



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

Sidney Stringer Primary Academy.

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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 '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 '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 by 5pm on Friday 22 November ?	✓	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	✓	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	<input type="checkbox"/>
Section B: Outline of the school	✓	<input type="checkbox"/>
Section C: Education vision	✓	<input type="checkbox"/>
Section D: Education plan	✓	<input type="checkbox"/>
Section E: Evidence of need	✓	<input type="checkbox"/>
Section F: Capacity and capability	✓	<input type="checkbox"/>
Section G: Budget planning and affordability	✓	<input type="checkbox"/>
Section H: Premises	✓	<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 type="checkbox"/>
5. Have you fully completed the budget plans?	✓	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	<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	N/A	<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?	N/A	<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 within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	✓	<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 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*

Section I of your application		
<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 ‘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 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: (hard copy of declaration signed)

Position:

Print name:

Date:

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 see completed Excel application form.

Section B: Outline of the school Please see completed Excel application form.



SECTION A: APPLICANT DETAILS

Please note that the text boxes can be made bigger expanding the row in which it sits. To insert a new line in a text box, press alt + enter.

- [Jump to about the company](#)
- [Jump to further details about the group](#)
- [Jump to links to other organisations](#)

Basic information

Name of proposed school: Sidney Stringer Primary Academy

Is this a route one application or a route two application? Route 2

Name of lead applicant: <Redacted>

Address of lead applicant: Sidney Stringer Academy, 2 Primrose Hill Street, Hillfields, Coventry CV15LY, West Midlands.

Email address of lead applicant:

Telephone number of lead applicant: <Redacted>

How you would describe your group? Please select

If 'Something else' please give more information:

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: Not applicable

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: Sidney Stringer Multi Academy Trust

Company address: Sidney Stringer Academy, 2 Primrose Hill Street, Hillfields, Coventry CV15LY, West Midlands.

Company registration number: 6672920

Date when company was incorporated: 14-Aug-08

Please confirm the total number of company members (must be a minimum of 3): 6

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

<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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>Not applicable</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include 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>Not applicable</p>
<p>If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications and state the link:</p>	<p>Not applicable</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</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>	<p>Not applicable</p>

Please note that the text boxes can be made bigger expanding the row in which it sits.
To insert a new line in a text box, press alt + enter.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. 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.	
In which local authority is your preferred location?	Coventry
Proposed opening year:	2015
Age Range:	4-11
If 'other' please specify	Not applicable
Will the school have a sixth form?	No
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	Not applicable
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
If other, please specify	Not applicable
Maximum capacity of proposed free school, NB please use numbers only:	420
Please say which year groups the school will have in first year and the PAN for each	2 x Reception Classes. 60 pupils.
Date proposed school will reach expected capacity in all year groups:	2021
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	Not applicable

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:	Not applicable
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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?	No
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If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	Not applicable
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If yes please say when you propose the principal would start:	Not applicable
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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?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	None
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Section C: Education vision

Rationale

Sidney Stringer Academy is an outstanding provider in the centre of Coventry. The school is located in a very deprived area of Coventry with 57% of our students on the FSM list and 84% of our students speaking English as an additional language. The aim of our Primary school will be to improve the current and future lives of local children and families.

The Index of Multiple Deprivation ranks Coventry within the top 20% of the most deprived local authority districts (53rd out of 326, Source: <http://opendatacommunities.org>). Sidney Stringer Academy serves one of the most deprived Wards in Coventry, St Michael's. It is the city's most populated Ward (24,119) with the highest number of household dwelling (8,626 compared to the mean value of 7,278) and the highest percentage of private rented house (45.9% compared to the city-wide figure of 20.6%). The Ward has the highest percentage of households in fuel poverty (23.2% compared to the city-wide figure of 16.2%). Household income is amongst the lowest in the city at £27,710 compared to the city-wide figure of 32,052. (Source: <http://www.facts-about-coventry.com>).

In terms of child poverty, St Michael's has the highest percentage of children under the age of 16 living in households with less than 60% of the national average (44.9% compared to the city-wide figure of 28%). The percentage of pupils for whom English is not their first language is 61%, the second highest in the city, and compares with a city average of 29.1%. The Ward has the highest percentage of people who have been resident for less than two years (14.8% compared to the city-wide figure of 3.9%).

Sidney Stringer Academy opened in 2010 replacing a predecessor school that was judged to be good. Since then standards have risen with results improving every year and in March 2013 Ofsted judged the academy to be outstanding in every category. We moved into a new building in 2011 following a serious fire which destroyed the predecessor school in 2007. The whole area is part of a regeneration scheme. The vision of a learning village to transform the area is being realised with Coventry City College being relocated and built in the area as well as an alternative KS4 unit and now Sidney Stringer Academy. There is an outstanding Early Years centre in the vicinity as well which means that there is birth to adult education provision except for the primary age pupils.

There is land available behind the academy to open a primary school and we feel that opening such a school in the area linked to an outstanding secondary school where pupils would transfer automatically to the Academy would provide a much needed service for the families in this part of Coventry.

There is a need for a two form entry primary school in this area because there are not enough places in other local schools to meet future demand. Opening a Sidney Stringer primary school will offer a great opportunity to develop a free school within the community and to increase the diversity of choice in the local family of primary schools and extend the options of choice for parents.

Table 1: Year R places in Planning Area 1C

	Year 2011/12	Year 2012/13	Year 2013/14	Year 2014/15	Year 2015/16	Year 2016/17
Number on roll/ Forecast	401	435	475	515	499	499
Capacity	405	435	435	435	435	435
Difference	+ 4	=	- 40	- 70	- 64	- 64

Source: Coventry's 2012 School Capacity Collection return to DfE

The educational achievement of pupils of primary school age in Coventry was judged as the lowest in the country in 2012 in terms of the percentage of schools judged by Ofsted to be good or better. There has been a culture of low expectations and limited educational success and we feel that we can play a part in changing this.

Table 2: Ofsted judgements

(Percentage of Primary School providers in each Ofsted category)

	Number of Providers	Outstanding	Good	Satisfactory/ Requiring Improvement	Inadequate
England	16,431	18	60	19	2
West Midlands	1,725	14	60	23	3
Coventry	46	6	56	33	5

Source: Data View, Ofsted

There are five local feeder schools currently in our catchment area. These are all heavily oversubscribed and either have or are being expanded. Only one of them is currently judged to be outstanding but results in this school have fallen over recent years and it is unlikely to be judged as outstanding at the next inspection. One of them requires improvement. Some parents have to take primary aged children to 2 or 3 different schools due to lack of places. Whilst there is a lot of good practice in these schools we feel that a new free school in the area can not only help meet demand for provision but can also be a leader in providing high standards and sharing good practice. All feeder schools are aware of our proposal and have offered their support for the bid and expressed a willingness to work together if we are successful.

In January 2014 the Sidney Stringer Multi Academy Trust was established. This means that Sidney Stringer Academy is responsible for three schools. One of these is a secondary and one a primary. Both are in special measures. We have already therefore built up expertise in leading at a primary school level as the work with both schools started in the summer of 2013 even before the

MAT formally started. We also have the advantage in that we have a board of directors already in place and one that has been approved by the DfE.

Vision

Our vision is to provide an **outstanding primary school** for parents and children in the local area. We want to improve the future lives of our pupils and work closely with the community to achieve this.

This will be a **two form primary school** with 30 pupils in each class and at least two high level teaching assistants who can provide either additional class support or small withdrawal groups. There are many families in the area for whom English is an additional language and so the curriculum will **focus heavily on literacy and numeracy** in order to ensure that students reach at least national averages by the time that they transition to secondary school in year 7.

We want to support parents who want to work and so will run **a longer school day** for those that want it from 8am to 6pm with activities before and after school that support and extend the curriculum. There will also be opportunities for pupils to take part in a range of activities during the holidays with a coordinated programme across all the schools in the trust.

This free school would become part of our Multi Academy Trust which is led by Sidney Stringer Academy. There will be a lot of joint working and sharing good practice across the schools in the trust which also includes one other primary school. The free school would also benefit from economies of scale through shared services and if located near to the Academy some shared facilities.

We believe that all pupils regardless of their starting point can achieve if they are taught well and are supported effectively. The staff that will work in our free school will all subscribe to this and will buy into our ethos of doing everything we can to make this happen

What will be important to us?

High expectations – there will be some non-negotiables- high standards of behaviour, attendance punctuality, uniform and effort. Staff will work hard for the children and we will expect them to work hard in return.

Outstanding pastoral care – Ofsted stated “The support for students at Sidney Stringer Academy is exceptional” we will share support services across both schools to provide a safe and caring free school. This will include access to the learning mentors, school counsellor, Educational psychologist, Autism expert, Safeguarding manager and behaviour and learning specialists all of whom are already in place in the trust with the capacity to work across both schools.

Outstanding teaching and learning –We will have inspiring staff who will provide an exceptionally high quality of education. We want to work closely with HEI providers to provide quality training and there will be a rigorous monitoring system with an extensive programme of CPD to support staff.

We already have strong links with Birmingham and Newman Universities both judged to be outstanding and both have agreed to be strategic partners for our teaching school application.(currently awaiting the outcome of this as submitted it in September 2013). We already

run our own schools direct programme and this will expand to take account of the new multi Academy trust and the free school if our application is successful.

A local school for local children – we will be an inclusive school that welcomes children and families from the local community including those with special needs. We want to play an active and enthusiastic part in our local community. However we would also want to maintain a positive relationship with the local authority and with our local feeder schools and early years centre.

Outstanding progress - Sidney Stringer Academy is in the **top 6% of schools nationally** for student progress and there will be a high commitment to ensuring that pupils achieve their maximum potential.

A curriculum that has a high focus on literacy and numeracy but with a well- resourced enrichment programme to support it. A significant proportion of children enter the primary system in this area lacking many of the social and language skills already acquired by others of their age. This includes very limited vocabulary and poor listening skills. This combined with the fact that many speak English as an additional language means that we will provide a curriculum that focuses on writing, speaking and listening skills.

A school day that has the option of 8am-6pm provision for parents that work and an extensive school holiday programme.

Aspirations and outcomes

Our goal is for the school to be judged outstanding in the first Ofsted inspection and to be seen as a school of excellence in the city. We want to demonstrate that children with low starting points who face many barriers to learning can succeed. If we can do this at secondary school level then we strongly believe we can do it at primary school level.

Children that attend Sidney Stringer Primary free school will:

- Make outstanding progress and exceed national standards
- Have outstanding behaviour and attendance
- Feel safe and valued
- Have a love for learning
- Have a respect for themselves and others

Parents that send their Children to SSPFS will:

- Work closely with the school to support the children
- Have numerous opportunities for parent participation
- Work with the school and relevant agencies to access effective support when needed
- Sign a contract which commits the child to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn

Staff that work at SSPFS will:

- Be a good /outstanding teacher
- Have a commitment to the ethos of the school
- Go the extra mile for the children
- Be willing to contribute to offer a significant contribution to the enrichment programme

- Be flexible to share good practice across the trust

Section D: Education plan – part 1

The table below provides the proposed numbers in each year group at the point of opening and shows how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception	N/A	60	60	60	60	60	60	60
Year 1	N/A	-	60	60	60	60	60	60
Year 2	N/A	-	-	60	60	60	60	60
Year 3	N/A	-	-	-	60	60	60	60
Year 4	N/A	-	-	-	-	60	60	60
Year 5	N/A	-	-	-	-	-	60	60
Year 6	N/A	-	-	-	-	-	-	60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory /Voluntary	Comments
Maths	5	M	Every day
Reading	2.5	M	Includes guided reading
English –to include statutory requirements such as writing, grammar, phonics	6.5	M	
Blocked Themes	5	M	See commentary on this in D2 – will include foundation subjects and at KS2 foreign languages
Science	2		
PE	2	M	
Computing	2	M	This will be taught as a discrete subject but also incorporated into the blocked themes
Assembly	1.5		
Philosophy	2	V	After school
Logic	2	V	After school
Additional languages- Chinese, Latin	2	V	After school – year 5/6
Additional Music/ Drama	2	V	After school
Sport	Every night	V	After school
Cookery	2	V	After school

Section D1: The curriculum

“An outstanding curriculum - an outstanding education.”

“This is one of the most truly personalised curriculum models that I have seen” (Quote Ofsted monitoring visit Sidney Stringer Academy march 2012)

At Sidney Stringer Free School the curriculum will connect with children and their lives, providing rich and varied opportunities where they will see the point to learning. Curriculum planning is a strength of the secondary school . We run regular workshops for schools across the country on curriculum modelling which always receive good/outstanding comments in evaluations. Our Senior Vice Principal is part of a national curriculum steering group for the SSAT and has presented at a number of conferences. We know just how crucial having the right curriculum is to the progress that the pupils make and it has been one of the main reasons for the success of our Academy . We understand that the primary curriculum is different but the principles are so similar.

At Sidney Stringer primary School the curriculum will be broad, balanced and made relevant to the needs of our children as they grow up in the 21st Century. We will ensure that children learn progressively and have opportunities to practice and apply the basic skills of literacy, numeracy and computing. We recognise that these take time to acquire and because they lie at the heart of all other learning we will ensure that time is allocated accordingly to these priorities. There will be a strong emphasis on literacy in reception so that pupils are better equipped to access the curriculum as they progress up through the school.

The curriculum will be planned to maximise learning for each child irrespective of individual starting points and needs. Children will be taught as a whole class, in groups and where appropriate individually. We have staffed the school generously with teaching assistants to allow this to happen.

Children will be taught new skills systematically, acquire fresh knowledge often from first hand experiences and primary sources including visits and visitors. Experiences will be planned for children to apply their new skills and knowledge in a range of areas. This will result in deeper learning by bringing an understanding of subject disciplines, the connection between them and the relevance to their life. In essence we will equip children with the academic and social competencies to face the future with optimism and a determined spirit.

One of the advantages of a secondary school opening a Primary Free school is that we will be able to utilise the subject expertise of specialists to teach the pupils. This means that subjects such as MFL, PE, Music, Drama, Computing, and Technology can be taught by secondary staff. It is envisaged that the percentage of specialist teaching will increase as the children progress through the school.

The Curriculum will enable our learners to:

- Achieve competency in the key areas of English, Maths, Science and Computing
- Build children’s repertoire of spoken and written language so that they become confident and effective communicators

- Develop their communication, investigative and evaluative skills and to draw on these when approaching new learning and situations.
- Focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing so that they: are well placed to for learning; will make good progress; will develop the emotional resilience to succeed even in the face of adversity.
- See the interconnection between subjects and disciplines to become experts in the areas that fascinate and engage them most.
- Remain persistent when learning is challenging.
- Know how to keep the safe in all contexts
- Grow in self-confidence and self-worth
- Focus on engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- Respect the views of others as they learn to take their place in society.

The school serves a distinctive and diverse local community. Our curriculum will draw on this rich context as a source of inspiration and to engender pride in belonging to the Hillfields community. We will teach the children all about their local area, their community and the role that Coventry continues to play in contributing to the economic, history cultural heritage of Britain. This is how we will educate our pupils not only to live in but engage with the development of their community and help to contribute to their community and develop the concept of citizenship

Sidney Stringer Academy has been judged as outstanding in terms of the quality of teaching and learning. In the primary Free school we will ensure that good practice and the highest of expectations are shared between the two schools. There will be a relentless focus on social skills, literacy skills and the teaching of reading. Good learning relationships will be crucial and a broad and engaging range of teaching styles and strategies will be adapted by staff with a continuous desire to improve and adapt depending on the needs of the pupils.

Key features of teaching will be :

- Regular assessment and high quality feedback which lets children know how well they are doing and what they need to do to improve and is shared on a regular basis with parents.
- Personalised learning programmes which are designed to accelerate progress particularly for: children from deprived backgrounds; children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties.
- All pupils are expected to make at least good progress and we want the school to be in the top 10% of schools nationally for this as the secondary academy has been since it opened
- ICT will be used extensively to support and extend the learning particularly in the development of independent learning
- Parents are crucial to success of the school and we will work hard to encourage and recruit parents other community members to support in the classroom.

We will need to take into account the intake of our pupils which is very likely to be similar to that of our Secondary school and also our nearest feeder schools. One of the challenges that many schools in the area face is the transience and the fact that many children arrive speaking no English and is a number of cases no previous schooling at all. Our curriculum will need to accommodate this and allow for a high degree of differentiation so that children at all levels make outstanding progress.

Nearest School	Number of pupils	FSM	EAL	SEN
Southfields	263	45.8	60.7	19.8
Fredrick Bird	700	46.8	78.6	11.1
Stanton Bridge	421	35.8	74.8	10.0
John Gulson	582	27.9	92.0	8.2
Broad Heath	401	39.5	86.0	9.0

To assist our planning we have drawn on a range of national and international research to help us to construct our curriculum. This will help us to equip our pupils with the skills, attitudes and knowledge to take their place as local, national and international citizens.

In planning our provision we recognise that the curriculum is the whole set of learning experiences provided by the school. At our school we will enhance this provision by extending the school day to meet the needs of all children. This will be optional but we hope that the quality of the provision means that the sessions will be well attended. Funding for these will be an issue for many families and so they will be free.(there will however be small cost for holiday activities but we will actively seek additional funding for these if there are opportunities)

In the following sections we have outlined

- Those elements of the school curriculum which would be offered during school day between 8.45 and 3.30pm. This is the designated school day.
- the types of provision we will offer outside the designated school day which we class as: 8 am – 8.45 and 3.30 – 6pm and school holiday times

The designated school day

The curriculum provision offered by the school in the designated day is the totality of experience. This includes the established routines, the use of recreational times, the roles and responsibilities undertaken by the children and the ethos which is developed. This can be identified as the **implicit curriculum in contrast to the explicitly planned curriculum**. However, whilst we are keen to make this distinction for planning purposes we know that the two areas are mutually supportive and that excellence in one area is heavily interdependent on the other.

Here we focus on the explicit curriculum. This is the taught time of the day when the routines of school life have been accomplished and the focus is placed explicitly on the learning and teaching.

The curriculum plan

Consideration has been given to three key areas:

1. What will be in the curriculum? – content
2. Why will it be in there? - the rationale
3. How will we know when learning has been successful? – Assessment.

What will be in the curriculum?

To plan our curriculum at Sidney Stringer Free School we will use:

- The guidance in the Statutory Framework for Early Years (2012) in Reception years. (further information is provided in the Reception curriculum section.)
- The Statutory guidance in the new programmes of study, for the English National Curriculum core and foundation subjects for Key Stage 1 (Y1, 2) and Key Stage2 (Y3 - 4 and Y5 -6).

We recognise that the National Curriculum is not the full curriculum for the school we will draw on other guidance and sources to design our curriculum. These are outlined in the KS1 and KS2 curriculum section.

The Reception Year

Children will start school in the Reception year at the age of 4. The Statutory Framework for Early Years (2012) will be adopted used to organise, plan and assess learning in seven areas.

The 7 areas are the prime learning goals:

- Communication and language
- Physical development
- Personal, social education (PSED)

and the specific learning goals:

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

Through this provision pupils will acquire the concepts, skills, knowledge and attitudes to learning that are essential to realising their potential and achieve success in the future.

Rationale for planning the Foundation Stage curriculum

Children learn through doing and experiencing. We will plan a range of imaginative starting points around a theme as the framework for learning. Through this approach children will experience the seven areas of learning in an exploratory play based environment both indoors and out.

Using this framework we will provide:

- Activities where children will learn and practice new skills
- Opportunities that build on and extend the children's knowledge, experience and interests.

- Opportunities for children to engage in activities and first hand experiences that do not depend solely on English for success. (Early Years Foundation Stage Profile Handbook, p 15.
- A safe and supportive environment where pupils are prepared to experiment and take risks secure in the knowledge that those adults will value the stage they are at.
- Resources that reflect diversity and that avoid discrimination and stereotyping.
- Activities for children whose ability and understanding are in advance of their language and communication skills.
- Different types of opportunities for parents and carers to participate in their child's learning

A strategy for Assessment in Reception

The Foundation stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage and to summarise their pupil's progress toward the Early learning Goals. This approach will be adopted at Sidney Stringer Free School.

Staff in the Reception class will be skilled in observing young children and will build up a profile of each child's progress. Assessments in the Foundation Stage take the form of observation by all adults working with the children both at home and school.

The evidence is collected during the Foundation stage as the child develops and can take the form of written observations, annotated photographs and examples of recorded independent work. The teacher will complete an assessment each term and then updates the Foundation Stage Profile. At the end of the year children will be assessed in relation to the 17 Early Learning Goals against 3 levels. **Note – each of the 7 areas of learning have sub sections of learning.** These are:

- Meeting **expected** levels of development
- **Exceeding** expected levels
- Not yet reaching expected levels (**emerging**)

Children will have reached **a good level of development** if they have met the Early Learning Goals (which are the expected levels) in the prime areas and specific areas of literacy and maths

Children who speak English as an additional language

The guidance from Ofsted (as indicated in the subsidiary guidance for Inspectors P 10 Section 28) is clear that, learning to speak English is not a special educational need. In line with this guidance practitioners will assess the development of children who speak English as an additional language in their home language as well as English, where possible.

The records will be shared with the Year1 staff to ensure continuity of progress.

Reporting to parents

All records will be shared with parents on a regular basis. At the end of the year parents will receive a written annual report on their child's progress in each area of learning.

Communication language and Literacy

Is one of the 3 prime learning goals Planning for children to acquire the essential skills of:

- Listening and attention
- Understanding
- Speaking

Will take prominence in the Reception curriculum. Opportunities for children to engage in meaningful communication with a range of adults and each other will be created and maximised at all times. All pupils will be introduced to the conventions of phonics as appropriate to their stage of development and a phonics programme will be taught regularly. Where a pupil's first language is not English the adults will plan learning which support them through the early acquisition stages.

The Key Stage 1 and 2 curriculums

Using the Statutory guidance in the renewed English National Curriculum we will follow the programmes of study for the core and foundation subjects for Key Stage 1 (Y1, 2) and Lower Key Stage2 (Y3 &Y4) Upper KS2 (Y5 & 6) these are -

Core subjects: English, Maths and Science

The Foundation subjects: Art and design, Computing, Design and technology, a foreign language (KS2) Geography, History, Music and Physical education to include swimming.

Rationale for planning the key Stage 1 and 2 curriculum

The curriculum for Y1-6 will be designed to meet the needs of the pupils as they progress move the school. The curriculum plan will provide a coherent programme which connects with and meets the needs of our learners at their different ages and stages. We will build an exciting and engaging curriculum which is rooted in our local context. The curriculum will be designed to ensure that all pupils are actively engaged in learning and the reasons for this. The rich range of learning which will make up the overall curriculum plan will focus on supporting pupils to acquire competency and fluency in English. Crucially a key aim of this focus is to enable children to and deepen their understanding of key concepts through regular opportunities to engage in meaningful dialogue with other adults and their peers.

Following the programmes of study will ensure-that:

- Subjects are covered
- A curriculum is planned which is broad ranging
- Skills are introduced and systematically taught.
- Progression is built into the child's learning experiences.

In addition to the programmes of study the curriculum will include:

- Personal, Social, Health and Economic education (PSHE).
- Religious Education
- Spiritual, Moral Social and Cultural development. We will identify subject any specific subject knowledge and cover this in the curriculum plan.

To underpin the curriculum content and develop the depth and understanding necessary to meet the aspirations for our learners we will incorporate -

Key skills into our curriculum planning

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance and problem solving.

In addition at a level appropriate to their development and ability we will ensure that the curriculum is planned so that pupils learn how to:

- Investigate
- Create and develop
- Evaluate
- Communicate

The importance and relevance of these aspects are covered in depth and is described in D2. These are a key feature of our processes for assessing learning and its link to the curriculum plan.

The curriculum will be organised in the following way:

- **Continuous learning**
- **Blocked themed learning.**

Continuous learning

These are the subjects that take place continually each day or week as follows

- **English** will be taught every day. This will include a phonics lesson in Y1 and 2 and a spelling lesson in Y1-6. This will follow the national curriculum closely
- A handwriting lesson will be taught each week in every year group.
- Reading will take place each day in the form of guided reading and reading for pleasure.
- **Maths** will be taught every day and follow the national curriculum closely
- In addition to this discreet teaching opportunities will be planned into other areas of learning to ensure that children have are taught how to apply their communication and mathematical skills.
- Some subjects such as PE , Music, Drama and Computing could be taught by staff from the secondary school and in the case of the older pupils it would make sense for them to be taught in the specialist facilities wherever possible
- **Physical education** will be taught three times a week as part of the school day as well as many opportunities after school. This will include a programme of swimming as there is public swimming pool half a mile from the proposed school site. This will be focussed on year 4 and 5 pupils.
- **Computing** will be taught each week and will be linked into other learning where identified and relevant such as the blocked themes
- **Religious Education** will be taught each week .

- **Music** will be taught each week and all pupils will be offered free musical tuition either individually or in groups but they will then be expected to participate in performances and celebration events as appropriate .

Blocked themed learning.

The other subjects and aspects of learning as outlined above of learning will be designed as blocked 'themes' of learning across the year. They will take place each week and planned to develop over a number of weeks. This will be planned in the first instance by the new Head Teacher for the first few years of intake and after that by Key Stage leaders and senior post holders to allow progression

Balance of subject content and the objectives for each block will be ensured at the medium planning design stage and monitored carefully by the schools leaders. Children will be taught that each subject is a discipline in its own right and will learn how to become skilled at thinking of themselves as historians for example.

Science is a core subject. Science could be taught as part of the blocked themes but we have allowed for a discrete two hours per week as we need to ensure that the pupils are prepared for secondary level science and a world where there is an increasing emphasis on STEM subjects and qualifications. Science will be based mainly on the national curriculum and will aim to be exciting and practical. We want to help create Scientists of the future and develop a passion for curiosity and innovation which Science offers.

We will work closely with the secondary school, but also with local businesses and organisations such as Jaguar Land Rover who have provided one of the directors for the Multi Academy Trust . Another Director is the pro Vice Chancellor at Coventry University which is less than a mile from the preferred site. They have an excellent programme of working with local schools that we would be keen to access.

The blocked themes will draw together the links between learning. Children will be explicitly taught about the interconnectedness of each subject discipline. They will be taught to use their thinking and communication skills to best effect according to the objectives set for the block of themed work.

As the themes are constructed from the Programmes of study for each year group we will be ensuring that progression is planned in. Assessment will be made in relation to the expectations of each block of work. This will build the profile of achievement for each child.

The objectives for themes for each year group will link directly to our aspirations. A basic entitlement to the themes is outlined below. These are not yet divided into as year themes as they can be made specific to the needs and interests of the children. Rather they are seen as basic entitlements for all

- Study in the Hillfields area – visits and visitors to focus on the positive contributions of all members of the community
- Study of the development and impact of Coventry
- Social enterprise projects

- Economic enterprise / computing and Imagineering
- Healthy life styles / budgeting and cooking / sporting experiences/ opportunities to grow their own food
- Working with and going out to work with visual and musical artists.
- Residential at home and further afield.
- Theatre and drama and dance experiences

The English curriculum and how this supports children’s learning in other areas will be given prominence to ensure that all pupils are well equipped with a strong command of the spoken and written word. This is because a high proportion of our pupils speak English as a second language and the speaking and listening skills of many others are often well below those expected for their chronological age. To acquire competency in the essential skills of reasoning, inference and deduction presents an additional challenge for these pupils.

We embrace the purpose for study principles of the National Curriculum and support the view that:

“All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, write and read fluently and confidently are effectively disenfranchised”.

These key aspects will be strands through all curriculum planning to ensure that the expectations are clear and that children are regularly helped to develop these skills.

The English curriculum will include the teaching of phonics in the early teaching of reading. This will begin in Reception and continue into Year 1 when pupils take the phonic screening test. Those pupils who do not meet the required standard will be provided with additional phonics teaching to enable them to reach a proficient standard by the end of Year2.

Maths

Mathematics will be taught daily. The secondary school has a strong track record in Maths with this being a specialism and we want this to extend to the Primary Free school. We want our children to develop a love of Maths and mathematical habits of mind; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Understanding mathematics is an essential life skill and all our children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. We know that there are persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. We will make sure that the structure of the curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps.

Subject knowledge in primary mathematics and research has consistently identified the need for primary teachers to gain a better knowledge of mathematics. We will be able to share good practice across both schools to facilitate this .

ICT

ICT will underpin many aspects of teaching and learning. We will work with our ICT managed service provider to ensure that teachers and pupils have access to the latest technology to support learning and help prepare them for the future. We will support the children to become confident, safe and appropriate users of ICT who are well prepared for a technology rich future. Our ICT activities will also include work with families and the community to build their confidence and expertise and enable them to be able to support their children .

PE

Participation in physical activities should help to improve their self-esteem and confidence and also their sense of wellbeing. The main aim of our physical education curriculum will be to cultivate a love of sport and healthy lifestyle. We will be sensitive to cultural issues that may influence children's participation and that of their families.

We intend that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level and also to participate in competitive activities. We will base our formal lessons on the national curriculum programmes of study and these will be timetabled three times a week. On the other days there will be physical activity sessions before or after school. (more details of these are given later on in this section)

Music

Music will be an important part of our offer to the pupils. Every child will be treated as a developing musician and will take part in a music programme designed to reinforce, develop and enhance all areas of learning. The programme will comprise specific musical skills including singing, listening, playing instruments and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child will learn to play an instrument. There will be an opportunity to sing every day and also a range of other musical activities before and after school and as part of the enrichment programme. We will use the Music teachers and peripatetic teachers from the secondary school to facilitate this as there is capacity in staffing. It will also mean that we can use some of the music specialist facilities and also access a far more extensive range of instruments. The secondary school for example has its own steel pans, drum sets, recording studio and a wide range of musical instruments.

Visual and performing arts

Visual and performing arts develop children's creativity and are powerful modes of communication. They provide the children with opportunities to express themselves and to draw meaning from the world around them. We believe that the arts are not merely supporting disciplines but are integral to the primary years and so the curriculum will be designed to nurture creative and reflective development.

Our visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts in the world outside school. There will be visits to the theatre, galleries, museums and it is expected that there will be a basic entitlement for every pupil to experience this at the end of each key stage.

Display of art work will be important and we would plan to have an annual exhibition of work across both schools to celebrate the achievements of the pupils.

Performing arts will be a key feature of the blocked themes. The secondary school has a large state of the Art Theatre which can accommodate up to 300 people. As well as this it is envisaged that the new Primary Free School will have a large hall so that pupils can showcase their work at every opportunity – within their class, year group, in assemblies or public performances. Each year, a production will be held which will involve every child appearing ‘on stage’. As the school grows the older children will start to take responsibility for producing the show and will be involved in every aspect from lighting to stage management and costumes.

Homework

All pupils will be provided with homework / home learning There will be opportunities for some to do this with teaching assistants and staff at school as part of the enrichment programme. We will also look to purchase programmes which can be accessed on line for parents to work with their children and help them and monitor what homework is being set.

The transition from Reception to Year 1

The curriculum in Year 1 will build on the Early Years Foundation Stage. Pupils entering Year 1 who have not met the Early Learning Goals for literacy will continue to follow the school curriculum for the Early Years Foundation Stage to develop:

- Word reading
- Spelling
- Language skills

Note: the curriculum for pupils who have not yet met the expectations of the Early Learning goals for Literacy will follow the Year 1 English programmes of study (statutory requirements). As pupil’s progress through Year 1 and assessment shows some are still finding difficulty in de-coding and spelling these will be provided with additional support and appropriate systematic intervention will be put in place.

The curriculum will keenly focus on ensuring pupils oral vocabulary is well developed which will amongst other things to enable them to acquire the competencies in the Programme of Study for writing in Y1. Over the year where appropriate, some pupils will be working from the expectations of the Year 2 Programme of study.

A strategy for Assessment in KS 1 and KS 2

Assessing children’s learning at Sidney Stringer Free School will not be an isolated activity because it is central to pupils making progress which is good or better.

Using the programmes of study teachers will identify clear learning objectives for each unit of continuous work or themed work. Clarity at this stage is pivotal to planning for the next stage of learning in the classroom and in meeting the needs of different groups and abilities of children. Teachers will use the key skills identified earlier as a thread through this stage of their planning and use these to contribute to their ongoing and formative assessments of each pupil.

Where pupils are able they will be provided with challenge sometimes through accessing the next programme of study. In addition they will be given opportunities to investigate and explore areas of learning in more depth to enable them to sharpen key skills such as hypothesising and evaluating.

Teachers will use their cumulative understanding of children's assessed learning to make judgements about how successful the children are in meeting the expectations of the learning objectives set for the unit of work. Regular meetings will be held between teachers to moderate their assessments to establish consistency of expectations before judgements are recorded on the child's learning profile.

At this stage it we will be in a position to identify potential underachievement and to put in place strategies, interventions or different teaching approaches to meet the needs of individuals

On the basis of previous assessments teachers will precisely identify the intended learning for individual lessons and share these aspirations for improved learning at the outset with children and other adults. Children will be provided with regular feedback about their progress through the lesson either by adults or through peer assessments. This strategy will maintain the pace of the progress of the learning, model high expectations and serve to support all learners at an individual level.

Pupils will feed regular developmental feedback about their work. Marking will reflect this because it will identify next steps or be used to address misconceptions. Where pupils have achieved good personal standards this will be celebrated and rewarded Children will be given time to respond to marking and to rectify errors before they move to another piece of learning. Children will know the stages of their planned learning journey and will be helped to understand what it is they need to work on next and crucially why.

At the Key transition points the school will share summative assessment information with the child and home through information exchange meetings. This information will be passed on to the next year group or phase together with the outcomes of any statutory tests.

Children will continue to be tested at KS1 and KS2. The expectation for the end of KS1, KS2 in Y4 and KS2 in Y6 are clearly stated. We will ensure that our curriculum provision matches the raised expectation of the new frameworks for English and maths to enable pupils to approach the tests confident in the knowledge that they will achieve the standards required.

Meeting the needs of learners who are vulnerable to underachievement

We recognise that some pupils will need additional support if they are to be successful and confident learners who meet or exceed the expectations for the programmes of study. The school will do all it can to ensure that the needs of any pupil at risk of under achievement are fully met.

We face similar issues as a secondary school and so have developed many strategies to support pupils who face barriers to learning. In many cases it is about appointing specialist support staff and ensuring that we do everything we can to help the children and get them to a position where they are in a fit state to learn. However it isn't just about the support staff it is also about supporting and developing the highest quality teaching so that staff can differentiate and can identify and meet the needs of all the learners in their class. We have an outstanding track record of doing this and feel that many of these skills are transferable.

Amongst those who are considered vulnerable are pupils:

- from socio disadvantaged backgrounds, including those eligible for pupil premium funding
- with low attainment on entry, either to the Reception year.
- transferring to the school and those who have attended several schools
- looked after or in care.
- with additional special educational needs and those with disabilities
- who find accessing the curriculum challenging because their first language is not English
- new to the country and have no English
- that find the expectations of school challenging because they are emotionally upset.

Given the complex and diverse nature of the local community in Hillfields a higher proportion of pupils than average fall into the above groups.

Planning for the child to access the learning opportunities on the curriculum plan and in lessons remains the responsibility of the child's teacher. The focus on oracy and developing speaking and listening skills will feature strongly in teachers planning for learning as will planning learning based on each individual child's needs. However pupils and the families represented in these groups will need additional, sensitive support for to enable them to take full advantage of the learning the school will offer.

The role of the Special Educational Needs Co-ordinator (SENCO) has been given careful consideration because it is central to the success and ambition we have for all children. The SENCO will work closely with the Vice Principal for inclusion of the Secondary school to access the various support and training and identify the most appropriate support for students who need it. The first few years of the new Primary Free School could see a shared role of SENCO across both schools

The SENCO will:

- Maintain an up to date record of the children at risk of underachievement and any reasons for this.
- In collaboration with the class teacher make assessments and identify any individual support or targeted interventions for the child.
- Alongside the class teacher monitor the progress made by the pupils and the impact of any support.
- Monitoring the progress of pupils for whom English is an additional language. Account will be taken of the child's age, length of time in the country, previous educational experience and ability in any other language.
- Evaluate the effectiveness of the provision and where needed make additional recommendations
- Ensure that teachers and other adults are provided with professional development to help pupils to over- come any barriers to learning.
- Be responsible for the ensuring that the learning environment and resources are adapted to meet the additional needs of pupils nurture room.

- Liaise with other agencies or professionals from the Academy to assess pupils learning needs where observations and assessments indicates that quality first teaching and intervention is having minimal impact.
- Work with professionals, home and teachers and the child to put in place strategies to support the identified needs of individual pupils

The teaching assistants will also play a crucial part in the support offered to pupils. Each class will have at least one assistant and in the EYFS there will be two per class. These will work with targeted pupils and be line managed by the class teacher but will also receive coaching and CPD from the SENCO so that there is consistency across the school.

Teaching assistants will help to plan small group work and intervention tasks and will become skilled at meeting the specific needs of the identified individuals in the class. They will be expected to work closely with the class teacher to track pupil progress and to identify targets sharing these with the pupil and teacher and parents. As part of the enrichment programme Higher level TA's will run a number of activities aimed at all pupils but where there are pupils with specific needs they will be targeted and supported.

As well as the SENCO there will be training for all staff on strategies for ensuring that EAL pupils make good progress. There will not be a discrete post to lead on EAL as this is the responsibility of all staff. It is envisaged that much of the CPD for staff on strategies for teaching and supporting EAL pupils will be shared across both the secondary and the primary as there is much in common. Oversight in terms of tracking progress will be with the SENCO until we introduce the Deputy Head post and when this happens the DH will lead on data tracking .

There will be a learning mentor who will work alongside class teachers but also with pupils and families individually and link with the mentors of the secondary school to access appropriate services. One of the main benefits of our free school working with the secondary school and being located close by is that the secondary school has outstanding provision for pupil support “ Sidney Stringer cares for its pupils exceptionally well “ (Ofsted March 2013) Our aim is to use this expertise to set up joint provision and expertise across both schools in order to support all pupils making good/outstanding progress.

At the secondary school we have a family support worker who leads on all safeguarding and Child protection issues. The role is preventative and supportive and we would like to extend this to the primary school. Many of the families will be the same families and so it makes sense to appoint someone who can work closely with the secondary school and be part of the same team and access the same support CPD and contacts with external agencies

Sidney Stringer has a full time Educational Psychologist as well as a counsellor who works 3 days and an Autism expert. We have the capacity to use these staff to support pupils in the primary school and have built this into our budget planning

Looked after children

This will initially be the responsibility of the SENCO until we introduce the family support worker in 2019. They will be responsible for working with the appropriate agencies and ensuring that any allocated funding is used effectively and linking with class teachers to ensure that LAC make good/outstanding progress.

Transition points

Educational research has conclusively demonstrated that pupils and their families are most vulnerable at the point of transition out of one phase of schooling into another. It is clear that where schools focus attention on continuity of provision, including curricular provision in and out of the designated school day that pupils settle and make better progress than schools that pay lip service to the idea.

All our pupils and their families will derive maximum benefit from the continuous provision that belonging to the Sidney Stringer family provides. As part of this commitment we will give due emphasis to planning for and incorporating relevant opportunities into our curriculum prior to the key transition points. We are doing this to ensure that each child and their family can remain secure and confident about the expectations of moving through the phases of the school. Success in this area will mean that all pupils continue to achieve well and enjoy the full range of learning and experiences available.

Our identified key transition points are:

- Entry into Reception from any Foundation stage provision or home.
- Reception to Year 1
- Year 2 to Year 3 (Lower Key stage 2)
- Year 6 to Year 7 (Key Stage 3) – ensuring that all are secondary ready.

and

- Children and families who join the school at any other time of the year. These can be some of the most vulnerable children who may have experienced high levels of transience either within this country or movement from other countries or been subjected to traumatic experiences. We would pre plan contingency arrangements for these eventualities to ensure that support is readily provided. We would aim to sensitively integrate these children into the life and expectations of our school.

Entry into Reception from any Foundation stage provision or home.

The children and families starting in the Reception year at Sidney Stringer may have accessed the first year of the Foundation stage through a variety of pre - school provision. Many will have attended the local LA Nursery School in Hillfields and other children will have spent time in different settings. Some may not have accessed Foundation stage preschool provision at all. We will respect and utilise the knowledge that parents and providers share with us to ensure a smooth and continuous transition. Some settings will have assessed children using the Developmental Matters guidance referred to earlier. This will be used to plan learning.

Reception to Year 1 – we will consider how we organise the learning environment for these children and as stated above continue to provide learning opportunities for the children's stage of development.

Year 2 to Year 3 (Lower Key stage 2)

Year 6 to Year 7 (Key Stage 3) – ensuring that all are secondary ready. The secondary school has an Assistant principal to lead on this and the Key Stage 2 leader will take the lead on this from the primary school. Activities will include :

- Early programmes of transition for the most vulnerable involving learning mentors and SENCO
- Summer school programme free to all with a focus on literacy and sport
- Using KS3 teachers to work at KS2 and vice versa
- Joint learning walks of staff between both schools in core subjects
- Phased introduction of lessons in the secondary school for year 6 pupils
- A week of activities at the end of term in the secondary school
- Key staff such as SENCO, Family worker , learning mentors to liaise with relevant staff and agencies

Provision outside the designated school day

The types of provision we will offer outside the designated school day which we class as: 8 am – 8.45 and 3.30 – 6pm and school holiday times. These activities will be voluntary but we hope to make sure that they are exciting and interesting so that pupils do want to stay. Breakfast and homework clubs

- Sporting, musical and artistic activities
- Gardening
- Cookery
- Musical instrument tuition
- Learn a new language
- Philosophy and logic
- Engineering and designing e.g. Jaguar Formula One challenge which we already run for primary schools
- Intervention for reading , writing and Maths with small group work
- Debating club
- Poetry club
- LARP (role play to link to the secondary school club)
- Additional swimming lessons
- Cycling club
- Maths puzzle club
- Photography
- Activities targeted at G&T such as master classes in sport, maths challenge, debating, learn a new language, free music tuition etc

Holiday activities

We would look to run holiday sessions in all the main school holidays except for Christmas and New year when the school will be closed. The secondary school is a community school open seven days a week and from 6am until 10pm at night. We want the free school to be available to

the community where possible but an important part of the provision will be to offer activities for our pupils in the holiday. Some of these can be jointly run with the secondary school and some will be specifically age related .

Some will be purely recreational and arise from children's interests perhaps from an enriching or inspiring experience introduced during the designated day curriculum.

Others will be based on pupils needs as they transfer from one phase to another. They will be used to provide additional support for those pupils who are not meeting expectations in a particular subject.

Alternatively some experiences will be planned for pupils to follow an independent study with the guidance of a mentor which would include older students from the Academy.

Section D2: Measuring pupil performance effectively and setting challenging targets

To ensure that we meet our high aspirations for each child we will create a strong culture of accountability in the school. This will stem from a shared responsibility for continuous improvement between staff, parents and pupils. It will involve establishing clear expectations across our school community about, how we will help children to achieve their potential.

Setting challenging targets for the attainment and attendance of pupils will form a key element of this accountability culture. As will sharing information with parents on a regular basis about how well their child is doing at school, what they can do to help and how we can help them too. Assessing the achievements, identifying any barriers to learning and remaining resolutely proactive in ensuring that all pupils are enabled to achieve their best, will be placed at the very core of our work at Sidney Stringer Free School.

In turn we will expect children to attend regularly and to get to school on time explaining that children who attend regularly and whose education is not disrupted will achieve more success.

The target setting process. It is our belief that setting challenging targets for pupil performance is a key driver in school improvement. At Sidney Stringer we will implement an annual target setting process where we set performance targets for each cohort based prior performance we will use the information derived from statutory assessments to establish the baseline prior attainment for each child.

Monitoring the school's performance. We will set out expectations in a Monitoring and evaluation policy which will specify our principles and rationale. Monitoring will be systematic and directly linked to improving the quality of learning for all pupils. In essence monitoring will focus on:

The quality of teaching and learning. All teachers will be observed on a regular basis and provided with feedback using the Ofsted judgements. Where any teaching is less than good teachers will be provided with the appropriate level of support within the specified timeframes. Where insufficient progress is made the due process will be followed. In addition we will conduct regular learning walks with a clear focus.

The quality of work in pupil's books. To provide evidence of the impact of teaching on learning and pupil progress over time regular work trawls will take place

The progress and standards achieved by pupils. We will do this by, comparing the outcomes of assessments recorded on pupil tracking records with the quality of work in pupil's books and the progress made in lessons, including the impact of any additional interventions or support.

Pupil Progress meetings. Will be held termly to discuss pupil progress with teachers and challenge, where needed, any underperformance that has been identified through tracking and monitoring. We will not leave issues to this meeting where there is concern that pupils are at risk of underachievement if we do so.

Crucially, to maintain a positive learning culture, all accomplishments will be acknowledged and celebrated. Teachers will always be provided with constructive developmental feedback to help them to improve further

Analysis of the end of KS1 and 2 results. We will use national benchmarking data to make comparisons between the attainment of pupils at Sidney Stringer with those of other pupils in schools nationally and in comparative contexts.

Attendance. Monitoring attendance will be a high priority. We will set targets to ensure that we consistently meet the national average for attendance. Where the attendance of pupils is below that we will set targets for these individuals

Performance Management of teachers. We will implement a system of performance management linked directly to the Teaching standards. Targets for improvement for teachers will link explicitly to identify areas for improvement, to include measurable performance objectives. The targets for improvement will flow from those identified in the current improvement plan. In this way we can ensure a cohesive approach to school improvement. The secondary school already has a robust policy and system in place where pay is linked to performance and this will be adopted by the free school.

School Improvement Planning. At Sidney Stringer Primary school our approach to planning for improvement will be robust and systematic. We will make our expectations for improvement explicit in the annual Improvement Plan (SIP).

Information gathered from all monitoring will inform our plans for improvement. This information will be used to evaluate our effectiveness using the criteria in the Ofsted Evaluation Schedule and to identify precise areas for improvement.

The Improvement plan will:

- State the improvement priorities for the academic year based on the self-evaluation
- Identify expected improvements to performance, in the form of **quantifiable** challenging targets for each priority. These will specify improvements to the quality of teaching based on observations and pupil progress overtime. Where performance in a particular subject or area is lower lessons will be observed in those subjects.
- Quantifiable targets will be set for each cohort of pupils in reading, writing and maths using the information derived from pupil progress tracking.
- Set termly milestones to quantify the improvement specified over the shorter term. These will be linked directly to the targets set for each priority.
- Determine the agreed actions class teachers, other staff and school leaders will take to bring about improvement over the timescale set.
- Identify, when monitoring will take place, the activity that will be undertaken, specify what will be monitored, who will do it and how this information will be shared with the schools leadership.
- Include a termly evaluation of the impact of the actions in relation to the milestones. This will determine that the actions taken are having the required impact and that the school is on course to will meet the outcomes set at the end of the year.
- Take into account feedback from relevant stakeholders .

Using progress measures to set challenging targets. The school will utilise the guidance provided in the Subsidiary Guidance for Inspectors 2013 Pages 11 and 12 when setting expectations about pupils' progress and attainment. For children with additional cognitive need we will follow the guidance on Pages 14 – 17.

All pupils will be targeted to make at **least expected progress** from their prior starting points with most making more than expected progress.

Progress by the end of Reception. We will expect children who start school at a level below, but not significantly below, that which is typical for their age to catch up quickly.

- Pupils who entered Y1 with a **Good level of development** would be expected to achieve at **least L2b+** at KS1. We will target them to achieve at least L2a + and potentially a level 3 by the end of KS1.
- Pupils who attained L2b+ (the national expectation) at KS1 would be expected to achieve at least an L4b+ (the national expectation) at the end of KS2. We will target them to achieve at least L4a + and potentially a level 5 by the end of KS1.
- Pupils who achieved L1 at the end of KS1 will be expected to achieve at least a L3 but will be targeted at L4 in most cases to ensure that they are Secondary Ready

Dispositions for learning. Pupils with good attitudes and a resilient approach to their learning will make better progress. At Sidney Stringer the way in which we will develop our curriculum planning will place a strong emphasis on explicitly planning for good disposition to learning. We will record these as part of our assessment process and include them in our conversations as part of the progress meetings which will take place each term

A commentary on the changes to national arrangements for assessment. We are acutely aware that there are major changes afoot which will impact on how pupils' performance is measured and reported. At Sidney Stringer we will set our sights and expectations high. Our ambition is for the children to be the best they can. Therefore when we evaluate their how well pupils are achieving we will plan for them to be working at a stretched potential level so that their educational performance can be within the top range of the expectations set for the end of each of the Key Stages.

Managing assessment and data. To support the achievement of our aims we will implement robust, transparent management information systems to collect the following **key performance data**:

- Assessments of learning over the year.
- Outcomes from statutory assessments
- Attendance
- Behaviour

The information generated will be monitored and systematically analysed to help us identify strengths and weaknesses or trends and patterns, in these key performance areas. This will include close scrutiny at specific group and individual level to enable us to detect at the earliest stage anything that could contribute to the potential underperformance of any pupil. This data will also be reported to the Directors of the trust on a regular basis.

Assessment

Assessment in Reception. Prior to a child starting in Reception we will build up a profile of them by gathering information from the family, Hillfields Nursery or other providers. To include

- Previous assessments and learning journals
- Specific language, social or medical needs.

This will enable staff to plan appropriate provision from the outset and ensure continuity of experience across the transitional stage.

In Reception staff will make on-going assessments of children's learning across the 7 areas. **All assessments will be made against the age and stage bands in Development Matters.** (This is non-statutory guidance which supports the implementation and assessment of the EYFS Framework). As a guide:

- On entry to Nursery class at age 3 most children are likely to be working within the 30-50 months band. Having shown competence in the 22/36 month band.
- On transfer to Reception class at age 4, most children are likely to demonstrate some of the elements of skill, knowledge and understanding within the 40-60+ months band, in addition to all of the elements in the preceding band for 30-50 months.

The collection of assessment data is a statutory requirement in the Foundation Stage.

Assessment in Reception will take the form of observations by all adults working with the child both at home and school. Evidence of progress will be noted in the form of photographs, written observations and examples of recorded independent work. We will use this information to reach a judgement about a child's level of development in each of the seven areas of learning. We will also evaluate the progress a child is making in the above areas using the characteristics of effective learning (Developmental Matters):

- Playing and exploring
- Active learning
- Creating and thinking critically

Recording progress. Each half term we will summarise and record the child's achievements using the **age bandings** taken from Developmental Matters to for each of the 17 **Early Learning Goals (ELG's)** and assess the a child's competency towards becoming an effective learner.

We will use this information to plan the next steps in learning, including any additional interventions. It will also provide us with clear indications of the likelihood that the child will meet or exceed the Early Learning Goals at the end of the Reception Year.

Tracking progress. Each child will have a separate profile which records their current stage of development in each area in relation to the Development Matters Age bandings. These assessments will be collated each half term to provide an overall view of performance in the Reception class and a cumulative view over time.

We will track the progress of all our identified vulnerable groups, including

- Pupils eligible for pupil premium funding

- Gypsy Roma Traveller pupils
- White British pupils , especially boys

These groups in particular have a history of underperformance when they enter the secondary school.

Assessment in the final term. In the final term of the year in which a child reaches five each child's level of development will be assessed against the 17 Early Learning Goals'. This is a statutory requirement and teachers must indicate whether children are:

- Meeting the expected levels (i.e. the **ELG's**)
- Exceeding the expected levels
- Not yet reaching the expected levels (emerging)

Children will have reached a **good level of development** if they have met the ELG in the prime areas and the specific areas of literacy and maths.

Reporting to parents. Written reports for parents must include:

- A summary of their child's attainment using the 17 ELG's
- A narrative on how their child demonstrated the 3 characteristics of effective learning

Reports will be specific to the child, concise and informative and should help to identify appropriate next steps in learning.

Monitoring progress in Reception. The class teacher will use assessments:

- to identify and plan the next steps in learning for all pupils
- To plan specific interventions and support for any pupil working below expectations.

At strategic leadership level the information derived from tracking will be used to:

- Make the overall baseline judgement about attainment on entry for this cohort.
- Measure the progress made by pupils from the baseline to ensure that progress is made and that all pupils achieve their potential.
- Hold staff to account for the continued progress of pupils.
- Raise questions about the quality of the provision which could account for the underperformance of some pupils.
- Make informed decisions what aspects of the provision could be further improved.

Assessment in Key Stages 1 and 2

Statutory testing at the end of Key Stages. Pupils in Years 2 and 6 will be entered for the end of Key Stage tests, including the teacher assessed writing task. The phonics test will be administered to all Year 1 pupil's any pupil not meeting the standard will be retested the following year.

Assessing learning during the year. The way in which Sidney Stringer assesses learning will be determined by the way we plan for progress in learning. This is described as follows (to be read in conjunction with D1)

Planning to assess learning over time. Known as Assessment for Learning (AfL) and is formative assessment

Prior to introducing a new area of learning teachers will set **broad learning objectives** for the each of the subjects to be taught. At this point from the objectives they will identify subject and skill specific foci **known as Assessment Foci**. These will be used to assess what the children are able to do, know and understand by the end of the period of study.

The objectives will be constructed by the teachers from the relevant National Curriculum Programmes of study for each Key Stage and Year groups. Where pupils are assessed as working below or above the expectations for the year group planning and any assessment will take account of that. Using learning objectives derived from the programmes of study will ensure that a **balance of skills and appropriate content** are taught.

Planning for assessing learning in lessons. To plan for the **progression in learning** the teacher will identify a **learning intention** for each lesson which links back to the broader objective set out in the planning. Learning Intentions focus precisely on outcomes for that particular lesson and more specifically on what children are **able to do, know or understand by the end of that lesson**.

The planned activities will be matched carefully to each assessed child's need. These will be identified through prior assessments and the outcomes of the previous lesson. Crucially during the lesson the teacher will adapt the teaching strategies and activities **at any point to maximise the progress made by pupils in lesson** to enable children to access learning at a higher level or to consolidate prior learning. and is used by teachers to adapt their teaching and raise expectations of learners.

In line with the schools policy for **developmental marking** children will be provided with feedback about how successful they have been and what they need to do next to improve their work. In turn teachers will use this information to construct the new learning, to make revisions to planning to support pupils who were less successful or to plan for more challenging learning for pupils of all abilities.

Pupils will be provided with short learning targets appropriate to their ability and to a stretched ability level to ensure challenge is appropriately managed and children remain motivated by their learning. Children will be taught how to refer to these during their learning and to identify when they have been successful.

Throughout the unit of work teachers will plan for children to demonstrate their understanding by **applying their newly acquired skills and knowledge within a range of contexts** which are relevant to the planned learning. Crucially teachers will also be expected to plan activities for pupils to demonstrate that they are able to apply their learning away from the point of direct teaching. It is here that teachers will make a judgement about what a child can do, understand and knows as a result of the teaching and planned experiences. This is where the learning can be deemed to be secure and deep.

Assessing English and Maths. At Sidney Stringer we have identified that some learning in English and Maths in particular will be continuously taught and take place every day. In these

subjects, although we will follow the same approach to planning and assessing the application of skills, we are mindful that it is the teacher's responsibility to check progress on a very regular basis. In these areas of the curriculum pupils are expected to acquire specific knowledge and this will to ensure that this is the case.

To this end we will instigate a simple recording system using the expectations in the programmes of study which enables teachers to record the acquisition of skills in:

- Phonics during the daily session
- Reading skills during the guided session
- Spelling, punctuation, grammar and vocabulary.
- Mental maths
- Calculation
- Oracy and communication

Recording achievement. This is where we will record our Assessment of learning or summative assessments for each child

Each term teachers will, bring together their observations and assessments of learning, including evidence of children's work, to reach **a summative assessment** for each pupil in the areas of: Maths; English and Science

Teachers will record a pupil's achievement in KS1 and 2 as follows:

- Met the objectives
- Exceeded the objectives
- Not secure in the objectives

And an overall judgement about how secure pupils knowledge and skills are in the Foundation subjects.

Moderation. Teachers in parallel classes will be expected to moderate their assessments to ensure that there is a consistency of expectations. Opportunities will be built into the school year for teachers to moderate their judgements with colleagues from local Coventry schools and others in the trust. Following that, towards the end of each term, we will record the outcomes of each assessment.

Measuring pupil performance effectively is reliant on the confidence of staff to make reliable assessments between the statutory testing periods once the current methodology of using level descriptors is withdrawn. School leadership is committed to ensuring that all staff will be confident about assessing learning and that they will be able to make reliable judgements about a child's current stage of understanding and development in relation to **the expectations in for each of the attainment targets in the programmes of study.**

We will record

- The progress made by each child in every cohort in English and Maths and if they are on track to meet or exceed the expectations at the end of EYFS and the KS1 and KS2
- Current standards in phonics for each child and in Y1 and how near they are to pupils will the meeting the expectations of the national phonics test

- A summative assessment of the skills, knowledge and understanding acquired by pupils in the Foundation subjects, using the methodology outlined in D1.
- This will state if pupils are likely to meet or exceed the expectations for the end of FS, Y1 and Y2 and Y3-4 and Y5-6.
- The impact of any additional interventions, such as language acquisition programmes and specific barriers to learning interventions to include the impact of these on the attainment of pupils entitled to pupil premium funding

Monitoring progress. The class teacher will use assessments to:

- Identify and plan the next steps in learning for all pupils
- Plan specific interventions and support for any pupil working below expectations.

At strategic leadership level the information derived from tracking will be used to:

- Establish current attainment
- Ascertain if the progress pupils are making in a year is sufficient to meet the end of year expectations in Y1 and 2, the end of lower KS2 expectations and KS2 expectations and in particular whether they are on track to achieve at least a L4b+ in reading, writing and maths.
- Judge how well each child is progressing towards, meeting or exceeding the expectations of the attainment targets for the Programmes of study at the end of KS1 and KS2.
- Hold teachers to account for the performance of the pupils in their class.
- Raise questions about the quality of the provision which could account for the underperformance of some pupils.
- Make informed decisions what aspects of the provision could be further improve
- Identify any pupil judged to be at risk of underachievement and plan to eradicate that underachievement through targeted intervention in learning.
- Inform parents about the achievement of their child and any plans to support their learning
- Report current standards of attainment to the local Governing body and the MAT

Tracking progress. Pupil's progress will be recorded twice a term and shared with parents once a term

Assessment at the end of the year. Each teacher will provide a summative assessment of progress to pass to the next teacher.

Reporting to parents. Each child will receive a written report during the summer term and meetings will be held each term to discuss progress, targets and any additional support that maybe required

Section D3 Sidney Stringer Primary Staffing

The school will admit pupils on a phased basis with two forms of entry every year until it is full in 2021 with 60 pupils each year.

Leadership. The intention is to appoint a permanent Head Teacher for September 2014 one year before opening or for January 2015. We want to go for September in the first instance as this will give us time to have a few opportunities at advertising if not successful first time. The Executive Head Teacher of the Multi Academy Trust (who is also the Principal of Sidney Stringer Academy) will lead and support this process and will be very much involved in the setting up of the school as well as recruitment of staff)

The newly appointed Principal can then assist in appointing the rest of the staff. The next phase of leaders will be leaders of reading writing and Maths. The reason for this is to ensure consistency of standards across year groups and to put in a structure to develop schemes of work as well as monitoring and evaluation.

As the school continues to grow we will introduce Key Stage leaders. They will work with the leaders of reading writing and Maths to ensure that all pupils make the appropriate progress as well as developing and supporting high quality learning.

The Deputy Head will be appointed in 2019 as it is envisaged that the Key Stage leaders can deputise in the Heads absence and also there will be close links with the secondary school so there will be leadership support there.

As we introduce new leadership posts these will not automatically have to go internally. We will be in the fortunate position of needing new class teachers every year so we can advertise for a class teacher with leadership responsibility and move teachers around as necessary. This will help with the recruitment of high quality teachers and leaders.

Classroom Teaching. We will appoint 2 class teachers for each year group as well as teaching assistants. In reception there will be 2 teaching assistants but further up the school this will reduce to 1 teaching assistant per class. The Head Teacher will not teach but can support with PPA time and cover for staff absence and CPD. Some of the teaching assistants will be HLTA's and will be expected to plan for and teach intervention for small groups of pupils as well as running after school booster activities and lunchtime activities.

All class teachers will be expected to be flexible as the school expands so that it isn't the case that a teacher appointed as a year 1 teacher will remain with year 1 permanently. We will review each year based on the skills of the staff and the needs of the school.

An important part of the staffing structure will be the flexibility to use staff across both schools. We want to use the specialist teachers in Music PE Art Drama and Technology and Science from the secondary school to teach the older pupils in KS2 across both schools and share facilities. This will allow the primary class teachers to focus on reading writing and maths.

We will only appoint qualified teachers but there will also be a focus on training future teachers. The MAT leads on a schools direct programme and it is envisaged that this free school will become part of our provision. We would also look to recruit from Teach First which has proved for

us to be a valuable provider of quality teachers wanting to work in challenging schools. If we are successful in our bid for teaching school status this will further help in the recruitment of high quality teachers.

Support Staffing. There will be considerable opportunities for economies of scale across the Trust. If we are successful in our bid to have the school built close to our main building then it will be easy for us to have shared appointments. This is particularly important in the phasing in of posts when we will not always need full time staff.

A key feature of our provision will be the wrap around care that will be available before and after school. Whilst it is hard to predict numbers for this as it will be voluntary we have been generous in our estimates and if the numbers are lower we will use this staffing to support in the classroom during the school day.

Continuing Professional Development. All of the staff appointed will follow a relevant induction programme. We already have a rigorous performance management process in place for teaching and support staff. Teaching assistants will be subject to meeting our own internal teaching assistant standards which we have successfully devised and implemented for many years. The support staff will be coached and mentored by colleagues from the secondary school and share in any relevant CPD opportunities

Year 1. The Head Teacher will be the only leader. She/he will be responsible for monitoring/evaluation, oversight of schemes of work, SENCO and designated CP officer. If the Head Teacher is absent or out then the Executive Head will be responsible and in charge.

The Business Manager will work closely with staff at the secondary school and there is an opportunity to fill the rest of these hours at the main school to create a full time post with costs shared across both schools (although would be a Business manager assistant in the secondary school)

The SENCO hours will come from the secondary school as we are in the process of training a second person. The additional teaching of Music and PE will also come from the secondary as we have part time good/outstanding teachers that are part time and would like to teach more hours.

The HLTA's appointed for the before and after school will be part time. The number of hours specified will be split and it is expected that each person will do one hour before school and or 3 Hours after school five days a week.

Year 2. This will be very similar to year 1 with the addition of extra Hours for some of the support staff. We will introduce a part time learning mentor and again use capacity at the secondary school to do this.

There will be 4 class teachers but again the Head Teacher will manage this. If there are absences we will use the Head but have also built in a budget for supply cover if needed. The main school employs 5 cover supervisors and there is a relatively high turnover of these as many go on to be teachers. We will appoint one of these to be a Primary expert and this will give flexibility to meet the needs of both schools.

Year 3 /4. We are introducing a new leadership role – Head of KS1. This person will take a lead on standards and deputise for the Head in his/her absence. The remit will be to ensure that there is high quality teaching and learning and support colleagues in the pursuit of this. They will link closely with the teaching and learning consultants at the secondary school and be part of the network of sharing good practice across both schools. The leadership time for this to happen will come from increasing the number of specialist lessons taught by the secondary staff in Music Drama, PE and technology

Years 5/6/7. These year groups will see the introduction of a KS2 phase leader with a similar role as the KS1 leader and the Deputy Head Teacher. The school will be based in an area of high deprivation and so we plan to invest in the staffing to provide additional support to the school. This will involve the learning mentors and Family outreach officer which could very well be a shared post across both schools as the families will often be the same. The secondary schools has its own counsellor and Educational psychologist as well as autism expert and these services can be shared with the primary school if we plan and staff appropriately in advance.

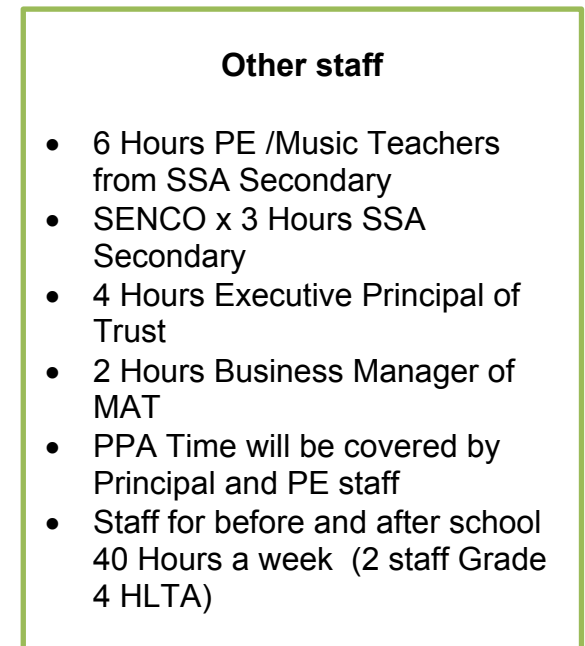
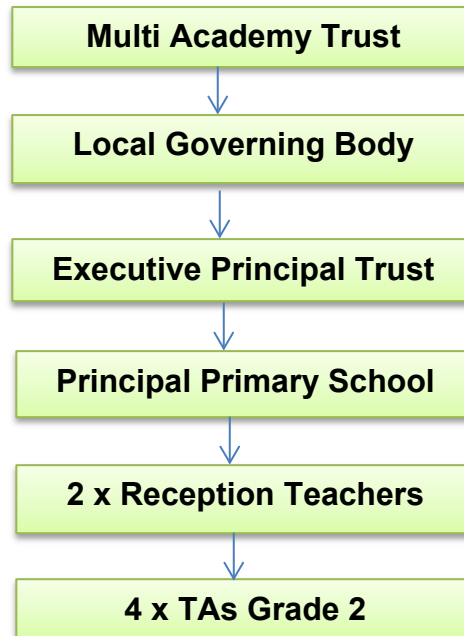
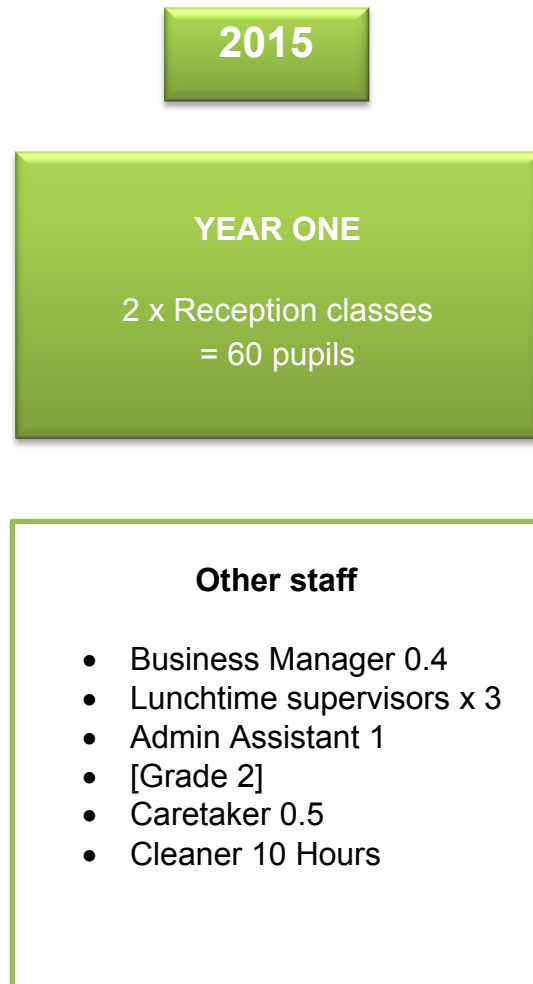
If for any reason the school is not full then we will look to cut back on the two Key Phase leadership roles and have leaders for Maths reading and writing and a deputy Head. We would also cut back on the support staff and it will be relatively easy to do this if the arrangements are shared services with the secondary school .

Staff/Year	2015	2016	2017	2018	2019	2020	2021
Students on roll	60	120	180	240	300	360	420
LEADERSHIP							
Principal	1	1	1	1	1	1	1
Deputy Head					1	1	1
Key Stage leaders			1	1	2	2	2
Leader of Maths Reading and Writing (1 of each)				1	1	1	1
Business Manager	0.4	0.5	0.6	0.8	1	1	1
TEACHING STAFF							
Teachers	2	4	6	8	10	12	14
PE/Music/Drama/Technology Staff from Sidney Stringer Academy (Hours)	6 hrs	12 hrs	22 hrs	28 hrs	34 hrs	40 hrs	48 hrs
SENCO	3 hrs	5 hrs	7 hrs	10 hrs	14 hrs	14 hrs	14 hrs
HLTA's for before and after school	40 hrs	60hrs	60 hrs	80 hrs	80 hrs	80 hrs	80hrs

Staff/Year	2015	2016	2017	2018	2019	2020	2021
SUPPORT STAFF							
Teaching Assistants	4	7	9	11	13	15	17
Admin/Reception	1	1	1	1.5	1.5	2	2
Caretaker	0.5	0.6	0.7	1	1	1	1
Cleaners	10 hours	14 hours	18 hours	22 hours	26 hours	30 hours	30 hours
Lunchtime Supervisors (x1 Hour)	3	4	5	6	6	6	6
Learning Mentors	0	5 hrs	10 hrs	15 hrs	1	2	2
Family Support Worker					0.5	1	1

D3: Staffing Structure

Sidney Stringer Primary Academy



Staffing Structure

Sidney Stringer Primary Academy

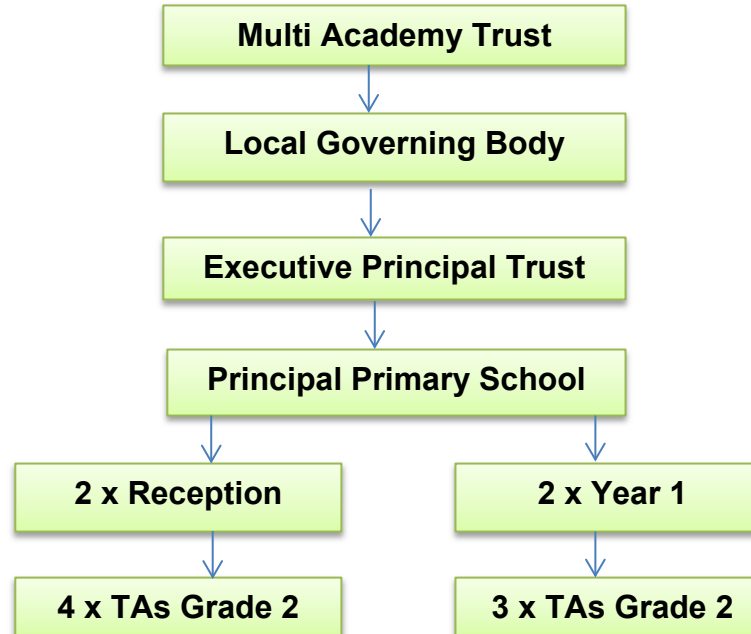
2016

YEAR TWO

2 x Reception classes
2 x Year 1 classes

Other Staff

- Business Manager 0.5
- Lunchtime supervisors x 4
- Admin Assistant 1 [Grade 2]
- Caretaker 0.6
- Cleaner 14 Hours
- 5 Hours Learning Mentor



Other Staff

- 12 Hours PE /Music/ Drama Teachers from SSA Secondary
- SENCO x 5 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 2 Hours Business Manager of MAT
- PPA Time will be covered by Principal and PE staff/Music
- Staff for before and after school 60 Hours a week (3 staff Grade 4 HLTA 20 Hours each)

Staffing Structure

Sidney Stringer Primary Academy

2017

YEAR THREE

2 x Reception classes
2 x Year 1 classes
2 x Year 2 classes

Multi Academy Trust

Local Governing Body

Executive Principal Trust

Principal Primary School

Leadership

- TLR 1c Head of Key Stage 1

2 x Reception

2 x Year 1

2 x Year 2

4 x TAs Grade 2

3 x TAs Grade 2

2 x TAs Grade 2

Non-Teaching Staff

- Business Manager 0.6
- Lunchtime supervisors x 5
- Admin Assistant 0.7 [Grade 2]
- Caretaker 0.7
- Cleaner 18 Hours
- 10 Hours Learning Mentor

Other Teaching Staff

- 22 Hours PE/Music/Drama/ Technology Teachers from SSA Secondary
- SENCO x 7 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 3 Hours Business Manager of MAT
- Staff for before and after school 80 Hours a week (4 staff Grade 4 HLTA 20 Hours each)

Staffing Structure

Sidney Stringer Primary Academy

2018

YEAR FOUR

2 x Reception classes
 2 x Year 1 classes
 2 x Year 2 classes
 2 x Year 3 classes

Multi Academy Trust

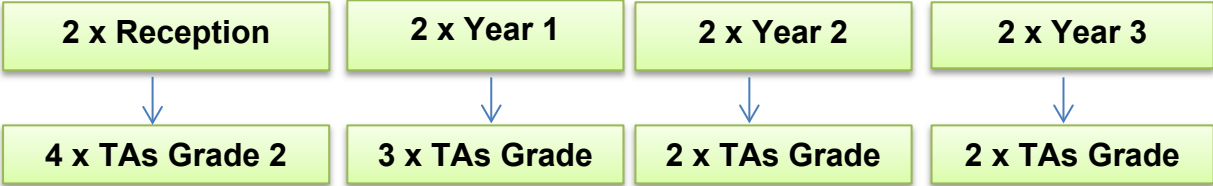
Local Governing Body

Executive Principal Trust

Principal Primary School

Leadership

- TLR 2b Leader for Maths
- TLR 2b Leader for Writing
- TLR 2b Leader for Reading
- TLR 1c Head of Key Stage 1



Other Staff

- Business Manager 0.8
- Lunchtime supervisors x 6
- Admin Assistant Full-time [Grade 2]
- Caretaker 37 Hours
- Cleaner 22 Hours
- 15 Hours Learning Mentor

Other Staff

- 28 Hours PE/Music/ Drama/ Technology Teachers from SSA Secondary
- SENCO x 10 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 4 Hours Business Manager of MAT
- Staff for before and after school 80 Hours a week (3 staff Grade 4 HLTA 20hrs each)

2019

Staffing Structure Sidney Stringer Primary Academy

YEAR FIVE

- 2 x Reception classes
- 2 x Year 1 classes
- 2 x Year 2 classes
- 2 x Year 3 classes
- 2 x Year 4 classes

Multi Academy Trust

Local Governing Body

Executive Principal Trust

Principal Primary School

Deputy Head

Leadership

- TLR 2b Leader for Maths
- TLR 2b Leader for Writing
- TLR 2b Leader for Reading
- TLR 1c Head of Key Stage 1
- TLR 1c Head of Key Stage 2

2 x Reception

2 x Year 1

2 x Year 2

2 x Year 3

2 x Year 4

4 x TAs Grade 2

3 x TAs Grade

2 x TAs Grade 2

2 x TAs Grade

2 x TAs Grade

Other Staff

- Business Manager Full time
- Lunchtime Supervisors x 6
- Admin Assistant Full-time [Grade 2]
- Caretaker 37 Hours
- Cleaner 26 Hours
- Learning Mentor Full time

Other Staff

- 34Hours PE/Music/ Drama/ Technology Teachers from SSA Secondary
- SENCO x 12 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 4 Hours Business Manager of MAT
- 0.5 Family Support Worker
- Staff for before and after school 80 Hours a week (4 staff Grade 4 HLTA 20 Hrs each)

2020

Staffing Structure Sidney Stringer Primary Academy

YEAR SIX

- 2 x Reception classes
- 2 x Year 1 classes
- 2 x Year 2 classes
- 2 x Year 3 classes
- 2 x Year 4 classes
- 2 x Year 5 classes

Multi Academy Trust

Local Governing Body

Executive Principal Trust

Principal Primary School

Deputy Head

Leadership posts

- TLR 2b Leader for Maths
- TLR 2b Leader for Writing
- TLR 2b Leader for Reading
- TLR 1c Head of Key Stage 1
- TLR 1c Head of Key Stage 2

2 x Reception

2 x Year 1

2 x Year 2

2 x Year 3

2 x Year 4

2 x Year 5

4 x TAs Grade 2

3 x TAs Grade

2 x TAs Grade 2

2 x TAs Grade

2 x TAs Grade

2 x TAs Grade 2

Other Staff

- Business Manager Full time
- Lunchtime Supervisors x 6
- Admin Assistant Full-time [Grade 2]
- 2 Learning Mentor Full time
- Caretaker 37 Hours
- Cleaner 30 Hours

Other Staff

- 40 Hours PE/ Music/ Drama /Technology Teachers from SSA Secondary
- SENCO x 14 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 4 Hours Business Manager of MAT
- 1 Family Support Worker
- Staff for before and after school 80 Hours a week (4 staff Grade 4 HLTA 20 hrs each)

2021

YEAR SEVEN

- 2 x Reception classes
- 2 x Year 1 classes
- 2 x Year 2 classes
- 2 x Year 3 classes
- 2 x Year 4 classes
- 2 x Year 5 classes
- 2 x Year 6 classes

**Staffing Structure
Sidney Stringer Primary Academy**

Multi Academy Trust

Local Governing Body

Executive Principal Trust

Principal Primary School

Deputy Head

Leadership posts

- TLR 2b Leader for Maths
- TLR 2b Leader for Writing
- TLR 2b Leader for Reading
- TLR 1c Head of Key Stage 1
- TLR 1c Head of Key Stage 2

2 x Reception

2 x Year 1

2 x Year 2

2 x Year 3

2 x Year 4

2 x Year 5

2 x Year 6

4 x TAs Grade 2

3 x TAs Grade 2

2 x TAs Grade 2

2 x TAs Grade 2

2 x TAs Grade 2

2 x TAs Grade

2 x TAs Grade

Other Staff

- Business Manager Full time
- Lunchtime Supervisors x 6
- Admin Assistant Full-time [Grade 2]
- 2 Learning Mentor Full time
- Caretaker 37 Hours
- Cleaner 30 Hours

Other staff

- 48 Hours PE /Drama/ Music/Technology Teachers from SSA Secondary
- SENCO x 14 Hours SSA Secondary
- 4 Hours Executive Principal of Trust
- 4 Hours Business Manager of MAT
- 1 Family Support Worker
- Staff for before and after school 80 Hours a week (4 staff Grade 4 HLTA 20 hrs each)

Section D4 Not applicable – no religious ethos

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	-	53	88	60	-	11	18
Year 1					60		53	88
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Totals	60		53	88	120		64	53

Section E: Evidence of need – part 2

Background

The most recent data from the Office for National Statistics (ONS) estimated the total population of Coventry in 2009 to be 312,800 people. Significant growth in the population size of Coventry is forecast by the ONS; it is projected to reach 324,400 in 2014.

The population of Coventry is younger than average. The city has an average age of 35.1 years, more than four years younger than the English average of 39.4. This is partly due to natural growth and also to the presence of the city’s two universities; the 20 to 24 years age group is the largest age group in the city.

Just over a quarter of the population in Coventry are from Black and Minority Ethnic (BME) Groups (26% in 2007). In the same year about a third of children in Coventry's schools were from a BME background; by 2009-10 Coventry's school population had become more diverse still. The younger age structure of the BME communities in Coventry means that ethnic diversity is set to increase and it is estimated that by 2031 just over a third (35%) of the city's population will be people with a BME background.

The average annual household income in Coventry is estimated to be £31,965, about 10% lower than the England average of £35,409. It is estimated that 18,875 dependent children under the age of 20 live in poverty (27%). This is a slightly higher rate than in the West Midlands and in England as a whole.

School Places

Data provided for the department for Education's (DfE) 2012 School Capacity Collection (SCAP) indicated that considerable pressure on reception places will continue over the next few years. Compared with September 2012, the pressure on places should ease (based on current information) with a predicted surplus of 161 (3.6%) places city-wide but there is an anticipated shortfall of 132 (3%) places for September 2014 – a minimum of 210 permanent additional places will therefore be required to cover this shortfall and leave a 1% level of surplus across the city (the local authority normally aims to achieve between 4 and 5% above forecast figures to enable a reasonable degree of parental preference to be exercised).

In September 2012, although there were sufficient school places available for the city wide reception cohort, there were insufficient places to meet parental demand in some parts of the city. In some Wards children have been unable to attend a reception place in their catchment area school or where their siblings attend school.

Since 2008, the City Council has been working on a strategy to accommodate the increase in demand for primary school places by systematically analysing school sites and providing additional permanent accommodation on sites capable of expanding and where demand was strong.

It is anticipated that the new school would be located in the Local Authority's planning area 1C and data provided for the Dee's 2012 SCAP indicated that this area is under particular pressure. Schools within the planning area are at capacity despite a substantial increase in the number of permanent places. The majority of schools capable of expansion have already had their numbers increased and these higher numbers have been factored in to the SCAP forecasts.

Despite the expansion programme which included a number of "emergency" reception places for September 2012, planning area 1C continues to experience pressure on

places and local authority figures show that the proposed new two form entry primary school within this area would help to meet currently identified need without having an adverse impact on other schools within the planning area.

Year R places in Planning Area 1C

	Year 2011/12	Year 2012/13	Year 2013/14	Year 2014/15	Year 2015/16	Year 2016/17
Number on roll/ Forecast	401	435	475	515	499	499
Capacity	405	435	435	435	435	435
Difference	+ 4	=	- 40	- 70	- 64	- 64

Source: Coventry's 2012 School Capacity Collection return to DfE

Additional primary places				60	60	60
Deficit				- 10	- 4	- 6

An increase in house building in the city has placed additional pressure on school places city-wide. * those most likely to impact on the proposed Sidney Stringer Primary School but all additional build will increase the city-wide pressure on places:

- ***Paragon Park (Foleshill).** Planning permission for 450 houses although currently being scaled down due to costs in treating land contamination;
- ***Humber Road – former Peugeot site.** Planning permission for 1,168 houses of which 441 have been completed to date, the balance expected to be completed within the next 5 years.
- **Banner Brook (Tile Hill).** Planning permission for 1065 houses of which 635 have been completed leaving a balance of 430 for completion within the next 5 years.
- ***Former Foleshill Road Depot.** Planning permission for 143 houses, a significant number of which are likely to be 1 or 2 bedroom apartments
- **Former Courtauld's Acetate Site (Little Heath).** Planning permission granted for 400 houses.
- **Former Marconi Site (New Century Park).** Planning permission for 450 houses – work has recently commenced on site.

The Local Authority calculates primary pupil yield from new housing developments on the basis of 22 primary places per 100 houses, equivalent to 385 additional places within the locality of the new school.

Many different communities have settled in Coventry in recent years. The largest numbers include representatives from Polish, Nigerian, Somalian, Cameroonian, Chinese and Roma communities. There are over 100 languages spoken in Coventry. 9% of households in Coventry do not have any person resident with English as their first language - this is twice the figure for England (4.4%).

Inward migration has had a significant impact on upon school places as many young families have moved into the area. The Council's Minority Group Education Support Service have carefully monitored the impact of new migrants on schools within the city and based on previous experience, anticipate that the accession of the new European Union member states, Romania and Bulgaria, in 2014, will again bring a significant increase in the number of families with young children. Traditionally, the areas around St Michael's Ward and Foleshill Ward, with their preponderance of private rented accommodation, have been the focus for immigrants to the city and the greatest pressure on school places has been experienced in these areas.

School Performance. A survey of schools within a one mile radius of the proposed Free School identified the following Primary Schools:

Schools	Distance	Phase	Type	Age range	Town
St Mary and St Benedict Catholic Primary School	0.251	Pri	Voluntary Aided School	3-11	Coventry
Southfields Primary School	0.365	Pri	Community School	3-11	Coventry
John Gulson Primary School	0.408	Pri	Community School	3-11	Coventry
Frederick Bird Primary School	0.566	Pri	Community School	3-11	Coventry
St Osburg's Catholic Primary School	0.699	Pri	Voluntary Aided School	3-11	Coventry
Bablake Junior School	0.783	Pri	Other Independent School	2-11	Coventry
All Saints Church of England Primary School	0.787	Pri	Voluntary Controlled School	4-11	Coventry
Gosford Park Primary School	0.802	Pri	Community School	3-11	Coventry
Broad Heath Community Primary School	0.811	Pri	Community School	3-11	Coventry
Spon Gate Primary School	0.902	Pri	Community School	3-11	Coventry
Radford Primary School	0.914	Pri	Community School	3-11	Coventry
Stoke Primary School	0.924	Pri	Community School	3-11	Coventry
Sacred Heart Catholic Primary School	0.983	Pri	Voluntary Aided School	4-11	Coventry



Primary Schools within a one mile radius of the proposed Free School

A review was undertaken of the comparative performance of 12 of the 13 identified schools. (Bablake Junior - Independent School was excluded for comparative purposes):

English as an Additional Language (EAL). The percentage of pupils with EAL ranged from 9 to 96% across the 12 schools (England Average for State Funded Schools – 15%). Four schools had pupils with 30 – 50% AEL and a further four schools had between 65% and 96% of pupils with EAL. The proportion of EAL pupils at the secondary school is 84%

Statement of Educational Need (SEN). Numbers of pupils with SEN ranged between 7 and 21% across all 12 schools compared to the England average of 11%. Eight of the schools had between 18 and 29% of pupils with SEN.

Key Stage 1. Key Stage 1 results indicated that low attainment levels ranged between 7 and 42% compared to the England average of 18%. Middle attainment levels ranged between 53 and 80% compared to the England Average of 57% and high attainment levels ranged from 0 to 26% compared to the England average of 25%. Ten of the twelve schools did not reach the England average for high attainment levels.

Key Stage 2.

	Level 3 or below		Level 4 or above		Level 5 or above	
	Comparator schools	England average	Comparator schools	England average	Comparator schools	England average
Mathematics	3 – 29%	18%	71 – 94%	82%	7 – 45%	35%
English	0 – 38%	19%	63 – 100%	81%	7 – 45%	32%
Science	3 – 38%	15%	63 – 97%	85%	7 – 45%	35%

Source: Department for Education. Teacher Assessment results.

Progress measures

Data indicated that predicted progress in English and Mathematics between 7 and 11 years is good in the majority of the comparator schools with a range of 79 - 96% making expected progress in English (England average 84%) and 64 – 100% making expected progress in Mathematics (England Average 83%). Whilst good progress is demonstrated, overall levels of attainment are below the England average in most cases.

Ofsted Inspections

Overall, Coventry has a disproportionately high number of schools in categories “requiring improvement” and “inadequate” see Section A, Table 2. Although there have been improvements recently there are still too many primary schools that are underperforming in the city.

Section E2: Evidence of Need - Engagement with the local community

Stakeholder groups were identified and consideration given to the most appropriate way to engage with each, ensuring a mixture of written information and opportunities for face to face discussion. This included a programme of raising awareness in the local community, gaining commitment from prospective parents, engaging with elected members and key individuals within the local authority, education and childcare providers and with the local media. The table below outlines the comprehensive range of activities that we have employed to gain support and commitment from our local community.

Stakeholders	Method of Engagement	When
Parents and carers Existing Academy pupils	<ul style="list-style-type: none"> Produced information leaflet on Free School including section on Frequently Asked Questions 	From 14 Oct
	<ul style="list-style-type: none"> Parental survey form made available for Open evening at Sidney Stringer Academy 	19 September
	<ul style="list-style-type: none"> Parent survey and information available on Sidney Stringer Academy web site 	3 October
	<ul style="list-style-type: none"> Information leaflets and survey forms available at Sidney Stringer Academy Community Charity Fair 	23 November
	<ul style="list-style-type: none"> Developed web site and content specifically for proposed Sidney Stringer Primary School. www.sidneystringerprimary.org.uk 	Live from 21 November
	<ul style="list-style-type: none"> Information/poster distributed to local health centres, pharmacy and GPs 	Commencing 8 November
	<ul style="list-style-type: none"> Free School briefing meeting held to provide an overview of proposals and to give an opportunity for questions and answers. 	2 December
	<ul style="list-style-type: none"> Twitter feed/ letter to current parents/pupils with link to web site 	Commencing 25 November
Local people	<ul style="list-style-type: none"> Pop up banners display banners produced to use at Academy events and in reception to raise awareness of proposals. 	Available from 23 November
	<ul style="list-style-type: none"> Information/poster distributed to local faith centres 	Commencing 8 November
	<ul style="list-style-type: none"> Information/posters distributed to local shops 	Commencing 23 November
Sidney Stringer	<ul style="list-style-type: none"> Whole staff briefing 	September
	<ul style="list-style-type: none"> Senior management engagement in developing the vision for a through school 	4 October
	<ul style="list-style-type: none"> Regular Free School team meetings to monitor 	Weekly/fortnightly

Stakeholders	Method of Engagement	When
Academy staff	progress against the project plan and communications plan	meetings from September
Local Education/ childcare partners	• Meeting with [REDACTED], Hillfields Nursery to gain support for proposal and for parent briefing sessions	8 November
	• Meeting with Hillfields Nursery parents - 11.30 and 13.00 hrs	20 November
	• Mailing list collated for over 50 nurseries, Children's Centres, and childminders within a 1 mile radius of proposed school and information/poster/survey forms sent out including invites to Open meeting on 2 December	Week commencing 8 November
	• Individual meetings with local Primary Headteachers to share proposals and gain support	September
	• Secondary headteachers briefed on new proposal	October and 21/22 November
Coventry City Council elected members	• Briefing of Ward Councillors and residents at local Ward Forum	16 October
	• Report progress on application to Cabinet Member for Education	Throughout application period
	• Briefing of Leader of Council	5 November
Coventry City Council staff	• Chief Executive and key senior staff briefed	Various dates in Sept/October
	• Meeting held with Data Team Leader re. performance data	8 October
	• Meeting held with Head of Strategic Planning re. place planning data and site availability	24 September 8 October
	• Liaison with Assistant Director City Development about potential sites	12 October
Local press and radio	• Press release issued	25 November
	• Information to Cov and Warks radio	20 November
	• Radio interview broadcast	21 November
Education partners - national	• Registration with Department for Education	14 November
	• Early notification of Education Funding Agency re. site of interest	27 November
	• 1:1 surgery with NSN advisor	16 September
Academy Trust Board	• Seek approval of proposal by Trust Board	June 2013
	• Update reports to Trust Board meetings	26 November
	• Brief and seek approval for governance arrangements	26 November

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience. CVs for all named individuals are included in the annex. Please note that all individual have been approved within the last 6 months for the Sidney Stringer Academy Multi-Academy Trust

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
[REDACTED]	Yes - Lead education role	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1245 512 1644 552">• [REDACTED] 	2 days a week

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
██████████	Yes - Finance and business management	██████████	<ul style="list-style-type: none"> • ██████████ 	1 day a week
██████████	No - Chair of Sidney Stringer Multi Academy Trust	<ul style="list-style-type: none"> • ██████████ 	<ul style="list-style-type: none"> • ██████████ 	3 hours a week

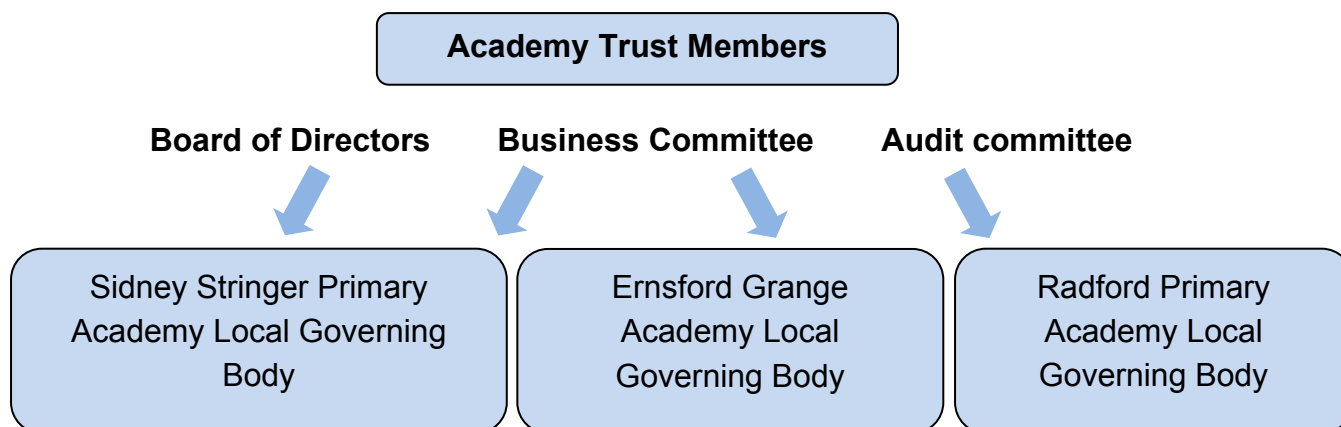
Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
██████████	No	██████████	<ul style="list-style-type: none"> • ██████████ 	As required
██████████	No	<ul style="list-style-type: none"> • ██████████ 	<ul style="list-style-type: none"> • ██████████ 	As required
██████████	No	<ul style="list-style-type: none"> • ██████████ 	<ul style="list-style-type: none"> • ██████████ 	As required
██████████	No	<ul style="list-style-type: none"> • ██████████ 	<ul style="list-style-type: none"> • ██████████ 	As required
██████████	No	<ul style="list-style-type: none"> • ██████████ 	<ul style="list-style-type: none"> • ██████████ 	As required
██████████	Yes	██████████	<ul style="list-style-type: none"> • ██████████ 	

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Primary Curriculum expertise	<p>We have already met and interviewed a Senior Primary school consultant who is responsible for supporting schools in a neighbouring county. She would be willing to provide support which will be paid for out of the pre-opening budget. However in order to ensure that we have the very best advice and support we would invite applications and expressions of interest by advertising and appoint the best candidate</p> <p>We also intend to appoint the Head Teacher as early as possible ideally for September 2014 one year before opening but, if not, January 2015. This post holder will be responsible for providing schemes of work and resources for the first two reception classes.</p> <p>██████████ who is one of the Multi Academy trust Directors is an ex primary school Head teacher (Judged to be good) with an established track record that we can draw upon.</p>

Section F2: Sidney Stringer Primary Governance arrangements

The Primary school would join the Sidney Stringer Multi Academy Trust and a governance structure is already in place for this and this has been approved by the DfE as part of our application to become a sponsor in May 2013. There are clear roles and responsibilities in place for members, directors and local governing body members



1. Trust Members

Role: Overall strategic responsibility for the Trust and the appointment of Directors.

- Pro Vice Chancellor Coventry University
- Head of Community relations Jaguar land Rover
- Chair of Sidney Stringer Academy
- Retired Secondary School head teacher and newly appointed chair of governors for Radford primary school
- Chair of Ernsford Grange
- Senior Manager of BDO accountants

Terms of reference: To determine the board of directors

2. Board of Directors

Terms of reference for the board: *Strategic oversight, setting visions and policies for the Trust, governance, contractual relationships with third parties*

Vision and Accountability

- setting out the vision for the Trust and its application at both Trust and academy levels
- determination of corporate strategy and planning
- compliance with all legislation, charity and company law
- Reports to the Academy Trust Members.
- Sets the terms of reference for the Local Governing Bodies (LGBs).
- Appoints Chairs to LGBs

- compliance with Articles & Funding Agreements determining the admissions policy and arrangements for each academy (in accordance with the law and DfE codes of practice)
- setting HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each academy, including the performance management policy and pay policy
- setting other Trust wide policies such as health & safety, CRB etc
- has the power to overrule decisions made by its sub-committees and the three LGBs
- oversight of PR to promote activities of the Trust and academies in the wider community

Standards

- oversight of standards and outcomes across the Trust
- annual target setting for the Trust in general and for individual academies
- regular reviews of performance across the Trust
- support and intervention strategies for individual academies
- oversight of key performance data on a Trust and individual academy basis
- power to withdraw delegated powers from a LGB and, if necessary, disband it

Appointments and training

- ensuring processes in place for appointment of Trustees and Governors of LGBs
- appointing the Principals (in consultation with the LGB), the clerk to the LGB and the Responsible Officer
- responsibility for the performance management of the Executive Principal and the Principals in consultation with the LGB)
- appointment and oversight of cross academy staff
- training and evaluating the Trustees & Governors

Composition of board

- Pro Vice Chancellor Coventry University
- Head of community relations UK Jaguar Land Rover
- Current Chair of Sidney Stringer Academy Trust
- City College Coventry –nominated representative
- Retired Secondary school Head teacher and new Chair of Radford Primary school
- Retired (September 2013) Primary school head teacher school judged to be good with outstanding features)
- Chair of Ernsford Grange
- Accountant/finance director
- Executive Principal of the Multi Academy Trust

The Chair will be elected by the Trust. The board will appoint chairs to lead each of the 4 LGBs from this board.

Example of core agenda for a Board meeting

- Progress toward Academy Improvement Plan targets of each school
- Report on performance from Sidney Stringer Academy Local Governing Body
- Report on performance from Ernsford Grange Local Governing Body
- Report on performance from Radford primary Local Governing Body
- Report on performance of Sidney Stringer primary
- Report on performance from Business Committee

- Reports from any other committees set up by the Board
- Policies to be reviewed

3. Local Governing Body

The powers delegated to each governing body will depend on the circumstances of each school. The principle is to enable each academy judged by OFSTED to be good or better to have a high and equal level of autonomy whilst an academy judged to be less than good to receive only a limited amount of delegation from the Board of Directors. Limited delegation means that all decisions will have to be ratified by the Board of Directors. The size of the Governing body will depend on the size of the school.

Role:

- Day to day running of the academy, carrying the Trust's vision, policies and priorities forward, holding academy leadership to account
- Vision and Accountability
- implementation of actions required to comply with legislation and the funding agreement
- implementation of policies and plans agreed by the Board (e.g. admissions, CRBs and the academy's financial plan)
- Appointing lead governors to have oversight of key areas such as SEN, Safeguarding and Health and Safety
- oversight of the curriculum and curriculum policies to meet statutory requirements
- Standards
- holding academy SLT to account for academic performance,
- quality of care & provision
- setting ambitious annual targets for performance and regularly reviewing progress
- oversight of the quality of teaching and learning across the academy with detailed knowledge of strengths and weakness
- ensuring that the academy has appropriate intervention and support strategies in place to deliver high quality teaching and learning in all areas
- overseeing the distribution and effectiveness of pupil premium funding
- monitoring academy data

Appointments and training

- monitoring local HR activity and policy, e.g. ensuring the process for local performance reviews of staff is within the parameters for the particular academy
- managing the employment and performance management of all staff employed by the academy and managing disciplinary matters in accordance with the set policy
- considering whether any changes are required to staff terms and conditions (making the amends requires the consent of the Board)
- raising concerns if it is felt that appropriate training and development is not being provided
- Governors take part in regular self-review

Example of core agenda for a Local Governing Body:-

- Progress toward School Improvement Plan targets (includes curriculum development presentations etc.)

- School Staffing
- Report on progress toward pupil progress targets
- Report on attendance, behaviour admissions and safety
- Report on quality of teaching and learning
- Matters arising from Board of Director meeting
- Matters arising from Business Committee meeting
- Reports regarding specific school initiatives/issues

Composition of the Local Governing body (Total = 13). Full delegation.

Chair	1	(Appointed by Board of Directors)
Parents	2	(Selected by the LGB)
Staff	2	(Selected by LGB)
Community Governor	up to 7	(Appointed by Board of Directors)
Principal	1	(From the 'home' school)
Executive Principal in attendance		

Consultative LGB (TOTAL = 13).

Chair	1	(Appointed by Board of Directors,
Parents	2	(Selected by Directors)
Staff	2	(Selected by Directors)
Community Governor	up to 7	(Appointed by Board of Directors)
Principal	1	(From the 'home' school)
Executive Principal in attendance		

Business Committee

Role: oversee the finances of the Trust and the academies

- establish a funding model for use across the Trust and the academies
- agree each academy's annual budgets (in consultation with the LGB)
- compliance with Academies Financial Handbook
- oversight of finances of each academy
- the development of a revenue generation policy
- determination after consultation with each academy the extent of services provided centrally to the academy and the allocation of cost
- oversight of the effectiveness of the delivery of centrally provided services
- establish processes for local management & maintenance of assets and appropriate registers
- seeking VFM and ensuring resources are applied appropriately at academy level
- monitoring and reviewing expenditure regularly
- delivery of income generation activities
- maintaining proper accounting records and preparing expenditure and balance sheets as required notifying the Trust of any changes to fixed assets used by the academy
- supporting the Board in relation to the annual budgetary process
- manage the academy's cash flow
- observing proper levels of delegations & protocols

Composition (Total = 6)

Chair	1	(Appointed by Chair of Board, staff)
Chairs of Local Governing Bodies	3	
Finance representative from Board	1	(Appointed by Board of Directors)
Business Manager of the Trust	1	
Principal of each school	(Non-voting) 3	
Business Manager of each school	(Non-voting) 1	

The Board of Directors and local governing Bodies will meet at least 4 times a year and twice in the autumn term. The committees will report to Board meetings through the year after the first Board of Directors Meeting has taken place in September.

Key expectations. The head teacher of each school will provide the following as a minimum for the LGB and a summary for the board of Directors:

Autumn term

- A comprehensive written report on examination/ test results which will also be presented to the LGB of each school
- Targets for the following year and progress towards them
- A detailed Head teachers report to governors in the second half of the term covering all key aspects of school life including T&L, Monitoring and evaluation, update on performance management . Enrichment, Community, Business and enterprise, site issues, student voice etc.

Spring term

- A detailed Head teachers report to governors in the second half of the term covering all key aspects of school life including T&L, Monitoring and evaluation, update on performance management, Enrichment, Community, Business and enterprise, site issues, student voice etc.
- For secondary schools a presentation and summary of Raise on-line
- An accurate account of current performance/ standards and progress towards targets

Summer term

- A detailed Head teachers report to governors in the second half of the term covering all key aspects of school life including T&L, Monitoring and evaluation, update on performance management . Enrichment, Community, Business and enterprise, site issues, student voice etc.
- An accurate account of current performance/ standards and progress towards targets

The Multi-Academy trust will be accountable externally through OFSTED inspections the range of required auditing processes proscribed by the Department for Education and the Education Funding Agency. There will also be a rolling programme of reviews led by external consultants who will be appointed according to a best value process.

Conflicts of interest will be covered by a policy document. Directors or governors will be expected to declare any conflict of interest before an agenda item is discussed and withdraw from the meeting for that item.

The trust will appoint its own clerk to work across all of the meetings.

F3 (a) Proposed governors **The Chair of the Governing body has been identified. A CV for [REDACTED] is included in the annex.**

The LGB will also comprise of: Parents, 2, selected by the LGB; Staff, 2, selected by LGB; Community Governors, up to 7, appointed by Board of Directors; Principal of Sidney Stringer Primary Academy and Executive Principal (in attendance).

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] 	[REDACTED]	As required

F3 (b) Skills gap for governing body

Chair of Governors identified – see F3(a) above.

Section F4: Recruitment of the Principal

We will begin the process of planning for the recruitment as soon as we know about the outcome of our bid. The intention is to appoint for September 2014 a year in advance of the opening of the first intake in September 2015. The reason that we want to begin so early is that we want to give ourselves time to advertise again if we are unsuccessful in our first attempt. This means that we would either appoint for a September 2014 start or a January 2015 start.

The Principal of the primary school will be line managed by the executive Principal of the Multi Academy Trust who has 7 years successful headship experience and currently a leader of a school judged to be outstanding and in the top 6% of schools nationally for pupil progress. The Executive Principal also has expertise of supporting another local primary school and so has a good understanding of the key challenges and issues facing a primary school.

This means that we do not necessarily have to appoint an existing or experienced head. With the leadership support from Sidney Stringer Academy we could appoint an outstanding Deputy Head and this will widen our field. We think that the structure of working closely with leadership team of the main secondary school will be a good recruitment incentive. The Successful candidate would become part of the senior leadership team of the school and this would ensure that in the first few years as the school is building up to capacity there is a sense of belonging to a team and an opportunity to share good practice.

NPQH

We would not insist that the successful candidate has completed the NPQH . The reason for this is that if we are willing to consider a strong deputy head with a good track record they might be in the process of still completing it. We will stipulate that it is desirable but not essential. However if they have not completed it we would want them to complete it once appointed.

Advertising

We will look to use the services of one of the experienced agencies such as HAYS or TES Prime. The cost of this is usually about £8K and has the benefit of the fact that they do not get paid in full until they have found a candidate that you are willing to appoint. The cost of this will be met from the start up grant. They also have a considerable bank of contacts and access to teachers who are interested in promotion. The Primary school already has a website and this will be used as a point of contact and also to advertise.

The Salary Level

The post will be advertised on a salary of **L 19-23**. The reason for this level is that it is a school in a very challenging and deprived area and we need to make sure that the salary is higher than that of a deputy in similar schools with 2 form entry. We would also be willing to offer R&R for the right candidate. If we pitch it any lower then we will only attract deputy Heads, if we put it at this level we widen our field to existing heads as well. The post holder will be appointed on Teachers pay and conditions as this is the case for the other schools in the trust and we do not want to have schools with different systems in the trust.

Recruitment Process

We have already had experience of doing this with the other Primary School that is part of the Multi Academy Trust.

The process would include the following:

- A high quality information pack
- The requirement to submit evidence of successful school leadership and improvement as part of the application form.
- An opportunity for interested candidates to come and visit Sidney Stringer Academy and meet the Executive principal and talk through plans. (there will be no school to visit at this stage)
- Shortlisting with the recruitment specialist and the Executive Principal and some of the Directors of the Trust as well as Chair of the primary Local Governing body. The Multi Academy Trust SIP will also be part of this process as well as possibly a Primary School Consultant which we are intending to commission.

Interview Programme

This will be slightly different to the appointment of a head of a normal school as there is no school to see at this stage it will include the following

- Delivering an assembly at the Primary school in our Trust
- Data exercise where we give them data from a primary school and ask them to analyse the key headlines and produce a brief action plan
- Candidates to observe a lesson in the primary school in the MAT or at the local teaching school and then they will be observed giving feedback.
- A panel interview consisting of pupils from Sidney Stringer Academy and also the Primary School in Trust
- Formal interview with a panel consisting of the Executive Principal, Chair of the Multi Academy Trust, Chair of local Governing body, Ex retired Head of a local Primary school who is now a director, Primary consultant and also any other of the local governing body members who are interested.

Job description

The Job description will be based on Head Teachers standards. The key role will be to:

- Provide outstanding leadership of the school Provide access to the best possible education for every pupil to secure high standards
- Manage the school resources effectively
- Promote and secure wider community and stakeholder involvement and collaboration in the school

Key Areas of Responsibility

The roles and responsibilities are in line with roles identified in the School Teachers' Pay and Conditions Document 2011 and within the range of teachers' duties set out in that document. This includes working in close partnership with the Sidney Stringer Multi Academy Trust, The Executive Principal of the trust, Sidney Stringer Primary local Governing Body, SLT, colleagues, parents and appropriate external agencies to ensure that the school's vision and strategic plans are effective and relevant to the school and its community. This includes:

1. Leadership & Strategic Development

- Provide strategic leadership that secures the delivery of high standards of attainment and personal development for all pupils and staff
- Provide leadership in the development of innovative teaching and learning and extended community activities
- Ensure that all statutory requirements are met.

2. Standards

- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met
- Develop and implement a broad and relevant curriculum which embraces innovative approaches to teaching and learning, and is at the forefront of best practice, to meet the needs of all pupils
- Monitor and evaluate the curriculum for both quality and value for money
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school wide focus on pupils' achievement which engages the support of parents/carers and the assistance of other stakeholders
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance
- Develop an ethos and structure for managing behaviour which enables each pupil to achieve their potential, including the management of pastoral care, pupil welfare and effective anti-bullying procedures
- Maintain effective assessment, recording and reporting systems of pupil progress

- Involve pupils, as partners in the learning process, in the development and decision-making of the school.

3. Leading People

- In partnership with the Governing Body, lead the selection, appointment, deployment and management of high-quality staff to ensure that effective learning takes place throughout the school
- Create, maintain and enhance effective working relationships with staff, including consultation with professional associations, as appropriate
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of the school
- Manage the effective deployment and performance of all staff by supporting and ensuring their professional development
- Involve all staff in decision-making, as appropriate, in order that all who work in the school are committed to its development
- Develop the leadership skills of staff at all levels and the pupil body
- Regularly review own practice and performance, set personal targets and take responsibility for own development
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.

4. Managing the Organisation

- Be responsible for the internal organisation, management and control of the school
- Advise the Governing Body on the annual priorities and formulation of the budget to ensure that the school achieves its objectives
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budget, setting priorities for expenditure, allocating funds/resources and securing effective administration and control
- Ensure the regular monitoring of the budget and the oversight of the use of resources at all levels in the school
- Manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all
- Monitor and evaluate the overall provision and use of resources to secure value for money
- Seek all opportunities to maximise resources for the school and its community
- Create an awareness of environmental issues both within and beyond the school and help to develop innovative projects which address practices.

5. Accountability

- Work collaboratively with the Sidney Stringer Multi Academy Trust and governors, as appropriate, to enable them to fulfill their monitoring, statutory and wider responsibilities
- Produce regular reports and provide information, support and objective advice to the Governing Body and the Sidney Stringer Multi Academy Trust on the educational, financial and community aspects of the school
- Develop an organisation in which staff recognise they are responsible for the success of the school and individual accountabilities are clearly defined, understood, agreed and acted upon
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant
- Ensure that effective communications are maintained within and beyond the school and with stakeholders
- Ensure that parents/carers and pupils are well informed about all aspects of the school and, in particular, about attainment, progress and targets for further improvement.

6. Strengthening Community

- Develop and encourage good relations between the school and the wider community
- Collaborate with parents/carers and with other agencies to ensure that the school meets the wider needs of its pupils, staff and the local community
- Work closely with other schools and academies locally, nationally and internationally, and, where deemed appropriate, providers of further and higher education
- Work closely with the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the pupils
- Develop the school as an asset for the local community, in line with the shared vision, to enable all to benefit from the facilities for education, training, health, fitness and recreation opportunities
- Work with the Governing Body, partners and other representatives to develop the school as a hub for the community to deliver multi-agency services for the family – working in close collaboration with the Children’s centre in particular.
- Ensure the school reflects a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.

Key Qualities

We would want to appoint a Principal that has a track record of successful school improvement. If they are not a current Head Teacher then they should be able to demonstrate the impact of their leadership as a Deputy Head. The Principal will be

someone who cares about helping children in deprived communities succeed and that can demonstrate a willingness to go the extra mile. He or she will have high expectations and a clear belief that all children can succeed regardless of their starting points. They will have a good idea of what kind of school building would best support high quality teaching and learning. There will be a requirement to be a good/outstanding teacher themselves and an ability and evidence of a track record of helping other teachers to improve.

Post appointment.

Once appointed the Principal will work closely with the Executive Head of the trust to prepare for the opening. This will include the following

- Appointment of further staff required for the first year
- Liaising with the agencies involved in the planning and construction of the new build
- Recruitment of pupils for September 2015
- Identifying and purchasing resources
- Writing an appropriate curriculum and schemes of work
- Work with Governors and Sidney Stringer Trust to ensure that there is a robust monitoring and evaluation programme in place
- Work with other senior leaders in the trust to look at shared CPD and staffing opportunities

Section G: Budget planning and affordability

Income

Formula Funding

[Redacted]

G3: Financial resilience to reductions in income



Section H: Premises

St. Michael's Ward encompasses the area covering the city centre of Coventry and the priority neighbourhoods of Charterhouse and Hillfields. Hillfields has undergone large-scale changes, with the demolition of Coventry City's Highfield Road stadium and ongoing development of the Swanswell Initiative – one of the biggest single regeneration projects in Coventry.

The Swanswell area is a densely populated neighbourhood close to the city centre and adjacent to the ring road. Significant regeneration work has taken place since it was designated as a “Learning Quarter” in 2006. The Council’s Corporate Property Strategy was presented to Cabinet in July 2006 and outlined plans for Swanswell regeneration that included the possibility of a new Primary school as part of the Learning Quarter.

Whilst many elements of the Learning Quarter have been delivered, including the newly built Further Education College and Sidney Stringer Academy, the opportunity to build a new Primary School has not, until now, arisen although there is significant demand for additional primary places in this area despite the local authority having expanded all schools capable of expansion within the locality. Although sites with the potential to build a two form entry primary school are extremely limited in this part of the city, we have worked with the Local Authority to try and identify other sites. The following sites within the preferred area have been identified:

1. [REDACTED], Coventry, West Midlands, [REDACTED] (0.6 miles from Sidney Stringer Academy)

[REDACTED]

This site is approximately 8.01 acres (3.24 ha) in size. It lies immediately to the north of [REDACTED] in the Swanswell area. [REDACTED]

[REDACTED]

2. Coventry, [REDACTED] (0.8 miles from Sidney Stringer Academy)

Initially identified, this site is no longer available. The site has been acquired by [REDACTED]

[REDACTED]

3. [REDACTED], Coventry, [REDACTED] (1.1 miles from Sidney Stringer Academy)

[REDACTED]

This size of this site is 2.21 hectares (5.485 acres) approximately. It was formerly a [REDACTED]. It is suitable for a number of alternative uses such as residential and commercial development. Conditional and unconditional offers have been invited for the freehold interest. In planning policy terms, the site currently [REDACTED] and the acceptance of any alternative use proposals would need to be agreed with the [REDACTED]. Now under offer for a housing scheme.

4. [REDACTED], **Coventry. [REDACTED] (0.8 miles from Sidney Stringer Academy)**

This is a very large 50 acre (22 hectares) site earmarked for housing. Development has been delayed due to site contamination. [REDACTED]

Each of the above sites has some difficulty associated with it and none of them meets the brief as well as our preferred location on [REDACTED]. As a result, and following advice from the DfE, we have only completed the premises information required within the Excel spreadsheet for:

5. [REDACTED] **within 150 yards of Sidney Sringer Academy and adjacent to the Academy's EIC).** (Key: A. Vacant plot, B Sidney Stringer Academy, C Sidney Stringer Academy Enterprise and Innovation Centre)
[REDACTED]

The most obvious site and our preferred location, is the 1.75 acre vacant plot on [REDACTED] which is in close proximity to Sidney Stringer and, as part of the Swanswell initiative, has been designated "for educational purposes". This site is the only one which optimises the delivery of the vision for the new school as an all-through school which shares facilities, services, management and teaching expertise.

Please fill in details for each of your preferred sites, taking care to complete every section.

Please note that the text boxes can be made bigger expanding the row in which it sits.

To insert a new line in a text box, press alt + enter.

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/studio school/UTC 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](#)

In which local authority is your preferred location? - this information is brought through from section B	Coventry
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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.	The preferred site has been identified and is <Redacted> in Hillfields (St Michael's Ward). This location of the Primary School is a fundamental element of the Vision to create an all-through school with shared services, expertise and facilities.
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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:	Not applicable
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Coventry
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	The site is currently vacant and an eyesore for local residents. <Redacted>
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	Long term lease for educational purposes
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Please Include information on purchase or lease price if known:	<Redacted>
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Who owns the site?	<Redacted>
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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)	Yes
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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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:	Yes
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	Cleared site, <Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	The site is <Redacted>. It is a fundamental element of the Vision for an all-through school that shares facilities, services and expertise. It is in the heart of the local community and ideally located for parents and carers with children at the Academy or at Hillfields Nursery. Preliminary work indicated that the
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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:	1.75 acre site.
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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:	<Redacted>
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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
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Please include information on purchase or lease price if known:	
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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:	
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:	
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:	
Third choice site	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
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
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
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:	
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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:	
--	--

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
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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:	
--	--

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:	
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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:	
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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:	
--	--

For independent school convertors

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

CVs

CV [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 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where	N/A

CV [REDACTED]		
	<p>available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<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 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	N/A

CV [REDACTED]		
	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	[REDACTED]
CV [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]

CV XXXXXXXXXX		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of</p>	N/A

CV [REDACTED]	
	<p>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 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
6.	Brief comments on why your previous experience is relevant to the new school [REDACTED].
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. [REDACTED]
8.	Reference names(s) and contact details [REDACTED]

[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.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for 	[REDACTED]

[REDACTED]	
	<p>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, 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.b	<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 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

[REDACTED]		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV [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	[REDACTED]
		[REDACTED]
		[REDACTED]

CV XXXXXXXXXX		
	additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	N/A

CV [REDACTED]		
	years you were in post, if applicable	
5.b	<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 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 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	• [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV [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]

CV XXXXXXXXXX		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<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 results, 5A*-C GCSE including 	N/A

CV [REDACTED]		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV [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 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where	N/A

CV [REDACTED]		
	<p>available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<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 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	N/A

CV [REDACTED]		
	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED] [REDACTED]

CV [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	[REDACTED]
		[REDACTED]
		Name: Position: Time Period:

CV [REDACTED]		
	years. If not, please include additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, 	N/A

CV [REDACTED]		
	if applicable	
5.b	<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 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 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	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.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where</p>	[REDACTED]

	<p>available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<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 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	N/A

[REDACTED]		
	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	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]

[REDACTED]		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<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 results, 5A*-C GCSE including 	N/A

[REDACTED]		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools).

Not Applicable



Department
for Education

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