development advice.

The School will appoint these staff on a phased basis, to reflect the increase in pupil numbers

and operating budgets.

*The role of the Teaching Artists is important. This person, most likely be a non-teacher, will have strong experience of school and the Creative Arts and will have several key roles:

- Will immediately contact parents and carers with regard to each child's punctuality and attendance. On return of the registers at 8.55, which will most likely be in digital format, the parents of all children not at school will be contacted to discover the reason for lateness or absence. The LM may visit children and parents in their homes to provide additional support where any issues around attendance or punctuality arise
- During the day, the Learning Mentor will be assigned to provide detailed support and guidance to individual pupils or small groups. These children will be jointly identified by the Deputy Head Teacher/SENCo and other teachers. We will be inclusive. The Learning Mentor will support a wide range of pupils of varying ability and need. A clear programme of Learning Mentor support will be communicated to all staff, so that everyone is aware of the LM role with pupils
- The LM will keep detailed records of their work with individual pupils to supplement the information written by class teachers and other staff.

D4 – Meeting the Needs of Pupils

Broad Pupil Profile

The School will be non-selective and will welcome children of all abilities and needs from the Riverside area and more widely, from Liverpool. It is highly likely that our pupils will have a similar profile to other Liverpool communities. In particular:

- Our pupils will attend with a wide range of abilities and talents: some pupils will be quick learners (Gifted and Talented), other pupils will need extra help and support.
- Our pupils are more likely to have long-term persistent speech, language and communication needs, compared with other cities¹.
- Our pupils are more likely to come from homes which are seriously deprived.
- Our pupils are more likely to have poor levels of Child Wellbeing. The most recent Joint Strategic Needs Assessment (see footnote 1) states that in over fifty percent of Liverpool's wards, children's wellbeing is 'the worst level'. This is manifested in the poorer health of children: poor dental health and a high incidence of obesity.
- Around 15% of our pupils will be from black and minority ethnic (BME) backgrounds.
- Around 8% of our pupils will have English as an Additional Language (EAL).
- Around 29% of our pupils will be eligible for Free School Meals (FSM), which is broadly in line with the national average.
- % Looked After Children.

A Common Approach: a Tailored Response

¹ http://www.liverpoolpct.nhs.uk/Library/Your_PCT/Publications/CJSNA.pdf

Every child is important to the School. The school will work hard, using the expertise of its staff (and where required, staff from other organisations, such as the Health Service, Education Welfare or specialist therapists) and the full extent of its resources to ensure that every child receives the inspiration, high-quality teaching and support each needs to be 'the best he or she can be'. To ensure the School has a rigorous focus on every child, a common approach will be adopted for all children in the school:

LIPA Process to meet needs of each child

- **Detailed Assessment:** on entry, every child will be assessed by our staff. Most children will enter the School in Reception and so the Early Years and Foundation Stage Profile, completed from age 3 will be available for most children. Teachers will visit children in their homes, prior to entry to assess their motor skills, embryonic reading and number skills and their wider social and personal skills. Based on this initial assessment (and where available from parents and nurseries) a clear profile of each child will be established. This profile will be used to set targets for each child (using SIMS Assessment Manager or other commercially-available programme) and enable class teachers to develop lessons which reflect their prior attainment and, needs.
- **Clear referrals process:** some conditions may not be instantly picked up by the school's initial assessment programme. The school will develop a clear referrals process which class teachers will use, to raise any concerns, however small with the school's SENCo. The SENCo will carry out further investigations, if necessary involving external specialists such as Educational Psychologists, speech therapists, dyslexia therapists, to develop a programme of support which addresses any barriers to learning, in close consultation and with the involvement of, parents and carers.
- **Strong target-setting:** based on each child's assessment and, where necessary, additional support, ambitious, but achievable targets will be drawn up for every child
- **Inspiring teaching:** Every child will enjoy learning at the School because every lesson will be carefully planned; teachers will use the assessment data to ensure that each lesson builds on the achievements and progress of earlier lessons. Lessons will be well-paced, interesting and challenging.
- **Regular monitoring:** through the school's detailed assessment programme, will ensure that every child's progress is carefully, consistently and regularly recorded and reported on.
- **Provide detailed support:** Every half-term pupils' progress will be compared with their targets. For pupils who do not meet their targets; this will be immediately investigated and a programme of support implemented. This may be to arrange some individual tuition or additional work on a particular topic, or involve more specialist help.
- **Regular review of support:** where additional support is provided by the school or commissioned by it, on a regular basis, at least each half-term the SENCo and class teacher will review progress made. Where improvement has not been made, this will be carefully investigated, with additional support and resources identified, where

required.

In line with our Creative Arts-based learning principles around Quality, we will not only maintain a focus on each pupil, we will monitor how groups of pupils; for example, boys, girls, pupils taking Free School Meals, Looked After Children (LAC) and EAL pupils perform; relative to the whole school, other groups and individual pupils. The school will make use of the Department for Education's (DfE) RAISEonline and Performance website, as well as its own internal analysis strategy to ensure that using all analytical tools, all pupils in the school are progressing and achieving above local and national norms.

The use of data and monitoring will be a major element in determining the success of pupils. A range of criteria will be defined: attendance and punctuality, attitude and behaviour; academic progress and attainment.

We will use our resources to enable pupils to participate and be successful in a wide range of art-based and other activities. Our children will leave having a strong positive image of themselves, having been successful in several areas. Each pupil will have a portfolio, most probably in digital form, showing their achievements, successes and progress enabling them to move confidently on to their next phase of learning.

Children with Special Educational Needs

These children will either arrive at the school with some need already identified, or as part of the school's assessment programme or normal teaching be identified with a particular need.

While the Head Teacher is ultimately responsible for supporting each child, LIPA Primary School staff will work carefully together to prepare a coherent programme of support. The school will adopt a Graduated Approach (see later in this section) to provide efficient and effective support for every child through School Action (SA), School Action Plus (SA+) and statements of Special Educational Need (SEN). Later in this section LIPA Primary School's support for children with Special Educational Needs is clearly detailed.

LIPA Staffing to support our children

The School will appoint a team of talented staff with a range of experience and professional skills, who together will provide strong support for our children.

SENCo: LIPA Primary School's SENCo will be an experienced and qualified teacher who has immediate day-to-day responsibility for supporting pupils with special needs. The SENCo will work closely with the class teacher, parents and the child to draw up a graduated response (detailed below) and, where necessary, an Individual Educational Plan (IEP).

Class Teachers and Teaching Assistants (known as Teaching Artists): All teachers will write lesson plans which clearly provide specialised support, for example through differentiated worksheets and activities which reflect each child's progress and level of development. To support class teachers, the school will employ a number of Teaching Assistants. These staff will work under the direction of the SENCo and class teacher to provide additional individual support to individuals or small groups of pupils. Wherever

possible, this support will take place unobtrusively within normal timetabled lessons. On occasions, more specialised support may be needed, so for a short time, perhaps just a few minutes, the pupil will work with a TA outside the classroom.

Foreign Language Support: The School estimates it will have around 10% of children who do not have English as their first language (EAL pupils). The School will engage, e.g. foreign pupils working for a year in schools to improve their English language skills. We will also employ teachers and (Senior) Teaching Artists with either professional qualifications in a foreign language or who are bilingual. We have detailed later that EAL pupils will receive support usually within timetabled classes, although not exclusively. Our foreign language support staff will support pupils' learning in class and by virtue of their skills either speak to pupils in their own language or use their own expertise to help EAL pupils communicate effectively.

Specialised Support: Where it is clear that expertise from outside the school is needed, this will be sought. Health and specialist support teams from Liverpool City Council may provide a useful resource and the school will seek to establish a Service Level Agreement (SLA) with relevant agencies, which could include:

- Educational Psychologists
- Language and Communications Team
- Autistic Spectrum Disorder Assessment
- School Nurse Team
- Behaviour Management therapists
- Speech therapists
- Physiotherapists
- Counselling
- Education Welfare Officers
- Social workers
- Grant-support officers.

Continuing Professional Development (CPD): To extend the skills of staff, the school will develop a programme of professional development. While teachers will have the development of their teaching skills across a range of areas: use of ICT, differentiation, Assessment for Learning, etc., the development of all staff skills around supporting pupils with particular needs will be an important CPD focus. Courses could be arranged on the identification of particular needs and the support needed. Examples include:

- Children on the Autistic Spectrum (ASD)
- Dyslexia
- Dyscalculia
- Language, speech and communication issues
- Behavioural issues

The school will aim to ensure that all staff have the knowledge and skills to recognise conditions which may need additional help and be able to support any general learning programmes to promote pupils' progress.

The school is aware that arrangements for supporting children with Special Educational Needs are under review presently. The School will ensure that all new protocols, for example around Education and Health Plans, are quickly introduced.

Less able pupils

These pupils do not have a statement of Special Educational Needs, nor are they necessarily on the school's School Action or School Action Plus register. These pupils are well-behaved, sensible children who may not find acquisition of knowledge or skills easy. In line with our ethos of individual pupil support, LIPA Primary School will use the expertise of its staff and its wider learning resources to ensure that these pupils participate in the most formative education possible. The approach below provides a broad indication of how LIPA Primary School will support these pupils. The approach to support these pupils is wholly in line with the framework to provide inspiring learning for every pupil:

- Pupils' ability, level of understanding and prior progress will be carefully assessed based on reports from primary schools and further clarified by the School's 'on entry assessment'
- Assessment data will be shared with all staff and targets prepared for each child which reflects their prior progress and ability
- Lesson plans will be prepared for every lesson which have a mandatory section on 'prior attainment'. Teachers will participate in professional development which ensures they plan lessons effectively. Lesson plans will make use of Assessment for Learning (AfL) protocols, which will give each lesson a clear learning outcome; particularly important for less able pupils and through careful questioning, confirm and extend pupils' understanding
- Teachers will group pupils within classes which most effectively promote their learning: often this will be with pupils of similar ability. Pupils sitting on the same table will have broadly similar ability, although there will still be a spread of ability and need on every table
- Independent learning will be a key feature of all lessons, to confirm pupils' understanding and extend this through written work and internet-based work, depending on the age and ability of the child
- Additional support will be provided for pupils by teachers as part of their classroom practice, working with smaller groups, setting differentiated work
- Where available, teaching assistants will work with small groups or individual pupils to supplement the work by teachers
- Extension or support classes will be held out of timetabled teaching, at lunchtimes or after school to provide additional support. LIPA Primary School may look to establish a regular Saturday school for those pupils who would benefit from this additional support

- Regular assessment and monitoring of pupils' progress will be used to ensure that pupils are progressing in line with expectations
- Where pupils are not making the progress expected, this will be immediately investigated, with additional support provided.
- Additional support for underachieving pupils may take a range of formats: a raised awareness on the part of the teacher to ask more questions or pay more attention to a pupil, set work which provides a greater level of support or challenge in class or as part of independent learning, make use of the school's digital resources or, move the pupil to a different group.

Every pupil will be carefully supported, through excellent teaching, a relevant curriculum and purposeful assessment to be 'the best they can be'.

Gifted and Talented

We will not be selective: the school will welcome all children to participate in a programme of learning which has a focus on Creative Arts, literacy and numeracy, irrespective of their ability, background, aspiration or cultures.

Pupils will receive learning, support, and challenge, to be the best they can be. As part of our assessment and monitoring programme, the school will classify the top 10% of its pupils as 'Gifted', recognising that this process is dynamic and this cohort will change. We will welcome nominations from pupils too, including self-nominations and from staff, recognising that some pupils may still be under-performing.

The school will record those pupils who are performing successfully in a wide range of performance, artistic, cultural, sporting and social spheres. We will provide additional training and support for these pupils, to enable them to further develop their talents. A senior leader will have responsibility (Deputy Head Teacher) to monitor and report to the Head Teacher and Governing Body on the progress of this group of pupils.

LIPA and EHU UTS will be consulted and involved in the development of lessons or courses designed to help our gifted pupils. Staff training in this area will also be implemented.

Those children who are identified as being very able or gifted will be treated in the same way as all other children with a programme of support tailored to their ability, needs and interests:

- Through the use of data, lessons will be well-paced to reflect their earlier knowledge and understanding.
- Lessons will be planned, so that our teachers challenge and stimulate our most able pupils. The use of innovative teaching through challenges and the use of digital media will seek to gain their interest. The school will use its specialism of Creative Arts to promote children's learning: most young children are not self-conscious and are enthusiastic participants in all practically-based activities. The school will creatively channel this enthusiasm clearly expressed in Creative Arts into all other subject areas, to promote progress and learning.
- We will join specialist organisations which promote the development of able children

such as NACE (National Association for Able Children in Education). The school will seek to gain the NACE Challenge Award.

ICT as a powerful resource to children's learning

At LIPA Primary School, ICT will be a valuable resource to ensure that every pupil is provided with the appropriate level of teaching, challenge and support to ensure that every child makes excellent progress. ICT will help LIPA Primary School children to overcome or significantly reduce all barriers to learning. We have already indicated our general approach to the use of ICT to promote children's learning:

- ICT will collate and clearly communicate all assessment data
- Through ICT teachers will plan lessons which make use of pupils' prior achievements, knowledge and understanding. We will ensure that every lesson is well-planned and provides challenge, pace and enjoyment for every pupil
- ICT provides an exciting medium which most children enjoy. In class, teachers will make use of Interactive Whiteboards and employ commercial presentation programmes to make learning vibrant, such as Espresso®. Within each classroom and in adjacent break-out areas, our children will be able to use, as individuals or pairs, ICT programmes to develop their individual understanding; examples include Collins Primary Maths and its equivalent English programme.
- For those pupils with particular needs: visually-challenged or slow learners or who have English as an Additional Language, ICT is an excellent supportive medium, as it can be tailored to maximise children's engagement through large text or provide instant feedback as part of a programme of testing.
- ICT will help teachers to set achievable, but ambitious targets for every child. Through regular assessment, pupils' progress will be measured, recorded and reported against these targets. LIPA Primary School Staff will then be able to immediately support those pupils who do not meet their targets. For those pupils who do meet their targets, ICT will report this to parents, staff and children.
- ICT will help LIPA School staff to support those pupils who do not meet their targets by providing additional support, through the use of learning programmes which identify barriers to learning and then work with children to overcome any problem. Our experience of learning programmes, such as Collins Primary Maths, has been positive.
- ICT will support LIPA Primary School in communicating the progress and achievements of our children to parents. This may be by simply collating results, but ideally, every family will be provided on a regular basis with a clear and simple report which shows how each child is progressing.

ICT use within the School

ICT as a specialist subject will strongly promote each pupil's creativity and provide personal challenge and support. ICT has the potential to promote pupils' learning by providing an intuitive and instantly-accessible learning medium, which is enjoyed through its instant

feedback. ICT has the advantage of being able to support children's learning in school and at home, so that work started in school can be completed at home or in the extension lessons at the end of the day.

In addition to being a powerful learning medium in its own right, ICT is important in planning outstanding learning. ICT will securely record and collate all children's achievements, skills and academic progress. Teachers will make use of this data to set lessons which are enjoyable, well-paced and challenging. Progress will be recorded through ICT and along with other tests, collated to show children's progress against a number of targets.

Through ICT, each pupil's progress will be attractively shared with parents on a regular basis.

We will adopt a programme of industry-standard protocols, so that our children are prevented from accessing unsuitable websites or materials. The school will use information which has been cached on the school's learning platform, so that children will not need access to the internet directly. The use of other safety protocols such as CEOP* will be used. (*Child Exploitation and Online Protection) CEOP's www.Thinkuknow.co.uk has already been referred to earlier in this application and provides children of all ages with access to safe and attractive digital resources.

Role of ICT within the Curriculum

All pupils will have an electronic 'locker' which is pass-word protected and can be accessed at school as well as at home. Many pupils, as 'digital natives', will be confident with ICT and a range of work will be stored within these 'lockers':

- a. Work in school and independent learning can be done on-line or downloaded and submitted as hard copy
- b. Work including videos and Podcasts can be stored; especially useful as an Arts school
- c. Online recording and reporting allows pupils and parents to track homework, class work and more formal half-termly progress.

All teachers will have access to an Interactive White Board and other digital devices. The School will purchase software programmes which promote pupils' learning, presenting information in attractive and interactive formats. These programme help also to make teachers more effective by enabling them to concentrate on personalisation and differentiation.

We will use a range of programmes to ensure that all staff are provided with opportunities to participate in regular and relevant professional development. While most of this may be provided through meetings, joint professional develop exercises, such as joint lesson preparation or team teaching, ICT could be used to provide valuable background information, record staff achievements and progress and, enable staff to participate in on-line assessments.

The School will use the skills of our partner EHU Teaching School to help our staff make full use of ICT.

ICT will support learning with particular age groups:

ICT will form part of an integrated programme involving planned and purposeful play and strong support for literacy; for example by the use of the 'Jolly Phonics'. The School will buy a range of digital resources, guided by the Head Teacher. As different year groups will need access to a different range of digital resources, these will be procured prior to entry of each new year group, as the school expands.

ICT will be used to promote high-quality learning for different pupils. We will ensure, through a range of tools that whatever age, stage of development, ability or background, every effort will be taken to most efficiently and attractively engage with each pupil. Examples include:

- a. Pupils with statements of Special Education Needs or who are on the school's School Action or School Action Plus. LIPA Primary School will purchase a range of software which will strongly support pupils' learning. Some software will be targeted at pupils on the 'P' scales, who have particular difficulties in learning; presenting information in a dynamic, colourful and attractive fashion, to engage the interest of each child. Other learning programmes make use of gaming technology, to turn learning into a series of simple, but enjoyable challenges. ICT is a particularly valuable resource as learning programmes quickly assess pupils' level of progress and provide a never ending supply of tasks and questions for pupils to try. ICT gives these children instant and positive feedback, so they are motivated to try again – and, succeed.
- b. Pupils will be provided with the support, challenge and targeted level of learning they need as part of their Individual Education Plans. ICT will be an important tool for some pupils, providing regular, often immediate feedback.
- c. Gifted and Talented pupils. ICT will provide an extra additional resource for our staff at LIPA Primary School. All lesson plans will have mandatory sections on: differentiation, use of ICT and Support for G&T. ICT provides an extra resource to challenge, interest and extend our most able pupils. Every classroom will have a number of ICT devices, which teachers will be able to use to work with small groups such as Gifted and Talented. Our most able pupils will be able to access additional materials which extend their knowledge and also provide greater challenge. The power of the internet will be used to provide greater breadth and depth to these children by giving them access to additional resources. LIPA Primary School will ensure that our children are protected, so all extension materials will be stored on the school's server and access to the internet will be both strictly controlled and allowed only to preferred sites. The same process (see above) which carefully ensures that learning is correctly targeted at each child's ability and need will be used for our most able pupils, so at all times they enjoy learning and are constantly excited and challenged.
- d. EAL. Children who have English as an Additional Language will benefit from the secure, consistent targeted approach ICT provides, enabling every child to most effectively access the level of progress they are working at and practice to most rapidly improve. In tandem with personal support from staff, in-class support and the use of ICT to support and extend learning, EAL pupils will most rapidly improve their English skills.

Role of ICT to support school administration

With LIPA on the same campus, the school will take advantage of its learning platform where possible, to maximise its resources.

ICT will provide support for several important school activities:

Registration and punctuality: The school will seek to adopt a system which most efficiently records pupils' attendance and instantly alerts parents and carers in the event of lateness or absence. We will consistently stress the importance of full attendance as an essential pre-requisite to excellent progress and achievement.

Cost effective procurement: The use of organisations such as Schools' Buying Club will help to ensure that the resources more efficiently procured so that the school's funds are directed to teaching and learning. Almost every element of school life will benefit from ICT: the collection and recording of pupils' lunch money, the use of CCTV to protect individuals and the school's resources, electronic access controls which only allow authorised users to securely access the grounds and building.

Supporting pupils who have English as an Additional Language (EAL)

The school will be located within a community which, by any criterion, could only be described as deprived. Many of the areas with a short distance from the site of the school are in the top 1% of the most deprived communities in England, as defined by the 2010 Index of Multiple Deprivation. While the total black and racial minority population for Liverpool overall is around 10.7%, compared with 15.3% nationally, many of these citizens are concentrated within the poorest parts of the city. Within the city there are around 279 ethnic groups and 81 languages spoken, with a strong representation in the Riverside district. It is likely that a significant proportion of our school population will be from pupils having mother tongues which are not English. We will use the expertise LIPA, which attracts students from all over the world to support the school with these pupils. (Close to one-third of LIPA's students come from overseas, with forty different nationalities represented.) We will ensure that pupils who have English as an Additional Language are provided with the support they need. This support will help children to make strong progress and without developing a culture of dependency.

In line with our inclusive ethos, reflecting our Creative Arts education principles, our EAL pupils will generally be taught within the mainstream curriculum acknowledging that they have a distinct set of challenges.

The most significant one is that they are learning through a language other than their first language. We will provide targeted support, such as translation software, and sensitive challenge to help our EAL pupils overcome the two main barriers to achieve success:

- they need to learn in English
- they need to learn the content of the curriculum.

The learning context will have an influence on both of these, as our pupils will be affected by attitudes towards them, their culture, language, religion, and ethnicity. The School will respond to meet the needs of each of our pupils.

Our pedagogy will be to use strategies to meet both the language and the learning needs of our EAL pupils in a wide range of teaching contexts, helping them to be successful and grow in confidence. For example, the school will ensure that lessons will be well-structured, to provide a range of opportunities for pupils to practise and expand their English language skills, explaining their ideas and assessing their own learning.

We will use Creative Arts to develop our EAL pupils' language skills, which will provide a creative forum for them to grow in confidence, particularly with the spoken word. We will use a range of technologies, encouraging pupils to experience the English language through the media of speech, reading, listening and writing. The school's learning platform will have links to a wide range of resources which can be shared. We will encourage pupils to listen to information through multimedia and a wide variety of written materials. After training, our pupil mentors will play an important role, speaking and listening to our EAL pupils, developing their grasp of English and their ability to learn in this language.

Our pupils with EAL will be supported by a combination of information provided prior to arrival, diagnostic assessment when joining us and tailored support in lessons. We recognise that EAL pupils have distinct and different needs from others, by virtue of the fact that they are learning in and through another language and that they come from backgrounds and communities which may have different understandings and expectations of the learning experience.

EAL pupils will be integrated within lessons for the bulk of the day, with interventions arranged by our SENCo. Our Deputy Head Teacher will have responsibility for pupil tracking and will monitor data to ensure that, as with every subgroup, EAL pupils make good progress towards individual targets set for them. In doing so, they will work closely with our teaching staff and other support staff.

Special Educational Needs

We will ensure that all responsibilities to the SEN Code of Practice are met when carrying out our duties towards pupils with special educational needs.

The school will work closely with parents to ensure that they are consulted about any SEN provision made for their child, with a formal note of this made in Individual Education Plans (IEPs).

The school is aware that national provision for special needs is being reviewed and will reflect this new good practice. The close collaboration between the school and its parents will ensure that pupils with special needs are supported and cared-for.

The school will appoint a SENCo; a trained and highly experienced teacher to ensure that every pupil with special needs is fully supported. Within our intake pupil population, there may be pupils with a range of needs: ASD, emotional and social, behavioural, as well as learning needs including dyslexia, dyscalculia and dyspraxia. Pupils will be given the care, support and encouragement to do their very best.

The school will warmly welcome children of all abilities, needs, interests and backgrounds.

The learning and support for each child will be carefully developed to take into account the information the school will collect.

As part of its policy of inclusion, pupils will receive the support, challenge and inspiring teaching which will ensure that each pupil's enjoyment and success is assured.

The school recognises that that some pupils have special needs in some areas at the same time as being gifted and talented in others. The arrangements for assessing pupils' learning and planning their learning progression are, therefore, fundamental to meeting the needs of all pupils, including those with particular gifts or with SEN.

For those children who are disabled, we will ensure that, as a result of careful co-ordination between specialist support groups and other multi-agency groups, resources and systems are established to ensure that each child has full access to the curriculum and the school's extended learning opportunities. While every measure will be taken to ensure each child's full participation, the same ambitious targets will be set and monitored.

The school will appoint a Special Educational Needs Co-ordinator, (SENCo) a trained and highly experienced teacher to ensure that pupils with special needs are fully supported. The school will take particular care to meet with all parents and carers of pupils with special needs, to provide them with the support and encouragement they also need.

A Graduated response

We will adopt a graduated response to meet each child's Special Educational Needs, initially from our own resources and as needed, bringing specialist expertise to overcome the issues that a pupil is facing. When a pupil is identified as having special educational needs, the school will intervene using the School Action and School Action Plus protocols.

These interventions help to match special educational provision to individual pupil needs. We will record the steps taken to meet the needs of individual pupils. If a pupil is known to have Special Educational Needs, when they arrive at the school, staff will:

- Use information from parents and other partners to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- Make sure that observation and assessment provides feedback about pupils' achievements to inform future planning of their learning
- Ensure opportunities for the pupil to show what s/he knows, understands and can do through both curricular and pastoral programmes
- Involve the pupil as far as practicable and sensible, in planning and agreeing strategies to meet their needs and targets to achieve
- Involve parents in developing a joint learning approach at home and in school.

Early Identification

Pupils with special needs will be identified early, well-before they officially start, as a result of the school's proactive engagement with parents, nurseries and other pre-school partners. Where pupils join us through the academic year, these will be quickly assessed and where

specific needs are identified, these will be provided. Most learning will take place in small groups or as individuals, ensuring that pupils have a curriculum tailored to their needs. Specialist support will be available within the school and from specialists such as speech and language therapists and educational psychologists as required.

The SENCo will:

- Support class teachers in identifying and planning for pupils with specific needs
- Monitor progress across the school for pupils with special needs, as part of a wider school cohort analysis, to ensure high levels of care, challenge and progress;
- Support teachers in planning for pupils with EAL
- Make arrangements for first language assessments where necessary
- Train teachers in inclusive strategies and arrange for additional professional development where required
- Monitor pupils who may be at risk
- Co-ordinate specialist support services
- Co-ordinate multi-disciplinary meetings
- Deliver 1:1 and group intervention using a range of tools and programmes to boost children's outcomes
- Deliver INSET training on specific strategies
- Meet regularly with parents and professionals.

Parents will always be involved with the school's work with pupils who have Special Educational Needs.

Formative assessment, as a continuing process used for identifying pupils who may have special educational needs, will be an important element of the identification process. The school will measure pupils' progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against level and grade descriptors
- Their progress against individual targets
- Standardised screening or assessment tools.

We will make use of acknowledged programmes and resources to support the needs of each pupil using the School Action (SA) and School Action Plus (SA+) protocols.

School Action (SA)

When a child is identified as having Special Educational Needs, the school will provide interventions that are additional to, or different from those provided as part of the school's normal differentiated curriculum. The triggers for intervention through School Action include concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities is still not making the progress expected.

School Action Plus (SA+)

School Action Plus is characterised by the involvement of external services such as special needs specialist teachers, educational psychologists and behavioural psychologists. A request for help from school staff to involve external services is likely to follow a decision taken by the SENCo, teaching and support staff, in consultation with parents, at a review of the child's IEP. At SA+ level, the SENCo may seek external advice in addition to consulting the child's class teacher and other staff on the new IEP. Fresh targets and accompanying strategies will be organised and thought will be given to providing more specialist assessments that can inform planning and support. .

Individual Education Plans

These are important documents which all staff will be aware of and use where appropriate when a pupil, with the agreement of their parents, is placed on the SEN register. Strategies employed to enable the pupil to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short term targets
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

Again, these documents may change in the light of the recent review of SEN practice to become 'Education, Health and Care' plans. LIPA Primary School staff will move to rapidly adopt all new national good practice.

Promoting Exemplary Behaviour

A later section details LIPA Primary School's approach to promoting high levels of exemplary pupil behaviour. It is appropriate to quickly highlight how the school will support children who attend, who have behaviour which is less than exemplary. The school will clearly celebrate good behaviour and sees this as a major strategy in reducing less satisfactory behaviour:

- A clear expectation of exemplary behaviour which is clearly publicised and practiced at all meetings with parents, all assemblies and as a consistent and high-profile element of school life
- A 'praise-rich' school. LIPA Primary School will have a clear policy of promoting excellent behaviour, attitude and effort, by praising pupils consistently
- A clearly communicated Rewards and Sanctions strategy. All good behaviour (and less good) will be instantly recognised and recorded. Every classroom will have a recording chart to keep careful records of high levels of behaviour. A Bronze, Silver and Gold Awards scheme will give formal recognition of pupils' good behaviour
- All behaviour will be either rewarded or appropriately 'acknowledged' by staff. In section D7 we provide examples of the progressive sanctions which school staff will use to encourage pupils to be exemplary

- Our education partner EHU UTS will provide excellent professional development for all staff with regard to behaviour management
- All school staff and the school's organisation will consistently deal with good and less satisfactory behaviour, with the aim of most effectively ensuring that each pupil is well-behaved, attentive, and enjoying school and learning
- Where the school is only having limited success, we will seek the use of specialist therapists such as Liverpool City Council's BESD team. The school will set up a Service Level Agreement with Liverpool regarding this and other specialist services.

D5 – Defining & Measuring Success

LIPA Primary School has the highest aspirations to be 'Outstanding' in every measure; particularly so in terms of its ethos, provision and outcomes:

- The school's specialism of the Creative Arts will be clearly reflected in every element of school life
- Our children will enjoy school and will be eager to attend and progress
- Our children will show high levels of leadership and commitment
- Teaching will be consistently excellent
- Learning will be stimulating and challenging, leading to strong, above-average progress
- The school's extended curriculum will capture the interest and imagination of our children and their parents and will be a vibrant enrichment to excellent 'core' learning.

The school's targets will consist of 'hard' quantitative goals and 'softer' qualitative areas to accurately assess and monitor these key areas of school life.

Targets - Overall approach

We will have a strong focus on high-quality assessment, regular monitoring, and recording and reporting, which will promote good pupil progress and achievement.

We will be a 'data-rich' school: using the detailed information provided by parents and Early Years groups along with our 'on entry' assessment in several ways:

- Set ambitious targets for pupils
- Teachers will use pupils' data to prepare lessons which reflect pupils' prior progress, knowledge and understanding, so that every lesson is well-paced, challenging and motivating.
- Pupils will be regularly assessed through a range of strategies including:
 - a. Formative Learning (formerly, Assessment for Learning (AfL)), which will give clear learning objectives for every lesson and clear feedback to help each child improve;
 - b. Assessing Pupils' Progress (APP). This will be used to present progress reports to parents;

- Pupils will have an individual meeting with their class teacher to review the progress made in the previous half term. These meetings will reflect the age, maturity and understanding of each child. Where pupils have met their targets, this will be celebrated, as the school will have a strong culture around celebrating success. Where children fail to meet their targets, support will be provided to question why these targets have not been reached and provide support.
- We will support pupils using a detailed range of strategies: helpful words of encouragement, greater challenge from class teachers or a move to a different ability table. Our intention will be to most rapidly help each child to enjoy high levels of enjoyment and success.
- On entry, every child will take a number of tests to assess their ability to:
 - recognise letters and numbers
 - write letters and numbers
 - demonstrate their motor skills
 - their appreciation of colour.
- With the Early Years and Foundation Stage Profile (EYFSP) will give staff an insight into the ability and level of development of each child.

Proposed Success Measures

Individual pupil targets – The school will define a number of key indicators and targets.

The school will use assessment, recording and reporting to monitor and communicate progress, so a number of indicators will be agreed which reflects national performance measures and the school's reporting requirements. Our focus will be to produce above average progress and achievement for every pupil, as a product of inspiring teaching, enjoyable learning and strong support.

'Hard' Pupil Targets

- **Attendance** – The school will have a strong aspiration for 100% pupil attendance. This aspiration will be clearly expressed in all meetings and through the School's literature and website. Staff (the Learning Mentor and Admin Team) will actively monitor attendance; enquiring promptly about any absence, to support and inform parents;
- **Punctuality** – The school will have a similar expectation for 100% punctuality. Staff will use electronic registers run by the School's SIMS Information management system to record punctuality and attendance. Where pupils are late, this will be noted and discussed, with support given, to promote prompt attendance. 'First day' text messaging will always be used when pupils do not attend classes and a written parental explanation will be the only acceptable method to formally close an incident on the Trust's information management system
- **Behaviour** – The School will publicise its expectations for the highest levels of pupil behaviour and attitude. The LIPA Trust believes that by providing inspiring teaching

and a curriculum with a strong ethos on the Creative Arts, all our children will be strongly motivated to attend school and show the highest standards of behaviour and attitude. LIPA Primary School will have a culture of success. Good behaviour, effort and achievement will be rewarded and clearly communicated. The school will adopt a highly-publicised Rewards and Sanctions scheme. We will have pupils' achievement of the Silver Award of the school's rewards programme as one of our targets. To aid comparison with other schools locally and nationally, behaviour targets will be defined in terms of the number of fixed-term and permanent exclusions each year. The School has a strong aspiration not to exclude any pupil, as attendance at school is the most effective way of securing progress. In serious cases; violence towards other children or staff, persistent bullying or continued defiance regarding School rules, then pupils will be excluded, although the decision to exclude will not be taken lightly.

- **Rewards Programme.** The School will record each pupil's rewards and sanctions on a daily basis. These numbers will be collated by the school's Information System to produce weekly, half-termly, termly and annual totals. Pupils who reach a defined number of awards will receive an acknowledgement of this; examples: 50 reward points: Postcard home each time. 250 Rewards: Bronze Award. 500 Rewards: Silver Award. 1,000 Rewards Gold Award. A small token or prize will be associated with the achievement of each reward.
- **Progress** – Using data from EYFSP and 'on entry' tests, pupil targets will be defined. Every pupil will be given targets which are ambitious. The school will expect the majority of our pupils to make five full levels of National Curriculum progress by the end of Year 6 in English, mathematics and science.
- **Attainment** – At the end of each academic year and Key Stage, pupils will participate in either school-based or national tests. At the end of KS4, pupils' attainment will be recorded by a number of indicators:
 - a. Year 1 Phonics Screening Check,
 - b. End of Year 2, KS1 SATs or equivalent,
 - c. End of Year 6, KS2 SATs

Pupils' performance in these will be recorded and reported to parents. Meetings with parents will take place on at least an annual basis to discuss progress and attainment.

- **Non-academic achievements.** While these will not feature as part of the regular progress reports, the school will record the experiences and achievements of each pupil. Examples include: participation in music concerts, productions and shows. residential experiences. sporting, cultural and artistic achievement.

Measuring Pupils' Success in achieving their targets

LIPA Primary School will make extensive use of data to set clear targets for all of the measures above, using the school's Management Information System programmes, such as SIMS Assessment Manager.

All teaching staff, school leaders, governors and some teaching support staff will have

ongoing responsibility for regularly reviewing and reporting on these targets:

Target	Recording frequency	Staff responsible for collating	Report circulated to	Success acknowledged in
Attendance	Daily	Admin team	Head Teacher	Celebration Assembly and Pupil Reports
Punctuality	Daily	Class teachers	Head Teacher	Celebration Assembly and Pupil Reports
Behaviour	Daily	Teaching Artists	Head Teacher, Deputy HT and SENCo	Rewards Scheme
Rewards & Sanctions	Daily	Admin Team	Head Teacher and parents	Rewards Scheme
Progress	Half-termly	Vice Head	All teachers pupils and parents	Half termly progress reports and parents' evenings
Achievement	Half-termly	Vice Head	All teachers pupils and parents	Half termly progress reports and parents' evenings

Average Whole School Targets

Indicative table:

Target	2012 Baseline²	Year 1	Year 2	Year 3	Year 4	Year 5
% pupils		2014-15	2015-16	2016-17	2017-18	2018-19
End of KS1						
% improvement of pupils' achievement compared with similar schools (Value added) KS1 Reading	67	NA	1% (i.e. School achieves 68%)	1.5%	2%	2.5%
% improvement of pupils' achievement compared with similar schools (Value added) KS1 Writing	57	NA	1% (School achieves 58%)	1.5%	2%	2.5%
% improvement of	71	NA	2% VA	3%	3.5%	4%

² DfE Performance Results 2012 used as the baseline, for illustrative purposes

pupils' achievement compared with similar schools (Value added)

KS1 Mathematics

End of KS2

% improvement of pupils' achievement compared with similar schools (Value added)

50

NA

NA

NA

NA

NA

Pupils with level 4 and above in English & maths

All pupils

100% Attendance

100% punctuality

Silver award in school Rewards

Programme

Fixed Term

Exclusions

Permanent

Exclusions

Targets for Groups of Pupils

In addition to the focus on individual pupil performance, we will also review the progress of particular cohorts of pupils, to ensure that provision for every pupil is appropriate and producing high levels of progress. The school will use cohorts identified within the DfE's RAISEonline performance website:

- Boys
- Girls
- Looked After Children (LAC)
- Pupils on Free School Meals (FSM);
- Statemented pupils
- Pupils on School Action (SA) or School Action Plus (SA+)
- Gifted and able pupils
- English as an Additional Language pupils (EAL)
- Pupils who are from Black or Minority Ethnic groups (BME).

A senior member of the leadership team (Deputy Head Teacher) will be responsible for monitoring and reporting the progress of these groups to the Head Teacher and Governing Body on a regular basis.

We will share this data with Liverpool City Council, the Department for Education, Ofsted and

other relevant organisations, subject to the appropriate checks and security of data transfer.

‘Soft’ Pupil Targets

In addition to promoting and monitoring targets which are easy to identify and quantify, the School will also identify and review a range of targets which are important in the broader life of the school. Some of these have already been mentioned above.

- **Creative Arts ethos** – this will be present throughout LIPA Primary School, in lessons and in children’s social time. School leaders will carry out ‘Learning Walks’ to lessons and more generally assess the Creative Arts ethos of the school to arrive at an informed judgement.
- **Are children enjoying school?** We have a strong aspiration that all children will enjoy learning, but recognise that for several reasons outside of the control of the school: family circumstances, low engagement with learning, not all children will do so initially. A baseline will be set at 75%. Through a range of tools: anonymous surveys, informal discussions, questions to School councils and year group councils regarding pupils’ enjoyment a clear indication will be received.
- **Leadership** – the school is keen to provide opportunities for our children to develop their leadership skills. The Deputy Head Teacher will review involvement in peer mentoring and for example, the involvement of older children to be prefects, working closely with staff to arrive at a qualitative judgement.
- **Pupil Voice** – LIPA Primary School will establish School Councils and encourage our children to influence key areas of school life, given support and encouragement
- **Influence of our Creative Arts specialism** on children’s broader learning. LIPA Primary School will offer a range of extended learning activities which strongly promote the ethos of our school. The involvement of children in these activities will be recorded and reflected as a percentage of the school population.

Target	Year 1	Year 2	Year 3	Year 4	Year 5
% pupils	2014-15	2015-16	2016-17	2017-18	2018-19
Influence of Creative Arts ethos	Good	Good and improving	Very Good	Strong and coherent	All elements of school life are strongly influenced
Pupil Satisfaction	75	78	80	85	90
Pupils’ Leadership	Some signs seen	More pupils involved	Higher numbers involved	Around one quarter of pupils involved	Over 25% of pupils involved
Pupil Voice	Some involvement		Increased involvement		Strong participation
Pupil participation in extended	25	30	33	36	39

school Creative Arts activities						
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Staff Targets

The school has a strong expectation that the quality of teaching will be consistently 'Good' in all lessons, with a strong aspiration that, in the shortest possible time, with the support of EHU UTS it will be 'Outstanding'.

Target % Teachers	2012 Baseline ³	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Quality of Teaching						
% lessons judged to be 'Good' using current Ofsted criteria*	70	65	60	55	50	45
% lessons judged 'Outstanding' using current Ofsted criteria	30	35	40	45	50	55

Measuring success in quality of teaching

We will use a range of measures to ensure that the quality of teaching is regularly and accurately monitored, and where necessary, strongly supported where any deficit is identified

1. Quality Assurance Programme

This will be the main way the school will measure the success of teaching. The school will implement a Quality Assurance programme that uses a range of methods to assess the quality of teaching:

- Formal lesson observations. Every term, every teacher will have one formal lesson observation. Teachers will be informed about the date and time of the lesson and the focus of the observation. Observations will be accurately recorded on a lesson observation pro forma and ideally before the end of that day, a meeting will take place between the teacher and senior leader, sharing feedback. A copy of the lesson observation will be given to the teacher and a copy placed on the teacher's file. Teachers' performance in formal lesson observations will form a mandatory part of the school's Performance Management programme and will be included within this area too.
- Inspection of lesson plans. The school will produce a lesson plan pro forma which every teacher will complete for every lesson. These completed lesson plans will be completed and submitted electronically, so that in the event of an unplanned absence, cover supply staff or other teachers can quickly identify prior progress and the focus of

³ Ofsted Annual Report 2010/11 data used as the baseline, for illustrative purposes

the lesson. Every week, the Head Teacher will inspect lesson plans for the week ahead. Every lesson plan will be fully complete and provide confidence to the Principal that the lesson will be productive, stimulating and enjoyable

- Learning Walks. Every week, the Head Teacher and where available, other school leaders will walk around the school to informally assess the ethos, quality of teaching and quality of learning. These walks will provide the Head Teacher with an informed view of the general quality of teaching and if a concern is noted, may lead to a more formal lesson observation or, more regular attention.
- Learning team support. Key Stage teams will work together, to support the development of excellent teaching. This will be done through departmental meetings, which focus on one element of professional practice. Sharing of lesson plans, joint lesson planning and team teaching will all enable school leaders to measure informally the quality of teaching. We see this regular support and encouragement to be one of the major ways in which teaching success is measured and supported.

2. Use of pupils' data

In addition to the range of methods above, in line with the school's aspiration to be 'data-rich', senior school leaders will analyse pupils' progress and achievement data, in line with their targets, to ensure that pupils are making the expected progress. This will be done, not only for classes and individual pupils, but also for groups of pupils identified earlier, to ensure that teaching provision is successful for every pupil and group of pupils.

Supporting staff who are not successful

Where issues have emerged as a result of Quality Assurance, the school will quickly implement a programme of support for that teacher. The level of support will be carefully graded, to provide an appropriate level of response. LIPA Primary School's education partner, EHU could play an important role in supporting colleagues with a particular issue. Measures may include:

- Informal discussions with a school leader on how to improve
- Watching a colleague who has clear expertise in that area
- Joint lesson preparation
- Joint lesson delivery
- Working with a tutor from EHU
- Having more regular formal lesson observations, to promote improvement
- Having regular programmed support in lessons from another teacher, EHU tutor or teaching assistant
- A carefully organised programme of verbal and written warnings will be given, with appropriate support
- Where all measures have failed, after significant support and mentoring, the school will seek to implement competency proceedings
- In the final analysis, the teacher will be dismissed because they are incompetent.

Performance Management

All staff will participate in the school's Performance Management programme. Each person will meet annually with a senior colleague to agree on between 3-5 professional development targets, which not only improve the professional expertise of each staff, they will also contribute to improving whole school performance. Each person will have a performance management target which supports the school's short-term (annual) and medium-term (3-5 years) development plans. Resources will be identified by the school to ensure that this important element of staff and school development takes place.

Quality of Teaching

This will be a mandatory target every year. This will be developed in a number of ways:

- A programme of continuing professional development. The school will work closely with Edge Hill University, which will provide CPD for all staff. The CPD programme may focus on particular elements of teaching, for example, differentiation or formative assessment, so that in any one academic year the professional practice of all teachers is improved in this one area
- Quality Assurance (QA) programme. This programme will promote the development of high-quality teaching, so that in the shortest possible time (three years) all teaching is judged to be 'good' or better, with the strong aspiration that 'outstanding' is achieved for the majority of lessons (over 90%) within five years.
- Individual Teacher Support. The school will seek to appoint staff either with high levels of teaching skill or who have the clear potential to become outstanding practitioners, following a recruitment process which is rigorous and involves a teaching exercise. Every new teacher will be given additional support through an induction programme which enables them to most rapidly improve their teaching skills, where required. The school is also aware that changes to assessment and the National Curriculum for a particular year group or Key Stage, for example, the introduction of the Phonics Screening Check for Year 1, will require additional support for all teachers, even our most experienced.

We will implement an assessment, recording and reporting strategy which meets all guidelines and best practice from the DfE, Ofsted, Ofqual and other national bodies.

The individual pupil, pupil cohort, whole school and staff targets will be measured and collated as indicated in the table below. Staff with responsibility for completing, reviewing and recording these indicators are also included.

Target	Monitoring Method	Staff Responsible	Reporting Mechanism
Individual Pupils and groups Attendance & Punctuality	Class Registers	Class teacher & Learning Mentor	Half-termly progress report to parents
Behaviour	School Behaviour	All staff and Deputy Head	Report to Governors

	Record	Teacher	and half-termly reports to parents
Half termly pupil progress	Teacher assessment records	All class teachers Assessment Lead	Half-termly progress report to parents and to Governors
Whole School End of year or KS tests	School assessment records and DfE	Assessment Lead	Annual reports to parents and governors
Whole school data e.g. punctuality, progress	Collated from registers and assessment data	Head Teacher	On school website and to Governing Body
Individual cohorts of pupils	Review of whole School assessment data	Deputy Head Teacher	to Head Teacher and Governing Body
Staff Staff PM targets	Individual PM targets	Head Teacher and Staff Tutor	Aggregated targets to Governing Body
Teaching Quality	Lesson Observations	Head Teacher and other school leaders	Internal to school: Individual teachers, KS and the Governing Body

We will implement a range of policies and systems to ensure that the school is 'data-rich'. This will involve collation of assessment results obtained on entry, as a result of half-termly assessment and more formal testing, such as KS1, KS2, Phonics Screening Check and the EYFSP.

Through the school's Management Information System (MIS), all of this information will be collated and shared with staff and pupils.

At the start of every half term, each pupil will have a short individual meeting with their class teacher to review their progress and achievements made the previous half-term and how this matches their targets. Every pupil's success will be recorded. The school will develop a Rewards Scheme, which captures pupils' efforts and achievements, to enable each child to be rewarded.

Where a pupil's progress or effort gives cause for concern, this will be addressed, so that as quickly as possible, pupils are making strong progress.

Reporting to Parents and Carers

We welcome the involvement of parents in the education of their children. The school celebrates the fact that parents and carers are their children's 'first educators'. The school will involve and inform parents about the progress and achievement of their children in far more detail than many mainstream schools.

We will be a 'data-rich' school and will share this information with parents. The school will not overwhelm parents with information, only providing them with information which will be useful and support the development of their child at home. All information will be presented in clear, easy-to-read formats, using the minimum of jargon and numbers.

Progress reports will be prepared for every child, which reflects their progress, attainment and successes. This report will be shared with parents through the school's dedicated Parental Portal, which will be password-protected, so that information is only accessible by the child's parent. We know that some parents will not have easy access to the internet, so enquiries will be made with each family to determine the most convenient reporting format.

On a broader level, the school will involve parents through a range of measures:

- Informally: At the end of each day, all teachers will accompany their children to the playground, to be collected by parents. This provides a quick opportunity for parents to share any urgent concerns
- Informal meetings: On a regular basis the Head Teacher will hold a 'coffee morning' for parents to attend. The purpose of the meeting will be predominantly for social purposes and for parents to gain confidence in the role of the school. These meetings will also enable the Principal (and if present, Governors or other teachers) to better appreciate parents' views.
- School website and newsletters. We will have a website which provides parents with a valuable source of information. School policies will feature in one section, along with information about the progress of the whole school, for example sharing KS2 SATs results or Ofsted judgements.
- Formal parents' evenings. Twice a year, the school will hold meetings where parents can discuss the progress of their children. Clear notification will be given in the school calendar at the start of each academic year, to enable parents to organise their work schedules.
- Parental involvement in the school's Governance. The Governing Body of the School have an important role; providing strategic engagement with the Head Teacher and staff, monitoring progress across a range of indicators and, challenging the school when targets are not being met. The Governing Body will appoint least two parents, in line with the latest legislation from the Government to join it.
- Surveys: the school will organise at least one survey each year, collects information about parents' satisfaction with the school.

Supporting parents and carers

In addition to providing a range of information which ensures that each parent is clear about the progress and achievements of their child or children, LIPA Primary School will also seek to strongly support parents in the continuing education and development of their children. The school will do so in several ways, appreciating that some parents may be apprehensive about engaging with the school due either to their own unsatisfactory education or due to language issues. In all cases, the school will try to remove all barriers which prevent parents working closely with the school. The school will seek the support of its education partner, EHU, which may also be able to provide additional support and resources.

- The school will seek to warmly welcome parents at all times and make them feel comfortable. A waiting area close to the main entrance will be warm and attractive.
- **School website.** The school website will contain a range of information about the courses covered in each year group. On a termly basis, the topics to be taught that term will be clearly communicated on the relevant section of the website. The school will procure translation software which enables parents whose English skills are limited, to access this information. All information will be checked with regard to Reading Age to ensure it is accessible.
- **Information on request.** Where parents would like further support, either additional information or access to learning schemes or textbooks, the school will provide this.
- **Information Evenings.** The school will establish on a termly or half-termly basis a programme of information evenings, which parents can attend to find out more about particular topics to be covered. Teachers will explain key concepts and principles for those parents who wish to become more directly involved in supporting their children's learning
- **'Parents' supporting learning' classes.** These classes are more often called: 'Dads and Lads' or Mums' supporting learning. The school will establish after-school classes which enable parents and their children to work together on a particular topic. This has the huge advantage of not only providing clear information for parents, it also provides strong support for developing parents' skills and learning.

D6 – Admissions Policy

The LIPA Primary Free School Admissions policy will meet the requirements of the National Admissions Code and Appeals Code and related statutory requirements.

The vision of the LIPA Free School is to widen participation in the Creative Arts for children specifically from low-income families prevalent in Riverside Ward and surrounding areas of Liverpool.

We will therefore implement an admissions policy that is simple, open and that reaches out to the local community and wider region, whilst remaining fully inclusive. The policy will by default require the School to give places specifically to families in Riverside and surrounding areas, while also making places available for families further afield.

This way the School will naturally reflect our principles that through an innovative Creative Arts learning environment, children from such low-income families will:

- Benefit from improved educational attainment across all subjects
- Stand more chance of securing and staying in employment long-term
- Be three times more likely to get a degree
- Realise increased career and life chances and contribute to society.

Our planned admission number on opening in 2014 will be 25. If there are fewer applications for a place in Year R of the school than there are places available, everyone will be offered a place. In this first year of opening, the School will also admit 25 pupils into Year 1. From 2015 onwards, the planned admission number for entry into the school will be through Reception and set at 25.

When there are more children wanting to go to the school than there are places available, as required by Section 324 of the Education Act (1996) and any subsequent amendments to the Act, the School will automatically admit all children with a statement of Special Educational Need (SEN) whose parent names the LIPA Primary Free School as their first choice school.

After admitting children with SEN the School will then use the following oversubscription criteria to decide which children should be offered places:

- 1 Looked after children (as defined by Section 22 of the Children Act 1989) and children who were looked after, but ceased to be so because they were adopted⁴, or became subject to a residence order⁵ or special guardianship order⁶.
- 2 Children with a sibling who is attending LIPA Primary Free School at the time of admission and who will still be attending the school when the child is admitted. Long term foster children will be accepted as siblings of the foster carers own children and other children in foster care at the same address. The children concerned must be living at the same address and evidence may be required to verify the sibling link.
Priority within this group will be given in the following order:
 - a. Children of twin/multiple births living at the same address.
 - b. Other children.
- 3 Children living nearest to the LIPA Free School. Priority within this group will be given in the following order:
 - c. Children of twin/multiple births living at the same address.
 - d. Other children.

If a tie-break is needed to determine who is admitted under criteria 4, priority will be given to children living nearest to the school measured as the crow flies, that is, in a straight line from

⁴ Under the terms of the Adoption and Children Act 2002, Section 46

⁵ Under the terms of the Children Act 1989, Section 8

⁶ Under the terms of the Children Act 1989, Section 14A

the child's home to the main entrance of the School (travel by private car or public transport is not taken into account.)⁷. Random allocation will be used if the distance between two or more children's homes and the LIPA Free School is the same.

Waiting Lists

In addition to the right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained by the School in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list. Looked after children and previously looked after children will take precedence over those on the waiting list.

Parents/carers will be consulted regularly on whether they still wish to remain on the waiting list and the waiting list will be maintained until the end of the Academic year.

Application procedures, late Applications and Timetable for Admissions

Application to the School is not dependent on any ability test.

In order to apply for a place at the school for 2014, a standard Liverpool City Council (LCC) application form must be completed and returned to LCC in line with the timetable described in the LCC secondary school brochure. More details are available on the School website and LCC admissions site at <http://www.liverpool.gov.uk/schools-and-learning/school-admissions/>.

For September 2014 only, the Trust will manage admissions for the School. However, we will engage with immediately upon approval to ensure it is fully integrated with the normal LCC admissions round (selected via LCC's Common Application Form) from day one, not year two as required.

In either case we will:

1. Confirm admissions arrangements for the 2014/15 year by 30 September 2013
2. Inform all parents in the catchment area of the School, its vision, ethos and planned curriculum and admissions arrangements by 31 October 2013, to raise awareness and so give parents two and half months to consider the School with other primary school options before submitting their applications to the LA by 15 January 2014.

For September 2015, we will then give LCC all the required information for the School and its admissions arrangements by 1 April 2014, for LCC publication by 1 May 2014.

Parents will be advised of the outcome of their applications on 17 April 2014 (TBC) or the next working day. Unsuccessful applicants will be given reasons related to the oversubscription criteria listed above and advised of their right of appeal to the independent appeals panel set up by the School. Any contested decisions not already resolved through this panel (detailed

⁷ Distances from home to school are calculated by the Liverpool City Council admissions service. The Trust has been advised that the distances provided are calculated by the Liverpool City Council admissions service using ADDRESS-POINT® or a similar measuring tool. (ADDRESS-POINT provides a national grid co-ordinate and a unique reference for each postal address in Great Britain to a resolution of 10cm, with each point falling within the addressed building.) In the case of multi-occupancy buildings such as flats where there may be only one address point, places will be awarded through a random selection process.

below) will be forwarded to the Schools Adjudicator by the following 31 July.

Late applications will be considered if a vacancy occurs. If no vacancy occurs, then the late application will be added to the waiting list.

The admission of pupils with a statement of Special Educational Needs, where Liverpool City Council has agreed to name the School on a child's statement (under Section 324 of the 1996 Education Act), is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the Liverpool City Council. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

After an offer has been made of a place at the School, the School requires 2 proofs of residence of the permanent home of the child to confirm the place. One of these must be a notification of Child Benefit from HMRC, unless the parent/carer is not entitled to Child benefit when another proof of residence must be provided. Another proof of residence must be a council tax document, child's medical card, a gas or electricity bill, bank or building society letter or similar less than 3 months old. Confirmation of date of birth of the child will also be required

Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with foster carers as a result of a being looked after by a local authority.

Looked after children

In the case of a previously looked after child, the School will require a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Note

Unfortunately, it appears that there have been some cases where parents have been tempted to supply false or inappropriate information to try and get a place at a particular school or school, for example by giving the address of a relative instead of the home address. Information supplied by parents/carers will be checked. If it is found that false information has been provided and a place has been obtained because of this, the place offered is likely to be withdrawn. Parents/carers will still have the right of appeal if the place is withdrawn.

The school will provide high-quality education for boys and girls of all abilities and it is the intention of the School that the school recruits children from the area of within a distance of five miles from the LIPA Campus at Mount Street, Liverpool, L1 9HF bearing in mind the admissions criteria. In terms of a geographical area, this will be centred on the Toxteth, Everton, Wavertree and Kensington area of Liverpool.

D7 – Behaviour Management, Pupil Wellbeing and Attendance

Promoting exemplary behaviour and success

LIPA Primary School is firmly of the belief that praise and reward, will for the majority of our pupils be sufficient to promote high levels of exemplary behaviour. Our Creative Arts curriculum and ethos will further promote pupils' enjoyment and commitment. We will be an 'achievement-rich' and a 'praise-rich' school: Staff will receive training and advice to ensure that at all times, pupils' good behaviour and attitude is consistently praised and recorded.

Success in terms of effort, behaviour and attitude will be consistently recorded and reported.

In every classroom, there will be clearly displayed a Rewards and Sanctions Chart and staff will take every opportunity to include children's performance on these.

On a weekly basis, there will be a Celebration Assembly, where not only is one element of performance included, children from every class receive official acknowledgement from the Principal and the whole school community to reward their attitude and behaviour.

Through the use of a progressive Bronze, Silver and Gold Rewards system, pupils will be incentivised to do better. Parents and carers will be informed of their children's excellent behaviour in a range of ways: Text messages, postcards home and, personal messages from teachers. Parents will be warmly encouraged to share their pleasure with their children

Promotion of exemplary behaviour in lessons

The promotion of exemplary behaviour will be consistently promoted in all lessons and in assemblies, but some lessons, such as PSHE and circle time, will specifically talk about the need for pupils to have high levels of behaviour. Teachers will carefully explain why good behaviour enables all pupils to learn effectively and that poor behaviour not only affects the poorly-behaved child, it affects all pupils in the class. Through programmes such as SEAL (Social and Emotional Aspects of Learning) the importance of exemplary behaviour will be further explored.

Through the involvement of our education partner, EHU UTS, all staff will participate in behaviour management training which strongly supports high levels of behaviour. The school's induction programme will contain a mandatory element on positive behaviour management. Class teachers are responsible for ensuring and promoting exemplary behaviour. Measures include:

- Pupils will line up quietly outside the class prior to each lesson
- Pupils will enter in silence and sit in their teacher-nominated places
- Pupils will get out their books and pens as directed
- Teachers will clearly outline the learning objectives for each lesson
- Teachers will reward and sanction pupils consistently in line with the school's discipline policy
- Teachers will proactively contact parents about the behaviour of their children, particularly where they have a concern

- School leaders will be available in cases of significant concern
- Parents will be invited into school to work with the school where there are areas of serious concern
- The school will adopt a range of measures, which may include moving classes or more individual support from a teaching assistant, the SENCo or school leader
- Support from Liverpool City Council's Behaviour Support team will be sought
- For persistent or extreme behaviour, pupils will be excluded on fixed-term or a permanent basis. Exclusion is always viewed as the last step.

Head Teacher and school leaders

At every opportunity; in meeting with parents, with children in assemblies and more informally in breaks and at lunchtimes, in communication to parents and on the School's website, the highest expectations for exemplary behaviour will be consistently expressed.

The Head Teacher and school leaders will have a strong commitment to promoting pupils' exemplary behaviour at breaks and lunchtimes, being actively involved in the supervision of children, setting a strong example to children and staff. Staff supervision rotas will ensure that at all times, children are carefully supervised.

As part of an established rota, a school leader will have operational responsibility for leading a team of staff to ensure pupils are always well supervised before school, at breaks, lunchtimes and after school.

As part of the school's planned Learning Walks programme, the Head Teacher and other leaders will inspect the quality of learning, behaviour and attitude in classrooms.

Classroom teachers and other staff

All staff will be familiar with the full range of protocols and strategies which will promote high standards of behaviour and attitude, which include:

Home School Agreement: prior to starting, every family will meet with the child's tutor to discuss the high expectations of the school, plus other issues such as school uniform and independent learning, etc. Parents, the child (where possible) and class teacher will sign this.

Code of Conduct: will be displayed in every classroom. For those children who cannot read, class teachers will regularly refer to this.

Praise rich classrooms: at every opportunity, staff will praise pupil's hard work, effort and attitude; recording this on the Happy and Sad Faces board, but also electronically.

Rewards and Sanctions: The school will produce a range of rewards and sanctions which progressive reward (or sanction) children. As well as individual children, whole classes can receive rewards, which could be a few minutes longer play, or watching a DVD, or having a favourite story read.

School Rewards Programme

Every positive action will be praised and, recorded. In every classroom, pupils' names will be

displayed, so that staff can easily record pupils' good work. These points will be totalled at the end of each day and will be electronically recorded. These points will then count towards the school's Bronze, Silver and Gold Rewards.

On achieving each level, a certificate will be presented and a more tangible reward received. The Bronze Reward, for example may entail a pupil going on a trip to, for example, to watch rehearsals at LIPA or visit Chester Zoo or Knowsley Safari Park.

School Sanctions

In a similar way, to capturing all pupils' positive behaviour, the school will capture and record all instances where children's behaviour or attitude is less than exemplary. The school will make use of the excellent advice and practice from other schools and from national reports, such as the Charlie Taylor Report on School Behaviour.

We will have a range of actions which will be progressively applied to promote good behaviour. All staff will participate in regular professional development, to ensure consistency. LIPA Primary School expects that every member of staff takes full responsibility for promoting high standards of behaviour. The list of sanctions will include:

- Staring at a child
- Stopping talking in mid-sentence while looking at a child
- Addressing a child by name
- Telling a child to stop an action
- Telling a child that their continued action could place them on the Sad Face board
- Keeping a child in at breaks or lunchtime
- Informing parents.

There will be occasions when, after following all of the protocols defined, some of which are above, additional help is needed. The school will have clear arrangements for class teachers or other staff to seek additional support. We will have an 'on-call' rota, where, in the event of a major issue, the Head Teacher or another school leader could be summoned. Other steps could include:

- The Key Stage Leader is informed.
- A child persistently disrupting a lesson could be taken to the Key Stage Leader's classroom.
- The Deputy Head Teacher is informed
- The Head Teacher is informed and, where necessary, involved.

The school will have a 'zero tolerance' towards behaviour or attitudes which are anything less than exemplary. In every element of school life: by providing inspiring learning and high levels of care, the school will support pupils to promote exemplary behaviour.

Good behaviour will be systematically recorded and rewarded.

Pupils, who show behaviour which unacceptable, will be instantly informed and given the

support and guidance they need to set high levels of behaviour.

While likely to be rare, where a pupil persistently fails to meet the school's high expectations or shows serious anti-social behaviour, the school will protect the safety of other pupils and staff by excluding that pupil either on a fixed term, or very rarely, permanently.

The school will work to quickly integrate pupils back into school life following exclusion, so each one is able to take full advantage of the excellent opportunities the school provides.

Expectations regarding exemplary staff behaviour will be actively explored at interview, as the school expects all staff: teaching and non-teaching to be excellent role models. All pupils will participate in learning which is interesting and enjoyable helping to promote behaviour will be purposeful and positive. All good behaviour, effort and achievement will be recognised and recorded; celebrated in school, on the school website and in newsletters.

Success and participation in a range of activities will be an integral element of school life and the school will present opportunities to ensure that pupils are successful and feel confident. The school's specialism in Creative Arts will be a major factor in engaging all children in enjoyable learning.

A strong stance against Bullying

At every opportunity: on our website, in communications with parents, in assemblies and in our teaching, the school will state its abhorrence of bullying under any guise. The school is aware that bullying can take many forms: some physical, others psychological and others which make use of technology: cyber bullying and texting. In all cases, we will act quickly to use school systems to intervene where there is any suggestion of bullying and we believe that the key to dealing with this is to obtain robust information.

We will use anonymous reporting systems, scrutiny of social media and our CCTV images where available to help us. The school will seek to be proactive and through its curriculum: Circle Time, PSHE and SEAL lessons develop in our pupils a clear understanding about what bullying entails and importantly, developing in each child strong assertiveness and protection strategies. More fundamentally, the school through its Creative Arts specialism will seek to promote an 'Esprit de Corps' to establish a supportive environment where pupils want to help one another rather than hold power over one another in a negative way.

We will 'design out' areas in our building which could promote bullying and other anti-social activities. LIPA Primary School will also take part in national initiatives like anti bullying week and use dedicated staff such as Learning Mentors with the time to address any underlying causes of unhappiness or misbehaviour in school.

Pastoral Care

The health, safety and well-being of all pupils is a priority for the school. We will use the skills of our staff and resources to ensure that pupils and staff feel safe, secure and valued.

Before pupils start, a programme of transition will help to prepare children for learning here. The school work hard to ensure that pupils feel happy and safe.

The Deputy Head Teacher will have leadership and oversight of this important area of school life, working closely with all staff. This person will ensure that the Head Teacher and Governing Body are kept fully aware of changes to national and local safeguarding issues and will quickly share any concerns regarding pastoral care with the Principal.

This senior leader will also be an important link to parents and carers: in the event of any concerns, these will be promptly resolved.

Class Membership

The school's aim will be to establish harmonious and well-balanced groups of pupils who relate easily with each other and, with their teachers. LIPA Trust has set class sizes to be no more than 25 pupils to provide strong support for all children. In establishing groups, the school will play close regard to information from parents, carers and other parties (Nurseries, Childcare groups) to ensure that our children are sensitively placed in groups which reflect their abilities, cultures and earlier family links or friendships.

These groups will remain together for most of their curriculum time throughout their seven years at the school.

Safeguarding

We will ensure that the most effective arrangements are in place to protect the health and safety of our staff, pupils and visitors. Examples of such arrangements will include, but not be limited to:

- **Anti-bullying policy.** This is an important area of school life which will be given the highest priority. The school will implement a detailed policy on anti-bullying which quickly clarifies the steps it will implement to protect its children. The policy will be widely publicised within school, at meetings with parents and on the school website. The school believes that bullying in any form is abhorrent and it will work hard to eradicate all instances of this from school life.
- **Physical security of the grounds.** In order to promote health, fitness and well-being, every child will participate in an enjoyable and, energetic programme of sport and physical education. The school will be located within the campus of LIPA, which will give additional security. Recognising that some of LIPA's students will not be CRB-checked, our school-specific grounds will be securely fenced so that our staff and pupils are safe and protected while enjoying outdoor sport.
- **Physical security of the school building.** Access to the building will be strictly controlled through the use of staff supervision and electronic security systems. The school will look to adopt an electronic access system which enables staff to enter and leave freely using an electronic swipe card or fob. Digital CCTV will record movement inside and outside the building.
- **Drinking water** will be freely available at breaks and lunchtimes. Where practical, pupils will be able to drink water during lessons.
- **Healthy foods and snacks;** nutritious and low in fat foodstuffs will only be served in school. The school will adopt a 'healthy eating' policy and seek to acquire the 'Health

Schools' standard. Confectionary and high-fat foodstuffs such as chocolate, crisps and chips will not be available.

The school governing body has a key role to play in appointing high-quality staff to the school. Governors and senior staff will participate in Safer Recruitment training. Protocols around staff identification and communication will promote the highest levels of safeguarding, so for example, every member of staff will be expected to wear a badge or other form of identification. Working closely with EHU UTS, staff training in this area will be a regular feature of professional development. An attitude of vigilance, continuing improvement and an appreciation that issues can still happen in the most thoroughly-prepared environments, will form an essential part of our ethos, so that at all times staff are alert to any potential issues.

Child Protection

A designated senior person (DSP) and Vice designated senior person (DDSP) will be appointed before pupils start. These will most likely be the Deputy Head Teacher and our other Key Stage Leader. These staff will participate in an approved course of instruction, to ensure that our pupils are safe.

The identity of these members of staff will be publicised to all other staff, pupils, parents and governors, so that in the event of a concern, these teachers can be confidentially contacted.

Pupil Wellbeing

This is an important concept for the school and the well-being of pupils will be promoted. Every member of the school team has a responsibility to ensure that every pupil is happy and is carefully protected. At every stage of the school day, staff will have specific roles and responsibilities to ensure pupils' well-being:

- Before school: The school will be open for children to sit and talk quietly or read. A member of school staff; either a Learning Mentor will supervise pupils in a defined area of the school. The school will establish a Breakfast Club, which provides a subsidised healthy snack, reflecting that many of our children will come from homes which have significant levels of hardship and deprivation. Having a simple meal will help children to be more alert and take a greater interest in learning.
- In lessons, all class teachers will provide lessons which are enjoyable and strongly contribute to each child's development. Success and good behaviour will be consistently praised, so that each child builds up a strong positive 'image' of him or herself.
- At breaks and lunchtimes, duty rotas will ensure that the children are carefully supervised, so that in the event of an injury, help can be immediately obtained. We will ensure that staff are trained First Aiders. The school will have well-understood arrangements in place to quickly summon emergency aid. At lunchtime, the school may employ additional staff: lunchtime supervisors to provide additional capacity of teachers.
- Extension learning. The Creative Arts ethos and specialism of the school will be clearly seen in this important area of school life. Extension learning is not mandatory or part of a pupils' core learning, yet we are determined that as many as possible

pupils are involved in these activities. We recognise that through the Creative Arts, our pupils can achieve high levels of enjoyment and personal fulfilment. These will be available on at least three evenings each week, with children strongly encouraged to participate in a range of enjoyable activities which develops pupils' broader skills.

Responding to concerns:

All concerns will be taken seriously. While the school will work hard to ensure that every child feels happy, secure and enjoys school, there will be occasions when this is not the case. The school will continually vigilant and immediately ready to respond to any concern. School staff will carefully and immediately investigate any concerns if a child does not appear to be happy or is upset in any way.

The class teacher may be the first person to notice any difference and will seek to quickly, but sensitively raise this with the child. Where the class teacher is still concerned, this will be shared with the SENCo, Deputy Head Teacher, or Head Teacher. Where there appears to be an issue, a school leader will immediately investigate this and, where necessary involve parents and/ or outside agencies.

We will put in place a range of support, where a child is not happy. The intention will be to keep things as normal as possible and not alert other children to a potential issue. It could be as simple as moving a child to another table or the class teacher paying more attention to the pupil, or a TA spending time with the pupil. The school will have a clearly formulated policy for staff to refer to, and training on this important element of school life will be given.

Our vision is to enable each child to be successful, overcoming the barriers of deprivation and low aspirations. The School will promote the health, happiness, progress and achievement of all pupils. Success, effort and achievement will be celebrated. Through a programme of staffing, systems and resources, the School will ensure that pupils participate in inspiring teaching, enabling them to enjoy learning and make excellent progress and achievement.

Through the use of data, pupils will be provided with clear targets, which the school will support pupils to achieve.

Our vision is that our pupils leave at the end of Year 6, having experienced an inspiring, enjoyable and successful programme of learning and teaching which has progressively challenged them, to be the best they can be. Pupils will have experienced a broad and balanced range of Creative Arts, sporting, cultural and community activities which make each child more able to take full advantage of secondary school and continuing education and, broader opportunities which life in a plural Liverpool-based society offers.

D8 – Faith Ethos Schools – Meeting the Needs of All Children

n/a

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	25	21		84%				
Year 1	25	8		32%				
Year 2	25	2		8%				
Year 3	25	3		12%				
Year 4	25							
Year 5	25							
Year 6	25							
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

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

Community Engagement

The LIPA Free School Trust has proactively engaged with the local community in and around the LIPA campus at Mount Street Liverpool, L1 9HF and the Riverside Ward area of Liverpool. We have also engaged with the wider community across Liverpool to meet our aims to widen participation in Creative Arts and to meet the commitments of our Admissions Policy set out in our Admissions Policy in Section D, *Education Plan* on Page 26.

The LIPA Marketing and Communications Team supported our activities. They offered advice, information and support when requested and set up a website for the School to record parental demand and publish details in future (<http://www.lipa.ac.uk/freeschool>).

We visited potential parents at local nurseries and playgroups. We handed out leaflets about the School to the public and answered their questions. This became an initial consultation on our proposals. When 'out on the streets', our approach was to target specific locations, areas or events that would give us the best chance to raise awareness and get feedback, e.g.:

- Areas of high footfall near LIPA such as visitors to the Liverpool Anglican Cathedral across the road on St James' Mount, L1 7AZ.
- Areas of high footfall in Riverside Ward and surrounding areas which attract a wide cross section of the population, e.g. the Liverpool One shopping centre.
- Events that enabled us to concentrate on not just in Riverside but some of the other most deprived areas city-wide, e.g. open days in Toxteth for the Merseyside Fire & Rescue Service Fire Fit initiative. Fire Fit develops partnerships to promote cultural activities, sport and health & wellbeing to help create healthier communities.

Our Admissions Policy aims to maximise inclusion for all children in Liverpool in line with our vision to immerse children in a Creative Arts learning environment. So we were delighted to hear many different prospective parents tell us how their views on what outstanding primary excellent education could be aligned to ours.

Talking to prospective parents was a rewarding and informative experience.

Some members of the public were at first unsure or sceptical about the need for the School or the benefits of using Creative Arts for learning core subjects such as English or Science. However when we explained our aims and a little more about what the School will offer and why we wanted to open a Free School in particular, people's interest and enthusiasm to get involved was overwhelming.

Political and Education Stakeholders

We have discussed our proposals with Liverpool City Councillors and Members of Politicians, e.g. in September we attended the launch of the Mayor of Liverpool's Education Commission, chaired by [REDACTED], to help to guide the future of education in Liverpool. Our proposals were warmly received by all.

We also held informal discussions with headteachers of local primary schools and members of the Liverpool Association of Secondary Headteachers (LASH).

Headteachers were honest about their concerns regarding the approach and impact of Free Schools. Primary headteachers were nervous that increased choice in the local community might adversely affected future demand for places at their school.

However, no one objected outright to our proposals and many were very interested to explore future partnerships, e.g. joint project-based learning in community arts experiences in music or sculpture or Liverpool History, as described in Section C, *Education Vision* on Page 10.

LIPA 4:19 Academy

Our successful LIPA 4:19 Academy inspired us to develop our vision for the School. LIPA 4:19 is a part-time academy for the performing arts for children and young people aged 4 to 19. 720 students attend 4 – 19 classes on the LIPA Campus and Maghull High School, also in Liverpool.

We contacted the parents of all LIPA 4:19 Members by email and where required by post, telling them a little more about our proposals and encouraging them to ask questions and express their interest in stating a preference to send their child to the School or in signing up for more information. We also attended a number of LIPA 4:19 events and talked to parents before and after classes to gauge their opinion and thoughts informally.

Again, parents were excited by the proposals and encouraged us to continue, recognising the enjoyment, confidence and cognitive skills their children have gained through the Academy.

Survey of Demand

During our community engagement with the public and LIPA 4:19 Academy members, we gathered evidence of demand for places at the School in Reception and Year 1 from September 2014.

We further canvassed the local community on 28 November 2012, 3 December 2012 and 11 December 2012 to capture the latest, most up to date view of demand for places. Through this and the School website we have to date recorded 118 first choice preferences for the School in the following year groups:

- 3 children who will be aged 7 (Year 3 class) in September 2014.
- 2 children who will be aged 6 (Year 2 class) in September 2014.

-
- 8 children who will be aged 5 (Year 1 class) in September 2014.
 - 21 children who will be aged 4 (Reception) in September 2014.
 - 30 children who will be aged 4 (Reception in September 2015).
 - 48 children who will be of Reception class age from 2016 onwards.
 - 6 children who will be of Reception class age from 2017 onwards.

The tables overleaf and on page 94 break down parental support received by age group and postcode. The only figures used are those parents that firmly stated they would choose the proposed School as their first choice.

People were given the leaflet and asked to either complete a survey form or go to the School website and complete a web-form instead. Both forms asked parents to give their full name, postcode, their child's date of birth and to state that they agree with the statement 'I would support this initiative (if started) and select it as the first choice for my child (if it was or had been available)'. Parents were then asked to sign and to state if they would like to receive more information about the School and to give their email address for this purpose.

The survey form listed these questions as column headings in a table. For:

- A copy of the leaflet used, see Annex 1 - *Survey Leaflet* on page 137.
- A copy of the survey form used for parents of 4:19 Academy members and the survey of demand, please see Annex 2 – *Survey Form* on page 138.
- A copy of the text used with the form and published on the School website, see Annex 3 – *Web Form* on page 139 (<http://www.lipa.ac.uk/freeschool>).

The focus of our community engagement was to get parents to sign up. We felt we had a real dialogue with parents and members of the wider community. We considered many opinions and ideas and on the strength of parents' comments, adjusted some of our thinking around the School timetable, day and after school or extra-curricular offers, e.g. after school care or clubs. We will communicate these changes when finalised to show the community that we listen and will adapting our proposals to suit parents and children.

The Free School page on the LIPA website received 564 (482 unique page views) hits. Parents and community members have been able to contact us and respond online and their feedback has been equally re-assuring and informative. The Free School page now generates on average 6 enquiries per day, ranging from questions on admissions to offers of support and services.

This evidence shows that we are generating the demand required for 2014. Critically, there is excess demand for years two and three onwards (2015 – 16 and 2016 – 17) and demand is already emerging for year four (2016 – 17). However we are not complacent. We will continue to engage with parents to build demand for our first intake of Reception and Year 1 pupils in September 2014, while also working to generate

demand for 2015 to ensure that both years one and two are over-subscribed.

	Class Age (By Academic Year)					
	Year 2 By Sept 14	Year 1 By Sept 14	Reception Sept 14	Reception Sept 15	Reception Sept 16	Reception Sept 17
DOB: Day:	01/09/07 – 31/08/08	01/09/08 – 31/08/09	01/09/09 – 31/08/10	01/09/10 – 31/08/11	01/09/11 – 31/08/12	01/09/12 –
28/11	0	0	3	8	11	0
03/12	0	1	12	8	18	4
11/12	1	5	4	12	17	2
Sub Total	2	8	21	30	48	6
Total	118					

Table 1 – First Choice Preferences for LIPA Free School by Class Age

No	Postcode	No	Postcode	No	Postcode	No	Postcode
1	CH41 [REDACTED]	11	CH45 [REDACTED]	21	L10 [REDACTED]	31	L13 [REDACTED]
2	CH42 [REDACTED]	12	CH45 [REDACTED]	22	L10 [REDACTED]	32	L13 [REDACTED]
3	CH42 [REDACTED]	13	CH46 [REDACTED]	23	L11 [REDACTED]	33	L14 [REDACTED]
4	CH42 [REDACTED]	14	CH46 [REDACTED]	24	L12 [REDACTED]	34	L15 [REDACTED]
5	CH42 [REDACTED]	15	CH46 [REDACTED]	25	L12 [REDACTED]	35	L15 [REDACTED]
6	CH42 [REDACTED]	16	CH46 [REDACTED]	26	L12 [REDACTED]	36	L15 [REDACTED]
7	CH42 [REDACTED]	17	CH63 [REDACTED]	27	L12 [REDACTED]	37	L16 [REDACTED]
8	CH43 [REDACTED]	18	L1 [REDACTED]	28	L12 [REDACTED]	38	L17 [REDACTED]
9	CH44 [REDACTED]	19	L1 [REDACTED]	29	L15 [REDACTED]	39	L17 [REDACTED]
10	CH44 [REDACTED]	20	L1 [REDACTED]	30	L13 [REDACTED]	40	L17 [REDACTED]

No	Postcode	No	Postcode	No	Postcode	No	Postcode
41	L17 [REDACTED]	51	L21 [REDACTED]	61	L3 [REDACTED]	71	L32 [REDACTED]
42	L18 [REDACTED]	52	L21 [REDACTED]	62	L3 [REDACTED]	72	L35 [REDACTED]
43	L18 [REDACTED]	53	L21 [REDACTED]	63	L3 [REDACTED]	73	L36 [REDACTED]
44	L18 [REDACTED]	54	L22 [REDACTED]	64	L30 [REDACTED]	74	L4 [REDACTED]
45	L19 [REDACTED]	55	L23 [REDACTED]	65	L30 [REDACTED]	75	L4 [REDACTED]
46	L20 [REDACTED]	56	L24 [REDACTED]	66	L30 [REDACTED]	76	L4 [REDACTED]
47	L20 [REDACTED]	57	L25 [REDACTED]	67	L30 [REDACTED]	77	L4 [REDACTED]
48	L20 [REDACTED]	58	L26 [REDACTED]	68	L32 [REDACTED]	78	L5 [REDACTED]

49	L20	59	L26	69	L32	79	L5
50	L21	60	L3	70	L32	80	L5

No	Postcode	No	Postcode	No	Postcode	No	Postcode
81	L5	86	L6	91	L7	96	L9
82	L5	87	L6	92	L7	97	L9
83	L5	88	L7	93	L8	98	L9
84	L6	89	L7	94	L8	99	L9
85	L6	90	L7	95	L8	100	PR8
101	WA8	102	WA8	103	WA8	104	WA8
105	withheld	106	withheld	107	L24	108	
109	L11	110	L11	111	L24	112	L36
113	L31	114	L11	115	L26	116	L14
117	L17	118	L31				

Table 2 – First Choice Preferences for LIPA Free School by Post Code

Demand Map

The following map summarises the geographical spread of demand for those parents who stated they would choose the School as their first choice, by post code (Lx, CHx, Wax etc):



Figure 7 – Demand Map For LIPA Free School By Post Code

Future Engagement

Section C, *Education Vision* on page 10 highlights that the Riverside Ward is one of the most deprived areas in Liverpool for the proportion of children aged 0-15 living in income deprived households. Furthermore, Riverside borders other deprived areas such as Toxteth.

To meet our aim and vision to give children from these deprived areas improved life chances through our Creative Arts learning environment, we plan to engage more directly with these local communities. This will ensure that the majority of places taken at the school come from such local areas.

For 2013 therefore, we are planning a developing a marketing and communications strategy and plan for a range of communication activities and public events.

Our aim is to continue to raise awareness about the School and generate demand for places for 2014 (to manage the risk of parents already signing changing their mind)

and 2015. This will also facilitate a successful public consultation in late 2013 or early 2014, once the School is approved for opening.

We will time our activities to coincide with the annual Liverpool City Council (LCC) admissions round (selected via LCC's Common Application Form). This will ensure that the School is part of the annual admissions process for year one in 2014 and not by year two as required. Plus it will enable us to confirm demand for places from January 2014 and facilitate early signing of the Funding Agreement.

We will continue to engage with people online and face to face and have plans for a number of 'set piece' open events once DfE approves the School for opening.

Stakeholders

We will engage with a wide range of stakeholder groups across the community to enable us to meet parents, promote our proposals and gain understanding, buy-in and support:

- **Schools:** LCC maintained schools and education services, academies, other free schools, headteachers.
- **Political:** LCC (Labour) and Riverside Ward Councillors Cllr Paul Brant and Cllr Steve Munby (both Labour), the local MP (Louise Ellman, Labour Co-op) and all other MPs with an interest, e.g. Stephen Twigg (Shadow Education Secretary).
- **Communities:** Local residents of Riverside, community groups, e.g. Liverpool South Central Active Forum or the Granby Toxteth Development Trust, parent groups, faith groups and local businesses.
- **Users and Affected Stakeholders:** Parents/ carers, families, LIPA students.
- **Business:** Local employers, Housing Associations such as Plus Dane or Liverpool Riverside or NHS General Practices and other public services.
- **Media:** e.g. Liverpool Echo, Liverpool Daily Post and online communities such as talkliverpool.com.

The local political map suggests resistance to Free School is possible. Our partners champion will our proposals and support our marketing and communications, e.g. Edge Hill University, The Everyman Theatre, Royal Court, The Liverpool Philharmonic Orchestra, Everton in the Community Trust and The Everton Free School.

Parents or carers may be unsure about the specific ethos of the School and whether it is the right choice for their child. As a result they may have a less positive view.

Marketing and Communications Plan

We realise the importance of proactively promoting the features and benefits of the School to these stakeholders now and through past opening in September 2014 to embed awareness and understanding and to start building a reputation as an innovative, high quality provider.

We will map out stakeholders in detail and create a detailed action plan. This will

include:

- The messages we want to communicate about the innovative learning opportunities within Creative Arts and improved life chances the School will offer
- The desired timings and preferred communication channels to use for each message
- How we will measure the success of our efforts and how we will respond to feedback.

We plan to uphold good links with the media, using ambassadors and communication tools, e.g. Twitter to highlight news, benefits or forthcoming events. We will set up online discussion forums and flag recurring themes that may be a risk to the project proactively address them.

Working with the Wider Community

Pupils will learn about and through Creative Arts and engage with communities as audiences and participants, e.g. community experiences in sculpture using recycled or environmental materials. This will support in-class learning, using specialist learning resources, equipment and other facilities on site at LIPA as appropriate.

We will partner with other schools on similar Creative Arts projects for all children irrespective of the school they attend, often as extra-curricular activities. Where possible, we will also run corresponding community projects at a nominal charge, e.g. music and role play to celebrate specific cultural events or anniversaries.

Furthermore we will, where possible, make the School available to hire to wider community groups for Creative Arts events to raise additional income through Extended Services. School teachers and Teaching Artists could also be available to consult and lead on activities, for an additional charge. A nominal annual income of £10,000 for Extended Services is included in our financial plans. For more details, please see Section G, *Financial Plans* on page 122.

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 – Members, Governing Body and Principal

Governance Arrangements

LIPA is an educational institution and so has the expertise and a track record in successfully implementing and managing governance arrangements. The Trust will adopt the existing LIPA governance structure and amend it for the specific needs of the School, as illustrated below:

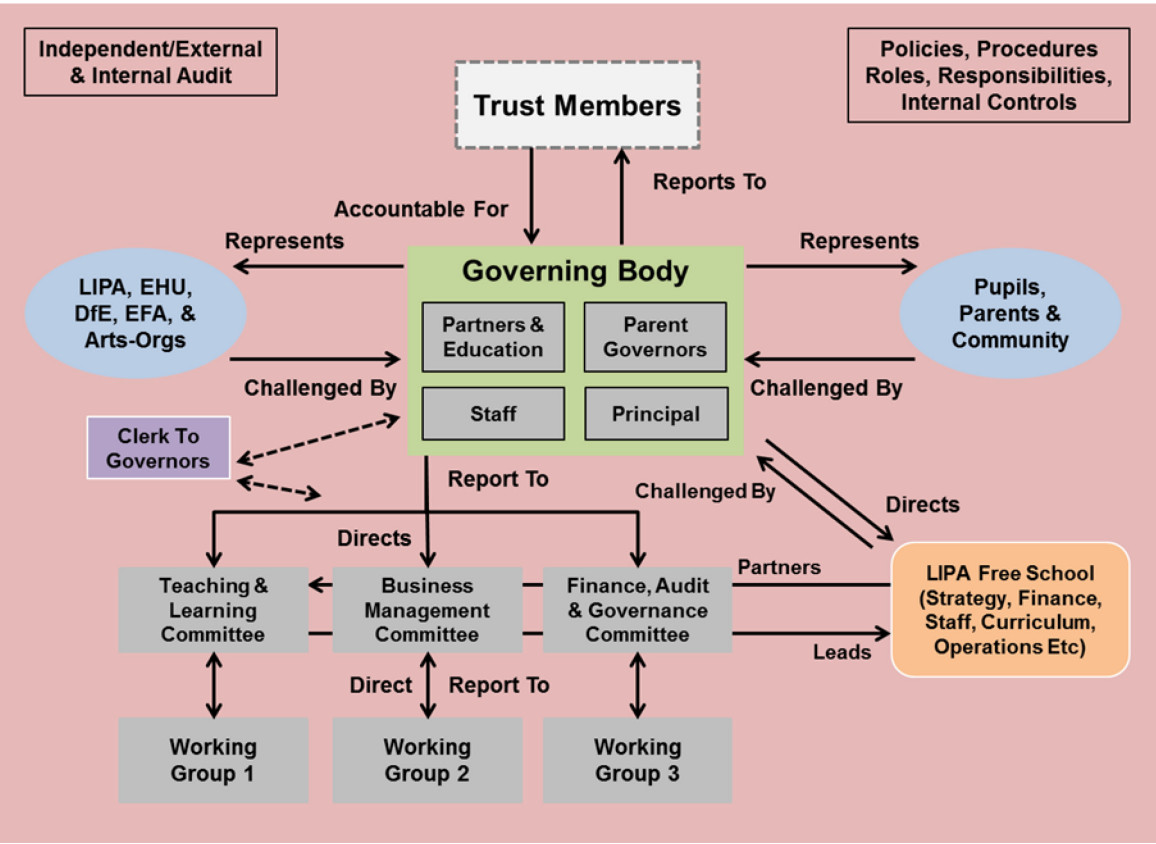


Figure 8 – LIPA Free School Trust Governance Arrangements December 2012

We have already started this work. Annex 4, *Draft School Governance Arrangements* on page 141 details the roles and responsibilities of Members and Directors, Director nominations, meeting, committee and reporting arrangements and internal controls.

Members

The LIPA Free School Trust has three Members; [redacted], [redacted], and [redacted]. Details of each Member are in Section A, *Applicant Details* on page 3. For a profile of each Member, please see below.

The Trust will work with its Legal Advisors (as detailed in *F4 – Other Expertise* below) DfE and EFA to further develop and refine governance structures, systems, policies

and procedures to ensure they are fit for purpose for a primary Free School.

The following table profiles the selected Trust Members:

Name (Full-Time Role)	Profile
██████████	██████████
██████████ (██████████)	██████████
██████████, (██████████, London)	██████████

Directors (Governing Body)

Note: Due to an administrative misunderstanding the LIPA Trust initially registered the three Members also as Directors. We do appreciate that a majority of the Directors cannot also be Members to ensure clear lines of accountability between the two. Therefore we are working to remove ██████████ and ██████████ and replace them with ██████████ and ██████████ as described below. We will complete this change by 31 January 2013.

The Governing Body has three initial Directors, namely [REDACTED], [REDACTED], and [REDACTED]. Details of each Director are in Section A, *Applicant Details* on page 3. For a profile of each Director, please see below.

The Members and Governors appointed will be responsible for recruiting all other Governors. See *Section F5 – Head Teacher, Staff and Governor Recruitment* below.

The following table profiles the selected Trust Directors:

Name (Full-Time Role)	Profile
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Conflicts of Interest

All Members and Directors must agree to observe the ‘Seven Principles of Public Life’ drawn up by the Committee on Standards in Public Life. The Trust will put in place all appropriate procedures to enable any member of staff to raise matters of legitimate concern in the public interest in line with the requirements of the Public Interest Disclosure Act (2010).

All Trust Members and Directors must declare any known or potential conflicts of interest on their appointment. If a (potential) conflict of interest is identified, the other Trust Members will obtain independent Legal or any other advice as required to determine if is appropriate for the Member or Director to continue.

If Trust Members vote on an issue relating to the relationship between the Trust and LIPA, all Trust Members or Directors who are also a LIPA Council Member (LIPA Governing Body) must ‘resign’ their voting rights and responsibilities for one of LIPA or the Trust. They cannot vote on the issue on both Governing Bodies.

For more details on the Internal Controls the Trust will put in place to identify and manage conflicts of interest, please see *Annex 4, Draft School governance Arrangements* on page 141 and *External Challenge* below.

External Challenge

It is absolutely critical that Members, the Governing Body and the work they do are subject to regular independent scrutiny and challenge beyond the proposed governance structure.

In addition to the Internal Controls described in Annex 4, the Trust will also:

- Invite representatives of DfE and EFA to Trust General Meetings and Governing Body Meetings regularly to review their work, performance and monitor progress.
- Brief all Committees on the scope and remit of their work and require them to report progress, findings or recommendations to the Governing Body for sign off.
- Invite other external organisations experienced in running publicly funded bodies or in education or the Arts to Quality Assure the School's Strategic Development Plan and the progress and performance of work done. This could include local, regional or national bodies, e.g. Liverpool City Council, Liverpool Learning Partnership (LLP) or arts organisations such as the Theatre for Young Audiences England.
- Ensure that internal and external auditors (initially RSM Tenon and Grant Thornton respectively) review the governance structures in place, monitor work and assess performance regularly. They will have a free reign to decide which areas should be audited, to what level and how often.

This approach maximises the opportunities to identify conflicts of interest or other issues. In all cases the Trust or Governing Body will take resolve the issues identified immediately and put in places measures to minimise the risk of future similar events occurring.

Head Teacher Designate

Once the DfE approves the School, Trust Members and Directors will immediately start work to recruit an inspiring Head Teacher Designate.

The successful and early appointment of a leading Head Teacher Designate is critical to setting up the School effectively and laying the foundations to deliver on the vision, aims and objectives. This involves a number of priority responsibilities in partnership with Members and Directors, e.g. to refine, implement and manage the:

- School Strategic Development Plan
- Education Brief, detailing its Curriculum strategy and associated delivery plan and organisation of learning, preferred pedagogies
- Development and implementation of all educational and operational policies and procedures, e.g. anti-bullying
- Recruit senior management and all teaching and non-teaching operational staff.

We will only recruit a Head Teacher Designate with the highest quality leadership and management skills and experience and who we are confident:

- fully appreciates the value and impact of immersing children in the arts to improve cognitive skills, educational attainment and develop competences for long-term life and careers prospects and who will lead and grow the School accordingly
- Is determined to widen participation in the arts for the most deprived children in the Riverside area of Liverpool and beyond to stop them from missing out on provision so often only found in selective or more privileged environments.

The Head Teacher Designate will also have the following key areas of responsibility:

- Strategic leadership, management and improvement of the whole School and all teaching and learning, budgets, resources, operations and premises.
- Day to day leadership and management of pupils' attainment and progress, staff and the curriculum.
- Representing the ethos and values of the School, LIPA and EHU when engaging with all parents/carers, families, the community, partners and businesses.

For more details on the Head Teacher role please see F5 – *Head Teacher, Staff and Governor Recruitment* below.

F2 – Educational Expertise

The Trust has secured a range of Creative Arts and primary education knowledge, skills and expertise required to support the design, delivery and long-term growth and development of the intended vision, ethos and objectives for the School.

Roles and Responsibilities

The educational expertise secured will be responsible for:

1. Education Vision and Ethos – proposals to widen participation in the arts for deprived children locally and generate the recognised benefits of learning immersed in the arts for improving education attainment and core life skills.
2. Leadership and Management – a framework for defining the appropriate leadership skills and abilities when recruiting the Principal Designate and senior staff. This will include tools, techniques and structures to support senior staff long-term, e.g. peer mentoring.
3. Education Strategy – the approach to integrating the needs of the local community, set out in the vision with new, emerging trends, strategies and best-practice in arts-centred education, e.g. The Department for Media, Culture and Sport Report 'The Importance of Music: A National Plan for Music Education' (DCMS 2011), to offer local children a cutting edge primary education.

4. Curriculum – a curriculum and organisation of learning that facilitates creativity and builds on children’s enjoyment of play and having fun to also provide a platform for improved progress in core learning in English and mathematics and competences crucial to future success, e.g. teamwork and relationship building. This will involve aims, targets, tools and techniques for extended learning.
5. Policies and Procedures – the development, consultation on and approval of policies and procedures tailored for the project-based educational environment provided, e.g. anti-bullying and safeguarding when children work in teams to deliver set outputs.
6. Teaching and Learning – the optimal number, structure, skills and expertise of the Head Teacher (Designate), senior managers and all other teaching staff to deliver on all Trust proposals for the education provided by the School.
7. Behaviour, Safeguarding and Child Protection – targets, policies and procedures for ensuring all pupils display appropriate behaviour and have the most opportunities to learn without being disrupted by others. Policies and procedures to spot the signs of safeguarding or child protection issues, the responsibilities of all staff and how to act accordingly to protect vulnerable pupils immediately.
8. Risk Assessment and Health & Safety – the approach to and process for identifying and assessing risks to health and safety in class and when on trips out of School.
9. University Teaching School – the integration of the latest research and best practice from EHU in teacher training and development and curriculum development to work with School to, e.g. support School improvement initiatives and to give children role models and personal tutoring through trainee teachers while offering them valuable teaching experience and a chance to learn from arts-based educational specialists.

Resources Secured

Details of the educational expertise secured are below. LIPA and EHU will also provide back-up expertise if someone is unable to carry out their duties, e.g. due to illness or holiday:

[REDACTED]	
<i>Category Lead:</i>	• [REDACTED]
<i>Other Support:</i>	• [REDACTED]
	• [REDACTED]
<i>Profile:</i>	See Members on page 99 above.
[REDACTED]	
<i>Category Lead:</i>	• [REDACTED]

- Other Support:*
- [REDACTED]
 - [REDACTED]
 - [REDACTED]

Profile: [REDACTED]

[REDACTED]

- Category Lead:*
- [REDACTED]
 - [REDACTED]

- Other Support:*
- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

Profile: • See Directors on page 100 above.

[REDACTED]

- Category Lead:*
- [REDACTED]
 - [REDACTED]

- Other Support:*
- [REDACTED]
 - [REDACTED]
 - [REDACTED]

Profile: [REDACTED]

[REDACTED]

- Category Lead:*
- [REDACTED]
 - [REDACTED]

- Other Support:*
- [REDACTED]
 - [REDACTED]
 - [REDACTED]

Profile: [REDACTED]

[REDACTED]

- Category Lead:*
- [REDACTED]
 - [REDACTED]

- Other Support:*
- [REDACTED]
 - [REDACTED]

Profile: [REDACTED]

Time Commitments

These experts do not place any restrictions or limits on their commitment to the Trust, LIPA and EHU to help set up and run the School. This is because each person is dedicated to making sure the School is a success and will adjust their other work commitments accordingly to meet the demands of the work required.

All are briefed and ready to start and will also work out of normal working hours or weekends as requested. LIPA and EHU have also approved all their staff involved to be released part-time from their regular duties to support the School when required.

Edge Hill University

EHU will create an innovative, dynamic and ever evolving curriculum to provide outstanding teaching and learning experiences for pupils and staff. EHU will offer:

- Research and development – Early access to new materials and thinking in Creative Arts education and primary education in general. EHU staff and trainee teachers will design and develop resources for the School, parents/carers, families and children.
- Professional development and training – EHU staff will assist ongoing professional development learning opportunities and deliver training for School staff.
- A comprehensive School Improvement Service to help the Trust develop leadership and management skills and frameworks for senior staff. EHU will support the set up and monitoring and assessment of whole school improvement and individual pupils. The support offered will assist the School to embed policies and procedures quickly, particularly for managing behaviour.
- Role models and inspiring leaders and use their expertise to develop staff skills and offer enrichment activities in and out of school hours and enhanced class or one-to-one learning with pupils.

Additional Skills and Resources

Trust Members and Directors will recruit a Head Teacher Designate. The Head Teacher Designate will lead on recruiting the rest of the senior leadership team, teaching and non-teaching staff with the expertise, guidance and support of Members, Directors and the LIPA and EHU resources released to support the set of the School, e.g. HR Officers for terms and conditions.

For more details please see Section F5 – *Head Teacher, Staff and Governor Recruitment*, F3 – *Financial Expertise* and F4 – *Other Expertise* below.

Requirements for additional education expertise will evolve as we develop and finalise the vision and ethos and educational plan and curriculum for the School. The

Trust will benefit from its wide network of partners, who have already offered invaluable advice and guidance and are delighted to continue to support us going forward, e.g.:

- The BRIT School or Birmingham Ormiston Academy (BOA), where educationalists such as [REDACTED] ([REDACTED]) will provide expertise on the integration between the curriculum and the recognised benefits of learning with music, in line with DCMS National Plan for Music Education (DCMS 2011).
- The Everyman Theatre, Liverpool – will provide expertise from their experience of running local outreach and educational programmes in stage and theatre projects.
- The Everton Free School, Liverpool – will act as a peer mentor and provide further expertise, information and guidance on the work required to finalise the Education Brief, curriculum and associated teaching materials, based on their experiences of preparing for opening in September 2012 and its formative years beyond.
- Other local primary schools whose pupils are already LIPA 4:19 Academy members and who might offer additional information or advice on the local context for running primary schools and who could Quality Assure deliverables common to all forms of primary education, e.g. the local admissions process.

As a result, we do not anticipate any need to procure significant additional education expertise. This will release project development funding for other support and ensure the project remains viable for the resources required against available funding.

F3 – Financial Expertise

The Trust has secured from LIPA the financial knowledge, skills and expertise to create the robust, viable and sustainable financial plans required to set up the School. This team will support the ongoing financial management of the School with the Head Teacher and staff long-term, as required, e.g. budget reviews, auditing or annual accounts.

LIPA has released these resources at no cost to fulfil its commitment to realising the vision for widening local participation in Creative Arts centred education. The team partnered with us to create the financial plans described in *Section G, Financial Plans* on page 122.

Roles and Responsibilities

The financial expertise secured will be responsible for:

1. Financial Strategy and Planning – the finalisation of annual operating budgets

and forecasted income and expenditure, based on research and analysis of all income streams and cost items.

2. Financial Systems – the set up and preparation of day-to-day operational structures and responsibilities, e.g. payroll, payment authority, procurement.
3. Trust Accounts – the set-up and preparation of initial Trust accounts and taxation or other associated registrations and administration.
4. Compliance – the review, monitoring and Quality Assurance of Trust financial plans, structures and systems to ensure compliance with statutory requirements, corporate governance arrangements and independent or internal auditing processes.

Resources Secured

Details of the financial expertise secured by category are below. LIPA will also provide back-up expertise if someone is unable to carry out their duties, e.g. due to illness or holiday:

██████████

Category Lead: • ██████████

Other Support: • ██████████

Profile: ██████████

██████████

Category Lead: • ██████████

Other Support: • ██████████
██████████

Profile: ██████████

██████████

Category Lead: • n/a

Other Support: • ██████████
• ██████████

Profile: ██████████

██████████

Category Lead: • n/a

Other Support: • ██████████
• ██████████

Profile: ██████████

Time Commitments

For more details please see *Time Commitments* for F2 – Education Expertise, above.

Auditors and Accountants

We will work with LIPA appointed bankers (██████████), accountants and

independent Auditors () and internal auditors () to set-up all initial financial arrangements. The existing relationship already in place with these partners and their understanding of LIPA, Trusts and educational institutions means they will provide a consistent, integrated service.

All parties have stated their support for providing expertise, guidance and input as required and on a pro-bono basis where possible. LIPA will bear any additional costs for this support directly to release project development funds for other support that may be required.

Trust Members, Directors and the Head Teacher (Designate) will procure the services of bankers, accountants and independent and internal auditors with the support of the LIPA colleagues. LIPA's appointed suppliers will be free to tender for the work if they so prefer.

In the event of a conflict of interest between the Trust and LIPA, Trust Members and Directors will remove the partner from their role at the Trust and appoint new bankers, accountants or independent and internal auditors as required.

Additional Skills and Resources

The Head Teacher (Designate) will lead on recruiting the staff that will fulfil a financial related role at the school with the support of all LIPA resources as required, e.g. the Senior Payroll Officer will assist the appointed School Business Manager to sign off staff or supplier payments. For more details, please see Section F5 – *Principal, Staff and Governor Recruitment*, F3 – *Financial Expertise* and F4 – *Other Expertise* below.

Requirements for additional financial expertise will evolve as we finalise the financial plans, structures and systems for the School. We have access to a strong pool of financial expertise and so do not anticipate any need to procure significant additional expertise. This will release project development funding for other support as required and ensure the project remains viable for the resources required against available funding.

We will work closely with DfE and EFA to finalise all income arrangements, e.g. planned place funding and to refine financial plans against best, expected and worst case scenarios for pupil numbers to ensure financial sustainability for different realities.

The School will partner with LIPA, the accountants and independent and internal auditors to monitor income and expenditure, review budgets and embed systems against all regulatory and compliance requirements.

Plus, we have partnered with Everton Free School to learn from their experiences in setting up a new Free School. The Everton Free School has offered to peer-mentor the newly appointed School Business Manager or Bursar and LIPA in turning planned financial systems and structures into reality, e.g. managing cash flow in the formative months or the most effective use of 'Buying Clubs' to realise discounts and savings.

F4 – Other Expertise

The Trust has secured from LIPA the other required knowledge, skills and expertise to set up and open the School and support long-term operations, e.g. Marketing and Communications, ICT Support, Human Resources and Procurement.

This includes supporting Trust Members, Directors, the Head Teacher (Designate) and all staff to set up, implement and manage the functions, systems, policies and processes necessary. LIPA has released these resources at no cost to fulfil its commitment to the School.

Key Skills Required

The other expertise secured will be responsible for:

1. Corporate Strategy – the long-term growth and development of the School in a manner consistent and integrated fully with the vision, ethos and strategy of LIPA.
2. Legal Advice – support to reach Funding Agreement with the DfE and confirm, advise on admissions policy, governance and other legal, policy matters as requested.
3. ICT Systems – to work with EFA to procure ICT capital required for the School, e.g. laptops, wireless networks and associated support and replenishment programmes and to lead on operational activities, e.g. ICT asset registers or cloud file storage.
4. HR – to recruit all staff, set contracts and Terms and Conditions as agreed by Trust Members, Directors and Principal (Designate) and to set up or manage associated systems in partnership with other colleagues, e.g. IT for payroll systems.
5. Capital – to collaborate with EFA and procured contractors (for the School or other projects on the LIPA Campus, as described in Section H, *Premises* on page 132) to refurbish and prepare the proposed site ready for occupation in September 2014.
6. Facilities Management – the preparation and ongoing management, servicing of the site, e.g. cleaning, maintenance.
7. Marketing & Communications – to engage with and support the Principal (Designate) to engage with the community, media and all other stakeholders such as schools or the Council, e.g. to carry out a statutory public consultation and respond to negative comments made publicly.
8. Clerk to the Governors – to co-ordinate, report on and administer Governing Body activities and to support Governors in their duties as required.

Resources Secured

Details of the expertise secured by category are below:

Corporate Strategy

[Redacted]

Profile: See Members on page 99 above.

[Redacted]

Profile: See Members on page 99 above.

[Redacted]

Profile: See Members on page 99 above.

[Redacted]

Profile: See Directors on page 100 above.

ICT, Systems

[Redacted]

Profile: [Redacted]

[Redacted]

Profile: [Redacted]

Human Resources

[Redacted]

Profile: [Redacted]

[Redacted]

Profile: [Redacted]

Capital (Site) AND Facilities Management

[Redacted]

Profile: • See Finance Expertise on page 108 above.

[Redacted]

Profile: [Redacted]

Marketing and Communications

[Redacted]

Profile: [Redacted]

[Redacted]

Profile: [Redacted]

Clerk to the Governors

██████████
Profile: ██████████

Time Commitments

For more details please see *Time Commitments* for F2 – Education Expertise, above.

Legal Advice

Trust Members, Directors and the Principal (Designate) will procure legal advice services for the School with the support of LIPA colleagues. We will work with the appointed solicitors to set-up the School, e.g. to reach Funding Agreement or set up governance arrangements.

We will cover the costs for legal support via the 'Lead-In' element of the project development funding. LIPA's appointed legal advisors (██████████) will be free to tender for this work.

If ██████████ was appointed and a conflict of interest between the Trust and LIPA arose, Trust Members and Directors will remove them from their role of Legal Advisor to the Trust and appoint new advisors accordingly.

Other Additional Skills and Resources

The Head Teacher (Designate) will lead on recruiting the staff responsible for the categories above with the support of all LIPA Colleagues as required. For more details, please see Section – *Head Teacher, Staff and Governor Recruitment* below.

Trust Members, Directors and LIPA colleagues will support work to set up the School across each area and offer expertise or guidance to School staff, e.g. the LIPA Press and PR Officer will field enquiries during the consultation, or the LIPA HR Officer will assist the set-up of pay scales or annual performance review processes.

We have access to a strong pool of expertise for each category and so do not anticipate it will need to procure significant additional support. Requirements for additional expertise in other areas will however evolve as we prepares for opening and running the School.

To date we have identified one specific skills gap, namely Project Management expertise. We will work with DfE and EFA to determine the likely scope of support required and the best route to procuring this expertise as soon as possible upon DfE approval. The appointed Project Manager will implement the necessary project controls and activity plan for all work packages to complete to reach Funding Agreement and open the School.

We will cover all project management costs using project development funding. We anticipate the level of support required will be significantly less than the funding

provided. This will ensure the project remains viable, i.e. outputs and resources required vs. funding.

Once open the Principal and all School staff with a specific responsibility will partner with the corresponding LIPA colleague to monitor early progress and to develop work. Note that LIPA may remain responsible for some categories, e.g. Facilities Management and ICT Support, via a Service Level Agreement (SLA) with the School, as described in Section G, *Financial Plans* on page 122.

Plus, we have partnered with Everton Free School to learn from their experiences in setting up a new Free School. The Everton Free School has offered to peer-mentor all newly appointed staff and LIPA so we can benefit from their insight, e.g. the distribution and management of IT hardware for pupils and the set up and use of management information and business systems.

F5 – Head Teacher, Staff and Governor Recruitment

Trust Members and Directors will lead on recruiting the Head Teacher Designate. Once appointed, the Head Teacher Designate will lead on recruiting all other teaching and non-teaching staff, with the support of Trust Members, Directors and LIPA colleagues as required. For example the LIPA Personnel Manager will help write Job Descriptions or Person Specifications. Trust Members, Directors and the Principal (Designate) will recruit Governors to complete the Governing Body, including two Parent Governors.

Head Teacher Designate

The appointment of a truly inspiring, innovative, effective and natural school leader to be the School Head Teacher will be the first and arguably most important to-do task upon approval.

We are determined to recruit a leader who has the optimal blend of qualifications, experience and character to embrace the opportunities that will emerge for the School and to succeed in meeting the unique challenges it will face. The Head Teacher must motivate staff, naturally seek to improve performance, standards and working conditions and obtain buy-in and commitment from the staff, pupils and families to delivering on the vision of LIPA, EHU and the Trust.

Upon DfE approval, we will begin work to recruit the Head Teacher Designate immediately to start work by 01 January 2014. This is because we believe the Head Teacher Designate must have the remit and freedom to partner with Trust Members and Directors to lead on the early strategic development and set-up of the School. This will ensure the School reflects the intended vision and ethos and the Principals own complementary philosophies.

The Head Teacher Designate will write the Educational Brief, ensuring that the preferred premises for the School, No 70 Hope Street on the LIPA Campus as described in Section H, *Premises* on Page 132 matches the planned education. The

Head Teacher Designate will also represent the School in the community and during the statutory public consultation.

Parents, families and carers considering whether to select the School as first choice for their child will have an early opportunity to talk to the Head Teacher. They can answer queries or allay any fears, so parents et al can make a fully informed choice. In turn, the Head Teacher will have a chance to communicate their aims, learning from key stakeholders and revising the planned education to meet their needs accordingly.

Trust Members and Directors will establish a 'Recruitment Panel' or Working Group to define the profile of the ideal candidate. This will include the Panel's expectations of qualifications, experience (Creative arts-centred and/or primary education) and experience in urban, culturally diverse and deprived areas. Crucial will be evidence of the positive impact of their leadership in improving educational development and attainment. For example, do they have a track record of helping children on Free School Meals who are expected to have Level 2 skills in Maths and English but are only at Level 1, to reach Level 3 by the time they leave and so be ready to move into secondary education? We will reference published good practice for identifying required competences, e.g.:

- National Standards for Headteachers
(<http://www.education.gov.uk/publications/eOrderingDownload/NS4HFinalpdf..pdf>)
- Future Leaders Competency Model

We will also investigate partnering with cross industry leadership-centred models and techniques for defining the profile and competences of leaders and for assessing candidates, such as the Urban Leadership Centre (ULC). This follows talks with strategic partner Everton in the Community, who enjoyed great success in adopting the ULC framework and method to recruit the Principal for the Everton Free School.

We will seek candidates who have specific 'threshold' qualifications or competences relevant to the role of Principal, such as National Professional Qualification for Headship (NPQH) or Qualified Teacher Status (QTS). The Panel will also work to identify potential applicants with a track record in leadership in Creative Arts and exposure to or experience of educational environments too.

Taking the NPQH, the Panel will agree the core competences that reflect the characteristics, knowledge, professional qualities and actions they desire the ideal Head Teacher for the School to have or demonstrate for the six thematic areas of the framework. For example:

- Shaping the future – the ability think ahead, understand strategic context, envision Creative Arts education or listen to ideas.
- Leading learning and teaching – the ability to create and maintain stimulating

and attractive learning environments and inspire and motivate pupils, staff and families while retaining the trust of parents.

- Developing self and working with others – A natural positive ethos for partnership working and a commitment to achieve success in inclusive education.
- Managing the organisation – Resilient in the face of complex, demanding situations and the ability to recognise challenges and motivate, develop and inspire staff.
- Securing accountability – Leadership in self-evaluation and a desire to always reach the highest standards of quality and transparency. The strength of personality to set appropriate targets and measures by which School and pupils progress is tested.
- Strengthening accountability – the drive to demand regular, ongoing reviews and improvements in governance, teaching and learning and operational systems and internal controls.

From this profile the Panel will partner with the LIPA Personnel Manager to write a clear Job Description and Person Specification, detailing the roles and responsibilities of the Head Teacher and expected competences.

Recruitment Process

The Recruitment Panel will lead on recruitment with the LIPA Personnel Manager. This will include advertising, blind long-listing (depending on the number of applicants) assessment, short-listing and interviews/presentations. The Governing Body will approve the appointment and agree contracts, terms and conditions and pay in line with published School arrangements.

The Panel will agree the evaluation method and criteria for long and short-listing candidates and for their final decision after interviews. The Panel will also forward plan a Governing Body meeting with the Clerk to the Governors for timely approval of the Panel's recommendation.

The Trust expects this recruitment process to take approximately three months. The following table outlines the estimated time line for each activity or milestone, starting July 2013 to enable an appointment by 30 September 2013:

Step	Activity	Target End Date
1	<i>Establish Recruitment Panel</i>	05 July 2013
2	<i>Define Ideal Candidate Profile, Competences, Job Description & Person Specification</i>	12 July
3A	<i>Identify Potential Candidates & Invite them to Apply</i>	19 July

3B	Advertise the post (e.g. TES)	19 July
4	Application Period	09 August
5A	Blind Long-Listing (Panel) Vs Agreed Assessment Criteria	16 August
5B	Invite & Confirm Assessment Centre Candidates	16 August
6	Prepare for Assessment Centre	30 August
7	Assessment Centre	06 September
8	Short-list against Assessment Centre Results, Criteria	13 September
9A	Interviews & Presentations	20 September
9B	Panel Decision	20 September
10A	Governing Body Approval	27 September
10B	Post Offered & Accepted	27 September
10C	Notify Other Candidates	27 September
10D	Negotiate Contract	27 September
11	Notice Period Begins	01 October
12	Start Date	01 January 2014

Note: If this is unsuccessful due to the summer holidays, we will instead recruit starting in September 2013 and confirm the earliest available start date as soon as possible (see *Notice Periods* below).

Advertising

The Recruitment Panel will in partnership with the LIPA HR Team ensure that all recruitment meets the requirements of the Equal Opportunities Act (2010). The Panel will advertise the role in the Times Educational Supplement, the LIPA website and various other printed and online local and national channels, e.g. www.youteach.com the local press such as The Liverpool Echo, or arts-industry publications.

The Panel will also use their own knowledge and contacts in the arts and in primary education both locally and nationally to identify potential candidates. The Panel will also seek the advice of education and industry partners such as Everton Free School, The Everyman Theatre or the Royal Court Theatre Liverpool. The Panel will invite all those interested to apply as part of the full recruitment process.

Notice Periods

The appointed Head Teacher Designate must start work as soon as possible to lead and facilitate on the set up and future development of the School to the Trust's vision and aims. Therefore, if applicable or required, we will negotiate an earlier release from their current employer. This may involve the Head Teacher working part-time

arrangement for us and their outgoing employer or us providing support for their employer to secure an interim leader until they appoint a new Principal.

In all cases, the Head Teacher Designate will only start work subject to the agreement of all parties. If required, we will consider an interim appointment before this start date, providing there is a clear, specific benefit or advantage to this approach and the interim person fits the job description and person specification for the post and will work to deliver to our vision and aims.

Other Teaching and Non-Teaching Staff

The Head Teacher Designate will lead on the recruitment of all other teaching and non-teaching staff, with the LIPA Personnel Manager and the Recruitment Panel, using a similar approach to that for recruiting the Head Teacher Designate as described above.

This will include the rest of the Senior Leadership Team, e.g. the School Business Manager, teaching staff or Teaching Artists. We will discuss with the Principal Designate the option of appointing the School Business Manager or Administrator early, subject to project funding, to support them, LIPA, EHU to prepare the School for opening in September 2014.

The Head Teacher Designate will have the authority to adjust the recruitment process depending on the post and timing of recruitment, providing the recruitment still meets all statutory and Trust requirements. Given the smaller size of a primary School, the Head Teacher will also work with the Governing Body decide how to access specific expertise or systems, e.g. buying in HR or ICT services on a Service Level Agreement (SLA) basis from LIPA.

Governing Body

The Governing Body has three initial members, namely [REDACTED], [REDACTED], and [REDACTED]. For their profiles, please see Directors (Governing Body) above.

The initial Governors are experienced Governors of LIPA and other educational institutions, e.g. Everton Free School. They understand their duties and responsibilities and have the necessary skills and experience in running publicly funded organisations, e.g. governance, school leadership, primary education and safeguarding.

Governors will have specific responsibilities before and after the School opens, e.g.:

<i>Responsibilities Before Opening</i>	<i>Responsibilities After Opening</i>
<ul style="list-style-type: none">• Establish critical success factors and key performance indicators, including an approach to self-evaluate School and Governor performance.	<ul style="list-style-type: none">• Monitor the ongoing performance of the Head Teacher, including assessment, and offer ongoing support.
<ul style="list-style-type: none">• Oversee the creation of the	<ul style="list-style-type: none">• Ensure value for money through

<p>School and its future strategic direction to realise the vision and ethos set for School by LIPA and EHU.</p>	<p>the administration, monitoring and set-up of independent auditing of all School financial activities, e.g. contracts and procurement, planning.</p>
<ul style="list-style-type: none"> • Agree the educational objectives with the Principal, set terms & conditions, and prepare, review and approve all policies or procedures, e.g. Gifted & Talented Policy or Discipline Policy. 	<ul style="list-style-type: none"> • Review current School strategy and operating structures regularly, taking action to rectify issues accordingly to ensure the School always delivers the highest quality Arts-focused primary education and pastoral care for all pupils (Ofsted rated Outstanding).
<ul style="list-style-type: none"> • Engage with the local and the wider community to ensure a successful consultation on School proposals. 	<ul style="list-style-type: none"> • Oversee operational duties, activities or responsibilities, e.g. safeguarding health and safety, risk management, and disciplinary procedures, appeals.

Structure, Recruitment and Risk

We will review and further develop governance arrangements and proposed structure, roles and responsibilities ready for September 2014 by working with LIPA, EHU, DfE, EFA and our appointed Legal Advisors and Auditors.

The Governing Body will appoint the Head Teacher Designate to the Governing Body plus also two Parent Governors from the first intake of pupils starting September 2013. Members and the Governing Body will look to recruit Governors from the local community and Governors with experience of the Arts and Arts-centred education and Arts based industries.

This will give the Governing Body the required, appropriate context and focus, e.g. to:

- Assist in developing a strategy for community based arts project opportunities and facilitate projects as described in Section C, *Education Vision* on page 10.
- Put in place the relevant policies, safeguarding and educational infrastructure to maximise learning opportunities.

Where the Governing Body identifies a specific skills gap for its duties and responsibilities, e.g. Finance (business/accountancy); Legal (e.g. employment law); Marketing/PR, the Governors will describe the role and advertise positions. Governors will use their contacts in Creative Arts and in primary education to identify potential Governors and to seek recommendations, e.g. from community groups, partners like Everton in the Community, The Everyman Theatre or Anglican Cathedral Liverpool. We will also undertake marketing and communications to raise awareness and invite applications externally, e.g. by engaging with parents of LIPA 4:19 Academy Members to identify suitable candidates.

One Governor will have dedicated SEN responsibility. Where appropriate we will get support and advice from National Governors' Association (NGA) and the School Governors One Stop Shop (SGOSS). This approach will ensure that all Governors are appropriately trained and have the relevant expertise to carry out their duties in areas where compliance is critical or risk high, e.g. fire and general Health and Safety, financial regulations or employment law.

Ongoing Professional Development

We will protect the future growth and success of the School through Continuous Professional Development (CPD) of the Head Teacher Designate, staff and Governors. Our partner EHU will play a significant role in this area, e.g. through training teachers in emerging best practice in learning through Creative Arts, as described in more detail in Education Expertise above.

We will also:

- Work with local, regional and national arts-organisations to build the breadth and depth of the knowledge in Creative Arts we desire for our curriculum
- Develop local educational and community partnerships to obtain expert input and advice on planned projects, increasing cultural knowledge at the same time
- Engage with the new Liverpool Learning Partnership to develop new cross-sector education programmes, using the lessons learned from their success as an input into future School and curriculum development plans
- Establish one-to-one peer mentoring relationships with Creative Arts or education experts in LIPA, EHU or beyond, and set up two way peer mentoring programmes with other schools or arts-organisations to share knowledge and experiences.

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.

Introduction ██████████ ██████████ ████████████████████
Pupil Numbers – All Plans ██████████
Payroll – General & 100% Plan ██████████
Cost Control ██████████
Other Payroll Costs – All Plans ██████████
Non Payroll Costs – General & 100% Plan ██████████
80% Plan ██████████
Donations, Sponsorship & Extended Services ██████████
Post Opening Grant & Annual, Cumulative Surpluses ██████████

Section H: Premises

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

Introduction

The LIPA Free School Trust plans to [REDACTED] for The LIPA Free School. LIPA sits in the Liverpool Riverside Ward of Liverpool at [REDACTED] Liverpool, Merseyside [REDACTED]. The Trust plans to use the building on the corner of [REDACTED] and [REDACTED], namely [REDACTED], ([REDACTED]). The diagram below illustrates the location of the building on the LIPA Campus:



Figure 9 – Overview of LIPA Campus Facilities December 2012

Profile

[REDACTED] ('[REDACTED]') is a former [REDACTED]. [REDACTED]

Looking at [REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] has no unusual features that might increase the cost of refurbishment or cause specific issues, e.g. disabled access or Health and Safety. The surrounding road network carries normal levels of rush hour traffic for mixed educational and residential urban area. Out of rush hour traffic levels are very low.

Therefore the building is not located near any kind of industrial, entertainment or sporting venues that may generate excess levels of noise or increased traffic congestion at specific times.

Status & Current Use

LIPA acquired on a freehold basis from . The building is not D1 (non-residential institutions) class. LIPA sought Legal Advice on this issue and is advised that given the building has been wholly used for educational purposes since 1998 the time limit for objections to a change of use (through Liverpool City Council Planning) has now passed. Therefore there is no issue in securing a formal change of use if required. There are no other restrictions, known covenants or constraints on the use of the building.

Availability

LIPA recently acquired next door (shown in Figure 9 above) and is now refurbishing it and will transfer students from into in the 2013 – 14 university year. will become available for refurbishment and preparation in May 2014 at the latest and so can be ready to occupy in September 2014, in time for the School's opening.

Condition

is in a reasonable state of repair

Otherwise is today in a serviceable condition and the full building (all rooms) are used for LIPA students without any major issues or restrictions. is water-tight and there are no signs of rising damp or water-ingress. There is no evidence of any asbestos (a removal programme was completed before LIPA acquired it).

There are no known issues regarding air quality, lighting levels or ventilation that would prevent its refurbishment or use as a primary school. The core internal structure of is excellent. The floors are re-enforced due to the heavy printing presses installed in the building and it can support an extra storey if ever required.

Size

therefore offers sufficient space, enabling the School to utilise a fully flexible area to support the delivery in the curriculum of a range of project based and arts focused learning environments, e.g. stages, which often require more space than a typical classroom.

This also creates opportunities for parts of to be used for other dedicated activities instead if not required for the School, e.g. a joint initiative between LIPA the School and key strategic partners to develop a new technical arts or film studio. The Trust will be delighted to explore the precise scope of use of

██████████ with DfE and EFA as required.

LIPA has also identified additional open space in the grounds of ██████████ ██████████, sometimes used for outdoor concerts and public events and therefore suitable for outdoor group activities in addition to or instead of the open space under ██████████. The site includes a public park with open space, paths and trees.

LIPA has discussed this option with ██████████ who are supportive and has agreed to allow the School to use it. The Trust will partner with ██████████, who raises funds to improve the park grounds.

Rationale

LIPA believes ██████████ is the logical and indeed the natural choice for the location of the LIPA Free School. ██████████. As stated above ██████████ is fit for purpose, in a suitable condition, under LIPA ownership and available.

Furthermore, ██████████ has many specific attributes that will provide excellent benefits:

<i>Attribute</i>	<i>Benefit</i>
<i>Situated at the heart of LIPA</i>	<ul style="list-style-type: none">• Pupils, young-people and families will take great pride in attending a school at the heart of a global brand in the arts, on a site rooted in the musical heritage, legacy of Liverpool. Beatles members Sir Paul McCartney and George Harrison attended the ██████████ building and John Lennon attended the ██████████ at ██████████.
██████████	<ul style="list-style-type: none">• Pupils will have full access to all the facilities (including the newly refurbished ██████████) without having to go off site, e.g. three dedicated theatre stages for productions and state of the art recording studios.• Enable the LIPA and the Trust to deliver on their vision of ensuring that all those in the performing arts and who make performance possible can collaborate creatively and learn from their peer network and mentors, irrespective of their age group (see <i>Section C, Education Vision</i> on page 10).• Supports the rationale for the Trust creating a School to give children and parents access to a range of cultural networks and learning through, within and about the arts.
<i>Transport Links</i>	<ul style="list-style-type: none">• ██████████ is easily accessed through public transport networks and the central entrance,

Room Types and Sizes

- garden and two car parking areas accessed off Upper Duke Street (Figure 9) provide a safe pick up and drop off area.
- Some rooms are 'ready-to-go', e.g. large dance studios of a minimum of 100m² as per LIPA requirements and so ideally suited for the intended curriculum, e.g. drama and role play to learn about the cultural history of Liverpool (see D2 - Curriculum in *Section D, Educational Plan* on Page 34), requiring minimal preparation.
 - The size and current use of rooms fully meets the needs of the School, e.g. existing teaching rooms of 50+m² and up, prop making rooms, storage rooms and dedicated facilities, e.g. toilets, plant, utilities.

Potential for Open Space

- The ground floor is currently used for shuttered storage and is not walled so can be opened out to create – by taking a nominal space from the adjacent car park – a open play area out from underneath [REDACTED] to provide plenty of sunlight but partially covered for use in wet weather.

Structure (Floors)

- Re-enforced floors mean [REDACTED] is ready to support specific activities, e.g. large groups of children and young-people dancing, using specialist kit such as lighting or rigging.

Alternatives

The Trust will work with the DfE and EFA to develop plans for [REDACTED] and to refurbish and prepare it ready for use as a primary school from September 2014.

In the unlikely event (or risk of) of [REDACTED] proving to be unsuitable, the Trust will partner with DfE and EFA to identify an alternative site for the school in the Liverpool Riverside area or nearby. This may include the acquisition of suitable premises from Liverpool City Council (identified in their Asset Register at the time).

There may also be an opportunity to School to share the use of [REDACTED] as part of the School premises, subject to timetabling with the Higher Education classes. [REDACTED] is also in need of refurbishment. The Trust can discuss the details of shared usage, the suitability of the rooms, the timing and impact of refurbishment of the space for the School in parallel with [REDACTED] works with the DfE and EFA as required. This includes meeting safeguarding requirements, e.g. separate entrances and management of common areas etc.

Value for Money

[REDACTED] offers all parties value for money. [REDACTED] is fit for purpose and so requires only specific repairs and refurbishment to make it ready for use as a

primary school.

LIPA does not have access to nor has identified any other capital investment that might be available. However given the profile and the condition of [REDACTED] LIPA does not anticipate any additional significant capital investment is required to refurbish the site.

If the Trust agrees with LIPA to use [REDACTED] as described above, LIPA will fund all costs of refurbishment within [REDACTED] refurbishment project, due to start next year. Additionally the [REDACTED] project offers opportunities for LIPA and the Trust to realise economies of scale in procurement, e.g. subject to timing completing just one set of preliminaries or including draft School requirements in the procurement of contractors to minimise duplicating costly and time consuming procurement activities.

Plus, LIPA will either offer access to and the use of all the facilities [REDACTED] in-kind or at a reasonable, agreed modest rental charge to the School. This is in addition to LIPA providing significant other resources in-kind to support the set-up and opening of the school and then on a Service Level Agreement (SLA) charged at nominal cost once the school is open, e.g. HR and ICT expertise, financial systems or joint insurance (to enable the school to avoid full premiums). For more details, please see Section F, *Capacity and Capability* on page 98.

Annexes

Annex 1 – Survey Leaflet

The following image is a copy of the survey leaflet issued to parents when engaging with the community on proposals for the LIPA Free School:

LIPA Primary Free School



The Liverpool Institute for the Performing Arts proposes to open a Primary Free School for ages 4-11 in September 2014

Our new primary school will emphasise performing and making performance possible. We will immerse children completely in an Arts environment to make all aspects of performance a core part of your child's learning. Our vision is to widen participation in the Arts for all children, who live near us and beyond.

Our admissions policy will be simple, open and reach out to our locality and wider region, while remaining fully inclusive. We will admit pupils from September 2014, starting with 25 pupils in Reception (age 4) and 25 pupils in Year 1 (age 5). From September 2015 onwards we will admit 20 pupils in Reception, reaching a maximum of 175 pupils in September 2019.

Quality on your door step
Your child will receive premier teaching from a premier international performing arts institute and our partner Edge Hill University, one of the leading UK universities in teacher training and curriculum development.

What about the core National Curriculum?
We will deliver the core parts of the National Curriculum such as English, Maths and Science, through practical arts based projects.

What about values?
Strong pastoral care will flow throughout our teaching and work with children, to help them to learn about and develop ethics and values, relationship skills and emotional intelligence.

For more information visit www.lipa.ac.co.uk/freeschool or email n.wright@lipa.ac.uk

Annex 2 – Survey Form

The following table is a copy of the survey form issued to parents of LIPA 4:19 Academy members and when engaging with the community on proposals for the LIPA Free School. Parents also received a leaflet (Annex 1) or a printed copy of the details on the website (Annex 3) and completed/returned the form to state their first choice preference for the School for their child:

Your Name	Postcode	Child's DOB	I would select the LIPA Primary Free School as 1 st choice for my child (PLEASE SIGN)	I would like to receive more information (PLEASE TICK)	Email address (for further updates)

(Continue as required)

Annex 3 – Web Form

The text below is a copy of the information published on the LIPA Free School website (<http://www.lipa.ac.uk/freeschool>):

Survey of Demand – November 2012

We plan to open a new primary (ages 4 – 11) Free School from September 2014, on our [REDACTED] in central Liverpool ([REDACTED], [REDACTED]). We are talking to parents near us and parents with children and young people, who attend our LIPA 4:19 Academy, to find out if parents would support the school (if it started) and select it as first choice for their child (if it was or had been available). You can read about our proposals on this page. If you provide us with your contact details in the web form below, we will keep you updated as our proposal progresses.

Vision & Ethos

What do ‘the performing arts’ mean?

Our new primary school will emphasise performing and making performance possible. This covers a range of skills beyond, acting, dancing, singing or making music. We will introduce art, design and other skills that make a performance a part of your child’s learning. Above all, your child will learn life skills and understand how to work with friends as s/he takes part in projects s/he enjoys and builds her/his pride and self-confidence.

How do you develop skills?

In the shadow of the Olympics, we know how people become outstanding: starting young. If you don’t start young, you have to catch up later. Energy, adaptability and a natural ability to make believe are the foundations for a creative and imaginative life. Research shows that learning through the arts and culture improves achievement in all school subjects.

Quality on your door step

A unique school, like this one, on your door step means your child will receive premier teaching from a premier international performing arts institute and our partner Edge Hill University, one of the leading UK universities in teacher training and curriculum development.

What about the core National Curriculum?

We will deliver the core parts of the National Curriculum such as Maths and English, through practical arts based projects. One example: why not learn maths by pretending to put on your favourite show, sell tickets and work out how to make money?

What about values?

Strong pastoral care will flow throughout our teaching and work with children, for example: to help them to learn about and develop ethics and values,

relationship skills and emotional intelligence. We will deliver learning through projects, enabling children to develop skills in dealing with unexpected change and taking the initiative.

Admissions

The vision of our LIPA Free School Trust is to widen participation in the performing arts and in making performance possible for all children, who live near us and beyond.

Our admissions policy will be simple, open and reach out to our locality and wider region, while remaining fully inclusive. Children specifically from Liverpool Riverside and surrounding areas will be able to attend, with places also available for families further afield.

We will admit pupils from September 2014, starting with 20 pupils in Reception (age 4) and 20 pupils in Year 1 (age 5). From September 2015 onwards we will admit 20 pupils in Reception, reaching a maximum of 140 pupils in September 2019. We hope class sizes can be lower than the national average of about 30. We are aiming for 20 -25.

Interested in our proposal?

Please register your support of our Primary Free School by completing the form below. Thanks for doing this. **Remember: if you also provide your contact details, we will keep you updated as our proposals progress.**

If you have questions, please contact [REDACTED] LIPA, Mount Street, Liverpool L1 9HF or [REDACTED]

Form LIPA Free Primary School

We want to start this on [REDACTED] in September 2014. We have to show there's support for this, so please fill in this short web form to respond. You are not committing yourself to anything.

1. Full Name: [Data Entry Fields]
2. Postcode: [Data Entry Field]
3. My Child's Date of Birth: [Data Entry Field]
4. I would support this initiative (if started) and select it as the first choice for my child (if it was or had been available). ['Opt in' check box 'Yes']
5. Signed: [Data Entry Field] (i.e. Repeat Name)
6. I would like to receive more information about LIPA Free Primary School
['Opt in' check box 'Yes' and 'Opt out' check box 'No']
7. E-mail address for further updates: [Data Entry Field]
8. Submit Button

Annex 4 – Corporate Governance Arrangements

The following text is a copy of the draft corporate governance arrangements for the proposed LIPA Free School Trust.

Member Roles and Responsibilities

Trust Members are custodians of the Free School's ethos and culture, its links to and reflection of LIPA and guardians of its fundamentals. The role and responsibility of Members is to:

1. Consult with Trust Directors to determine and agree the educational character and mission of the School.
2. Appoint Directors to act as Governors of the School and form the Governing Body in agreement with the existing Directors at a Trust General Meeting.
3. Remove any or all of the Trust Directors by written resolution signed by a majority of the Members, against a Memorandum of Understanding between the Members and Directors on how this power is exercised.
4. Consult with Trust Directors to fill any vacancy or any expected vacancy in the role of the Head Teacher (initially Head Teacher Designate).
5. Appoint independent auditors for the Trust and School.
6. Consider and, if agreed, approve changes to Trust Articles of Association proposed by Members or Directors subject to approval of the Secretary of State for Education and to approve changes requested by the Secretary of State accordingly.

Director Nominations, Roles and Responsibilities

Directors will act as Governors of the School and so form the Governing Body.

Directors will serve for four years and may then be re-elected to serve a further term of four years. To retain a balance of skills within the Trust and to encourage new thinking and ideas for the future development of the School the Trust will:

- Only allow a Director who retires after serving eight years to stand for re-election after a gap of two years and subject to the School benefitting from specific skills, experience, success or commitment that other cannot provide.
- Seek nominations for new Directors from existing or past Directors from within the arts, education, business and other sectors.
- Will when seeking nominations take into account other relevant or statutory criteria, e.g. widening the diversity of Trust Directors.

A Trust General Meeting will approve nominations when required. All

Directors appointed will attend a half-day induction course presented by the Head Teacher (initially Designate), Founding Principal of LIPA and LIPA and LIPA Director of Personnel and Administration. The induction will explain the vision, ethos and objectives of the School and explain the Director's legal responsibilities and how the School operates. Directors will receive detailed policy documents and the School's current Strategic Development Plan.

The role and responsibility of Directors is to:

1. Consult with Trust Members to determine and agree the educational character and mission of the School and oversee Trust activities in regard to such determination
2. Appoint Directors to act as Governors of the School and form the Governing Body in agreement with the Members at a Trust General Meeting
3. Prepare, or cause to be prepared, long-term teaching and business plans and key performance indicators that meet the interests of all stakeholders.
4. Fill any vacancy, or determine the method of filling any expected vacancy, in the post of Principal (Designate), having consulted Trust Members about such vacancies or expected vacancies
5. Delegate to the Head Teacher (Designate) the authority for the teaching, corporate, financial, estate and personnel management of the School
6. Establish and review regularly all policies, procedures and limits under the authority of the Head Teacher (Designate) and the management functions undertaken by them
7. Establish and monitor of systems of control and accountability, including financial and operational controls and risk assessment
8. Put in place processes to monitor and evaluate the performance and effectiveness of the School against plans and approved key performance indicators, which should be, where possible or appropriate, benchmarked against other comparable institutions
9. Establish processes to monitor and evaluate the performance and effectiveness of Trust Directors themselves
10. Conduct its business in accordance with best practice in primary education corporate governance and with the principles of public life drawn up by the Committee on Standards in Public Life
11. Safeguard the Trust and LIPA's good name and values
12. Appoint a clerk to Governors and to ensure that, if the Clerk also has managerial responsibilities within the School, there is an appropriate separation in the lines of accountability

13. Be responsible for the appointment, grading, appraisal, assignment, suspension and dismissal of senior post holders and for deciding their pay and conditions of service
14. Set a framework for the pay and conditions of service of all staff and make/set rules specifying procedures according to which staff may seek redress of any grievances relating to their performance
15. Act as the School's principal financial and business authority, to keep proper books of accounts, approve annual budgets and financial statements and to have overall responsibility for the School's assets, property and estate
16. Set rules regarding the conduct of pupils, including procedures for suspension and expulsion and to provide what it thinks fit for the general welfare of students
17. Act as trustee for any property, legacy, endowment, bequest or gift made in support of the work and welfare of the School
18. Be the School's legal authority and so ensure that systems are in place for meeting all legal obligations, including any arising from contracts or other legal commitments made in the Schools name
19. Ensure that the School adheres to its constitution at all times and that appropriate advice is available to enable this to happen
20. Amend Trust Articles of Association, subject to the approval of Trust Members or the Secretary of State for Education or changes requested by the Secretary of State.

Meeting, Committee and Reporting Arrangements

The Governing Body will initially meet six times a year to assist the growth and development of the School in its formative years. A Trust General Meeting will determine when the number of meetings will be reduced and to how many. The Trust will adopt and develop the LIPA Scheme of Delegation.

Directors will ensure it:

- Reflects the Trust's Articles of Association
- Is published in a School Handbook of Corporate Governance
- Is applied in line with all Trust or wider rules and regulations.

The Governing Body will have three Committees, namely:

- Teaching and Learning for all pupil or education deliverables
- Business Management for all operational matters, e.g. human resources, ICT or site management and contracts
- Finance, Audit and Governance, for all financial management, auditing, Governing Body and other activities, e.g. remuneration.

The Governing Body will agree the Terms of Reference for each accordingly, also published in the School's Handbook of Corporate Governance. The Governors appointed to date will form the Committees and work with Members to identify and appoint more Governors to support this work, as described in Section F5 – Principal, Staff and Governor Recruitment below.

The following table outlines the main responsibilities of each Committee:

<i>Name</i>	<i>Responsibilities</i>
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> • Determines the strategic development and delivery of the School's curriculum in line with the vision and ethos of the School, including core numeracy and literacy skills, pedagogy, staffing and organisation of learning. • Reviews performance in expected progress in Key Stage 1 and 2. Define action plans for the Principal to respond to any findings and sets future targets. • Partners with Edge Hill to put in place best practice and tools to facilitate learning in Creative Arts.
<i>Business Management</i>	<ul style="list-style-type: none"> • Reviews recent progress and defines strategy and action plans for estates, marketing, communications and PR and ICT systems. • Carries out options appraisals, e.g. for new catering suppliers or ICT systems and defines contracts and commercial arrangements, leading on procurement with the support of LIPA. • Defines/leads performance management process to fix issues relating to poor supplier performance.
<i>Finance, Audit and Governance</i>	<ul style="list-style-type: none"> • Recommends to the Governing Body annual Trust revenue and capital budgets. • Monitors all financial performance against approved budgets, reporting issues or successes accordingly. • Reviews detailed reports on and recommendations for improving Trust systems of internal control and associated management responses and any action plans for implementation. • Invites senior executives to meetings if they are not Audit Committee members to disseminate all report findings and action plans as required.

Name	Responsibilities
	<ul style="list-style-type: none"> • Invites the Independent and Internal Trust Auditors to attend joint meetings with senior executives or for separate meetings as appropriate. • Identifies and engages with potential new Directors and recommends their appointment to the Governing Body. • Monitors governance arrangements and day-to-day Trust performance against them and reports issues or successes accordingly. • Determines remuneration arrangements of the most senior staff, including the Head Teacher (Designate). • Recommends remuneration to the Governing Body for Members and Director approval at Trust General Meetings.

The Governing Body or the Head Teacher (Designate) will also, as required, set up formal or informal Working Groups, responsible for activities in specific priority areas of School governance, operations or management, e.g. research with Edge Hill into new ICT learning resources.

If the role of the Working Group is likely to increase and take longer, the Governing Body or the Head Teacher (Designate) will recommend the Working Group becomes a Committee, for approval at the next Governing Body meeting or Trust General Meeting.

All Working Group members are expected by default to work as a team across disciplines to maximise the benefits of the expertise available to achieve their given objective.

Internal Controls

The Governing Body will be responsible for implementing relevant internal controls to avoid and minimise conflicts of interests and for protecting independent challenge to executives.

Internal control systems cannot eliminate the risk of a failure to achieve business objectives and only offer reasonable, not absolute assurance against material misstatements or losses. The Governing Body will however implement a robust system of internal controls to minimise this issue and will be accountable for the effectiveness of such controls and will take action to rectify any issues raised accordingly.

Fundamental to this responsibility is when the Trust General Meeting must

vote on an issue relating to the relationship between the Trust and LIPA. All Trust Members or Directors who are also a LIPA Member or Council Member (LIPA Governing Body) must 'resign' their voting rights and responsibilities for one of LIPA or the Trust, i.e. they cannot vote on the issue on both Governing Bodies.

A published School Handbook of Corporate Governance will set out the internal controls in place for the Trust and School, including all relevant policies and procedures.

The Trust will adopt and develop LIPA internal control systems as required. This will include an ongoing risk management process designed to:

- Identify the principal risks of conflicts of interest and to achieving Trust and School policies, aims and objectives
- Evaluate the nature and extent of those risks (i.e. likelihood, probably, impact) and to manage them efficiently, effectively and economically.

Furthermore, the risk management strategy will ensure that:

1. The Governing Body has approved the risk management policy
2. The School Senior Management Team (the Head Teacher and School senior managers) is responsible for risk management and that risk management work is planned into the School's management for the year
3. Internal Auditor work conforms to latest professional best practice and standards in their approach, the planning of work and the methodology behind audits
4. The Audit Committee is responsible for advising on the effectiveness of how risk management processes are established/implemented.

The key elements of the Trust's internal control systems will include:

- Systems which define policies, set objectives and plans then monitor financial and other performance
- Systems and procedures which include the segregation of duties, authorisation and approval procedures and information systems
- Effective internal auditing and independent audit systems, including an appropriate response to any issues or points raised
- Effective other reporting and monitoring systems as required, e.g. by providers of other funds
- The effective monitoring and review all systems and controls implemented, e.g. by Directors or the Finance and Audit Committees in monitoring Trust finances.

- A Strategic Development Plan and related annual operating statements which set the framework for the annual budgets and their subsequent control
- Annual operating and capital budgets which quantify revenue resources available and associated expenditure, for internal and independent monitoring and control
- The provision of regular financial information to individuals with responsibility for elements of the budget and the monitoring of progress against budgets
- Day-to-day controls exercised by Trust Financial Officers, in particular the Trust or School Head of Finance and Accounting
- Financial regulations which include detailed financial procedures and rules to followed for various financial transactions
- Clear, unambiguous and enforced policies for, e.g. treasury management, debt collection, fraud or bribery.

The Governing Body will ensure that the Internal Audit function is fully independent and has direct access to the Chair of Governors and the Chair of the Finance, Audit and Governance Committee. Internal Auditors will operate to all relevant standards and Codes of Practice for auditing the financial performance, operations, management and governance of a School.

Internal Auditors will report regularly on the adequacy and effectiveness of internal control systems and recommend any improvements. The Governing Body will then be responsible for developing and maintaining internal controls and for taking action to rectify any issues raised.

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