



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

DIGITAL PRIMARY ACADEMY

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates 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

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk (see guidance for dates and deadlines)?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by ‘Recorded Signed For’ post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

Print name: [REDACTED]

Date: 25th September 2014

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83103
Name of proposed school:	Digital Primary Academy
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Broadclyst Primary Academy Trust School Lane Broadclyst Exeter EX5 3JG
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	Although "single academy" the trust is about to become a MAT. We are already a designated sponsor school and are close to a formal agreement with another school.
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Broadclyst Primary Academy Trust
Company address:	Broadclyst Primary Academy Trust School Lane Broadclyst Exeter EX5 3JG
Company registration number:	07339625
Date when company was incorporated:	01 September 2010
Please confirm the total number of company members (must be a minimum of 3):	9

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Broadclyst Primary Academy Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.bcps.org.uk/media/docs/ofsted2008.pdf
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.bcps.org.uk/index.php/information/school-results/key-stage-2-results
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.</p>	<p>Microsoft Limited, Microsoft Campus, Thames Valley Park, Reading, RG6 1WG Microsoft will continue to work with the trust via the partnership already developed, helping to advise the trust regarding innovative and forward thinking ICT use in the classroom.</p> <p>SSAT (The Schools Network) Ltd's registered address is: 5th Floor, Central House, 142 Central Street LONDON. EC1V 8AR. Company registration number: 08073410</p> <p>The BCPS Teaching Schools Alliance - currently being incorporated</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>n/a</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	n/a
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In which local authority is your preferred location?	Devon
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Proposed opening year:	2016
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Age Range:	4-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	n/a
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places
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Please say which year groups the school will have in first year and the PAN for each	Reception - 60 PAN
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	n/a
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	Executive Head of MAT in place. Head of free school to be recruited.
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Not sure
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Will you operate a non-standard school year?	Not sure
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	Yes
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Please list any other freedoms you intend to use	We will look at the school days and school years as a possibility.
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Section C: Education vision

OUTLINE OF THE PROPOSAL

Broadclyst Primary Academy Trust is wishing to open a Free School; *The Digital Primary Academy* (DPA). The new school will be part of a Multi Academy Trust. Although distinctive, it will be built from the outset as a new school in line with our vision, so it will be a key member of the Broadclyst family of schools.

The DPA will be an innovative and technologically advanced school that will provide a broad, balanced and extensive education specialising in computing. Utilising the latest technology, the DPA will harness the power of innovation to be at the heart of both teaching and learning.

The Digital Primary Academy will be built upon the successes and experiences of Broadclyst Primary Academy and will share leadership, curriculum expertise, services and back office functions with Broadclyst, to create an efficient, cost effective and equally successful academy. All this will continue to be driven by our particular vision for primary education which we explain below (page 18) and expand on in Section D (Page 29 onwards) where we explain our curriculum principles and the detailed curriculum and organisational planning which will deliver this vision.

The new school, due to open in September 2016, will be a two form entry primary school alongside a 30 place nursery. Therefore, over time, there will be up to 60 children in each year group – making the main school capacity 420 pupils - although the initial intake will be from Foundation stage upwards.

We are aware that in addition to these planned year groups, newly resident families may well have children in higher year groups and we shall be flexible in welcoming and accommodating new children in these circumstances so that families can stay together as appropriate in our Broadclyst family of schools.

This new area of housing will not simply be a housing estate but a new village – Old Park Village - requiring a full spectrum of community facilities. We are also planning to develop a school that is able to make a full contribution to these developments based on (a) our perception of need and ability to forward-plan to meet needs; (b) our long experience of forging the most positive and productive relationships between school and parents, carers and the wider family; and (c) our proven ability to offer facilities for adult and community learning; wrap around care; community Café etc.

Our vision for the new school is very clear and we have summarised this in the section below **Vision and Ethos**.

RATIONALE

Our rationale for the new school is built upon the following:

- (1) the persistent oversubscription and demand for places at Broadclyst Primary Academy;
- (2) the basic need for more school places overall due to the significant building of new homes;
- (3) the lack of local 'outstanding' school provision (other than our own); and
- (4) our belief that we can meet this demand by providing an outstanding education for every pupil based on our innovative curriculum, our track record of delivery, and our ability to maximise academy and free school freedoms for the good of the pupils and the community.

We are therefore seeking to solve a basic need for places but to make sure that they are in outstanding provision, adding to choice and diversity through our distinctive curriculum and ethos, responding to parental demand for a proven type of education that is highly successful and popular.

(1) Over-subscription: The Broadclyst Primary Academy is oversubscribed, over PAN, with waiting lists and having to defend appeals by parents unable to secure a place for their child in the academy. In the last application round there were 85 applications for 60 places, and across the year groups there are currently 12 children waiting for places. This is a pattern that has become consistent over recent times. The preferred free school site is close to the current school and could therefore ease the oversubscription by catering for some of the children who would otherwise aspire for Broadclyst.

(2) Basic need: The Old Park Village lies just to the East of Exeter in an area undergoing one of the fastest rates of growth outside of London. The area forms the Government backed East of Exeter Growth point which is pioneering the Education-led housing initiative. This has been championed by Kris Hopkins MP, Under Secretary of State for Communities and Local Government, as well as his predecessor, Mark Prisk, MP. Both have visited the area and have been instrumental in providing a £20m loan to kick start infrastructure development in the area. Development within the area is seen nationally as an exemplar of good practice although the pace of development requires significant ongoing investment to meet the educational needs in a timely manner.

The immediate area around the site is projected to have in excess of 10,000 houses built over the next 10 years. It is also adjacent to Exeter which is, itself, undergoing substantial urban development, with 11,000 homes planned to be built, rising to 20,000 over the next 15 years. Between 1991 and 2001 the population growth in Exeter was over four times the national average. Pupil projections are based on a factor of 0.25 primary children per dwelling. This factor is adopted by the Local Authority planning team, and this assessment results in the **development alone** producing a further 170 primary aged children by September 2016 (planned school opening date), with some 313 by September 2018. The schedule of additional housing construction within the area in question is shown in the table below.

Across the city, it is clear to all that Exeter schools will be unable to accommodate the additional demand for places as a result of the rise in pupil numbers generated by the substantial additional

housing construction. Expansion of primary school capacity is currently being planned for central Exeter. In the area under consideration, the schools nearest to the key housing development (Old Park Village) currently provide 1911 places and there is a projected increased demand from this development alone of some 313 pupils from the first three phases (1250 houses) bringing the overall demand to 2224 places. Forecasts based on the local authority planning ratio of 0.25 primary school aged children per house indicate a further 170 primary aged children from this new village by September 2016 (planned school opening date), with some 313 by September 2018.

In addition to this net increase of 313 pupils, there are two further key factors:

- An examination of the housing development and pupil yield in the new township of Cranbrook (just 3 miles to the East) indicates an actual pupil yield of some 0.35 primary school aged children per house. The first families moved into houses two years ago and the primary school (two form entry) is expected to be full by July 2015 and with another (all-through) school already being built. Using the same kind of pupil yield, the expected pupil numbers from the 1250 Old Park Village houses would be 438.
- There is already further additional housing being planned for the area of [REDACTED] - giving a likely further increase of some 800 houses. At the ratio of 0.25 child per house, this would indicate a total pupil population of 513 and at the ratio of 0.35, a potential pupil population of 718.
- This is leading those involved in local strategic issues to be thinking of the likely need for a further two form entry primary school in addition to the one we are proposing.

In the light of all these considerations, we believe that our planning for a 420 place school is the most prudent option allowing for a further proposal in the light of the next phase of planning agreements.

The need for a new school has been recognised by the Local Authority whose formal reports acknowledge the need for these additional places and welcome the principle of a new 2 hectare site being used for a new Primary School. They note that there is no current available capacity at the nearest Primary Schools in Broadclyst and Pinhoe, and that these schools have little scope for expansion.

The Local Authority have already agreed Section 106 arrangements with the developer to support new educational provision. Coupled with the proposed development over the next few years, current provision is already limited and therefore restricting parental choice in seeking the best education for their children.

The requirement for educational provision at the Old Park Village development has been raised at the Parish Council responsible for the area. As part of the consultation process, the Parish Council has been kept fully abreast of the plans for a Free School and their opinion has been sought. We can confirm that the Parish Council is supportive of our application, and indeed, is proud of the successes and reputation of the Broadclyst Primary Academy. We are in close and regular contact with the developer on strategic planning issues as well as on the practical operational level in

terms of information for the sales office web sites, access to our news updates about our plans, making sure the sales staff have knowledge and information about our plans and know our key staff colleagues so as to be most helpful to prospective purchasers who are considering primary schooling.

The preferred location for the Free School is at the heart of the new development where the developer has already earmarked a site for a school and Section 106 funding has already been agreed for the first three phases of the development for 1250 homes. We have held productive planning discussions with the Local Authority who are fully aware of our plans for the new Free School and are generally very supportive to us, as they are aware of and support the vision of education that we are seeking to extend. The building of the housing phase one is already underway, and this is already beginning to impact on Broadclyst Primary Academy (in terms of further over-subscription) due to the Academy's 'Outstanding' Ofsted judgement and reputation.

Because there are currently no schools to serve the proposed development sites, this new school will enable local people to attend a local school, reducing the need to provide school transport and reduce the need to physically increase existing schools, and support parental preference.

In discussion with the developer, the completion plan for the houses across the three phases of the Old Park Village developments are:

	Phase 1	Phase 2	Phase 3	TOTAL	Estimated primary children @ 0.25	Estimated primary children @ 0.35
Completed already	110	-	-	110	28	39
Cumulative by Sept 2015	220	-	115	335	84	118
Cumulative by Sept 2016	330	120	230	680	170	238
Cumulative by Sept 2017	440	240	345	1025	257	359
Cumulative by Sept 2018	440	360	450	1250	313	438

The table below sets out the forecast of the number of places needed, the number of places available and the surplus or deficit in the light of providing the new school we propose.

Year	Forecast number of places available	Forecast number of places needed @ 0.25 and @ 0.35	Deficit of places after our proposed places provided. Pupils @ 0.25	Deficit of places after our proposed places provided. Pupils @ 0.35
Sept 2015	1911	1911+84=1995 1911+118=2029	-84	-118
Sept 2016	1911+60=1971	1911+170=2081 1911+ 238=2149	-110	-178
Sept 2017	1911+120 =2031	1911+257=2168 1911+359=2270	-137	-239
Sept 2018	1911+180 =2091	1911+313=2224 1911+438=2349	-133	-258

Planning considerations:

The Local Authority planning documents for this new school state:

“Education Provision

4.11 The indicative masterplan identifies a site for a primary school to be offered as part of the proposal to this Authority for it to develop. A 2 hectare site is proposed in the application which could provide sufficient spaces to build a 420 child two form entry school with nursery. A viable Primary School to serve the area can be brought forward, with appropriate developer contributions, if planned as part of an Urban Extension of up to 800 dwellings. Contributions are also required towards Secondary Education provision which would result from the development.

4.12 This Authority welcomes the principle of a new 2 hectare site to be used for a new Primary School. There is currently no available capacity at the nearest Primary Schools in Broadclyst and Pinhoe, and these schools have little scope for expansion.”

It also states:

“...in respect of the need for a new Primary School, the master planning exercise could identify a preferred location outside of the current application site. It is therefore necessary to reflect this possibility, and that the Applicant be required therefore, in the event of planning permission being granted, to agree to make land available within the application site (as is currently proposed in the application), or that a financial contribution is secured for the location of an alternative site on land nearby.

Reference to Application No: 10/0641/MOUT

Date Application received by County Council - 30 April 2010

Broadclyst Primary Academy are in discussions with the developers of the proposed site, Old Park Farm. The allocation of Section 106 monies is in the region of £1M.

(3) Lack of ‘Outstanding’ provision other than our current school-Broadclyst.

As the chart below shows, parental choice is currently restricted by the lack of ‘outstanding’ school provision locally in the proposed area other than our current school-Broadclyst. In addition, one school was graded Inadequate by Ofsted and deemed to require Special Measures. We therefore plan that the Digital Primary Academy will be run as part of a Multi-Academy Trust with Broadclyst Primary Academy, already graded Outstanding by Ofsted.

The proposed new school will therefore be at the heart of the new development, and will be supported by the Multi-Academy Trust nearby.

The table below shows the Ofsted rating of schools within a 2 mile radius (statutory walking distance to school for primary pupils) of the proposed new school location. It can be seen that some 300 pupils are a school graded less than good by Ofsted.

Distance	School	Net Capacity as per Edubase	Ofsted
0.6	Pinhoe Primary School	390	Good
1.4	Willowbrook Primary School	315	Good

1.5	Whippton Barton Infants (nursery)	270	Good
1.5	Whippton Barton Juniors	216	Good
1.8	St Nicholas Primary	300	Inadequate
1.8	Broadclyst Primary Academy	420	Outstanding

(4) Attainment at Broadclyst Primary Academy

The school has been rated as outstanding by Ofsted since 2009 and confirmed as such in 2011. The school is maintaining its excellent record in terms of results.

The latest RAISEonline report shows predominantly positive performance significantly above national averages across all key areas. We include these results and others, as the same Leadership Team will be developing the new Digital Primary Academy as part of the Multi-Academy Trust and are therefore ideally placed, based on their experience and track record, to launch the new Academy and ensure high performance from the outset.

We therefore set out below, information demonstrating the excellent performance of the school currently run by the Trust: Broadclyst Primary Academy.

The VA table on Page 16 shows the school, to be in the top 2% of all schools nationally for All Subjects and for Maths and Reading.

Other attainments to note:

- KS1 attainment in reading and writing: above average attainment for those KS1 pupils who qualify for FSM;
- 70% of previous low attainers achieving Level 4 across all subjects compared with 27% nationally and 25% within the local LA.
- KS2 attainment in maths – significantly more pupils (than nationally) achieving Levels 4+, 4B+ and 5+ and a similar picture within reading;
- 100% of pupils achieving L4 or above for KS2 maths and reading – top 2% nationwide;
- 10% above national average for the English, Spelling, Grammar and Punctuation test in KS2;

- KS2 Average Points Scores significantly above national averages every year for at least the last 5 years;
- Value added KS1 to KS2 significantly above national performance in EVERY category in 2013;
- 100% of KS2 pupils achieved the expected progress –or better - between the key stages in maths, reading and writing.

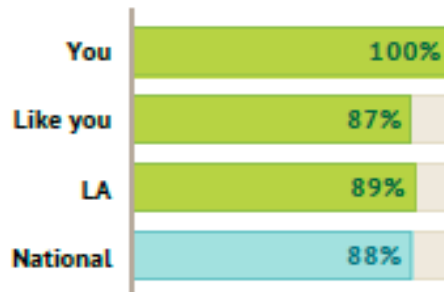
		2011	2012	2013
All subjects	Cohort for VA	62	59	63
	VA School score	102.4	102.9	102.8
	95% confidence interval +/-	0.6	0.6	0.6
	Significance	Sig+	Sig+	Sig+
	Percentile rank	2	1	1
	Coverage	95%	94%	94%
Mathematics	Cohort for VA	62	59	63
	VA School score	103.3	103.4	103.6
	95% confidence interval +/-	0.7	0.7	0.7
	Significance	Sig+	Sig+	Sig+
	Percentile rank	1	1	1
	Coverage	95%	94%	94%
Reading	Cohort for VA	-	-	63
	VA School score	-	-	102.6
	95% confidence interval +/-	-	-	0.7
	Significance	-	-	Sig+
	Percentile rank	-	-	1
	Coverage	-	-	94%
Writing (TA)	Cohort for VA	-	-	63
	VA School score	-	-	101.3
	95% confidence interval +/-	-	-	0.7
	Significance	-	-	Sig+
	Percentile rank	-	-	11
	Coverage	-	-	94%
English	Cohort for VA	62	59	-
	VA School score	101.5	102.2	-
	95% confidence interval +/-	0.6	0.7	-
	Significance	Sig+	Sig+	-
	Percentile rank	8	2	-
	Coverage	95%	94%	-

Pupils achieving Level 4 or above in Reading



100%

▲ 3% from 2011/12
▲ 5% from 2010/11



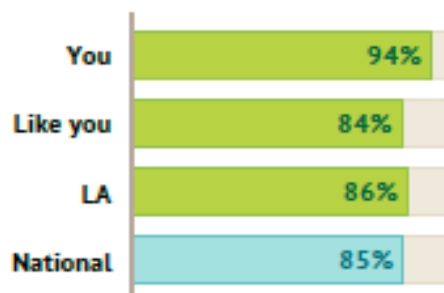
The Broadclyst result of 100% puts the school in the top 10% of primaries nationwide, the top 10% of schools in Devon and the top 10% of schools like you. That's great!

Pupils achieving Level 4 or above in Writing (TA)



94%

▼ 1% from 2011/12



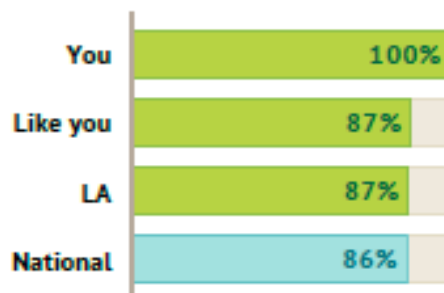
The Broadclyst result of 94% puts the school in the top 20% of primaries nationwide, the top 30% of schools in Devon and the top 20% of schools like you. That's great!

Pupils achieving Level 4 or above in Maths



100%

▲ 2% from 2011/12
▲ 2% from 2010/11



The Broadclyst result of 100% puts the school in the top 10% of primaries nationwide, the top 10% of schools in Devon and the top 10% of schools like you. Great news!

Curriculum innovation

No other primary school in the area, aside from Broadclyst, offers a curriculum supported and enriched by a computing specialism. We explain in detail in Section D how we will implement this Digital specialism within our whole curriculum, and why we shall adopt this approach in the Digital Primary Academy. In short, this is because these provisions together represent an extremely powerful mechanism for engaging **all** pupils and thereby enabling us to achieve our vision for the

School and its pupils. The new school will therefore be extending the ability of local parents to choose a school with characteristics that have proven to be highly successful and also very popular with local parents.

VISION AND ETHOS

The Digital Primary Academy will create and promote a challenging learning environment that inspires children to achieve high standards and become life-long independent learners. The academy will set consistently high expectations, build children's confidence and ensure engagement for all. The academy will develop all pupils as creative thinkers, inquisitive questioners and avid problem solvers and successful communicators with flexible and transferable skills. Children will learn to collaborate effectively at all levels, including working with our international partners, and be equipped to adapt to the needs of a diverse and ever changing society.

By embracing technology as part of everyday teaching, the DPA will be able take a new approach to digital tools, embedding their use within a broad and balanced curriculum. The academy will create a challenging computational learning environment where children will be taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

We shall extend our partnership working which is already well-established with partners including: Microsoft, Exeter University, The Schools Network (formerly the Specialist Schools and Academies Trust), the South West Grid for Learning, and the building developer.

The proposed school will, in time, be a 420 place primary school. We are also planning a separate Nursery Unit as an integral part of the new school. The school will follow the National Curriculum but it will be differentiated by a computing specialism which will embed IT as a tool to deliver a broad and balanced curriculum.

Working alongside Broadclyst Primary Academy which has a proven track record of innovating the curriculum, and in partnership with Microsoft, the DPA will deliver a skills-based, digital embedded and computational curriculum. As part of a Multi Academy Trust with Broadclyst Primary Academy, the DPA will be part of The Global Partners in Learning Network, Microsoft Mentor School programme, and numerous international projects focused on innovation in the future classroom and curriculums. For example, we have recently been awarded [REDACTED] to develop the Microsoft Global Challenge and we have already developed agreements to work with 26 schools in 19 countries: Albania, Armenia, Brazil, Colombia, Dominican Republic, Greece, Hong Kong, India, Israel, Jamaica, Kenya, the Netherlands, Norway, Singapore, Spain and the USA, as well as England, Ireland and Wales.

This innovative curriculum will be relevant, engaging and personalised to the individual needs of each learner. Building upon the successes and track record of Broadclyst Primary Academy for

high levels of inclusion, the DPA will fully meet the anticipated needs of a wide and diverse intake from the new housing developments taking place regionally.

We explain in detail in Section D how the curriculum will be innovative; how it will be precisely personalised for each pupil; and how we will carefully meet the needs of every single pupil and enable them to achieve outstanding results.

By extending the vision and ways of working at Broadclyst into the new school this will shape the initial ethos of the free school. The key features include:

- including children with a range of needs and providing the very best education; we explain our approach in Section D Page 29 onwards;
- a personalised curriculum;
- innovation within the curriculum allowing a bespoke approach to delivering the National Curriculum;
- harnessing the power of ICT guaranteeing maximum progress for every child;
- high expectations for all children.

The DPA will extend the school day through a rich range of extended curriculum opportunities including:

- Sporting excellence
- Outdoor pursuits
- Creative arts
- Digital media creation
- Forest school
- Music and the performing arts
- Modern and classic languages

Working within the Multi Academy Trust staff will be used flexibly across both schools to ensure expertise and specialisms are used to guarantee the delivery of outstanding teaching and high quality curriculum provision. The DPA will develop with Broadclyst Primary Academy, joint curriculum opportunities where IT expertise and investment will be used to allow both staff and children to collaborate together across the two schools.

ASPIRATIONS & OUTCOMES

By working to our stated vision we aim:

1. To ensure high academic achievement and outstanding progress for all pupils
 - Maintaining the excellent and 'outstanding' performance of the existing primary school which is in the top 2% nationally.
 - We will aim to secure 'outstanding' at the first Ofsted inspection.

- We will ensure that at least 90% of pupils achieve level 4+ in Reading, Writing and Mathematics at the end of KS2 (whilst aiming for 100%) and that we secure significantly enhanced value added scores compared with all schools nationally and schools in similar circumstances.
 - We will continue to be recognised nationally and internationally for the innovative use of IT in education.
2. To provide outstanding teaching: at least 90% good or outstanding; and at least 60% outstanding.
 3. To establish a digital computing curriculum built around the teaching of programming and ensuring competence and confidence amongst all pupils.
 - Building on the experience and excellence at Broadclyst, taking the computing elements of the National Curriculum even further on
 4. To develop the infrastructure to provide “anywhere anytime learning” for all
 - Ensuring that all children have access to unlimited opportunities to learn anytime and anywhere and that they have the tools that make this possible
 5. To personalise the curriculum to the needs of individual children, so that all can be fully included and feel fully included and supported. We will monitor this through teacher observation, through talking with pupils and through their self-assessment processes – specifically Pupil Attitude to Self and School Surveys, and through parental discussion and feedback.
 6. To guarantee a broad, balanced and enriched skills based curriculum is delivered.
 7. To cultivate the thinking skills of all learners through project based problem solving activities. This is at the heart of our approach, and although we don’t tend to ‘badge’ these as Science, Technology, Engineering, and Mathematics (STEM) there are elements of all of these in most of our outcome focused projects – e.g. see below, **The Egg Challenge (page 41)**.
 8. To be part of both regional, national and global networks as part of developing fully rounded global citizens
 - Examples include local learning community, SSAT, global Microsoft partnership
 9. To successfully manage the MAT through outstanding governance and leadership
 - Maintaining a governing body made up of local professionals, business people and those from the community
 10. To deliver shared quality services across the MAT
 - Recognising the synergies to be gained from economies of scale opportunities

Building upon the strong alliance of schools established through a Teaching School Alliance and the wide range of external partners currently working with Broadclyst Primary Academy, the DPA will be part of a strong network of outstanding practitioners to help achieve the above aims and outcomes.

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 more than one school you will need to complete a separate table for each.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60
Year 1		0	60	60	60	60	60	60
Year 2		0	0	60	60	60	60	60
Year 3		0	0	0	60	60	60	60
Year 4		0	0	0	0	60	60	60
Year 5		0	0	0	0	0	60	60
Year 6		0	0	0	0	0	0	60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Early Years and Foundation Stage

Early Years and Foundation Stage

Nursery Class: Two sessions: 9.00 am to 12 noon and 12 noon to 3 pm.

Nursery open 8.45 am when children and parents will be welcome to arrive and collection will be possible between 3 pm and 3.30 pm.

Wrap around care (including breakfast club) will be available from 7.30 am to 6 pm.

Foundation Stage: Subject lessons = 25 hours.

Lunches = 6 hours 15 minutes. Breaks = 1 hour 15 minutes.

Additional & optional after School enrichment opportunities 3.30 – 5.30 pm.

All of our Nursery and Reception children (forming the Foundation Stage) will be offered a broad and balanced curriculum guided by the Early Years Foundation Stage (EYFS). This will be based on on-going observation and assessment in seven areas of learning and development. These areas are divided into three prime areas: **Personal, Social and Emotional Development; Communication and Language;** and **Physical Development.**

Specific curriculum will be delivered around the following four areas: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

We will secure whole curriculum coverage through topic-based work which also allows for continuity and progression. For example, Summer term topics: 'Growing' and 'Minibeasts'. Through these pupils will learn about life cycles, healthy eating and classification. We will grow produce in the school allotment and use it for cooking activities. Our story focuses will accordingly include 'Jack and the Beanstalk', 'Oliver's Vegetables' and 'The Tiny Seed'. We will look at the art work of Eric Carle and create our own pictures, visiting Killerton House to join in with their minibeasts activities.

All the children in the Foundation Stage will have access to a large garden area where a range of educational learning opportunities will be offered. Children in Reception will have PE lessons twice a week, weekly Forest School sessions, and also visit the school library at least every week to share stories and borrow books.

Reception children will also be offered a range of extra-curricular clubs throughout the year including, for example, Rounders, Spanish, Art and Athletics.

Key Stage 1

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 1 9.00 am to 3.30 pm. Subject lessons = 25 hours. Lunches = 6 hours 15 minutes. Breaks = 1 hour 15 minutes. Additional & optional after School enrichment opportunities 3.30 – 5.30 pm.			
English	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily reading focus	2 hours 30 minutes.	Mandatory	Daily half hour – range of activities including individual and reading, book reviewing, assessment quizzes and comprehension work. Use of 'Accelerated Reader'
Mathematics	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily mathematics focus	1 hour 15 minutes.	Mandatory	Daily morning 15 minute focus – on-line quizzes – mental arithmetic, maths tests etc. Use of 'Accelerated Maths.', 'Mathletics' etc. Focused activity while class registration is undertaken.

Science, Computing, Humanities, Foreign Languages (Spanish as a core subject with opportunities for others), Art, Music and Drama.	8 hours.	Mandatory	<p>Combination of:</p> <p>Special focus - e.g. Science, Computing (Digital Specialism structured round the teaching of programming), Geography, History, Spanish, Art, Music, Dance and Drama; and</p> <p>Learning outcome-driven Projects and Project based activities e.g.</p> <ul style="list-style-type: none"> • History and Geography field studies • Community Projects • Global Communities • Harvest Festival Performances • Musical Theatre Performances • Forest School projects <p>which provide opportunities for enrichment and exploration across the Curriculum and beyond.</p>
Physical Education	2 hours.	Mandatory	PE including swimming and competitive games – and also in scope are a wide range of enrichment activities – lunch time and after school: e.g. ball games, football, netball, basketball, cricket, running, tag rugby and Infants Sports.
Assemblies	1 hour 15 minutes.	Mandatory	
Morning Break	1 hour 15 Minutes.	Mandatory	Information provided to complete the school day.

Lunch	6 hours 15 minutes.	Mandatory	Information provided to complete the school day.
Residential trips and school journeys			
Life skills, Team building, Cycling.		Voluntary but fully inclusive	Provided as examples of opportunities to be offered.
Enrichment Activities and School Clubs			
Animation, Art, Chess, Board Games, Cooking, Choir, Creative writing, Design and Technology, Music Makers, Musical Theatre, Photography, Poetry, Radio Broadcasting, Science, Additional Spanish Taiko drumming, Textiles, Wildlife and Allotment.		Voluntary but fully inclusive	In all, based on current experience, we shall offer between 20 and 30 after school clubs – some to run at lunch time and after school – expecting to engage over 200 pupils every night.

Key Stage 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 2 9.00 am to 3.30 pm. Subject lessons = 25 hours. Lunches = 6 hours 15 minutes. Breaks = 1 hour 15 minutes. Additional & optional after School enrichment opportunities 3.30 – 5.30 pm.			

English	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily reading focus	2 hours 30 minutes.	Mandatory	Daily half hour – range of activities including individual and reading, book reviewing, assessment quizzes and comprehension work. Use of ‘Accelerated Reader’
Mathematics	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily mathematics focus	1 hour 15 minutes.	Mandatory	Daily morning 15 minute focus – on-line quizzes – mental arithmetic, maths tests etc. Use of ‘Accelerated Maths.’, ‘Mathletics’ etc. Focused activity while class registration is undertaken.
Science, Computing (Digital Specialism structured round the teaching of programming), Humanities, Foreign Languages (Spanish & Latin), Art, Music and Drama.	8 hours.	Mandatory	<p>Combination of:</p> <p>Special focus discrete teaching- e.g. Science, Computing, Geography, History, Spanish (as a core subject in Key Stages 1 & 2), Latin, Art, Music, Dance and Drama; and</p> <p>Learning outcome-driven Projects and Project based activities e.g.</p> <ul style="list-style-type: none"> • Enterprise Project • Egg Challenge • Outdoor pursuits • History and Geography field studies • Community Projects • Global Communities

			<ul style="list-style-type: none"> • Harvest Festival Performances • Musical Theatre Performances • Kingfisher Mini-beast projects • Forest School projects <p>which provide opportunities for enrichment and exploration across the Curriculum and beyond.</p>
Physical Education	2 hours.	Mandatory	PE including swimming and competitive games – and also in scope are a wide range of enrichment activities – lunch time and after school: e.g. ball games, football, netball, basketball, cricket, running, tag rugby and athletics.
Assemblies	1 hour 15 minutes.	Mandatory	
Morning Break	1 hour 15 Minutes.	Mandatory	Information provided to complete the school day.
Lunch	6 hours 15 minutes.	Mandatory	Information provided to complete the school day.
Residential trips and school journeys			
Life skills, Team building, Sailing, Mountain-biking, Climbing, Kayak, Archery, Caving, Orienteering.		Voluntary but fully inclusive	Provided as examples of opportunities to be offered.
Enrichment Activities and School Clubs			
Animation, Art, Chess, Board Games, Cooking, Choir & Chamber Choir, Creative		Voluntary but fully	In all, based on current experience, we shall offer between 20 and 30 after school clubs – some to run at

writing, Design and Technology, Music Makers, Musical Theatre, Photography, Poetry, Radio Broadcasting, Science, Additional Spanish and Spanish conversation, Taiko drumming, Textiles, Wildlife and Allotment.	inclusive	lunch time and after school – expecting to engage over 200 pupils every night.
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Section D1 Curriculum Plan

Curriculum Principles for the Digital Primary Academy

Our curriculum principles are derived directly from our vision:

The Digital Primary Academy will create and promote a challenging learning environment that inspires children to achieve high standards and become lifelong independent learners. The academy will set consistently high expectations, build children’s confidence and ensure engagement for all. The academy will develop all pupils as creative thinkers, inquisitive questioners, avid problem solvers and successful communicators with flexible and transferable skills. Children will learn to collaborate effectively at all levels, including working with our international partners, and be equipped to adapt to the needs of a diverse and ever changing society.

By embracing technology as part of everyday teaching, the DPA will be able take a new approach to digital tools, embedding their use within a broad and balanced curriculum. The academy will create a challenging computational learning environment where children will be taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

To achieve all this, the Digital Primary Academy will be led and staffed by highly able and talented educators and will be an innovative and technologically advanced school that will provide a broad, balanced, enriched and extensive education specialising in computing. Utilising the latest technology, the DPA will harness the power of innovation to be at the heart of both teaching and learning.

The basics of reading, writing and arithmetic will be the core skills at the heart of our curriculum, but this will be extended with the use of technology. Children will learn to program computers, edit video, speak confidently in front of TV cameras, and communicate effectively across a wide range of genres.

The breadth of the curriculum includes all the different subjects, interests and skills that the school will teach the children. There will also be real depth to it, ensuring that the children will be able to use and apply the knowledge they learn to solve real problems. In addition, each child will have a personalised curriculum that addresses his or her individual needs. We will develop well rounded children who have not just good knowledge, but also excellent skills that will allow them to become able citizens of a future generation. Children will be given opportunities to sing, play a musical instrument, sail a boat, ride a bike and many other activities, ensuring that the requirements of the national curriculum will be fulfilled in an innovative, relevant and exciting way.

We will provide a curriculum that inspires and engages children so that they want to come to school every morning, because they love the opportunities and they are engrossed in learning – that’s what every parent wants.

We are going to deliver an outstanding education that is built on all the skills and experiences of Broadclyst Community Primary School and its track record. But it’s not just about that outstanding education. It’s also about meeting the individual needs of every child, giving them the best opportunities across the whole curriculum. That will include music, sport and developing their hidden talents, as well as academic excellence in English and Maths. The common thread will be digital media- the classrooms will be packed with opportunity, including voting buttons, 1:1 access to IT, a television studio and a music recording studio. There will also be a range of mobile technology to facilitate their work in outdoor situations. The children will be using all this technology to hone their skills. We will ensure that by the time they leave the Digital Primary Academy, they will be programming in at least one computer language and using their IT skills in a real-life context. They will leave as well-rounded, highly educated children who have loved every moment of their experience in school.

The Digital Primary Academy will be built upon the successes and experiences of Broadclyst Primary Academy and will share leadership, curriculum expertise, services and back office functions with Broadclyst, to create an efficient, cost effective and equally successful academy. We give practical examples in the ‘**Curriculum Models**’ and ‘**Content of the Curriculum**’ sections (below) of how we will develop children’s confidence and expertise – including in digital tools - and how our special learning environment will give everyone the ability to review, communicate and collaborate at any time. This is very exciting and represents a practical working example of the expression ‘**anytime, anywhere learning – for all**’,

We identify 4 key themes underpinning our Curriculum principles. We set them out here and give further explanation below to show how we will secure them and how they effectively link together in delivering our vision.

- 1. A Personalised Learning Approach**
- 2. An outstanding teaching team**
- 3. A challenging learning environment**

4. An enriched curriculum.

A personalised learning approach

By this, we mean that pupils will not be learning individually, but we will be meeting their individual learning needs.

- We will extend current Broadclyst assessment processes to track both progress and achievement so that we are identifying individual needs on a continuing basis;
- We will construct and keep refining an individual programme for each pupil;
- We will also analyse target groups, so that in addition to individual monitoring, we shall track and monitor progress by pupils with a free school meal entitlement (at any time in the last 6 years), with English as an additional language; with special educational needs or disability, as well as comparing boys' and girls' progress and achievement.

- We will ensure curriculum freedoms for teachers in the design of learning programmes to meet individual needs - facilitating:
 - Key skills that need to be taught through the context of open-ended problems solving tasks.
 - Literacy, Numeracy skills, communication, collaboration, IT and problem solving skills
 - Skills being embedded and further enriched through a broad and balanced curriculum delivering all subjects

- Our focus on inclusion will ensure:
 - Clear success criteria
 - Engagement in relevant learning tasks
 - High aspirations & expectations for achievement
 - No barriers to learning.

- We shall provide a range of learning support services such as:
 - Educational psychology, speech and language, health and well-being advice, and pastoral support and care
 - Throughout we shall make sure that parents and wider family circles are fully engaged and supported – through specialist support where needed, and through high quality, relevant information and communication.

An outstanding teaching team

We recognise that our success is built on a team of outstanding teachers who are able to maximise opportunities and deliver our vision. We will use our expertise in recruitment, induction, professional learning and development and performance management to recruit and develop a

cadre of outstanding teachers for the Digital Primary Academy. We will be assisted in this process by our experience as a National Teaching School and through the School Direct Programme which we have especially developed to secure through recruitment and training, an ongoing pool of outstanding teaching talent. One of the advantages in this process is the ability to select trainee teachers and develop their expertise so that they become highly enabled educators with a commitment to this learning environment and the wider community, as well as having a wide range of additional enrichment skills such as art, dance, drama, music, sports, outdoor pursuits, forest school skills etc.

In this way, we will ensure that all our teachers will have the expertise to deploy a wide range of teaching styles – including whole class delivery, targeted intervention, team teaching, and able to take a part in subject specialisms and leadership.

We will ensure that teachers have a deep knowledge of child development and pupils' learning needs, so that they will be able to plan to meet individual needs and deliver curriculum to cater for different learning styles.

Teacher expertise in assessment practices will also be highly developed to ensure accurate assessment in subject areas as well as acute diagnostic assessment of children's aptitudes.

A Challenging Learning environment

The learning environment in which our teachers will deploy these skills will be crucial to the success of the Digital Primary Academy. The design and development of the learning environment will be informed by our Broadclyst experience and the key features we will secure are:

- Advanced digital tools
 - Interactive Teaching Tools embedded into the design of rooms will include use of Touch Screens, Media content, Sound systems and control systems, Visualizers, Responses systems, Digital Ink, and Shared access to content.
 - Use of a suite of integrated Microsoft features - Office 365, Surfaces, Lync, OneNote and Digital Ink will be the key means by which we secure our aims of delivering genuine **“Anywhere, Anytime Learning for all”**.
 - Shared workspaces, online assignments through a learning platform, cloud based learning resources
 - Flipped learning principles will enable pupils to prepare for and follow up lessons in their own time to enhance the impact of their class-based time. Our expertise so far in these principles will enable the DPA to secure the effective introduction and deployment of these same principles.
 - Collaborative Learning will be greatly enhanced by the learning environment – supporting social networking in a wide range of activities – e.g. in enterprise education settings, including discussion forums, instant communications, video calling, shared desktops etc.

- There will be a wide range of devices mapped to pupil needs – from desktop power to tablet mobility, cameras to TV studio facilities, and recording and editing suite kit.
- High calibre facilities will allow for a wide range of Teaching Styles – so that:
 - teachers will be able to adopt the style of activity to suit the learning they have planned – ranging from lecture style with digital input – videos, photos, web links etc.; to small group discussion opportunities.
 - The development of thinking skills will have high priority and this will be facilitated by teacher support for the range of learning styles that children display
 - Pupils will therefore be actively engaged in their learning through problem solving and overall, their learning will be enhanced by ease of access through digital means in order to extend their learning
- The opportunities offered by all these features of the learning environment will be maximised by the group of outstanding digitally skilled teachers that we will be deploying in the school.
 - Learning beyond the classroom will have high priority, and we will ensure an appropriate blend of actual visits and first hand experiences. The staff team will be skilled in securing all learning possibilities from actual visits and experiences, and also from enjoying a far wider experience through further on-line and digital exploration, connecting pupils to a wider world without physical constraints.
- Creativity and exploration will at all times be to the fore with a persistent focus on imaginative learning opportunities and outcomes – supported by all the above – as well as well-resourced specialised areas for art, music, advanced studio work.
- Overall, we shall make sure that this whole package gives life to learning, making it relevant, personal, and fun.

An Enriched Curriculum

A broad, balanced and highly enriched curriculum will be a key part of the engine room driving the success of the Digital Primary Academy – just as it is in Broadclyst.

- Considerable effort and imagination will be devoted to developing and enriching the curriculum within the school day – and indeed extending the day significantly through a wide spectrum of further enrichment and extension activities. Full advantage will be taken of accessible local opportunities and technology used liberally to link to those where distance might otherwise be a barrier.
- The core basics will ensure the following:
 - Arrangements will fully meet National Curriculum Year group level expectations
 - There will be a key focus on English, Mathematics, Science and Computing.

- We noted above that the Digital Primary Academy would share leadership and curriculum expertise with Broadclyst Primary Academy, whose staff and leadership team have already addressed curriculum planning for the new arrangements from September 2014. We are therefore able to give full details of the complete curriculum offer in English, Mathematics, Science and Computing.
- All these provisions link closely with our Digital Learning arrangements and Thinking Skills to deliver '21st century learning'.
- All the core basics will be put into appropriate contexts that will create purposeful, engaged learning which in turn will -
 - Be personalised and tracked to ensure needs are met and progression is secured
 - Foster independent learning.
 - Develop skills in context so that they are fully understood and readily transferable.
- The curriculum will be broadened and balanced by securing the following features-
 - Learning through the outdoors - including forest school & field studies.
 - High quality sporting opportunities for both personal skills and team competitiveness.
 - Modern Foreign Languages – throughout the school – with a core thread throughout on Spanish to maintain continuity and progression from KS1 to KS2.
 - Latin taught in Key Stage 2 to support the development of English language for grammar and content.
 - High quality creative arts - art, music, drama, dance, performance, recitals
 - Presentations, speaking opportunities.
 - Entrepreneurial skills.
- Ethos
 - Our ethos of being fully inclusive and having unlimited aspirations for all will ensure that all individuals and target groups will be encouraged, supported and inspired to achieve.
 - This will involve a fully inclusive approach to the challenging child – an aspect in which we greatly experienced and have shown outstanding success. Our experience, expertise and training – backed up by high quality learning resources - and our vision for all pupils to achieve high standards and become lifelong independent learners will ensure that we continue to value and develop personal qualities and that we have outstanding success in these aspects in the Digital Primary Academy.

Expected pupil intake

We are planning for a new school of 420 pupils to meet the expected demand for places. Broadly, we anticipate a pupil profile based on the average figures gleaned from a range of local primary schools surrounding the new school site. These are shown in the table below. In summary, we expect a free school meals figure of around 15%; a proportion around 3% for pupils whose first language is not English; and approximately 14% of pupils with SEN (Statement or school action plus).

We expect that the pupil intake will have a slightly higher proportion of free school meals children than the intake profile for the current Broadclyst Primary Academy. There will, however, be a

similar range of challenges and opportunities. The approach will, as in Broadclyst, be guided and informed by our vision – so that everyone achieves and any barrier (potential or real) is overcome. We will ensure that we increase the capacity to support all pupils through maintaining a high calibre staff of gifted and talented educators - including a Special Educational Needs Co-ordinator - who are skilled at dealing with children as individuals. We will also increase the capacity to offer highly effective literacy intervention, in the event of finding lower than average starting points. We are skilled at effectively deploying Pupil Premium funding and our leadership team expertise will make sure that we recruit and train sufficient staff to offer challenge and support to develop in each pupil high aspirations for themselves, and work with parents and family groups to secure success, and fully meet the new code of practice. At Broadclyst Primary Academy, this approach has resulted in standards for free school meals children being in line with or better than the average.

They will be supported by external additional professional expertise where considered necessary (e.g. speech and language; educational psychology; community mental health services; health and well-being advisers). Broadclyst has an enviable track record of accepting pupils excluded from other schools and transforming their attitude and behaviour and we shall ensure that this approach – the vision, aspiration and expertise, are all evidenced by the Digital Primary Academy. Furthermore, we know that some children present challenges which make it hard for them to be included, but at Broadclyst – and we will adopt this in the Digital Primary Academy, we have a track record of not excluding any child, despite a wide and diverse range of needs, and we've been helping them to get great results. We've done that through really personalising the curriculum to meet their individual needs – we give examples later in the Section “Assessing and meeting the needs of all children”, and by employing outstanding teachers with the right skill set to deal with the wide diversity of children who come to us.

Inclusion will be at the heart of the shared ethos between the two schools, and we recognise that although we shall serve the local community, a much wider community will want to bring children to the school because of the opportunities we offer to every child.

In line with our vision, we will make no prediction about the number or percentage of gifted &/or talented pupils, as these will emerge – and be identified, supported, inspired and challenged throughout each pupil's time with us. We say more about this and making excellent provision for all pupils expected in the intake at the DPA in the Section “Assessing and meeting the needs of all pupils”.

The table below gives an indication of the likely pupil profile:

Schools nearest to the proposed Free School location		Number of pupils	(Number) and % of pupils eligible for free school meals in last 6 years	(Number) and % of pupils whose first language is other than English	(Number) and % of pupils with SEN Statement or school action plus
Pinhoe CE Primary	0.555	377	(64) 17%	Suppressed	(65)17.5%
Willowbrook	1.426	309	(129)50%	(51)16.7%	(72)23.3%
Whipton Barton Infants and Nursery	1.548	260	(79)43.4%	(19)7.3%	(28)10.8%
Whipton Barton Juniors	1.548	214	(91)42.5%	(7)3.3%	(35)16.4%
St Nicholas Catholic Primary	1.755	336	(26)8.8%	(46)12.8%	(23)7.1%
Broadclyst Primary Academy Trust	1.827	436	(58)13.3%	(11)2.7%	(60)13.8%
DP Academy possible percentages if recruited equally from these areas.	N/A	Planned for 420	23.1%	6.9%	14.6%
Digital Primary Academy – Realistic assessment of recruitment – focused on new housing area.	N/A	Planned for 420	15%	3%	14%
National Averages (Maintained Nursery and state-funded Primary schools)	N/A	3262633	19.2%	18.1%	7.7%

Type of curriculum

In order to fulfil our vision and honour our curriculum principles, which include making the curriculum broad and balanced, we are planning to deliver the national curriculum in an exciting, innovative and creative way with significant enrichment. There will be a combination of focused, subject-based teaching, investigations and project-based activity focused on learning outcomes.

Why have we chosen this approach to the Curriculum?

1. In order to make sure that all pupils have a thorough and secure grasp of all the national curriculum which has been intensively revised, updated and adapted through several years' of national experience. However, and significantly, we shall adopt this approach in a culture of curriculum freedom so that all teachers are free to design and adopt the right individual programme for each child to meet his or her individual needs.

2. For example, some key skills might best be delivered through a subject-based approach.

3. Others might best be approached through the context of an open-ended problem-solving task which the teacher will design and support.

4. In this way, the challenging nature and open-endedness of work set and the constant questioning by teachers will encourage pupils to go deeper and further into the subject with high, in fact unlimited, aspirations.

5. Our approach may be termed 'flexible' but 'dynamic' perhaps conveys the approach more accurately.

6. We have found over many years at Broadclyst Primary School and Academy, that pupils respond extremely well to learning outcome-driven projects. These set the learning into a meaningful context for pupils, and secure an extremely high level of engagement by them. The results are clearly seen in terms of impact and outcome. This approach also gives the very best value in terms of the ability to secure high calibre focused learning across a wide range of subjects in a limited number of hours in the week. **An excellent example is the Enterprise Project and we summarise this in a separate highlighted section below.**

7. Specific purpose-driven investigations will also be used as part of the mix. Again, based on successful experience at Broadclyst, these will be designed by the teachers to make sure that pupils are fully engaged and understand the various contexts in which knowledge, information and skills can be used.

8. As we explain more fully below, we shall embrace technology as part of everyday teaching, so that it is deeply embedded as a tool to create a challenging and media-rich environment which will help to deliver a broad, balanced and enriched curriculum.

Curriculum Models

Please refer also to the Curriculum Table at the start of Section D: Education Plan – Part 2.

Within this Curriculum, teachers will have the freedom to respond quickly to secure powerful learning opportunities from current events. [For example, debate about a Luis Suarez biting incident, and the ethics of responses and appropriate punishments]

There will also be significant cross-fertilisation between the elements shown in the Table. However, this table does give the basic framework around which the teachers will be able to be flexible to achieve all relevant learning outcomes.

The Enterprise Project.

The Enterprise Project provides an excellent example of the way an outcome-driven project can fully engage pupils whilst also allowing for high calibre learning and successful curriculum outcomes. The following section describes the key features and learning outcomes to be secured.

This will operate in Years 5 & 6 and embrace an extremely wide range of subject areas and skills such as: science, geography, history, maths, English including report writing, biography writing, advertising, marketing texts, scripting and logos, budget preparation and financial literacy, entrepreneurial skills, product development, prototype development and refinement, inter-personal skills, team building, drama, role play and 'Dragon's Den' presentations.

The project is to design, develop, refine and produce a business product and market it successfully, reporting throughout and making a final presentation to the 'Dragons Den' Panel who will decide on the winning project.

The project has an extended life so maintains motivation and purpose throughout, and helps develop self-motivation and pro-activity amongst the teams.

The following key elements make up the structure of the project and indicate the outcomes to be secured.

- **Company formation** – Agreeing company groups, choosing products, setting up biographies on company sites, setting up the learning gateway on line, meeting link school group members and emailing biographies to start a blog. **Outcomes:** Companies formed and agreed, biographies written, friends made, emails sent and blogging commenced. **Link school(s) action:** Introducing each other.

- **Logo & Slogan design** – Designing logos and slogans, posting to ‘Picture Library’ on company site. **Outcomes:** Word document produced with logo and slogan design. **Link school(s) action:** Reviewing each other’s logos and slogans.
- **Product Research** – Researching ideas online, sketching ideas and designs, working out how to build, find recipes etc., agreeing materials needed and costing product build. **Outcomes:** Word document with ideas, designs, materials and costings posted on company site. **Link School(s) action:** Discussing designs.
- **Prototype** – Developing and refining the prototype. **Outcomes:** *Photos of prototype posted on company site.* **Link School(s) action:** Viewing and discussion each other’s prototypes.
- **Market Research** – Creating questionnaires, undertaking surveys of children in school using questionnaire and prototype and analysing results. **Outcomes:** Questionnaires designed and results of work documented in Word on company site. **Link school(s) action:** Reviewing and deciding on any changes based on results.
- **Company Report** - Completing a summary report using all the information from the stages above. **Outcomes:** Written report completed in Word and posted to company site.
- **Dragon’s Den** - Preparing presentations and presenting to the Panel in order to acquire funding. **Outcomes:** Group presentation completed. **Link school(s) action:** Agreeing main points for presentation.
- **Advertising** - Designing posters, writing letters, creating film commercials, creating a website **Outcomes:** Advertising posted, played and site live for potential buyers to view. **Link school(s) action:** Commenting on each other’s advertising outcomes.
- **Production and sales** - Ordering materials and manufacturing, photographing the process, posting links on where to purchase materials, and keeping accounts in spreadsheet form. **Outcomes:** Products made, photos posted on company site, links shared on site, accounts posted on site. **Link school(s) action:** Discussions on selling techniques.
- **Final Reporting** - At the end of trading, producing individual written reports and preparing presentations. **Outcomes:** Reports posted on company site. Presentations made to each other and invitations to Dragons. **Link school(s) action:** Presentations to each other via video conferencing.

Each company group will have access to a Teacher mentor, although under the project rules, the company will have to pay for this time and record it in the accounts. Similarly, any support gleaned from Admin or Teaching Assistants will have to be paid for, as will letters and emailing. The Dragon’s Den panels will involve School staff as well as outside entrepreneurs from local and regional businesses. Links are currently made with a Dutch school and a local Devon School, and next year, there will be links with several more countries.

The final assessments will be based on a range of factors and not solely profitability. For example, the following will be taken into account:

- The final written report
- Profitability

- Team working skills and pro-activity
- Ability to resolve disputes
- The quality of accounts
- Marketing and advertising including studio work
- Presentation skills.

Content of the Curriculum

Using our Broadclyst experience, detailed planning for the Curriculum for the new school has advanced to cover English, Maths, Science and Computing at **Key Stages 1 & 2**, and significant elements of our enrichment programme.

In addition to focused subject work, we will deploy project themes to challenge the pupils to bring together the full range of their learning in tackling problems and designing and implementing solutions. Some of these might be short, and there will be the occasional week devoted to a theme such as an **“Eggy Challenge”** explained below as an example. The Teaching Team will be careful to foster maximum creativity and invention, whilst mapping relevant skills to the National Curriculum, so these are introduced or re-inforced as part of the project.

Some, such as the **Enterprise Project** described above (Pages 38-40) - currently operating in Year 6 at Broadclyst, and planned for Years 5 & 6 in the Digital Primary Academy - will be sewn through the Years so that the project can be thoroughly advanced and allow a wide range of skills to be learnt, refined and adapted. Other examples throughout the school will be:

- History and Geography Field studies on communities.
- Global communities project.
- Microsoft Global Challenge – working with schools in Columbia, Jamaica, Kenya, the Netherlands, Norway and the USA.
- Harvest festival performances with different themes each year – such as following products from farm to fork – surveying and collecting data, preparing animations, scripts etc.
- Project work to lead to the Kingfisher Award – field work on mini-beasts and habitats.
- Forest School projects – led by staff trained to lead Forest School Programmes - enabling hands-on learning in a woodland environment to build independence and self-esteem; to learn about, e.g. the role of trees in society, complex eco-systems, recognition of plants and animals, as well as supporting mathematics, science and communication, and the development of personal skills, problem solving, and working together in a team. Language and interactions are based on the principles of emotional literacy whereby individuals are carefully given direction in how to deal with uncomfortable situations in a positive manner. In this way, they develop confidence & self-supporting strategies, learn

to enjoy learning skills, independence and assessed risk taking, and appreciate a balanced and healthy lifestyle.

- Residential trips to, for example, the Yurt Village on the Escot Estate in East Devon – exploring outdoor environment in a safe but adventure-filled environment, led by qualified and professional staff.
- Focus on Macbeth – including e.g. English, Geography, and History.
- River project work on the River Lemon (Dartmoor) – e.g. geography, science, mathematics), flow rates, data handling, graphs, wild-life environments.
- Introduction to orienteering.
- Shelter-building – design and technology.
- Killerton House and Estate - living history projects – linking history with performance of speeches, drama sketches, audience encounters, deploying collaborative script-writing, character development, historical exploration and contexts for writing, filmed documentaries.
- Inventors and inventions – visiting Exeter Airport, experiencing e.g. flight simulators and related science.

The **Eggy Challenge** provides a good example of using a theme for a complete week's work to explore an amazing range of knowledge, tasks, and inter-personal skills. The challenge is for each group to design an egg carrying device that can carry an egg safely across the course set out. That course might be land, water or air, so pupils might be designing and using a boat, a car, a rocket or parachute etc.

- If a parachute, the week would begin with an exploration of the history of this device, and the science of canopies affecting rate of fall. Pupils would then design a prototype and test it. After refinement each device would be tested and the
- performances measured and analysed in competition with other teams.

Computing and digital skills

Whilst committing to the basics of reading, writing and arithmetic as the core skills at the heart of any good primary curriculum, we shall significantly extend the national curriculum with the use of technology. We have stated above that, in line with our vision, children will learn to program computers, edit video, speak confidently in front of a TV camera and communicate effectively across a variety of different genres. The common thread will be digital media and we will use our Microsoft expertise (we are the only UK primary school recognised as a Microsoft Mentor School) to benefit both schools:

There will be:

- 1:1 access to digital devices including large screen desktop machines for media editing, tablets for ease of use in a variety of school, home, and outdoor settings and other mobile digital devices to help recording, filming, measuring, photographing etc.
- An exciting taught curriculum of computer science from Foundation to Year 6.
- The development of programming skills with an expectation that by the end of year 6, all children will be able to use two programming languages, and be able to demonstrate their use in practical situations – such as: developing algorithms and sequencing commands in games or other activities, de-bugging errors by identifying and removing them from programs, and being able to make consistently systematic and logical deductions and use reasoning to hone their thinking skills.
- The development of advanced digital literacy – using a range of digital tools to support their learning across the curriculum
- Optimised use of ‘Flipped learning’ principles so that pupils can prepare for and follow up lessons in their own time to enhance the impact of their class-based time. Our expertise so far in these principles will enable the DPA to secure the effective introduction and deployment of these same principles.
- Full access to cutting edge Microsoft products – including ‘Surfaces’ – both a powerful laptop and tablet – lightweight – with a Windows 8.1 touchscreen and a long battery life, ability to use Digital Ink, and integrating tightly with other Microsoft applications such as the cloud-based Office 365, Lync and OneNote.
- All these facilities will be standard in the Digital Primary Academy.

There are many advantages of such an advanced and integrated system:

We are really pleased to be using **Office 365** – hosted in the **Cloud** – and through this, children will be able to access their emails and work documents – but also use instant messaging through **Lync** – allowing everyone to video call, share their desktop and communicate with their friends in the classroom. We have had much of this before on our own servers but using the **Cloud** will mean that all our work will be secure and fully accessible round the clock. From home, children will be able to log back in and see their emails and work documents, talk with classmates and friends who might also be at home – so carrying on at home what they were working on at school.

By using **Surfaces** – we will have touch screen technology – but as they also come with a pen we can use **Digital Ink**. In this way, by using **OneNote**, children will be able to write on a page, put in a video clip, and embed a file such as **PowerPoint**.

When teachers are using their **Surfaces** to project work onto classroom screens, children will also be able to see the notes they write for the class. Then, at home, children can log in using **Office 365** and **OneNote** to review the lesson, look again at any video or other images used, and see the

teacher's notes etc. In addition, they will be able to add their own ideas and share and collaborate with friends in real time, whether they are at home or school.

This ability to review, communicate and collaborate at any time is very exciting and represents genuine '**anytime, anywhere learning – for all**'.

These computing systems will enable collaborative work between groups of children to work together on documents – e.g. presentations.

There will be widespread use of visual media – for example, video-ing of lessons will also help teachers in their self-evaluation and action to become fully reflective practitioners. Also, lesson evaluation by peers and leadership team will be facilitated by these processes, as will real-time conference calling to support planning.

Using video as a common tool will enable children to communicate across and beyond the school and be especially useful with our links to distant schools in this country and globally.

Features which are notably supported by computing technology include:

- Accelerated Reader – choosing books, developing comprehension and tracking progress
- Accelerated Maths – understanding what pupils don't know, assigning personal programmes and tracking progress and understanding.
- Mathletics – developing rapid and accurate numeracy skills – developing quick mental recall
- Developing skill in tackling mathematical challenges
- Developing new Mathematical skills
- Spelladrome – online challenges to develop and re-inforce learning
- Library on-line – helping pupils choose books, and review books they have read
- A bank of diagnostic on-line facilities – allowing careful and precise planning of individual pupil programmes – including checking on – cognitive ability, reading age, self-esteem and well-being - PASS [Pupil Attitude to Self and School], dyslexia and dyscalculia screening.

Creative tools will be in widespread use, supported by able and talented staff. Pupils will become adept at using first rate music recording studio facilities, and high calibre TV studio recording facilities. This will support their creative writing - script writing, story-boarding, and performing, as well as photo-editing, and manipulating images as part of their project work.

All these aspects are in full operation at the current Broadclyst Primary Academy and our school leaders and staff are skilled in using the technology for appropriate learning, and bringing all together for successful project outcomes such as programming video games, tackling hovercraft or traffic light challenges using **Raspberry Pi** computers. The leadership Team have trained with Microsoft as part of their role as a Microsoft Mentor School, and School staff recently operated a

Microsoft stand at the BETT (Formerly British Educational Training and Technology) Show 2014 to showcase the latest use of educational technology.

A full Computer Science curriculum plan has been developed for both Key Stages. Examples of activities and technology supporting them are:

- Designing games or activities in **Scratch, Kodu or Project Spark** – and as part of the build process, children will screenshot examples of algorithms they have created. They can also screenshot algorithms that do not work and their solutions.
- Examples of the purposes of games or activities might be:
 - allowing a player to discover information about a class topic
 - mimicking a pre-existing game such as **Pac-man or Space-Invaders**
 - Entering the **Kodu Cup** or another competition
 - Using the **Scratch** online community to afford simulated physical systems that could be assigned to children and then modified
 - Creating physical systems such as traffic lights using **Scratch-based Raspberry Pi** devices.

Pupils will, as described above, be able to store their notes in **Microsoft OneNote**

Information technology will also be used to support parental and family engagement – and enable parents to track achievement, attendance, progress on assignments and pupil attitude and perception.

In addition, information technology will support school organisation, reducing workloads, and providing supportive tools for collaborative work, effective planning, efficient delivery, accurate tracking and communicating widely.

Similarly, full details have also been developed for all Year Groups in **English, Maths and Science**, and are available for examination, but space prevents their inclusion here.

The curriculum content for the **Early Years and Foundation Stage** will be broad and balanced, and will be based on on-going observation and assessment in seven areas of learning and development. These areas are divided into three prime areas: Personal, Social and Emotional Development; Communication and Language; and Physical Development; and four subject specific curriculum areas: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

Curriculum coverage will be achieved through individual and topic-based work which also allows for continuity and progression. We summarise this and give more details of our planned provision earlier in this Section D (page 22 above).

Support for pupils whose first language is not English, those eligible for free school meals or with special educational needs or disability.

Our vision for the new academy – and current reality at Broadclyst – is that everyone achieves and any barrier (potential or real) is overcome. This is - and will be - achieved by maintaining a high calibre staff of gifted and talented educators - including a Special Educational Needs Co-ordinator - who are skilled at dealing with children as individuals. They will offer challenge and support to develop in each pupil high aspirations for themselves, and work with parents and family groups to secure success. They will be supported by additional professional expertise where considered necessary -e.g. speech and language; educational psychology; community mental health services; health and well-being advisers.

Broadclyst has an enviable track record of accepting pupils excluded from other schools and transforming their attitude and behaviour and we shall ensure that this approach – the vision, aspiration and expertise, are all evidenced by the Digital Primary Academy.

We know that some children present challenges which make it hard for them to be included, but we have a track record of not excluding any child, despite a wide and diverse range of needs, and we've been helping them to get great results. We've done that through really personalising the curriculum to meet their individual needs and by employing outstanding teachers with the right skill set to deal with the wide diversity of children who come to us.

Inclusion will be at the heart of the shared ethos between the two schools, and we recognise that although we shall serve the local community, a much wider community will want to bring children to the school because of the opportunities we offer to every child.

In the section above: **Expected pupil intake**, we refer to our approach to identify, support, inspire and challenge gifted &/or talented pupils and we expand on this below in **Assessing and meeting the needs of all pupils**.

Attendance: We pursue a managed approach to attendance, conveying our expectations clearly and working closely with parents and wider family groupings. We address issues through personal family meetings with our SENCO. We fine parents if appropriate but find that that is rare, as discussions about the child's future, the family's genuine aspirations, and the importance of good attendance and punctuality are powerful motivators.

Behaviour: The key to good behaviour is to be absolutely clear about our expectations, and in turn, provide engaging, interesting work. We find that the primacy of this in all we do means that we don't have to deal with significant behaviour issues. If any issues do arise, we make it clear to the pupil what's expected and the ramifications. Leadership Team, teachers and support staff all operate the same policy and this whole school approach proves very effective.

Qualifications

A range of qualifications will be secured by pupils:

- **Statutory end of Key Stage tests (formerly SATS)**
- **English Reading**
- **English grammar, punctuation and spelling**
- **Mathematics**
- **Level 6 versions of SATs as commonplace.** These will be taken by high performing pupils in Year 6, as a nationally validated assessment of how well we have advanced our high performing pupils. As an indication of the level of our high performance as a school, we are typically entering 20% – 30% of the cohort. [We have also introduced a further high performance element into our enrichment programmes in an extended school day to provide an additional focus on high performance in Maths and English and exploration into wider areas such as Latin.]
- **LAMDA (London Academy of Music and Dramatic Art) Communications and Performance Examinations – delivered to all pupils through our curriculum programme of music, dance and drama - to help improve communication skills, improve self-confidence and develop strong social skills.**
- **Parallel qualifications in Art, Sports and Computing:**
- **Arts Award (including Music)**
- **Association for Physical Education: Quality Mark for Physical Education and Sport – ‘afPE’**
- **Awards to recognise competence as well as excellence in programming and computing skills – these are currently being planned in discussion with our partners Microsoft, to align with the new Computing curriculum.**

Although not a qualification in the same sense, we shall also administer:

- **Phonics screening checks for all Year 1 pupils and any in Year 2 who did not previously meet the standard of the check in Year 1**

Enrichment activities

We shall, as now, set a high premium on enrichment activities and we set out the wide range we shall develop in our Section above on **Curriculum Models**. These will be offered by school staff – specialist teachers in e.g. Music, Drama, Singing and Art; teachers and teaching assistants with additional specialist interests and expertise; and a range of external specialist trainers and coaches.

Additionally, pupils will have the opportunity to learn a number of different musical instruments within school. A number of peripatetic music teachers currently work for the Broadclyst Primary

Academy and we shall secure a similar range of skilled professionals so that we are able to offer in the Digital Primary Academy: Piano, keyboard, guitar, violin, flute, drums, brass, and singing.

Three choirs are in operation at Broadclyst Primary Academy- Senior, Junior and Chamber - and we will ensure that similar arrangements operate in the Digital Primary Academy and also, we will take full advantage of the opportunities which working across the whole Trust will facilitate. The choirs take part in a number of competitions through the year and are open to any child free of charge. Again, we will maintain and continue to enhance these arrangements.

Assessing and meeting the needs of all pupils

We have described in earlier sections our vision and approach and have set out several points of detail in **Expected Pupil Intake** (Page 34) and in **Support for pupils whose first language is not English, those eligible for free school meals or with special educational needs or disability.** (Page 45)

As will be seen from our vision statement, we have a deep belief that we inspire pupils and remove barriers by engaging them in purposeful, exciting learning that makes them want to develop and progress. This big picture is an important landscape into which we drop all our detailed assessments and interventions.

It is well exemplified by the observation from Antoine de St Exupery:

“If you want to build a ship, don’t drum up the people to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea”

An excellent practical example of this in school is the teaching of percentages and using them in calculations. This might be approached through the need to address profit and loss in the Companies the pupils are setting up as part of their Enterprise Project. They are keen to develop a successful trading company and are more likely to be keen to know about profit and loss, and percentages – and how to use these features in spreadsheet calculations. That is also why it is impossible to allocate the proportions of time apportioned to subject based teaching and the outcome based projects. In reality, they merge and separate according to the pupils needs - to give the correct focus at any time.

Having therefore gathered all relevant information on our new pupils, we will seek to develop high aspirations and performance. All pupils will accordingly have an individual assessment and profile developed on entry to the school.

They will be assessed in the following areas:

- Personal, social and emotional development
- Communication and language
- Physical development

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

A personal education plan is then created for each child and throughout their time in school, assessment will be made with respect to their progress and related to their ability to acquire intellectual, academic and physical skills and to apply them successfully in a variety of learning situations that demand their use.

This will be revised and refined regularly – through a thorough annual review – but also every term with more regular revisions as pupils achieve their objectives and have new ones agreed.

We have a great expertise in matching work to the needs of the child – including those with complex needs and ensuring a fully personalised curriculum. We have established an enviable record in dealing successfully with pupils in our mainstream setting who would otherwise be excluded. We use strategies to engage them and allow them to meet expectations – so allowing them to be fully included.

We are also adept at using pupils' preferred learning styles to secure maximum engagement – whilst developing their skills in other (less preferred) ways of learning. Work is therefore given at the level of ability and achievement and in recognition of specific needs so that progression is secured.

Specific difficulties that we regularly respond to include hearing difficulties, visual difficulties, physical impairment, dyslexia, dyscalculia, dyspraxia,

For children who are gifted and talented, we have very good assessment systems, identifying cognitive ability, capabilities, and talents. We then provide opportunities to allow each child to learn at their own pace – being encouraged with high expectations of their achievement.

In all, we have a flexible blended approach, guided in all by outcomes.

Our IT and on-line tracking systems clearly are a great assistance in this – not only for recording but for ease of access to information and for revisions.

This helps to form precise targets - for each pupil - which are regularly reviewed.

Communication with parents is given high priority. Parents are informed of their child's progress throughout the year and a full written report is presented to each parent during the summer term. Parents have the chance to meet with staff at key points in the year and when they seek advice.

As an example of feedback to parents in the early years, when a pupil meets one of their early learning goals, they will have their picture taken on their iPad with the task or goal successfully completed and the parents will receive a copy to understand progress and help celebrate the achievement.

We currently have comprehensive arrangements for marking and feedback to pupils, and we will ensure that these are maintained and further enhanced in the Digital Primary Academy and across the Trust. It is not sufficient for a teacher to hand over feedback comments to a pupil. The teacher will sit with the pupil and go through the comments with him or her to make sure they understand and are clear about how to progress and what to do next. We also have a Marking and Feedback pro-forma to guide the process and ensure consistency and rigour. This will be maintained in the DPA. Through this, there will be a continuing check that

- marking is up to date in exercise books, and that it is clear and initialled
- feedback is linked to learning objectives
- comments include praise and guidance for improvement
- targets are set
- spelling, grammar and punctuation are dealt with
- there is consistency of feedback across a year group in terms of systems and regularity
- there is evidence that pupils have had time and opportunity to respond to the teacher's comments
- there is evidence that pupils have corrected, repeated or improved their work as a result of the teacher's feedback.

Pupil Transition

Transition is and will be given extremely high priority. There is shared planning and resources across the Early Years and Foundation Stage to ensure good transition and progression. Prior to any entry to the School, there will be a home visit by a teacher. These arrangements will be maintained in the DPA. Currently, visits can be booked on line or by personal contact.

Typically, a home visit will take place in the term before the child starts in the Nursery. If a child is not entering the Nursery, but is new to Reception, there will be a home visit arranged as soon as possible following admission being arranged. These visits provide excellent opportunities for parents, school and child to explore practical details and expectations. Staff can find out about any relevant family circumstances and special requirements. They also provide an opportunity for staff to meet the child in a secure place and talk about their welcome to school, and talk with the family about the early learning goals, communication and language. These meetings give an early alert for any practical family circumstances that need to be addressed – or developmental issues that the school could begin to address at the earliest stage. We have developed a range of video material about the school and at the home visit, some of these can be shown to parent(s) and child, and the teacher will leave a DVD so that the family can view these and other clips at their leisure.

During the school year, there will also be shared activities between Nursery and Foundation stages to familiarise the children with colleagues and surroundings and help prepare for that transition, and indeed, careful induction arrangements when transition takes place. Information is shared between home and school and communication is strengthened by the early home visit that

the teacher will have carried out. Where children have not been in our nursery provision, induction is arranged through the teacher home visit.

Arrangements are well-developed with each secondary school to which children regularly transfer from Broadclyst, and specific liaison is undertaken if a pupil is transferring to a school that's new to us. The range of receiving secondary schools is likely to be the same for the DPA, and we shall, in any event, make thorough arrangements wherever the transfer is arranged. There is a three day pupil introductory session in July with Clyst Vale Community college – the school to which most pupils are likely to transfer for Year 7 from the DPA. This is in addition to close staff liaison, and Broadclyst currently hosting visits by Secondary school staff to see and appreciate the Broadclyst approach, and these arrangements will also be developed with the DPA.

In addition, the SENCO from Clyst Vale will meet with the child's class teacher at Broadclyst to ensure there is full understanding about individual needs so that provision and support can be seamless.

For children with special needs, we may ask a Teaching Assistant to accompany them on pre-transfer induction visits to secondary school, and in return, secondary staff will often observe children in their classes – again, to help with understanding their needs and the contexts in which they are making progress at Broadclyst.

For a range of other secondary schools, fewer numbers of pupils will transfer – sometimes an individual pupil, and for all of these, bespoke arrangements will apply. Where the Secondary School has an induction day or days, we will facilitate attendance by our pupil(s) to secure the best possible transfer arrangements. In recent years, children have also transferred to: The King's School, Ottery St Mary; Uffculme, Cullompton, St Peter's; St Luke's; Colyton GS; and Torquay Girls' GS.

Section D2: Measuring pupil performance effectively and setting challenging targets

Measuring performance and setting targets

Our vision and curriculum principles mean that we aim to secure an outstanding education for every pupil.

Translating this into key performance indicators, we expect pupils in the Digital Primary Academy to demonstrate performance significantly above average levels compared with all schools nationally, all Devon schools, and similar schools to the Digital Primary Academy in the following areas:

- KS1 attainment in reading and writing;
- Attainment for those pupils who qualify for Free School Meals;
- KS2 attainment in Maths, Reading, Punctuation and Spelling
- 100% of pupils achieving L4 or above for KS2 maths and reading;
- 100% of pupils achieving competence in programming and computing skills
- 10% above national average for the English, Spelling, Grammar and Punctuation test in KS2;
- KS2 Average Points Scores significantly above national averages;
- Value added KS1 to KS2 significantly above national performance in every category;
- 100% of KS2 pupils making good progress

In our Digital specialism, we will track year group expectations and use digital resources to support the extended curriculum. Success will be monitored overall by the achievement and progress measures of the curriculum. Additionally, we will set challenging targets in the following areas:

- Quality of Teaching - Excellent teaching will be the norm, underpinned by high quality professional development. We aspire to have 100% of teaching to be good or outstanding, so anything less than this is specifically worked at. We also include in our high expectations all School Direct trainees and Newly Qualified Teachers. However, in recognition of the fact that not all colleagues can achieve this immediately, or all the time, we regard an important target to be a minimum of 90% of lessons good or outstanding, with a minimum of 60% to be outstanding. [Evaluated and monitored by frequent classroom observations – both announced and unannounced - by the Leadership Team]
- Monitoring and evaluation – we shall make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that every child succeeds and achieves excellent outcomes
- Pupil behaviour - this will be exemplary – allowing for uninterrupted teaching and learning to make our exceptional achievement possible. Our focus is on behaviour for learning which pupils understand to be the purpose of their attendance. We monitor through staff observation, and intervene promptly when required. We build an on-line profile to capture achievements and highlight successes. This can be accessed by pupils and parents as well as attendance records so that we are all the time working with children and their parents. Because of the high profile given to specific initiatives such as Forest School, the focus on developing self-awareness and emotional intelligence is high, and pupils are given the strategies to deal positively with life issues. In addition, we regularly survey pupils' attitude to self and school, and are therefore able to pick up issues promptly and effectively.
- Pupil and parental satisfaction. We use the Kirkland Rowell system of parental surveying to measure the levels of satisfaction among the pupils' parents for a range of criteria and overall. Overall responses in the July 2014 report were 96% Good or very good (breakdown: Very good-71%; Good-26%)
- We would expect similar scores in the DPA and would expect our DPA target to be 90%+ good or very good.

- Staff morale, development and retention (Investors in People benchmarking)
- Pupil participation in enrichment and voluntary activities. Every pupil is required to commit to two out of school enrichment activities, and we achieve this 100% target. We support this by having 'wrap-around' child care available from 7.30 in the morning and after school until 6 pm. This will continue in the DPA.
- Pupil attendance targeted at 95%+
- Pastoral support and pupil health and well-being.

Our description on Pages 39-40 of the final assessments of the Enterprise Project shows how progress is assessed through this project. The Dragon's Den Panel presentations require knowledge and understanding – as well as personal presentation skills, and the ability to respond to searching questions. The assessment headings indicate the breadth of learning that a pupil will have had to engage in in order to successfully complete this project.

- The final written report
- Profitability
- Team working skills and pro-activity
- Ability to resolve disputes
- The quality of accounts
- Marketing and advertising including studio work
- Presentation skills.

Assessment and data tracking processes

A range of testing and checking will be in place:

- All pupils will have an individual assessment and profile developed on entry to the school
- A personal plan will be developed and frequently refined so that individual pupils have the appropriate work and objectives with personal feedback on progress
- Technology support and multi-media will be used if writing is a barrier
- Speech and language support will be quickly arranged if assessment deems that to be advisable
- Educational psychologist intervention will be used when appropriate for diagnostic assessment and for advice in relevant cases
- **Read & Write Gold** will be used when appropriate for pupils who require extra assistance when reading or composing text.
 - Using our own extensively developed in-house on-line assessment procedures which are currently being adapted to meet the new national curriculum. There are, and will be termly re-assessments – and more frequently if teachers consider necessary. Pupils will be assessed in the following areas:
 - Personal, social and emotional development
 - Communication and language

- Physical development
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- Phonics screening checks for all Year 1 pupils and any in Year 2 who did not previously meet the standard of the check in Year 1
 - Cognitive ability tests
 - Spelling checks
 - Reading testing
 - Pupils' self-evaluation of their attitudes to school and to themselves – PASS (Pupils' Attitude to Self and School)- Carried out annually with all Key Stage 2 pupils
 - All Key Stage 1 pupils have teacher assessment on these issues.
 - A range of diagnostic and support techniques such as **Accelerated Reader; Read, Write, Inc; Accelerated Maths; Mathletics, and all supported by astute diagnostic assessment by highly trained staff**
 - Statutory end of Key Stage tests (formerly SATS)
 - English Reading
 - English grammar, punctuation and spelling
 - Mathematics
 - Level 6 versions of SATs - by high performing pupils in Year 6 – at BPA, typically 20% – 30% of the cohort being entered.

Following the individual assessment and profile developed on entry to the school, a personal education plan will be created for each child and throughout their time in school, assessment will be made with respect to their progress and related to their ability to acquire intellectual, academic and physical skills and to apply them successfully in a variety of learning situations that demand their use.

This will be revised and refined by the class teacher annually, termly, and more frequently as they think right.

Our in-house IT and on-line tracking systems clearly are a great assistance in this – not only for recording but for ease of access to information and for revisions.

This helps to form precise targets for each pupil which are regularly reviewed.

Monitoring and evaluation systems

We have developed – and will replicate in the DPA – sophisticated and rigorous monitoring and evaluation systems which are greatly facilitated by our overall vision, approach, and co-ordinated IT systems.

For example, Accelerated Reader is used to assist monitoring, recording, assessment and guidance for pupils. Children will be guided to a level of books to choose according to their current ability. After completing the book, they will answer an on-line quiz to check comprehension. Following three successful quizzes, they will be guided to reading at the next higher so that the teacher can overall track every single test done, book read and therefore be well placed to talk about the books with the pupil, to offer further support or challenge needed, and to monitor progress.

As explained elsewhere, children have their attitude to self and school assessed annually – either through self-evaluation with the teacher (Key Stage 1) or through the PASS process (Pupil Attitude to Self and School (Key Stage 2).

Pupil voice is promoted through Year Group representatives who talk with the Deputy Head and make suggestions for change, representing their Year Group.

Monitoring and improving the quality of teaching

We shall operate continuous, rigorous, yet light touch monitoring regimes that give us high calibre management information on how our staff are performing and how the children and parents are responding to their leadership and guidance. Teacher observation and feedback will be carried out by the leadership team, and by peer colleagues as part of our professional learning and development ethos.

Teacher performance is regularly monitored by the Leadership Team. Lesson observations take place 4 times every half term and peer assessment is well embedded. Lesson Study Research is used throughout.

Newly Qualified Teachers are given support and direction by the Leadership Team and their own Mentor.

Performance Management will be carried out throughout the School. We will make sure that all team leaders are well trained in performance management and coaching for performance.

Pupil performance is closely tracked and data tracking will be part of performance management. Each teacher is asked to make predictions on pupil performance each year and outcomes are analysed alongside predictions as part of the performance management process.

There will be a wealth of training and development. The Leadership Team and Subject leaders will provide training days and all training will be bespoke to the school and its context.

We are investing in IRIS – a video-based system that empowers teachers to reflect on, analyse and share lessons. Advantages include:

- Provides a tool for value added lesson observation
- Supports contextualised self-reflection and peer review
- Supports precise and cost-effective coaching and mentoring
- Camera systems are designed for classroom use
- Can be used in real time or in time-shifted lesson observations.

Staff opinions are gathered through several processes including tailored Kirkland Rowall Surveys.

Liaising with and reporting to parents/carers

Communication with parents and carers is and will be given high priority. We describe arrangements at Broadclyst and commit to maintaining and further developing these in the DPA and across the Trust.

Parents are informed of their child's progress throughout the year and they have the chance to meet with staff at key points in the year and when they seek advice. There are 5 regular opportunities for parents to have updates in levels, targets, and progress - in addition to the facility to make appointments for discussion whenever required.

In July, parents receive a report on their child's work and progress during the year, and we will maintain and further develop this as appropriate in the DPA. This report currently notes the pupil's achievements within each subject over the course of the year and within English, Maths and Science, their performance in relation to the National Curriculum level compared with the levels achieved in the previous year. Graphs are included to show the teacher assessments in detail, the progress made over the past year, and also reflect the pupil's sustained performance within each subject.

The pupil's attendance is also reported on and a summary attendance figure given.

Parents are offered further discussion on the report at parent's evenings where they can see examples of their child's work which has informed the teachers' judgements in making the assessments of the levels.

These are also available through the Learning Gateway (on line) and the annual process provides a further opportunity to glean parents' comments and feedback through direct comment, discussion, and an online questionnaire about the school and the child's experience for the year.

We will ensure that all these features are maintained and further developed and refined in the DPA - as appropriate in light of new developments.

Parents will be offered a continuous choice of on-line feedback arrangements and we shall, additionally, ensure a ready listening ear for any parental concerns, feedback or suggestions. Our early home visiting, the relationships formed, and our open, welcoming and engaging atmosphere around the school will ensure good lines of communication.

Parents' opinions are gathered through several processes including tailored Kirkland Rowall Surveys.*

We hold half termly parental consultations and place high value on excellent relationships with parents and wider family groups.

D3: Staffing Structure

Staff/Year	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Pupils on roll Main school	0	60	120	180	240	300	360	420
Nursery Pupils	0	30	30	30	30	30	30	30
Leadership Team								
Executive Head (JB)	0.3	0.3	0.4	0.4	0.5	0.5	0.5	0.5
Head of School (TBA)		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head (TBA)	0.3	0.3	0.4	0.4	0.5	0.5	0.5	0.5
SENCO (TC)	0.3	0.3	0.4	0.4	0.5	0.5	0.5	0.5
Assistant SENCO (TBA)				0.1	0.1	0.1	0.2	0.2
Business Manager (GN)	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Total Leadership	1.3	2.3	2.6	2.7	3.1	3.1	3.2	3.2

Teaching Staff								
Head of Nursery		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception		2.0	2.0	2.0	2.0	2.0	2.0	2.0
Year 1			2.0	2.0	2.0	2.0	2.0	2.0
Year 2				2.0	2.0	2.0	2.0	2.0
Year 3					2.0	2.0	2.0	2.0
Year 4						2.0	2.0	2.0
Year 5							2.0	2.0
Year 6								2.0
Total Teaching		3.0	5.0	7.0	9.0	11.0	13.0	15.0
Business and Admin Staff								
Finance and Administrative post	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception/Admin Post		0.5	0.5	1.0	1.0	1.0	1.0	1.0
Total Business and Admin	0.5	1.5	1.5	2.0	2.0	2.0	2.0	2.0

Support Staff								
Nursery Assistants		4.0	4.0	4.0	4.0	4.0	4.0	4.0
Teaching Assistants Rec		2.0	2.0	2.0	2.0	2.0	2.0	2.0
TAs Y1			2.0	2.0	2.0	2.0	2.0	2.0
TAs Y2				2.0	2.0	2.0	2.0	2.0
TAs Y3					2.0	2.0	2.0	2.0
TAs Y4						2.0	2.0	2.0
TAs Y5							2.0	2.0
TAs Y6								2.0
MTA1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
MTA2			1.0	1.0	1.0	1.0	1.0	1.0
MTA3				1.0	1.0	1.0	1.0	1.0
MTA4					1.0	1.0	1.0	1.0
Total Support		7.0	10.0	13.0	16.0	18.0	20.0	22.0
Maintenance Staff								
Site Management	0.3	0.3	0.4	0.4	0.5	0.5	0.5	0.5
Caretaking	0.2	0.3	0.3	0.3	1.0	1.0	1.0	1.0
Cleaning	0.2	0.3	0.4	0.4	1.0	1.0	1.0	1.0
Total Maintenance	0.7	0.9	1.1	1.1	2.5	2.5	2.5	2.5

A detailed description of the staffing issues related to this summary is included in Section G. A summary related to the Senior Leadership Team is included here:

An apportionment of what will be the Executive Head's salary will be borne by the new school. This starts at 30% rising to 50% over time.

A new post of Head of School is costed in at 100% from Year 1, at a typical point on the leadership scale.

Similarly, a Deputy Head of School, a shared role within the MAT, is introduced from Year 1 on an increasing basis up to 50%.

The existing school's SENCO will oversee the requirements at both schools, with an increasing proportion of costs allocated to the DPA as time goes on (up to 50%). The staffing plan also introduces an "assistant SENCO" at the DPA from Year 3.

0.4 fte of the current Business Manager's salary is introduced from Year 1, rising to 0.5 fte in time.

Section E: Evidence of need – part 1

NB: In our community engagement programme (see below) we are experiencing extremely positive responses from those parents who see a prospect of moving to the new development and gaining access to the Digital Primary Academy but with fewer than 100 houses currently occupied, we are unable to establish engagement and sign-up with future parents who have not yet bought and moved into their new properties. The number of actual 'signatures' is therefore very low, but our market intelligence indicates that the new school will be popular and oversubscribed.

In the Table below:

Column B1: Statistical need from new housing development – Also see separate table

Example: Cumulative primary aged children at September 2016 = 170

Divide 170 by 7 year groups = 24 children per year group

Column B2: Additional signatures collected where parents expressed DPA as their first choice school for their child.

	2016					2017				
	A	B1	B2	C	D	A	B1	B2	C	D
Reception	60	24	9		55%	60	36	1		62%
Year 1		24	4			60	36	9		75%
Year 2		24	1				36	4		
Year 3		24					36	1		
Year 4		24					36			
Year 5		24					36			
Year 6		24					36			
Totals	60	170	14			120	257	15		

Data for Column B1 - statistical pupils from housing development	Phase 1	Phase 2	Phase 3	TOTAL	Estimated primary children @ 0.25	Per Year Group = divide by 7
Completed already	110	-	-	110	28	
Cumulative by Sept 2015	220	-	115	335	84	
Cumulative by Sept 2016	330	120	230	680	170	24
Cumulative by Sept 2017	440	240	345	1025	257	36
Cumulative by Sept 2018	440	360	450	1250	313	45

Section E: Evidence of need – part 2

Section E1

There is a significant need for additional school places in our area based on major housing developments. This need has been recognised by the Local Authority (Devon County Council) who have agreed Section 106 funding arrangements with the developer for the first three phases (1250 houses) to support new educational provision, and a site for a Primary School has been earmarked in the heart of the development area. We have set out the details of the evidence of need in Section C (Pages 10-13). The following points are therefore particularly relevant to a consideration of (a) basic need; (b) evidence of demand from parents choosing the Digital Primary Academy as a first choice; and (c) evidence of low standards in local schools:

(a)

- The basic need case for additional school places is formally recognised. The pace and extent of housing developments will result in a requirement for a significant number of new school places far beyond the combined capacity of all local schools.

- In addition, Broadclyst Primary Academy continues to be oversubscribed each year so is unable to accommodate additional requests already being lodged.

(b)

- **We have an ongoing community engagement programme and in this, we have already had extremely positive responses from those parents who are considering moving to the new development or are local enough to gain access to the Digital Primary Academy but with fewer than 100 new houses currently occupied, we are unable to establish engagement and sign-up with future parents who have not yet bought and moved into their new properties. This accounts for the very low number of actual ‘signatures’ whereas our market intelligence indicates that the new school will be both popular and oversubscribed.**

(c)

- The outstanding nature of our provision and our distinctive ethos have led parents, developers and the local authority to lend support to our aspirations to create a free school with a similar ethos and vision in order to meet the future need for primary places.
- We are the only outstanding school in the area, and one local school was graded as inadequate by Ofsted and deemed to require special measures.

Section E2

We have embarked on a comprehensive programme of community engagement and are continuing to develop this – both in publicity terms across Exeter and surrounding area, and in personal contact with individual parents and parental groupings e.g. at nursery and early years settings. Our approach is fully inclusive and embraces families from the wide variety of backgrounds, faiths and abilities that Exeter City and the surrounding areas produce.

The events we have organised are listed here:

- Open days hosted at Broadclyst Primary Academy – opportunities to see the education on offer at Broadclyst and also hear about plans for the Digital Primary Academy.
- Widespread advertising and feature articles in relevant publications e.g. **Exeter Living** Magazine.
- Publicity and phone-in discussions on local radio e.g. **Radio Devon** and **Radio Exe** conveying the positivity and excitement about this proposed new Digital Academy.

The Broadclyst Primary Academy Team operated a Marketing and Exhibition Stand at the **Heart Radio Mother and Baby Show** at the **West Point** Exhibition and Events Centre just

outside Exeter (the largest exhibition & entertainment venue in the South West). This event had some 1500 pre-registered attenders before the day plus those attending and booking on the day. We secured 15 signatures at this event – approximately half of those who talked with us at length and we are in touch with all those who registered interest.

- The Broadclyst Primary Academy Team operated a Marketing Stand in the Guildhall Shopping Centre, Exeter to highlight the proposals and raise awareness with anyone who hadn't previously heard of the proposals.
- On 12 July, the Broadclyst Primary Academy Choir performed in the Princesshay Shopping Mall to entertain the public, and attract attention to our publicity and marketing stand about the Digital Primary Academy.

In addition, we are engaged on a further programme as follows:

- Information and discussion opportunities offered to parents at local early years settings - feeder Nurseries, Surestarts etc – particularly welcomed by first time Mums and Dads who haven't yet developed any school allegiance.
- Follow up liaison with registered supporters – emailing those who have signed – letting them know of progress – and helping them promote the DPA to friends and relatives for whom the DPA would be an appropriate setting.
- Continuing to secure promotional opportunities in media outlets and including social media.

Through all of this, we are high profiling the Digital opportunities that we offer including our expertise as the only UK Primary School awarded Microsoft Mentor-School status, and profiling the opportunities afforded by our recent 'Global Challenge' Award funding – all of which will be offered in full to the DPA. Prospective parents have been very keen to help their children to digital literacy so that they become highly accomplished and competitive in our fast-changing world. The other feature that has really excited prospective parents is our offer of 'Anywhere, Anytime Learning – for All' which we explore at length in Section D (page 30).

We include below the text of our communication and offer for prospective parents to register their interest with us for a place or places for their child/children at the DPA from September 2016.



Digital Primary Academy School Support Survey

We are currently seeking support from local people for a new school in the Westclyst area, due to open in September 2016.

Please register your interest in sending your child to this school by completing the form below. *If you provide us with your contact details we will keep you updated on the progress of the campaign.*

Please be aware that we may share the information we receive from you with the Department for Education as part of our application to build and run a new school.

The new school, called the **Digital Primary Academy**, will be part of a multi-academy trust which already runs Broadclyst Community Primary School, a school that has a proven track record in delivering 'Outstanding' and innovative education. This new free school will:

- Address the demand for local school places arising from current and future housing developments;
- Help to address the lack of local schools rated as 'Outstanding' by Ofsted;
- Offer parents a wider choice of local primary education.

By embracing technology as part of everyday teaching, this school will be able to take a new approach to ICT, embedding it as a tool to deliver a broad and balanced curriculum, delivering the National Curriculum but in an exciting, innovative and creative way. The school will create and promote a challenging media-rich learning environment where the children will learn to collaborate effectively at all levels, from within the local community to working with international partners such as Microsoft. Through such an approach the children will be equipped for a diverse and ever-changing society.

As a pupil of the **Digital Primary Academy** your child will:

- be taught not only the core subjects and key skills but also to use and embed that knowledge and those skills in real-world problem-solving situations;

- not only have the opportunity to sing as part of a successful choir but also to then record songs in a recording studio;
- develop key literacy, numeracy and communication skills and could then go on to use these skills in creating scripts for use within a TV studio;
- have an opportunity to learn a musical instrument and then perform as part of a school orchestra;
- use the latest technology within modern classrooms and as well as learning outside using the latest mobile devices;
- develop the skills for independent learning and also learn to collaborate with children from other schools locally, nationally and across the world;
- have the opportunity for self-expression through a range of creative arts and exhibit and perform the resulting work;
- not only participate in traditional team sports such as football, but will also have an opportunity to learn a range of other sports including climbing, sailing and bike riding;
- be taught to use language effectively to express ideas and also to communicate through other modern foreign languages;
- not only use IT as a tool to support learning but will also be taught to program and utilise technology for practical purposes.

In partnership with Microsoft, the school will implement an innovative, personalised curriculum, harnessing the power of IT to include and meet the needs of all learners.

The ***Digital Primary Academy*** will ensure high academic achievement and outstanding progress for all pupils and develop the infrastructure to provide “anywhere anytime learning” for all.

The key benefits are:

- Personalised curriculum
- Outstanding teaching
- IT-rich curriculum
- Part of a global network of other innovative schools
- The sharing of existing quality services with Broadclyst Community Primary School

The proposed age range for the new school is 4 to 11 years old, with a nursery for 2 to 4 year olds.

Each year group will have places for 60 children alongside the 30-place nursery. This will mean, in time, a school of 420 children plus the Nursery..

If you think that the proposed school is right for your child or children, please complete the accompanying form.

website: digitalprimary.academy

School Support Survey

Name:

Postcode:

Child(ren)'s date(s) of birth:

I would select DPA as first choice for my child(ren) Yes/No

I am interested in finding out more information Yes/No

Email address:

Any comments?

Thank you for your support

website: digitalprimary.academy

Section F: Capacity and capability

Type of applicant	Which sections to complete
Route 2 applicants applying for one free school in this round who already have an open academy PLUS Academy Sponsor status	F1-F4

The current school at Broadclyst, is a highly inclusive, successful and popular school, judged by Ofsted as Outstanding. As one of the first 5 primary schools to become an academy in September 2010, Broadclyst Primary Academy has built upon its successes and has recently been acknowledged by the Schools Minister, as being in the top 250 schools in the UK, for both achievement and progress of its pupils. The school has developed a national and international reputation for its innovative use of IT and digital media, to enrich its creative and personalised curriculum.

The Digital Primary Academy will be built upon the successes and experiences of Broadclyst Primary Academy and will share leadership, curriculum expertise, services and back office functions with Broadclyst, to create an efficient, cost effective and equally successful academy.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2

[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	5

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Lack of experience of managing two schools with one leadership team.	Define roles and areas of responsibility for each member of the SLT. Seek advice and guidance from our strategic partners. Draw on wide ranging experience in existing team of successfully managing a multiplicity of projects and initiatives.

Section F2

Governance

Alongside our leadership team, our Directors and Governors are very much about setting clear professional standards for all staff. There is a clear unwillingness to accept substandard teaching. Aside from performance management processes, which include regular lesson observation, governors are heavily involved in 'Health of the Subject' reviews which take place on a very regular basis. They meet with leadership colleagues and the teacher(s) responsible for each subject area to review progress made as well as planning future curriculum delivery targets. There is a clear determination to monitor progress at all levels.

Currently the governing body comprises people who are experienced governors with wide ranging experiences that add value to the school at a strategic level. This includes successful business leaders, an accountant, an HR Lawyer, an HMI (Retired) with years of experience in inspecting schools, those on leadership teams at Exeter College and Exeter University as well as those with good financial experience and communications expertise.

Creating a good strategic governing structure for the MAT will be key to the success of our Free School proposal.

Governance Structure

Broadclyst Primary Academy has been approved by the DfE to convert to a Multi Academy Trust, with that conversion due to take place imminently. As part of this process, we have put together a structure to allow effective management of the schools within the MAT, of which the DPA will form one.

There will be 5 members who will have a largely 'hands off' role. Their role will include:

- Overseeing the achievement of the objectives of the Trust
- Taking part in annual and extraordinary general meetings
- Appointing some of the directors
- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and, ultimately, to remove the governors/directors

All other responsibilities will be delegated to the board of directors.

The board of directors will comprise of up to 12 individuals who will have responsibility across the MAT. The Directors are selected based on skills and knowledge required in the successful delivery of the trust vision with their makeup being similar to our existing board of directors. They will have full strategic responsibility across the MAT, with operational curriculum, teaching and learning delegated to a local governing body for each school.

The local governing body will comprise of the chair of board of directors, the executive head, the head of school, three further directors, 2 staff and 2 parents. The parents will be elected on an annual basis by ballot within the school. As the local governing body has representation from the board of directors, communication between the two levels would be streamlined, with any issues arising from the local governing body reported back to the board of directors.

The Executive Head is a director of the trust, but is also employed by the trust and managed by the board of directors as a whole. His performance review will be undertaken on an annual basis (as it is now) by 4 representatives of the board of directors with assistance from an external freelance leadership consultant, who is also a Teaching & Leadership Adviser with the National College, NCTL.

There is already a high level of stakeholder engagement which we shall maintain. Governors and directors are already present at most school events. We would seek to offer further opportunities for staff, parents and other stakeholders to further engage with the governors and directors through regular and ongoing contact sessions.

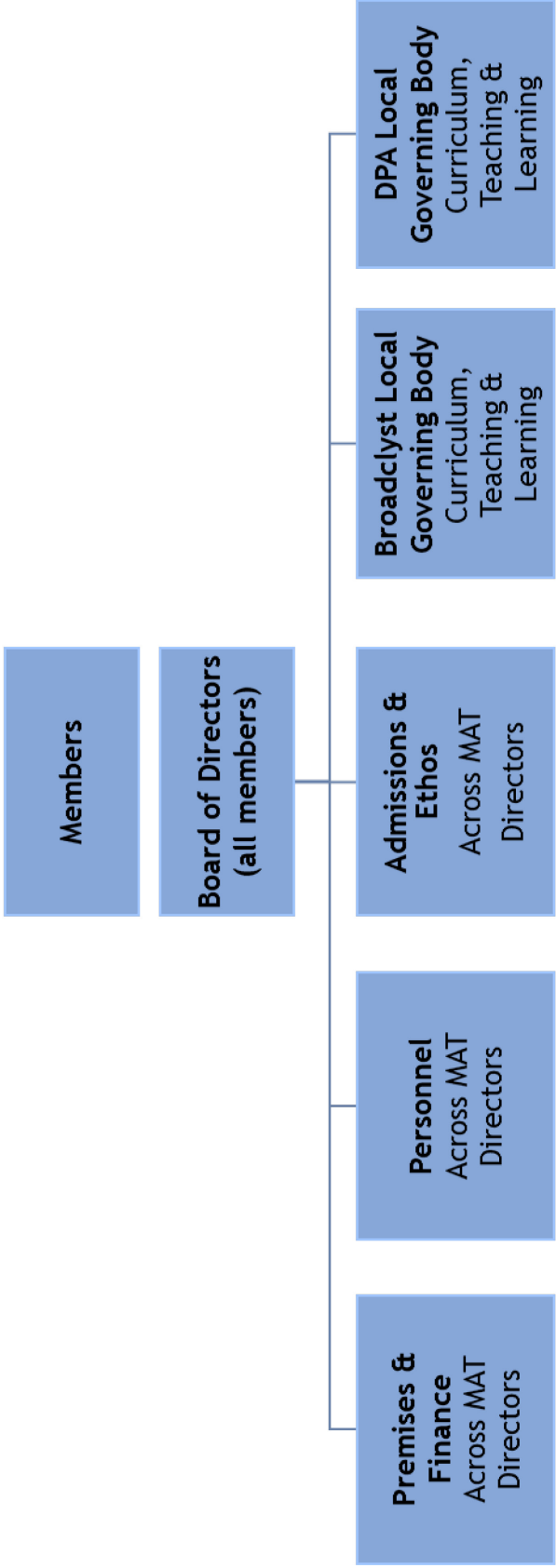
Leadership

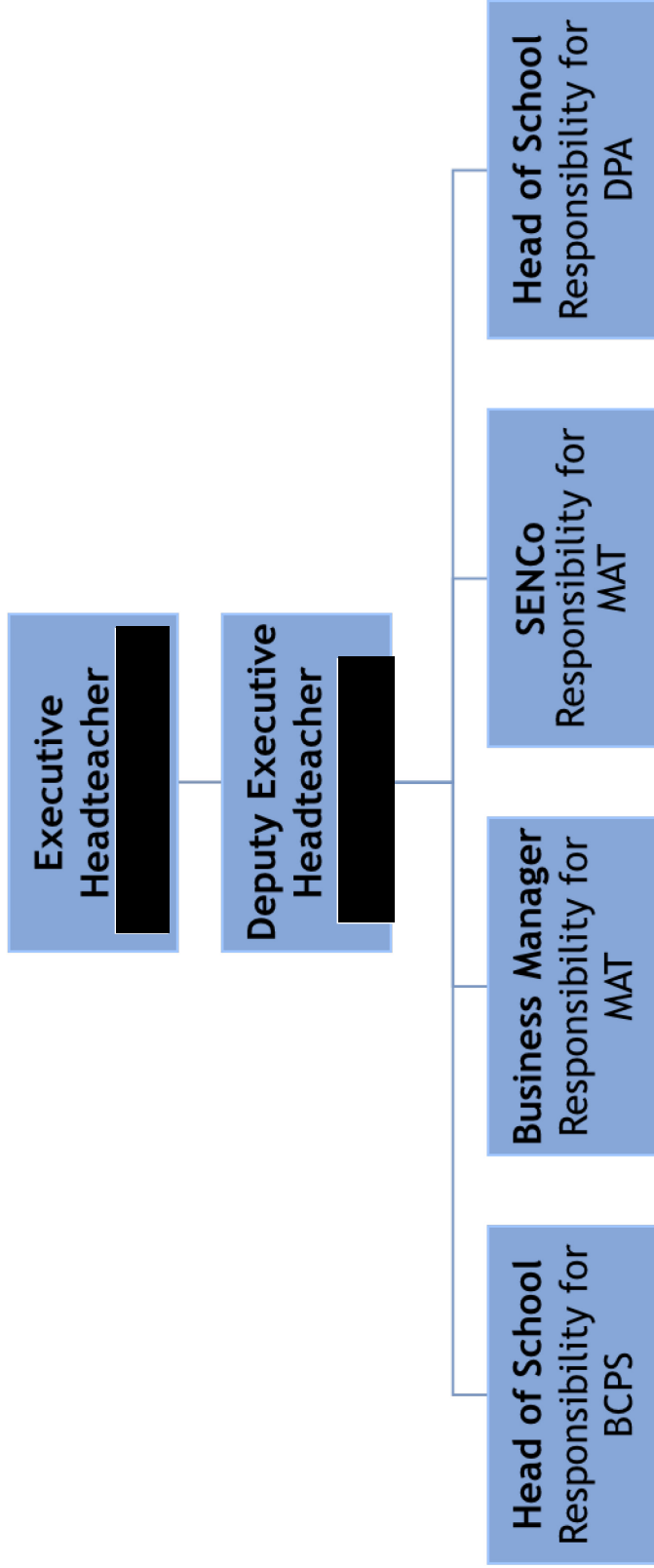
The Board of Directors decided that to mitigate the risk of having too much retained knowledge within an individual, and to allow flexibility and capacity in bringing about the Trust's vision, a leadership team should be formed. This has been expanded over the last four years to allow the successful delivery of the Multi-Academy Trust. It comprises of five senior teachers – none of whom has any teaching commitments- as well as the Business Manager. Although not part of the leadership team, the rest of the directors regularly attend leadership meetings with the Chair being kept updated on a regular weekly basis.



The experience and breadth of skills within the team means that it has the capacity to extend leadership across the schools in the MAT to create an expanded leadership to deliver the objectives outlined above.

Whether it be via a robust performance management and target setting process or through simple, clear and purposeful leadership, we always look to create high and appropriate expectations for all staff to ensure that children's needs are always at the centre of what is provided.





F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	██████████	5
██████████	██████████	██████████	██████████	██████████	Full time
██████████	██████████	██████████	██████████	██████████	10
██████████	██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	██████████	2

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Full time

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
N/A – Experienced Chair and Board.	

Section F4

Please see Section F3 above for the Leadership model

Executive Headteacher of Broadclyst MAT will have the following job description:

Purpose:

The Broadclyst MAT is led by an Executive Headteacher, who is accountable to the Board of Governors on all strategic and operational matters. The Executive Headteacher is to provide inspirational, strategic and professional leadership, both internally and externally focused, which will ensure the continuing growth and success of the MAT, and its academies, as places of transformational learning, with an international and national reputation for high standards across all aspects of its work. The Executive Headteacher is responsible for the continuous improvement of educational standards, equality of access and achievement for all, and effective use of resources across the MAT.

Vision and Values

Advise the Governors on the vision, values, ethos, strategy and performance necessary to ensure that all elements of the organisation contribute to creating excellent learning opportunities and educational outcomes. To develop and deliver, in conjunction with the Governors and SLT, the vision and aims of the MAT to create a platform for high standards of learning in all aspects of its work. Enable the MAT to articulate its philosophy, strategy and policy; ensure that these are consistently applied across all elements of the Trust.

Leadership and Management

Lead and manage the MAT to ensure that it is an outward facing, aspirational organisation that builds and sustains a national and international reputation for educational excellence. To recruit and motivate high performing personnel, to create exceptional teams that delivers outstanding educational outcomes. To provide strategic leadership by ensuring that critical evaluation of performance secures high standards that are continually improving and that underachievement is rigorously challenged should it exist. The Executive Headteacher will provide performance management to members of the Trust Senior Leadership Team.

Promotion and expansion of the Trust

To develop and expand the MAT in response to national and regional initiatives. Provide leadership to identify and build relationships with external stakeholders that will enable the development of MAT.

Strategic Improvement

Lead, the planning and development of the strategic plan, to ensure that aspirations and educational standards continue to rise across all elements of the MAT in the medium - long term.

Resource Strategy

Ensure the planning, development and implementation of an effective resource strategy, including Finance, Business and ICT aspects of MAT operations - in accordance with DfE regulations and Funding Agreements.

Policy

Approve all MAT policies to ensure that all aspects of the MAT work are in compliance with legislation and good practice. Oversee that policies and practice to ensure equality of opportunity and practice in all aspects of the work of the MAT.

Working with the Trust:

Establish and maintain an appropriate working relationship with the Governing body. Ensure appropriate reporting to the Trust (and its sub committees) on the progress of the Academies and on all matters relevant to the discharge of the Trust's responsibilities. As agreed with the Chair and Trust, develop strategy and policy proposals for Trust discussion and decision. Enable the Trust to articulate its corporate philosophy and values and to ensure that these are consistently applied across the Trust itself and across local Boards and Principals of academies; ensure the continuing engagement and involvement of members of the Trust to further the vision and aims of the Trust.

Working with Academy Principals

Ensure systems and process are in place in all Academies and are consistently and rigorously applied in order to raise academic standards in each academy and to meet targets as set by the Trust. Hold the Principals of the Academies to

account for the achievement and well-being of pupils and the opportunities offered to them; Hold Principals of the Academies to account for the financial health of individual academies; monitor, advise on and evaluate the governance and organisational structures of individual Academies to best meet their educational objectives. Support and develop the capabilities and leadership capacity of Principals of the Academies.

PERSON SPECIFICATION

Educated to degree level. Has shown demonstrable success as a senior leader in education preferably as a Principal in a high performing Academy. Has excellent interpersonal skills with the personal credibility to engage and influence at a senior level. Can provide evidence of delivery to challenging timescales. Is politically astute with well-developed networking, stakeholder management, negotiation and influencing skills. Is a strong communicator and confident public speaker. Is highly organised but flexible, and comfortable working with intellectually challenging teams and stakeholders. Has developed understanding of the issues surrounding the development of educational provision in a global context. Has personal resilience, self-awareness and willingness to learn and to adapt. Demonstrable record of successful leadership of a developing organisation. Has demonstrated analytical and strategic planning skills particularly in educational data analysis with underpinning curriculum knowledge. Can show a demonstrable record of success in resource and financial management.

Leadership

As we explain above in Section F2, none of the leadership team has a regular teaching commitment and all are therefore able to dedicate their time to the leadership of the school and the Multi-Academy Trust. This enables rigorous quality assurance, genuine coaching for skills, and a high degree of momentum on any initiative being undertaken.

The experience and breadth of skills within the team has the capacity to extend leadership across both schools, alongside the new DPA team to create an

expanded leadership to deliver the objectives outlined above. The MAT will recruit leaders and teachers for the DPA using a rigorous interview process to ensure the highest quality and most capable person is selected. This will include:

- Assessment of teaching capability
- Demonstration of account and budget management
- Presenting skills
- Formal interview with MAT governor involvement

Please find below the CV for [REDACTED]

[REDACTED]

Section G: Budget planning and affordability

<Redacted>

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>The proposed site is East of the city of Exeter, in an area called Westclyst. The area is subject to a large housing development. There is already a proposed site set aside in the plans and S106 money has already been allocated by the LA. Planning permission for the each of the three phases of the full development has been granted. The address of the site is <Redacted>, Exeter, EXETER, <Redacted>.</p> <p>In terms of flexibility we are open to other possible sites, although the location would need to be suitably close to the new housing in the area in order to secure the pupil numbers.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	2072 m2
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<p>Any comments on your calculated building space:</p>	<p>350 + (420 x 4.1) = 2072. We would also like to open up a Nursery with 30 pupils. This may mean an additional 123 m2?</p>
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Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<Redacted>
--------------------------------------------------------------------------------------	------------

<p>In which local authority is the site?</p>	Devon
----------------------------------------------	-------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	NA
------------------------------------------------------------------------------------------------------	----

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	NA
------------------------------------------------------------------------------------------------------	----

<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	NA
-------------------------------------------------------------------------------------------------------	----

<p>Please tell us how you found the site:</p>	<p>We are less than 2 miles away from the development. We have been in discussions with the developer and the local authority - the site was allocated as part of the development's approval processes.</p>
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<p>Please confirm the tenure:</p>	Please select
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<p>If other, please explain further:</p>	
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<p>Please Include information on purchase or lease price if known:</p>	
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<p>Who owns the site?</p>	Privately owned
---------------------------	-----------------

<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)</p>	No
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--------------------------------------------------------------------------------------	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Please select
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If government building or 'other' - please describe:	n/a
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Why have you chosen this site? What makes it suitable for your free school?	The site is within the boundary of the new development. It would make an ideal location for the new community, as well as the fact that the S106 money has been allocated.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Cleared site requiring new new build
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
-----------------------------------------------------------------	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
------------------------------------------------------	--

Why have you chosen this site? What makes it suitable for your free school?	
-----------------------------------------------------------------------------	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Sent to premises email account on Friday 26th September 2014 by <Redacted>
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
-----------------------------------------------------------------------------------------------	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
----------------------------------------	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
-----------------------------------------------------------------	--

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
-----------------------------------------------------------------------------------------------	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
----------------------------------------	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
-----------------------------------------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--------------------------------------------------------------------------------------	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---------------------------------------------------------------------------------------------------------------------------------------------------	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
------------------------------------------------------	--

Why have you chosen this site? What makes it suitable for your free school?	
-----------------------------------------------------------------------------	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
----------------------------------------------------------------------------	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
------------------------------------------------	--

Please confirm the size of your existing buildings:	
-----------------------------------------------------	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
-----------------------------------------------------------------------------------------------	--

Annexes

[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<ul style="list-style-type: none"> ▪ [REDACTED] 	[REDACTED]
5.	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 	

[REDACTED]		
	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[REDACTED]
7.	[REDACTED]	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, 	[REDACTED]

[REDACTED]		
	<p>average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
6.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, 	[REDACTED]

[REDACTED]		
	<p>average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
6.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.	Brief comments on why your previous experience is	[REDACTED]

[REDACTED]		
	relevant to the new school	
6.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
5.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
5.	Reference names(s) and contact details	[REDACTED]



Department
for Education

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