

# 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 checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <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: [REDACTED] Sleaford Lincolnshire [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input checked="" type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: *
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	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: [REDACTED] - [REDACTED] [REDACTED] - [REDACTED]
Details of company limited by guarantee	

13.	Company name: Boston Free School Ltd	
14.	Company address: c/o Park Primary School, Robin Hoods Walk Boston Lincs PE21 9LQ	
15.	Company registration number and date when company was incorporated: 7627601 10 <sup>th</sup> May 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: Boston Pioneers Free School	
<b>Company members</b>  <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 subsequently be appointed.</b>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	

## Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section 1 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:

3. Name:

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

[REDACTED]

## Related organisations

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

Yes  
 No

23. If Yes, please provide the following information about each organisation:

- their name;

**The Phoenix Family of Schools.**

- their Companies House and/or Charity Commission number, if appropriate; 7627601

24. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).

None.

## Existing providers

25. Is your organisation an existing independent school wishing to convert to a Free School?

Yes  
 No

26. Is your organisation an existing independent school wishing to establish/sponsor a new and

Yes  
 No

	separate Free School?	
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	120501 (Park URN) 1204111 (Gosberton URN) 120547 (Fishtoft URN)
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:	Age 4 – 11 NOR Gosberton School: 106/140  Age 3-11 NOR Park School: 338  Age 4-11 NOR Fishtoft Primary 83/70 we are currently 'over offering' at Fishtoft
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:	10 <sup>th</sup> February 2011 – Park Primary School <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120501">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120501</a>  26 <sup>th</sup> September 2011 – Gosberton Primary School <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120411">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120411</a>  26 <sup>th</sup> September 2012 – Fishtoft Primary School <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120547">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120547</a>
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	Park Primary <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120501">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120501</a>  Gosberton Primary <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120411">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120411</a>  Fishtoft Primary <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120547">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120547</a>
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	The Phoenix Family of Schools Academy Trust (registration no. 7627601) will come into being on 1 <sup>st</sup> January 2013 when Park Primary and Gosberton Primary become academies. Fishtoft Primary School will join on 1 <sup>st</sup> February as a sponsored academy. Boston Pioneers Free School Academy, a free school approved by the DfE to open in September 2013 will join the trust as soon as revised memorandum and articles of association can be agreed with the DfE, probably in February 2013.



**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]

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

**Print name:** [REDACTED]

**Date:** 19<sup>th</sup> December 2012

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

## Section B: Outline of the school

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

11.	If you have a preferred site, please give details, including the post code:	██████████
12	Please tell us how you found this site:	Contacted local agents
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:	Lincolnshire County Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
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.

Our application is for a 2FE primary school in Spalding, Lincolnshire, as part of the Phoenix Family of Schools, a local multi-academy Trust. This school will share all of the core values, structural support and high aspirations which make our existing schools the most successful in their areas. Distinctively, it will be a bilingual school offering the curriculum through the medium of both English and Spanish. We consider a bilingual school to be the natural next step for the Phoenix Family, as it builds upon our expertise in building language and communication skills, embracing cultural diversity and focusing on preparing our children for life beyond school as well as the next stage in their education.

### **Rationale: Why Spalding Needs A New Primary School**

#### **Increasing growth of the school-aged population:**

A detailed analysis of the population growth in Spalding, taking into account live births, net inward migration, housing developments and their combined impact on existing primary school provision, indicates that the pressure on the education system, particularly the increasing difficulty in admissions to reception classes, will continue to rise (Source: Office for National Statistics).

There has been a historic trend which shows the population of South Holland (the region of which Spalding is a part) rising much faster than is the case nationally or in Lincolnshire as a whole. The South Holland population rose by 15.6% between 2001 and 2011 whereas the Lincolnshire population rose 10.4% and the English population 7.4% in the same time (Source: Lincolnshire Research Observatory). Estimates by the Lincolnshire Research Observatory show a predicted increase of the population aged 0-15 of 17.1% between 2011-2021. It is therefore highly likely that pressure on existing school places will continue to increase. New, high-quality places provided by Spalding Bilingual Free School are not only wanted by parents (see section E) but needed.

#### **Deficit in the existing number of school places:**

Existing schools in Spalding are full to capacity, with 44 children who are entitled to primary education within Spalding currently attending schools outside Spalding (source: Lincolnshire Council). Our Local Authority have stated that they expect a shortfall of at least 30 primary places by 2015. A letter from them in support of our application is included in section E.

#### **Boosting educational standards in the Spalding Area:**

Of the nine mainstream primary schools within 3 miles of our preferred site, only three meet or exceed the national average of 79% of students achieving at least a level 4 in both English and Maths SATs at the end of key stage 2. We do not believe that this is good enough. Schools within the Phoenix Family exceed national averages by a significant margin, with 85% of Gosberton pupils and 88% of Park pupils achieving the same measure in 2012 (all data sourced from DfE performance tables). As well as filling a pressing need for places, we will use our educational expertise and tried and tested systems to provide a very high quality of education for all of our pupils.

#### **Problems with existing travel arrangements:**

Our school will enable greater choice for parents and carers and enable families to walk to school, reducing travel costs and environmental impact and facilitating a healthier lifestyle. Health outcomes are important to us as part of helping our pupils to prepare for the next

stage of their journey, and currently child obesity in Lincolnshire is rising (from 19.52% of year 6 pupils in 2011 to 20.2% in 2012, source: Lincolnshire Research Observatory). By creating a new local school, we can contribute to improving this situation as well as alleviating financial pressure on parents. Please see section E1 for evidence that this is an important issue for parents within our community.

### **Rationale: Understanding Our Potential Pupil Demographic**

We have proven experience in creating schools for all abilities and needs. As part of putting together this application, we have conducted considerable research into our potential pupil population to ensure that every aspect of our plans is tailored to supporting them to succeed. The demographic of the Spalding area suggests high levels of pupils from identified 'vulnerable' groups. These will include, amongst others:

**Pupils with English as an Additional Language (EAL):** The Spalding area has seen an influx of immigration, especially from new EU countries, in recent years. The eight schools closest to our preferred site who have published this data have an average of 21% of pupils who have EAL, which is significantly higher than the national average of 17.5%, particularly when the skew of London is taken into consideration (source: DfE performance tables). These pupils can face particular challenges in accessing the curriculum and other areas of school life, and need targeted support to achieve. In some of the aforementioned local schools, there are up to 20% less pupils with EAL achieving level 4 in English and Maths at the end of key stage 2 than students without EAL. We do not believe that this is acceptable. Our expertise in supporting these pupils to achieve is widely recognised by the Local Authority, with Park School delivering both advice and INSET to other schools and Teacher Training Providers.

We have chosen to use Spanish as the second language in our bilingual curriculum in part because it will be a new learning experience for all of our pupils, enabling pupils with and without EAL to learn together at the same stage.

Moreover, the Trust's unique staffing structure includes a Multi-Cultural Liaison Manager – a full time post, across the Phoenix Family of Schools, dedicated to the issue of managing transition, assessment in home language, Teaching and Learning requirements and staff training. This has been extremely effective in supporting language learning in our existing schools.

**Special Educational Needs:** Our Trust's SENDCo team, led by an award winning SENDCo, will oversee and directly inform practice at the Free School and has a proven record of success when it comes to facilitating and achieving excellent progress rates for such children. We know that there may be a higher than average proportion of our students who need support at School Action Plus or who are Statemented, as the closest school to our proposed site supports nearly 10% of students in this way as opposed to an 8% national average (source: DfE performance tables, 2011 data).

**Socio-economic deprivation:** Our proposed site is in an area of socio-economic deprivation and high mobility. Child poverty in Lincolnshire is increasing (from 15.86% of children living in poverty in 2011 to 17.5% in 2012, source: Lincolnshire Research Observatory) and this brings associated challenges to pupils and families. We have a proven expertise in reducing barriers to learning associated with these challenges. Should our application be successful, we intend to have a dedicated pastoral department (across the Trust) who will work with families with the sole aim of increasing the life chances of our pupils. We firmly believe that we admit families, not just children.

We recognise the importance of high quality pre-school experiences and recognise that life is not a level playing field. To this end, we aim to incorporate a pre-school on the site in order to provide rich experiences for our pre-schoolers. The nursery will offer bilingual learning opportunities, educating pupils' ears to the sounds and communication patterns of Spanish. It will be independently funded and is not part of the Free School Proposal.

**Behaviour:** We recognise the direct relationship between social and emotional well-being and academic attainment. We recognise that a location such as our proposed site can bring with it children with challenging behaviour. Our current expertise in this area is recognised by Ofsted as excellent (Grade 1: Outstanding; Park School February 2011 Grade 1: Outstanding Gosberton September 2011). We operate a 'no excuses' approach to behaviour management because, in order that teachers are able to teach, behaviour needs to be exemplary. All teaching and teaching support staff members are trained to TeamTeach strategies and our pastoral workers are trained through Children's Workforce Development Council courses. Pastoral leaders have acquired the national Programme for Specialist Leaders in Behaviour and Attendance. It is our fundamental belief that a number of our pupils cannot help the circumstances into which they have been born and we will work tirelessly to ensure success for such pupils rather than passing the problem on to others. Our Trust schools have a bold approach in not exercising our right to exclude unless all avenues to support best needs of the children have been exhausted. Fixed term and permanent exclusions are a rarity in our schools. In the past 5 years we have also successfully managed to reintegrate a number of children at risk of exclusion or excluded from other schools in the area, all of which make significant progress in their primary education in our schools.

**Our 'bright stars':** We truly believe that every child has a talent, yet some pupils will show an outstanding ability or aptitude in a specific area. [REDACTED]

### **Rationale: Why Spalding Needs *This* Free School**

#### **Parental demand is high:**

We have listened to the voice of our Community, (parents, local business, residents and community leaders), both the indigenous and the more recently arrived migrant population. They want a school that reflects the cultural diversity of Spalding and offers the chance, unique locally, of a bilingual education; with high standards of both behaviour and academic achievement; where every child is known, treated and valued as an individual. At the time of submitting this application, we can show evidence that for the first 2 years the demand for places has reached 80% capacity. The steering committee will continue to market the school and gather demand following application submission. Please see section E1 for more detail on our evidence of parental demand and our engagement with the Spalding community.

#### **Our expertise in education and school leadership:**

The leaders of the proposed Free School are a multi-academy Trust which also leads three other schools in the Spalding and Boston locality and has a further school due to open in 2013. All three existing schools are at the top of their respective league tables for KS2 results. Should this Free School application be accepted, it will formally collaborate with the other schools within the Trust, yet keep its uniqueness, thereby benefitting from the existing expertise. Each of our schools has distinct characteristics and we are well-equipped to understand our potential pupil demographic and how to tailor our school to local families whilst maintaining our high standards. Please see section F for information about the background and expertise of the Trust and its members.

#### **A bilingual school will provide life-long benefits to pupils:**

As educators, we want to offer our pupils the opportunity to learn a world language and master language learning skills which will prepare our children for a world where languages and the ability to communicate with other global citizens is paramount to being able to achieve personal and economic success. We have referenced specific academic research pertaining to particular aspects of our school throughout this application where relevant and appropriate; for high-level information on the benefits of a bilingual (or, in the case of those of our pupils who have EAL, multilingual) education, please see e.g. Krashen's 'Why Bilingual Education?' (1997), Cenoz and Genese's *Beyond Bilingualism* (1998) and Baker's *Foundations of Bilingual Education and Bilingualism* (5<sup>th</sup> edition, 2011). We have given information about these benefits throughout our education plan in the appropriate sections.

### **Spanish is an increasingly important language:**

Our idea of developing our next school with a bilingual programme and ethos arose from a research trip to Madrid undertaken by two members of our Senior Leadership Team. They saw first-hand the benefits of a Spanish-English bilingual education for the pupils in bilingual schools there. Further research once back in the UK confirmed that Spanish would be the best second language for teaching in Spalding Bilingual Free School. There are approximately 500million Spanish speakers in the world, making it the world's third most commonly spoken language (after English and Mandarin) and a crucial language in international business, politics, education, research and other communication, particularly online. It is the main language in 20 countries and the second most commonly spoken language in the USA. (Source: Franklin, 'Spanish is the Best Language', 2012) For our pupils, Spanish can be a gateway to the world both whilst they are at school and once they have entered employment.

Unlike e.g. Mandarin, Spanish is also an intuitive language for many native speakers of other European languages. It uses the same alphabet as English and can be taught through very similar phonetics methods (please see sections D1 and D2 for further information). We want to give our pupils the best chance of taking on the challenge of learning a new world language and succeeding with the support of our dual-language curriculum.

### **Need for all-round, cultural education:**

Our knowledge and analysis of our pupil demographic shows us that our pupils will have come from a variety of backgrounds and had a huge variety of experiences. In a rapidly changing, multicultural community there is always the potential for tension between those from different backgrounds. Our ethos and focus on cross-cultural understanding and communication is designed to bring all of our children – and our families – together across boundaries of culture and language, facilitating community cohesion. As well as a dual-language teaching system, we will incorporate many cultural aspects from the Spanish-speaking world into everyday life at Spalding Bilingual Free School, so that all of our pupils will share the advantages of cross-cultural understanding. For example, we will use Spanish stories, songs and games throughout the curriculum and our menus at lunch and break will be based around a Mediterranean diet and prepared on site in our kitchens. Our pupils will leave school not only with two languages at an age-appropriate level, but with a strong understanding of what life is like for many of their peers across the world.

### **Our Educational Vision and Ethos**

In the Phoenix Family of Schools we believe that there exists within each child an innate enthusiasm for creativity, communication and exploration that must not be allowed to lie dormant. Rather, it is our job as the educators of today to nurture, develop and if necessary re-capture those innate gifts of childhood so often lost in today's society.

Our aim is to create and facilitate a safe and supportive environment, underpinned by co-

operative values, in which pupils can engage with these creative, enquiring forces. Teaching is a profession of privilege and with it comes a moral imperative for us, as the shapers of future generations, to encourage and enable all children towards the realization of their own unique talents, igniting within them with a joy of both living and learning and ultimately, helping them to see that all accomplishments start with a dream, and that all dreams are possible.

***“Children will build the castles in the air; we will put the foundations under them.”***  
**(Henry David Thoreau)**

The world we live in today is changing rapidly. Lifelong careers exist no longer and the muscle-economy upon which our nation was built is giving way to a knowledge-based economy demanding highly skilled, independent workers. National boundaries are diminishing, internationalism is here and international understanding is of critical importance in the workplace of tomorrow. The ability to communicate competently and confidently in more than one major world language, and to be sensitive to other cultures and communities, will be advantageous, perhaps essential, for the workforce of the future. Essentially, we are educating our children for jobs which do not yet exist and, as a result, we need to ensure that they have a rich curriculum with a strong emphasis upon creating independent thinkers and good communicators, and one which promotes at every level the core values of honesty, respect, morality, thoughtfulness and co-operation.

To this end our objective is to create a school, rich in cultural diversity and language learning, which is a ‘mosaic of cultures’; in which children retain their own culture and identity and live in harmony with each other, that will succeed and be distinctive because:

**We are a learning focused school:**

In our school the children aren’t just busy: they will be busy learning. All conversations are centred on the development of learning. We will give children the skills to learn how to learn. Our bilingual curriculum will focus on equipping children with communication and literacy skills across different languages, and learning in one language will support that in the other.

**We are an Internationally-minded school offering a truly world-class education fit for 21<sup>st</sup> century living:**

National boundaries are diminishing and internationalism is here to stay. Our children will think of themselves as global, bilingual citizens and this will permeate all aspects of our school. Our bi-language learning system will enable children to explore and understand this truly global world.

**Depth before breadth: we will dedicate more Instructional time to core subject development, including the acquisition and understanding of language learning skills:**

It is essential that our pupils master the ‘basics’ first, especially in the light of our potential pupil demographic. Many children in our local community will be learning English as an additional language as well as Spanish; our curriculum will teach them the tools they need to be confident communicators. Our plans to facilitate this key learning include the provision of two Saturday schools. One will focus on the retention and development of our children’s first languages, which in some cases will not be either of the two languages spoken in school. The other will be focused on the SATs subjects, ensuring that all children get the support that they need to succeed at the end of Key Stage 2.

**We will implement Personalised Learning Plans for all as opposed to a ‘one size fits all’ experience:**



Each individual will be set challenging targets, specific to them as an individual learner, and a curriculum tailored to meet their needs. We will organise pupils' learning into 'stage not age' based classes in order to match learning more closely to their ability. We have high aspirations for every pupil across all aspects of life in our school.

**We will utilise technology to enhance instruction:**

The society in which we live today is driven by technology, which pervades all aspects of life. The potential of this will be harnessed in order to maximise children's learning across our entire bilingual curriculum. We intend to create a Virtual Learning Environment tailored to our Bilingual curriculum, which will facilitate the use of bilingual e-books, resources to support parents in recapping learning with their children and direct communication with our partner school in Spain.

**We will offer creative and collaborative approaches to learning using both English and Spanish as platforms:**

Communication is at the heart of everything we do, from teaching and learning in two languages to our relationships with parents and our community. Children learn best when they are enthused and fully engaged, and when they have a 'voice' in what, and how, they are learning.

**Our Team**

We are senior leaders and governors all associated with The Phoenix Family of Schools, a multi-academy Trust working in Lincolnshire. We have extensive experience in running and governing schools within Local Authority, Diocesan and Independent settings, and are currently in the pre-opening stage of the Boston Pioneers Primary Free School Academy which has been approved for 2013 opening. Spalding Bilingual Free School will be the first bilingual school run by the Trust, and as such we will focus on recruiting and training high quality staff with the skills needed to deliver this distinctive element of the curriculum as well as the aspects which have been proved in our other schools.

Our experience has led us to firmly believe that with number comes strength. If a school stands alone and experiences difficulties, who is there to help it? Within our family of schools, everyone works for the good of all schools and all pupils. The Phoenix Governing Body has committed to expand the Trust, due to the core belief that the sum of our organisation is greater than its parts. The Governors are committed to ensuring that this Free School will become a strong partner within the Trust at the earliest opportunity and there is great excitement about its potential. We are certain that the next step forward for our Trust is to develop a school of excellence for bilingual learning in Spanish and English to enhance the educational opportunities and raise aspirations for the local and wider community.

All of the schools run by the Trust currently top the league tables in their local areas and exceed National Averages in attainment and progress. Park Primary School was the top school in the county for value added in the 2012 league tables with a VA score of 103.4. Fishtoft School, the newest addition to the Phoenix Family of schools, was the top school in the county for pupils attaining expected levels of progress (100%) and value added combined (VA score 101.9). Fundamental to these high outcomes for all of our pupils is our 'no excuses' approach to attitudes, work and discipline.

**What success will look like and how will we know when we've achieved it?**

Our vision will navigate us to success by achieving the following six outcomes:

1. Academic Success for all
2. Internationally minded pupils who are effective bilingual communicators

3. A lifelong love of learning
4. Well-rounded, responsible citizens
5. Children who have high aspirations
6. Children who are well prepared for the next phase of their learning journey

### **Outcome 1: Academic Success for all:**

We will settle for nothing less than an exemplary school where world class education combines traditional and innovative learning strategies to maximise success for all pupils. We believe that every child, regardless of social class, faith, culture, ethnicity, ability, needs and language barriers can, with the right teaching and environment, achieve highly. Because of our pupil profile and after listening to our community, we will focus on a 'depth before breadth' curriculum in order to ensure that children master the fundamentals first, with an emphasis on Literacy, both in English and Spanish, Numeracy, Information Technology and Science. Language learning skills will be woven throughout our curriculum. Quality First Teaching (high quality, every day, personalised teaching leading to pupils learning something new in every single lesson) is the single most important factor in raising pupil achievement and there will be a strong emphasis on high quality recruitment, delivery and accountability.

*We will know we have achieved this outcome when:*

- The Free School not only meets but exceeds National Averages for academic progress through using a 'keys to learning approach' (see Educational Plan for outline of 'Keys to Learning'). This is particularly ambitious for pupils in the locality from which we will draw, as baseline on entry data to Reception Class for a school in the same vicinity as our proposed free school shows that pupils are achieving significantly below national expectations on entry (with only 41% of pupils assessed at their age-appropriate 'age and stage' bands for PSED and only 31% for CLLD). We have proven success with such pupils as at our Boston School (Park School), our pupils enter at levels similar to those above or in fact even lower, yet our value added data for Y6 is between 104 and 106 (subject dependant) – Significantly above national averages.
- Pupils at Spalding Bilingual Free School will achieve greater progress based on attainment on entry to Reception to the end of Year 6 (Value Added) than other schools in the area. We aim to maintain a Value Added measure in excess of 101 points.
- Spalding Bilingual Free school pupils will achieve age related levels measured against the Common European Framework (CEF) that are in line with their European peers in second language learning. By year 6, this entails achieving level B1.

### **Outcome 2: To produce internationally minded pupils who are effective bilingual communicators**

Essentially we want to create a local school with a global outlook: a school which celebrates local heritage and encourages pupils to learn about their place in the wider world, beyond our school gates and beyond our shores, through the medium of both English and Spanish. Our curriculum will incorporate knowledge and skills, foster excellent linguistic skills and global awareness through an outward looking perspective, and will provide an education that is tailored to the unique characteristics of our school community. Our thematic curriculum (International Primary Curriculum) incorporates International Learning Goals and within each theme covering all subjects, links will be made between the

immediate locality, the wider locality (within the UK) and also across the world. We also intend to structure the school day to follow more closely that used in Spain, to help pupils to explore the experiences of the peers with whom they will share a language.

*We will know we have achieved this when:*

- Children can explain how their actions affect others, both locally, nationally and around the world.
- Children are respectful of other cultures and religions and this is evidenced through zero racist incidents and positive attitudinal surveys.
- Children can empathise with their peers from other English and Spanish speaking cultures, linking and referencing this learning to a global context.
- The school is awarded the International Schools Award kite mark.

### **Outcome 3: A love of Learning**

We want our pupils to be affectionate towards, and proud of, their school life and, as an adult, to look back fondly on their education. Ultimately, we want to add the 'skip-ability' factor into schooling.

Our school will be a learning focused establishment with every member of staff having a thorough knowledge of what good learning looks like, how to facilitate this through a bilingual learning approach where the language medium is ultimately interchangeable depending upon context and content, and how to ensure it takes place. Children will be taught about the differing learning styles, how to identify their personal learning preferences and how to develop those least favoured. They will be taught how to make links between their learning and utilise the learning from one area in a different context. We call this "learning how to learn". We will select only the very best staff who themselves are passionate about education and whose enthusiasm will become infectious. We are a learning community, from the pupils in our classrooms, through to the parents and the wider community and staff. Every member of the school staff team will carry out action research in order to ensure highly effective, cutting edge practice; we will ensure that they are provided with sufficient dedicated time to carry this out at that their findings feed into the School Development plan where appropriate

*We will know we have achieved this when:*

- Attendance levels are above National Average.
- Attitudinal surveys indicate a love of school life.
- The school being used as a hub of adult learning. (Extended/Out of Hours provision)
- Publication of staff research

### **Outcome 4: Well-rounded citizens**

Fundamentally, we aim to create pupils who will make a positive contribution to society. We shall promote, at all levels, co-operative and supportive relationships between pupils, staff, governors, parents and the wider community. Personal learning goals will feature heavily and will promote the core values outlined earlier, of honesty, respect, morality, thoughtfulness and co-operation. International research into active citizenship (making a positive contribution to society) has led us to establishing the concept of a 'community baccalaureate' which will be unique to our school setting and will be supported through strong business links.

*We will know we have achieved this when:*

- School awarded UNICEF's Rights Respecting Award
- Behaviour is exemplary
- Every child graduates with their Community Baccalaureate

### **Outcome 5: High Aspirations**

The Phoenix Family of Schools shares the belief that the only limits in your life are those you impose yourself. (Aristotle) It is our moral duty, as outlined in our opening statement, to foster this belief in all our pupils. **High aspirations are born from high expectations.** Our high expectations of staff will ensure excellent role models for our pupils. No matter what a child's experiences outside the school gate, each and every individual will be equipped to reach for the stars.

*We will know we will have achieved this when:*

- All of our pupils reach their challenging targets set with above national percentages achieving 5+ GCSEs A\* to C grade including English, Maths and Spanish.
- A higher percentage of our pupils continue to study one or more languages to GCSE and A-level than the national average (currently 49% and 2% approximately).
- All of our pupils enter the workforce after completing their education, thereby contributing positively to the economy and society

### **Outcome 6: Children who are well prepared for the next phase of their learning journey**

We will provide a firm foundation for children's secondary school careers. Our 'depth before breadth' approach to the curriculum will be effective preparation for the English Baccalaureate, International Baccalaureate and other curriculum changes currently taking place in secondary schools. Our children will be well equipped to continue with language learning and will already be able to function at high level in both English (all children achieving L4+ at KS2) and Spanish (level B1 on the CEF). Our curriculum will facilitate children to be equipped with a wide range of skills which they can then apply to infinite situations both in future schooling and beyond. This is also important because of our children's high mobility levels. Partnerships with local secondary schools will not only enhance the curriculum we offer but ensure seamless transition.

*We will know we have achieved this when:*

- Children achieve high standards in the core subjects (see above)
- Children demonstrate the ability to apply skills, both in English and Spanish, from one area of learning to another.
- Pupil and parental views indicate that children are looking forward to their transfer to secondary school.

***Spalding Bilingual Free School: the limits of your language are the limits of your world!***

## 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.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>		60	60	60	60	60	60	60
<b>Year 1</b>		60	60	60	60	60	60	60
<b>Year 2</b>			60	60	60	60	60	60
<b>Year 3</b>				60	60	60	60	60
<b>Year 4</b>					60	60	60	60
<b>Year 5</b>						60	60	60
<b>Year 6</b>							60	60
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		120	180	240	300	360	420	420

## Section D: Education plan – part 2

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

**D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your pupil intake and your plans for their progression and transition.**

### Index:

- Overview
- Laying the Foundations
- The Core Curriculum
- The Broader Curriculum
- Enrichment
- Keys to Learning
- Transitions

### Overview

As stated in our vision, our Free School seeks to achieve the following six outcomes for all pupils:

1. Academic Success for all
2. Internationally minded pupils who are effective bilingual communicators
3. A lifelong love of learning
4. Well-rounded, responsible citizens
5. Children who have high aspirations
6. Children who are well prepared for the next phase of their learning journey

The following case studies include profiles of pupils which are based on the demand that we have gathered (please see E1). More detailed information about each of the strategies described here is contained within D1-7.

Pupil A [REDACTED]

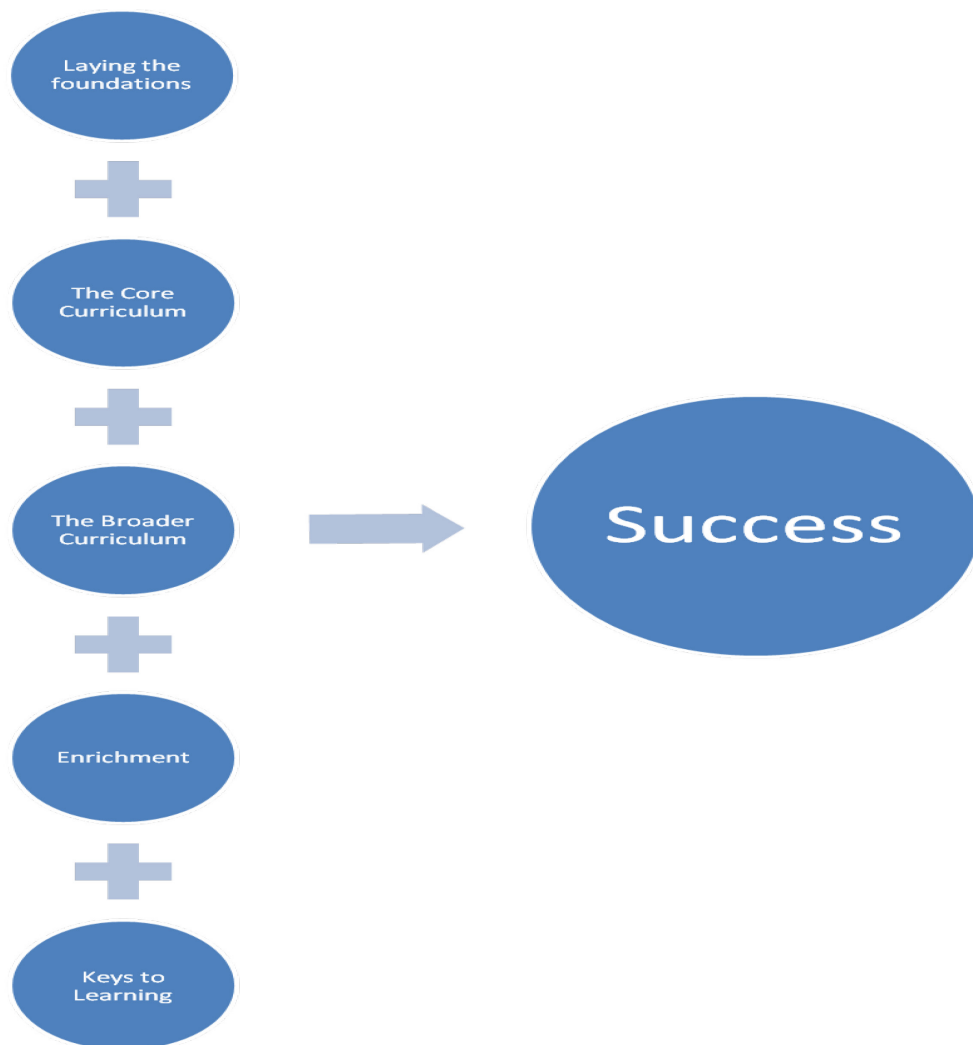
**How will our school meet the needs of this child?** [REDACTED]

[REDACTED] **How will our school meet the needs of this child?** [REDACTED]

[REDACTED]

**How will our school meet the needs of this child?** [REDACTED]

The following chart illustrates the five main aspects of our curriculum overview, which are all underpinned by both Spanish and English learning:



### Laying the Foundations

**“All I really need to know about how to live, and what to do and how to be, I learned in Kindergarten. Wisdom is not found at the top of the graduate mountain but there, in the sandpit in school” Robert Fulgham**

#### **Rationale:**

At Spalding Bilingual Free School we recognise that in order to provide a level academic playing field for each child, one must act as early as possible. In the Foundation Stage, learning is child’s play and carefully structured, enjoyable, exploratory experiences are crucial to helping children’s development. Research shows that good quality Early Years education benefits children in the long term, especially the most disadvantaged. (Effective provision of pre-school education project. DfE, updated 2011). Furthermore, there is evidence that beginning a bilingual education early in a child’s school life confers advantages which we want our students to access (e.g. ‘Excellence in Bilingual Education: A Guide for School Principals’, P. Mehisto 2012).

We know from experience that many parents, especially those who don’t speak English as a first language, do not access their child’s entitlement to pre-school education. Whilst we intend to set up a pre-school alongside this Free School and to market it to the whole of the Spalding community, we understand that our school will still admit a significant proportion of pupils who do not have experience of a learning environment. All of our staff members will be supported to work with these pupils to help them catch up with their peers as early in their school lives as possible.

### **Our plans:**

Within the Trust, we have a Lead Early Years practitioner whose services are drawn upon to support other schools in the locality and this expertise would clearly extend to the Free School.

The Free School will follow the Early Years Foundation Stage (EYFS) statutory framework that sets the standards for the learning development and care of children from birth to five. There are seven areas of learning within the EYFS and at Spalding Bilingual Free School we believe that these must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas are:

- i) Communication and Language
- ii) Physical Development
- iii) Personal, Social and Emotional Development

We will also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- i) Literacy
- ii) Mathematics
- iii) Understanding the World
- iv) Expressive Arts and Design.

In planning and guiding children's activities, we will reflect on the different ways that children learn and reflect these in our practice. We believe that three characteristics of effective teaching and learning are:

- i) **Playing and Exploring:** children investigate and experience things, and 'have a go'
- ii) **Active Learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- iii) **Creating and Thinking Critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**For detailed information how Spalding Bilingual Free School will lay strong foundations for learning during the EYFS, please see section D2.**

## **The Core Curriculum**

### **Rationale:**

A 'depth before breadth' approach to learning will ensure that our children master the most important skills first. This is fundamentally important because of our potential pupil demographic, as it is only through mastery of these skills that children will gain access to the wider curriculum. We recognise that being both numerate and literate are essential to their future economic well-being and success throughout life. Our pupils will be numerate and literate in two languages – Spanish and English – opening up opportunities for them throughout their lives.



The most overt feature of our Free School will be that teaching and learning will be carried out in both of these languages. As stated in our vision, we believe that a bilingual education will open doors for our pupils, both in terms of their language competency and in terms of the cultural understanding that this education will foster.

**“When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively” – J. Cummins, 2001**

#### **Our plans:**

Spanish and English will both be taught as discrete subjects which are core to our curriculum, and also woven throughout the broader and enrichment curricula. We are determined that all children will learn to read and be fully literate in two languages. This is because literacy is a great ‘leveller’. If they can read, all children can have access to an education whether or not they are deemed ‘vulnerable’. Reading and writing secure a voice for every child in the world of tomorrow.

We will seek to create tangible links with Spanish speaking schools abroad and are actively seeking a link school in Madrid for curriculum support, resources, child led investigations and research and possibly for both virtual and possibly real exchange visits.

As with Literacy, our Mathematics curriculum will follow National Curriculum objectives. For many children Maths is ‘abstract’ and in a child’s early developmental stages one must strive to make the language of maths ‘concrete’ and fully understandable to all. To this end we will adopt the ‘Maths Makes Sense’ programme which combines active, spoken and visual activities to teach core maths concepts. We fully recognise our statutory obligations with regards to assessments at Key Stage 2 within Literacy, Numeracy and Science.

We recognise the vast potential of new technologies in schools. We are all too aware that digital literacy is a critical skill for 21<sup>st</sup> Century life. It is our desire to engage our learners through the use of technology that they personally understand. We recognise that it is necessary that some ICT skills need to be taught discretely. Nevertheless, the majority of ICT within our school will be used for a purpose. In particular, we view ICT as an important tool to facilitate and enrich the bilingual elements of our curriculum.

Science will be taught discretely, yet within the topics of the International Primary Curriculum (to be discussed further in the ‘broader curriculum section’) A high priority will be given to the development of Attainment Target 1 (practical science skills) as it is important that children experience such learning first hand. According to research by the Guardian Education Supplement (Friday, 9<sup>th</sup> December 2011) unemployment rates are at the highest they have been for 17 years yet in the fields of Science, ICT & technology there are many jobs available that simply cannot be filled due to the skills gaps, since those applying for these jobs simply do not have the skills required for these vacancies. The question is asked ‘Why aren’t our schools providing young people with the skills employers require?’ At The Spalding Bilingual Free School, our emphasis on the core subjects, including science, will help to ensure that we produce children with the solid skills, knowledge and understanding in science on which to build.

**For more information about the structure and content of the core curriculum, please see section D2.**

### **The Broader Curriculum**

### **Rationale:**

Spalding is a community undergoing a rapid period of change. It is increasingly a multicultural community with a distinctive population: in 2011, 24.5% of live births in the South Holland area (of which Spalding is part) were to mothers born outside the UK, and of these 84.9% were mothers from new-EU countries. This is very different from the Lincolnshire average of 15.7% of mothers with non-UK origins of whom 62% are from new EU countries and the English average of 26.2% (including London where the average is over 50%) of whom 20% are new-EU mothers. It also represents a 1.9% increase in live births from mothers whose origins are outside the UK in just one year since 2010 (Source for all statistics in this paragraph: Office for National Statistics). These children will be our first cohort of pupils and we have chosen and tailored our curriculum with the needs of a multicultural school population in mind.

We are also acutely aware that, in our rapidly changing world, the world of work is changing and we are preparing children for jobs which are as yet unknown. Jobs for life are no more and lifelong careers are giving way to a portfolio of commutable skills. Whilst recognising the rapidly changing world for which we need to prepare our children, there are 5 core values that transcend all change: honesty, respect, cooperation, thoughtfulness and morality. It is only through a synthesis of these values that we can prepare children in the best possible way for the world in which they will be living and working as adults.

### **Our plans:**

Our chosen 'broader' curriculum is the International Primary Curriculum. This curriculum is taught by over a thousand schools in over sixty five countries, including the schools currently within the Phoenix Family. With our predicted high levels of mobility, an international (as opposed to a national) curriculum will help to facilitate an easier transition between schools. The IPC is an internationally minded, thematic, cross curricular, skills based teaching structure, recognised by Ofsted as being: **'...a curriculum that captivates pupils' interests and engages them...it is highly relevant to pupils' learning and has a positive impact on learning and personal development.'** (Gosberton Primary School Ofsted Report, October 2011). Other reports include, for example, a feature article in SEN Magazine, (issue 36) which states: "We have never come across anything which meets the needs of our children as powerfully as the IPC" (██████████, ██████████). Fieldwork Education, creators of the IPC, also state on their website that they are highly recommended by HMI, Ofsted, The University of Bath and The Campaign for Learning. We believe that the IPC delivered as part of bilingual learning programme will prepare our children for a future without boundaries and the ability to communicate across linguistic and cultural barriers.

The IPC is not a traditional 'compartmentalised' curriculum. The themes chosen are highly relevant to the children of today, such as 'Mission Migration', 'Mission to Mars', 'Saving the Planet' to name but a few. Links made between subjects are robust, never tenuous, and this offers us the natural vehicle to operate a bilingual learning education system in our school. The thematic approach ensures that children see the links between learning in different areas yet the way in which they are organised, with discrete subject teaching within each theme, ensures that in-depth learning takes place within each area. We believe that children learn best when learning is both enjoyable and meaningful. A strong focus in our schools is for children to gain knowledge through first-hand experience. This is vital within our locality because of the diverse experience of the pupils; many have a wealth of experience having moved from abroad to England whereas others have no experience outside of their immediate locality.

The IPC will be tailored to the needs of our pupils and to allow for the delivery of its basic content through the vehicles of both Spanish and English. Our approach is based on the principles of CLIL methodology: Content and Language Integrated Learning. This model is supported by the European Commission.

For more information on CLIL, please see: **European Commission**, *Content & Language Integrated Learning*, [http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning\\_en.htm](http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm) last updated 08/08/11

**For more information on the IPC and the broader curriculum, please see section D2.**

### **Enrichment**

In addition to our thematic units of work, we shall hold specific subject weeks, such as Arts and Science weeks. These will be interspersed throughout the year and will allow for in-depth learning where children of different phases can work collaboratively with subject specialist teachers or through partnerships with other organisations. We will use cultural references from throughout the Spanish speaking world to inform and enrich these subject weeks, thereby developing our pupils' global understanding as well as their language skills. We will be able to facilitate learning in these areas in either English or Spanish depending upon the planning of individual year group teams or whole school planning. The IPC has subject specialist units of work which can be used as a basis. These activities will boost our delivery of outcomes 1, 2 and 3.

Our pupil demographic suggests a great variety of life experiences, from those who have travelled to us from abroad to those who have never left Lincolnshire. Despite the fact that our pupils will come predominantly from low-income families, we will strive to broaden their horizons and enrich their educational experience by using a creative approach to visits and trips, for example bringing the world to them through visiting experts such as the London Community Circus; going on camping trips to areas of outstanding natural beauty for Geography field study; developing partnerships with local agencies and associations whose social ethos fits with our own, such as The Lions' 'Big Day Out'. We will aim to have a strong Parents Teachers Friends Association (PTFA) in place in order to help subsidise such activities and will seek other opportunities to bid for funding elsewhere. We have made a recent successful bid to stage our own 'Olympics' at a local sports centre. These measures will help us to achieve outcomes 1, 3 and 5.

Our Friday afternoon enrichment activities (please see D2) will be run by specialists, for example sports coaches, music providers and local theatre groups, and will provide children with opportunities to follow their own specific interests and talents. Again, we will maximise the impact of our bilingual curriculum by engaging with Spanish culture through these activities wherever possible; we will also aim to deliver at least some enrichment activities in Spanish. In some instances, children will be targeted for certain activities in order to maximise their potential – for example: children identified as having a particular ability or aptitude for music will be targeted for peripatetic tuition. Friday enrichment activities will be compulsory from Year 2 onwards. Children will be organised in 'interest' and 'friendship' groups for these activities and therefore they will be in both mixed ability and mixed age groups. The activities will support outcomes 1, 2, 4 and 5.

**For more information on the enrichment curriculum, please see section D2.**

### **Keys to Learning**

Life is such that not every child will automatically realise success, for a variety of reasons. It is, therefore, our aim to unlock each and every child's potential through a five-fold approach known as our 'Keys to Learning'.

### **A 'stage not age' approach to teaching (setting):**

Classrooms are full of children with such diverse needs that even the most talented of teachers can struggle to meet the requirements of all. If children are grouped by academic stage, as opposed to academic age, the curriculum can be more appropriately tailored for their individual needs, thereby creating the best conditions for sustained academic progress. While most primary school classes in Upper Key Stage 2 have a vast ability range of 3 national curriculum levels between the highest and lowest achieving pupils, with our proposed approach every child receives a more closely tailored 'learning package'.

In Park School, three years ago, we moved to a 'stage not age' approach to teaching and this has led to significantly improved results. This is especially pertinent for more able pupils who can often go unchallenged in standard class teaching arrangements. We recognise the need for pupils to be motivated and so 'sets' will always be flexible and regularly reviewed in view of progress made. In our experience, pupils become competitive and extend their efforts in order to progress to the next 'set'.

This approach will also mean that pupils can be supported appropriately in their Spanish learning so that they acquire the functional communication and comprehension skills to become competent communicators in Spanish. It will enable children to learn the language thoroughly and master specific language skills and knowledge at their own stage and speed without being excluded from activities and learning delivered across the whole school curriculum delivered in Spanish.

### **Personal tuition plans (PTP):**

Ensuring that children reach their full potential is a core part of our educational vision as we recognise that raising standards changes lives. Unlike many schools where only children with Special Educational Needs have personal tuition plans, it is our belief that every child deserves a personalised curriculum. Children's progress in academic subjects and personal development will be closely monitored through rigorous assessment procedures (Key to learning 5; also see section D4) and the information received from this will feed directly into their PTP. The plans will record the children's 'next steps' in learning and these will be drawn up by the staff team and shared with the children and their parents. Children identified as being in need of support in addition to that which they would normally receive will be programmed for additional support (intervention). We will use best practice from the EYFS to inform teaching and learning for children who are at the early stages of their learning in any area. Our teaching and learning strategies are based on the stage that the individual and class has reached in each subject and skills set.

A core element of our educational package will be **an optional Saturday school** in order to support pupils who need an additional boost. Although these are optional, our experience has shown that they are well attended and separate provision is made for any child unable to access them. When it comes to small group intervention, this will be run by teachers as the school recognises, through its experience, that additional teacher time, as opposed to that of support staff, has the most profound impact on learning. Other interventions, such as specialist language tuition, will also be programmed for relevant individuals. For example, as our demographic suggests the likelihood of admitting high numbers of EAL pupils, they need to be provided with opportunities to accelerate the development of their core English vocabulary and comprehension.

Research has also shown that children maintaining their first language enjoy greater success in other languages. Since there is a direct correlation between a child's first language and success in other languages, it is essential that our children continue to learn and mature in their first language. First Language lessons will be provided as part of targeted extracurricular enrichment activities on Friday afternoons. In addition, an optional Supplementary School will run each Saturday and for 'clubs' we will draw upon the experience of our EAL community. In the case of pupils with SEN at School Action stage or above, the PTPs will be replaced with Individual Education Plans, as required legally.

### **Learning how to learn:**

Learning to learn is a process of discovery about learning. As with any school, learning is our core purpose. At Spalding Bilingual Free School we have a deeply rooted belief that above everything else comes a commitment to making our pupils' learning world class. At each milestone, although predominantly in the upper school, children will be taught about the process of learning itself. These units will offer pupils an awareness of: how they prefer to learn and their learning strengths, how they can motivate themselves and have the self-confidence to succeed, factors that impact upon learning such as the importance of water & sleep, specific strategies they can use to improve their memories or make sense of complex information and the habits they should develop such as reflecting on their own learning to improve next time. At the Free School our pupils will not be 'spoon fed'. We need to provide them with the tools to gather knowledge and assimilate their learning. ICT plays an integral part in this as it gives them access to an infinite source of information from which they can build knowledge for themselves.

### **Personal Skills Development:**

In line with our desire to create well rounded citizens, threaded throughout all activities will be Personal Learning Goals. These will revolve around our core values of honesty, respect, morality, thoughtfulness and co-operation. The IPC facilitates this as each unit of work clearly specifies which personal learning goals are developed within it. The Assessment for Learning toolkit, which runs parallel to the IPC, keeps a track of children's development towards these. It is a reality that many children have to be taught the fundamental social skills many of us take for granted, such as how to share, take turns, treat others with respect, and be kind. Personal skills are recognised as one of the core building blocks of success in further life. We will take every step possible to help the pupils to interact effectively and develop positive attitudes to both themselves and others. In today's society this is ever more important and children need positive feedback and appropriate behaviour modelled, as the development of personal skills does not happen in isolation. It is through the development of personal skills that a child feels valued, special and given a sense of self-worth. Helping children develop personally, socially and emotionally is never easy, but the benefits are lifelong.

### **Assessment for Learning (AfL):**

AfL is a powerful tool in ensuring that children are aware not only of what they are expected to learn, but also what they have to do in order to achieve the next steps in learning. It is a constant cycle. In our school AfL will impact directly upon the quality of teaching and learning. If pupils are to reach the targets set for them they need to understand not only what they are learning, but also why they are learning it. 'WAGOLLing' will play a key role in our school. WAGOLLing is essentially sharing with the pupils 'What A Good One Looks Like' and de-constructing it in order to identify success criteria, i.e. small steps that, if followed, will enable them to realise success and move to the next level of learning. Pupils are routinely asked to discuss their learning and use it to advance their thinking. They will become increasingly able to identify their

own next steps in learning and the success criteria required to meet these. This enables the teacher and pupils to work collaboratively to develop the lesson together in response to learning needs. A key feature of AfL-dominant classrooms is the high level of pupil-talk, as opposed to teacher-talk. High quality feedback both written & verbal is another core element for AfL as pupils need to be aware of when they have achieved success and how to develop their skills further.

### **Transition in and between Phases of Education**

The Free School believes that it has the responsibility to ensure that superior education begins in the early years and primary education should then flow into the secondary sector seamlessly. Firm relationships will be cemented with a range of pre-school settings that represent Spalding. Through the existing Phoenix schools these links are already in place, as exemplified in the community consultation process for this application. As the school wishes to establish its own kindergarten (separate to this application), there will also be wide consultation and collaboration with the local authority's Early Years Service and other local pre-school settings.

Spalding Bilingual Free School will be proactive in guaranteeing that transition into Year 7, when secondary education begins, is established with all secondary settings in the locality. Our curriculum is designed and will be delivered to ensure that our children receive the best preparation for secondary education, with the bilingual elements of our curriculum working to support the, not to their detriment. For example, although we will deliver Science teaching in both Spanish and English, we will ensure that our pupils know all the English vocabulary they will need to succeed in Science during the Secondary phase. Our package of transition will also include regular visits to the schools. A partnership between primary and secondary education will be brokered to enable staff from both settings to deliver lessons across sites. Guest speakers, through assembly and open evenings, will also assist the process of transition.

We have discussed our plans with the Headteachers of the local secondary schools and they have been very supportive. All have indicated that Spanish either is their first MFL or will become so in the near future, thus ensuring that our pupils are able to continue with their language learning after their transition into secondary education. The main secondary which our pupils are likely to attend is also open to the idea of employing cross-curricular staff members who are Spanish speaking so that the offer to our pupils includes both discrete Spanish lessons and the use of Spanish as a broader learning tool across the curriculum. We look forward to developing these plans in partnership with local secondary leaders as pupils progress through our school towards the transition.

With anticipated above average mobility levels, we will also work in partnership with schools receiving our pupils mid-way through their primary schooling and also, where possible, with schools previously attended by our children newly arrived at Spalding Bilingual Free School mid-way through their primary schooling. This will help to ensure the best possible transition arrangements and minimise disruption to pupils' education.

We will operate a buddy system to allow children who enter our school as non- Spanish speakers to integrate into our bilingual learning system and also to participate fully in the discrete Spanish activities. We will operate a personalised catch up and support system similar to that for EAL learners in our school to ensure that children will be able to operate at their potential stage of learning in Spanish.

**“Pupils who join the school at times other than the normal point of entry are given excellent pastoral support to enable them quickly to feel part of the community.” - (Ofsted: Boston Park Primary – February 2011)**

## Qualifications

We understand our obligations with regards to phonics testing in Key Stage 1 and SATs in Key Stage 2. Please see D2 for detailed explanations on how we will prepare our pupils for these.

We are also aiming to work with the Bilingual Programme in Madrid and the University of Alcalá to develop an accreditation in Spanish which would be accessed by our pupils.

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

#### **Index:**

- Length of School Year, Day and Week.
- EYFS Curriculum and Timetable.
- The Core Curriculum.
- The Broader Curriculum.
- Samples Timetables.
- Enrichment and Extension.
- Organisation of Pupils.

#### **Length of school year, day and week**

Exact term dates will be set when the local authority release their terms for 2014/15 to ensure we are setting term dates broadly in line with them.

We recognise the potential inconvenience of offering a pattern of school term dates that are not synchronised with the dates operated by other schools. For the first two years of operation we will continue broadly with the same dates as other schools in Spalding. Early in Autumn 2014, governors (directors) will consult with parents regarding what, if any, changes should be made to the pattern of school terms. For example, we will consult on when terms should start and end along with any mid-term breaks and days when the school may not be in session e.g. festivals such as Christmas, Easter or other significant events.

It is expected that the **school day** for pupils will run from 8.30am to 4pm Monday to Thursday and 8.30am to 1.15pm each Friday. An enrichment club will run each Friday afternoon until 4pm, staffed by specialist instructors and support staff; this is optional for pupils in Reception and Y1 and compulsory from Y2 onwards. To support our pupils' understanding of the experiences of their Spanish peers, we intend to follow a Spanish-inspired timetable, including a later lunch preceded by a substantial break in the morning.

For KS1 there will be a one hour lunch break; 25 minutes playtime (15 minutes each Friday) and 15 minutes collective worship each day. This equates to 27 hours & 35 minutes taught time per week for KS1. For KS2 there will be a 50 minute lunch break; 15 minutes playtime and 15 minutes collective worship each day. This equates to 28 hours and 55 minutes taught time per week for KS2. This school week, longer than that of a typical school, will enable us to deliver our core subjects and focus on bilingual provision as well as enabling our pupils to access a full broad curriculum. Where a pupil requires more support in one or more of the core subjects, this longer school week will enable us to provide that support during the time typically allocated to the broader curriculum, in line with our 'depth before breadth' approach.

We believe in the importance of a substantial amount of time for lunch and breaks since they provide an opportunity for socialising, developing social/eating skills, understanding the importance of appropriate behaviour at less structured times, promoting healthy lifestyles both through food education and physical education (playtime after lunch). These breaks will allow our older pupils to demonstrate and develop leadership skills (table leaders, playground buddies) and for interaction with staff of a different nature to that of the classroom. We plan to have a kitchen on the school site producing food influenced by the school's links with the Spanish-speaking world, and aim for the vast majority of pupils to be taking up school meals. Food will be provided both at lunch time and during the morning break.

Experience suggests that this pattern of school year, term and taught hours per week will successfully deliver our curriculum model. All of the teaching will be completed in 4.5 days enabling Friday afternoons to be used for staff review of progress, target setting and planning for the next series of actions.

### **The Delivery of our Bilingual Curriculum**

At Spalding Bilingual Free School there will be a focus on all pupils achieving age-appropriate levels in both English and Spanish, as part of achieving the broader outcomes we laid out in our vision (see section C). All children will be supported and guided in their primary learning through a bilingual teaching and learning system which nurtures communication skills and growing fluency in Spanish and English across the four skill areas of Listening, Speaking, Reading and Writing.

Fundamental to achieving this will be the development of a multilingual environment, welcoming children from a variety of different cultural and linguistic backgrounds. We know that in the Spalding community, children might be:

- monolingual (either English or another home language in the case of some very recent migrants);
- developing bilingual skills or are already able to communicate well in spoken Spanish and English;
- From a multilingual, though non-Spanish and limited (conceivably non-) English speaking background.

Our distinctive bi-lingual approach means that the school will prioritise the development of children's ability to communicate in English and Spanish at a comparable skill level: this means they will listen, speak, read and write to the same level. We will focus in the KS1 on the acquisition of age appropriate listening and speaking skills in Spanish which will support the children in the later development of age appropriate reading skills and their ability to communicate clearly in the written form of the language. Our teaching staff, both teachers and TAs will be encouraged to informally monitor children's listening and speaking skills from EYFS onwards so that additional support or challenge is offered at all times to all children. We identify that the early stages of language learning are crucial to further linguistic development and higher order language skills. It is expected that some children will require additional support or extra challenge so that they can achieve their personal best outcomes across all four skill areas (see elsewhere in this section and section D4).

As explained in D1, our approach will be based on CLIL methodology, and we will follow the recommendations of reports such as the European Commission's *Action Plan to Promote Language Learning and Linguistic Diversity 2004-2006*. For example, lessons will be centred around the subject content rather than on language learning in line with best practice. Our research in Madrid has shown us that role-play is a powerful tool for



language acquisition, and we intend to develop a specialised space dedicated to this kind of learning which can be used in a variety of contexts. This space would also be useful to support those pupils who join us at the early stages of learning English, in the same way through role-play.

We are clear that children will all need to establish and demonstrate a good understanding of spoken and basic written English skills prior to developing written skills in Spanish. A clear understanding of how spoken language is represented in the written word in one language (during YR and Y1) should benefit our pupils' ability to appreciate, use and transfer the spoken word in Spanish to the written word. Children in our school will benefit from, the opportunity to learn content across all our Foundation Subjects in two languages. This will encourage the investigation and comparison of cultural similarities and differences and we intend to support this in all areas of the curriculum. Careful planning and annual review of the whole school curriculum will enable us to introduce a core focus in one language and then later in a child's school career build upon this core knowledge through the medium of the other language.

Our sample timetables show that from Year R to Year 6 English is taught as discrete subjects. Spanish too will be taught as a discrete subject focusing on speaking and listening in Key Stage 1 and moving to reading and writing from the beginning of Key Stage 2 (although more able Spanish-speaking and bilingual pupils will of course be encouraged to start writing in Spanish earlier than this). This is to ensure that the foundations for learning both languages are laid solidly and then built upon. Improving communication skills in both languages will be a priority across the curriculum, in line with our vision. As children progress through the school, more of the broader curriculum will be delivered in Spanish to maximise and build on their learning, whereas earlier in their time with us there will be more of a focus on discrete Spanish teaching to establish the core skills and vocabulary.

### **Teaching in Spanish:**

Maths topics will be delivered in either language toward the end of Y1, when the children have begun to demonstrate rudimentary understanding of core mathematical functions. Prior to this, counting, simple functions and knowledge of shape will have been reinforced in Spanish games and exploration activities in preparation for more formal learning in Maths using Spanish.

Science topics can be explored through activities in either language from Y1 onwards, for example, forces and games based upon forces such as pushing and pulling allow for physical exploration through either language as the instructional medium.

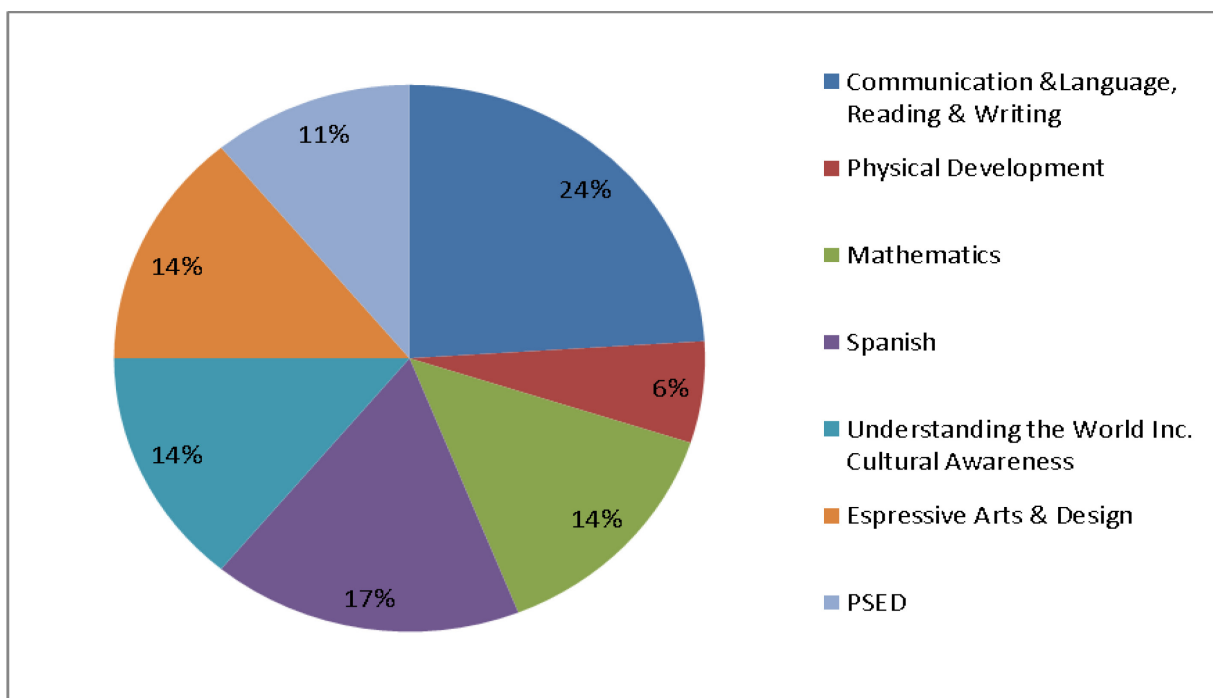
The choice of which language to use as a vehicle of delivery of Foundation Subjects (English or Spanish) will be pre-determined at the start of the school year during the preparation and review of the academic year's whole school curriculum overview. Both languages will have parity of time as learning tools, used in many instances to offer language learning opportunities or to reinforce the focus of the learning aims. For example, when children are exploring localities it would be beneficial in KS2 to explore this focus in Spanish so that children acquire key language to describe a Spanish town and can make comparisons of their own locality in Spalding with that of the area in Madrid where links are being established. If the school develops the IPC focus of Mission to Mars, there will be opportunities to explore in Drama how we might communicate with aliens by considering how we are learning languages in our school and how grammar can give us clues to what type of message we are receiving. In Geography we can explore the cultural and social implications of volcanoes by investigating the volcanoes on the Spanish speaking islands such as the Canary Islands.

Teachers within year teams will be given the opportunity to review, share and discuss language usage and resources in their regular planning meetings as the year progresses to ensure that equal coverage is maintained in both languages and classes within one year group or Key Stage have parity of access to materials, content and learning experiences. We will seek to appoint teachers who provide excellent teaching and learning experiences and also excellent exposure to learning for all pupils in both languages. These appointments may be PGCE Primary graduate linguists with experience teaching CLIL in Spain or native speaker primary school teachers. The teaching teams and the children will be supported by teaching assistants with Spanish language backgrounds.

By embracing the principles of CLIL in our teaching in Spanish, where language is a vehicle to communicate and understand knowledge we are able to have great flexibility across our whole school curriculum to deliver a meaningful and inclusive curriculum.

### EYFS

The following Pie Charts illustrate the percentage of curriculum time devoted to each strand of learning within the Early Years Foundation Stage (EYFS):



**However, Spanish will also be an integral part of all areas of the curriculum used both as a teaching tool and a learning vehicle.**

Organising time in this way will create a clear framework for the organisation of learning to meet our learning goals. Accepted best practice suggests that children will receive a balance of adult-led, adult-initiated and child-initiated learning.

Learning will take place in both the indoor and outdoor classroom, with free-flow between the two. Although the above timetable shows dedicated time slots for each area of learning, there will be continuous provision covering all strands. As well as discrete language learning in the timetable, Spanish will be woven throughout the curriculum. Lessons will be delivered in English and Spanish where appropriate and Spanish culture

will be reflected through songs, games and celebrations.

As good practice dictates the curriculum will be thematic, will follow the children’s interests and there will be a balance of teacher led, child initiated and adult initiated activities covering all six areas of learning. As with our core curriculum, outlined below, a high priority will be given to PSED as this underpins children’s development in all other areas. This element covers the teaching of manners, social skills and the development of confidence and independence. We know from experience and research that the pupil demographic that we will serve traditionally performs poorly in this area, and will encourage pupils to develop these skills through the vehicles of both Spanish and English. Likewise, there will be an increased emphasis on C and L, especially in Speaking and Listening as this is recognised within the Local Authority as a weak strand for the whole of Lincolnshire.

As in our existing schools, there will be dedicated ‘Wow Days’ to set the scene for learning and to help promote children’s knowledge and understanding of the world. As the teacher led element of the curriculum, Ruth Miskin phonics will be adopted in the Foundation Stage, 2 x 20 minute sessions daily, with a focus on children learning ‘speed sounds’ (the core sounds within the English language), and learning how to blend these in order to read and write. This approach will be mirrored in Spanish starting in year one (for more details please see section below). In Mathematics we will use the ‘Maths Make Sense’ Programme (as detailed under Numeracy, below) as the teacher led element of the curriculum, to ensure that early mathematical concepts are learnt in a concrete and memorable way. Physical development opportunities will be constant, with activities structured to develop both fine and gross motor skills. The outdoor classroom will be given as much emphasis as the indoor one, with free-flow between the two at all times. Healthy living will be constantly promoted and the children will learn about keeping themselves healthy, making healthy choices, self-help and self-care. In line with our vision, threading all of the above together will be our desire to develop children’s innate creativity and, as such, all tasks will be designed to support their inbuilt curiosity for exploration through play in a safe, supportive environment.

A Sample EYFS Timetable:	8:30 - 8:45	8:45- 10:00	10.00- 10:15	10.15- 11.00	11.00- 11.30	11.30- 12.30	12.30- 1.00 pm	1:00 - 2.00	2.00 - 3.10	3.10- 3.20	3.20- 4.00
Mon.	Open House Self-registration / Parent / Child	RM PHONICS (C& L, Reading and Writing).	PHYSICAL DEVELOPMENT PROGRAMME /	Mathematics	PLAYTIME	Spanish Immersion hour (Including phonics & wider	Cultural awareness (Understanding the world)	Lunch	TOPIC WORK Inc. All areas of	Positive Play Break (Physical development)	PSED, , Incorpor. Communication and language
Tues.											

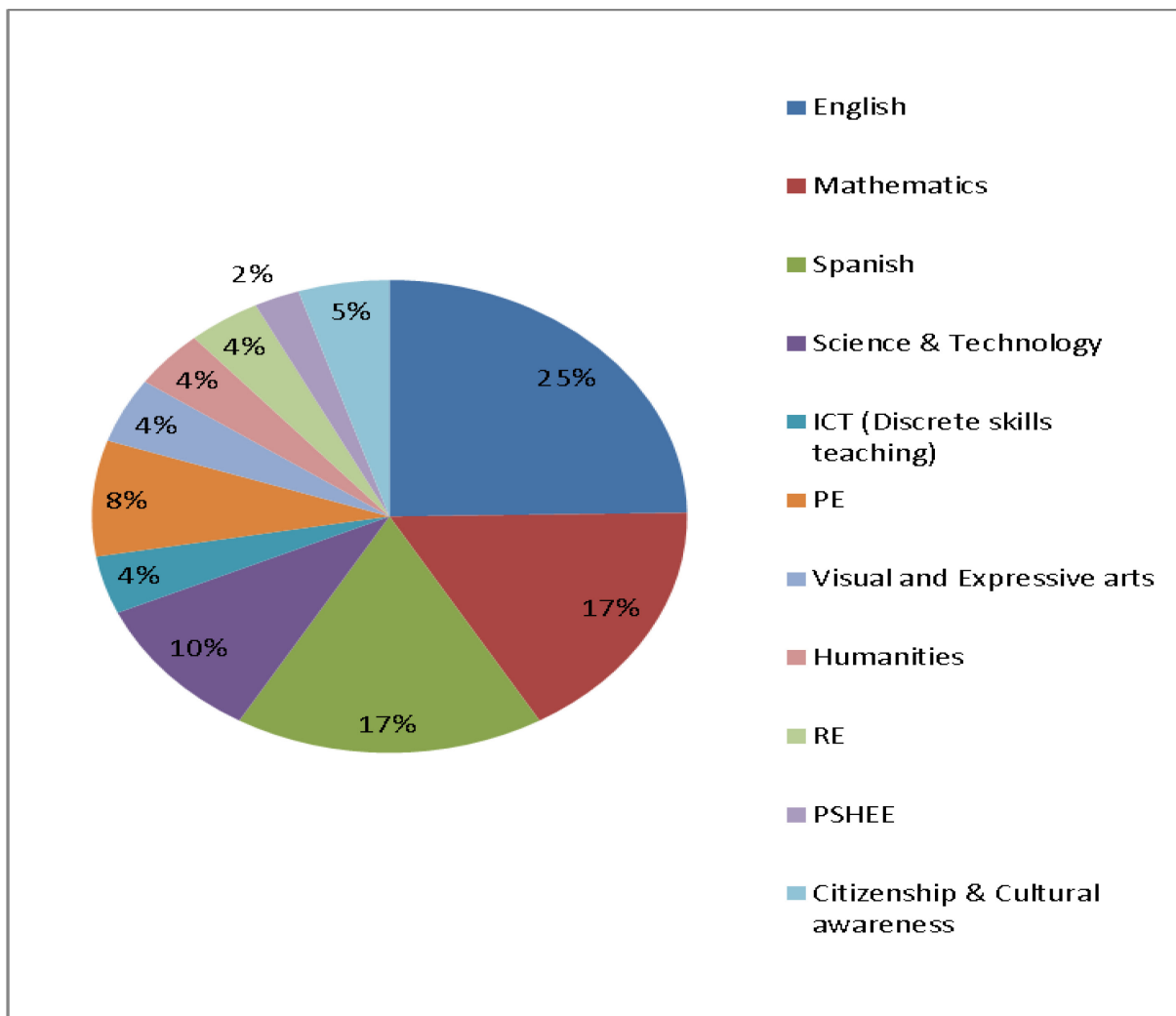
Wed.											
Thurs.											
Fri.										<b>Enrichment Afternoon</b> (Expressive arts and design + physical development focus)>	

The shaded areas in the sample timetable above indicate where Spanish can be used as a tool for learning. Teachers will be able to decide during their initial planning stages whether English or Spanish is the most appropriate communication tool in a specific context or of specific content. This approach to learning will mirror the CLIL approach mentioned later in this document

During playtime children will be introduced to Spanish playground games and as stated above the food provided by school will be based around a Mediterranean and British diet.

### **Key Stage 1 & 2: The Core Curriculum**

The table below shows Key Stage 1 & 2 percentage of time allocated to each subject. The percentages shown refer to discrete teaching time for that subject and do not include cross-curricular development. English, Spanish and ICT, in particular, will be woven throughout the entire curriculum.



### English:

We know that a significant proportion of our pupils will have English as an Additional Language. In addition, the population this school will serve has low numbers of adults who have accessed higher education (8.8% compared to 19.2% nationally). The number of children living in high social class households is also low (10% compared to 20% nationally). These statistics are sourced from RAISE Online, based on the latest available census information (2001) and our experience suggests that the children born into these families are less exposed to high quality conversation and interaction (known as ‘low talk families’) before entering school. Our depth before breadth approach is designed to support them in their communication and other learning needs.

Literacy instruction will follow the National Curriculum objectives. We will use the Ruth Miskin, ‘Read Write Inc.’ Literacy programme within the Free School for children working below National Curriculum Level 2a. We currently use this programme within our Trust and, as can be seen by our results, it has a significant impact upon attainment. The Ruth Miskin literacy programme provides pupils with a lively, structured, rigorous and proven approach to teaching literacy as a whole. The success of this programme is documented in the ‘Reading by 6: How the best schools do it’ HMI report, November 2010: **“The diligent concentrated and systematic teaching of phonics is central to the success of all of the schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills, as in Ruth Miskin phonics.”** Unlike many models of literacy teaching, the Ruth Miskin programme adopts a ‘stage, not age’ approach to teaching which fits in with our overall approach. This means that all children are rigorously assessed, grouped according to their ability rather than age, and tracked by the in-school Read Write Inc. Manager

(working across the Trust) whose job it is to also quality assure the teaching of the programme. Within the programme, children read and write for an hour each day (2 x 20 mins sessions for Reception children) and the children do not struggle because the work is too difficult or get bored because the work is too easy. The inbuilt assessment systems ensure that any pupils requiring additional support, in order to maintain the high levels of progress expected, work with a reading tutor 1:1 each afternoon to ensure they do not fall behind their peers. Collaborative learning and 'high talk' techniques ensure that children are active, as opposed to passive, learners. This method of learning will help enable success in line with the new Phonics check at the end of Year 1. Ruth Miskin was one of the key players in the development of the Phonics Screening Check.

Upon graduating from Read Write Inc. Phonics, the children will commence the Read Write Inc. comprehension and spelling programmes. Ruth Miskin comprehension consists of three main elements: talk for understanding; talk for reading and writing (which ensures the development of vocabulary and in-depth understanding of what is read – inference and deduction). Structured activities are designed to unlock their imaginations and encourage them to build 'mind pictures' to use in their own writing. This is particularly important for some of our children, who lack the real life experiences upon which to draw. The children then develop written pieces using a variety of techniques which they then draft and re-draft to produce high quality finished pieces. The Read Write Inc. spelling programme is a comprehensive stand-alone spelling programme that is used for 10 minutes daily and fits perfectly with the phonic approach used in teaching 'Reading' lower in the school. We make no apologies for teaching the old fashioned 'rules of spelling' since it is an art form whose value should not be underestimated.

Once children have confidently achieved NC Level 3, they will move on to the 'Comprehension Plus' programme. This further develops 'reading for meaning' giving children enriched understanding and vocabulary, helping them to become critical thinkers and providing a broader range of writing opportunities. In tandem with this, we shall run the 'Accelerated' reading system (Renaissance Learning – the world's most widely used reading software). This system uses modern technology to keep a track of children's independent reading practice. It ensures that children are appropriately challenged in terms of the text they choose and assesses their ability through four on-line quizzes linked to each text read. These cover general reading practice, vocabulary understanding, general literacy skills (grammar) and comprehension checks. Children are awarded points, dependent upon their results, encouraging them to progress further and introducing a competitive element.

While our curriculum will cater for all children, we recognise the additional needs of English language learners. First generation EAL pupils are often overwhelmed when entering a new environment. They require particular attention, consideration and support during their early English language learning. We have a specific talent and expertise in this area (regularly drawn upon by our LA) and a dedicated Multicultural Liaison Manager, working across the collaboration, will oversee this cohort. EAL pupils will be screened upon arrival in order that we have a clear picture of their abilities within their home language. This helps to identify pupils' underlying potential, which can remain hidden due to a lack of English language. This assessment system is unique to our current schools and was the result of international research through the League for the Exchange of Commonwealth Teachers.

### **Numeracy:**

The 'Maths Makes Sense' programme ensures that mathematical concepts are learned in memorable ways so that they are understood from the start and never forgotten. It is particularly pertinent to pupils with SEN and EAL, as it uses concrete objects to embed a picture of maths in children's minds. It also has a carefully designed approach to the

teaching of mathematical language in order that there is no confusion over the concepts being taught. Similar to the approach of Ruth Miskin for Literacy, children's understanding is regularly assessed against a rigorous 'steps for assessment' criteria scale and children are taught in groups suited to their ability as opposed to their age.

Once children have grasped the core concepts of mathematics (NC Level 3 upwards), our school will adopt a two strand approach to the teaching of mathematics. Children will continue to receive a daily 'core skills' lesson (Maths Makes Sense), but this will be supplemented with a teaching approach known as BANSHO. This is a Japanese approach to the teaching of mathematics which focuses upon developing a child's ability to use and apply their mathematical thinking.

Two of our current schools were the first schools in the country to adopt this system which was the result of an active research project in Canada, re-emphasising our commitment to adult learning. The system has been trialled within our current schools over the last 18 months and in this very short space of time has led to a dramatic increase in maths standards. During BANSHO sessions, pupils apply the skills they have learned during core maths sessions and see the real life purpose of maths. Children are presented with real life problems involving mathematics but are not shown how to solve them. Instead, the children work collaboratively to share their ideas and mathematical thinking in order to solve the problem set, in a way that makes sense to them. It allows them to build a deeper understanding of mathematical strategies and concepts by listening to, discussing and reflecting on each other's solutions.

Essentially, as opposed to being 'spoon fed', children have to think for themselves and, during this phase of the lesson, the teacher's role is to assess their level of mathematical understanding and identify misconceptions, to be addressed during the 'gallery walk' which forms the last phase of the session. The problems are specifically chosen in order that they are sufficiently 'rich' to enable children of all ability levels to access and further develop their learning and children are required to show a number of different ways of solving the problem as opposed to only one. In a sense, children are actively encouraged to struggle, since it is only through doing this that deep learning will take place. During the 'gallery walk', examples of children's solutions are displayed and shared and connections are made between the different levels of thinking, facilitated by the teacher. Partnership discussion is used to address misconceptions and identify future steps in learning.

We will increasingly use Spanish to deliver Maths topics as pupils' progress through KS1 and into KS2. For example, children will need to be exposed regularly to word problems in English so that they can access and solve word problems for assessments in English. However, we will work towards introducing simple word problems in Spanish (that demand limited language or physical responses) as pupils' familiarity with them grows. This is to support all pupils to eventually be able to solve word problems- an everyday application of numeracy- in both languages.

In KS2, Maths will be taught in either Spanish or English and this will be a decision taken at the planning stage for each topic. When planning each topic, teachers will take into consideration such factors as ability groupings and levels of Spanish comprehension. This will be with a view to prioritising the achievement of at least a numerical comprehension level of L4 for all pupils by the end of KS2, and then to achieving our bilingualism for all pupils in Numeracy.

Teachers will be able to revisit prior knowledge using the alternative language to that which was used in the earlier prior learning. For example, if shape is being taught for the

second time in an academic year, Spanish shape vocabulary may be introduced to reinforce knowledge.

## **Spanish**

Direct teaching time in Spanish will allow children to practise communication across all four skill areas of Listening, Speaking, Reading and Writing. Initially the focus will be on the skills of listening and responding using physical response and then listening, responding and speaking. Children will be taught the grammar of both English and Spanish. This will be taught as an integral part of the English literacy learning time and also as an integral part of Spanish learning time. Children will be able to compare similarities and differences in grammar patterns and will be exposed in both languages to same fundamental structures and grammar e.g. verbs, nouns, adjectives, connectives, tenses. Learning of English and Spanish will therefore be mutually supportive.

Wherever possible, we intend to mirror those systems of learning that we have found to be effective for teaching English to teach Spanish; as well as being confident that these are excellent approaches in themselves, we know that the familiarity will allow our pupils to focus on their learning and to compare English and Spanish. Our pupils will be encouraged to become language explorers, confident to share and discuss their observations of the similarities and differences not only between Spanish and English but also languages they may speak at home. This will allow them to develop into confident and competent linguists

We will develop a similar system to the CLL RM to establish phonic pattern recognition and use by learners in Spanish from Y1. Some children will be encouraged to explore simple writing in Spanish from Y1, depending on individual pupils and the different cohorts. This will be managed by the class teacher through effective differentiation within stage-based classes and the use of teaching assistants. By Y2, most children will be encouraged to explore the Spanish writing system. We will use a similar system of teaching to Read Write Inc to develop writing. Children will be encouraged to explore writing styles, to develop creative writing skills and to understand the construction of types of text. They will also be encouraged to explore similarities and differences in the English and Spanish writing systems e.g. speech marks, punctuation, use of capital letters, formatting of a written letter, how to send an email, etc. The investigation of the writing system in Spanish and its comparison to the writing system of English will help to reinforce and inform children of how to write clearly, precisely and accurately in both languages.

We realise that it is through the ability to read independently in a language that new vocabulary and structure is acquired and internalised. The ability to decode, encode and comprehend in more than one language accentuates and strengthens an individual learner's literacy skills. Children will be encouraged to read at school in Spanish from Year 2, or earlier if they are able to be supported or want to read independently and for pleasure.

Where possible we will mirror in the direct Spanish teaching and learning time some of the stories and non-fiction activities that the children have been considering in English and the broader curriculum. For example we may read "Handa's Surprise" in English to explore healthy eating or life cycles, and we will then read the same story in Spanish and explore the key language. We would then explore a non-fiction text about fruits and climates in English and explore a similar text in Spanish.

Bilingual books in the shared reading area will allow all children to explore independently



the relationship between Spanish and English and to allow children to apply their reading strategies to both language systems. From Y2 onwards teachers and children will be able to access bilingual dictionaries to support understanding and children will be encouraged to use these dictionaries to support and extend their knowledge of both languages. It is expected that every child from Y2 onwards will be encouraged to read aloud in Spanish at school, to a supporting adult or the class, to encourage clarity of pronunciation. This could take the form of reading class instructions, reading the day and the date, reading a short text to the class, or a piece of their own written work. In KS2 reading at home in Spanish will be encouraged for all children. Spanish reading ability will be assessed using the CEF scale (see section D5). We will look to assess Spanish reading ability chronologically and intend that each child in Y6 will be reading at least at the same level of a Spanish child 2 years below their own actual age. Many will have reading ages that far surpass this minimum expectation. We also intend to develop our own in-house Spanish Literacy assessment framework in time for greater accuracy.

Differentiated writing activities and differentiated expected outcomes will be set for each child depending upon the level of Spanish the individual child demonstrates by Y2. The children will work in ability groups on focus activities with either the teacher or TA, where appropriate. We will aim to create competent spoken and written communicators in Spanish who can achieve both spoken and written outcomes using Spanish as their chosen medium of communication by KS2.

A writing buddy system will be established to allow more able Spanish readers and writers to support children who are still learning rudimentary vocabulary in Spanish. Similarly, we may implement targeted teaching in Spanish just as in English for newly arrived pupils.

### **Information Communication Technology:**

As outlined in 'The Importance of Technology', a collaborative White Paper for schools (NAACE), ICT 'should be given as much recognition as other core subjects within the English Baccalaureate.' As primary school educators, we need to ensure that our ICT provision will lay the foundations for this. To this end, we firmly believe that ICT should permeate throughout the curriculum and that a school's ICT is only as good as the equipment it possesses and the expertise of its staff. We will place a high priority on the procurement of high quality hardware, software and staff training in order to ensure that the 'tools' of teaching ICT are in place.

As stated in D1, the majority of ICT within the school will be used for a purpose. In English, for example, the use of the moving image and other modern media, such as podcasts, will be used to inspire writing. Kindle eReaders will sometimes be used for guided reading and as an incentive to engage pupils who would otherwise choose not to read for pleasure. In Mathematics, modern technologies such as the 'Wii' will be used to inspire and motivate whilst developing core mathematical skills. As part of our broader curriculum children will access the International Primary Curriculum's Learning Platform in order to enhance their educational experiences through making links with other IPC schools around the world studying similar topics. This platform will also enable staff to share resources and best practice with one another. All pupils within the Free School will learn to 'touch type', since word processing is more commonly used than writing by the adults of today.

ICT will be particularly pertinent for delivering our bilingual curriculum. Our school will forge links with other bilingual schools both in Spain and in the UK, and ICT will allow pupils to communicate with their peers through the internet, hand held devices, sound recorders, listening stations and video conferencing equipment. ICT will be a window into

the Spanish-speaking world. Children will access up-to-date pictures, information, weather reports, data, conversation and dialogue with their Spanish peers through ICT. Each classroom will have an IWB with speakers, and access to wireless laptops (class sets shared between two classes). The children will learn how to communicate via email and text in two languages and will have access to Spanish and English keyboards.

As well as using ICT to deliver the core and extended curriculum subjects, we will use it to enrich learning wherever relevant outside the classroom. For example, we aim to provide a 'news studio' which includes the facility for our pupils to film and edit broadcasts which can then be shown throughout the school.

### **Science:**

The development of Scientific Knowledge, Skills and Understanding will be taught largely through the themes of the IPC. Although it is a 'thematic' curriculum, it is not a compartmentalised one, and full weeks focusing purely on Science teaching will enable in-depth opportunities for learning. In addition, three times a year, each milepost will have dedicated Science weeks which stand-alone from the IPC schemes. We do not believe in tenuous links within a thematic curriculum and acknowledge that some topics are best taught discretely. Teaching of Science will take place in either English or Spanish and will be planned for by the class teacher deciding upon the appropriateness of the language used, e.g. if children are preparing for a test or have to explain something in detail, the default language will be English but a particular activity may have been carried out in Spanish. Strong links will be made to ICT wherever possible, e.g. through the use of data logging equipment/science simulations. The IPC learning platform will facilitate the potential for cross-country and cross-nations Science experiments. For example Key Stage 1 classes studying 'Day & Night' can link with a school in Australia in order that pupils can conduct experiments with regards to daylight.

### **The Broader Curriculum**

The IPC covers all foundation subject areas with the exception of PE and RE which will be taught discretely. The IPC covers all age groups from the Early Years to 12 years of age (allowing appropriate challenge for more able pupils and aiding transition to secondary school education). The IPC will largely be delivered to single age mixed ability groups. The learning goals within the IPC are fully cross-referenced to the National Curriculum ensuring all requirements are met or exceeded. There are 3 mileposts within our curriculum: Milepost 1, securing NC level 2; Milepost 2, securing NC level 3; Milepost 3, securing NC level 4. However, each milepost covers the NC level below and above it in order that children of all ability ranges have their needs catered for.

The subject content of foundation subject areas will be delivered in either Spanish or English at the discretion of the year group teachers. The teachers will share planning and resources and decide which language is most appropriate to learn the historical or geographical facts. The teaching and learning approach will be Content and Language Integrated Learning (see D1).

Our pupils are likely to have a highly diverse range of life experiences. In order to address this issue and to 'level' the playing field, our school will hold regular 'Wow Days' at the start of each curricular topic in order to allow our children to completely immerse themselves within their learning. We have successfully implemented these within our current schools. One such example is that during a recent project on 'Migration', pupils undertook an emergency evacuation simulation and were taken to nearby woods where they had to learn to forage for food, build shelters, light fires with flints and cook their own survival meals. This then set the context for the next 8 weeks of learning which

ranged from 'exploring animal migration' in Science, 'import and export of goods around the world' in Geography through to reporting on global disasters which resulted in emergency migration in Literacy.

Immediately following the entry point, a 'knowledge harvest' is undertaken with pupils in order to establish what they already know about the theme. As part of this, information is gathered about what the children want to find out. This results in collaborative decision-making about future learning, giving pupils a voice in what they learn.

Threaded throughout each unit of work is a set of personal goals explicit to IPC's approach to learning which encourage: enquiring minds, team spirit and co-operative, contemplative and confident learners who naturally think from a global perspective. These form a natural link with the six outcomes which underpin our aims for Spalding Bilingual Free School, and with our core values.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need) and the understanding (the deeper awareness of key concepts which develops over time). There are subject learning goals for science, information technology, design technology, history, geography, music, physical education, art and society. The units of work take into account the latest research into 'brain friendly learning' and cover a range of multiple intelligences as well as Visual, Auditory and Kinaesthetic learning in order to meet the needs of all learners. A comprehensive Assessment for Learning package is built into the IPC in order that children's skills development can be closely tracked and children fully understand their next steps in learning.

The White Paper 'The Importance of Teaching', stated that **'we will compare ourselves with the best in the world and encourage both looking to, and learning from other countries around the world.'** As a forward thinking Free School we believe that International Mindedness is an attribute that is going to be central to the lives of tomorrow's adults. We want to enable our pupils to take full part in this: to travel more, work away from their home country, work for organisations transcending cultural parameters, be a part of solving global issues, live in a world that is influenced significantly by events in other countries and live within increasingly diverse cultures. This is already true in Spalding, which has seen rapid demographic changes, so our curriculum will not only prepare pupils for the future but help them to understand their community and contribute to it now.

Within each unit of work in the IPC are International Learning Goals. These help to celebrate both local heritage as well as global awareness. This will help us to create our local school with a global outlook, focused not only on the English and Spanish speaking worlds but beyond them.

Our school will not be aligned with any religion but will strongly develop a culture of respect for people of all faiths and those who hold no specific belief. This will be part of our approach to supporting the intellectual, spiritual, moral, cultural, and emotional development of pupils. Religious Education will be taught according to the Lincolnshire Agreed RE syllabus.

We will follow the 'Val Sabin' scheme of work for Physical Education. This incorporates dance, gymnastics and games. We have chosen the scheme due to its comprehensive approach to skill development, extension and challenge which facilitates the successful inclusion of all children. During a recent survey, 98% of schools strongly agreed that the Val Sabin scheme supported them in the high quality delivery of physical education

(source: Val Sabin website testimonials). In addition to this all pupils will receive twelve weeks swimming tuition per year.

Note: during the early stages of the establishment of the Free School, when mixed age group teaching might be necessary, a two year rolling curricular plan will be used to ensure that children are experiencing new learning.

## Sample Timetables

A Sample timetable for Key Stage 1:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:20	<b>Registration</b> and Core Skills Development Time Incorporating (On a rotational carousel): <ul style="list-style-type: none"> <li>• Daily Spelling</li> <li>• Guided Reading</li> <li>• Handwriting</li> <li>• Comprehension</li> <li>• Independent Reading</li> <li>• Mental Arithmetic</li> </ul>				
9:30 – 10:30	Literacy				
10:30– 10:45	Assembly				
10:45- 11:00	Break				
11:00– 12:00	Numeracy				
12:00 - 1:00	Lunch				
1.00 – 2.00	1 hr x PE	<b>I.P.C.</b> <b>Thematic Topic</b> <b>Work Inc.</b> (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship)	<b>I.P.C.</b> <b>Thematic Topic</b> <b>Work Inc.</b> (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship)	<b>I.P.C.</b> <b>Thematic Topic</b> <b>Work Inc.</b> (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship)	1:00 – 1:15 15 mins x MFL  <b>1:15</b> <b>Enrichment</b> <b>Activities</b> <b>Commence.</b>
2.00 – 2.10	Break				
2:10 - 3:15	1 hr x RE	<b>I.P.C.</b> Continued	<b>I.P.C.</b> Continued	1 hr x PE	

As for the sample EYFS timetable above, shaded areas show where delivery and themes might be Spanish or English as planned by class teachers and as appropriate to the topic of work and resources available.

**A sample KS2 Timetable:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45– 9:20		Registration	and Core Skills Development Time Incorporating (On a rotational carousel):		
			<ul style="list-style-type: none"> <li>• Daily Spelling</li> <li>• Guided Reading</li> <li>• Handwriting</li> <li>• Touch Typing</li> <li>• Comprehension (Accelerated Reader)</li> <li>• Independent Reading (Accelerated Reader)</li> <li>• Mental Arithmetic</li> </ul>		
9:30 – 10:30	Literacy				
10:30 - 10:45	Assembly				
10:45 -11:00	Break				
11:00 - 12:00	Numeracy				
12:00 – 12:50	Lunch				
12.50 – 3:15	1 hr x PE 1 hr x RE 25 mins x MFL	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalism / Music / Citizenship) + 1hr x PE	12:50 – 1:15 25 mins x MFL  1:15 Enrichment Activities Commence.

## Enrichment and Extension

As can be seen by our timetables, the official school week will end at 1.15pm on Fridays. This will facilitate the staff team to be released together in order that they have opportunities to share good practice, plan lessons together and to prepare and monitor Personal Tuition Plans (PTP). For the pupils, this gives the ideal opportunity to access a comprehensive programme of activities on offer from a combination of specialist instructors and support staff and it supports our vision of developing individual talents and creativity. In general, children will be able to choose from the menu of activities, though some are likely to be signposted to a particular session in order to develop their individual talents or fulfil actions on the PTP (see D1 and D4). The after school enrichment activities will also ensure that pupils and parents are not inconvenienced by the early finish for pupils each Friday. Friday enrichment periods will be compulsory from Year 2 upwards, and delivered in Spanish wherever appropriate and possible. We will endeavour to offer Spanish cultural activities such as Spanish dance, music and choir accessing music from Spanish speaking countries and a European sport such as Handball as part of this enrichment period wherever possible.

We believe that schools play a vital part in the wider life of the pupils and the community. We intend to open early for Breakfast Club and make available after school provision through both curriculum clubs and an after school club, for the benefit and convenience

of working parents, as well as the pupils. For families in receipt of Free School Meals, breakfast club will be provided free of charge. Children showing a particular ability and aptitude for a curricular subject will be given opportunities to develop these further as part of a varying programme of after school activities. Similarly, children will be targeted for some after school enrichment activities in order to maximise progress in this area, e.g. a 'puzzle club' in mathematics both for those pupils identified on the G & T register and for those pupils who require a 'boost' in this area of mathematics. We also plan to open the school during holidays, providing much needed activities for the pupils and care arrangements for working parents. These extra-curricular activities will be optional.

As part of the enrichment curriculum, we will organise enrichment activities and master classes, including outside visits from experts such as artists, scientists, musicians and authors. Recent examples within our Trust have been children attending events by authors Jacqueline Wilson and Michael Morpurgo, working with a visiting mosaic artist, participation in a Forensic Science Day and having visiting theatre companies and musicians work with the pupils.

Concerts, drama productions and sporting opportunities will be a regular feature of school life. Many of these will showcase our pupils' command of Spanish through songs, poems and sketches, and Spanish will continue to be used as the instructional language wherever possible. Examples of such activities that other schools within the Phoenix Family have been involved with include: participation in a county tennis tournament, attending an 'enrichment day' for specified sports at a local secondary school and participating in local singing and dancing performances and competitions.

The Trust has also taken part in local and national competitions, visited theatres and sporting events and Spalding Bilingual Free School be fully involved in similar activities. These might include, for example, the National Quiz Club championships, National Poetry Writing competition, the National Primary Mathematics Challenge, attended the School Proms at the Royal Albert Hall and Test Match cricket at Trent Bridge, Nottingham. These opportunities all fulfil our outcome 4 of our vision: supporting pupils to become well-rounded, responsible citizens.

Opportunities will also be provided wherever possible for pupils to develop skills and experience through planning and executing activities in business enterprise weeks and in relation to planning events to raise money for charities.

Learning beyond the school week will consist of two elements, the first being 1:1 tuition, as mentioned in D1, which provides 1:1 targeted teacher support for any pupil at risk of not meeting National Curriculum expectation or struggling to develop an age related ability in Spanish in line with the CEF. This will be optional, though in our current schools it has a proven track record of success with parents requesting additional places. If pupils are unable to attend these sessions, the school will facilitate their needs within the week. Booster sessions will also be held during the Easter, Summer and Christmas holidays, providing targeted support for vulnerable pupils. This will be especially focused towards Year 6 pupils in preparation for statutory assessment at the end of Key Stage 2. These too will be optional, but experience shows us that there is a high demand for these places.

The second element of learning beyond the school week will be the offer of places at Saturday Supplementary School (optional), which will focus on meeting the additional needs of our EAL pupils through the teaching of their first language and culture. We have much expertise in this area gained from provision at Park School. We understand that we will be unable to provide for every language within our school, but will aim to cover the most dominant ones. In conjunction with Park School we can cover at least

the dominant three languages.

### **Organisation of Pupils**

The Spalding Bilingual Free School structure will comprise 7 year groups, Foundation to Y6 with cohorts of 60 pupils divided into two classes of 30. Children will be organised in class groups for registration and afternoon activities (with the exception of EYFS). For their registration classes, pupils will be grouped according to chronological age within key stages. For teaching literacy and numeracy, we will adopt the 'stage not age' approach in order to cater for the academic, social and emotional needs of each pupil of statutory school age, as outlined in Section D1. This may involve children working in different class, group or Key Stage settings for specific learning activities.

Grouping for 'stage not age' sets will be based upon assessment data. This will be reviewed every 6 to 8 weeks, and on-going dialogue between staff will ensure that if pupils are ready to move up a set within these times they can do so.

We recognise the importance of socialisation between peers of chronological age. It is for this reason that children will be grouped chronologically for registration and subjects other than literacy, numeracy and Spanish. Children will work in a number of ways according to their learning activities including working individually, in pairs, small groups, ability groups in some subjects and different groups in others. Being a relatively small school, we are able to keep the 'personal' element of learning and to ensure that every child is known as an individual by all staff.

We recognise that pupils' personal, social & emotional needs directly affect their ability to learn. It is the class teacher's initial responsibility to ensure that learners' individual needs are being met. However, in complex cases the expertise of the Trust's pastoral team will be drawn upon. The pastoral team will, first and foremost, work on preventative measures, in order to keep children in class and learning. This might include children receiving mentoring and/or small group targeted work revolving around issues such as sharing, bullying, self-esteem building. Children with social, medical or learning needs will be supported in class where possible, or in more discreet settings where appropriate.

In order to foster team work and co-operation between pupils of all age groups, a 'house' system will be in operation. Merit points will be awarded for pupils who visibly demonstrate the school's core values of honesty, respect, thoughtfulness and co-operation, as well as for exemplary work and excellent behaviour. The 'house' system will also be used as the basis of team formations during sporting events such as Sports Day.

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

#### **Index:**

- Overview
- Build-up of Staffing
- Staffing at Capacity
- Roles and Responsibilities

#### **Overview**

Our proposed staffing structure is planned to deliver the vision and curriculum model set

out throughout the rest of section D.

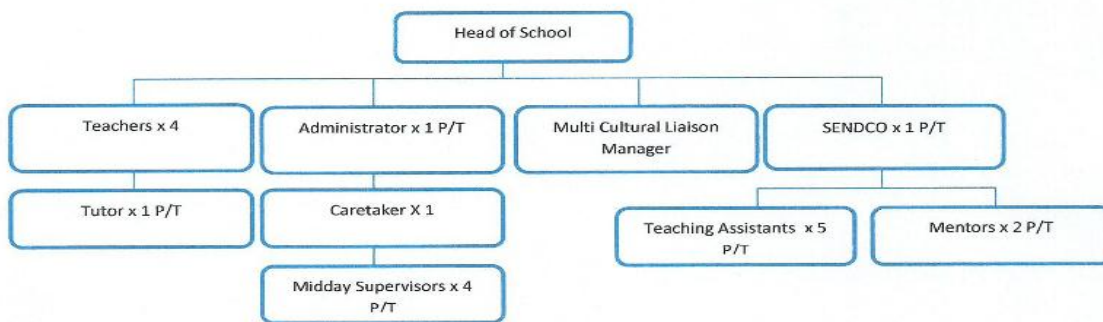
**“Executive Headship & Strategic Leadership has...much to offer in terms of school improvement to schools working in close collaboration” (source: NCSL Research ‘Primary Executive Headship’, Dr Iain Barnes 2006)**

Spalding Bilingual Free School will benefit from a unique yet proven model of leadership which enables greater opportunities for all pupils and maximises all children’s potential in terms of both achievement and attainment. Our leadership model ensures that the Free School will have a Head of School (operational) whose core purpose is to raise the quality of teaching and learning, ensuring the very best outcomes for pupils. The Head of School will benefit from the strategic leadership, support and experience of the Principal and the Vice Principals (Business & Partnerships).

The development of the staffing structure is also planned to take account of the transitional period from the opening of the school through to it being full. We are committed to driving continuous improvement and professional development will be a key feature of realising our vision and delivering the required outcomes.

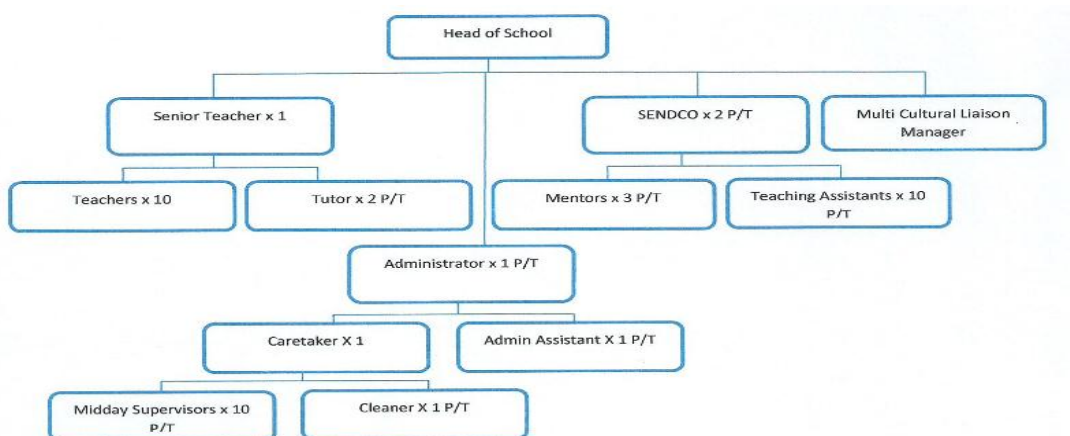
### Build-Up of Staffing

#### Hierarchy showing staffing at September 2014



This chart shows the staffing structure on opening in 2014. At this point there will be two classes of 30 pupils in Reception. The Head of School (0.5 teaching commitment) and the 4 teachers will teach the 4 classes with 5 part time Teaching Assistants.

#### Hierarchy showing staffing at September 2017



This chart shows the staffing structure as at September 2017. This shows how the increase in numbers of Teachers, Teaching Assistants and Midday Supervisory Assistants increase as the pupil numbers increase. At this stage there will be 300 pupils in total in Reception to Year 4.



## Staffing at Capacity

Hierarchy showing staffing at full capacity from September 2020 onwards

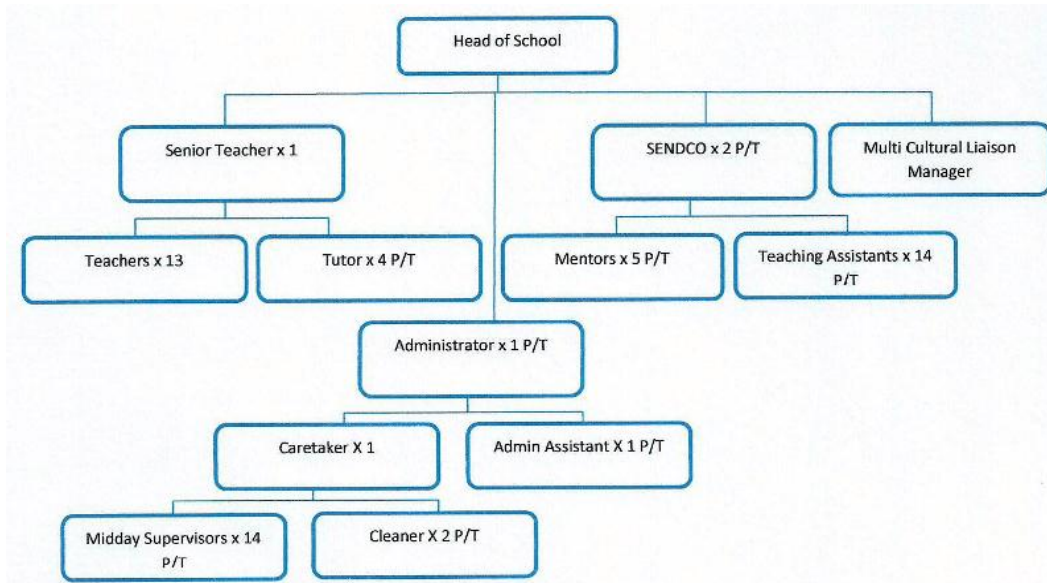


Chart showing the build-up of staffing 2014-2021:

Role	2014	2015	2016	2017	2018	2019	2020
Head of School	1	1	1	1	1	1	1
Senior Teacher	0	0	1	1	1	1	1
Teachers	4	7	8	10	12	13	13
Teaching Assistants	3.75	5.25	6	7.5	9	10.5	10.5
Administrator	0.75	0.75	0.75	0.75	0.75	0.75	0.75
Caretaker	1	1	1	1	1	1	1
Midday Supervisors	4.8	7.2	9.6	12	14.4	16.8	16.8
Cleaner	0	0	0.5	0.5	0.5	1	1
Multicultural LM	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Admin Assistant	0	0	0.75	0.75	0.75	0.75	0.75
SENDCo	0.5	0.5	1	1	1	1	1
Mentors	1	1	1	1.5	2	2.5	2.5
Tutors	0.5	0.5	1	1	1.5	2	2

This shows how the increase in numbers of Teachers, Teaching Assistants and Midday Supervisory Assistants increase as the pupil numbers increase. At this stage the school will have reached capacity of 420, with 60 pupils in each year group. This will be our staffing structure from 2020 onwards.

Team of: the Principal, 2 Vice Principals and Head of School will be established immediately. The administration and caretaker's positions will be implemented immediately, as will the Multi-Cultural Liaison Manager and SENDCo; all of these will be part-time. The number of teachers, teaching assistants (TA) and midday supervisory assistants (MSA) will increase as the school grows. Full staffing will be reached in 2020 (As shown in the above charts).

In order to deliver a bilingual education, it is crucial that our staff members are a mix of

native or near-native speakers of Spanish and teachers who have a full understanding of the English primary education system. The exact balance will depend on the candidates who apply for various roles, but priority in recruitment will always be given to excellent practitioners, no matter what their language skills. Our expectation is that the majority of teachers will be experienced teachers from within the English education system, probably with English as a first language, and that the majority of TAs will be native or fluent speakers of Spanish. This is the model followed by the schools participating in the successful Bilingual Education Project in Spain, and also the Bilingual Primary school which was established in Brighton in 2012. (For detailed plans on recruitment, please see section F5).

This staffing structure has been drawn up based on pupil numbers and is appropriate to deliver our educational vision. The Senior Leadership Structure is based upon a significant amount of research into models of leadership. It is currently the model used by the Phoenix Family of Schools to great success and it is designed to accommodate Spalding Bilingual Free School. Our previous experience in serving the local community has provided the knowledge and skills in determining the required staff team.

## **Roles and Responsibilities**

### **Principal**

Accountable to the Governing Body (or equivalent) of the Trust:

#### **General functions**

- Responsible for the internal organisation, management and control of the schools, consulting appropriately with the governing body, staff and parents of their pupils;
- formulating the overall aims and objectives of the schools and policies for their implementation;
- participating in the selection and appointment of the teaching and non-teaching staff of the schools;
- deploying and managing all teaching and non-teaching staff of the schools and allocating particular duties to them
- reporting to the chair of Governors (Directors) annually on the professional development of all teachers at the schools
- advising the governing body on the adoption of effective procedures to deal with incompetent teachers; and
- keeping the governing bodies informed of the general operation of such procedures;
- maintaining relationships with organisations representing teachers and other persons on the staff of the schools;
- determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the schools;
- securing that all pupils in attendance at the schools take part in daily collective worship;
- evaluating the standards of teaching and learning in the schools, and ensuring that proper standards of professional performance are established and maintained;
- supervising and participating in arrangements made for the appraisal of the performance of teachers in the schools; participating in arrangements made for the appraisal of his/her performance as head teacher;
- ensuring that all staff in the schools have access to advice and training appropriate to their needs, in accordance with the policies of the governing body;

- ensuring that newly-qualified teachers have access to adequate support in their first year of service
- being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those Regulations;
- assessing whether a teacher at the schools who applies for a threshold assessment has passed the threshold;
- providing information about the work and performance of the staff employed at the schools where this is relevant to their future employment;
- ensuring that the progress of the pupils of the schools is monitored and recorded;
- determining and ensuring the implementation of a policy for the pastoral care of the pupils;
- determining, in accordance with any written statement of general principles provided for him/her by the governing body, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable and otherwise regulating the conduct of the pupils; making such measures generally known within the schools, and ensuring that they are implemented;
- ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on school premises and whenever the pupils are engaged in authorised school activities, whether on school premises or elsewhere;
- making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the schools, so as to promote common understanding of their aims;
- advising and assisting the governing body of the schools in the exercise of their functions, including (without prejudice to any rights s/he may have as a governor of the school) attending meetings of the governing body and making such reports to them in connection with the discharge of his functions as they may properly require either on a regular basis or from time to time
- maintaining liaison with other schools and further education establishments with which the schools have a relationship.
- allocating, controlling and accounting for those financial and material resources of the schools which are under the control of the head teacher;
- making arrangements, if so required by the governing body for the security and effective supervision of the school buildings and their contents and of the school grounds; and ensuring (if so required) that any lack of maintenance is promptly reported to the governing body;
- arranging for a deputy head teacher or other suitable person to assume responsibility for the discharge of his/her functions at any time when s/he is absent;
- participating, to such extent as may be appropriate having regard to his/her other duties, in the teaching of pupils at the schools, including the provision of cover for absent teachers.

### **Vice-Principal (Business):**

Accountable to Principal

#### **Purpose of Role**

- To be responsible for all strategic planning aspects including all financial implications and ensuring that the school makes the best use of resources available.
- To be responsible for the majority of the disciplines of Finance, Personnel Management, Estate Management, Administration, all general training and development of staff and all matters within the management of the school which are supportive to but do not involve the teaching function.
- To be responsible for effective risk management for example in health and safety and in the management of any third party contracts.

### **Vice Principal (Partnerships):**

Accountable to Principal

#### **Purpose of Role**

- To lead the school's practice in pastoral care and organisation
- To support the Principal and Governors (Directors) in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives
- Contribute to the identification of key areas of strength and weakness in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Promote a culture of team work, in which views of all members of the school community are valued and taken into account
- Contribute to the self-evaluation of the school.

### **Head of School**

Accountable to Principal

#### **Purpose of Role**

The appointment is subject to the current conditions of employment for deputy headteachers contained in the School Teachers' Pay and Conditions Document, the Education Act 2002, the required standards for Qualified Teacher Status and other current legislation.

: The Head of School is responsible for the day to day running of the school and ensuring that the school's strategic plan, (including targets for attainment and achievement) and also the vision are implemented. They will have performance targets directly in line with the Principal, in order to implement the actions on a 'chalk face' level. The Head of School will line manage the Senior Leaders.

### **Special Educational Needs Coordinator (SENDCo)**

Accountable to Vice Principal - Partnerships

#### **Purpose of Role**

The SENDCo, with the support of the Head of School and Governing Body, will take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENDCo will also have responsibility for leading on provision for Gifted and Talented pupils.

## **Teachers**

Accountable to Head of School

### **Purpose of Role**

- To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and school policies.
- To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- Delivery of the bilingual teaching and learning programme.

## **Teaching Assistants**

Accountable to Class Teacher

### **Purpose of Role:**

To work with individual children having special or particular needs, in accordance with the child's statement where appropriate and/or groups of children as directed by the teacher. To provide support to the teacher across a range of child centred activities to promote child development and learning. To support the class teacher to deliver the bilingual teaching and learning programme in Spanish and English.

## **Behaviour Mentor**

Accountable to Head Of School

### **Purpose of Role:**

The role of the Behaviour Mentor is to target help and support as part of a coordinated response by the school and other agencies for identified "at risk" pupils where behaviour and attendance issues are the causal factors of concern. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour and attendance throughout the school as part of the whole school strategies.

## **Multicultural Liaison Manager**

Accountable to Head of School

### **Purpose of Role:**

A member of the Senior Management Team deployed to raise standards of pupils' achievement. Working with the whole school community to obtain maximum benefit for the pupils on academic and personal levels. Developing partnerships with families of pupils who have English as an Additional Language and the wider EAL community. Maximise opportunities for successful pupil intake and coordinate admissions and appeals procedures.

## **Administration Assistant**

Accountable to Vice Principal – Business

### **Purpose of Role:**

Assist the administration team in the provision of clerical and administrative duties.

## **Caretaker**

Accountable to Vice Principal - Business

### **Purpose of Role:**

To provide an on-site cleaning/caretaking service.

## **Midday Supervisors**

Accountable to Vice Principal - Business

**Purpose of Role:**

To be responsible to the line manager for the supervision of children during the midday break.

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

**Index:**

- Equality and Diversity
- Pupils with Special Educational Needs and Disabilities
- More Able, Gifted & Talented
- Pupils from deprived backgrounds, including Free School Meals
- Those who are learning English with Additional Language
- Children who are in care
- Learners with social, emotional and behavioural difficulties

**Equality and Diversity**

Spalding Bilingual Free School will be a fully inclusive school available to all pupils regardless of race, ethnicity, gender or ability and with full regard to the Equality Act 2010. Essentially we will create a local school with a global outlook, a school which celebrates local heritage and encourages pupils to learn about their place in the wider world, beyond our school gates and beyond our shores. Our curriculum will incorporate knowledge and skills and provide an education that is tailored to the unique characteristics of our school community. Through learning Spanish and immersing themselves in Spanish culture, our pupils will gain a real global awareness through an outward looking perspective (see sections D1 and D2).

We are committed to the promotion of equality and diversity and this will extend to the Free School. We have proven experience in this area: **“All classes are twinned with a school in another country, which provides pupils with a first-rate understanding of the international community. They have an excellent understanding of similarities and differences between their own and other cultures, and have a strong sense of right and wrong. This is a very harmonious community where pupils' spiritual, moral, social and cultural development is outstanding.”** (Ofsted: Park Primary School - February 2011) The focus on bilingualism in this Free School will provide natural opportunities to explore other cultures, particularly those within the Spanish-speaking world, throughout the taught curriculum, enrichment activities and everyday school life. For more details on how we intend to build links with other schools nationally and internationally, please see section E2.

We recognise the valuable contribution which all members of the community can make to the school. Our policies and practices will be reviewed to take into account the different needs and contributions of pupils, staff, parents and governors (directors). We have chosen to combine these requirements into a single strategy for equality and diversity. The Equality and Diversity Strategy will clearly detail our commitments, describe our processes and set out how we will deliver equality in schooling. Ofsted has recognised our ability to fulfil this:

**“Pupils are treated with great sensitivity, respect and kindness, helping them to grow in confidence and self-esteem as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school.”** (Ofsted: Park Primary School - February 2011)

In taking a strong approach to equality and diversity, we will make clear our specific duties across all areas of school life – admissions, attendance, curriculum, pupil behaviour, individual pupil needs (pastoral and academic), and personnel (recruitment and continuous professional development). Our aim is to eliminate unlawful discrimination, and to promote equality of opportunity and instil good community relations. The Multicultural Liaison Manager will assume responsibility for the coordination of the whole school approach to Equality and Diversity Strategy. This will include our commitment to challenge any form of discrimination: any incidents relating to racially motivated abuse and hate crime will be reported to the appropriate service.

Spalding Bilingual Free School will ensure full provision for the following identified groups, and have in place policies and procedures to monitor and review practice in line with local strategy and national directives.

### **Pupils with SEN and Disabilities**

#### **Aims and Approach:**

Our guiding principles regarding our pupils with disabilities and special educational needs are that we will welcome and celebrate difference, diversity and individuality at Spalding Bilingual Free School. Inclusion is a fundamental principle and, for us, this means making sure every member of our community can easily understand access, feel part of and benefit from all that our school will offer. Our practice and development of provision for our pupils will be informed by our equality and diversity policy (including our educational inclusion policy and disability equality scheme), our SEN policy and our accessibility plan. These policies span the Phoenix Family of Schools and are available online at:

[http://www.bostonparkcommunity.co.uk/page\\_viewer.asp?page=School+Policies&pid=27](http://www.bostonparkcommunity.co.uk/page_viewer.asp?page=School+Policies&pid=27)

We are committed to abiding by all legislation relating to children with SEN. In creating and updating our policies for Spalding Bilingual Free School, we are aware of the draft legislation regarding reform of the provision for children with SEN (published September 2012), as well as the preceding Next Steps document and the Green Paper 'Support and Aspiration: A new approach to special educational needs and disability-progress and next steps'. We will consider and implement these reforms as appropriate in due course.

We will provide for equality of opportunity for our disabled pupils and those with SEN. We recognise our responsibilities to our disabled pupils and we will ensure access to education and inclusion in every aspect of school life by protecting them from discrimination; planning strategically; ensuring access to school premises to all users; ensuring access to the curriculum for pupils with disabilities; and ensuring access to information, resources and support by providing auxiliary aids and written material in alternative formats where appropriate.

The school will employ a Special Education Needs Co-coordinator (SENDCo) who will be responsible for overseeing the day-to-day operation of the school's SEN policy and practice. The SENDCo will coordinate provision for children with SEN and oversee their records. They will be the key reference point for all teaching and learning staff and liaison with external agencies. The SENDCo will assume responsibility for identifying SEN training needs and auditing/replenishing resources. The SENDCo will have managerial responsibility, as a member of the Senior Management Team and will be accountable to the Vice Principal (Partnerships). The SENDCo will have line management responsibility for teaching assistants employed to support children who have a Statement of SEN. There will be a requirement for them to undertake a teaching commitment, as they will also have the managerial role for the Read, Write Inc. programme. In addition to their SEN duties, the SENDCo will also coordinate the whole

school practice for More Able, Gifted and Talented Children. (Please see Section D3 for full details on the role and responsibilities of the SENDCo).

Early identification of SEN is vital and the school will adopt a graduated response to children's needs, as outlined in the SEN Code of Practice, which recognises the continuum of special educational needs. The class teacher will make the initial identification and inform the SENDCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher will collate evidence (work samples, Learning Support Assistant reports, test results) and if a lack of progress is evident, record their observations on an initial concerns checklist to be shared with the SENDCo. The SENDCo, together with the class teacher will then decide whether it is appropriate to place the child on the SEN register and what type of intervention is appropriate.

We acknowledge that the identification and assessment of the SEN of children for whom English is not their first language, requires particular care. Where there is uncertainty about an individual child, teachers will be encouraged to look carefully at all aspects of a child's performance in difference subjects. It is important to establish whether the problems they have in the classroom are due to limitations in their command of the language that is being used, or arise from a special educational need. When such a special educational need is identified we will strive to provide effective support and interventions to meet that need. We have a proven track record when it comes to achieving academic success with children who have SEND as recognised by Ofsted:

**“Pupils with special educational needs and/or disabilities and the few who are at the early stage of learning English make good and sometimes outstanding progress towards their individual targets” (Gosberton Primary School, Ofsted Inspection report, September 2011).**

#### **School Action:**

The SENDCo will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively, working closely with parents, teacher and child to produce an Individual Education Plan (IEP) which will include short and medium term targets with regular review dates (at least 3 per year). The IEP will only record what is additional to, or different from, the differentiated curriculum and will focus upon up to five individual targets that match the child's needs and have been SET through discussion with the child and the parents. It is also important to involve support staff as they are often in a position to notice when a small target has been achieved.

Any other members of staff who may have contact with the pupil will also be given copies of the IEP. The child's progress will be carefully monitored and IEPs reviewed termly. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering the individualised programme. Parents will always be consulted and kept informed of the action taken to help a child, and of the outcome of this action.

We will have a range of resources and interventions available to us from which to draw and staff will be well trained in their use. We will ensure that only the most appropriate and effective resources are implemented to secure accelerated progress and that they are the most finely tailored to meet the pupils' needs. Some examples of interventions we will use are the 'Read Write Inc.' literacy phonic scheme, delivered in small groups at School Action and 'Read Write Inc.' phonics 1:1 tuition at School Action Plus level. We will use Alphasmart word processors to support written recording and use strategies



from 'First Move' to plan for the development of fine and gross motor skills and handwriting. All staff will be trained in the use of 'dyslexia-friendly strategies' and will routinely employ them in their classrooms e.g. using a multi-sensory approach, mind-mapping, and the use of colour and text-marking to support access to text.

### **School Action Plus:**

School Action Plus will be triggered if the child has continued to make little or no progress in specific areas over a long period despite the previous intervention and support. External support services will usually be commissioned to assess the child so that they can advise teachers on new Individual Education Plans (IEPs) with updated targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities.

Any external support services utilised will access the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions will be recorded in the IEP and this will continue to be the responsibility of the class teacher.

Further examples of interventions that we will use at this level are Toe by Toe reading scheme, Wave 3 Maths Intervention, Beat Dyslexia, Catch Up literacy intervention, Talking Time (a Speech and Language intervention developed with the Speech and Language Therapy Service and Beam Maths materials. We will also use play-based intervention (based on principles of Theraplay) and small group work for social skills development (based on nurture principles) to support our pupils with behaviour, social and emotional difficulties. Social Stories will be used to develop the understanding of social conventions for pupils with Autistic Spectrum Disorder.

### **School request for statutory assessment:**

The school will ensure that where a child's learning or behavioural, emotional and social needs require resources which cannot reasonably be provided by the school then a case will be put forward to the Local Authority for statutory assessment. This is in order to clarify those needs, the provision required to meet them and how all children with Statements of SEN will have short-term targets set for them. These will be established after consultation with parents and child and set out in an Individual Education Plan. Targets will be implemented, at least in part and as far as possible, in the normal classroom setting. Children who receive support through a Statement of Educational Need will access the same interventions and practical strategies as outlined above. However, in addition to this they will receive more intensive support/time e.g. a dedicated member of staff trained to deliver support in response to the need. The school will also identify specific equipment that is required e.g. ICT equipment to enlarge text for pupils with visual impairments; audio equipment to support the recording of ideas for children with hearing impairments. Equally our audio equipment will also be used for children with dyslexia and memory difficulties, thereby demonstrating effective use and value for money of all provision required for children with SEN or disabilities.

### **Bilingualism and Pupils with SEN:**

**“Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language**

## **learning...” – Key Stage 2 Framework for Languages, DCSF, 2005**

We know that some of our pupils with SEN will find it more difficult to access a bilingual curriculum than others – for example, those with dyslexia or SLCN. We will provide the same very high level of support for these pupils in their Spanish learning as in their English learning to ensure that they are positively advantaged by our approach. The ability to achieve in two languages will have a profound effect on the self-esteem of these pupils. Our strategies for ensuring that they are supported will be based on all of the strategies described above for all curriculum. They will be tailored to the needs of each individual pupil through their PLP or their IEP.

### **More Able, Gifted and Talented pupils**

More able and gifted pupils will be those who achieve or have the ability to achieve significantly above the average academically, when compared to other pupils in their year group. Talented pupils will be those who achieve or have the ability to achieve significantly above the average in art, the performing arts or physical education.

We intend that able, gifted and talented pupils at Spalding Bilingual Free School will be inspired to reach their potential and will possess a desire to extend their knowledge and skills even further. We want them to have a breadth of knowledge and experience and will strive to provide them with an insight into the complex world around them, having gained excellent interpersonal and social skills. We will strive to support them to be confident in their own intellectual, social and personal abilities. In short we want our pupils to be equipped to meet successfully the challenges and opportunities of life.

We are committed to challenging pre-conceptions and embedding inclusive approaches in our focus on the identification, support and development of provision for our more able, gifted and talented pupils. In doing so we believe this brings the energy and aspiration to unlock great potential. We will seek to challenge and extend pupils, and provide a lively, stimulating education both within and outside the classroom. Pupils will be given a wide range of opportunities and introduced to new ideas, activities and challenges to enhance their skills.

#### **Identification:**

More able, gifted and talented pupils will be identified in our school by making a judgement based on an analysis of various sources of information. These will include: test scores, end of Key Stage levels, records of National Curriculum attainment levels, teacher nomination based on classroom observation, discussions with pupils, work scrutiny, parental nomination, reading ages, extra-curricular activities, team activities.

This information will be collated by the More Able, Gifted and Talented Co-ordinator and the Assessment Co-ordinator and made available to all staff and class teachers. The more able, gifted and talented register, specific to Spalding Bilingual Free School, will be regularly reviewed and updated (at least twice a year) and made available to all staff including subject leaders. Each cohort will comprise up to 10% of pupils on roll. Such relative ability changes over time and pupils will move on and off the register as appropriate, though such movement might be expected to reduce with age.

#### **In the classroom:**

We will use the Classroom Quality Standards to audit provision for our more able, gifted and talented pupils in order to provide an on-going review and development of our practice. We believe in constantly challenging ourselves as well as our pupils.

The register will allow us to look closely at how we provide a personalised experience for our more able, gifted and talented pupils. Our main focus will be in the classroom where teachers will work hard to deliver inspiring lessons which are appropriately pitched to challenge high achieving pupils, in lessons organised both by stage and age. We want them to be engaged and enthused to learn.

We have a common understanding of, and will have a whole school commitment to, quality first teaching for all our pupils, and particularly so for our more able, gifted and talented pupils. Within the classroom teachers will focus and structure their teaching so that pupils are clear about what is to be learned and how it builds on what they already know. They will actively engage pupils in their learning so that they make their own meaning from it, systematically developing pupils' learning skills so that their learning becomes increasingly independent. They will use Assessment for Learning to help pupils reflect on what they already know, reinforcing the learning being developed and setting targets for the future. They will demonstrate high expectations of the effort that pupils should make and what they can achieve, making the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles and they will create a climate in which effort and success is valued and celebrated.

We will use range of resources, specifically with our more able, gifted and talented pupils in mind, yet because they are fully inclusive they will benefit all pupils. For example, Brain Academy Maths Challenges and Supermaths (published by Rising Stars/National Association of Advisors for Computers in Education) promote the development of higher order thinking skills (i.e. evaluation skills, creative thinking, enquiry, reasoning and information processing) and the Wonder Wall posters will be used in every classroom to stimulate thinking using open-ended questioning to promote risk-taking, speculation and innovation.

Class teachers will be held accountable for the provision of effective teaching and learning within their classroom for all pupils, including the most able, gifted and talented pupils. There will be clear expectations that the essential characteristics of a good lesson will be regularly and consistently applied in all lesson planning and lessons. All staff will be expected to regularly employ a wide range of teaching strategies to maintain pace and actively engage the more able, gifted and talented pupils in lessons and plan for inclusion, taking into account the learning needs of this specific pupil group. It is expected that appropriate challenge is visible in all lessons and that planning allows pupils to make good progress. Planning will also take account of the need to use Assessment for Learning to make each pupil a partner in their own learning. A close, targeted and frequent scrutiny of teachers' planning and pupils' work will be used to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency.

Very regular tracking of more able, gifted and talented pupils' progress over time will be monitored against ambitious targets and tracked using a range of performance measures including on-going teacher assessment and test results. Systems for sharing information about pupil attainment and rates of progress of individual and groups of pupils are well-developed and staff at all levels will be accountable for the progress of pupils.

### **Mentoring system:**

More able, gifted and talented pupils will have a mentoring system, which will run in addition to other provision in school, enabling pupils to be supported academically, emotionally and socially. The Free School SENDCo will be the school's More Able, Gifted & Talented coordinator with the responsibility for mentoring these pupils and will receive NACE (The National Association for Gifted Children) training in order to be able

to deliver this effectively.

The mentor will meet with pupils to discuss their experience of learning within the classroom; what they are good at and what they could be even better at, what factors help them to progress and what holds them back, encourage them to observe and reflect on their progress and changes in their performance and provide opportunities to reflect on the small steps of progress as well as the big ones. The pupils will be supported to contribute to the setting of targets for their progress, to develop a pupil learning log to support their learning and to review their targets on a termly basis.

### **Reviewing provision for more able, gifted and talented pupils:**

Provision for pupils on the register will be constantly under review. We will listen to pupils and parents. Questionnaires to parents of pupils on the register, and the pupils themselves will continually enable us to target our work more effectively and truly give our pupils “the wings to fly”.

### **Pupils Entitled to Free School Meals**

We will actively seek to remove the barriers to learning and participation that can hinder or exclude individuals/groups of pupils. We do not believe that a deprived background should be an excuse for underperformance. Children in receipt of FSM will receive a package of additions which will give them equal opportunity to achieve and attain. This will include free breakfast club (please see D2) as well as free non-residential educational visits and discounts on uniform. By offering such incentives, we aim to encourage people, who may not choose to access their free school meals despite their entitlement, (sometimes due to the perceived stigma attached to this) to take up the core offer.

Brain research (L. Weinreb, 2002: ‘Health & Hunger’ published in Paediatrics Digest) shows that a child cannot learn at full capacity if they are hungry. We will ensure that any child arriving at school hungry is fed, whether they are entitled to FSM or not. Having our own on-site kitchen ensures that we can provide healthy food both at breakfast, morning break and lunch.

Children eligible for FSM will be tracked as a group, potentially at risk of underachievement. Pupils identified through the school’s rigorous assessment procedures (please see section D5) will be programmed for additional support on the school’s provision map. This may include them being targeted for Saturday School. Spalding Bilingual Free School will ensure that additional provision through FSM is a desirable benefit particularly in light of the enhanced food and drink on offer.

### **Pupils Learning English as an Additional Language**

We recognise that speaking and listening in English is integral to learning in school. Research into the acquisition of a second language indicates that children can take up to two years to develop ‘basic interpersonal communication skills’ (school playground/street survival language) but it can take up to seven years, to acquire full fluency (Source: Complexity, Accuracy & Fluency in Second Language Acquisition published in the Applied Linguistic Journal Volume 30). We are also committed to raising the achievement of minority ethnic pupils who are at risk of underachieving. We will, therefore, identify individual pupil’s language needs and facilitate appropriate provision, recognising the skills they bring to school, thus ensuring equality of access to the curriculum. The Phoenix Family of Schools has an outstanding reputation for its work in

community cohesion, and the Free School will benefit from the expertise and systems that are already established through the Trust.

We also recognise that pupils whose first language is neither Spanish nor English will be learning two unfamiliar languages through our bilingual curriculum. Our previous experience of working with a high proportion of pupils with EAL to develop their language skills will stand us in excellent stead to support them to do so, and we will track pupils with EAL as a group to ensure that they are achieving in line with their peers in both English and Spanish. We see language and literacy as tools for learning and communication and we aim to teach them as such, such that the strategies we use to support these pupils in learning English will be transferable to Spanish. Our practice here is in line with the recommendations of the International Conference on Education's recommendation that educators should take into account: **“the growing importance of communication, expression and the capacity to listen and dialogue...in the mother tongue, then in the official language in the country as well as in one or more foreign languages”** in an increasingly global world (source: Final Report from the 46<sup>th</sup> Session of the International Conference on Education).

The school values the contribution that ethnic minority children make through bringing their culture and language to enrich the school environment. Children with EAL are the responsibility of all staff and the educational provision will enable them to access every area of the curriculum and raise their achievement. The school will provide the means for ethnic minority children to achieve their full academic potential and will endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum. We will develop a culturally inclusive curriculum which recognises and celebrates diversity. This will be achieved through the International Primary Curriculum. The Phoenix Family of Schools has been identified as having 'outstanding' elements within the community and the provision for EAL children has been an area of strength: **“Those who are newly arrived at school with little or no English are given outstanding personal support and good academic support when in small group sessions, learning the basics of English language” (Ofsted: February 2011 Park Primary School)**

All pupils will be provided with a Welcome Pack in their first language, and a communication fan (which is a visual aid for commanding basic demands as well as a survival tool for children to communicate their needs). Spalding Bilingual Free School will help its EAL pupils to develop an understanding of the society in which they now live, whilst helping them to retain their heritage. An immersion class will be available for newly arrived children who have little or no grasp of English language, helping to prepare them for the school curriculum and enabling them to become confident and enquiring learners in our school. An assessment tool kit will be used to form an initial picture of the child's current ability in their home language, in English and in Spanish, and this will form a baseline assessment of their individual learning needs. In addition to the children's admission to school, parents will also undergo a process of assessment. This will include potential for wider family need, access to health services and their own learning needs. Where appropriate, parents will be signposted to relevant service provision in the town e.g. doctors, dentists, Citizens' Advice. It is envisaged that parents will become partners in their children's education and their own basic skills in literacy, numeracy and Information Technology will be supported within the school through extended service provision e.g. adult learning sessions and family learning sessions facilitated by established partnerships with Boston College of Further Education.

The whole school approach to support learners with EAL (children and adults) will be coordinated by a Multicultural Liaison Manager. Park School has seven years'

experience in this area of school development and our Multicultural Liaison Manager has been endorsed by the LA's School Improvement Service to deliver high quality resources and training materials across the county of Lincolnshire. The LA also signposts other schools in the county to visit Park School as a centre of good practice for EAL provision. The Multicultural Liaison Manager is a member of the Senior Management Team and is accountable to the Head of School.

Our EAL department will be allocated a budget to provide appropriate teaching materials. An audit of resources already available will take place termly, there will be consideration to different languages, cultures and faiths when purchasing items. The pupils will be supported to become independent learners by developing their proficiency in English to the highest possible standard. By using visual aids children will deepen their understanding of the subject being taught. These will include the use of the Interactive White Board, illustrations with words, videos and DVDs, photographs and artefacts. Writing support will be given by the use of vocabulary sheets with picture prompts and translated words, writing frames with sentence starts or connectives to join ideas and the use of modelled and guided writing showing how to order and phrase pieces of writing. Reading support will be given by use of picture clues, previous knowledge discussions to help with vocabulary and links to previous sessions and the use of simplified versions of texts to help children understand the main ideas. A designated buddy or buddies will provide much-needed support for the new arrival's early days. The teacher will explain clearly what the role of the buddy entails - to help the new child navigate their way around the school, understand daily routines and ensure that the new arrival won't be left alone at lunchtimes and playtimes.

We will also draw on the skills of parents and the local community in producing resources e.g. the provision of books in a lending library, where a range of different texts can be accessed in a variety of languages. Parents will be invited to support the school through translations and by helping their child to pre-visit topics. Our school learning environment will provide bilingual books and multi-lingual signage. Exploration will also be undertaken through different media e.g. computer software, the Internet, audio/video tapes, DVDs, CD-ROMs. Owing to the vast expertise of the schools in the Phoenix Family, Spalding Bilingual Free School will benefit from the use of a variety of resources that have proven direct impact on the learning outcomes of the children.

The Ruth Miskin 'Read, Write Inc. programme will be used daily to ensure that children are secure in their acquisition of phonics and so gain an effective start to their emerging reading and writing development. As detailed in section D2, we intend to develop equivalent resources to support pupils in learning Spanish. BANSHO is a Mathematics programme which ensures that children can translate their mathematic understanding into everyday problem-solving situations. We believe this programme is instrumental in helping children to use mathematics in both their school education and externally in other everyday situations. The school will also ensure that the 'Non-Negotiables', (Focus Education), are tracked through rigorous assessment and monitoring procedures for all children including those with English as an additional language.

Our School Strategic Plan will incorporate action points and a review process to raise achievement of EAL pupils.

### **Children in care**

Looked After Children are a highly vulnerable group of young people. Spalding Bilingual Free School is committed to understanding and providing a special kind of support for these pupils. Through no fault of their own they have a disadvantaged start

in life and we believe that they deserve the very best education. The school, in conjunction with its external professional partners, will make a tangible difference in helping to provide the best possible education for Looked After Children.

Children frequently come into care at later stages, after starting statutory schooling. Being taken into care during these ages or stages is disrupting to educational development. It is our experience that the turbulence and insecurity involved serves to detract from, and limit, educational progress. Spalding Bilingual Free School will deliver an education to Looked After Children with the prime aim of ensuring that they become competent and happy learners who make rapid progress and gain maximum levels of achievement. They will enter into the school with a full induction, so understanding our expectation that they will work to their best efforts. Effective pastoral support will be in place: a 'Friendship Group' to ensure their integration, a named staff member who will be their 'Trusted Teacher' whose responsibility will be to make links between the child, other school staff, foster carers/parents and external professionals. We regard trust, care and stability as vital ingredients for a Looked After Child entering our school roll.

Our Looked After Children will have access to their e-learning profile (Personal Education Plan) and will update their wishes, feelings, relationships and events that are important to them. This profile provides a realistic view of the child's understanding of their world. As part of their involvement in 'Rights Respecting' school practice, Spalding Bilingual Free School will ensure that Looked After Children will receive their rights as outlined in the Convention on the Rights of the Child (UNICEF).

We recognise the unique needs of Looked After Children and will follow the Local Authority's policy in order to guide our practice. As education professionals, we know that in a majority of cases 'good parenting' is synonymous with getting off to a good start in developing the essential core skills needed for accessing education and schooling. The school will offer support to foster carers and work with them on assisting the children's learning and enhancing educational opportunities. Foster carers/parents will receive a full induction by the school in how they can best support their child's learning needs. Spalding Bilingual Free School will encourage foster carers/parents to participate in all family learning sessions and this will strengthen the home/school relationship as well as providing parents with the knowledge and skills of best practice employed by the school. The Home/School Agreement will be the foundation of an effective partnership with foster carers/parents. Strong commitments are outlined for children to achieve their very best in the curriculum, their learning including homework, behaviour, attendance, pride in personal appearance, equal opportunities and contribution to the community.

Privately fostered children will also be supported and tracked through our systems for supporting Looked After children. Spalding Bilingual Free School will ensure that parents/carers and the local authority are informed of the procedures for responding to, supporting and recording a private fostering arrangement. Spalding Bilingual Free School will notify the Customer Service Centre, Lincoln, on becoming aware of a private fostering arrangement.

The Free School will benefit from the expertise of the staff employed within the multi-academy Trust who have undertaken responsibility for the safeguarding and development of Looked After Children, along with other vulnerable groups. This expertise has been held in good regard by Ofsted: **"All requirements for safeguarding pupils' health and well-being are securely followed and exceed basic statutory requirements...Vulnerable children are promptly identified and the school works closely with parents and carers and outside support agencies to ensure excellent care and support. Safeguarding procedures are fully effective and welfare**

## **requirements are met.” (Ofsted: February 2011 - Park Primary School)**

We understand that a judgement will be made within the Ofsted framework in terms of how far this school is able to support Looked After Children. We will produce a formal report that will include comments about the progress and support provided to these vulnerable young people. We recognise our responsibilities as governors (directors) and teachers and we actively want to support the local authority in undertaking its statutory responsibility under section 52 of the Children Act 2004.

We will introduce a termly reporting cycle on the progress and performance of Looked After Children. This is to be presented to the full governing body by our appointed Designated Teacher as a standing agenda item (within Safeguarding).

Spalding Bilingual Free School will have a suitably experienced Designated Teacher who will be tasked to ensure that provisions and support are given to the looked after child in a fully coordinated and planned way across the school. This will be carried out sensitively and appropriately by raising the awareness of staff to key aspects and circumstance affecting learning and, where necessary, liaise appropriately for support with the services of the Local Authority. The Designated Teacher will be the central point of contact at Spalding Bilingual Free School for all professionals and agencies working with and supporting the individual Looked After Children in the school.

### **Pupils with social, emotional and behavioural difficulties**

**“No matter what a child’s experiences outside the school gate each and every individual will be equipped to reach for the stars” - Spalding Bilingual Free School Vision**

Spalding Bilingual Free School will ensure that barriers to the success of these children, in terms of their socialisation, emotional and behavioural needs, will be addressed by a collective, community approach. Restorative Justice techniques will enable our children to learn that actions always have a consequence, positive or negative. Rights Respecting practice will also facilitate this: children have the right to an education but the responsibility to model positive behaviour. We expect that all children will be motivated learners who are well disposed to high expectations of personal conduct at all times. Our Behaviour for Learning Policy has clear aims which describe our community’s insistence on developing and upholding positive relationships and responding to any short-comings in tolerance and respect (please see section D6).

Most children will be able adjust their conduct accordingly, but some will require a more specific approach to their learning and development. Many of these children will have been disadvantaged by their personal well-being and/or factors in the home environment. Others may have a learning, or social developmental condition, e.g. Asperger’s Syndrome or an attention deficit disorder. On occasion these may have gone unidentified in previous settings and the child’s learning needs may not have been catered for appropriately, leading to behavioural, social or emotional problems.

Spalding Bilingual Free School will be able to draw from the expertise that the schools in the Phoenix Family of Schools have built over a number of years in educating children who have such complex needs. A firm reputation has been built in Lincolnshire and our schools are equipped to educate some very vulnerable children; many of whom have been excluded and have subsequently failed in other local mainstream schools. Behaviours exhibited have included violence, aggressiveness and significant disruption. The LA and Teaching and Learning Centre recognise that the Trust has the



understanding, talent and provision to settle these children and guide them into being responsive and engaged learners. We know that many of these children have been judged and labelled in other schools as 'naughty children', but our perception is that children can, and should, succeed in a mainstream setting and that it is a school's responsibility to enable this, without detriment to the learning of others.

Spalding Bilingual Free School aims not only to monitor and support the attainment and progress of all traditional vulnerable groups, but will also look at Premature Births as a group within the vulnerable category. On admission, children's gestation will be recorded in order to inform this category of vulnerable children.

### **Early Interventions:**

Strategies that have been used successfully in the Phoenix schools are underpinned by the inclusive principles of nurture. The aim of nurture work is to provide a restorative experience of early nurture in a learning session. This approach is particularly effective in working with children who experience complex difficulties in the home environment, where attachment with parents has not been secure. We have used the theoretical principles and practice from the Nurture Group Network, developed by Marjorie Boxall. The pastoral approach in our schools engages not only with the children on a therapeutic level, but also with their parents. While attachment is fundamental in the early years of children's development, we believe that it is never too late to begin the healing process. We understand that unless there is intervention within a family and in a child's life, there is a strong potential for such difficulties to be experienced in future generations. Spalding Bilingual Free School will therefore, engage parents in learning opportunities to parent effectively. We will deliver the Families and Schools Together Programme (FAST), which targets parents whose children require therapeutic intervention and also those families who have observably positive and healthy relationships. Selecting such a range of families with differing parenting styles enables some peer-coaching to take place. However, FAST is offered to all families and as each programme comes to a close, another family will join.

Our decision to use FAST was decided following a research-based visit to Ottawa, Canada. The results of FAST have been far-reaching :

- Increased rates of progress/attainment of all children
- Improved attendance to school
- Increased satisfaction in parental survey/opinion
- Children say they feel happier in school
- Sustained and deepened relationships with families
- Wider parental involvement in the school e.g. contribution to fund-raising committee, voluntary support in school, FAST Leaders as Parent Advocates
- Increased parental attendance to school parent meetings
- Risk of exclusion significantly reduced or eradicated.

In addition to our parent learning sessions, we also ensure that children's needs are directly supported by agencies and organisations in the community. This ensures that the school makes best use of specialist advice and assistance in the support of its pupils. Some pupils will need Individual Behaviour Plans and the support of school staff, parents and additional support services (Emotional Behavioural Support Service, Educational Psychologist Pupil and Child and Adolescent Mental Health Service). In such cases, the school will work proactively with parents and other agencies through the agreed Team Around the Child (TAC) process or through a single agency referral system. Our aim is to identify and respond to issues well in advance. The Free School will be open to leading on the TAC process, as we are already very well established with

the range of agencies working in and around the local area that support children and their families.

The staff within the Trust has developed a seamless approach in supporting children with social, emotional and behavioural difficulties. Our mentors are the experts in their field of pastoral provision and can help children and families realise positive change, while the teachers can concentrate on the teaching and the learning of pupils. The success of pastoral and educational excellence is bridged through the effective deployment of staff. The SENDCo is integral in bringing together both aspects of the child's development in order to secure one holistic method of care and education. Spalding Bilingual Free School will be able to draw from the methods which have an outstanding record of proven success.

**“There are a number of outstanding features, including care guidance and support given to pupils, which is based on the strong, nurturing ethos evident...” (Ofsted: Park Primary School – February 2011).**

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

**Index:**

- Key Performance Indicators
- Self-Evaluation
- How will people be held to account for the success of the school?
- Where performance is not good enough
- Pupil Assessment and Tracking Systems
- How we will use this information to inform school improvement and ensure pupil progress
  - Pupil Progress Meetings
  - Target Setting and intervention mapping
  - Performance management
  - Professional Development

We have the highest aspirations for our children: **“Children will build the castles in the air; We will put the foundations under them.”**– Spalding Bilingual Free School Vision

We shall measure the strength of our foundations using the following performance indicators:

**Key Performance Indicators (KPIs)**

KPIs will be developed by the Academy Trust in line with the KPIs for all schools within the Trust, in conjunction with the Principal and Leadership Team to set a framework of targets for improvement linked to constant improvement within the school and in line with our mission statement outcomes:

- 1: Academic Success for All
- 2: Internationally-minded pupils who are confident bilingual communicators
- 3: A lifelong love of learning
- 4: Well-rounded citizens
- 5: Children who have high aspirations
- 6: Children who are well prepared for the next phase of their learning journey

In setting our KPIs, we have taken into account the new Ofsted framework for school inspections.

We will define successful performance as:

- From the time our first cohort reaches Year 6, the Free School will not only meet, but exceed, National Averages for academic attainment at the end of Key Stage 2 (currently 81% and 80% for English & Maths respectively at Level 4+ & 29% and 35% respectively for attainment at Level 5+). This will be reflected in the school's position within performance league tables (*Outcomes 1, 5 & 6*).
- From the time our first cohort reaches year 6, we expect the same proportion of pupils to be reaching level B1 of the Common European Framework in Spanish (the closest equivalent to level 4 of the National Curriculum) as are reaching level 4 in English (*Outcomes 1, 2 & 5*).
- Pupils at Spalding Bilingual Free School will achieve greater progress, based on attainment on entry in Year 1 to the end of year 6 (Value Added): time scale as for previous KPI. We aim to maintain a value added measure in excess of 101 for all pupils and in excess of a 103 for those pupils who have English as an Additional Language and have been in our school since Foundation Stage (100 is the national mean) (*Outcomes 1, 5 & 6*).
- Children with SEN (School Action, School Action + and Statemented), in receipt of Free School Meals, accessing the pupil premium, for whom English is an additional language and children in public care have a value added score at least in line with, or exceeding, the national average for similar pupils, as indicated by RAISE. When target setting for pupils who fall into this category national data from the previous year will be used as a benchmark to set challenging targets. (timescale as per previous KPIs) (*Outcomes 1, 5 & 6*)
- 80% of pupils (within a 3 year timescale) reach 'developing' level for their 'milepost' in the academic areas not measured by SATs, including 'international awareness skills' (recorded on the IPC assessment for learning data base) with at least 30% achieving 'mastering' level (above National Expectations) (*Outcomes 1,2, 5 & 6*)
- School attendance is above both the LA and National Average (within a timescale of 2 terms out of 6, effective from Year 1) (*Outcomes 1, 3,4, 5 & 6*)
- School is graded at least 'good' by Ofsted (within the first 2 years of opening) (*All outcomes*)
- 100% of Teaching is graded 'good' or better (by the start of term 3 out of 6) (*Outcomes 1, 2, 3,5 & 6*)
- A minimum of 90% of pupils will achieve the challenging targets they have been set. For Foundation Stage pupils, this will equate to a minimum of 45 points progress from baseline (within 12 months of opening) (*Outcomes 1,3 & 5*)
- The views of a significant majority of parents show high satisfaction levels in terms of their child's enjoyment of school, they feel their child is making good progress at school and are kept informed about this (from first parental survey onward; i.e. within 6 months of opening) (*Outcomes 1, 3, 5 & 6*)
- 100% of pupils feel safe, secure and happy at school, as evidenced in pupil and parent surveys (timescale as above) (*Outcomes 1, 3, 4*)
- Behaviour is graded by Ofsted as at least 'good' and behaviour/incident logs show a minimal numbers of incidents which might adversely impact upon learning (within 2 years of opening) (*Outcomes 1, 3, 4, 5*)
- There are zero permanent exclusions (from opening) (*Outcomes 1, 3, 4, 5 & 6*)
- There are no racist incidents recorded on the school's racist incident log (from within 12 months of opening) (*Outcome 2, 4 & 6*)

- The school is awarded key ‘Kitemarks’ in recognition of the high standards set, including: Healthy Schools Award, International Schools Award, UNICEF Rights Respecting Award, Basic Skills Quality Mark, Eco-schools, Investors in People (within 3 years of opening) (*Outcomes: 1, 2, 4, 5, 6*).
- Every child graduates from Key Stage 2 (providing they have been in the school for at least 2 years) with their community baccalaureate (from the first cohort reaching Year 6) (*Outcomes: 2, 4, 5, 6*)
- Surveys of the local community provide recognition that the school makes a positive contribution to the locality, e.g. through out-of hours learning, high level of community involvement in the ‘life’ of the school (within 12 months of opening) (*Outcome 4*)
- As a primary school we are laying the foundations for our pupils’ academic success and will continue to take an interest in their achievements beyond their time with us. We aspire for all of our pupils to achieve highly with above national percentages attaining 5+ GCSEs A\* to C grade, including English, Mathematics and, where possible, Spanish, and a high percentage (above national average – currently 80%) to continue their education post 16 (*Outcomes 1, 5, 6*)
- We also aspire for 100% of our pupils to continue actively studying and using Spanish once they leave our school. The majority should be able to do so through their secondary school, but for those who can’t we will establish post-11 Spanish classes at our Saturday schools. (*Outcomes 1,2,3 and 6*)

### Self-evaluation

**“Excellence is the result of always striving to do things better.” Pat Riley**

We recognise that, in the best settings, self-evaluation is central to the culture of the schools and everyone in them is committed to it (Specialist Schools & Academies Trust; Maximising School Improvement via Self Evaluation). Self-evaluation is a continuous, on-going process, as part of which numerous performance indicators are used to make judgements about the effectiveness of the school and to track improvements made to date and to plan for future improvements. The rigorous cycle of analysing the school’s strengths and weaknesses allows it to identify its next priorities and decide upon the strategies for improvement. At all stages, in our schools, self-evaluation focuses upon the impact of provision in terms of outcomes for pupils. The self-evaluation schedule and practices we currently use within our other schools will extend to the Free School.

Summative self-evaluation will mirror that of the new Ofsted framework for school inspection and will cover all areas that directly affect pupil outcomes. This involves rigorous monitoring of attainment and progress (see Pupil Assessment & Tracking section) and of the quality of teaching and learning.

All judgements made with regards with the quality of T & L will be made in line with the new Ofsted guidance. Monitoring will come in many forms and will include Lesson Observations (both formal and ‘drop in’), work scrutinies, planning scrutinies; other work sampling, pupil interviews and parent/pupil questionnaires. Judgements will be made on a ‘triangulation’ basis – using a variety of information-gathering sources - in order that the picture provided is broad and balanced. Performance Management will also be used as a key indicator of teacher performance along with the attainment & progress data. Essentially, our staff members are facilitators of learning and as a learning-focused school we will regularly review all of the evidence gathered with regards to this to further refine practice in order that children’s learning is optimised.

As well as rigorous self-evaluation, we aim to work with the Bilingual Programme in Madrid and the University of Alcala to implement a quality assessment programme which would lead to the school's receiving quality certification for its bilingual education.

#### **Pupil attendance:**

We recognise that if pupils are not attending school regularly their ability to learn is severely impaired. As a result, pupil attendance rates will be rigorously monitored (please see section D7). The Trust has been recognised by Ofsted (Gosberton 2011) for best practice: "**Outstanding care, guidance and support has led to significant improvements in attendance, which is above average...**" Information gathered with regards to attendance and measures taken to address any issues will be regularly evaluated and strategies adapted to have further positive impact.

#### **Behaviour:**

If children don't behave, then teachers can't teach. This impacts not only the child in question, but also the rest of the class. Hence, our 'no excuses' culture (please see section D7). Leaders will work closely with the Pastoral Staff (mentors) in order to evaluate practice and procedures to minimise behaviours that will impact negatively on learning.

#### **Pupils' enjoyment of school:**

Our vision is clear in its aim to '**...ignite within (children) a joy of both living and learning...**' We believe that best practice involves listening to the voice of our children. We will regularly consult with them in order to make judgements and plan improvements to our school. These will include pupil surveys, interviews, and school council meetings. Their comments and ideas will contribute towards the School Strategic Plan. Pupil voice will often give us information that 'hard' data won't.

#### **Parents and carers attitudes:**

Similarly, the views of our parents and wider community members will also provide the school with feedback which pure data won't. The school is the hub of the community and if we are to unlock a child's full learning potential we need to work in partnership with parents and carers since they are a child's first educator. Views gathered will regularly be reviewed by the school's leadership team. They will inform self-evaluation which in turn will enable the school to respond effectively.

#### **Budget Planning and Management:**

Our Vice Principal (Business) will play a key role in evaluating expenditure against outcomes. We are ever mindful of the fact that, as a school, we are spending public money and therefore must be able to assure all stakeholders that we are spending the budget wisely and in line with the Schools Financial Value Standards. We will ensure best practice by benchmarking against other schools to ensure we are achieving value for money and maximise the educational experience and attainment of our pupils. Spending will be scrutinised in terms of its impact against pupil outcomes and as such will be 'driven' by the School Strategic Plan.

#### **How will people be held to account for the success of the school?**

We recognise that simply defining our school's success will not mean it actually happens. Rather, the school has to have robust systems of monitoring, tracking and accountability. In order for accountability to work effectively, every person needs to be fully aware of the lines of accountability. It is a Line Manager's responsibility to ensure all staff have clear job descriptions and are Performance Managed in order to give them responsibility for achieving the school's goals, as outlined in their Performance Management. All staff will undergo performance management in order to ensure they are actively contributing towards the school's success and strategic direction.

Spalding Bilingual Free School believes that Performance Related Pay will be a key motivator for teaching staff and leadership. Staff members who meet the challenging targets set will progress to the next point on the pay scale until a ceiling is reached. Staff members who make an exceptional contribution to the success of the school and exceed targets set, will be recommended to the Governing Body to receive an honorarium. Staff members who do not meet targets will not progress on the pay scale and may be subject to disciplinary proceedings (please see sub-section below for more detail).

We will ensure that systems of accountability are open and transparent. For information about the line management structure in the school, please see section D3. A description of how this applies to targets is below.

Annually, the Governors' performance management committee will meet with the Principal and Professional Adviser to set targets for pupil performance, including attendance and exclusions, Whole School Development and personal areas for professional development. The Principal's Performance Management targets then feed directly into the Head of School's targets and those of the Vice Principals. A mid-year review will be held to ensure the Principal is on track to meet targets and/or to modify targets in line with any changes within the school.

The Head of School is responsible for the day to day running of the school and ensuring that the school's strategic plan (including targets for attainment and achievement) and vision are implemented. They will have performance targets directly in line with the Principal, in order to implement the actions on a 'chalk face' level. The Head of School will line manage the school's senior leaders.

As the Governing Body is responsible for achieving good value for money (measured using the financial benchmarking systems for similar schools), the Vice Principal (Business) will have delegated responsibilities and accountabilities for the school's finances. Targets will be set within their performance management in terms of expenditure against results, including the generation of additional income for the school. This will be directly linked to the KPIs (as previously explained). The Vice Principal (Partnerships) will take responsibility for behaviour (strategic level), pastoral issues, community engagement and founding/sustaining partnerships, thus promoting positive personal development and reducing barriers to learning.

Other Senior Leaders, numbers of which will increase in line with the school roll, will have responsibilities for specific core-subjects and this will be reflected in their performance management targets. As with the Head of School, seniors leaders will have targets linked to pupil performance and whole school development (as outlined in the School Strategic Plan). They in turn will line manage other class teachers who, in turn, will line manage their classroom assistants.

In addition to this internal evaluation and performance management, we understand the need for external accountability and the huge benefits for our school of evaluation by a disinterested party. In part, this evaluation will be carried out by Ofsted in accordance with their new framework for school inspections. Where relevant, we will procure other organisations to provide external evaluation to ensure independent challenge for our governing body and senior leadership team.

### **Where performance is not good enough**

We do not believe that satisfactory is good enough for our children. With the high levels of vulnerable pupils within our forecast pupil demographic, 'satisfactory' teaching and learning will not lead to the good rates of progress required to close the gap.

Performance of teaching staff will be judged in line with their job description, performance management targets set, and other evidence gathered in relation to the quality of teaching and learning within their classroom (against national teacher standards/Newly Qualified Teacher standards if applicable). Where performance is not deemed good enough, the school's Competency and Capability policy will inform next steps.

In the Free School there will be a 'stage' system to try to ensure a successful outcome for all parties concerned. These will be time limited and include clear targets being drawn up and agreed by all parties and an individualised package of support being tailored to their individual needs. For example, a teacher failing to deliver Quality First Teaching in a classroom might be offered 'team teaching' with an identified good practitioner, planning support and advice, subject knowledge development opportunities etc. These plans will have clear benchmarks for achievement and should these not be achieved the process will then be escalated in line with the updated appraisal and capability procedure regulations which came into force in September 2012. We make no excuses for poor performance at any level and will rigorously implement these procedures as children's future successes are at stake.

### **Pupil Assessment and Tracking Systems**

In order to ensure that our pupil progress targets are achieved or exceeded, the school will require robust assessment and tracking systems. The Trust has a tried, tested and proven assessment system, as recognised by Ofsted.

#### **Formative and Summative Assessments:**

As mentioned in sections D1 and D2, the school will have a clear focus on using Assessment for Learning techniques (AfL). A core element of this will be the daily use of success criteria in all classes in order that both teachers and pupils will know what success looks like. We recognise that pupils, not just teachers, are responsible for their own success and AFL is a key part of this, as pupils need to be fully aware of their next steps in learning and how to achieve these. Every child's work in the core subjects (with the exception of ICT and Spanish) will be tracked using A Picture of Progress assessment systems (APP). APP is a 'small steps' approach to judge children's progress against National Curriculum levels of attainment. Each strand of Mathematics, English and Science is broken down into its component strands and within each strand there are several 'layered' steps which accumulate to form a level judgement. By using this system with all pupils, as opposed to just a sample as in many schools, we are able to ensure that each individual's strengths and weaknesses are highlighted and used as the basis of forming their Personal Tuition Plans (see Section D1).

In the non-core subjects, and ICT, we intend to track pupils' progress via the use of the IPC's AfL database. This tracks the development of core skills in a similar way to that of APP but for all other subjects, giving children a 'beginning', 'developing' or 'mastering' grade within each milepost – i.e. working below age-related expectations, in line with national expectations and above national expectations.

In Spanish, we will assess using the Common European Framework (CEF) descriptors. The CEF can be used alongside the Languages Ladder devised by the National Languages Strategy and is aligned with National Curriculum levels. For assessment purposes, the CEF defines levels of attainment by assessing different aspects in language proficiency: "the competences necessary for communication, the related knowledge and skills and the situations and domains of communication". Using a descriptors scale, the CEF assesses the key skill areas of: listening, reading, spoken

interaction, written interaction, spoken production and written production. Ability is assessed in three grades: Basic (A), Intermediate (B) and Proficient (C). Within these grades are two bands, for example A1 and A2 to ensure accurate assessment of language acquisition. The level of detail offered is high; for example when assessing listening, the various aspects of listening are analyzed (overall listening comprehension listening to instructions, understanding interaction between native speakers, TV and film etc).

In KS1 and KS2 children will also keep their own AfL record of Spanish language learning using the framework of the European Languages Portfolio. This is a simple, child-friendly document of 'I can do' statements and reviews how the children enjoy learning a language and where they use this language. It also allows children to record other language they may already know and how and when they use this language. This will be added to by class teachers to develop the AfL aspects of 'what I can do' and 'what I need to do next'.

For more information about the CEF, see:

[http://www.coe.int/t/dg4/linguistic/cadre\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

In the Foundation Stage (EYFS) pupils progress will be assessed against the EYFS learning goals in all thirteen areas. These are formative judgements which are recorded in each child's profile. This profile builds up an 'evidence' portfolio showing small steps of achievement towards the Early Learning Goals. Parents are encouraged to contribute towards this and the majority of evidence gathered is based on child-initiated as opposed to adult-directed learning, thereby ensuring that it is a realistic picture. Upon entry to the school children will have an initial assessment against these profile points. Profiling is an on-going process, similar to that of A Picture of Progress (APP) for the rest of the school. Each half term the children's results will be gathered and tracked in a similar way to pupils from Year 1 upwards (see below for more details). Since we recognise that our pupils scores will potentially be low upon entry, progress targets will be set at a minimum of 45 points progress (39 points is deemed average) in order to close the gap at this early stage.

We believe that best practice should be a synthesis of both formative and summative assessment. After all, children are judged at the end of Key Stage 2 using summative assessments, i.e. testing. The information gathered as part of formative assessment, otherwise known as 'teacher assessment' will be validated via moderation systems, both internally and externally, in order to ensure that judgements are consistent and accurate.

Three times a year, the school will adopt an assessment week during which summative judgements will be made. From Year 2 upwards, in the summer term, these will take the form of optional and statutory SATs. We recognise our legal obligation to carry out statutory testing at the end of Key Stage 2, and prepare our pupils adequately for this.

### **Tracking systems:**

The Free School will adopt systems in line with those operating within our current schools. Pupil progress and attainment will be tracked using National Curriculum levels, CEF descriptors and Average Point Scores (the latter being used as it helps to see 'fine grade' movement) as appropriate. Each class will be tracked in the core subjects of English, Mathematics, Spanish, Science and ICT, and their progress calculated on a termly, annually, Key Stage and whole school life basis. The class results will also feed into a 'whole school' tracker for each of these subjects which will provide us with an overview of attainment across the whole school.



The tracking systems we use involve a 'traffic light' system which enable teachers to see at a glance pupils whose progress is above, in line with, or below expected progress levels. As we wish to close the attainment gap for our pupils these are currently set at 6 points per year at Key Stage 1 and 4 points per year at Key Stage 2. This equates to 'good' progress. Once whole class tracking systems have been updated termly, by class teachers (since this ensures that they have accountability and thorough knowledge of the progress of their class), the managers of vulnerable groups carry out tracking for these pupils. We will track by the following identifying characteristics: SEN, More Able G & T, EAL, FSM, pupil premium, children with Safeguarding concerns (e.g. subject to social care intervention), summer born children, poor attenders and premature births. Their progress will then be compared to that of their 'non-vulnerable' peers in order to ensure that they are making similar rates of progress. We will also compare the two genders to ensure that neither is underachieving.

### **How we use this information to inform school improvement and ensure pupil progress:**

Following each assessment the school's leadership team meets to assess the key messages about pupils' attainment and achievement. During this meeting, the percentages of pupils on track to meet and exceed age related expectations are explored, as well as the progress of individual groups. This information is then shared with the school's Governing Body. Within this report are summarised the key points for each cohort, and the whole school, as well as 'action points' for improving progress and/or attainment which have come out of Pupil Progress Meetings (PPMs).

### **Pupil Progress Meetings (PPMs):**

A core feature of our school improvement system will be the regular Pupil Progress Meetings. PPMs are ultimately designed to be a supportive rather than punitive process, facilitating a professional dialogue amongst colleagues which is focused on children's learning. They are centred on teacher responsibility and linked accountabilities for the progress of the pupils in their care. During these meetings the progress of individuals, as well as that of groups, is explored in detail and strategies of classroom practice that have resulted in particularly good progress levels are identified in order that they can be shared with others. Any areas highlighted as causing concern, e.g. the progress of a particular group or child, can be explored further and steps agreed to address it. Attached to each PPM is the development of an action plan for improvement which feeds directly into the School Development Planning framework. In order to ensure consistency in practice, a set format listing key questions for discussion is used each term. PPMs will be held with the Head of School, in association with the School SENDCo and the school's Multicultural Liaison Manager, who between them will also oversee the progress of poor attenders, children with social care interventions and pupils eligible for FSM.

### **Target Setting and Intervention Mapping:**

At the beginning of each school year, the staff team will meet, as part of the target setting process, to set the challenging targets for each child within their class based on prior attainment and 'potential' tracking systems (these track children's progress from the start to the end of a Key Stage, taking into account that more able pupils should make more rapid progress than a child who, for instance, has a learning disability). These are then reviewed by the Head of School and the Principal in order to ensure that they are in line with the targets set for whole school performance by the Governing Body, in association with the school's Professional Adviser. Following the agreement of these targets, the school's Intervention Map will be drawn up. This will identify any child who is at risk of not meeting national expectations and will indicate additional interventions which will be programmed for that child during that academic year in order to help accelerate their progress. These will be reviewed termly, during PPMs, and all

interventions will also be tracked in terms of their impact against their cost, thereby ensuring value for money. The teachers and/or teaching assistants delivering those interventions will be held responsible for the impact measure.

### **Professional Development:**

Spalding Bilingual Free School recognises that the experiences its pupils receive will be directly affected by the quality of the teaching and support staff therein. Staff members need to be kept up to date in order to further refine the skills necessary to do their job effectively and also to advance their careers. Professional development will play a key role within our school. As we are a learning-focused School, all staff will be required to undertake professional development matched to their own needs and to the school's development, as agreed during Performance Management and PPMs. As their skills advance, they will also be expected to undertake action research as professionals in order to instil best practice within the school and beyond through, for example, presentations at teacher forums as well as during curriculum evenings. The Vice Principal will be responsible for monitoring the impact of Professional Development on pupil progress and also in association with the Vice Principal (Business) to ensure value for money.

In order to enhance our bilingual curriculum, we expect staff members to continue to advance their skills within the Spanish language. The senior leadership of team of the Trust have already begun to do so during the application process. We would also expect some of the research undertaken by staff to focus on techniques and resources specific to bilingual teaching and learning. Through our links with the Franllin Institute at the University of Alcalá, we are exploring the possibility of developing a Masters-level teaching training programme in Bilingual education which staff could access as part of the unique offering of working with our school.

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

#### **Index:**

- Admissions Practices
  - A School for all abilities and needs
  - Oversubscription Criteria
  - Definitions and Notes
  - Reserve List
  - Appeals
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  - Mid-Year admissions
  - Fair Access
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#### **Spalding Bilingual Free School Admissions**

## ‘...A School for all abilities and needs’ – Spalding Bilingual Free School Vision

We will cater effectively for the needs of all pupils, yet our potential demographic suggests high levels of pupils from identified ‘vulnerable’ groups.

Spalding Bilingual Free School will serve children aged 4 to 11. The Governing Body is the admission authority. All allocations of places are determined by a Committee of the Governing Body with delegated powers. Spalding Bilingual Free School’s proposed Published Admissions Number is 60 into two classes of 30 to remain in the guidelines of infant class size and teacher to pupil ratio. As long as approval is granted within the appropriate timescales, Spalding Bilingual Free School will join the Lincolnshire County Council co-ordinated admissions process from its first year of opening. In the event of late applications the mid-year process will be adhered to.

Oversubscription criteria are in line with the law for admission and we believe they are fair, clear and support our vision for inclusion. These criteria are:

1. Child in Public Care
2. Siblings
3. Children we believe have special, social or medical reasons for admission.
4. Staff
5. Distance

### Definitions and Notes

1. **Children in Public Care:** Also includes children who were in public care but who have ceased to be so because they have been adopted or become subject to a residence order or special guardianship order.
2. **Siblings:** We define siblings to include: full brothers or sisters, whether or not resident in the same household; step siblings, foster siblings, adopted siblings or other children permanently living at the same address where an adult in the household has parental responsibility as defined by the Children Act 1989; and any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996.

If the last pupil to be offered a place within the school’s Published Admission Number (PAN) is a multiple birth or same cohort sibling, any further sibling in that cohort will be admitted, even though this may raise the intake number above the school’s PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.

3. **Children we believe have special social or medical reasons for admission:** Applications made on social or medical grounds must be supported by a professional recommendation in writing from a registered health professional such as a doctor, social worker, or other appropriate professional. The supporting evidence should set out the particular social or medical reason(s) why the school in question is the most suitable school and the difficulties that would be caused if the child had to attend another school. The required documents must be produced at the time of application for a child to be prioritised on this criterion.
4. **Staff:** Children of all contracted staff working at a school within the Phoenix Family of Schools for 2 years or more at the time of application or who are

recruited to fill a vacant post for which there is a demonstrable skill shortage.

- 5. Distance:** The nearest school is found by measuring the distance from the registered home address to all schools by driving distance along public highways. It is measured electronically along public highways using the post office address point of the home to the post office address point of the school. The school will obtain this information from the LA.

If the distance criterion is not sufficient to distinguish between two applicants for the last remaining place then a lottery will be conducted by an independent person at the local authority.

The oversubscription criteria above abide by the School Admissions Code. If Spalding Bilingual Free School is approved, we would also intend to apply to the Secretary of State for an exception to the Admissions Code to be made in order that we could prioritise the children of participants in the founding steering group of the school. Because this comprises a small number of children over two years after opening, we do not believe that this would compromise the principles behind our admissions policy.

#### **Reserve List:**

If a child does not get a place at their first preference school, they are automatically put on the reserve list for any of their preferred schools. This list is in the order of the oversubscription criteria. Names can move down the list if someone moves into the area and is higher placed on the oversubscription criteria. The list is kept by the School's Admissions Officer. The school will maintain the list for the particular school year. A child will remain on the waiting list for one year before being removed by the school. However, an extension can be agreed on the condition that the parent informs the school of their intentions. The waiting list will operate on a year to year basis.

#### **Appeals:**

The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and entirely separate from the admission system. The decision of the appeal panel is binding on all parties.

#### **Statemented Children:**

The Governing Body will offer a place to child with a Statement of Special Educational Needs that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of SEN has been issued. We will bear in mind the potential upcoming changes to SEN legislation and amend this policy accordingly.

#### **Mid-Year Admissions:**

The governors (directors) will accept admissions into other year groups if there are places. If there are more applications than places then the oversubscription criteria will be used to decide who should be offered the place. If there are no places then parents will be informed about the independent appeal system.

#### **Fair Access:**

The Local Authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the LA at our school even if there is a waiting list. Such placements will be made in accordance with the provisions of any protocol approved by the Admission Forum, based on DfE guidance. If an admission raises the number on roll above the PAN, no further pupil will be admitted from the waiting list until a place becomes available within the PAN.

#### **Children with challenging behaviour and those who have been excluded twice:**

The Governing Body will not refuse to admit children in the normal admission round on the basis of their poor behaviour elsewhere. Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion. The 'twice excluded' rule does not apply to children who were below compulsory school age at the time of the exclusion, children who have been re-instated following a permanent exclusion (or would have been, had it been practicable to do so), and children with Statements of SEN.

**Infant class size:**

The school will work within the law to maintain infant class sizes. Additional children may be admitted under very limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- Children with statements of special educational needs admitted outside the normal admission round;
- Looked After Children and previously Looked After Children admitted outside the normal admission round;
- Children admitted, after initial allocation of places, because of a procedural error made by the admission authority or LA in the original application process;
- Children admitted after an independent appeals panel upholds an appeal;
- Children who move into the area outside the normal admission round for whom there is no other available school within reasonable distance;
- Children of UK service personnel admitted outside the normal admission round;
- Twins and children from multiple births when one of the siblings is the last child admitted (as regards infant class size regulations).

**Admission of children below compulsory school age and deferred entry to school:**

The Governing Body will provide for the admission of all children in the September following their fourth birthday. Parents can request that the date their child is admitted to school is deferred until later in the year or until the term in which the child reaches compulsory school age. Parents can also request that their child takes up the place part-time until the child reaches compulsory school age.

**Admission of children outside their normal age group:**

Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. The Governing Body will make decisions on the basis of the circumstances of each case, informing parents of their statutory right to appeal. This right does not apply if they are offered a place in another year group at the school.

**Children of UK service personnel (UK Armed Forces) and Crown Servants returning from abroad:**

For families of service personnel with a confirmed posting to our area, the governing body will allocate a place in advance, if the application is accompanied by an official government letter which declares a relocation date and a Unit postal address or quartering area address. The Governing Body will not refuse a service child a place because the family does not currently live in the area and the oversubscription criteria will be used if the class size exceeds PAN.

For late intake and mid-year applications we will aim to remove any disadvantage to UK service personnel by applying the school's oversubscription criteria. We will check if the address is within the distance of the last child admitted in the last admission round that was oversubscribed on offer day. If the address is within the distance the governors will

consider admitting providing all children in public care and siblings have already been admitted. This will be irrespective of the fact that the school has had appeals heard or appeals currently being scheduled.

It may be that we still cannot admit because of organisational or curriculum difficulties within the school. If this is the case we will inform the Local Authority and ask them to consider second and third preferences.

### **Children from overseas:**

The Governing Body will treat applications for children coming from overseas in accordance with European Union Law or Home Office rules for Non-European Economic Area Nationals. We will follow the non-statutory guidance on the DfE website on this issue.

### **Placement Offer:**

Parents will receive an offer letter from the school advising them of a start date for their child. They will be required to complete a school admission form. Parents will need to provide proof of birth certificate or passport.

### **D7: Describe how your approach to behaviour management, pupil well-being and attendance.**

#### **Index:**

- Pupil Well-being
- Behaviour Philosophy and Aims
- Behaviour: The Curriculum and Learning
- Behaviour: Classroom Management
- Behaviour: Relationship with the Community and Proven Expertise
- Behaviour: School Policy
- Behaviour: Pupil Engagement and Empowerment
- Pupil Socialisation: Language and Communication
- Anti-Bullying Philosophy and Practice
- Behaviour: Links to Safeguarding Practice
- Behavioural Code of Conduct: Rewards and Sanctions
- Additional Behavioural Support
- Behaviour: Parental Partnership
- Behaviour and Attendance: Achievement of Outcomes
- Attendance: Rationale, Aims and Experience
- Attendance: Monitoring
- Attendance: Communication, Practice and Strategy
- Attendance: Rewards
- Attendance: Low Rates of Attendance Including Persistent Absence
- Attendance: Policy

### **Pupil Well-Being**

In the early years Personal, Social and Emotional Development (PSED) underpins a child's development in all other areas (please see D1 for how PSED fits into our EYFS curriculum). Every day will have dedicated PSED activities including daily circle time and the SEAD (Social and Emotional Aspects of Development) materials will be used as the basis of the PSED curriculum.

From Key Stage 1 upwards the PSHEE (Personal, Social Health, Emotional and Economic education) curriculum will centre around the termly themes outlined in the SEAL materials. Nevertheless, elements of PSHEE will permeate all other curriculum areas in the form of the IPC Personal Learning Goals. Circle time will remain a key

feature in all classes and outside professionals will be called upon to enhance our provision in this area, e.g. the school nursing team.

Our children will be encouraged to recognise that the school has a central role to play in their whole development, and we will enable them to become self-aware learners. Children will understand that their well-being is dependent on how they develop spiritually, physically, intellectually, creatively and emotionally. The Personal Learning Goals within the IPC will facilitate their understanding. Spalding Bilingual Free School will run the Healthy Schools award thus enabling children and the wider school community to take an active interest in healthy lifestyles. Through Healthy Schools, we aim that every child will have:

- Raised achievement
- Reduced health inequalities
- Widened social inclusion
- Developed healthier behaviours

The other schools within the Phoenix Family of Schools are working towards the enhanced Healthy Schools model and will be able to provide support. We will closely align our Healthy School plan with both local and national targets. We have already identified obesity as one area of focus relevant to our local population and will therefore plan work around physical activity and diet.

### **Behaviour: Philosophy and Aims**

We believe that all children should aspire to be the best they can be. Barriers to their success in terms of their socialisation, emotional and behavioural needs will be responded by a collective, community approach.

Spalding Bilingual Free School has developed our 'Behaviour for Learning' aims in partnership with our community to articulate our commitment to true integration, harmony and success for all:

- Create an environment which encourages and reinforces the ethos of good behaviour for all community members - adult and child
- Promote self-esteem, self-discipline, respect and positive relationships
- To encourage the involvement of both home and the wider community in the implementation of the policy
- To ensure that the school's expectations and strategies are widely known and understood within the community
- Ensure that through effective self-management, pupils complete their assigned work to a high standard
- Define high standards of behaviour and regulate poor conduct promptly and effectively
- Encourage consistency of response to both positive and negative behaviour
- Prevent opportunities for bullying and readdress with potential for harmony and collaboration.

Spalding Bilingual Free School will have a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils' developing ability to conform to our behavioural goals. We understand that the pupils will bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We will work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It

follows that acceptable standards of behaviour are those which reflect these principles.

### **Behaviour: The Curriculum and Learning**

Learning is our prime focus and it will be cherished. Under no condition will our children's learning be compromised by any means. We believe that through an effectively structured curriculum, rapid and secure learning is enabled, and this in turn contributes to exemplary behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. The International Primary Curriculum is proven to engage with all learners and will drive our high expectations for excellent standards throughout the school. Similarly, we will utilise our bilingual curriculum to gain and keep our pupils' attention focused on learning.

### **Behaviour: Classroom Management**

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Our classrooms will be organised to develop independence and personal initiative. Furniture will be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays will help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom will provide a welcoming environment.

**“Pupil's good behaviour contributes significantly to their learning as they remain focused on their activities. This is due to enthusiastic teaching, good use made of well-chosen resources and practical activities, excellent relationships and good management of behaviour” (Ofsted: September 2011-Gosberton)**

### **Behaviour: Relationship with the Community and Proven Expertise**

Spalding Bilingual Free School will organise and lead a whole school behaviour review within the school community, utilising the considered thoughts and responses from a range of our community stakeholders. This will be conducted in a variety of ways: through survey, resident meetings, and social networking. We will also arrange parent/community activities which will promote positive behaviour e.g. parenting classes, community forums, so that the community has a shared understanding of how it contributes to positive behaviour.

In addition to effective communication and partnerships in the community, Spalding Bilingual Free School will actively seek opportunities to learn more about positive engagement within and between different stakeholders. Training will be a requisite for any regular contributor to the school community. Our staff and volunteers will engage with proven courses/programmes in behaviour management. The 'Teamteach' approach (three-year certificate) has been adopted by the schools run by the Trust and has enabled staff to gain appropriate knowledge and skills to support children in difficulty. This training will be replicated in Spalding Bilingual Free School, along with other compatible systems to ensure that the safety of children and adults is paramount. Our policy and approach to deal with unsafe pupil behaviour has been aligned with



governmental guidance, *'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies'* - DfE 2011.

The expertise of the Trust staff has been well recognised by the local authority as a result of the positive practices employed by the school. Senior staff members have secured the National Programme for Specialist Leaders in Behaviour and Attendance, with casework used by the National Strategies as examples of good practice. Staff members have also delivered behaviour workshops to local schools on request of the local Headteachers' Network. Spalding Bilingual Free School will benefit from the expertise of the staff from the Phoenix Family of Schools who will streamline policy and procedure into the new school. The Trust is well-respected by the LA for providing full-time education to the most vulnerable children, many of whom have been permanently excluded from other primary schools.

Spalding Bilingual Free School will be actively involved in collaborating with a range of agencies who are charged with stabilising and enhancing children, and their families life chances; this will be driven by the Vice Principal (Partnerships) (please see section D4).

### **Behaviour: School Policy**

School policy on Behaviour for Learning will have direct correlation to a number of other school policies that are concerned with the well-being of children. Cross-references will be made clearly to these documents, e.g. Anti-Bullying, Safeguarding (incorporating Child protection, E-safety, Safer Recruitment), Care and Control of Pupils (incorporating the use of positive-handling techniques), Health and Safety, Allegations against Staff, Confidentiality and Complaints policies etc. The Behaviour for Learning policy will be reviewed on a two year-cycle or more frequently, should the need arise. It will include the most recent guidance and/or legislation as detailed in revised Department for Education publications. We have currently made reference to the following publications: *'Behaviour and Discipline in Schools: A Guide for Headteachers and Schools Staff'*, *'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies'*, *'Use of Reasonable Force: Advice for School Leaders, Staff and Governing Bodies'* (Department for Education 2011).

The Vice Principal (Partnerships) will review policies relating to the safety and welfare of pupils in light of legislative revisions, and in response to any enhancements which will benefit whole school practice. It is the responsibility of the Head of School to implement the policy, ensuring high quality operational delivery. The governing body will consider, review, quality assure and ratify policy as required; policy review will be an established item on governor agenda.

### **Behaviour: Pupil Engagement and Empowerment**

Children are expected to model excellent behaviour at all times. This is non-negotiable during school arrival/departure, within lessons, unstructured times and extra-curricular sessions. They will also be accountable for their behaviour during external visits and residential trips. Furthermore children will be guided to become 'model citizens' in the local community. The Free School will take an active interest in behaviour, positive or negative, that is reported off school site (as outlined in *'Behaviour and Discipline in Schools: A Guide for Headteachers and Schools Staff DfE 2011'*). Behaviour will have a reflection on the school's reputation. It is Spalding Bilingual Free School's ambition that the school will set the standard for other educational provisions to follow and will be held in high regard by the Spalding community.

We will encourage our pupils to play a positive role in contributing to the school and the wider community. In so doing, we will help their sense of self-worth. We will teach them how society is organised and governed. Our children will experience the process of democracy through participation in the school council. We will teach children both their rights and their responsibilities as part of the UNICEF Convention on the Rights of the Child. The Trust has adopted the Articles from the United Nations Convention on the Rights of the Child within their policies and procedures and this will be applied into Spalding Bilingual Free School. The pupils of Spalding Bilingual Free School will be instrumental in driving forward the aims within the United Nations Convention throughout their school life. They will engage in activities that enhance positive behaviour through class-based Rights Respecting Charters, 1:1 mentoring, group work to develop social skills, buddy systems, anti-bullying practice, prefects and school councils to empower pupils to exercise a positive influence on their peers.

The Trust's pastoral department, based within Park Primary School, will support many of the behavioural initiatives in Spalding Bilingual Free School. Two mentors are employed to deliver a range of proactive strategies in order to reduce barriers to learning. They also take a lead on working intensively with identified children who require additional mentoring support e.g. to work on raising confidence and self-esteem, and other social and emotional difficulties (please see section D4 for further details).

### **Pupil Socialisation: Language and Communication**

Some children need to learn how to be kind and considerate, and how to demonstrate this to others. The Free School will ensure that children are exposed to positive influences. Our staff will model positive behaviour themselves, as well as harnessing the involvement of other pupils who consistently model exemplary behaviour through some of the mentoring activities mentioned above. This also harnesses the leadership potential of our model children. We strongly believe that positive affirmations are incredibly important in recognising children's achievements and reinforce them in becoming independent and motivated learners. This is particularly important in embedding an environment for mutual recognition and respect within our multi-cultural learning community. All children will participate in Circle Time activities on a weekly basis, learning skills of co-operation (particularly through the use of guidance/resources by [REDACTED]).

The appropriate use of language is fundamental for both learning, self-expression and self-management and this will be encouraged by our staff throughout the learning day – lesson, play and lunchtimes. Pupils will be encouraged to use language appropriately in both English and Spanish throughout the school day, and particularly during these less structured times. Lunchtimes are a particularly important time for our children to develop their conversational and social skills. Our children will be exposed to 'talktime' as an essential part of dining etiquette and friendships, but also to reflect on their learning experiences. Staff and peer leaders will facilitate positive talk in both Spanish and English during both structured and unstructured 'talktime' sessions.

Children will be tracked and supported through the implementation of the Behaviour Wall Approach. This approach centres on the stages of emotional development for children. Our staff will adopt the principles of Behaviour Wall to support children to develop and refine their self-esteem, attachment and social skills, which all have a bearing on behaviour. All programmes used by the Free School will have a proven strong theoretical foundation with guarantees of positive outcomes for children's learning and behavioural development.

## **Anti-Bullying Philosophy and Practice**

Spalding Bilingual Free School will ensure that a truly collaborative approach will be developed with the school community. We will look beyond the school gates to share and engage with children, their families, residents and external agencies.

### **Aims**

- To make clear to children, staff, parents and guardians that bullying is unacceptable, will be challenged and eradicated
- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying
- To provide a clear framework for dealing with incidents of bullying
- To educate children in resisting bullying
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour
- In accordance with the school's ethos to instill in all members of the school community a sense of caring and kindness for one another
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and so treat each other respectfully
- To ensure that the adults in the children's world do not endeavor to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self-esteem
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.

We have developed our Anti-Bullying policy to reflect all legislative requirements and have referred to the publication '*Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies*': DfE 2011. We have taken into account the Equality Act 2010, Safeguarding Children and Young People, Criminal Law, Bullying Outside School Premises.

### **Safeguarding Children and Young People:**

Spalding Bilingual Free School will address any bullying incident as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (under the Children Act 1989). Where this is the case, the school staff will report their concerns to Lincolnshire Children's Services. Even where safeguarding is not considered to be an issue, we may consider the need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Bullying Outside School Premises:**

Spalding Bilingual Free School will ensure that the Head of School will be obliged to use the specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This will relate to any bullying incidents occurring anywhere off the school premises, including on school or public transport, outside the local shops, or in the town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head of School will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the

public, the police will always be informed.

### **The Role of Pupils:**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils will be made aware of all types of bullying and be involved in how the school coordinates its anti-bullying practice. While the school will hold an official Anti-Bullying Policy, our pupils will also be involved in developing 'pupil-friendly' versions. Therefore, key points on the types of bullying, responsibilities of children and staff will be developed into an abridged version, through poster campaigns, video-clips on the school website. They will also be required to work collaboratively with other local schools for 'pupil voice', with focuses on behaviour and other general areas in school improvement. Pupils from Boston Park School and Gosberton Primaries have in the last two years been awarded the Princess Diana Award in recognition of their individual efforts against bullying. We intend for Spalding Bilingual Free School to benefit hugely from this network of primary collaboration.

### **Identification of Bullying: Understanding Signs and Symptoms:**

Staff members at Spalding Bilingual Free School have a duty to protect all children and will abide by the school's systems for behaviour and anti-bullying procedure. Our staff will be aware of the signs and symptoms of a bullied child and will investigate on any of these signs. Parents will also be advised to inform staff if they identify any new behaviours which may indicate victimisation. Equally school community members will also use their observation and sound judgment to consider whether a child is a perpetrator of bullying behaviour.

Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve themselves in any investigation into bullying
- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying
- Contact the Head of School if they are not satisfied that their concerns have been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem
- Follow the school's Complaints Policy, if they remain dissatisfied
- Ensure that their child arrives and leaves the school site safely
- Ensure that their child continues to attend school regularly and punctually

### **Preventative Strategies:**

We intend to prevent bullying wherever possible, rather than needing to react to it. Our school vision promotes a shared climate of trust and respect for all which has had a highly positive impact in the Phoenix Family of Schools. Our curriculum incorporates many elements which promote anti-bullying practice; relevant role play, stories etc will be used across both the English and Spanish elements of the curriculum. Social and Emotional Aspects of Learning (SEAL) will be provided as a recognised programme to promote and educate our children to become responsible citizens now and in the future. It is a whole school approach to promote skills that underpin effective learning and

positive behaviour.

The peer support systems we will establish to promote academic achievement will also encourage cooperative play and friendships across the school, which will be enhanced by equal access to good resources. Staff will be routinely trained to identify bullying and duty staff will also receive training in positive play and games promotion. Staff members are also responsible for remaining vigilant when supervising pupils. We will monitor the potential for bullying through pupil voice as well as staff observation, using pupil surveys and a worry box to allow them to express and concerns confidentially.

### **Reactive Strategies:**

Staff have the responsibility to:

- Investigate and where appropriate, report an act of bullying to the Head of School
- Produce a written report of all incidents that occur in the in/around the school site
- Where a member of staff becomes involved in an incident, they will make the appropriate means to support the victim/s and challenge, sanction and support where necessary, the perpetrator/s
- Where a child is being bullied, and after consultation with the Head of School, the parents of all children will be contacted in order to find resolution
- In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the Head of School may contact external support agencies, e.g. Community Police, Anti-Social Behaviour Coordinators, Social Care professionals

The Head of School has a responsibility to:

- Implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying
- Report to the governing body about the effectiveness of the anti-bullying policy on request
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draws the attention of children to this fact at suitable moments e.g. assembly
- Refer that all staff receive sufficient training in order to be equipped to identify and deal with all incidents of bullying

### **Recording and Monitoring of Bullying Incidences:**

An incident file will be maintained to record all instances of bullying occurring on and in the transfer to/from the school site. Any adult who witnesses an act of bullying should record it as soon as is practicable and pass on to the Head of School, who monitors the file.

### **Resolution of Bullying Incidences:**

The parents of the perpetrator and also the victim, may be questioned about the incident or about their general concerns. The bully will be asked to genuinely apologise and make recompense to the victim; they will be sanctioned but also supported, in response to the incident/s, the response being decided by the school leadership team and shared with the parents involved and the victim. In some cases, outside agencies may be requested to support the school or family in dealing with bullying. After incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

## **Behaviour: Links to Safeguarding Practice**

If the behaviour of a pupil gives cause to suspect that a pupil is suffering, or is likely to suffer significant harm, safeguarding policy and procedure comes to the fore. We will consider whether persistent disruptive behaviour might be the result of unmet educational or other need. At this point, the school will decide whether a multi-agency assessment is necessary and the Designated Officer for Safeguarding will be informed at the earliest opportunity. Furthermore, it is vital that staff are protected from harm. All staff will receive a thorough induction which includes reference to behaviour, safeguarding policy, emergency evacuation procedures and practice, and how to record and report incidents. They will also be fully trained to TeamTeach philosophy and strategies (refreshed on a three-year cycle). Additional support in refreshing knowledge and skills will be reviewed on an annual basis. Our training ensures that staff members are well-equipped to deal with identifying potential harmful situations, reducing risk and responding to situations whereby good order is compromised.

## **Behavioural Code of Conduct: Rewards and Sanctions**

Our rules and procedures will be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Each class will follow the school's 'Golden Rules' which will be displayed in each classroom and across the school as a whole. The rules will be readily understood by all children irrespective of age, ethnic background or special educational need. It is expected that all children and staff will remember each rule. The Golden Rules will also be included in the Home/School Agreement so all parents will be aware of expectations. Our children and adults will understand the consequences that follow as a direct result of not upholding the Golden Rules. Classroom Charters set the standard for each class to personalise their understanding of rights and responsibilities so the children are encouraged to decide how they should self-manage and also take responsibility for the outcomes. We are firmly committed to empower our children through their active participation in the life of the school; our children are the heart of our work. Behavioural conduct is very much a shared approach to raising standards of behaviour, attendance and so impacting learning outcomes.

### **Reward System:**

School based rewards are one tool that will be used to inspire pupils to reach and fulfil their academic and social potential at Spalding Bilingual Free School. The rewards system will reward pupils for achievements in both school based and extracurricular activities falling into the categories of success, teamwork, excellence and participation.

Merit Marks can be issued by all staff. Examples are highlighted below of what staff may issue Merit Marks for.

### **Success**

- If a pupil achieves success in a key task/lesson
- If a pupil achieves success in an exam/test or other form of assessment outside school e.g. a karate belt or passing a musical instrument test (in this instance evidence needs to be shown to staff)
- 100% attendance, excellent punctuality or adhering to the uniform code. In these circumstances merits can be given at the end of a half-term

### **Teamwork**

- If a pupil work well in a class group/team situation
- If a pupil works well as part of a team in an extra-curricular situation
- If a pupil helps another pupil in a caring manner

## Excellence

- For an excellent mark/result in an internal/external test, exceeding target grade
- If a pupil does something 'extra' in school e.g. helps at an open evening
- Several Merit Marks may be awarded for pupils gaining a Headteacher's Award for an excellent annual report

## Participation

- For participation in a lesson (taking a very active part etc.)
- For putting a lot of effort into something outside a lesson e.g. skills days
- For taking part in a sports team.

Stage	Descriptions of Behaviour
<p><b>Stage A (Always):</b></p> <p><b>0 Merit</b></p> <p>This is the conduct that is <b>expected</b> of all of our children at <b>all times</b>. It is a minimal standard</p>	<p>Punctual to morning/afternoon registers and lessons</p> <p>Taking pride in personal appearance in line with school policy</p> <p>Following the Golden Rules</p> <p>Knowing your Class Charter and your behaviour reflects this</p> <p>Saying please and thank you consistently</p> <p>Use of appropriate language at all times</p> <p>Following the school's Behaviour/Anti-Bullying practices</p> <p>High levels of effort in all lessons</p> <p>Always hold doors open for adults</p> <p>Always being polite</p> <p>Greeting one another with good manners</p> <p>Rise to greet visitors and Principal/Vice Principals</p> <p>General behavioural conduct reinforces the school's good reputation in the community</p>
<p><b>Stage B (Bravo)</b></p> <p><b>1 Merit: Behaviour demonstrated is recognized as going above the behaviours usually expected within the school day.</b></p>	<p>Offer to help adults with jobs</p> <p>Offer to help other children with their work</p> <p>Effort in class has exceeded desired expectation for academic achievement</p> <p>To take the lead in developing a team approach in making the school a better place</p> <p>Being a 'good friend'- e.g. demonstrating acts of kindness</p> <p>Being an advocate for anti-bullying practice</p> <p>Donate/joining in with fundraisers and charity events</p> <p>Perform duties requested by an adult to a high standard e.g. through Prefect, Buddy, School Council roles and responsibilities</p>

<p><b>Stage C (Commendation)</b></p> <p><b>2 Merits earned: Exemplar behavioural conduct is demonstrated, worthy of commendation to Senior Leaders</b></p>	<p>Demonstrating a selfless act to aid others e.g. missing out on a playtime to help someone</p> <p>Looking after a new child to the school, ensuring that they are completely settled</p> <p>Comforting a sick or unhappy child</p> <p>Taking the lead in a project that empowers other to be respectful e.g. Anti-Bullying/Racism campaign</p> <p>Volunteer to represent the school- e.g. quiz, event outside school grounds</p> <p>Where conduct in the community has brought pride to the school</p>
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As the list above is in no way exhaustive, Merits can also be issued in any situation not listed which a staff member feels appropriate.

**The Value of Merit Marks:**

As part of the Spalding Bilingual Free School Rewards Scheme, each Merit Mark has a value. Marks will be exchanged for a badge, which children will collect in the End of Term Awards Assembly:

- Bronze - 25 Merits;
- Silver – 50 Merits;
- Gold - 100 Merits;
- Platinum – The top boy and girl in KS1 and KS2 (in excess of 100 Merit Marks).

**The Issuing of Merit Marks:**

Staff issue Merit Marks by signing and dating the appropriate pages in the pupil planner. If a pupil loses their Pupil planner they also lose their Merit Marks. If a pupil forgets their planner, meaning the member of staff is unable to sign, the pupil forfeits their Merit Mark. This should encourage pupils to bring their planners to school and keep them up to date.

**Sanctions:**

Behaviour monitoring systems will be implemented to ensure that incidents are recorded and responded to appropriately. Spalding Bilingual Free School will adopt a stepped-system which assesses behaviour exhibited rather than 'label' an individual child.

<b>Stage</b>	<b>Descriptions of behaviour</b>
1	Interrupting adults Disturbing other pupils Avoiding work tasks Does not accept responsibility for behaviour Attention-seeking Moving around class without permission Unwilling to work cooperatively with peers e.g. turn-taking, sharing Lies
2	Throws objects Refusal to follow an adult request Physically inappropriate Intentional harm towards another pupil Incites peer conflict Damaging or taking property



	Refusing to enter/leave class Leaving class without permission Verbal abuse towards member of staff Absconding (remaining within the school grounds)
3	Uses inappropriate sexual behaviour Fighting (persistent) Bullying Seriously hurting another pupil Serious and deliberate damage to school/others property Physical assault on a member of staff Criminal damage Bringing offensive weapons/illegal substances into school Absconding (leaving the school site) Using abusive/racist language/behaviour

Staff are expected to use their professional judgement when ascertaining Stages of Behaviour. Consideration needs to be given to the individual and the circumstances surrounding poor behaviour.

### **Operation of Sanctions:**

All staff will apply sanctions towards inappropriate behaviour in a consistent and measured way (in agreement through staff training.)

Low level disruptive behaviour (Stage 1) will be dealt with accordingly by a member of staff, through appropriate classroom management techniques which may include verbal warnings and time out.

Persistent inappropriate behaviour at Stage 1 / Stage 2 will result in a loss of a playtime. This can be conducted within the classroom or inclusion room under the supervision of a member of staff who will decide the length playtime lost. Loss of playtimes aims to promote the reflection of inappropriate behaviour with a solution-focused method of avoiding further conflict. There is an expectation that an apology will be offered to those affected by the incident. At this stage, children will also be placed on 'report'.

Where unacceptable behaviour persists at Stage 2 or escalates to Stage 3 despite the response of appropriate classroom management practice, the pupil will be referred immediately to the Inclusion Room for 'Reflection Time.' Once Reflection Time has been completed satisfactorily, the aim is to return the pupil to class ready to access the remainder of the lesson. In extreme circumstances and with available staffing, it may be considered appropriate for the pupil to stay in the Inclusion Room to undertake study.

Stage 3 offences, in which serious and deliberate levels of violent behaviour are conducted, will necessitate an immediate referral to the pupil's parent/s. The procedure for such behaviour may result in a period of inclusion (5 days maximum) in the Inclusion Room with a member of staff. Inclusion serves as an on-site 'exclusion' whereby children continue to access their full entitlement of education in isolation, without privilege. Inclusion will be negotiated between staff involved in the incident, and the Head of School. Parents will be fully informed of their pupil's inclusion before it is applied. At this stage, the school and parents may need to negotiate the potential of a managed move to a partner school.

Where the pupil does not respond to the support of the school/family/other agency, and Stage 3 behaviour persists, it may be decided that a period of fixed term or permanent exclusion will be arranged. This is a last resort measure and undertaken in consultation with the Senior Leadership Team including the Principal who will form their judgement

based on a comprehensive review of the historical context of the child's behaviour and other extenuating circumstances. The established schools in the Phoenix Family of Schools have enjoyed longstanding records of zero permanent exclusion and fixed term exclusions are extremely rare. It is expected that the Free School will also realise such success with exclusion being an historical strategy.

### **Additional Behavioural Support:**

Please see section D4 for more information on how Spalding Bilingual Free School will support pupils with other behavioural, emotional and social needs.

## **Behaviour: Parental Partnership**

**'...Spalding Bilingual Free School will admit families, not just children'**

### **- Spalding Bilingual Free School Vision**

We will give high priority to clear communication within the school and to a positive partnership with parents, since this is crucial in promoting and maintaining high standards of behaviour. All parents will confirm their support to the school by way of the Home/School Agreement. The agreement summarises the partnership in promoting expectations for the children relating to curriculum (including homework), behaviour and the Code of Conduct, equal opportunities, attendance and punctuality.

Equally the Home/School Agreement will outline the school's promise to parents and their children to secure an excellent educational provision. Parents will sign up to the agreement while their children are registered on the school roll. It is vital that they understand and value the high expectations placed on their children. The school will give every effort to secure this partnership, and will both support and where necessary challenge parents who are not sharing our vision of co-operation. Where there is non-engagement with parents we will reinforce our no excuses approach, holding to account those who are failing their children in the eyes of the community.

The school website will include a section dedicated to Behaviour and Attendance, which will highlight essential information on many aspects relating to these core areas of school development and current policy. All essential policies will be available for parents to view. It is expected that the website will be an interactive tool whereby parents will be able to leave their feedback and/or comments for continued improvement. These will be incorporated, where appropriate, into our School Strategic Plan (please see section D5).

'Learning together' will also be a strong feature of our engagement with parents. The Trust has facilitated a number of parenting programmes over the years to promote parental engagement in their children's behaviour and learning. It is envisaged that *Families and Schools Together (FAST)* will be delivered in the extended school hours at Spalding Bilingual Free School

Additional parenting packages which have been used are *Strengthening Communities*, *Strengthening Families* which is essentially a parenting programme running over a 13 week period; parents receive a certificate at the end of the course. Spalding Bilingual Free School will offer to facilitate these sessions on behalf of the local Children's Services Teams and open up to both Spalding Bilingual Free School and other families in Boston. *Family Learning* will also engage our parents specifically in their children's education. This programme engages parents in their children's learning at first-hand experience, in a classroom, with the lead of an experienced teacher. We will also

provide opportunities for parents to learn Spanish so that they are better able to support their children across all areas of the curriculum. We believe that opening up a variety of ways to link with our parents is vital to ensure their contribution in the life of the school.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This participation is more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where there are concerns identified in the Home/School relationship, a swift response will be made by the school by way of a review of the Home/School agreement and any other 'contract' written to support the learning and development needs of the child. The Head of School will check that all elements required in the parenting contract have the opportunity to be reviewed and resolved; where appropriate this may also involve the Vice Principal (Partnerships). Should any further negotiation of the contract arise (on the parents part), it will be necessary to involve the school governors. The Chair and/or Vice Chair will take a lead in finding resolve. It is not envisaged that Spalding Bilingual Free School will experience a lack in parental engagement, as our clear expectations will be obvious to parents who have chosen us as their preferred first choice school.

Again our record with parental engagement has been received well by recent inspections:

**“[The parents] appreciate the way their children enjoy school and feel safe”.**  
**(Ofsted: February 2011 – Park Primary School)**

### **Behaviour and Attendance: Achievement of Outcomes**

We will ensure that our approach to Behaviour, Attendance and pupil well-being can be carefully tracked through internal processes. It is important to us that we can monitor and evaluate the robustness of our systems and have quantifiable measures, as well as soft measures through qualitative feedback. Our pupils' outcomes will be measured and key performance indicators will provide explicit data to describe successful outcomes on our aims and objectives. Please see section D5 for further details.

### **Attendance: Rationale, Aims and Experience**

**“If children do not attend school, they will not learn to their full potential. Spalding Bilingual Free School will strive to ensure that pupils attend school regularly and punctually in order that we as educators, can nurture and develop their capacity and desire to learn” – Spalding Bilingual Free School Vision**

We expect that our school ethos will lead to exceptionally high attendance levels; whole school attendance targets will be set above national average as it is our aim to exceed the norm. For 2014 we anticipate that this will be 97%. Our rationale behind setting high attendance targets is directly linked to those pupils who fall within a band of children who are absent 'occasionally.' Occasional absenteeism has a marked impact on children's educational outcomes: **‘...many [occasional absentees] will also be children who can and should be in schools. Much of the work children miss will never be made up and they will be left at a considerable disadvantage for the remainder of their school career.’** (Reducing absence - ensuring schools intervene earlier: Department for Education 2011)

Spalding Bilingual Free School will gain from the experience and systems practised in the Phoenix Family of Schools. Our aim is to ensure that critical levels of absenteeism are avoided before they become entrenched. The on-going success of whole school attendance is reliant on the combined effort of all staff, children, families, and wider community. We all have a role to play in promoting regular and prompt school attendance.

**“Rigorous and highly effective procedures for monitoring and promoting good attendance have had a strong impact on attendance levels”. (Ofsted: Gosberton Primary September 2011)**

Attendance levels within the Phoenix Family of Schools have risen to above national average (2011/12). This is especially significant for Park Primary School in light of the high numbers of children with English as Additional Language. There is on-going challenge in ensuring our children with EAL attend school as regularly as the indigenous population, the contributing factor being extended holidays taken in their country of origin. Spalding Bilingual Free School will serve a similar demographic and will adopt the same strategies to counter extended holidays within term time as employed by the rest of the Phoenix Family of Schools. These include:

- A travel scheme with the Boston Co-operative Travel Agency, who have agreed discounted vouchers for airfares taken in school holiday periods;
- Altering school term times to provide 2 weeks holiday in October, for families to take cheaper trips abroad;
- Working hard to make certain that parents are fully aware of the necessity for regular school attendance, as this has not always been a priority for some parents new to the country. Key personnel, particularly those who speak the first language of parents have been extremely useful in helping to reduce the barriers in translation and increase understanding of the English education system.

Incentive schemes are made available for all of our families regardless of culture or background. Equal opportunity is a vital ingredient to our pursuit in supporting the cohesion agenda.

The Home/School Agreement developed by Spalding Bilingual Free School will make clear the expectations of regular and prompt school attendance. The Home/School Agreement will be translated into home languages for all families in order that a full understanding and commitment is secured. In addition, all parents will receive an update on their children’s attendance in the Autumn, Spring and Summer terms which is linked to the traffic light system explained below.

**Attendance: Monitoring**

Attendance will be rigorously monitored with immediate response, where there is concern that our children’s right to an education is being reduced or prevented.

Traffic Light System:

Green Card: 97-100% To celebrate achieving above national average.
Amber Card: Attendance 91-96% and below To prompt parents to acknowledge that the school is monitoring attendance 96% (over a 1 term period - 12 weeks) and below. Some investigation into absence will be explored between home and school with expectation for an immediate and marked improvement.
Red Card: (90% and below)

The school will implement a targeted response to improve, with immediate effect, a child's attendance. This will involve meetings with parents and other professionals (as required) to develop an agreed plan of action. The school will make referral to the Education Welfare Officer where there is a lack of engagement on the part of parents to work with the school.

The Traffic Light system will be overseen by a dedicated member of staff (Attendance Officer) responsible for the daily management of school attendance e.g. monitoring completion of registers, lateness and 'Home-Calling'. Home-Calling involves phone call contact with families if a child has not attended school without prior explanation; this also serves as a safeguarding measure. The Attendance Officer will also work directly with families who require some intervention by the school or other service provider e.g. Education Welfare Service. The Attendance Coordinator will be required to take part in 'Team Around the Child' forums and will contribute to local area truancy patrols.

They (the Attendance Officer) will report to the Vice Principal-Partnerships each half term to discuss the data recorded from daily registers along with an update on caseload, whereby children are being monitored. Spalding Bilingual Free School consider that attendance is intrinsically linked to academic attainment but also to welfare and safety concerns. There will be close monitoring of absentee children to the school child protection records. Where there are particular concerns about an absentee child, referral will be made immediately to the Designated Officer for Safeguarding.

### **Attendance: Communication, Practice and Strategy**

The school will create an effective and efficient system of communication with pupils, parents and appropriate agencies to provide information, advice and guidance. Strategies to ensure prompt arrival to school will include the provision of a 'Breakfast Bar' an hour prior to lessons starting; this is a tried and tested approach already utilised in the Phoenix schools. Through our incentives package a free breakfast will also be provided to give the best start to the day for our children. Pupils and parents will receive a termly (thrice yearly) newsletter which will have a dedicated section related to behaviour and attendance. The newsletter will serve as a prompt to remind parents and children about the shared commitment to regular and prompt school attendance and will present the current whole school attendance figure to include them in our aspirational target. The website will be regularly updated with a specific section on behaviour and attendance, again highlighting 'need to know' information e.g. term times, and other advice such as the importance of night-time routines. It will also signpost to relevant family and child support sites such as Family Action, the NSPCC etc.

The children who are identified as having low rates of school attendance and their parents will be invited onto the Families and Schools Together Programme (please see D4 for further detail). We will instil in our parents their own love for learning and engaging with their children, in an environment outside of the family home. We understand that parents too may need to learn themselves how to parent and provide appropriately for their children. We know that children delight in having their parents engaged with the school, and this programme will engender increased rates of well-being for our children, with the expectation that attendance rates rise.

### **Attendance: Rewards**

We understand that children who have responsibility for their own learning and who set their own rules for behaviour are much less likely to truant. The school will establish an effective system of incentives and rewards to acknowledge the efforts of pupils in maintaining high levels of attendance. Our pupils will have their attendance recognised

within the school rewards system through the collection of Merits and Badge System. The school will use a variety of means to encourage and celebrate attendance: Award Assemblies, Certificates for Green Card Attainment and Display in the school environment and acknowledgement on the school's website. 'Bobby Bear' (a mascot) will attend school each term to engage children in their school attendance. In the other Phoenix Schools, Bobby has been used to welcome children at the school entrance and to issue certificates for prompt school attendance.

### **Attendance: Low Rates of Attendance Including Persistent Absence**

The Traffic Light System (above) will be well understood by our children and their families and is the method through which we will monitor school attendance and include parents in the partnership. Where there are concerns held relating to a parent's engagement to the policy on attendance, there will be swift action on the part of the school.

The school will buy in (as a traded service) Education Welfare. Where appropriate, Education Welfare will assist the school in making home visits to make checks on absenteeism. They will undertake the legal processes in holding parents to account, on behalf of the school. Attendance Meetings will be convened to discuss the issues and to restate the school's stance. Our meetings will be designed in three forms:

#### **Informal meeting:**

Where concerns are being noticed, an exploratory meeting will be held to ascertain the issues that prevent a child's school attendance. A calculation will be made to ensure that the parents can be advised of their child's predicted school attendance for the academic year (should no further days be taken absent) – and that this is expected to be matched. A record of the meeting including attendance and pupil attainment targets and expectations will be issued with the requirement that the parent signs to agree their commitment and understands the next steps if their support is not forthcoming. They will also be re-advised of the Home/School Agreement and given a copy of the Attendance Policy.

#### **Formal meeting:**

Where the school has just reason and evidence to suspect that parents are not engaging with the conditions requested, a formal meeting will take place. The Attendance Officer and Head of School will preside at the meeting. A record of 'Home Calling' and evidence of low-parental engagement will be discussed. Attendance and attainment targets will be revisited and parents will be requested to sign a contract to abide by the schools policy. Targets will be set to ensure that an increase in their child's percentage will be expected and tracked at the end of each month. An Education Welfare Officer will also attend where the persistent absence criteria has been reached.

#### **School Attendance Panel Meeting:**

The Education Welfare Officer will present all information to the parents and other professionals meeting. School representation will include the Attendance Officer and Head of School. The Chair of the Governing Body will also be present. An agreement will be made at this meeting as to whether legal steps will be made against the parent/s.

### **Attendance Policy**

Our policies (Behaviour and Attendance) will comply with statutory policies and inter-relate to Anti-Bullying, Safeguarding, Care, Control and Guidance policies amongst others. They will be developed on the basis of best practice and adopted through consultation with all key stakeholders – staff, governors (directors), parents, children and wider community members. All policies will be within the school's document control system. Policies will be clearly marked with title, status, and responsible person/post,

date of operation and review date. Governors (directors) will have policy reviews planned into their annual calendar of business.

## Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	60	48		80%	60	30		50%
Year 1	60	50		83%	60	48		80%
Year 2					60	50		83%
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								



## Section E: Evidence of demand – part 2

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

### E1: Evidence of Parental Demand.

#### Index:

- What did we tell parents?
- What did we ask parents?
- How did parents respond?
- How have we engaged with the community to gather demand?

#### What did we tell parents?

We produced a leaflet to give parents the information they need to make an informed choice over whether Spalding Bilingual Free School is the right school for their children. The text below appeared in English, Spanish, Polish and Croatian in order to ensure that parents for whom English is not their first language were able to fully participate.

#### **A new bilingual Primary School for Spalding**

There is a shortage of primary school places in the Spalding area and our proposal is to open a brand new school in September 2014. However, we don't want to open just another primary school, we will use the freedoms afforded by the Free School Movement to open a bilingual (English/Spanish) school – a wonderful opportunity for your children: a first class education and the gift of fluency in another language. This will give your child the edge when it comes to future employment opportunities, for example.

We know from research that speaking more than one language really helps with acquisition of knowledge generally and studies have shown that bilingual children have the potential to outperform their non-bilingual peers in many other areas of the curriculum.

We are a group of highly successful educators with a proven track record of high achievement for pupils. We run Phoenix Schools – currently comprising of 3 schools in the Boston and greater Spalding area. We will also run a brand new school in Boston in September 2013.

#### **How will it work?**

The school will be free for all pupils and free from council control. Free schools have the advantage of setting their own ethos and core values, along with a curriculum that best suits the needs of the children, thus raising standards. There will be a strong emphasis on the core subjects of Literacy (English and Spanish), Mathematics and Science.

Parental and community involvement will be a key driver in this new school. This is a unique opportunity to explore and enrich your child's horizons. Your child will be immersed in an exciting, well-structured, innovative and enjoyable environment, providing an excellent education and pastoral care.

#### **Ethos**

International mindedness: our pupils will experience a truly global education and this will be reflected in their respect for other cultures

Strong values; respect for others, a positive attitude, good behaviour and most importantly—respect for themselves.

Each child is unique and will be treated as individuals.

The ability to participate in all aspects of school life.

**Objectives - What we expect**

High standards expected and rewarded

A commitment from parents to support the ethos of the school

All our pupils to work extremely hard and to achieve their full potential.

Behaviour to be exemplary and conducive to learning

**What did we ask parents?**

Early indications confirm a high level of support for the Spalding Bilingual Free School as indicated below. This data has been collated primarily through a translated leaflet, which describes the outline proposal to set up a free school for children aged 4 – 11 in Spalding. There have been many opportunities to discuss issues arising in both English and with native speakers translating, in a variety of languages.

The questions asked within this leaflet were:

1. *Would you support the creation of a new Community Free School in Spalding offering high quality bilingual education? (please tick)*

Yes

No

Maybe

2. *Do you support the ethos & objectives of Spalding Bilingual Free Primary School? (please tick)*

Strongly Agree

Agree

Disagree

3. *Would this school be your first choice for your child/children? (please tick)*

Yes

No

Maybe

*Number of children between 0 - 11:*

*Please provide dates of birth for each child:*

*Please provide your Name:*

*Postcode:*

*Email address:*

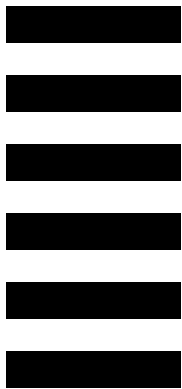
*Any additional comments you would like to make on why you would welcome a Free School in Spalding:*

## What did parents say?

Question	%Yes	% Maybe	% No
1	89%	11%	0%
2	86%	16%	0%
3	78%	13%	9%

Parents and other residents were very supportive of the proposal and the need for a Free School within Spalding was apparent through feedback given.

Parents and other residents were very supportive of the proposal and the need for a Free School within Spalding was apparent through feedback given.



## How did we engage with parents and the wider community?

The Spalding Bilingual Free School will not choose its children – children and families will choose the Spalding Bilingual Free School. With this in mind the school has contacted **ALL** community members to enable fair access to the school. The school has done this in a number of ways:

- [www.spaldingfreeschool.co.uk](http://www.spaldingfreeschool.co.uk)
- Social media inc. Facebook and Twitter
- Nursery schools
- Community comments survey
- Posters and leaflets
- Press Releases
- Local TV & Radio stations
- Display and information stand at local meeting points
- Coffee afternoon for local stakeholders
- Local primary and secondary Headteachers
- Borough Council
- Local MP

### Local Authority:

Lincolnshire County Council supports the Phoenix Family of Schools and Spalding Bilingual Free School. Below is a letter from them stating that there is a need for additional school places in Spalding and that they hope for a positive outcome to our application in order that we are able to assist in providing these.

04 October 2012

Dear 

Re: Potential Free School in Spalding and Pressure on Places

Thank you for meeting with me recently to discuss school place planning in relation to your potential application for a free school proposal for Spalding.

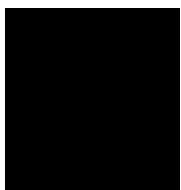
The Local Authority (LA) has been working on proposals to address pressure on places in the Wygate Park area of Spalding by adding capacity through significant capital investment. The additional places created will still leave a possible shortfall in other parts of Spalding by 2015. Even with current plans in place for Wygate Park we can still comfortably demonstrate a sufficient level of demand to support your free school application.

The LA has carried out extensive analysis of available demographic data for the Spalding area which shows continued growing demand for places beyond the planned capacity of schools in the area. By 2015 there is likely to be a shortfall of up to 1 Form of Entry (FE) for Reception intakes. The LA is in the early stages of considering options to ensure sufficient places are available for the future. There is enough evidence to justify the need for additional places, and long term solutions will be considered in more detail in early 2013.

We will continue to work on potential solutions regarding future pressure on places in Spalding and hope to hear positive news regarding your proposed Free School. A 1FE Free School in Spalding offering a good quality education in the primary sector would be welcomed by the LA.

If you have any queries or require any further information then please do not hesitate to contact me.

Yours sincerely



## **E2: Reaching out to the wider community**

### **Index:**

- **Listening to our community**
- **Communication and marketing plan**
- **A school for the community**

### **Listening to our Community**

The Free School has engaged with a wide range of establishments to reach its community

members. This has been to ensure all stakeholders are aware of the intentions of the Spalding Bilingual Free School; a fully inclusive school that meets the needs of the whole child and extends to family members. Through sharing the vision of the school, the community are better informed to make any decisions about the idea. The committee members of the Free School have worked within the community in a variety of locations:

- Sure Start centres - to reach families from low socio-economic backgrounds
- Play groups/ Pre-schools, the Free School has reached a wide range of families with young children from all backgrounds
- Churches, to reach Christian and non-Christian faiths for both English and migrant families within the town
- Local supermarkets - this enabled our group to reach all groups of people
- The local library - this mainly reached English community members.
- Local Social Services - to reach children who are receiving support through Children's Services - this includes children of Team around the Child (TAC), Children in Need (CIN), Child Protection Plan (CPP) and Looked After Children (LAC)
- Health centres - this has enabled our group to share information with families who have young children of varying abilities (including special educational needs and gifted and talented)

## Communications and Marketing Plan

Our communications and marketing plan is designed to engage with the entire community, including deprived families and families who have English as an additional language. As a matter of course, we ensure that our marketing materials, including our school websites, are available in a variety of community languages so that no section of the community is excluded. We have also planned to engage and work with local schools both within and outside the Phoenix Family.

<b>Title</b>	<b>Objective</b>	<b>Method</b>	<b>Deliverable</b>
General School Marketing	Stimulate continuous awareness in the community and child admissions	Brochure, Radio Interviews, Public Meetings, Local Events and Newsletter	Increased School Admissions Effective parent, child and community awareness of the school on an enduring basis
Evidence of Demand	To continue information sharing to gather evidence of demand for the Spalding Bilingual Free School	Regular supermarket stall & market stall within the town engaging with local community stakeholders including the use of several translators including Spanish, Polish, Latvian, Russian, Portuguese.	Increased awareness and increased evidence of demand. Increased community awareness.
Business Links Marketing	Stimulate financial sponsorship and deliver curriculum commitment on How it's Made and How it Works	Direct and Targeted Campaigns to local businesses. School visits to and presentations from local business owners about what their business does	Sponsorship revenues from local businesses. Delivery of Business Links Curriculum on How it's Made and How it Works

		and how they do it, initial focus will be on manufactured goods or farmed produce.	
Parent Links	Stimulate parent involvement in overall school performance and continuous improvement	Establish a forum for parental feedback to measure how they view the school is performing	Parental feedback will drive continuous improvement initiatives
Child Links	Stimulate child involvement in school continuous improvement and ideas for curriculum activities in their school	Through informal targeted feedback and dialogue which engages the child in providing feedback, influencing & participating in school curriculum activities	Child feels part of the school events, activities and curriculum and can add value to their school
Seasonal Events Calendar	Stimulate local community involvement in school activities on an enduring basis	Annually published calendar of school events sent to local households, parents and business links to encourage on-going participation with the school	Positive local community participation in school events and activities
Website	Maintain parent, child and community awareness of school offerings and capabilities	An interactive website capability detailing all school staff, facilities, services, admissions, school performance, holiday calendar, newsletters and events  Use of Facebook Page & Twitter to provide regular updates.	Website provides a low cost and effective communication mechanism with community and parents
School Interlinks	To develop a coordinated approach to sharing experiences, resources and activities between local schools	Setting up and marketing a series of inter school activities and events which extends and enhances the child's social awareness and inter school participation	Extends and enhances the child's social awareness and inter school participation.  Delivers an effective and value added teacher network including resource pooling and sharing
Adult Links	To foster local adult interest in further education	A series of marketed lectures and classes around popular adult subjects and themes, languages, ICT, the Arts etc.	Adult participation in further education classes, school is recognised for offering value added services for Adult education.  Additional financial revenue

			contribution to school from class revenues
Charity Links	To stimulate parent and child engagement and contribution to charities.	A series of marketed events integrated into the curriculum, which deliver measurable value to local charities. School visits to and presentations from charities combined with fund raising events	Local charities receive benefit from school and child has increased awareness of the value and role of charities in the community
Language Links	To stimulate child participation in other cultures and languages	A series of curriculum led events and presentations with foreign nationals to provide insight into cultural diversity and languages (country history and facts, letter sounds, dialect, word pronunciation, alphabet etc.)	Child has increased awareness and appreciation of diverse languages and cultures.  Greater child participation in the language curriculum and resources
Performing Art Links	To stimulate child/community awareness and participation in performing arts	A series of marketed events for external artists to not only deliver a performance but to present how the performance was created, rehearsed, refined and produced.  A series of marketed school events with child participation in various productions throughout the year  Use of the premises out of hours for amateur and professional performers to stage productions	Child has increased understanding and participation in performing arts.  Community benefits from local performances and productions.  Increased revenue opportunities from out of hours productions
Teacher Links	In addition to Inter School Links, establish a programme of teacher development initiatives which enhance teacher expertise and capabilities on an enduring basis	A series of structured programmes and links with educational specialists and forums which provide further development of our teachers.  Links with educational research institutes where teachers can gain insight and expertise on best practices and new innovations	Our teachers are regarded as the best in their field and consider themselves to be fully equipped to deliver our educational commitments.  In terms of recruitment our school attracts the best teaching professionals.

## A School for the Community

The Governors (Directors) of Spalding Bilingual Free School believe the school plays an important part in the community and as such will ensure that the premises will become a hub for many local activities and organisations. We will also encourage letting part of the premises out to groups to promote community education and entertainment that aspire to further develop an individual. The school will work with organisations that offer services to families and community members. These activities will include:

- Adult skills (Literacy, Numeracy and ESOL – English for Speakers of Other Languages), the school will link with the Spalding college for delivery of these sessions.
- Information Technology skills- the school will link with Taylor Itex (a local IT business) to run community classes (basic to advanced sessions).
- Family learning – families invited to partake in understanding the school's curriculum, through group working.
- Parenting initiatives – Families and Schools Working Together (FAST).
- Dads, lads and lasses – to include fathers in their child's learning and development.
- Voluntary Supplementary School – the school will support children having migrated to the area. They will retain their first language, culture and religious beliefs. This will be run by community and school staff volunteers.
- Fitness activities – the committee members have established links with, local secondary schools and additional private fitness providers – activities will run in term time, after school, weekends and holidays.
- Fund raising events – we will establish a Parent, Teachers, and Friends Association (PTFA) to support with fund raising events and ideas for both the school and the wider community.
- The school will work alongside professionals from local businesses, health team, churches to assist in providing any additional groups that may be required.

The letting of the school's premises will be in line with the Letting Policy and in line with health and safety procedures. We anticipate an annual income of approximately [REDACTED] will be generated from this.



## Section F: Capacity and capability

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

**F1: Demonstrate a clear understanding of, and describe, the respective roles of company members, governing body and principal in running your school.**

### The Phoenix Family of Schools Multi Academy Trust

It is proposed that the Spalding Bilingual Free School will be opened and operated by The Phoenix Family of Schools Multi Academy Trust (MAT) which will come into existence on the 1<sup>st</sup> January 2013 when Boston Park, Gosberton and Fishtoft primaries convert to academies. Boston Free School (the Company Limited by Guarantee that was formed to open Boston Pioneers Free School Academy) is the same company proposing to open Spalding Bilingual Free School. It is envisaged that by the time Spalding Bilingual Free School is opened, Boston Pioneers Free School Academy will also have joined the MAT.

The diagram below illustrates the structure of the MAT and how Spalding Bilingual Free School fits in to this.



#### Index:

- Members
- Governors (Directors)
- Advisory Body (Local Governing Body)
- Conflicts of Interest
- Obligation to declare any pecuniary interest
- Principal
- Accountability

#### Members

The company currently has three members. [REDACTED], [REDACTED] and [REDACTED].

[REDACTED] They have ultimate control over the company. Members appoint the Governors (Directors), who oversee the day to day management of the school by challenging and supporting the Principal. The majority of members will not be directors to ensure clear lines of accountability between the directors and the members.

#### Governors (Directors)

- ensure the quality of educational provision
- challenge and monitor the performance of the academy
- manage the academy trust's finances and property
- employ staff

The Governors (Directors) have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend to the Principal. The Governors (Directors) will also have a key role in upholding the school vision and ensuring its ethos and aims are embedded. They will also be tasked with rigorous monitoring of school progress. This will include the setting of ambitious and aspirational targets for the school's performance and for the Principal (and ensuring that the Principal sets targets for other staff). The Governors (Directors) will also act as their own admissions authorities. In such schools the governing body sets the admissions policy, makes admissions decisions and defends admissions

appeals.

Our governors (directors) will hold the Principal to account through Performance Management, governor monitoring and governor meetings. They will determine, support, monitor and review the school policies on curriculum and teaching and learning. In particular they will:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment (benchmark national average achievement and attainment in Literacy, Numeracy and Science);
- Ensure that staff development and performance management policies promote good quality teaching and learning (benchmark, Ofsted gradings);
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Principal's reports to governors (directors). The Governing Body will work in close association with the school's professional adviser (as an outside independent body) working with the school leaders in order to ensure that their practice is well informed;
- The Governors (directors) are responsible, together with the Senior Leadership Team, for the drawing up of and ensuring the implementation of the School Strategic Plan (also taking into account financial implications), the key document which drives forward school improvement;
- The Governing Body is responsible for communicating the school's success to the wider community on an annual basis by publishing the school's data. As well as an annual report to the community, the governors (directors) will regularly communicate messages regarding performance and overall 'good news' through the school's website and termly newsletter.

The governing body through its scheme of delegation will devolve certain powers to the Advisory Body/Local Governing Body.

### **Advisory Body (Local Governing Body)**

As a charity and company limited by guarantee, THE PHOENIX FAMILY OF SCHOOLS MULTI ACADEMY TRUST (the "Company") is governed by a Board of Directors (the "Directors") who are responsible for, and oversee, the management and administration of the Company and the academies run by the Company and Spalding Bilingual Free School is one of the academies.

The Directors are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.

In order to discharge these responsibilities, the Directors appoint people who are more locally based to serve on a board (the "Advisory Body") which has been established to ensure the good governance of the Academy.

The Directors shall delegate various limited delegated functions to the Advisory Body pursuant to clause 4 of this Scheme but the function of the Advisory Body shall be to:

Have a monitoring role in connection with the Academy;

With the support of the Company, consider budget monitoring information and make

recommendations to the Principal in relation to any potential overspending;

Consider budget monitoring information and make recommendations to the Principal of the Academy (each a “Principal”) in relation to annual budget proposals;

Act as a critical friend to the Principal including advice in relation to annual budget proposals; and

Represent the views of the community in discussions on budget issues that relate to community engagement and activity and make recommendations to the Principal;

## **Conflicts of Interest**

Members and Governors (Directors) will declare openly and immediately any conflict of interest arising from a matter before their relevant body or from any other aspect of Governorship. A register of business interests will be maintained. In the event of an issue arising the Chair will follow due legal process.

The Education (School Government) (Terms of Reference) (England) Regulations 2000 (SI 2000 No. 2122) lay down the requirement for governing bodies to have terms of reference that reflect these principles:

‘in exercising their functions, the governing body shall have as their terms of reference the principles that they shall:

- (a) act with integrity, objectivity and honesty in the best interests of the school; and*
- (b) be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested persons’*

These principles set out the obligations of Governors (Directors)/directors, principals/ headteachers and all school staff in respect of personal or private interests that could be seen as affecting decisions of the school for which they work. It is important to note that the appearance of a conflict of interest could be as damaging as the existence of a real conflict and all those holding a public position will do their utmost to ensure that in all their activities, professional and private, the appearance of a conflict does not arise.

## **Obligation To Declare Any Pecuniary Interest**

The Education (School Government) (England) Regulations 1999 Schedule 6 contains the requirements for declaring pecuniary interests:

‘if a relevant person has any pecuniary interest, direct or indirect, in any contract, proposed contract or other matter and is present at a meeting of a school at which the contract or other matter is the subject of consideration, he shall at the meeting, and as soon as practicable after its commencement, disclose the fact and withdraw from the meeting during the consideration or discussion of the contract or matter and he shall not vote on any question with respect to the contract or matter’

A ‘*relevant person*’ is a member of the governing body or a member of a committee.

An ‘*indirect pecuniary interest*’ arises when:

- (a) the person is a member or employee of a corporation or other body with which a contract is to be made, or which has a pecuniary interest in the matter being considered.
- (b) the person is a partner, or is employed by a person with which a contract is to be made or who has a pecuniary interest in the matter being considered (NOTE: a person need not be considered to have an interest, if the interest is because of membership or employment by a public body, or membership of a corporation or other body if he / she has no financial

interest in that body).

Although the law with respect to governing bodies talks about 'pecuniary interests', it is easier to use the term 'personal interests' because this covers any benefits seen to accrue to the individual, rather than purely any financial benefits. In fact the Code of Conduct relating to Elected and Co-opted Members talks of 'personal interests' rather than 'pecuniary interests'.

Legislation also sets a requirement that a permanent record of the business interests of Governors (Directors) and the Principal/Head Teacher be maintained by a school. The Office for Standards in Education (Ofsted) and the Audit Commission have jointly produced a publication entitled "Keeping your Balance" regarding the standards for financial administration in schools, and in this report there is reference to each governing body having a register of pecuniary interests. The standard set by this publication is as follows:

*"The Governing body should establish a register of pecuniary interests for the Governors (Directors) and staff which should be open to inspection. For example, Governors (Directors) and staff should declare any links they have with local firms from which the school may wish to buy goods or services. It is important for anyone in spending public money to demonstrate that they do not benefit personally from decisions they make".*

## **Principal**

The role of the Principal is a strategic one, setting and working to realise the vision with a strong emphasis on distributed leadership and empowerment of staff. A key part of the role will be to increase capacity to ensure attainment and achievements are outstanding. Further information about the role of the Principal can be found in section D3.

## **Accountability**

The principal will be accountable to the Governors (Directors)/directors; they in turn will be accountable to the members, who have ultimate control of the company.

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

### **Index:**

- Overview
- Educational Expertise
- Time Commitments

## **Overview**

Within our group we have individuals who have extensive experience in opening, running and governing schools within Local Authority, Diocesan and independent settings. This experience, along with new ideas arising from the Free Schools programme and elsewhere, has shaped the structure of our proposals and model. Our structure has been developed to ensure clarity of roles, lines of accountability and delivery of our education vision. We have identified the key skills, knowledge and experience required to:

- Develop all aspects of the proposal to complete the application
- Progress the business case and set up the operations required for education delivery and management
- Run the school including oversight of the management and performance.

The proposer group have undertaken a significant amount of research into bilingual education.

This includes three research visits; two to Madrid, Spain and one to the Brighton Bilingual School. Key findings include:

- Practical examples of how bilingual education reinforces knowledge, skills and learning between curriculum areas e.g. timetabling, creating a Spanish cultural experience, implementing and embedding a true co-operative pedagogy
- Accessing effective resource contacts for Spanish bilingual tuition to ensure that Spanish and English phonetic systems are compatible.
- Gaining approved support from the Spanish Bilingual Project and partner university in order to implement accredited qualifications for pupils  
Opportunities for quality assuring teacher exchange visits; to include accredited qualifications, support with recruitment and selection (Spanish Bilingual project)

### **Roles, Responsibility and Accountability**

We have identified in our proposal to open Spalding Bilingual Free School the following individuals who have the skills and expertise necessary to set up and operate the school:

- ██████████  
**Member**  
██████████.
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- ██████████.

[REDACTED]

**Time Commitments**

The Phoenix Family of Schools, including those individuals listed here, are currently going through the pre-opening process to open a Free School in 2013. They therefore have first-hand experience of the commitment required to during the pre-opening stage, and detailed plans laying out which individuals will be responsible for which tasks and areas.

**Pre-Opening Phase:**

The Management Committee are working on the development of the Free School Proposal in their personal time. They have each committed to a minimum of 20 hours per week in the pre-opening phase.

If the school is given approval, the senior leadership team will devote as much time as necessary to ensure the successful opening of the school. In addition, [REDACTED], currently [REDACTED] (one of the schools within the federation) will be [REDACTED] with effect from 1 January 2014, two

terms in advance of the school opening. (0.50fte) This arrangement has been considered and agreed in principle by the Trust's Board of Governors (Directors) and, together with The Principal, they feel that this will be the most effective deployment of time in order to ensure a successful school set up and opening.

Post-Opening Phase:

The Academy Trust will provide senior leadership to the Spalding Bilingual Free School for a management charge. This will cover the costs of the Principal and Vice Principals and the Academy Improvement Director. The Multi-Cultural Liaison Manager will be appointed oFTE basis. The Head of School will be employed in a full-time position 1FTE.

██████████ as ██████████, has assumed the daily oversight of the work in order that timescales can be monitored and maintained. Members (██████████, ██████████ and ██████████) have each committed 10 hours a week to their roles.

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

**Index:**

- Overview
- Financial Expertise
- Financial Audit

**Overview:**

The Members / Directors of the Company will, on signing the Funding Agreement, become the Academy Trust and formally appoint the Governors (Directors). **They will be directly accountable to the Secretary of State for Education.** Meetings will be held as often as required during the initial period of opening and establishing the school. Once established there will be an Annual general Meeting and a cycle of Governing Body meetings every three months with Committee meetings on a similar cycle. The project steering group has overseen the process of identifying and engaging key individuals with the required skill sets, knowledge, and experience to serve as effective members of the Academy Trust and Governors (Directors). The Members of the Company will exercise their overall responsibilities through delegation to the Directors on the Governing Body.

**Financial Expertise:**

██████████

██████████

██████████.

██████████

██████████.

██████████

██████████

[REDACTED]

**Time commitments:**

[REDACTED]

Once the Free School is open, [REDACTED] cost will be in the management charge from the MAT.

[REDACTED], Member, will be appointed as a Director and has committed at least 10 hours of the working week to support.

**Financial Audit**

Since schools are public agencies and are therefore liable for the appropriate use of public funds, the Directors will appoint a firm of auditors upon confirmation of the proposal. This will ensure that all finances are managed appropriately from the outset. Auditors will ensure: management and company accounts are prepared to required time scale; that monies are distributed appropriately in accordance with the goals and objectives of the school; make recommendations about how to improve the schools financial status; streamline practices therein and secure probity to prevent fraud.

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

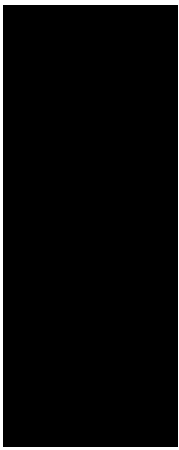
**Index:**

- **The Management Committee**
- **Time Commitments**
- **Access to Additional Expertise**
  - **Legal**
  - **Facilities Management**
  - **Financial Audit**

**The Management Committee**

[REDACTED]





Information on the above members is given in F2 or F3, dependent upon their expertise. The management committee also includes:



**Member**



**Time Commitments**

Pre-Opening Phase:

The Management Committee are working on the development of the Free School in their personal time. They have each committed to a minimum of 20 hours per week in the pre-opening phase. If the proposal is approved, we would envisage the Head of School working .5fte, for two terms in advance of opening.

Post-Opening Phase:

Once the school is opened The Multi Academy Trust will provide senior leadership to the Spalding Bilingual Free School for a management charge. This will cover the costs of the Principal and Vice Principals. The Multi-Cultural Liaison Manager will be appointed initially on a 0.75 FTE basis. The Head of School will be employed in a full-time position 1FTE.

Directors ( [redacted], [redacted] and [redacted] ) have each committed 10 hours a week to their supportive roles.

**Access to additional expertise**

After undertaking a skills audit, we recognise that we will need access to further expertise particularly in the areas of:

Bi-Lingual Curriculum development

We have engaged with [redacted], [redacted] We will continue to engage with a bilingual

consultant to provide practical support during the pre-opening stages and whilst the school is building to capacity.

#### Legal

We will engage the services of a solicitors firm to advise on any matters requiring professional expertise e.g. land and assets.

#### Facilities Management

We will buy in to a properties maintenance agreement with the local authority's approved supplier.

#### Financial Audit

The Directors will appoint a firm of auditors to ensure that all finances are managed appropriately.

We have received advice to date from the New Schools Network (NSN) as part of their Development Programme. If our proposal is approved we will procure access to the required expertise and follow government procurement advice.

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

#### **Index:**

- **Principal Designate**
- **Other Staff**
  - **Interview Process**
  - **Teaching Staff**
  - **Support Staff**
  - **Candidate Suitability**
    - **Candidate Qualities**
  - **Members and Governors (Directors)**
    - **Members**
    - **Governors (Directors)**
    - **The Governing (Directors) Body**

If the scheme is given approval, [REDACTED], currently [REDACTED] (one of the schools within the federation) will be [REDACTED] with effect from 1 January 2014, two terms in advance of the school opening (0.50fte). From opening [REDACTED] will assume a full time post at the Free School. This arrangement has been considered and agreed in principle by the Phoenix Federation Board of Governors (Directors) and, together with The Principal, feel that this will be the most effective deployment of time in order to ensure a successful school set up and opening. (see appendix 2 CV).

The appointment process for the Principal Designate, Head of School and other members of staff will be as follows. If our school is approved, this process will begin as soon as we receive notification of this fact, thus ensuring the best chance of a successful appointment for January 2014. The Governing Body will jointly set up an appointments committee to oversee the appointment. The appointment of [REDACTED] as [REDACTED] and [REDACTED], ([REDACTED]) as

██████████ will be subject to formal ratification by the Governors (Directors) of Spalding Bilingual Free School and the Trust.

They will be assessed against the following person specifications:

**Phoenix Federation**  
**Person Specification**  
**Principal**

**Grade:** Headteacher; leadership scale

<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and training</b>	<p><b><i>Can provide:</i></b></p> <ul style="list-style-type: none"> <li>• Evidence of sustained professional development at an appropriate level</li> <li>• Evidence of recent management development</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• NPQH</li> </ul>
<b>Shaping the future</b>	<ul style="list-style-type: none"> <li>• Is very knowledgeable about local, national and global trends in education</li> <li>• Can convincingly articulate ways to build, communicate and implement a shared vision for the network of schools</li> <li>• Is experienced in strategic planning processes including financial planning, budgetary management and principles of best value</li> <li>• Is skilled in communication strategies both within and beyond the network of schools</li> <li>• Understands new technologies, their use and impact and can use them where relevant</li> <li>• Is capable of leading change and innovation and understands their potential impact on organisations and individuals</li> <li>• Can transform schools and networks into personalised and professional learning communities for staff and children</li> <li>• Is able to develop a culture that encourages participation and builds the esteem of the whole network community</li> <li>• Is able to recognise successes and celebrate existing good practice.</li> </ul>	
<b>Leading teaching and learning</b>	<p><b><i>Recognises, values and can implement:</i></b></p> <ul style="list-style-type: none"> <li>• a set of coherent and non-negotiable values, principles and operational strategies across all schools in the network</li> <li>• strategies to ensure an effective management presence at all schools</li> </ul>	

	<ul style="list-style-type: none"> <li>• strategies to raise children’s achievement and develop outstanding schools</li> <li>• strategies to develop a personalised learning culture for children and staff</li> <li>• strategies to ensure inclusion, diversity and access</li> <li>• strategies to recruit, retain and develop effective staff</li> <li>• models of effective learning and teaching</li> <li>• principles of effective assessment for learning</li> <li>• models of behaviour and attendance management, curriculum design and management</li> <li>• tools and systems for the collection and analysis of pupil performance information</li> <li>• performance monitoring and evaluation techniques</li> <li>• principles and models for school self-evaluation</li> <li>• an understanding of the ethos and procedures of all schools, diagnosing their strengths and weaknesses and establishing personal credibility with stakeholders</li> <li>• an understanding of the concept of distributed leadership and its role in effective management.</li> </ul>	
<p><b>Developing self and others</b></p>	<p><b><i>Recognises, values and can implement:</i></b></p> <ul style="list-style-type: none"> <li>• strategies to promote individual and team development</li> <li>• models of continuing professional development</li> <li>• ways of building and sustaining a learning community</li> <li>• challenging underperformance and increasing expectations</li> <li>• coaching and mentoring skills</li> </ul>	
<p><b>Managing the organisation</b></p>	<p><b><i>Is able to:</i></b></p> <ul style="list-style-type: none"> <li>• accept professional challenge and feedback</li> <li>• devise, implement and manage rapid change</li> <li>• secure affiliation with colleagues</li> <li>• manage conflict and dissent when required</li> <li>• implement models of organisation and principles of organisational development</li> </ul>	

	<ul style="list-style-type: none"> <li>• implement principles and strategies of school improvement</li> <li>• implement project management</li> <li>• create coherent policy, through consultation and review</li> <li>• address human resources, governance, security and access issues relating to the diverse use of school facilities</li> <li>• address legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation</li> </ul>	
<b>Securing accountability</b>	<p><b><i>Understands and can effectively implement:</i></b></p> <ul style="list-style-type: none"> <li>• the principles and practice of quality assurance systems, including school review, self-evaluation and performance management</li> <li>• statutory educational frameworks, including governance</li> <li>• public service policy and accountability frameworks, including self evaluation and multi-agency working</li> <li>• the use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li> <li>• effective networking in order to secure a range of resources and opportunities for the schools</li> </ul>	
<b>Strengthening community</b>	<p><b><i>Is able to:</i></b></p> <ul style="list-style-type: none"> <li>• quickly develop effective relationships and gain the trust of all stakeholders</li> <li>• evaluate current issues and future trends that impact on the school community</li> <li>• implement strategies to encourage parents and carers to support their children's learning</li> <li>• implement models of school, home, community and business partnerships</li> <li>• understand the wider curriculum beyond the schools and the opportunities it provides for pupils and the school community</li> <li>• take advantage of the work of other agencies and opportunities for collaboration</li> </ul>	
<b>Safeguarding and promoting the welfare</b>	<p><b><i>Demonstrate awareness, understanding and successful</i></b></p>	

of children	<p><b>experience of:</b></p> <ul style="list-style-type: none"> <li>• national and local safeguarding guidance.</li> <li>• the necessity to develop, monitor and sustain a safe and supportive school culture.</li> <li>• Developing and introducing policies and practices that minimise opportunities for abuse and/or ensure its prompt reporting.</li> </ul>	
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## Phoenix Federation

### Person Specification

#### Head of School

Grade: Deputy Headteacher; leadership scale

Attributes	Essential <i>Can evidence knowledge and understanding of:</i>	Desirable
<b>Knowledge &amp; Understanding</b>	Key strategies for raising all children's attainment and achievement Using a range of tools and evidence, including pupil performance information, to support, monitor, evaluate and improve learning Effective strategies to develop and improve the performance of all staff and to challenge underperformance The potential offered by a federation or network of schools The role of the environment in promoting learning	
<b>Special Knowledge and Understanding</b>	The value and benefits to children of bilingual education	
<b>Experience</b>	Proven success as an outstanding class teacher in raising standards and achievement Successful leadership of a significant subject/aspect across a school or organisation Leadership of whole school development(s) Working in partnership with another school or organisation Leading a team successfully Monitoring and evaluating staff performance and children's	Working with pupils with EAL

	progress Mentoring and coaching staff Bilingual education	
<b>Training</b>	Qualified Teacher Status Significant training and preparation for senior leadership	NPQH
<b>Practical and Intellectual Skills</b>	A level of emotional intelligence that enables successful outcomes in dealing with colleagues The ability to motivate and inspire both adults and children to give their best Competency in at least one language other than English Excellent communication, including the use of a range of ICT The ability to work on own initiative Problem solving, both individually and as part of teams High level numeracy and literacy skills High level presentation skills (e.g. delivering INSET, reporting to Governors)	Fluency in Spanish
<b>Personal attributes and attitudes</b>	Open to feedback Self-confident Articulate Reliable Dedicated Reflective Resilient Calm under pressure Ambitious High levels of professionalism Support, commitment and loyalty to the Executive Headteacher Excellent team player	
<b>Additional Requirements</b>	Exemplary sickness absence record	

We have extensive experience of recruiting and developing Headteachers; the process will be based on the leadership competencies set out for serving Headteachers. In addition, other Trust staff identified specifically in the proposal will extend their responsibilities within the Phoenix Family to include The Spalding Bilingual Free School. All these staff have a track record of success in their field and have undergone a rigorous recruitment process.

Other appointments will follow in 2014, following the appointment of the Principal. A rigorous

recruitment and selection process will ensure high calibre candidates are selected for both teaching and non-teaching posts: national advertisement / local adverts / long- listing / interview before ratification by the Governing Body. Every effort will be made to recruit staff from the Spalding area wherever possible. It is particularly important that the Principal Designate and other staff appointed share a vision and philosophy which is fully aligned with our education vision and that they have the expertise to lead the school in achieving expected outcomes.

We will seek to appoint experienced teachers and support staff where possible and our financial template has been completed on this basis.

### **Interview Process**

Appointments for each successive academic year will be planned within a specific timeframe where possible.

<b>Timescale</b>	<b>Recruitment, Selection and Induction</b>
Term 3 2014	Advertise for vacancy , seek references, interview, appoint
Term 4	Induction Starts (informal)
Term 1 2015	Induction Week 1 (formal)
Term 2	Induction (1 month review)
Term 3	Induction complete

### Teaching Staff

Candidates who have been selected from a shortlisting process, will be required to plan and teach a lesson during the morning which will be observed by the Head of School, a governor and SENDCo. Successful candidates will be invited to a formal interview in the afternoon/following day where they will be assessed by the interview panel.

### Support Staff

Candidates who have been selected from a shortlisting process, will be required to attend a formal interview before a panel with key personnel.

### **Candidate Suitability**

The recruitment and selection of staff will be a rigorous process. We will set out our expectations for all appointments through a considered approach at all stages. Advertisements will be composed to attract the right calibre of candidate; if required this will be extended to national advertising such as Times Educational Supplement. Local candidates will be sought through the Lincolnshire County Council job site, 'LinLine' and local press (Spalding Guardian; Lincolnshire Free Press). Candidates will receive full information of post requirements, through the 'essential' and 'desirable' skills, qualities and experience outlined in the person specification. All staff will be subject to an Enhanced CRB (Criminal Records Bureau) check and clear references will be taken from previous employment.

### **Candidate Language Competency**

We will follow the recommendations laid down in the European Commission's *Action Plan to Promote Language Learning and Linguistic Diversity 2004-2006* in recruiting teaching staff who are



fluent speakers of our target languages (English and Spanish) wherever possible.

Our staffing structure (given in D3) shows that we will primarily aim to utilize native/fluent Spanish speakers in teaching assistant roles; an assessment of language competency will, therefore, form part of the recruitment process for these roles. Following meetings with the Director of the Bilingual Programme in Madrid, we are aiming to set up an exchange programme for teaching assistants and teaching staff who are native Spanish speakers, which would enable us to access a wider pool of high quality candidates. In addition, we have been approached by several native Spanish speaking educationalists expressing interest in working in the school.

We believe that it is vital that our teachers have an in-depth understanding of the English education system so that they are best able to build on our pupils' pre-existing knowledge and prepare them for the transition stages. The *Action Plan to Promote Language Learning and Linguistic Diversity 2004-2006* recommends that recruiting teachers who are specialists in their own discipline (primary teaching) is more important than recruiting those who are language teachers, and we will follow this recommendation. However, we will value language skills in teaching staff and, whilst they will not be required for every role, we will consider Spanish competence and/or a willingness to improve their skills as an advantage for many teaching roles.

We will also consider Spanish competence and/or a willingness to improve language skills as an advantage for candidates for support roles outside the classroom. We want to take every opportunity to immerse our pupils in Spanish language and culture, and believe that there is ample chance to do this in interactions with non-teaching members of staff.

### **Candidate Qualities**

In general, all candidates will need to be enthusiastic, dedicated and passionate about children's education (irrespective of their role). They will want to work in an exciting and innovative, learning-centred school. The school will have a preference to employ member of staff who are suitably qualified according to post. We will expect: a firm commitment to the highest standards of pupil achievement & behaviour; a commitment to inclusion as the school will have a high percentage of pupils with English as an Additional Language; a positive approach to managing behaviour and the ability to work as part of a team.

In summary, Spalding Bilingual Free School will seek to appoint outstanding individuals who will have the skills, capacity and ability to make a difference to life-long learning.

### **Members and Governors (Directors)**

A range of key individuals have agreed to serve as Members and Governors (Directors) during the critical phases of developing the proposals, application, business case and operations. Other positions such as staff, parent and LA Governors (Directors) will be recruited through nomination or election before the school is open.

#### **Members**

Three members of Company Limited by Guarantee have been appointed and one will also serve as a Governor (Director). They have the relevant skills, capacity and commitment. They have all agreed to commit the time required to establish and run Spalding Bilingual Free School.

#### **Governors (Directors)/Directors**

The Board of Governors (Directors) should have members offering a range of experience and expertise in the following areas:

- Finance
- Education

- Business
- Industry
- Human Resources

We will seek to appoint high calibre individuals to the governing body by ensuring the relevant processes are conducted in a robust manner. Spalding Bilingual Free School upholds that the most important quality of a governor is the desire to make a difference to children’s lives through education. In addition to this, attributes that make a good school governor include:

- The ability to work as part of a team.
- A desire to help the local community.
- An external perspective.
- A willingness to change assumptions.
- The time to get involved.

Governors (Directors) will participate in a full induction and training programme to familiarise themselves with their roles and responsibilities. They will also work towards obtaining the Governor Mark (award) as part of their quality assurance. The Governor Mark is a quality standard for School Governing Bodies in England.

As a result of these processes Spalding Bilingual Free School will ensure that its Governors (Directors) have the necessary skills to run a school.

## Governing Body

<b>Governor Type</b>	<b>Proposed</b>
Chair	1
Chief Executive Officer	1
Staff	1
Parent	2
Representative (Advisory Body)	1
<b>Total</b>	<b>6</b>

The Members of the Academy Trust will appoint the Governing Body. One of the 3 Members will be Governors (Directors) for the duration of their time as members of the Company regulated by the Articles referred to above. Parent Governors (Directors) will be elected by parents of children at the school. Staff Governors (Directors) will be elected by staff employed at the school. The Principal will be an ex-officio Governor/Director. There will also be provision for co-opting Governors (Directors) for specific roles and periods.

Most of the Governing Body business will be conducted through a strategic committee to ensure focus on relevant areas. The constitution, membership, terms of reference, Chair and clerking arrangements will be decided by the Governing Body. Committees will report to the Governing Body. Decision making arrangements for the Governing Body, Committees and individual Governors (Directors) will be determined by the Governing Body and documented appropriately. It is envisaged that a Strategic Committee will oversee:

- Finance and General Purposes
- Curriculum and Standards
- Personnel

The governing body will achieve its vision through agreed policies reviewed regularly. Responsibility for day to day leadership and management will be through the Principal. Responsibilities and duties will be set out for the Principal who will be directly accountable to the Governors (Directors).

The successful performance of roles of Governors (Directors), Principal and staff will be monitored through a simple, transparent performance management system as explained in section D5.

## 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.

**G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.**

■■■■■■■■■■  
**G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year.**  
■■■■■■■■■■

**G3: Show how the school will be financially resilient to reductions in income.**  
■■■■■■■■■■

## Section H: Premises

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

### Index:

- The criteria and search for suitable premises
- Details of the preferred site
- Details of a second site option
- Capital investment

### The criteria and search for suitable premises

We carried out a review of potential sites in the local area/size based on D1 sites and a range of other property and land searches. The criteria used for option appraisal are:

- **Location:** The location of the Free School is of paramount importance and should be situated in the area of central Spalding.
- **Capacity:** For 420 children aged 4 - 11.
- **Suitability:** The premises need to provide high quality flexible and adaptable spaces.
- **Condition:** Premises should offer a viable structure for conversion into educational facilities without excessive expenditure on structural alteration and /or remedial works.
- **Cost:** Premises should be provided within a mitigated budget and identify capital expenditure required before the development starts.
- **Outcomes:** Premises should enable the educational outcomes referred to in this proposal.

We have been in contact with Lincolnshire County Council.

We have identified two suitable sites in central Spalding

### Details of preferred site

██████████

your reasons for choosing it;

The site is of a suitable size and location

the address and postcode;

██████████ Spalding ██████████

an outline of its current use;

Currently vacant

details of the current freeholder;

Believed to be a ██████████

a brief description of the site including size (in square metres) along with your proposed pupil numbers;

420 pupils. 1200m<sup>2</sup> of accommodation

an outline of its availability and the nature of the tenure; and

Property is available to lease

an explanation of why it is suitable for your school and how it will support delivery of your education vision.

This site is in an excellent location in the centre of Spalding. It is easily accessible and is in exactly the right area to relieve the shortage of spaces in Spalding. The

accommodation on offer would lend itself to conversion to a Free School.

## Second site option

██████████, ██████████, Spalding

your reasons for choosing it;

**The site is of a suitable size and location**

the address and postcode;

██████████, Spalding ██████████

an outline of its current use;

██████████

details of the current freeholder;

██████████  a brief description of the site including size (in square metres) along with your proposed pupil numbers;

**420 pupils. 1205 m2 of accommodation**

an outline of its availability and the nature of the tenure; and

**Property is available freehold**

an explanation of why it is suitable for your school and how it will support delivery of your education vision.

This site is in an excellent location in the centre of Spalding. It is easily accessible and is in exactly the right area to relieve the shortage of spaces in Spalding. The accommodation on offer would lend itself to conversion to a Free School.

## Capital Investment

The group does not have any funding available to support site acquisition.

# 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)

## Appendix Documents

Appendix 1

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