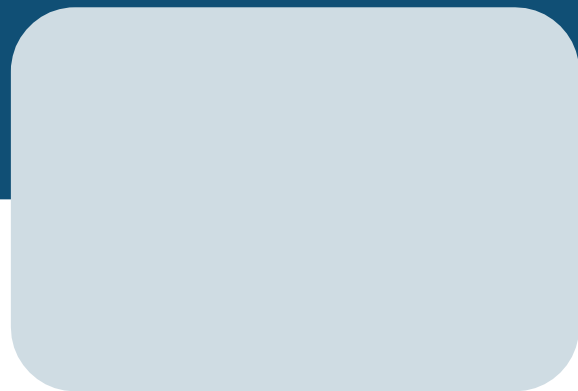


# **Free Schools in 2014**

## **Application form**

**Mainstream and 16-19  
Free Schools**



## Completing your application

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

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

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

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

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

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

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

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

**[mainstream.fsapplications2014@education.gsi.gov.uk](mailto:mainstream.fsapplications2014@education.gsi.gov.uk)**

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

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

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

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

#### **Data Protection**

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

# Application checklist

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

## Section A: Applicant details

Main contact for this application																	
1.	Name: [REDACTED]																
2.	Address: Nuffield House 41-46 Piccadilly London W1J 0DS																
3.	Email address: [REDACTED]																
4.	Telephone number: [REDACTED]																
About your group																	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>																
6.	If Yes, please provide more details:  [REDACTED]																
7.	How you would describe your group: <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td><input type="checkbox"/> A parent/community group</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A teacher-led group</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An existing Free School sponsor</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> An academy chain</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A federation</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An independent school</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A state maintained school</td> </tr> <tr> <td></td> <td> <input type="checkbox"/> Something else</td> </tr> </table>		<input type="checkbox"/> A parent/community group		<input type="checkbox"/> A teacher-led group		<input type="checkbox"/> An existing Free School sponsor		<input checked="" type="checkbox"/> An academy chain		<input type="checkbox"/> A federation		<input type="checkbox"/> An independent school		<input type="checkbox"/> A state maintained school		 <input type="checkbox"/> Something else
	<input type="checkbox"/> A parent/community group																
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	<input type="checkbox"/> A federation																
	<input type="checkbox"/> An independent school																
	<input type="checkbox"/> A state maintained school																
	 <input type="checkbox"/> Something else																
8.	If 'Something else', please provide more details:																
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>																
10.	If Yes, please provide more details: The David Ross Education Trust is seeking to open a through school adjacent to the Olympic Park, the project is being referred to as the Lord Coe Free School.																

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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:	
<b>Details of company limited by guarantee</b>		
13.	Company name: David Ross Education Trust	
14.	Company address:  Havelock Academy Holyoake Rd Grimsby DN32 8JH	
15.	Company registration number and date when company was incorporated:  Company Registration: 06182612  The company was established on 26 March 2007. Initially the Trust was called the Havelock Trust, but the name was transferred to the David Ross Education Trust on 23 June 2011.	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details:  The Trust currently is accountable for the 13 academies in the David Ross Education Trust, incorporating primary, secondary and a grammar school.  More schools are in the process of converting to academy status to join the Trust, and it is our hope that a special school will join us in 2013.  DRET operates regional hubs, whereby academies work with other schools that are part of the Trust so that they can share skills and knowledge, allowing them to benefit and learn from each other.	
<b>Company members</b>		
<p><b>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</b></p>		

**subsequently be appointed.**

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

### Company directors

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

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

9. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

A number of governors have been identified but we are still considering which governor is best equipped in terms of experience and capacity to undertake the role of Chair.

### Related organisations

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

Yes  
 No



23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>David Ross Foundation</b></p> <p>Charity registration number 1121871 Company registration number 06300768</p> <p>The David Ross Education Trust (DRET) was established by the David Ross Foundation to deliver the Foundation’s vision to broaden young people’s horizons through a network of high quality academies.</p> <p>The David Ross Foundation still holds the David Ross Education Trust to account, as it provides additional support, funding and contacts to enhance the Trust’s enrichment opportunities.</p> <p>More information about the Foundation can be found at <a href="http://www.davidrossfoundation.co.uk">www.davidrossfoundation.co.uk</a>.</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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Within our network of academies, the Trust is accountable for a Church of England primary school. As a result, one of the company directors is the Bishop of Peterborough.</p> <p>Our prime consideration though, is ensuring that we are committed to meeting the needs of the local community – irrespective of specific denominations.</p>
<b>Existing providers</b>	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please</p>

	provide your six digit unique reference number here:	
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:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The David Ross Education Trust (DRET) is a multi-academy trust established in 2007 to support a network of unique and diverse schools and academies. DRET currently operates thirteen academies: seven primary academies and six secondary academies, a mix of sponsored and convertor academies.</p> <p>The company registration number is 06182612.</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:** [REDACTED]

Signed version has been delivered in the post

**Position: Member of company**

**Print name:** [REDACTED]

**Date: 4 January 2013**

**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:	Malcolm Arnold Primary Free School
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	<p>██████████</p> <p>Northampton</p> <p>██████████</p>
12	Please tell us how you found this site:	<p>The Trust already is accountable for a secondary Academy in Northampton called Malcolm Arnold Academy. This has been part of the Trust since September 2010.</p> <p>We are proposing that the Malcolm Arnold Primary Free School is developed on a large plot of land that is currently not used. This piece of land is next to Malcolm Arnold Academy.</p>
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 <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Northamptonshire
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. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

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

### **Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school**

Within Northampton there has been an increased birth rate and significant inward migration. As a result, there is a growing number of primary aged pupils in the town. This has put significant pressure on school places and the local authority is making plans to make room for over 4,400 more primary pupils by 2014.

The David Ross Education Trust believe that this, combined with the fact that Northamptonshire's Key Stage 2 results are in the bottom 11% in the country, mean that parents do not have the choice they deserve to guarantee that their child receives the highest quality of education.

The Trust is therefore looking to open a primary free school for the start of the 2014 academic year.

The school will be developed next to Malcolm Arnold Academy and, like the secondary, will provide children with a strong education in key core subjects, like maths and English, supported by fantastic enrichment opportunities.

Given the shortage of primary places, Northamptonshire County Council are supportive of projects such as this one. The Malcolm Arnold Primary Free School will be a 4-11 co-educational School of up to 210 pupils.

Most pupils originate from outside the school's immediate area. A higher than average proportion of pupils are likely to be from minority ethnic backgrounds. A significant minority arrive during the school year with little or no English, mainly from Eastern and Central European areas. Children's literacy, numeracy and social skills are likely to be far below those expected for their age on entry to the school.

### **Aims**

Our aim is to provide children and young people with better life chances in the communities that we serve.

***Our vision is to 'Broaden Horizons', ensuring all young people have access to better life chances and that high quality teaching and learning succeed in 'closing the gap'.***

Fundamental to this is that we believe that every child has potential. Broadening horizons is central to everything we do, and by offering children and young people an outstanding range of opportunities and experiences, we can allow them to

discover what they excel at, inspiring them to work hard and achieve their best.

After establishing Havelock Academy, Grimsby in 2007, The David Ross Education Trust expanded to support a network of unique and diverse schools and academies.

Our mission is to ensure that each of these academies is recognised as outstanding, by supporting and broadening the horizons of staff, governors and, most importantly, students to enable them to be the best they can be.

The Trust is working towards having an 'outstanding' academy within each phase in keeping with its broader strategy to create a sustainable academy improvement infrastructure building on the Teaching School model, and bring together best practice from across the independent and state sectors. Within Northamptonshire the Trust already has one 'outstanding' primary school and two primary schools judged as 'good with outstanding features'.

To achieve our overall aims we have three core goals. These are to:

- Ensure every academy/school is rated by Ofsted as Outstanding by 2016 or within five years of joining the Trust
- Make our academies/schools the first choice for parents, staff and governors
- Offer all students a range of unique enrichment opportunities every year, and collaboratively work with partners to ensure that as many children and young people as possible take up these opportunities

This will be achieved by building clusters of academies/schools, bringing together a network of innovative schools (primary, secondary and special) to establish early, two way lasting relationships, which bring immediate benefits to children, parents and staff. Establishing our own free school will be another key piece within this jigsaw.

This Free School will ensure that support and access to additional resources can be provided far earlier to children in the key areas of literacy, numeracy, attendance and attitudes to sport, music, the arts, and healthy lifestyles - attitudes which are formed well before the secondary phase. There will be an innovative curriculum that will re-invigorate creativity and provide an exciting range of complete, connected learning experiences. The curriculum is the key to success. If pupils enjoy school they will have good attendance rates, behave well and have high levels of engagement and involvement in their learning. We believe in the whole child and are committed to their complete development, intellectual, physical, emotional and social. Developing pupils' personal learning and life skills, and promoting their ability to learn independently. Our curriculum will increase motivation, raise standards and accelerate progress.

The Malcolm Arnold Primary Free School will form part of the Northamptonshire hub which currently comprises two secondary academies and five primary academies. All of the academies in the hub work together to drive up standards and it is expected that these academies will directly support The Malcolm Arnold Primary Free School in its development from new school to an established and highly achieving school.

### **Ethos, Vision and Values**

The David Ross Education Trust is committed to improving the life chances of the children in our care by providing the very best education we can. Staff are committed to quality teaching to ensure that children acquire the basic skills of reading, writing and mathematics. We recognise that to succeed in the world all children have to be confident in their literacy and numeracy skills. This means that the school needs to aim for consistently achieving at least national average in literacy and numeracy standards. We also want the children to be able to apply their skills in different contexts so that they are well prepared for their future education and the world of work.

In line with the vision of the Sponsor the Free School will work to broaden pupil's horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and working with the sponsors to raise the children's understanding of the world, including educational and vocational opportunities in an age appropriate way.

The community around Malcolm Arnold is extremely diverse. Pupils have a wide range of backgrounds, there is high mobility and several different languages are spoken in the all the schools in the locality. Consequently we will have a strong emphasis on addressing the issues faced by pupils for whom English is their second language.

The Free School will be based on mutual respect for each other and a tolerance for the differences encountered in the community. The school will welcome pupils from all faiths. We aim to involve the local community in every aspect of building and strengthening relationships to form part of our school. We will acknowledge the diversity of the local community by celebrating most festivals. The aim is for pupils to gain better understanding of different cultures, faiths, heritage and language to eliminate discrimination and racism. We will offer parents opportunities to develop their own learning within the school environment (using the Malcolm Arnold Academy facilities) through accredited adult learning courses.

Part of the work in the Free School will be to continue to develop manners and high standards in behaviour from all children. Pupils are and will be expected to understand the basic social requirements and boundaries to succeed. The Free School will be seen as a safe haven for pupils, who will be expected to attend school regularly and work hard.

The David Ross Education Trust recognises the importance of Early Years Education. Local school data shows that the potential children come from very deprived backgrounds, starting school with poor understanding and use of spoken language. We recognise that high quality Early Years Learning improves children's achievement and attainment through the rest of their learning and will strive to ensure that every child has the best possible start to their schooling.

Transition into and from the school will be viewed as part of the lifelong learning process. Staff will work with pupils, parents and other settings to ensure that children are able to continue their learning with minimum disruption.



Staff will be expected to provide quality first teaching based on a thorough knowledge of their pupils. They will also be able to work in a mutually supportive environment, where there is a high degree of accountability in an environment where there is excitement about learning and a commitment to get the best for all pupils. Staff will be expected to engage with the Trust's CPD provision and will be encouraged to be involved in action research on the best teaching and learning strategies for our children and be encouraged to share this with schools in similar circumstances. Staff can expect to develop their careers through high quality training and taking the wider opportunities to work with other establishments in the Trust. CPD will be accredited with teaching staff being offered the opportunity to gain postgraduate qualifications and a range of qualifications offered for support staff. This will be achieved through the unique partnerships that the Trust has with local HE providers such as the University of Northampton.

### **Aspirations for Achievement**

The Malcolm Arnold Primary Free School aims to reach the following standards and will hold these as our Key Performance Indicators:

- To be at least at the National Average for attainment at both Key Stages
- To be within the top quartile for similar schools for attainment at both Key Stages
- To be in the top quartile for all schools for progress for both Key Stages
- For at least 60% of children to be at age related expectations at end of the EYFS
- For at least 80% children to be at age related expectations in reading.

Due to the anticipation of pupils entering the school below age expected levels we will adopt a strategy aimed at closing the gap and accelerating progress.

- To be judged as Good by the time of the first Ofsted inspection and to be judged as outstanding within five years
- For pupil attendance to be at national average
- All pupils will learn to play a musical instrument.
- All pupils will undertake a school or wider community project.
- All pupils will experience a residential learning experience.
- 

The hallmarks of the Free School will be in line with those of the Trust which are:

- A house structure in each school to foster a culture of mutual respect, teamwork and where students will develop a sense of ownership, responsibility and pride in their school and their community
- An extensive co-curricular offer to broaden opportunity and experience for all students within their school and across the network and to encourage all students to pursue and excel in an area they are passionate about
- An early and relentless focus on literacy both written and oral so that all students can access a broad curriculum offer
- A uniform code to nurture a sense of identity and responsibility
- A Governing Body and a Principal who exercise their local autonomy effectively in support of the Trust's aims and to achieve the agreed targets
- A commitment from all staff to delivering excellence and a culture of no excuses - so that every child can achieve.

The David Ross Education Trust is committed to the principle of life-long learning. We will work with University of Nottingham, Peterhouse College, Cambridge and University of Northampton to raise the aspiration of our pupils and their families. This will be possible by providing positive role models for our children by allowing them to work with high achieving students and by providing adult literacy, numeracy and vocational courses for parents. Our aim is to support parents in supporting their children's learning and increasing ambition.

Pupils will demonstrate their readiness to take on responsibility and contribute strongly to the school community. Positions such as school council member, Junior Road Safety Officer and Digital Leader, to name a few, will be held in high esteem and pupils will have to demonstrate their suitability by applying for these positions.

### **What can the David Ross Education Trust offer?**

The Trust is able to offer students at the free school some unique opportunities. These include:

- A network of existing primaries in Northampton, who we will be able to draw upon to utilise their expertise and skills
- A close working relationship with their sister school, Malcolm Arnold Academy, ensuring a natural and positive transition from primary to secondary
- Trust wide primary education specialists who will be able to challenge and support the school's leadership to ensure the best possible outcome for students
- A group of partners who can provide some amazing enrichment activities to students. These include Olympians to teach sports, primary school visits to Cambridge University to raise aspirations and, from 2014, a working model farm that all our primary students will be able to visit regularly.

## Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

## Section D: Education plan – part 2

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

### **Curriculum Principles: The Basis of the Curriculum**

The Free School will implement an interesting, relevant and integrated curriculum providing a wide range of activities in each topic to ensure breadth and interest and contribute further to the development of literacy skills across subjects.

The key focus of the Free School will be on the basic skills of reading, writing, maths and ICT. This has to be the main focus for pupils to overcome their very low starting points on entry to the school. These very low starting points are a potential barrier to children attaining at or above national expectations. To overcome this, staffing, CPD and resources are to be focussed on high attainment in basic skills. Pupils will be expected to be able to listen, speak and read well so that they are able to access other areas of the curriculum enabling them to be successful in the rest of their education. Children will also be taught how to apply their basic skills in other areas of the curriculum and develop skills that will support them in further education or in their future world of work.

Children will be taught in single age classes with a maximum of 30 pupils in size. The time spent with the most highly trained staff will be increased due to the staffing policy of ensuring a higher number of teachers and less support staff so that children can receive focussed and highly effective whole class, small group and individual tuition.

### **Transition**

The Trust is part of a steering group to look at the best transition between nursery and reception classes. It is hoped that this work will lead to a town wide agreement so consistent approaches can be made.

For the first two weeks of the Autumn Term, Year R children will attend school on a part time basis only. (First week – half days, second week – half days plus lunch). This gradual induction to the school allows the staff to assess the strengths and areas for development of each individual at a very early stage, so as to support each child effectively responding to their individual needs.

The induction programme for all reception children and their parents takes place in the summer term prior to starting school. This will include:

- A home visit.
- A stay and play session with parents.
- A session in school with future class mates and allocated buddy.
- An informal picnic lunch with staff, parents and pupils.

An Induction Pack containing a range of information about the school and the build-up to starting school will be available at the new parents evening held in June.

### **In school year on year transition**

Our staffing model has been designed so that as the school grows up to its capacity there will be sufficient staff in school to ensure that transition from one year to the next is seamless. This will also be supported by 'End of Year Pupil Progress Meetings' where the current teacher and new teacher will meet to undertake a detailed planning and evaluation meeting for the class. The main focus of the meetings will be on agreeing end of year teacher assessment levels and within this identifying the priorities for each child in reading, writing and maths. The role of parents within this will also be a crucial supportive factor and therefore parents will be invited to meet their child's new teacher before the end of the academic year.

There will also be further opportunities for meeting formally with teachers by the end of September and early January so that pupils' progress and achievement can be discussed as early as possible.

### **Transition to Secondary School**

With our proposed Free School neighbouring the Malcolm Arnold Academy this allows for a very easy transition. This will mean that we will be able to establish a peer mentoring scheme with Malcolm Arnold by which older pupils at secondary school work as Peer Mentors for pupils in our school, through the accredited DRET Volunteer Programme. The emphasis of this will be to promote good attendance, taking ownership of learning and a positive attitude to the school community. This will also ensure that when pupils transfer to Secondary School that they already know of some of the expectations upon them.

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

On entry assessment data shows that children enter the school well below age related expectations. In order to successfully close the gap in standards, the school needs to ensure that children are taught the basic skills well. High levels of mobility contribute to the difficulties in ensuring high attainment for the whole cohort.

The Free School needs to concentrate on quality teaching and learning in:

- Speaking and listening
- Reading
- Writing
- Numeracy

Application of the following skills will be through a connected curriculum which focuses on the skills of:

- Critical thinking and problem solving
- Oral communication
- Written communication
- Teamwork
- Leadership
- Creativity and innovation
- Life-long learning and self-direction
- Professionalism and work ethic
- Ethics and social responsibility
- Developing a positive identity
- Healthy habits

The connected curriculum will be based on the discrete subjects identified in the national curriculum and Religious Education. The Early Years Foundation Stage will base its curriculum on the Early Learning Goals, but will still have a strong emphasis on the basic skills.

Children are given opportunities to develop these skills through play based learning throughout the Early Years Foundation Stage and in additional learning opportunities for older children at playtimes, lunchtimes and after school activities. Trips, visits and visitors are planned into the curriculum to enhance children's understanding of wider opportunities. All these activities will be designed to enhance children's acquisition and use of extended language.

As in the Trust's other Northamptonshire academies, all children will follow the locally agreed syllabus for Religious Education. In Northamptonshire schools currently follow a Connected Curriculum that enables links to be made to other subjects. Each term is built around a theme and core learning skills are shared across the school with a new skill taught each half term.

The provision at The Malcolm Arnold Primary Free School will take account of every aspect of a child's development. We will aim to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all our children. The curriculum will give children the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We allow for the individual needs of each child to be met within well-planned learning experiences.

Areas of Learning include:

- English
- Mathematics
- Science
- Religious Education
- Information and Communications Technology (which will be taught within all other subject areas and used as a vehicle to improve learning both independently and collaboratively).

The following subjects will be taught as part of a connected curriculum through units of work which may cover more than one subject at a time.

- Art
- Music (to also include whole class and individual tuition, using the specialist teachers from the adjoining Malcolm Arnold Academy)
- Physical Education
- History
- Geography
- Design and Technology (using the specialist teachers from the adjoining Malcolm Arnold Academy as appropriate)

The following areas will be covered during focus units of work in each year group as appropriate to age and development.

- Personal, Social, Health Education and Citizenship (PSHE) (including Sex and Relationships education and drugs awareness).

Additional time will be allocated to English and mathematics teaching which reflects the priorities the school will place on continuing to raise standards in these areas.

### **Literacy and Numeracy**

Basic skills in Literacy and Numeracy will be taught in the mornings, to maximise pupil's learning. The Free School will have a very strong focus on raising standards through the use of:

- Specialist teachers to deliver small group and 1:1 tutoring
- A staffing structure based on supporting the above
- Rigorous collection of assessment data and effective use to inform planning and provision of interventions.

These approaches create smaller teaching groups, which enable teachers to target pupil's needs effectively. This is because the range of ability amongst pupils in any one class is reduced. This leads to higher levels of achievement and attainment. Therefore the curriculum is targeted on personalised learning and is very much standards driven. The Free School will invest in teaching staff rather than teaching assistants to increase the degree of accountability for standards.

The Trust is aiming for zero tolerance of illiteracy. Phonics and reading will be taught at the right level for each child across the school, regardless of a child's age. This allows the very high levels of mobility and poor levels of language of children who enter the school to be most effectively addressed.

There will be a clear focus on the teaching of phonics through the EYFS and KS1 through the use of the Letters and Sounds framework. The school will also use Read Write Inc Phonics, Spelling and Comprehension programmes to ensure that a clear progression and development strategy is in place.

### **Music**

Music specialists deliver the music curriculum to all children. This will include whole class teaching as well individual and small group tuition delivered by specialist teachers from Malcolm Arnold Academy, which boasts music as its academy specialism.

### **Science**

Science will be taught through discrete units of work linked to the proposed new national curriculum for science.

### **ICT**

A substantial amount of money will be invested in implementing innovative use of technology across the school and curriculum. As part of the ICT Curriculum pupils will learn to type but all other skills will be learnt through other subjects where ICT will be used as a vehicle to improving learning. An Online learning environment where pupils can share work with each other and their teacher as well as work on documents collaboratively will be established. Pupils will earn ICT licences as their skills progress and this will enable them to undertake new skills and responsibilities.

## **Physical Education**

Two hours of PE will be delivered by both the class teacher and a specialist teacher each week. To widen participation in extra-curricular sport, pupils will have access to a wider range of sports than is usual for primary pupils, using Malcolm Arnold Academy's facilities.

## **Early Years Foundation Stage**

Children will follow the Early Learning Goals and activities will be based on teacher assessment and an individual knowledge of each child's learning needs. Phonics, reading, maths and speaking and listening will be taught discretely, whilst other learning opportunities allow children to develop and apply knowledge and skills through a play based curriculum.

## **Key Stages One and Two**

At both Key Stage One and Two the children will be taught 1 ¼ hours of literacy (including phonics, handwriting and spelling) and 1 ¼ hours of numeracy each day. Application of ICT skills will be delivered through all other subjects.

## **Enrichment to the Curriculum and Extra-curricular Activity**

The school will aim to broaden pupil's horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and through providing the children with practical, real life experiences. Staff will work with the sponsors to raise the children's understanding of the world and vocational opportunities in an age appropriate way. As part of the Trust's ethos, children will be encouraged to learn about the world of work by taking on jobs across the school. Children will be encouraged to earn rewards which can be saved towards trips at the end of a term, thus encouraging a deeper understanding of the importance of a strong work ethic.

- A rich menu of exceptional extra-curricular experiences that enhance their learning and raise aspirations.
- Many students have never left their home towns, it is therefore important to encourage them to experience life beyond their comfort zones.
- Engaging academies with local businesses.
- Forging links with Higher Educational establishments.
- Making a University education seem within their reach.
- Raising aspirations and attainment.
- Collaborating with organisations that have strong links with young people in education.

Proposed extra-curricular activities will include:

- Sports Development - Specialist dance and gymnastics tuition
- Music lessons – specialist tuition
- Homework club
- Sports clubs
- Arts club
- Specialist Literacy and Numeracy teaching
- Training of identified pupils for leadership roles – school council, pupil leaders, play leaders

Through the work of the sponsor organisation – the David Ross Foundation, the Trust has close partnerships with a range of organisations which will support the implementation of



many of the above. These partner organisations include:

- Silverstone
- Rockingham Speedway
- Ashurst LLP
- Eversheds
- [REDACTED]
- [REDACTED]
- National Grid
- Jaguar Landrover
- University of Nottingham
- University of Cambridge Peterhouse
- Clare College
- University of Northampton
- The Outward Bound Trust
- The Kalisher Scholarship Trust
- Royal College of Music
- National Portrait Gallery
- LAMDA
- Eton Choral Courses
- Lions Club International
- Premiersport
- Uppingham School

### **Identified Groups**

The School will offer specific opportunities to identified pupils, some of which may be self-selecting, in order to allow pupils with academic gifts and non-academic talents to fulfil their potential. In some cases this will include financial support which can be offered through the Trust's Odey Scholarships Fund.

### **Parents and the Curriculum**

We believe that support and help from parents is an essential ingredient in a child's education. The delivery of the planned curriculum involves parents helping/encouraging children at home with such things as reading, number work, consolidation of acquired skills, etc.

We also welcome parental help in school time for such things as educational visits, swimming, transport to sporting events, assisting children with their work etc. It is our intention to maximise the use of all available facilities and resources including staff/parent expertise.

We look for high levels of achievement in every area of the curriculum but in particular we wish all children to establish a firm grasp of the basics of reading, writing and number work. As success in all areas of learning depends on a child's understanding of the basics, it is essential that due emphasis is placed on building solid foundations.

We would be looking to use the facilities of the school as well as the neighbouring academy to offer parents opportunities to develop their own skills which in turn will support their child's learning.

To meet our aims of developing families as a whole we will deliver the following sessions to parents to develop their basic skills:

- ESOL classes
- Maths and Budget Management
- ICT Skills
- Family Reading
- Family Cooking
- Family pre-school children stay and play sessions

### **School Day, Term and Year Organisation**

Our aim is to organise our term times similar to those in Local Authority schools as well as schools already in the David Ross Education Trust to enable opportunities for pupils and staff to work with each other. The school terms will add up to 38 weeks but the school will open for 51 weeks around the year, offering holiday club and tutoring sessions (some of which will be funded by the school budget).

Our aim is to accommodate working parents and schedule the holidays around them by offering wrap around care. We will offer breakfast club from 8am until school time. After school from 3.30pm we will offer support for children who require extra help with school work or we will provide activities that will be relaxing and enriching. Breakfast, after school tuition and holiday clubs will be charged to the parents with the exception of pupils in receipt of the Pupil Premium.

Pupils will be required to be in school for 190 days, with five INSET days to be taken which will be used to develop and share good practice across the Trust.

The school will normally open at 8am, with optionally attended breakfast clubs. All pupils are expected to be in school before 9am, when the school day proper begins. Pupils will be required to attend lessons until 3.30pm.

A typical school day will be as follows:

- Breakfast club and pre-school activities- 8.00am (optional)
- School times- 9.00am to 3.30pm (Monday to Friday)
- Registration 8.45am-9.00am (Pupils must enter school for registration between these times.)
- Assembly 10.15am-10.30am (Monday, Tuesday Lower School, Wednesday, Thursday KS2 & Friday)
- Class Council Meetings 10.15am-10.30am (Tuesdays KS2, Thursday Lower School)
- Morning break- 10.30am
- Lesson resumes- 10.45am
- Lunch time- 12.15pm to 1.00pm
- Lesson resumes- 1.00pm
- Afternoon break- 2.15pm (Foundation Stage & Key Stage 1 only)
- Lesson resumes- 2.30pm
- School finishes -3.30pm
- After school club starts/booster classes - 3.30pm to 6.00pm

All pupils in Foundation Stage & Key Stage 1 will receive 26 hours & 15 minutes of school time per week, Key Stage 2 pupils will receive 27 hours 30 minutes per week of school time.

On a Friday afternoon all teachers will have their PPA time from 1.15pm to 3.30pm. During this time children will receive specialist music, D&T or PE teaching sessions, which will be provided by staff from Malcolm Arnold Academy.

### Organisation of Pupils

Pupils will be structured into single age classes in each year group. Each class will have a class teacher and depending on the stage of the school's growth classes will benefit from an additional teacher to offer support to small groups or 1:1 tuition as well as the transition process from class to class. Class size will be a maximum of 30.

The school will have a House System as practised by the Trust. All DRET academies/schools have a house structure to foster a culture of mutual respect, teamwork and allowing pupils to develop a sense of ownership, responsibility and pride in their school and their community.

### **Show how your staffing structure will deliver the planned curriculum**

The staffing plan below shows the initial school staff in 2014/15 and, for each year subsequently, how the staff would be built up as the school grows. This is followed by a diagram that shows the staffing structure & responsibilities.

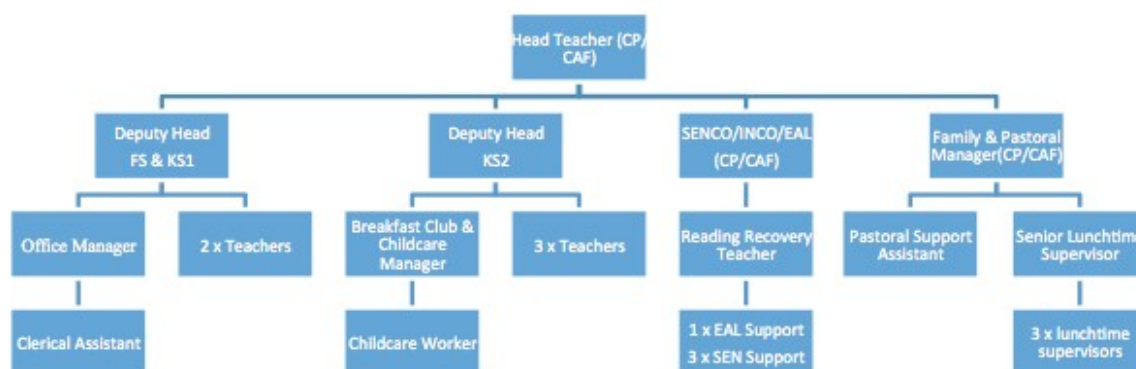
Our staffing structure reflects our emphasis on having high quality staff in place to be able to offer pupils more time with these staff. It also incorporates our model in supporting the growth of the school and on-going year on year pupil transition.

We believe that we have the capacity within our existing schools to appoint an Executive Headteacher to run the Malcolm Arnold Primary Free School alongside their existing school and envisage that they would spend (for costing purposes) 50% of their time in each school

2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Teaching Staff (all FT 27.5 hrs unless stated)</b>						
Executive Head Teacher L20 (0.5FTE)		+ Year 3 Teacher M1	+ Year 4 Teacher M6		+ Year 6 Teacher L1 DHT	
Reception Teacher M6	Year 2 Teacher L1 DHT			+ Year 5 Teacher M1 + Reading Recovery Teacher M4		
Year 1 Teacher M1 0.5 fte		Year 1 Teacher to FT				
Inclusion Teacher/SENCO/EAL Teacher U1 (0.5)						

<b>Support Staff (all FT 27.5 hrs unless stated)</b>						
	+ SEN Support	+ EAL Support Assistant	+SEN Support		+ SEN Support	
Family & Pastoral Manager (0.5 FTE)	Family and Pastoral Manager to FT	+ Pastoral Support Assistant (0.5 FTE)				
Office Manager (0.5 FTE)						
		Admin Assistant (0.5 FTE)	Admin Asst to FT			
Lunchtime Supervisor (0.23 FTE)		Lunchtime Supervisor (0.23 FTE)				Lunchtime Supervisor (0.23 FTE)
			Breakfast Club & Childcare Manager			
Childcare Worker						

### Final staffing structure



### SLT structure

As shown in the diagram above, the proposed school will have a Senior Leadership Team (SLT) of five members: the Executive Head Teacher, two Deputy Head Teachers, the SENCO and the Family & Pastoral Manager.

The Head Teacher will take overall responsibility for the performance management of the whole SLT and all other teaching staff in school.

Each of the ‘teaching staff’ members of the SLT will have responsibility for the quality of

teaching & learning within their area of the school as well as the monitoring & evaluation reports back to the Head Teacher.

Each Deputy Head Teacher will also have responsibility for managing staff within a 'non-teaching' area such as Admin staff or Childcare staff.

The SENCO will have management responsibility for the education support staff. The Family & Pastoral Manager will have management responsibility for the pastoral and lunchtime staff.

Three members of the school staff will be trained appropriately and will be responsible for Child Protection and the Common Assessment Framework process.

### **Responsibilities over time**

As the school grows the roles & responsibilities will become distributed as pictured in the SLT structure above. However, when the school first opens the following arrangements will be in place:

#### **In 2014/15**

There will be no Lower School or Upper School Deputy Head Teacher until 2015/16 and 2019/20 respectively, so the Head Teacher will be line manager for Family & Pastoral Support staff & Childcare staff. The staff at the new school will join with the staff at existing DRET academies for staff meetings and CPD. Leadership and expertise from existing academies will also be used for on-going CPD and monitoring. The Headteacher will be the Lead Learner for Maths and ICT.

There will be no Speech & Language Teacher or Reading Recovery Teacher until 2016/17 and 2018/19 respectively, so the SENCO will be delivering this teaching for up to 50% of their teaching week. The SENCO will be the Lead Learner for Literacy.

#### **In 2015/16**

By 2015/16 we anticipate being large enough to warrant the appointment of a Lower School Deputy Head Teacher, who will take over responsibility for Admin Staff and will be the Lead Learner for EYFS and KS1.

#### **There will be no other changes until 2019/20**

In 2019/20, the Upper School Deputy Head Teacher will be appointed and will take over responsibility for Childcare Staff. They will be Lead Learner for KS2.

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

The David Ross Education Trust believes all children with or without special educational needs have the right to a broad and well balanced curriculum. Some children may have difficulty in accessing some or all of the curriculum and will consequently need special provision to enable them to develop academically, emotionally, and socially to their full potential.

The Malcolm Arnold Primary Free School is committed to the education of those children who find education difficult. All children in the school with special needs will have an Individual

Education Plan drawn up for them.

Individual Education Plans will also be drawn up for children who are 'more able'. The individual needs of all children will normally be catered for within the classroom situation by the class teacher. On occasions, however, some children may have a learning difficulty that requires extra support. This may be a learning difficulty in general or in one area of the curriculum, for example, maths. When such a situation arises the teacher responsible for Special Needs throughout the school will advise and support the class teacher in providing a thorough programme of work, which will lead that child through their difficulties. Sometimes this may be a short-term measure and other times throughout the child's school career.

If we feel unable to adequately provide for a special needs child from within the school resources we can call upon the services of other schools within the Trust, including the 'outstanding' Special School scheduled to join the Trust on 1<sup>st</sup> April 2013, or if necessary other partner agencies such as the Northamptonshire Local Authority Special Needs Department.

For children with more complex learning difficulties there are clear Review and Statement procedures which enable the support services to assist with such things as extra staffing, resources, the preparation of specific work programmes, additional funding etc. Review meetings include a range of people concerned and involved with the development and education of a child with special educational needs. The meetings do, of course, include the parents/guardians. Such meetings will identify the needs of a child and recommendations will be made as to how best to provide for those needs.

Throughout a child's education at The Malcolm Arnold Primary Free School judgements will be made as to which approach will best meet his/her needs. The school regularly keeps parents informed of progress and will consult from time to time if and when various types of extra support are being considered, such as the provision of speech therapy.

Usually the teachers will identify when a child needs extra support but sometimes the parents may be the first to notice it or perhaps a child starting school for the first time is already receiving support. If parents have any concerns, questions or information relating to their child and the need for additional support, it will be made clear that they should make these known to the Head Teacher.

The Trust's SEN policy (see below) outlines the approach that will be adopted:

***SEN POLICY FOR THE DAVID ROSS EDUCATION TRUST***

*This is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs.*

*It has been written with due regard to the requirements of the Code of Practice and it will be monitored and evaluated according to changes within the Codes of Practice if and when they arise.*

**We define special educational needs in the following ways:-**

*If a child:*

- *has a significantly greater difficulty in learning than the majority of children of the same age*
- *has a physical impairment that may hinder learning*
- *has an emotional or behavioural difficulty that impedes learning progress*
- *is very able child and requires an extended or differentiated curriculum*

### **Inclusion Statement**

*We:*

- *endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.*
- *provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.*
- *make every effort to narrow the gap in attainment between vulnerable groups of learners and others. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse.*
- *provide work and individual learning opportunities for children who are learning EAL as part of our provision for vulnerable learners.*
- *focus on individual progress as the main indicator of success.*

*Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. We strive to make a clear distinction between "underachievement" and SEN, to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, are essential ingredients of success for our children.*

### **Aims and Objectives of this Policy**

*The aims of this policy and practice in this school are:*

- *To provide curriculum access for all*
- *To reach high levels of achievement for all*
- *To meet individual needs through a wide range of provision*
- *To attain high levels of satisfaction and participation from pupils, parent and carers*
- *To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.*
- *To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.*
- *To work with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.*
- *To promote the principles of the Every Child Matters agenda (2003)*

### **Admission Arrangements**

*All pupils have an equal opportunity to be admitted to our school in line with our Admission Policy. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.*

*When children are admitted with identified SEN, the SENCo will liaise with the relevant agencies to ensure that provision is appropriate from the outset.*

### **Partnership with Parents/Carers**

We recognise that "school based arrangements (should) take account of the wishes, feelings and knowledge of parents at all stages."

(Code of Practice paragraph 2:28)

Parents are encouraged to be open and confident, as they have a unique knowledge and information to impart. Therefore we will;

- inform parents of any concerns as soon as possible;
- consider the wishes, feelings and knowledge of parents at all stages, and record their views on their child's IEP);
- support parents in dealing with a difficulty concerning their child;
- encourage reinforcement of any structured approach at home;
- include parents in reviewing their child's progress at twice yearly
- encourage the use of local community services where necessary, e.g. family therapy, speech therapy etc.;
- provide information on the support available for children with SEN within the context of the school and the LEA, and wider where applicable.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils will be involved in monitoring and reviewing their progress through the use of layered targets. We will endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum  
**so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plan

We will invite all children with statements and on school action + to attend the termly meetings with parents.

### **Management of Inclusion within School**

#### **Role of Special Educational Needs Coordinator**

In line with the recommendations in the revised Code of Practice 2001, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all pupils with a statement of special educational need. (Our Annual Review procedures fully comply with those



recommended in Chapter 9 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.)

- conducting termly meeting for parents with children at School action plus
- carrying out referral procedures to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need
- maintenance and analysis of whole-school provision map for vulnerable learners
- maintenance of a list of pupils with special educational needs
- liaising closely with a range of external agencies including Education Psychology service, Speech and Language Therapy service, CAMHS, CYPS.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on SEN register
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each TA assigned to children with statements and children at school action plus level to review and revise learning objectives
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.

### **Role of the Class teacher**

To liaise with the SENCO to agree:

- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN list.
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" the educational provision made generally for children of their age in schools maintained. (SEN Code of Practice 2001)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Learning Support Assistants who are directly involved with a child or group of children will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child. Regular support and monitoring will be provided by the SENCO.

### **Role of the Governor with responsibility for SEN**

There will be a named governor with responsibility for SEN. They will

- Liaise with the SENCO to ensure an up – to - date oversight of schools arrangements and provision for meeting special educational needs
- Work in partnership with the Head teacher, SENCO and Governing body to develop and

- monitor the schools S.E.N policy
- Work within the governing body to establish appropriate staffing and funding arrangements
- Be aware of how funding, equipment and resources are deployed

### **Staged arrangements for pupils with special educational needs (including vulnerable learners)**

The Malcolm Arnold Primary Free School will adopt the Wave of intervention model as recommended in the SEN Code of Practice 2001. The model expresses the idea of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

- Wave 1- inclusive Quality First Teaching for all pupils
- Wave 2- additional interventions to enable children to work at age related expectations or above. These are targeted small group interventions.
- Wave 3- additional highly personalised interventions. A more intensive programme involving more individual support or specialist expertise. Details of this support will be drawn up using an IEP.

### **Our IEPS**

- are working documents which can be constantly refined and amended.
- will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. .
- will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- will be based on informed assessment and will include the input of outside agencies,
- will be time-limited and will specify how often the target(s) will be covered
- will be reviewed at least termly by the SENCO in consultation with the class teacher, TA and parents.

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Head teacher and senior leaders.
- “drop-ins” by SENCo and Chair of Governors (also governor with responsibility for SEN)
- on-going assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- pupil interviews when setting new IEP targets or reviewing existing targets.
- pupil progress tracking using assessment data
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils’ progress.

### **Complaints Procedures**

Complaints regarding a child’s provision for S.E.N will be dealt with in accordance with the Trust’s policy on complaints procedures which will be available on the school’s and Trust’s website and in hard copy from the school or the Trust’s central office.

### **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument 1999 No. 2506**. It has

been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2001
- Ofsted Section 5 Inspection Framework 2009
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010 Education Bill 2011 SEN Green Paper 2011 “Support and Aspiration: A new approach to Special Educational Needs and Disability” (consultation only)

### **Pupils with EAL**

Due to the high level of pupils that are likely to have English as an additional language, we have a core of five strands of EAL development that will be employed to meet the needs of EAL pupils. This approach has proved highly successful in some of the Trust’s other Northamptonshire primaries which have a similar pupil profile.

The five strands are:

- Specialist Speech & Language & EAL Teachers and assistants.
- Planned Opportunity for Speaking and Listening: encouraging a greater use of planned speaking and listening activities, not only in the core subjects, but across the curriculum. Class teachers will recognise the importance of maximising the time available for practicing spoken language and minimising the time in which pupils are only listening. Speaking and listening activities and the use of ‘talk prompts’ will be planned mainly for use in the whole class. However, in some cases, activities of a similar nature will be focused on a smaller group of pupils. Example: Speaking and listening activities will be planned using roles in dialogue. Children will be designated a role – chair, reporter, scribe and observer (Raising Achievement of Bilingual Learners in Primary School).
- Encouraging use of first language in the classroom will be encouraged by teachers who will use this to build confidence in pupils. Computer software such as ‘EMAS’ will be used to enable two way dialogue through different languages.
- Talk Partners: Offering opportunities for children to “Buddy up” to enable them to verbalise and communicate questions to help develop their understanding and language.
- Pre-teaching: pre-teaching key vocabulary to EAL learners and doing some preparatory work in advance of introducing a new topic to the class is key. Also creating some pre-teaching packs, including a multilingual CD and bilingual story books would assist in this.

We will ensure pupils with EAL have

- full access to mainstream provision regardless of their proficiency in English.
- an initial assessment of EAL using QCA ‘A Language in Common’ to record stage of language acquisition where it is below English NC Level 2 on arrival to the school and basic vocabulary screening.
- differentiated work to lessen linguistic difficulties without significantly reducing academic challenge.
- additional support may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

All children who attend the school who have EAL, will be baselined using the LIC programme and then support will be decided upon based on their individual needs.

## USE OF ICT

A highly developed Information and Communication Technology (ICT) platform and virtual learning environment which supports all aspects of the school will be developed. This will be part of a Trust wide initiative to maximise the sharing of resources including administrative and financial support, in addition to staff and student resources to support effective teaching and learning. DRET Head of ICT will facilitate and deliver a plan which will address the need to:

- Enhance learning, extend concentration, individualise learning objectives and engage learners. A wide range of performance outcomes will need to be assessed and recorded
- Record and retrieve Information and intelligence to inform practice, support performance and production of assessment systems
- Develop all aspects of school data and intelligence to a high specification and also develop the learning platform to aid remote access and “own time “ learning
- Commence the immediate phased introduction of student IT devices
- Ensure all staff are allocated a laptop
- Introduce IT solutions as a way of ensuring effective management of whole school systems
- Facilitate the necessary changes through significant changes to the support staff structure and ensure that training budgets reflect the priority awarded this aspect of change

An effective learning platform will enable parents, guardians and carers to play a greater part in children's learning. Where they have access to the learning platform from home, they will be able to support students in their work with special support materials. In time they will be able to access their child's personal home page to keep track of their work and the curriculum, view reports, attendance data and scores in assessment activities.

Web based systems will be developed so that parents, guardians and carers may, if they wish, communicate with teachers, school administrators and others supporting their child's learning.

It will in time be possible to engage with wider school issues through online communication tools and for them to become active partners with the school.

An effective learning platform will:

- provide up-to-date management information on attendance and attainment
- track the progress of individuals and groups of children
- collate summative and formative assessments
- reduce the administrative burden on teachers by using transferable data
- enable communication within the school and beyond, on a one-to-one, one-to-many, or many-to-many basis
- increase communication with parents

The school will ensure that the use of an effective learning platform is embedded in the working practices of the school, which can offer a wide range of benefits to teachers, students and parents/guardians/carers, and at the same time support management and administration.

The anticipated benefits include enhanced quality learning as teachers will be able to:

- create and share teaching materials which can be accessed online, printed out or used with an interactive whiteboard
- put their resources online so colleagues can access them both in the school and from

home

- access a wide variety of learning materials that they can customise for the exact needs of their students
- access lesson plans from colleagues to support supply cover
- assess, monitor and track individual and group progress
- receive submissions of work from students in one area that is easy to manage
- manage their timetables, diary, email and discussions within personal desktop space
- increase their ICT competence and confidence

### **The use of ICT to support learning**

Pupils of the school will be able to utilise high impact learning activities which will enable them to:

- access learning materials created by their teachers and others, outside lesson time and from locations such as the library and at home
- work on documents collaboratively with other students
- store work and notes online for use in, homework and outside normal school hours
- work at their own pace and with a wider choice of learning styles through a more personalised curriculum
- create an online portfolio, including digital photos and videos of performance as well as text
- improve their ICT skills and online management of materials
- submit independent learning work and homework for marking and assessment communicate by email and participate in live discussions and forums with other students and teachers in other organisations and in other countries.

### **Aware of E Safety**

New technologies have become integral to the lives of children and young people in today's society, both in school and in their lives outside school.

The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and *students / pupils* learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times.

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely will be addressed as part of the wider duty of care to which all who work in the school will be bound. The Trust's e-safety policy will help to ensure safe and appropriate use. The development and implementation of such a strategy will involve all the stakeholders in a child's education from the principal and governors to the senior leaders and classroom teachers, support staff, parents, members of the community and the *students / pupils* themselves.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil / student achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information

- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use, which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this e-safety policy is used in conjunction with other policies (e.g. behaviour, anti-bullying and child protection policies). As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build *students' / pupils'* resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with them.

E-safety is not solely an issue for *students/ pupils*. The 2012 Teacher Standards document sets out clear expectations for the personal professional conduct of teachers over and above the legal framework covering all adults.

Standard	Relation to policy
<p><b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <p>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position; having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;</p>	<p>Roles &amp; responsibilities, teachers &amp; support staff;</p> <p>Education &amp; training: staff; Staff and volunteer acceptable use policy;</p> <p>In addition</p> <p>... including in electronic communication of all kinds</p> <p>... applying safeguarding policy and procedure rigorously in the context of e-safety ... including in electronic communication of all kinds</p>

	<p>showing tolerance of and respect for the rights of others or not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</p> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>		
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**D5 Tell us how your definitions and measures of success will deliver your aspirations for pupils achievement**

The David Ross Education Trust Impact Measures will focus upon:

- All pupils making at least expected progress in their learning in Reading, Writing and Maths.
- Pupils' attendance levels being in line with national averages.
- Achieving at least at the National Average for attainment at both Key Stages
- Being within the top quartile for similar schools for attainment at both Key Stages
- Being in the top quartile for all schools for progress for both Key Stages
- Ensuring that at least 60% of children are at age related expectations at end of the EYFS
- Ensuring that at least 80% children are at age related expectations in reading

**Targets will be set for each cohort of pupils in regards of the following areas:**

**Target Setting**

To close the gap on attainment the following approach to target setting will be adopted:

- We assume all children will reach L4 in English & mathematics by 11
- We will identify those children who will not - these children will be subject to an individual programme and subject to challenge on progression rates
- Agree expectation

- We will identify many are able to reach L5/L6
- Put strategies in place to enable all children to reach potential

This happens for each year group replacing L4 with the relevant expectation for that year group.

**Where relevant pupils will also have targets set for:**

- EYFS related targets in all areas
- Attainment (age-expected) in Reading, Writing, Speaking & Listening and Maths
- Progress in Reading, Writing, Speaking & Listening and Maths
- Attendance and Punctuality
- Reading Age

Success Measures for attendance will be set at minimum levels in line with national averages for overall attendance.

Progress against all of the targets will be recorded and reviewed at least 3 times per academic year – December, April and July. These will feed into the accountability framework put in place by the Trust and governors to hold the Head Teacher to account. The Head Teacher will hold staff accountable during Achievement Meetings.

Analysis of progress will be used to identify the impact of strategies employed in the school and to identify redeployment of resources towards needs.

This will include analysis of the performance of all groups of pupils within the school including:

- Boys
- Girls
- FSM
- LAC
- Young Carers
- SEN
- G&T
- Ethnicity
- Attendance <95% <90%
- Those attending holiday clubs or extra-curricular activities

Subject Leaders will take responsibility for collating the termly report for their area which will be reported back to a sub-committee of governors (Data and Standards Committee.)

**ASSESSMENT AND REVIEW**

Governors shall be expected to report to the Trust against KPIs which have been set for the school on a termly and an annual basis.

The school will focus on the development of a progression gradient - i.e. the linear progression that charts national expectations against age for each year group. All children will be assessed each half term and plotted on the progression gradient.

These progression rates will be the subject of an individual discussion with each teacher and Head/KS coordinator. The key discussion being:

- Is the child on or above the expected progression gradient?
- If not what intervention is in place and when do we expect a return to attainment on or above the line?
- Can we move the child to a higher progression gradient? (e.g. to achieve L5 at 11)



Class teachers will build an assessment portfolio of evidence for pupils for Reading, Writing, Speaking & Listening and Maths.

The evidence collected will come from a range of sources including:

- Observations made in class
- Written work in books
- Tests and assessments
- Running Records
- Progress Trackers
- Observation notes

The assessment portfolios will be standardised and moderated internally within school and externally with other schools or professionals to ensure accuracy and consistency of judgements.

An overall judgement will be made on a child's level by taking into account all the evidence collected. All assessments will be used continually to inform the next steps of learning required.

Testing and teacher assessment will occur throughout all areas of the curriculum but with an emphasis on the National Curriculum Core Subjects, namely mathematics, English and Science. Updating of the records will be an on-going process so that they reflect the progress being made and provide all stakeholders with the information they require to ensure that each child is individually supported to achieve his or her best.

### **Tracking Pupil's Progress**

Assessment Manager 7 will be used to enable senior leaders to acquire a strategic view of standards and progress of all pupils and different groups of pupils. Information will be added to the tracker on a termly basis. The Tracker will be updated weekly to take account of high levels of mobility.

A rigorous system of monitoring and scrutiny will involve all teachers and non-teaching staff.

- All teaching and support staff will be organised into learning teams. Team leaders will be appointed from the senior management team and include a DHT, EYS and KS1 phase leaders.
- Staff CPD will follow a coaching model within the learning teams. NQTs will be mentored and a rigorous Trust-wide programme will be provided that runs parallel to the learning team system.
- Each learning team member will be involved in a cycle of lesson observation, feedback, targeted support and book and planning scrutiny over a 6 week period.
- Each learning team member will be involved in pupil progress reviews termly. Curricular and numerical targets will be set and the information recorded on raising attainment grids. Venn diagrams will be used to map and track pupil attainment in English and Maths combined and progress in relation to numerical targets. AM7 will be used to map attainment in relation to national benchmarks and floor standards, as well as pupils converting 2 levels progress from K.S 1 to K.S 2.
- SIMS will be used to analyse data collected termly. This will inform the SEF and Headteacher's report to Governors and will be shared with the SLT and all staff.
- The learning team system will be linked to Performance Management and other school

improvement systems e.g. School Development Plan.

## **Assessment Procedures**

### **Half-Termly**

- Range of attainment grids will be completed following teacher assessments. These are based on the use of APP materials, level descriptors, in-class tests and other supplementary materials;
- Venn diagrams will be used to map and track attainment and progress towards floor targets in English and maths combined;
- Pupil progress meetings will be held between class teachers and team leaders to discuss current attainment and expected progress of all children in the class.
- Numerical targets will be set for the next term and recorded on the range of attainment grids. Targets and progress will be reported to and reviewed by the senior management team. Targets will be discussed with pupils, parents and carers.
- At the end of each term, IEPs for children at school action will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set and shared with pupils and parents/carers.
- At the end of each half term, IEPs for children at school action plus/statements will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set.
- Attainment judgements will be made termly for all children across a range of abilities in reading, writing and Maths, using levelled assessment materials developed by school but based on APP criteria, securing levels documents, N.C level descriptors and other supplementary materials. Coverage of the National Curriculum for non-core subjects will be marked off half termly.

### **Daily**

- Assessment for learning will be used to inform daily planning in all subjects and recorded on planning sheets.
- Work will be marked to the Success Criteria for each piece, including weekly extended writing, which is completed independently and levelled
- Initial and final assessment will be carried out to monitor progress within the units

### **Monitoring**

The accuracy of pupil progress and attainment data will be monitored by;

- Team leader review half-termly, checking on progress, raising attainment grids and Venn diagrams. This will be shared at SLT meetings and follow up actions are agreed. Individual programmes will be created and actioned. A training record will be kept for all staff.
- Moderation by subject leaders, AST (SATS marker at K.S 2) and consultants (as required)
- Report to Governing Body
- Verification of end of year and SATS/EYFS data by the Trust's Primary Lead Adviser.
- Lesson observations and book/planning scrutiny

### **Strategic Overview**

A strategic overview of standards and progress will be gained from the analysis of data entered termly into SIMS. This will be filtered to analyse the performance of identified groups of learners and to feed into termly action plans and the report to the Governing body. SIMS

AM7 will be used to monitor pupil progress towards their end of year targets and FFT predictions.

### **Parental Involvement and Reporting to Parents**

Parents will be expected to attend information sessions at least three times a year. Academic, behaviour, attitude and attendance targets will be discussed, set and reviewed with parents at these meetings. Individual Education Plans and Behaviour Plans will also be discussed at these meetings for children with particular needs.

Attendance at these meetings by parents will be encouraged by using incentives seen to work in other similar schools within the Trust.

Annual reports will be sent to parents at the end of the academic year.

### **D6 Describe your admissions policy, confirming commitment to fair and transparent admissions practices**

#### **Admissions**

DRET is committed to serving its local community. We will not select pupils on the basis of ability and their education will be provided without fees. The school will adopt the Local Authority co-ordinated admissions arrangements to ensure that we meet the School Admissions Code in full. The Local Authority will be bought in as a service to the school. Any applications should be made using the Authority's Common Application Form. Free Schools often become over-subscribed quickly; families will therefore be encouraged to complete and return the forms promptly. We will have 30 agreed admissions for the academic year 2014-2015.

All applications for placement at the school will be considered in accordance with the arrangements set out below. The school expects to admit up to 30 pupils per year group for school year 2014-2015 into Reception and Year 1.

#### **Application form:**

- Those applying for admission during our opening year, the year beginning September 2014, must declare The Malcolm Arnold Primary Free School to be their first, second or third choice on the Common Application Form.
- A copy of this form will be provided by the Local Authority where applicants opt not to submit the form online.
- The Common Application Form must be completed and returned to the Local Authority no later than --/--/2014 (date to be confirmed by Northamptonshire County Council).

#### **Late Applications:**

Applications received after the closing date will only be considered in exceptional circumstances, and then, entirely at the discretion of the Chair of Governors and the Head Teacher. A late and successful application is highly unlikely.

#### **Verification of information:**

- All applicants will be required to produce proof of residence and an original or certified copy of birth certificate.
- The Governing Body reserves the right to seek verification from the local authority.
- Passports will not be accepted in place of birth certificates.

- Providing false information during, or omitting material information from, any application may result in disqualification from the application process, and may also result in termination of a placement, whether offered, accepted or actively attended.

#### **Offers of a place:**

- Letters informing parents of the outcome of their applications will be sent by post and email and will be followed up by telephone calls.
- Applicants to whom places are offered will be required to inform the Governing Body of their decision to accept or reject the offer by a date they will be informed of in application acceptance letter.

#### **Appeals Procedure:**

Parents whose applications are unsuccessful will be given the opportunity to appeal against the decision to an Independent Appeal Panel, set up in accordance with any statutory provisions in force at the time.

#### **Reserve List:**

- In addition to and separate from the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on a Reserve List which will be managed by the school.
- The order in which applications will be considered from the Reserve List will be determined in accordance with the over-subscription criteria.

#### **Waiting List:**

On 1 September 2014 applications on the Reserve List and applications received after the deadline for applications will be placed on the Waiting List.

#### **Over-Subscription Criteria:**

Places will be allocated to pupils who have a Statement of Special Educational Needs that names the school as appropriate provision. When there are more applications for places than there are places available, priority will be given in the following order:

- i. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- ii. Children with specific medical and social needs, supported by written evidence from an appropriate professional person (see below)  
(If parents feel that their child has an exceptional medical or social need for a place at any of their preferred schools, they must send us a letter from a professional health or social care worker telling us:
  - how, in their judgement, their child's needs can only be met at their preferred schools;
  - why, in their judgement, other local schools cannot meet their child's needs.)
- iii. Children with a sibling attending the school at the time of application. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

For the purposes of admissions, the Department for Education's definition of sibling is as

follows:

*'Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.*

Every effort will be made to ensure that brothers or sisters (as defined above) and those from multiple births can attend the same primary school, understanding that the Local Authority must comply with the Education (Infant Class Sizes) (England) Regulations 1998.

- iv. Other children by distance from the school, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address in this system. Distances are measured from the main entrance of the child's home to the main entrance of the school as specified in the school information pack.

In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line. Distance is measured using the Council's Geographic Information System (GIS) from the Ordnance Survey (OS) seed point located at the child's home address to the OS seed point (or a specifically defined point) for the school, using a straight line. (The seed point is taken from the Ordnance Survey's (OS) Address-Point® dataset. It is used to locate individual residential and school addresses using grid references.)

Random allocation will be used as a tie-break in category '3' above to decide who has highest priority for admission if the distance between two children's homes and the school is the same. This process will be independently verified.

- v. Other pupils.

If the admission number is exceeded within criterion (iv), priority will be given to those who live furthest from the nearest alternative school. If the admission number is exceeded within any other criterion, priority will be given to those who live closest to the school.

**Exclusion:**

The school may refuse admission to applicants who have been permanently excluded from two or more other schools. The ability to refuse admissions runs for a period of two years since the last exclusion.

The school will consult and co-ordinate its arrangements, including over the rapid re-integration of children who have been excluded from other schools and who arrive in an area after the normal admissions round, in accordance with local in-year fair access protocols for securing schools for unplaced children.

Exclusions that took place before the child concerned reached compulsory school age do not count for this purpose.

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

**Behaviour management**

All staff at the School will have a duty to model good behaviour to ensure that teachers are able to teach and children are able to learn.

## **Underpinning Principles**

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (available on the Staff Shared Drive and updated on the internet each year).

The School will implement policies and practices that support good attainment and achievement. This will include first day response to absence, attendance panels with parents and, where necessary fixed penalty notices served on parents who will not engage with improving their child's attendance.

Holidays of up to five days will be sanctioned for children with good attendance (above 95%). Beyond this, holidays will not be sanctioned and fixed penalty notices will be issued for non-compliance.

Punctuality will be further encouraged. Again, fixed penalty notices will be issued to parents who will not comply.

Teachers will create an attractive and stimulating learning environment in each classroom which promotes a good attitude towards learning. Pupils work collaboratively and respect each other's views.

Children's learning behaviour is discussed regularly during lessons and on a 1:1 basis as part of the assertive mentoring programme. Celebration assemblies linked to learning and attitude to learning are held at the end of each week.

## **Aims of our Behaviour Policy**

- To provide a welcoming, calm, caring interesting and stimulating environment that encourages learning.
- To state clearly expectations of behaviour.
- To assist children to grow up with a clear and acceptable view of what is right and wrong.
- To create an environment in which adults and children treat each other with mutual respect, honesty and fairness in an atmosphere of trust.
- To encourage children to take responsibility for their own behaviour and the consequences this may involve.
- To encourage children to show tolerance and compassion towards others in the school environment.
- That staff should model the behaviour they expect of children.

- To involve parents in behaviour management at an appropriate stage.

Our behaviour and attendance procedures will be linked to our house system, as promoted by the Trust. We will be consistent with our approach to dealing with behaviour so that our children know what we expect from them and what they can expect from us.

Throughout the school we will have three phases of our behaviour policy, all of which build on expectations of positive behaviour. They will be grounded in rewarding the positive actions of children and dealing with any unwanted behaviours or attitude consistently, clearly and effectively.

Attendance will be tracked weekly by the Family & Pastoral Manager and persistence absence followed up at point of identification.

### **Procedure for Reception Behaviour Policy**

On entry in Reception, our children will follow a red, green, gold traffic light system. This procedure is detailed below:

- At the start of the day every child starts on green which represents satisfactory behaviour. The intention is for every child to still be on green or better at the end of the morning or afternoon session.
- If a child's behaviour is better than satisfactory they will have their name moved up to gold and be praised. At the end of session they will be given a sticker.
- If a child is misbehaving or disruptive an initial warning is given for them to correct their behaviour.
- If behaviour continues the child is moved to red and is given time out for 5 minutes, after this the child apologises and explains how to improve/correct their behaviour.
- At the end of the morning or afternoon session every child starts again on green.
- A senior staff member will be called for if a child's behaviour is aggressive and staff require support.

Reception will not be using stickers during the inputs to lessons or for rewarding children when they are settling down. Praise will be given verbally or child moved to gold and given reward at the end of the session. This is prevent time being wasted during beginning of sessions.

The Head Teacher will visit Reception every Friday morning to monitor and reward good behaviour. Our Year 1 children will follow this system of praise and sanction.

The rules from the Discipline for Learning Policy will be introduced from Term 2. By the end of Term 4 children will be familiar with the rules and format of the Discipline for learning Policy as set out below ready for entry to Year 2 where the children will follow these procedures full time. At the start of Term 5 the teacher will introduce the blue behaviour book to record any unwanted behaviour for the Head Teacher to read on the Friday behaviour walk. Head Teacher stickers will be given to all children who do not go into the behaviour book.

### **Discipline for Learning Policy: - Y1/Y2**

*Five main rules for the classroom:*

1. *Stop, look and listen when you are asked to.*
2. *Keep unhelpful hands, feet, objects and words to yourself.*
3. *Follow instructions straight away.*

4. *Stay in your work area unless you have permission to leave it.*
5. *Use things carefully and put them back in the right place.*

Various awards will be given to those managing to maintain these rules. Stickers, certificates and letters home will be given out.

Message to parents: Please go over the rules with your child and encourage them if they bring home a Good Behaviour sticker or certificate.

### **Year 3, Year 4, Year 5, Year 6 Behaviour Policy Expectations**

Our Key Stage 2 Behaviour Policy is grounded in respect. This includes respect for themselves, each other and all property. It is set out below.

Respect\

<p><b>Children must respect each other</b> So that means,</p> <p><b>no hitting</b> <b>no swearing</b> <b>no insults</b> We do want our children to:</p> <p><b>speak kindly</b> <b>take care</b> <b>help</b></p>	<p><b>Children must respect all adults</b> So that means,</p> <p><b>no hitting</b> <b>no swearing</b> <b>no insults</b> We do want our children to:</p> <p><b>listen</b> <b>speak politely</b> <b>help</b></p>	<p><b>Children must respect property and equipment</b> So that means,</p> <p><b>no breaking</b> <b>no graffiti</b> <b>no throwing</b> We do want our children to:</p> <p><b>look after</b> <b>put in the right place</b> <b>tell adult if broken</b></p>
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### **Individual Rewards – all pupils**

#### **Credits and House Points**

Children will continue to earn individual credits as stated below:

How to earn credits

Producing a good piece of work	1 credit
Doing all homework and handing in on time	1 credit
Reading at home 3 times in a week	1 credit
Demonstrating good values/ethics	1 credit
Exceptionally helpful/polite/kind	1 credit
Works well as a team	1 credit
Contributing positively during a lesson/assembly	1 credit

Credits will not be used to reward pupils that are not always well behaved when they are. Positive behaviour should be rewarded.

- Once a child has earned 10 credits they will be awarded a certificate and house point in during a Friday morning assembly.
- It will be the responsibility of each class teacher to complete the certificates and bring them to the assembly.



- Pupil of the week certificates will also be given out on a Friday. Once again it is the responsibility of the teacher to bring these to the assembly. Any pupils receiving a pupil of the week certificate will also earn a house point and will sit on the top table at lunchtime with a friend of their choice.

Ways to earn house points:

10 credits	1 house point
Pupil of the week	1 house point
Personal Achievements	1 house point
Represents the school/house well	1 house point
100% attendance at the end of each half term	1 house point
House with best attendance each half term	10 house points
Chosen to sit on the top table at lunchtime	1 house point

The members of the winning house will receive a reward such as a day trip towards the end of the school year.

Weekly 'outstanding achievement' awards will be presented to one boy and one girl from each class. One award will be nominated by the class teacher and one by fellow pupils.

Pupil's achievement will be recognised through our fun End of Year Awards Programme: (Examples below)

- The David Ross Trophy for outstanding contribution to school life during the academic year
- The David Ross Trophy for outstanding contribution to the school community was awarded to
- Teacher Best Behaviour Trophy

### Groups within the class

- A teacher may choose to operate a system within their class to encourage positive behaviour.
- House Team Rewards will be linked to the attendance strategy and core-learning skills aspect of the curriculum.

### Whole Class

Each class will work together to fill their 'marble jar' (50 marbles). The class teacher will award marbles in the jar when the whole class has:

- Had a successful lesson (no behaviour problems)
- Shown impeccable behaviour
- Produced exceptional work.

When the jar is full the class will then choose a whole class treat. This may be one of the following:

- An extra playtime
- A mufti day
- A video/DVD
- An activity agreed by the class and approved in consultation with the Head Teacher.

Parents will be contacted by the class teacher informing them of the date and time of the whole class reward. Each class should aim to fill their marble jar every term.

### **Summary of Consequences – KS1 & KS2**

Teachers will keep records of negative behaviour and the actions taken.

When a child is warned about any inappropriate behaviour this should be clearly recorded by the class teacher. (Sad face/Names on board etc.)

- Initial first warning stating expected behaviour
- 1<sup>st</sup> warning – loss of 5 minutes of next playtime
- 2<sup>nd</sup> warning – loss of 10 minutes of next playtime
- 3<sup>rd</sup> & final warning – loss of 15 minutes of next playtime / ‘time out’ from classroom / parents informed.

If a third warning occurs again within the following four school days after the first incident, the Head Teacher will be informed. A meeting will be arranged with the child’s parents to discuss a ‘pastoral support plan’. The plan will contain specific targets related to the child’s behaviour. This will involve the Headteacher, SENCO, Family & Pastoral Support Manager and Class teacher.

### **EXCLUSIONS**

#### **FIXED TERM AND PERMANENT EXCLUSION**

A child will be at risk of exclusion when their behaviour is of a level that school rules are broken and themselves or others are put at risk in relation to health and safety. Only the Headteacher (or someone acting on their behalf) will be able to exclude a pupil from school. An exclusion of a pupil may be for one or more fixed periods of time up to 45 days within an academic year or can be done permanently.

The school will endeavour to support the pupil in reducing the likelihood of further incidents of poor behaviour (as opposed to punishment for the behaviour).

- a) Restoration: the ‘offender’ will be given the opportunity to redress the harm done to the victim.
- b) Mediation: where there has been confrontation between two parties.
- c) Internal seclusion for prescribed limited periods to defuse situations.
- d) Managed transfer to another school
- e) Involve specialist agencies
- f) Interim review in SEN cases, to assess whether an amendment to current arrangements can be made.

**The school will only exclude a child if the following two criteria are met:**

A serious breach of school’s behaviour policy & if allowing that pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

***NB – The above may not be deemed appropriate in cases relating to a serious one-off incident.***

These exceptional circumstances are a) serious actual or threatened violence, b) sexual abuse or assault, c) supplying an illegal drug, d) carrying an offensive weapon. These will lead to permanent exclusion for a **single** event

#### **Procedures for fixed term exclusions**

- Parents will be informed and invited to attend a meeting as soon as possible where

- reason and period of time for exclusion given
- Parents will be informed that they can appeal against the exclusion to governing body
- A letter regarding exclusion will be written
- Local authority paperwork and risk assessment will be completed and sent to LA
- Parents provide work for child up to 5 days and after this period work provided by school
- Exclusions will reported to governing body, the Trust and the LA on a termly basis

#### **Procedures for permanent exclusions**

- Parents will be informed and invited to attend a meeting as soon as possible where the reason for permanent exclusion is given
- Parents will be informed that they can appeal against the exclusion to governing body.
- The letter regarding exclusion will be written and given to parents
- Local Authority paperwork and risk assessment will be completed and sent to LA informing them of permanent exclusion
- Governors discipline panel meet to look at reasons for permanent exclusion with LA representative present. Parents/carers may also make representation at this meeting. Governors will consider and discuss evidence and opinions and then decide whether to uphold permanent exclusion or not.
- If governors decide that pupil should be reinstated, the Head Teacher must comply with this ruling.
- If governors agree to uphold the exclusion the child is permanently excluded and the LA will seek another place in a school for this child.

The child will remain on the school register until a suitable school place is found.

#### **Anti-Bullying - Statement of Intent**

At the David Ross Education Trust, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind will be unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We will be a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Our definition of bullying:

Bullying is the use of aggression with the intention of hurting another person or their belongings, repeated over a period of time, making it difficult for the person concerned to defend themselves. Bullying results in pain and/or distress to the victim.

We will work hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying can be:

- Emotional being unfriendly, excluding, tormenting, threatening, making fun of because of differences (glasses, hair colour, overweight etc.)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial or religious taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments, rude comments or gestures
- Homophobic because of, or focussing on the issue of sexuality

- Verbal name-calling, sarcasm, spreading rumours, teasing, swearing
- Cyber Internet, such as email, Facebook & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities.

### **Key Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is and the signs to look out for.
- Governors and ALL staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Procedures**

- Report bullying incident to staff (class teacher informed)
- The incidents will be recorded by the class teacher and then given to our Family and Pastoral Manager (F&PM) or Headteacher who will collate and analyse the data for repetitions/patterns etc.
- Incidents will be taken into consideration by staff when organising classroom groups etc.
- In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- Attempts will be made by F&PM to help the bully (bullies) change their behaviour
- In certain circumstances, the problem may be discussed in the “Circle Time” element of Class Council meetings.
- Bullying shall be a “standing item” on all Class and School Council Meeting agendas – discussions reported back to the SLT by the Link Teacher.
- Anti-Bullying will be included on the yearly questionnaire to parents.

### **Outcomes**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place following the guidelines in the Behaviour and Discipline Policy as previously detailed.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention**

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly

- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- F&PM will have worry-boxes situated outside her room.

The School Council will also:

- operate a “Friendship Stop” at playtimes,
- wear School Council caps when “on duty” at playtimes
- have been trained to run sports activities during lunch-times with the dinner ladies (playground games co-ordinator)
- have a “worry box” in each classroom and one on-line

### **Attendance Management**

Attendance at school has a clear link with academic attainment and progress. We will therefore set out the following Attendance Management strategy.

### **First Day Response**

If we have received no message giving a reason for absence, the parents will be phoned by Office Staff between 9.30am and 10.00am. The reason for absence will be recorded. If we are not able to contact by phone, then an unannounced visit will be made by midday, unless a risk assessment of the family shows that staff would be put at risk. (Minimum of two members of staff to undertake all unannounced visits). If no-one is at the home, then a letter will be posted asking for the family to contact school. If there is no response the following day, then other named contacts for the child will be called.

For next steps see ‘Missing Child’ procedures.

### **Monitoring of absence**

- Pupil’s attendance will be monitored once a week to identify pupils whose attendance is less than 95% and 90% for a 5 week period.
- Pupils’ attendance will be monitored termly (6 per year) for attendance less than 95% for the whole school year.
- Lateness contributes towards absence (see section on Lateness).
- If valid reasons for the absence are already known, no further action is taken.
- If there is no valid reason, we will follow a staged approach.

### **1A Letter**

- Notifying parents that child’s attendance has dropped below the acceptable level.
- These pupils will be monitored for 5 weeks – if no improvement is seen to be made at any stage during the 5 week we will move to step 1B.
- NB: If a child has received a 1A letter at any stage in the school year then the process will continue from this point if their attendance deteriorates later in the school year.

### **1B Letter**

- Absences will be unauthorised without a medical note.
- A meeting will be convened between the Head Teacher and parents to make clear our expectations.
- Pupils’ attendance will then be monitored on a weekly basis until it reaches a minimum of 95% for 4 consecutive weeks.
- If no improvement is seen then a referral is made to the Educational Welfare Officer (EWO).

## Referral to EWO

- The school will continue to liaise with EWO about case – initial response from EWO should be within 10 days. The EWO meets with the school once per month to discuss all cases.

## Holidays

Holidays will only be authorised if a pupil's attendance is above 95%. The maximum length of holiday that will be authorised is 5 days. Any other holidays will be unauthorised.

## Missing Children

If no contact has been made with a family for 10 consecutive days then a 'missing child' referral will be made to EWO.

## Unexplained absences

Last but one week of each half term – letters to be sent to parents asking for reasons for absence. If no response within 7 days then the absence will be unauthorised.

## Lateness (before registers close)

Pupils punctuality will be monitored termly (6 per year) for any pupils who are arriving regularly late for school before registers close on 5 or more occasions with no valid reason.

## Action

A meeting will be convened between the Head Teacher and parents to make clear our expectations of punctuality. The pupil's punctuality will then be monitored on a weekly basis until lateness is eradicated for four consecutive weeks.

## Promotion of Good Attendance and Punctuality

### Weekly Attendance Cup

Attendance & Punctuality will be analysed and a winning class will be identified for best overall attendance and punctuality for the previous week. A cup will be awarded in assembly on Friday to the winning class. The winning class will receive 5 marbles and a lunchtime reward e.g. eating lunch outside.

### Termly Attendance Prize

Attendance & Punctuality will be analysed and a winning class will be identified for best overall attendance and punctuality for the whole term. Each member of the winning class will receive a prize.

### Whole School Year Attendance Prize

Attendance & Punctuality will be analysed and a winning class will be identified for best overall attendance and punctuality for the whole school year. Each member of the winning class will receive a prize.

## 100% Attendance

- Any pupils with 100% attendance each week will earn 'one house point' for their house.
- Any pupils with 100% attendance will receive a certificate at the end of the Autumn, Spring & Summer Terms. They will also receive 5 house points.
- Any pupils with 100% attendance for the whole school year (this will only apply to pupils that have been on roll for the whole school year) will be entered into a prize draw to win

gift cards £25 winner, £10 runners-up.

### **Late gates**

- The Headteacher and other nominated staff will wait at the school gates to welcome pupils.
- Pupils arriving on time will be given a sticker that entitles them to 'bonus' credits.
- The late gates will take place randomly throughout the school year and will be unannounced.

### **Pupil wellbeing – pastoral support**

Pupil wellbeing will be a key feature within our school. As already mentioned we will give numerous opportunities to pupils to take part with activities they will enjoy outside the school curriculum. The school curriculum itself will be creative and innovative as we want all children to enjoy school thus improving attendance and achievement.

We will have dedicated staff employed at the school that will support the pupils and their families through any difficult times in their lives. We want to establish relationships with pupils and families that mean that they come to us with any concerns. These could range from issues regarding pupil behaviour at home or a fall-out with a friend at school. We do not want any of these to become barriers to learning.

Our Family and Pastoral Support Manager will take responsibility for monitoring pupil's punctuality and attendance and will work proactively with families where these cause any concern (as outlined in the attendance management section). The manager will also be a designated person for child protection and in the Common Assessment Framework. We envisage our family & pastoral support team making strong links with families and will appoint a person who is a highly skilled communicator with experience of counselling skills.

The Family and Pastoral Support Manager will set programmes of work for pupils which will be delivered by the pastoral support assistant. Some of these programmes will be aimed at increasing self-esteem or they may be more therapeutic to help address issues such as bereavement.

The Head Teacher and the Family & Pastoral Support Manager will be key drivers in ensuring that the community around the school is active and engaged with school life. Before a child even enters the school we hope that they know the type of school we will offer. To get this message out to the community our pupil community projects and pupil 'arts' shows will showcase to the public the aims and ethos of our school.

### **Community Engagement**

We want our school to be at the heart of our community and our students will be encouraged to participate in socially beneficial activities during and outside the school day. Such activities will include involvement in local environmental improvement projects, fund raising for good causes, etc., in order for students to gain a greater understanding of, and provide a valuable service for, the local area and the people it serves.

The school will also provide support to the wider community, through

- Classes for parents to be able to catch up on skills they may have missed out on e.g. computer and language skills
- Talks from local business leaders including tours around workplaces.

- Use by the community of school facilities which could also generate a stream of income for the school e.g. use of sports facilities, accommodation for fitness and yoga classes

### **Work with other schools**

- David Ross Education Trust, networking with the family of schools.
- Moderation of assessments
- Use of PE Facilities
- Developing the use of technology to enhance CPD e.g. Skype, twitter
- Cluster Performing Arts Festivals
- Transition Work with Secondary Schools
- Peer Mentoring with Pupils from Secondary Schools

### **Teaching methods.**

Throughout the child's schooling various teaching methods will be used such as the whole class approach, small group work and individual learning. Each has its place in a balanced and well developed curriculum.

In any class of children there will be a range of abilities including those who need extra support generally, those to whom everything comes easily and those who struggle or excel in perhaps just one curriculum area. Grouping children mainly according to their levels of understanding allows the teacher to focus very closely on the next stage in their learning. Each group of children, no matter what their level, will be able to move forward at a pace which is appropriate for them. Grouping children in the core subjects of mathematics and English can be particularly beneficial. Groups will be operated in a variety of ways.

Class teaching has an important part to play in a child's education. Throughout the course of each week, various activities will be undertaken as a whole class including such things as P.E., story time, music/singing and certain elements of the core curriculum areas. The decision as to which approach to adopt for any given lesson will be determined by what is seen to be the most appropriate way to achieve the intended degree of learning. Issues and decisions regarding different teaching methods are addressed in the teacher's detailed planning files.



## 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
<b>Reception</b>	30	6		20%		2		6%
<b>Year 1</b>	30	4		13%		6		20%
<b>Year 2</b>	30	0		-		4		13%
<b>Year 3</b>	30	5		17%		0		-
<b>Year 4</b>	30	4		13%		5		17%
<b>Year 5</b>	30	4		13%		4		13%
<b>Year 6</b>	30	0		-		4		13%
<b>Totals</b>	210	23		11%		25		11%

Please note, in the 2014 academic year we are proposing that only reception and Year 1 will be filled. In the 2015 academic year we are proposing that reception, Year 1 and Year 2 will be filled.

With this taken into account, it means that 17% of the free school are already potentially filled for its proposed opening in 2014.

## 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.

### **Demand**

Within Northampton there has been an increased birth rate and significant inward migration. As a result, there is a growing number of primary aged pupils in the town. This has put significant pressure on school places and the local authority is making plans to make room for over 4,400 more primary pupils by 2014.

As a result, the local authority are looking to double the size of a number of local primary schools. A number of residents groups against this have been established.

The David Ross Education Trust believe that this, combined with the fact that Northamptonshire's Key Stage 2 results are in the bottom 11% in the country, mean that parents do not have the choice they deserve to guarantee that their child receives the highest quality education.

Given the shortage of primary places, Northamptonshire County Council are supportive of projects such as this one. The Malcolm Arnold Primary Free School will be a 4-11 co-educational School of up to 210 pupils.

As part of the Trust's bid, the Council has asked that the following be included in our submission:

#### **NCC consultation response: David Ross Education Trust's proposal to establish the Northampton Free School (Primary)**

Northamptonshire County Council supports the David Ross Education Trust's proposal to open a Free School in Northampton Town from the start of the September 2014 academic year.

The County Council is facing significant pressure on primary school places across the county and in Northampton Town in particular. This is as a result of an increase in the birth-rate within the county as well as large amounts of inward migration to the county. Whilst the County Council is already in the process of adding an additional 4,400 primary school places in the forthcoming years any additional capacity in the form of a Free School, especially in Northampton Town, where the pressure on places is particularly acute, is very welcome.

An increase in the choice and diversity of schools available to parents within in the county is also beneficial and is in line with the policies laid down by Central Government.

To summarise, Northamptonshire County Council fully supports the proposal from the David Ross Education Trust to establish the Northampton Free School.

### **Additional Demand**

Immediately prior to submitting this bid the Trust received the email below from Northamptonshire County Council. We would be supportive of their proposal to incorporate provision for deaf pupils into the proposed Free School and would explore the possibility of this further during the implementation phase of the project.

Email from [REDACTED] - [REDACTED]: Hearing Impairment

*"I understand that DRET are considering putting in a bid to build a new primary school in Northampton. I wonder if the trust would also consider accommodating new provision for primary aged deaf pupils in the same school? At least one of our primary provisions is going to close and I have been trying to find a new home for them. However there is nowhere to accommodate them at present because of the local pressure on primary school places generally.*

*As you may know Malcolm Arnold Academy already hosts the local secondary provision for deaf pupils and this has been extremely successful. If the plan is to have a primary school which will feed into Malcolm Arnold Academy then it would be an ideal location for new primary provision giving the deaf pupils continuity that they don't enjoy at present.*

*I was closely involved in setting up the provision at Malcolm Arnold and a number of people in my team are permanently based there. I spoke to [REDACTED] just before Christmas about our primary school issues and we wondered about a possible re location to [REDACTED]. However if you are going to build a school from scratch this would be an ideal opportunity to do something really exciting and design an inclusive environment for deaf children from scratch which in turn would benefit all the children."*

### **Outline of Activity**

To see if demand for a primary school run by the Trust matched this need, a consultation was run from December 21 through to January 3 2013.

As part of the consultation, the following activity was undertaken:

- A press release announcing the proposal and consultation details was issued to all key media. Details of the proposal made the front page of the Northampton Chronicle and Echo and the news bulletins on local radio stations – including BBC Radio Northampton
- The press release and overview of the proposal were put online at <http://www.dret.co.uk/news-and-events/free-school-consultation-launched>
- Links to the consultation were posted on social media channels, including Twitter and Facebook
- A letter and poster was issued to all local nurseries asking for parents to give their views
- A stall was set up at a local supermarket over the course of a day so that parents and members of the local community could give their thoughts and views in person to the Trust.
- A consultation website for people to give their views on-line was also

developed. A link to this can be found on the DRET website ([www.dret.co.uk](http://www.dret.co.uk)).

## Outcome of the Consultation

55 responses to the consultation were received. However, should the Trust be invited to the interview stage, we would continue the consultation further to gather more data to support the apparent demand.

The questionnaire, which was completed both on-line and in paper form, asked eight specific questions. The question, and the response to each question, are outlined below.

### 1) What is your interest in this proposed free school?

Participants were first asked to state why they are interested in the proposal.

Audience	Number of responses	%
Parent/carer of a child at a nursery	20	36
Parents/carer of a child at a primary	13	24
Local teacher	3	5
Local resident	14	25
Other	5	9
Total	55	

If respondents choose 'Other', they were asked to clarify what their relationship to the proposed free school was. Answers included:

- Grandparent
- Parent of a student at Malcolm Arnold Academy
- Student at Malcolm Arnold Academy
- Someone moving to the area

### 2) Do you agree that a free school would provide additional parental choice in Northampton and that the David Ross Foundation, through the David Ross Education Trust, should enter into an agreement with the Secretary of State to open a school in 2014?

Answer	Number of responses	%
Yes	48	87
No	3	5
No opinion	4	7
Total	55	

Respondents made a number of comments about the reasons for such strong

support in favour of the free school during the drop in session at the supermarket.  
Comments included:

“ [REDACTED] ”

“ [REDACTED] ”

[REDACTED] ”

“ [REDACTED] ”

**3) Would you support a free school which was underpinned by the David Ross Foundation's vision and ethos?**

Respondents were provided with a link/paper copy of the Trust's vision and ethos.

Answer	Number of responses	%
Yes	50	91
No	5	9
Total	55	

**4) Would you consider applying for a place for your child at the primary free school?**

Answer	Number of responses	%
Yes	25	45
No	7	13
Not applicable	23	42
Total	55	

Please note, the reason for the slight discrepancy in these figures compared to the responses in Q1 is that some grandparents answered this.

The people who said 'No' to this question gave three reasons.

“ [REDACTED] ”

“ [REDACTED] ” “ [REDACTED] ”

**5&6) If yes, how old is your child?**

Answer	Number of responses	%
0-3 years old	12	45
4-5	9	13
5-6	4	42
7-8	-	
9-10	-	
Total	25	

Respondents were then asked to their home postcode so that a map of interested parties could be plotted. A list of post codes can be provided, but in summary all but three were located within the NN2 postcode area.

While there are some exceptions, most interested parties came from two distinct areas; the prime one being focused to the north of the proposed site (the smallest dark green circle on the map. This is an area most affected by recent plans to double the size of their local school (Kingsthorpe Village Primary).



**7) The proposed site for the free school is adjacent to Malcolm Arnold Academy. This will enable the free school to share facilities, resources and expertise with the academy. Do you agree with the location?**

Answer	Number of responses	%
Yes	38	69
No	10	18
Don't care	7	13
Total	55	

While support for a proposed free school was consistently positive, there were

issues about the location. This sole reason given for this was the poor flow of traffic through [REDACTED] during peak times, which was mainly attributed to parents and staff associated with Malcolm Arnold Academy.

One point to note, however, was that eight people made comments that were best summed up by one gentleman who said:

“ [REDACTED] ”

#### **8) Would you like further information?**

17 people provided e-mail addresses, 15 of whom were parents who would like to consider the free school as an option for their child. We can provide these if required.

#### **Next steps**

Should we be requested to be interviewed about the proposal, we would like to continue the exercise above to gauge further interest. We are aware that this consultation was run over Christmas, but believe we can take a great deal of encouragement from the fact that:

- 55 responses were received over this busy period, nearly all in favour of a new free school
- Of the respondents who had young children, 78% would consider making the free school a first choice in the area
- As the letter from the local authority states, there is a clear need and demand for places across Northampton
- The growing reputation of Malcolm Arnold Academy, whose number of first choice preferences has increased ten fold in the last two years, shows, there is a desire by families for a primary school next to the academy.

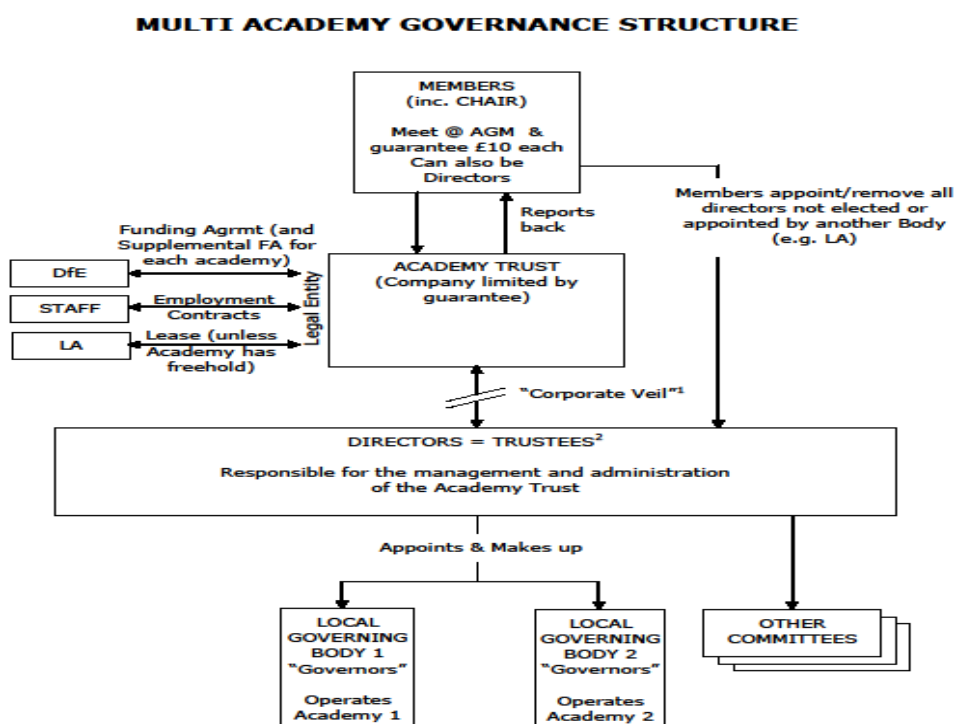
## Section F: Capacity and capability

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

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

The Multi Academy Trust (MAT) has a Board of Directors who would be accountable for the operation of the Free School. The school will have a sub-committee of the Board known as the Local Governing Body (LGB) to which certain functions can be delegated. However, the MAT will ultimately be accountable and responsible for the performance of the school. The LGB will report into the Board of Directors, with the Principal reporting into the CEO of the Trust. The Chair of the LGB will operate as challenge partner to the Principal.

The diagram below indicates the lines of accountability within the governance structure, which is the model that the Trust uses as present to operate its chain of convertor and sponsored academies.



**Notes:**

<sup>1</sup>Corporate Veil

The Directors/Trustees/Governors have no personal liability for their actions on behalf of the Academy, unless they act outside their powers or continue to trade when they are aware the Academy is insolvent.



## **TRUST ROLE**

The role of the Trust is as follows:

1. Strategic oversight: responsible for governance, contracting with third parties, setting Trust vision and policies, accountable to SOS. Trustees always retain full responsibility for the following, although delivery will be in concert with LGB:

- Compliance and governance (FA, Company Law, corporate strategy)
- The appointment, training, development and evaluation of key post holders (Principal, Chair, Clerk, RO)
- Trust finance, including the overall funding model for the Trust and individual funding models for Free Schools, agreeing annual budgets, management & protection of the assets
- Key policies, targets and performance (academic and financial) , including agreeing Development Plans, reporting arrangements, Health & Safety, Safeguarding & Admissions

### 2. Recruiting the Governing Body

The Trust will establish a Local Governing Body for the new school appointing the majority of members to the Local Governing Body.

- The make-up of the Local Governing Body will be as follows:
- Trust Governors 7
- Sponsors Representative 1
- 2 Parent Governors (Elected)
- 2 Staff Governors (Elected)
- Principal (ex officio)

The Trust would appoint Trust Governors with local knowledge and relationships to ensure the new school is responsive to its community.

As well as a governor induction programme, where necessary bespoke training will be provided for governors on a range of matters including SEN and use of Pupil Premium.

Chairs and Vice-Chairs of Governors are invited to DRET's Annual Governors Conference, with all governors invited to regional network meetings.

### **Roles and Responsibilities of Governors**

The roles and responsibilities of Governors are as follows:

The Local Governing Body will establish the following advisory committees:

#### Standards

To oversee, monitor, scrutinise and report on all issues relating to the performance of the school and outcomes for students.

#### Finance and General Purposes

To oversee, monitor, scrutinise and report on all issues relating to the assets of the school, both physical and financial.

#### Admissions

To oversee, monitor, scrutinise and report on all issues relating to admissions.

#### Health & Safety

To assist the Local Governing Body in discharging its delegated authority for Health & Safety.

### **LOCAL GOVERNING BODY ROLE**

The essential role of the LGB is to carry Trust vision forwards, in a way appropriate to the school's specific qualities and local characteristics; oversight/ support on a day to day basis and ability to question and challenge leadership, holding them to account.

This includes:

- Implement actions to comply with statutory regulations & the F.A.
- Implementation of all agreed policies
- Oversight of the school's activities
- Holding school leadership to account for academic performance, quality of provision and overall performance
- Ensuring that finances and assets are managed effectively, monitoring & reviewing expenditure, ensuring appropriate protocols & accounting records, value for money in relation to both provision and outcomes
- Overview of all local personnel and HR matters, including any agreed arrangements for the performance management of staff

The chart below provides a brief overview of the current basis on which Local Governing Bodies operate:

	<b>Responsibility of the Trust</b>	<b>Delegations to the LGB: Local Governors must/should</b>	<b>LGB to seek approval for</b>
Vision and mission	Set the strategic vision for the Trust	Develop the Trust's vision in a local context, whilst taking account of the wider DRET context.	
Strategy	Have strategic overview with regard to the operations & development of the schools/ academies and the Local Governing Body, including:  Determining Trust-wide Development & Business Plans, including Asset	Understand that, in working as part of a MAT and within DRET, the school will be expected to:  Formulate an appropriate local Strategic Development Plan;  Ensure that local finances and assets	3 Year SDP Annual budget profile & rolling 3 year projections;  Any third party arrangement proposed or intended borrowing;  Any potential deviation from the agreed annual

	<p>Management;</p> <p>Establishing the overall DRET Funding Model;</p> <p>Setting the delegated budget for individual schools/ academies;</p> <p>Approving school/ academies' annual budget profiles &amp; rolling 3 year projections;</p> <p>Appointment of the Principal, the Chair of the LGB, the Responsible Officer and the Clerk;</p> <p>Undertaking the performance review of the Principal and approving a change to the Principal's pay and conditions;</p> <p>Reviewing the policy frameworks and legal instruments.</p>	<p>are managed effectively &amp; that the school works within its delegated budget, maintains the Asset Register;</p> <p>Within the above, contribute to the core costs, as agreed by Trustees;</p> <p>Ensure that the school reports against the DRET KPIs as set by DRET &amp; amended from time to time;</p> <p>Ensure that the Principal reports immediately to the CEO any Safeguarding incidents or matters which may impact on the well-being or reputation of DRET &amp; its schools/ academies, including proposed visits by OFSTED.</p>	<p>budget and rolling 3 year projection, or accompanying Strategic Development plan;</p> <p>Any capital bid or proposed alteration to the school's assets (buildings &amp; key assets)</p>
Curriculum, pupil welfare & outcomes	<p>Have ultimate responsibility for the effective operation of the schools/ academies, including safeguarding and the academic performance of all Academies.</p>	<p>Hold school Leadership to account for academic performance, quality of provision and of care for all groups of pupils;</p> <p>Regularly monitor and evaluate the performance of all groups of pupils on behalf of DRET;</p> <p>Ensure that the Registration arrangements &amp; CRB checks of Governors &amp; staff are regularly</p>	<p>Any substantive change to the Admissions Policy, alteration to the Admissions criteria or the PAN.</p>

		updated, and keep Safeguarding under review.	
	Determine DRET and individual school/ academy educational targets and approve the related school/ academy action plan.	<p>Ensure that the curriculum as determined locally meets the needs of young people, delivers the requirements of the FA and national expectations, and is in line with DRET vision re Broadening Horizons (aspiration and enrichment);</p> <p>Agree internal targets &amp; keep tracking systems and impact under review;</p> <p>Review the effectiveness and accuracy of the SEF process.</p>	School action plan, as needed
Employment matters	Employer of all staff, establish DRET HR policies and terms and conditions, including performance management.	Ensure that the performance management of staff with the exception of the Principal is conducted in accordance with DRET policy & shows correlation between increased pay and the performance of pupils.	<p>Any substantive change to the school's staffing establishment or proposed internal restructure;</p> <p>Any intended application to develop a wider national or regional presence, such as NLE or teaching school status.</p>
Finance	<p>Prepare the consolidated annual accounts;</p> <p>Undertake an annual audit of the finances of DRET and its schools/ academies, and</p>	<p>Maintain appropriate accounts as required by DRET;</p> <p>Comply with internal &amp; external audit requirements, as required by DRET;</p>	<p>Any applications for grant funding, revenue or capital;</p> <p>Purchases in excess of the sums set out in the financial delegations, as</p>

	<p>operate the Finance &amp; Audit Sub Committees in line with EFA requirements;</p> <p>Establish and keep under review appropriate delegations across DRET.</p>	<p>Review VFM as part of local budget management;</p> <p>Comply with all financial delegations as required by DRET &amp; keep internal systems under review.</p>	<p>amended from time to time.</p>
Legal and compliance	<p>Have ultimate accountability to the DfE and Companies House for the operation of the company and of the Academies, including under the terms of the FA, and of management of risk.</p>	<p>Ensure compliance with statutory regulations, the FA, Academies Handbook, and all DRET policy frameworks &amp; guidelines, incl. the TOR;</p> <p>Ensure that the school monitors key risks on a regular basis, and that key documents such as the SEF and Risk Register are accurate &amp; up to date;</p> <p>Report through the minutes to the Trust on all decisions taken by the LGB.</p>	

## **GOVERNORS**

The Trustees delegate the day-to-day running of the school to the Local Governing Body and specifically the following duties:

### Vision and Accountability

- to carry forward the Trust's vision, in a way appropriate to the specific qualities and community characteristics of the school;
- implementation of actions required to comply with statutory regulations and the Funding Agreements;
- implementation of the policies agreed by the Trustees, including the policies regarding admissions, CRBs and health and safety, safeguarding and child protection, best practice for HR and recruitment, and any others agreed by the Trustees from time to time;
- oversight of the school's activities;
- holding school leadership to account for academic performance, quality of care and quality of provision

### **Responsibilities of the Head/ Principal**

The Principal is accountable overall to the Trust, through the Chief Executive (who has delegated authority to line manage the Principal). Subject to the specific responsibilities of the Local Governing Body and the policy statements of the Trust, the Principal shall be responsible for the day-to-day performance of the school to the Local Governing Body, including, in particular for:

- implementing the agreed policies and procedures laid down by the Local Governing Body this includes the implementation of all statutory regulations;
- advising the Local Governing Body on strategic direction, forward planning and quality assurance;
- the leadership and management of the school;
- advising the Local Governing Body and/or the Admissions Committee on the admission of pupils;
- managing the delegated budget and resources agreed by the Local Governing Body;
- advising the Local Governing Body on the appointment of the Vice Principal and such other senior posts as the Local Governing Body may determine;
- the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the Local Governing Body), the salary grading, allocation of duties, appraisal and discipline of all staff in accordance with the Trust's human resources policies and procedures and best practice for HR and recruitment;
- the maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the Local Governing Body; and
- All such additional functions as may be assigned under the job description or contract of employment.

### **Minimising Conflicts of Interest**

All Directors and Governors are expected to complete and sign a Declaration of Business Interests to avoid any conflicts of interest. No conflicts of interest have been identified in the development of this proposal.

Independent challenge will be secured through our audit processes. The Trustee Board has established a separate Audit Committee and a Finance Committee and Trustees have a wide ranging remit to examine and critically evaluate individual academies' compliance with the Trusts financial rules and procedures.

The Trust has outsourced its internal audit function, currently to the accounting firm [REDACTED], and their staff carry out a regular round of site visits to all Trust academies, examining specific academy adherence to rules and procedures and looking at value for money issues across the Trust. The Trust's auditors KPMG are a major accountancy firm and carry out a full and independent audit of the Trust's accounts every year.

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

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key educational deliverables involved in the set-up of a new school, as well as ensuring on-going high quality leadership and management of the school.

A well-established team are set to lead on all elements of the project including education, finance, HR, ICT, property, marketing and project management.

The team offer a depth and breadth of experience which will ensure the timely and effective set up of the school. An overview of the roles and responsibilities, as well as a summary of the expertise, of individual members of the team is shown below. Full CVs can be provided if required however all named individuals belong to DRET's in-house delivery team.

The Trust is able to confirm that all team members listed in this bid are available to offer the required time commitments to ensure the project is delivered on time and to budget, as well as ensuring the longer term management of the school.

#### **██████████ – DRET Education Adviser**

Prior to opening, ██████████ will undertake the role of Lead Education Adviser and will be responsible for developing the Educational Brief and setting out the overall educational strategy. This will include identifying how the sponsor vision can be delivered through an innovative curriculum which responds to the needs of the community that the school will serve.

██████████

If additional capacity is required ██████████ will work with ██████████ an educational consultant who has managed numerous school improvement programmes, undertaking diagnostics of need and, working alongside the senior team, agreeing priorities and strategies for improvement.

██████████ will also engage with the Heads and other senior leaders from existing DRET academies to ensure that the Education Brief for the Free School fits well with the direction of travel of the Trust's other academies, to ensure maximum opportunity for the sharing of best practice and development of joint initiatives linked to the delivery of the sponsor vision.

Post-opening, ██████████ will take responsibility the on-going monitoring and evaluation of the school's performance, including holding the head accountable for performance against the Trust-wide KPIs. ██████████ will also broker school-to-school support as part of the Trust's "By schools for schools" model of school improvement.

When any school joins the Trust an audit of the school's performance is undertaken by the Trust's retained OfSTED inspector, ██████████. This process is used not

only to identify the school's areas for development but also to identify the strengths that it brings to the Trust and how these strengths can be deployed to support other schools within the network. The prime focus for this is staff development and as such [REDACTED] leads on CPD for primary staff specifically.

[REDACTED] - [REDACTED]  
As CEO of the Trust [REDACTED] is accountable to Trustees, who in turn are accountable to DfE, for the school's performance. [REDACTED] will work close with the Trust's school improvement team to ensure that the school is on track to achieve all targets as agreed with the Principal and Chair of Governors.

[REDACTED]  
[REDACTED]

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

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key finance deliverables involved in the set- up of a new school, as well as ensuring on-going financial management of the school.

[REDACTED] - **Director of Finance and Resources**

[REDACTED] will lead on implementing the Trust's financial systems and processes, providing financial guidance to aid the successful creation of the school. Along with DRET's Head of Finance & Procurement, [REDACTED] will ensure that all necessary contracts are established and in place to guarantee the effective running of the school from the outset.

[REDACTED] works closely with the Trust's outsourced internal auditors, [REDACTED], and with the Trust's external auditors [REDACTED], and can access additional support from these sources if required.

In combination, [REDACTED], his Head of Finance, and the outsourced support will work together to implement established systems and procedures into the new school, to



ensure that effective local staff are appointed, and to create efficient links to other schools in the Trust network. Once the school is established this team will ensure that procedures are being followed and that finances are being managed effectively. To secure value for money at Trust and at local level the Trust and its academies use a combination of corporate and local contracts. The Trust has a fully developed set of financial procedure rules.

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

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key operational deliverables involved in the set-up of a new school, as well as ensuring on-going operational management of the school.

**██████████ – DRET Development Director**

Prior to opening, ██████████ will undertake the role of sponsor representative on the project, ensuring that during the set-up of the school the sponsor vision is at the heart of the plans at all times, including during the procurement/ build/ redesign of any necessary land/ buildings. ██████████ will also lead on policy development and admissions – which are included in her Trust-wide areas of responsibility.

Post opening her role will be to act as initial link with the Head/ senior leadership team and Governing Body, to deal with any operational queries or concerns.

██████████

**██████████ – Head of HR**

Anne will lead on all aspects of the staffing and recruitment. As well as supporting newly appointed staff she will work in collaboration with relevant stakeholder groups including Trade Unions, the newly constituted Governing Body and the Trust.

██████████

If additional capacity is required ██████████ will work in conjunction with ██████████ an experienced educational Human Resources Consultant with a background in setting up sponsored academies.

**██████████ – Head of ICT**

██████████ will lead on any ICT deliverables linked to either curriculum or back office services

that must be completed in order to guarantee that the school opens on time and within budget.

██████████ ██████████  
If additional capacity is required ██████████ will work with ██████████

██████████ – **Head of Governor Services**

██████████ will help establish the Governing Body, her duties will include ensuring compliance with regards to relevant CRB checks as well as undertaking a skills audit and implementing a Governor training programme to respond to the needs identified during the audit.

██████████ has significant experience both as a LA Governance officer and also as the Chair of an IEB. Within the Trust she plays an instrumental role in improving opportunities and services for young people within complex and challenging contexts at national, regional and organisational level through her support of Local Governing Bodies.

██████████ – **Head of PR & Communications**

██████████ will lead on the development and implementation of the stakeholder consultation plan, the communications plan and any branding/ marketing activity including production of the prospectus, to drive the admissions numbers.

██████████  
If additional capacity is required ██████████ will work with MC2, a PR and marketing agency with experience of working with a range of educational providers including multi- academy trusts.

██████████ – **Senior Project Manager**

██████████ will undertake the role of Senior Project Manager and lead in ensuring that all project deliverables are completed as per the agreed timeline and budget. This will include leading on the property and construction elements of the project.

██████████

### ██████████ – Project Manager

██████████ will undertake the role of Project Manager and will support with Senior Project Manager to ensure that all project deliverables are completed as per the agreed timeline and budget. ██████████ will link with other members of the project team to monitor progress against the project timeline.

A PRINCE 2 qualified project manager, ██████████

### ██████████ – Legal Advisers

██████████ – Partner heads up the team at ██████████ which will support DRET in all legal aspects including preparing and submitting all documentation relating to the Funding Agreement. In particular advice and guidance will be given on admissions, exclusions, SEN, property and construction.

██████████ is independently recognised as being one of the top practices in the country for our work in the education and charity sectors. They have built up an excellent reputation advising on a significant number of academy projects, with members of the team being involved right from the initial launch of the academy programme. They have supported the establishment of over 10% of Academies established before the current Academies Bill.

### **Additional Capacity**

Whilst the Trust firmly believes that it has the capacity to deliver this project using existing resources, should it be deemed necessary, the Trust will engage the services of external consultants through its strategic partnerships with organisations such as Appleyards – an educational and project management consultancy on the DfE framework.

The Trust would use DfE preferred suppliers, should it be deemed necessary, to provide any necessary expertise currently missing from the group. However it is felt at present that there is sufficient expertise both within the Trust, centrally, and within the Trust's academies to set up and operate a high performing primary school as outlined in this proposal.

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

The Trust already operates a number of high performing academies in the Northampton area where there is a great deal of focus on developing outstanding leaders. We believe that within the Trust there is leadership capacity available and that an internal appointment will be made. However we would prefer to ensure that any potential candidates were subject to a thorough selection process to ensure that the right candidate is appointed. As such the Trust cannot at this stage name the individual who would be appointed Principal Designate.

Our recruitment and selection process is likely to follow the model of that used in our academies. This is a rigorous two-day process which includes the following activities:

- One-to-one interview with a sponsor representative
- RAISEOnline Analysis
- Teaching & Learning Observation and Feedback (Candidate to feedback to a member of staff)
- Staff panel
- Student panel
- Presentation and panel interview

Our experience shows us that this kind of process results in high quality appointments, and will ensure that the Principal Designate has the ability to deliver the education vision of a DRET school.

Assuming that an appointment is made one or two terms prior to opening, the Principal Designate would work closely with the whole project team but most specifically with the Education Adviser and the Sponsor Representative on the development of the Education Brief.

The Principal Designate will also work with the Trust's Head of HR to ensure that high quality staff are appointed to all key roles. The Trusts academies can demonstrate the positive impact that being part of a multi-academy trust has on recruitment and retention of staff and therefore we are confident that we would attract the highest calibre staff. However if necessary, staff from across the Trust looking to benefit from development opportunities will be seconded to support the opening of the school.

The Trust has a database of potential governors from a range of backgrounds and professions, the Trust's Head of Governor Services would use this list and other local contacts to identify suitable candidates. In addition to this, a number of our existing governors – including some from Malcolm Arnold Academy have agreed to join the governing body. In a recent OfSTED inspection at Malcolm Arnold which was judged as "Outstanding" for leadership, inspectors noted:

*"The governing body is able to provide very effective challenge to the principal and senior staff because of the exceptional clarity of information available on a consistent basis. This working relationship between governors and the principal has been very important to the academy's relentless focus on high-quality education for all."*

As such we believe that these governors would be well placed to support the development of the new school.

To date we have identified the following governors (names and full CVs can be provided if required):

- 3 out of 7 Trust Governors:  
A serving Head-teacher from one of the Trust's "Outstanding" primary academies. [REDACTED]

A serving governor of Malcolm Arnold Academy who has supported the Senior

Leadership Team to achieve an OfSTED grading of “Good” within two years of opening.

The Chair of Governors from Malcolm Arnold Academy [REDACTED]

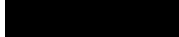
- [REDACTED] - Sponsors Representative: see above.

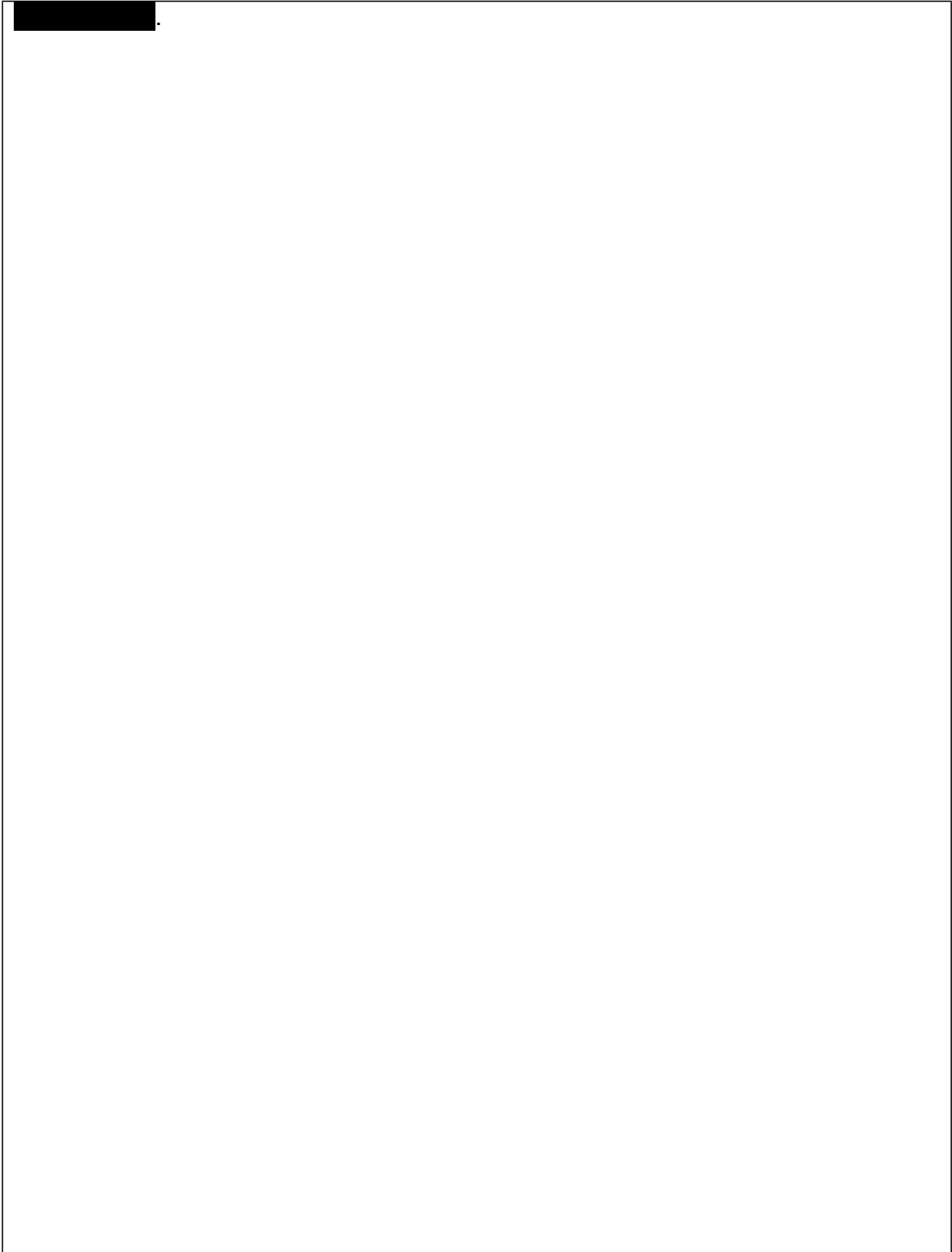
The remaining governors: 2 Parent Governors (Elected), 2 Staff Governors (Elected) and Principal (ex officio) will be appointed at appropriate times during the set-up/opening of the school.

## 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.

**Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about expenditure and income**





## Section H: Premises

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

### **Preferred Site**

Our preferred site would be the site of the existing Malcolm Arnold Academy (MAA) located at: [REDACTED], Northampton [REDACTED]. Part of this site is currently used to house MAA, an 11-18 academy for 1450 students. However there is sufficient space on the site to house a one-form entry primary school. The freehold of the site is currently owned by the David Ross Education Trust.

The site is approximately 93,181 square metres of with sufficient space available and deemed appropriate for new buildings, without compromising the education vision of the existing academy or the proposed Free School. Based on the size of our existing primaries, the Trust believes that a one-form entry primary school would require a footprint of approximately 7,000 square metres, this would allow for dedicated outdoor space for use solely by the primary Free School.

The site outlined above is the Trust's first choice of site for a number of reasons:

- The site is already in Trust ownership which would mean that the process of setting up the school should be more straight forward
- This postcode area of Northampton has been identified by the Local Authority as requiring additional primary place.
- Co-locating the primary with MAA would enable the primary school to have access to shared facilities with– facilities which would enable us to deliver the sponsor vision of “Broadening Horizons” as it would provide opportunities in the fields of music, sport and the Arts not always available to primary pupils.
- Co-locating the school fits with the Trust's strategy of improving transition from primary to secondary school – as the pupils at Malcolm Arnold Primary Free School would be accustomed to working with the staff and students of Malcolm Arnold Academy

### **Alternative Sites**

We have also been in contact with the Strategic Planning Team at Northamptonshire County Council who stated that they would work with the Trust to identify an alternative site within the NN2 postcode area, if our first choice were not feasible for any reason. However the Local Authority are highly supportive of the Trust's first choice option outlined above.

If an alternative site were required, as well as sourcing potential land for a new build,



the Trust would work with the LA to consider the possibility of remodelling existing publically or privately owned buildings (subject to purchase). The Trust is committed to sourcing the most cost effective building solution which ensures that the educational vision can be delivered.

### **Capital Investment**

To support the acquisition of a site, the Trust could make an application to the David Ross Foundation – a grant-making body who have worked with the Trust previously to support the funding of capital build projects. The Foundation has been active in supporting the Trust, most recently in working with the Trust to establish its enrichment programmes.

The Trust has had an Endowment Fund since 2007 when the Trust was created. The fund can be used to support smaller scale capital projects, and the Trust is committed to keeping the Fund at an appropriate level over time. Should it be required, the Trust's bankers, Natwest Bank, can be approached for a loan. The bank is keen to build on its partnership with the Trust.

## Annexes

The annexes:

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

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