



University
Cathedral
Free
School

'A Voice for Every Child'

Our Proposed Primary Free School

Believe • Belong • Become



The University Cathedral Free School will be an independent, state funded primary school where every pupil achieves their full potential, enabling the power of education to radically improve the child's life chances.

Transformational in its intent and execution, the school will be sponsored by the University of Chester Academies Trust (UCAT), a successful multi-sponsor of academies with a wide range of educational experience and resources available to ensure the rapid and enduring success of the University Cathedral Free School.

Located within the Chester Cathedral estate in the heart of the city, the building will be both inspirational and aspirational for all its pupils, a clear message to them all that they do matter, they are special, they are valued and they can and will with effort and self-belief lead happy and productive lives.



University of
Chester



Chester Cathedral

A Brief Outline of Our Vision

The University and Cathedral in Chester seek to establish a Primary Free School in the heart of the City. The school will serve the whole of the Chester area, concentrating particularly upon areas of social and economic deprivation. Providing a safe, happy and respectful environment in which pupils develop academically, socially, musically and spiritually in order to become independent and valuable members of society.

Our shared vision:

- An inclusive school welcoming all pupils, irrespective of background and ability. Every child's individual learning needs will be supported through personalised learning plans.
- To design a curriculum that will foster confidence, aspiration and achievement through teamwork and individual expression that is delivered through high standards of behaviour, presentation and mutual respect.
- To use music as a tool to raise self-belief amongst young people who may not have previously enjoyed its benefits to the full, and to maximise its potential to bridge barriers between cultures, religions and communities.
- To identify and nurture musical and vocal talents and apply them to learning and wider opportunities.

A one-form entry school, with up to 210 girls and boys between ages 4-11, to open in September 2013 with classes in Reception and Year 1 only. The school will reach financial 'steady state' by 2016, and full student complement by September 2018.

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED] – [REDACTED]
2.	Address: UCAT University of Chester - Riverside Campus Castle Drive Chester CH1 1SL
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: Academy sponsor
6.	If Other, please provide more details: UCAT is a multi-academy sponsor. Currently UCAT sponsor five academies, with two more being developed.
7.	Has your group submitted more than one Free School application in this round? No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? Yes
10.	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: The University of Chester Faculty of Education and Children's Services - Primary Education advisory services. Staff C.P.D. Recently rated as 'outstanding' by OFSTED for Primary Teacher Training. Curriculum lead. Chester Cathedral – Supporting Community Involvement. The Education Department at Chester Cathedral is one of the first organisations in the country to be awarded the Learning Outside the Classroom Quality Badge, recognising it as a provider of quality, safely managed educational experiences for young people. The Quality badge combines learning and safety into one easily recognisable badge for all organisations providing learning experiences outside the classroom.

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] (UCAT and member of the new school Governing Body)
19.	Please provide the name of the proposed chair of the governing body, if known: Bishop of Chester nominee

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>University of Chester – Charity No 525938 Lead Sponsor</p> <p>Chester Cathedral – Charity No257123 Co-Sponsor</p>
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22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Chester Cathedral – Church of England</p>
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Existing providers

23.	Is your organisation an existing independent school wishing to become a Free School?	No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: UCAT (University of Chester Academies Trust) is a multi-sponsor with five existing academies and two more in development in areas of disadvantage. UCAT is committed to developing a family of Academies, with a collaborative learning culture that provides the very best for every student. UCAT is affiliated with the University of Chester, which allows it to benefit from the University's Ofsted 'outstanding' education faculty and encourages school children to raise their aspirations for the future.	

Section B: Outline of the school

1.	Proposed school name:	University Cathedral Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11
4.	Date proposed school will reach expected capacity in all year groups:	2018
5.	Will your proposed school be:	<input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? No	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? yes	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England
10.	Postcode of the preferred site of the proposed school:	CH1 2HU
11.	Local authority area in which the proposed school would be situated:	Cheshire West and Chester

12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	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 below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

The Vision

Our vision is to provide a school where:

- every pupil achieves their full potential
- their aspirations are raised
- their horizons broadened
- their life chances improved.

It will provide the opportunity for **all** primary children irrespective of backgrounds, needs and abilities to experience a unique education where music is central to enhancing their learning in order to release their full potential.

The Ethos

Ofsted express the view that children's involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music. (Making more of music: an evaluation of music in schools 2005/08, Ofsted, February 2009.)

Making music and performing has the potential to enhance a wide range of cognitive skills in children and boost their self-esteem. Engaging them with a range of types of music enables them to gain some understanding of the significance of music around the world, and of how particular types of music reflect the culture of origins. Robust research has demonstrated music's impact upon pupils' ability to process information, reason and make sense of the world around them. Music strongly supports literacy and numeracy, as well as providing opportunities for the development of their creativity and self-expression. *Studies have shown that music instruction improved pupils' ability to remember words and so improve their vocabulary, and also enhance language development. (Sylvain Moreno et al, Short-Term Music Training Enhances Verbal Intelligence and Executive Function, Psychological Science, September 2011.)*

We will provide a safe, happy and respectful environment in which children develop academically, socially, musically and spiritually.

We will provide an environment that is consistent with UCAT's philosophy in which staff and pupils will be expected to work together to:

- **Believe** in themselves and each other
- **Belong** to an inclusive, harmonious community
- **Become** the very best they can be

The Delivery

We will provide a curriculum that not only develops the core skills but extends and broadens learning. Music is a thread that runs across the curriculum as well as being taught as a discreet subject area.

Linking with the Cathedral and Diocese of Chester will ensure that Christian values underpin both behaviours and practice in the way in which children are taught and the way in which adults and children relate to each other and to others from outside the school. Selecting staff who have these values that are central to the way they behave as teachers and colleagues is essential.

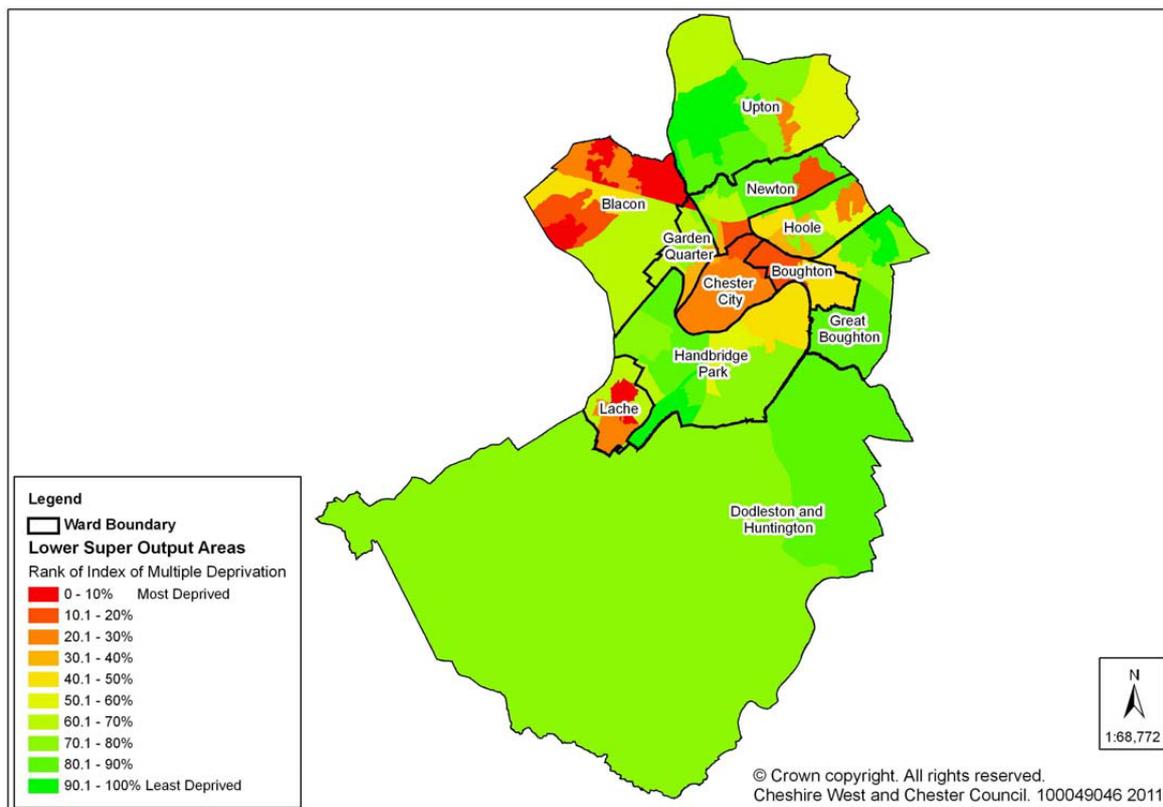
With the support of the University of Chester, we will develop 21st century transferable skills and knowledge in an inspirational way by blending the innovative with the strongly traditional. We will use music's potential to raise self-belief amongst young people who may not have previously enjoyed its benefits to the full, and to inspire greater ambition, individually and as exemplary citizens in their local, national and global communities.

The Rationale

There is an excess of demand over supply for places offering high quality primary learning experiences in the area. There is no specialist outstanding provision to identify and nurture musical and vocal talents of children in the primary age range.

The school will serve the whole Chester area including several local areas of socio-economic deprivation with proportions of FSM (free school meal eligible) and SEN (Special educational Needs) pupils significantly above national averages, i.e. 22% and 17% respectively. As can be seen the map C1 (from Cheshire West and Chester Council statistics department) the area of the city ward is one of the most deprived areas of Chester and in Cheshire West. Consultation with the community has revealed a need for a school which is walking distance for parents and children who live in the city ward as currently there is no provision. Our vision is to provide an outstanding primary education with a focus on music enhancement to 'close the gap' and ensure all children regardless of their social, economic or personal circumstances have an opportunity of the very best educational start, leading to a happy and productive life.

Map C1



There is a trend for schools in more deprived areas to have higher rates of eligibility for free school meals, higher rates of special educational needs and lower average attainment.

“11-year-old pupils eligible for free school meals are around twice as likely not to achieve basic standards in literacy and numeracy as other 11-year-old pupils.”

Source: National Pupil Database. DfE. 2010.

Table C1 lists the primary schools in the Chester area, the distance from the city centre and their aggregated point score (sourced from the latest available statistics from the DfE website). The schools highlighted in pink have the lowest scores and located in the most deprived areas of Chester and have available places. In contrast the schools highlighted in blue are the least deprived areas which are at capacity or oversubscribed.

Table C1 lists local schools, distance from the city centre, capacity, proposed pupil numbers for 2013 /2016 and the average point score.

Local Primary Schools in Chester	Distance <i>Miles</i>	Capacity <i>Present</i>	Proposed 2013	Deficit/ surplus	Proposed 2016		Average Point Score
Chester Blue Coat C of E Primary School	0.5	390	357	-33	396	6	25.2
St Werburgh's and St Columba's Catholic Primary School	0.8	350	337	-13	344	-6	27.1
Newton Primary School	0.9	417	363	-54	398	-19	27.5
Overleigh St Mary's C of E Primary School	1.0	420	426	6	420	0	28.9
Cherry Grove Primary School	1.1	262	238	-24	241	-21	29.1
Hoole Church of England Primary School	1.1	360	364	4	389	29	26.1
Boughton Heath Primary School	1.3	210	212	2	210	0	28.7
Mill View Primary School	1.3	210	209	-1	210	0	29
Highfield Community School	1.4	210	184	-26	206	-4	25.7
Oldfield Primary School	1.5	210	207	-3	210	0	29.7
Belgrave Primary School	1.6	210	235	25	210	0	n/a
Lache Primary School	1.6	262	180	-82	191	-71	23.8
St Clare's Catholic Primary School	1.6	147	128	-19	144	-3	26.3
St Theresa's Catholic Primary School	1.6	210	190	-20	209	-1	26.8
The Arches Community Primary School	1.6	210	202	-8	206	-4	26.6
Huntington Community Primary School	1.7	210	200	-10	207	-3	28.7
Upton Westlea Primary School	1.7	157	155	-2	194	37	30

Our School

Our school will be based in property belonging to Chester Cathedral, in the heart of the city and will forge strong community links with the Cathedral, The University of Chester's outstanding Faculty of Education and Children's Services together with UCAT's pool of expertise and wider local community groups' involvement. Our pupils will also be able to use the University's excellent local music, sports and performance facilities. We will be an inclusive school welcoming all pupils, irrespective of background and ability.

Our school will serve up to 210 boys and girls between ages 4-11. We aim to provide for 1 form entry throughout Key Stages 1 and 2 (30 pupils each class) starting with classes in Reception and Year 1 in 2013 to having all classes operating by September 2018.

We will focus on:

- Musical and vocal development as a way of raising self-esteem, improving appetite to learn and raising aspiration, that lead to higher achievement
- Personal, Learning and Thinking Skills, including Enterprise, Leadership and creative Applied Learning, as means of encouraging pupils' enjoyment and engagement in their own learning within an integrated curriculum;
- Literacy, with a strong base in phonics, Numeracy and World languages taught to all pupils as appropriate (possibly Spanish, French, German or Mandarin)
- Developing a "mini-E.Bacc" award, supporting a broad and balanced transition to secondary education.
- Providing additional opportunities e.g Latin as an additional option

The curriculum is designed to:

- foster self-belief, aspiration and achievement through teamwork and individual expression based on high standards of attainment, behaviour, presentation and mutual respect.
- support not only pupils' academic progress but also their spiritual, moral, social and cultural development
- deliver the school's distinctive ethos, "A Voice for Every Child", through three separate but complementary strands: music, communication and developing "the whole person".

Music

Music is at the centre of our curriculum both as a discrete subject and through opportunities for developing music in cross curricular contexts. The aim is to enhance and develop the talents of children through engaging, creative and diverse musical opportunities. There will be opportunities for singing from the earliest stages because of its links to language – intonation, rhythm and providing them with opportunities to develop their creativity.

We will embrace the aspiration of the National Plan for Music Education that *"children from all backgrounds and every part of England should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they*

wish to.” by:

- offer the highest quality of specialist support for children with particular talents in music, vocal and instrumental;
- using music to reach out to all pupils, and particularly those who might be described as “deprived” or in danger of under-achievement, to engage, motivate and inspire them.

We will make the most of music resources available to us, including the University’s facilities and the University of Chester Academies Trust’s existing academies which feature Performance as a specialism. In addition we will draw on our links with such organisations as In Harmony Sistema England.

Communication Literacy et al

Our curriculum will fully reflect the central importance of literacy and numeracy. Working with the Faculty of Education of the University of Chester we will apply the latest research to ensure that we maintain a consistent focus on every child’s reading ability through using phonics based approaches as the prime approach to decoding print. It will be our intention for every pupil to move from learning to read to reading to learn at a level appropriate for their age or beyond, enabling them to access the wider curriculum with greater confidence and improved outcomes.

World Languages

Consistent with our philosophy that every young child deserves to enjoy the best and broadest induction to the wonders and cultures of our world, we will as appropriate to their stage of development offer opportunities to:

- engage with other world languages
- use music, as one way of, developing children’s understanding these cultures.
- access an interactive and exciting approach to the learning of a World Language which complements the traditional proven methods

ICT

We will integrate the latest digital communications technology into teaching and learning wherever it is appropriate. We will be mindful of the need to ensure that our systems will need to accommodate future developments (i.e. be “future proof”) as far as possible. We will use the best ICT both to give a creative edge to traditional, proven methods and also to immerse our pupils in the technological world to which they will soon become accustomed.

The Whole Person

Faith

Whilst promoting an appreciation of and respect for religious and cultural diversity, Christian values will underpin the life of our school. A strong Christian ethos will

support and strengthen all that we aim to achieve in every aspect of school life and our Christian perspective will be central to the development of the whole child; spiritually, morally, socially, culturally and intellectually. We will cultivate children's awareness and sense of connectedness with both the material and spiritual worlds, people and ultimate reality. In keeping with our Church of England ethos, daily acts of collective worship will take place within a Christian framework - parents will be free to withdraw their children if desired. We will celebrate our links with Chester Cathedral as creatively as possible and Christian perspectives and principles will be brought out naturally and appropriately from all schemes of work. As an example, within Geography when exploring issues of sustainability a respect and stewardship for the world will be included.

Transferable Skills

Consistent with the promotion of music as a means of supporting learning across the curriculum, a distinctive feature of our curriculum will be the integration of personal, learning and thinking skills across all subjects based around three themes of Enterprise, Applied Learning and Pupil Leadership. "Learning by doing" and placing all study of knowledge in the context of practice through active experience improves cognition and fosters ownership of individual progression paths. The development of Pupil Leadership, in the classroom and throughout the life of the school, will promote pupils' mature and reflective engagement with and ownership of their own learning as well as encouraging a community spirit. The general style of learning in the school will be thoughtful, active and creative with open questioning being consistently used to embed deeper understanding and develop higher order thinking skills. This will benefit pupils throughout their education and adult lives. We will promote adventurous and investigative learning activities outside the classroom.

Challenge for Excellence

Throughout everything the school does, everyone will be expected to challenge themselves and each other to be the very best they can be, with exceptionally high expectations constantly reinforced by all. There will be a relentless focus on the highest quality learning and teaching supported by high quality professional development for teachers and support staff. We will aim to achieve the following five key outcomes:

1. The vast majority of pupils will achieve at least Level 4 in English by the end of KS2;
2. The vast majority of pupil will achieve at least Level 4 in Maths by the end of KS2;
3. The vast majority of pupils will achieve a Reading Age of at least their chronological age by the end of KS2;
4. The vast majority of pupils will have experience of performing (with a musical instrument or by singing) to an audience each year;
5. The vast majority of pupils will have experience of a leadership role within the school's community each year.

We believe that these outcomes are ambitious because they significantly exceed

national norms and appropriate because they are inclusive, reflect our music specialism and also develop the whole child within a community context.

In order to give all our pupils the strongest foundation for future lives and careers and 'close the gap' in achievement, we aim to ensure that every pupil exceeds national expectations for progress and achieves these ambitious reading targets so they can learn can access the curriculum and learn independently when they make the transition to their secondary education. From a very early age, pupils will be involved in self and peer assessment and be taught how to review their progress in all core subjects against ambitious targets, based on and normally above national rates of progression.

The School Day will be from 8-to-6, catering for those working parents who wish their children to participate in the Breakfast and after-school Clubs. There will be opportunities for children to have individual tuition on a musical instrument before and after school hours. There will be opportunities to make music as part of a group after school such as extracurricular choir, recorder, wind groups, string groups.

We will extend the normal academic year in a similar way so that we can work together in partnership with our parents to foster a culture of mutual support and enrichment between school and family for the benefit of each child throughout the year – opportunities for parents and children to learn with and from each other; opportunities for them to perform together.

Community

Our vision is of a school in which everyone in our extended community will take genuine pride. The school will be a resource for the community and the community will be a resource for the school. We are incorporating community use in our designs so that our music, ICT and other resources may be used for the benefit of the wider community, both adults and young people. Our pupils' learning and development will be enhanced by their involvement in community projects through music and good citizenship which will foster an ethos of both caring and giving based on Christian values. The smart image presented by every pupil will give just the merest glimpse of the qualities to be found throughout our school; in which children from all parts of our community will join together to help each other discover the talents they have and share them for the benefit of all. Pupils will support each other to develop mutual respect, self-belief and high aspirations within a culture of celebration and reward.

SECTION D: Education plan

Part 1 - Proposed numbers:

	Current	2013	2014	2015	2016	2017	2018	2019
Reception	0	30	30	30	30	30	30	30
Y1	0	30	30	30	30	30	30	30
Y2	0		30	30	30	30	30	30
Y3	0			30	30	30	30	30
Y4	0				30	30	30	30
Y5	0					30	30	30
Y6	0						30	30
Total	0	60	90	120	150	180	210	210

Part 2

D1

Curriculum and organisation of learning

In this section, we describe our curriculum in detail and set out how it will be broad and balanced and meet the different needs and interests of all pupils as follows:

- Aims – based upon the National Curriculum review
- Progress and achievement targets – challenging and appropriate
- Vision – Expression, Active and Thoughtful learning, Communication and Appreciation
- Learning characteristics
- Teaching characteristics
- Curriculum Plan
- Curriculum Time
- Areas of Learning: English, Mathematics, Science/Design & Technology, Music, Visual Performing Arts, World Language, ICT, PE, Humanities, RE, PSCHE
- Homework

The current National Curriculum Review neatly encapsulates an essential requirement for our curriculum: it will

“embody rigour and high standards and create coherence in what is taught ... ensuring that all children have the opportunity to acquire a core of knowledge in the key subject disciplines”

“provide young people with the knowledge they need to move confidently and successfully through their education, taking into account the needs of different groups, including the most able and pupils with special educational needs and disabilities (SEND)” and

“(provide) parents with an understanding of what their child should be expected to know at every stage of their school career.” (*The Framework for the Curriculum, A Report by the Expert Panel, 2011, p.6*)

We are confident that our curriculum will achieve these aims because it is based on established best practice harnessed to deliver a coherent vision which is particularly appropriate for our pupils.

Our curriculum will have a strong focus on the core subjects of English, Mathematics and Science with music running through it. We will promote spiritual, moral, social and cultural awareness and appreciation in their broadest senses throughout all that we do.

We aim to develop young citizens ready and willing to play their full part in developing our future society with confidence and responsibility so that, in addition to the core knowledge within each subject, we shall develop transferable skills of learning, application and leadership across the entire curriculum: the national core, our extended formal curriculum and the enrichment activities and experiences we encourage for all our pupils.

Progress and Achievement Targets

Pupils’ progress against challenging targets will be regularly reviewed and will incorporate all the usual national assessments, including the current KS2 SATs and future developments at ages 6 (reading/decoding), 7 (end of KS1) and 9 (end of new split KS2?). Our three principal measures of achievement (see D4 below) will relate to KS2 SATs and Y6 Reading but these will be broken down into progress “milestone” targets for each year and term in order to ensure that every pupil achieves at least expected rates of progression, i.e. two levels between the current KS1 and KS2.

We believe that achieving and exceeding national progress norms will be ambitious given the nature of our expected intake which, if it reflected the City ward including the Cathedral, would have proportions of FSM (free school meal eligible) and SEN (Special educational Needs) pupils significantly above national averages, i.e. 22% and 17% respectively. We believe our curriculum will be appropriate to achieve these targets with our pupils since it is based on proven best practice and academic research (e.g. *Twenty Outstanding Primary Schools: Excelling against the Odds, Ofsted, 2009, p10* and *Music and Cognitive Abilities, Schellenberg, 2005*)

The vision for the school clearly establishes our strapline ‘A Voice for Every Child’ and the main drivers for our curriculum:

- **Expression** through music will be a constant theme in the life of the school and will permeate the curriculum supporting other subjects wherever possible, e.g. English, World Language, History, Art. We will use the unique context of choral riches provided by our location to support and extend this theme as well as seeking to provide specialist support for gifted and talented pupils from other schools in the wider Chester area.
- **Active and thoughtful learning**, in which pupils will develop their individual

voice and the skills of enterprise and leadership. Personal, Learning and Thinking Skills appropriate to each level of progression will be key to pupils' development and eventual transition to secondary school and life-long learning. These skills will be developed in every part of the curriculum, including our enrichment programmes, and logged in an individual Mini Apprentice Passport to Success (MAPS) for each pupil. Teaching will be whole class in the main, with extensive group work supported by individual and small group in-class support and withdrawal as necessary. We aim to work with teaching assistants, parents and other volunteers including University students to support this approach. Learning will be active rather than passive and interactive wherever possible, including full use of modern technology, music technology and research evidenced pedagogy. Pupils will be encouraged to adopt standard group-roles, e.g. chair, reporter, researcher, scribe, envoy etc to consolidate learning and develop transferable skills.

- **Communication.** Every pupil has a fundamental entitlement to acquire appropriate powers of communication and understanding in reading, writing, speaking, listening and number in order to develop independence as a learner and as a young citizen.
- **Appreciation** of different cultures. Appropriate engagement with other cultures and languages will be enjoyed by every pupil to support the learning of their own language and culture and to develop an understanding of ethnic diversity from a base in relatively homogenous Chester. International links will be developed in many ways.

Learning

Our children's learning will be characterised by:

- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- hard work, perseverance and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (demonstrating the attributes of good citizens);
- the ability to work independently and in collaboration with others;
- learning "how" to learn;
- the ability to identify and use a range of resources to support and enhance their learning including ICT, audio/visual and other creative technologies, including a Virtual Learning Environment;
- confident use of the language of learning;
- a reflective and evaluative approach that helps them and others to improve;
- the pursuit of learning beyond the classroom;
- knowledge of big ideas and the things that shape our world.

The Curriculum

We have set out in this section an outline of the curriculum and the principles on which it is based. The whole curriculum will have a strong focus on speaking and listening, broadening and deepening children's vocabulary, exposure to a wide range

of reading materials and opportunities to write for many authentic purposes and different audiences. English, mathematics and science will be at the heart of the curriculum and will be taught each morning as discrete subjects. Music and singing will also feature daily, in and across the curriculum and will be because they will be key in developing a range of skills such as team work and independent learning, as well as providing opportunities to be creative.

Afternoons will be planned to provide a broad programme of curriculum activities based around a thematic approach. ICT will be woven through the whole curriculum as appropriate so that it becomes integral to the way children work and learn. Programmes planned for the extended day and year will broaden and enhance our curriculum offer.

Teachers will adapt and extend the curriculum to meet the needs of all children so that the gifted and talented are appropriately challenged and extended and children with special needs or English as an additional language have full access and support. They will also ensure that activities are designed and resources are deployed to accelerate progress for those children who may have fallen behind, for example, children in care and those from economically and socially disadvantaged backgrounds.

Curriculum time

		Registration	Collective Worship	Session 1	Session 2	Break	Session 3	Session 4	Lunch Break	Session 5	Session 6		Optional Curricula and Development Activity			
EYFS																
Recep																
	8.00 - 8.35 Breakfast Club	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20				
Mon	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	PE	Numeracy	Lunch	Music	Literacy	Pick up				
Tues	Breakfast Club	Registration	Assembly	Cont Prov	Cont Prov	Break	Cont Prov	Cont Prov	Lunch	Music	Literacy	Pick up				
Wed	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	PE	Numeracy	Lunch	Music	Literacy	Pick up				
Thurs	Breakfast Club	Registration	Assembly	Science	Science	Break	Cont Prov	Cont Prov	Lunch	Music	Literacy	Pick up				
Fri	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	PE	Numeracy	Lunch	Music	Literacy	Pick up				
Hours	Numeracy =	5 Hours 20%	Literacy =	6.3 Hrs 26.7%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	2.5 Hrs 10%	Cont Prov =	5 Hrs 20%				
KS1																
Year 1																
	8.00 - 8.35 Breakfast Club	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50	
Mon	Breakfast Club	Registration	Assembly	Literacy	PE	Break	Music	Numeracy	Lunch	Literacy	Numeracy	Pick up	Enrichment 1	Enrichment 2	Enrichment 3	
Tues	Breakfast Club	Registration	Assembly	Literacy	Art	Break	Music	Numeracy	Lunch	Literacy	IT Design Tec	Pick up	Enrichment 4	Enrichment 5	Enrichment 6	
Wed	Breakfast Club	Registration	Assembly	Literacy	PE	Break	Music	Numeracy	Lunch	Music	Numeracy	Pick up	Enrichment 7	Enrichment 8	Enrichment 9	
Thurs	Breakfast Club	Registration	Assembly	Literacy	Art	Break	Music	Numeracy	Lunch	Literacy	IT	Pick up	Enrichment 10	Enrichment 11	Enrichment 12	
Fri	Breakfast Club	Registration	Assembly	Literacy	PE	Break	Music	Numeracy	Lunch	Science	Science	Pick up	Enrichment 13	Enrichment 14	Enrichment 15	
Hours	Numeracy =	5 Hours 20%	Literacy =	6.7 Hrs 26.7%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	2.5 Hrs 10%	Art =	1.67 Hrs 6.7%	Design Tec =	1.67 Hrs 6.7%	IT =	
KS1																
Year 2																
	8.00 - 8.35 Breakfast Club	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50	
Mon	Breakfast Club	Registration	Assembly	Numeracy	Science	Break	Numeracy	Literacy	Lunch	MFL	Music	Pick up	Enrichment 1	Enrichment 2	Enrichment 3	
Tues	Breakfast Club	Registration	Assembly	PE	Science	Break	Numeracy	Literacy	Lunch	Art	Music	Pick up	Enrichment 4	Enrichment 5	Enrichment 6	
Wed	Breakfast Club	Registration	Assembly	PE	Literacy	Break	Numeracy	Literacy	Lunch	Design Tec	Music	Pick up	Enrichment 7	Enrichment 8	Enrichment 9	
Thurs	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Numeracy	Literacy	Lunch	RE	Music	Pick up	Enrichment 10	Enrichment 11	Enrichment 12	

Fri	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Numeracy	Literacy	Lunch	PSHE	Music	Pick up	Enrichment 13	Enrichment 14	Enrichment 15
Hours	Numeracy =	6.7 Hours 26.7%	Literacy =	6.7 Hours 26.7%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	1.67 Hrs 6.7%	Art =	0.84 Hrs 3.3%	Design Tec =	0.84 Hrs 3.3%	RE =
													MFL =	0.84 Hrs 3.3%	PSHE =

KS2

Year 3

	8.00 - 8.35	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50
Mon	Breakfast Club	Registration	Assembly	Numeracy	Numeracy	Break	Literacy	Music	Lunch	History	PE	Pick up	Enrichment 1	Enrichment 2	Enrichment 3
Tues	Breakfast Club	Registration	Assembly	Literacy	Numeracy	Break	Literacy	Music	Lunch	Geography	RE	Pick up	Enrichment 4	Enrichment 5	Enrichment 6
Wed	Breakfast Club	Registration	Design Tech	Design Tech	Numeracy	Break	Literacy	Music	Lunch	Science	Science	Pick up	Enrichment 7	Enrichment 8	Enrichment 9
Thurs	Breakfast Club	Registration	Assembly	Literacy	Numeracy	Break	Literacy	Music	Lunch	PSHE	MFL	Pick up	Enrichment 10	Enrichment 11	Enrichment 12
Fri	Breakfast Club	Registration	Assembly	Numeracy	Numeracy	Break	Literacy	Music	Lunch	Literacy	PE	Pick up	Enrichment 13	Enrichment 14	Enrichment 15
Hours	Numeracy =	6.7 Hours 26.7%	Literacy =	6.7 Hours 26.7%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	1.67 Hrs 6.7%	Art =	0.84 Hrs 3.3%	Design Tec =	1.67 Hrs 6.7%	RE =
									History =	0.84 Hrs 3.3%	Geography =	0.84 Hrs 3.3%	MFL =	0.84 Hrs 3.3%	PSHE =

KS2

Year 4

	8.00 - 8.35	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50
Mon	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Music	MFL	Lunch	Latin	History	Pick up	Enrichment 1	Enrichment 2	Enrichment 3
Tues	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Music	Art	Lunch	PE	Geography	Pick up	Enrichment 4	Enrichment 5	Enrichment 6
Wed	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Music	Design Tec	Lunch	Science	Science	Pick up	Enrichment 7	Enrichment 8	Enrichment 9
Thurs	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Music	RE	Lunch	PE	Numeracy	Pick up	Enrichment 10	Enrichment 11	Enrichment 12
Fri	Breakfast Club	Registration	Assembly	Numeracy	Literacy	Break	Music	PSHE	Lunch	MFL	Literacy	Pick up	Enrichment 13	Enrichment 14	Enrichment 15
Hours	Numeracy =	5 Hours 20%	Literacy =	5 Hours 20%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	1.67 Hrs 6.7%	Art =	0.84 Hrs 3.3%	Design Tec =	0.84 Hrs 3.3%	RE =
							Latin =	0.84 Hrs 3.3%	History =	0.84 Hrs 3.3%	Geography =	0.84 Hrs 3.3%	MFL =	1.67 Hrs 6.7%	PSHE =

KS2

Year 5

	8.00 - 8.35	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50
Mon	Breakfast Club	Registration	Assembly	Literacy	Music	Break	Numeracy	Latin	Lunch	History	MFL	Pick up	Enrichment 1	Enrichment 2	Enrichment 3
Tues	Breakfast Club	Registration	Assembly	Literacy	Music	Break	Numeracy	Numeracy	Lunch	Geography	Art	Pick up	Enrichment 4	Enrichment 5	Enrichment 6

Wed	Breakfast Club	Registration	Assembly	Literacy	Music	Break	Numeracy	MFL	Lunch	Science	Design Tec	Pick up	Enrichment 7	Enrichment 8	Enrichment 9
Thurs	Breakfast Club	Registration	Assembly	Literacy	Music	Break	Numeracy	PE	Lunch	Science	RE	Pick up	Enrichment 10	Enrichment 11	Enrichment 12
Fri	Breakfast Club	Registration	Assembly	Literacy	Music	Break	Numeracy	PE	Lunch	Literacy	PSHE	Pick up	Enrichment 13	Enrichment 14	Enrichment 15
Hours	Numeracy =	5 Hours 20%	Literacy =	5 Hours 20%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	1.67 Hrs 6.7%	Art =	0.84 Hrs 3.3%	Design Tec =	0.84 Hrs 3.3%	RE =
							Latin =	0.84 Hrs 3.3%	History =	0.84 Hrs 3.3%	Geography =	0.84 Hrs 3.3%	MFL =	1.67 Hrs 6.7%	PSHE =

KS2

Year 6

	8.00 - 8.35	8.35 - 8.45	8.45 - 9.05	9.05 - 9.55	9.55 - 10.45	10.45 - 11.05	11.05 - 11.55	11.55 - 12.45	12.45 - 1.35	1.35 - 2.25	2.25-3.15	3.15 - 3.20	3.20 - 4.10	4.10 - 5.00	5.00 - 5.50
Mon	Breakfast Club	Registration	Assembly	Music	History	Break	Literacy	Numeracy	Lunch	MFL	Numeracy	Pick up	Enrichment 1	Enrichment 2	Enrichment 3
Tues	Breakfast Club	Registration	Assembly	Music	Geography	Break	Literacy	PE	Lunch	Art	Numeracy	Pick up	Enrichment 4	Enrichment 5	Enrichment 6
Wed	Breakfast Club	Registration	Assembly	Music	Science	Break	Literacy	PE	Lunch	Design Tec	Numeracy	Pick up	Enrichment 7	Enrichment 8	Enrichment 9
Thurs	Breakfast Club	Registration	Assembly	Music	Science	Break	Literacy	MFL	Lunch	RE	Numeracy	Pick up	Enrichment 10	Enrichment 11	Enrichment 12
Fri	Breakfast Club	Registration	Assembly	Music	Literacy	Break	Literacy	Latin	Lunch	PSHE	Numeracy	Pick up	Enrichment 13	Enrichment 14	Enrichment 15
Hours	Numeracy =	5 Hours 20%	Literacy =	5 Hours 20%	Music =	4.17 Hrs 16.7%	Science =	1.67 Hrs 6.7%	PE =	1.67 Hrs 6.7%	Art =	0.84 Hrs 3.3%	Design Tec =	0.84 Hrs 3.3%	RE =
							Latin =	0.84 Hrs 3.3%	History =	0.84 Hrs 3.3%	Geography =	0.84 Hrs 3.3%	MFL =	1.67 Hrs 6.7%	PSHE =

English

We know that literacy is critical to the whole curriculum and to children's capacity to learn. In addition, some of our children may enter school with limited language repertoires and it will be particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. While there will be discrete English lessons each day, literacy skills, in particular speaking and listening, will be used and developed in every curriculum area.

We will use a blend of pedagogical approaches that are fit for purpose and suit the learning needs of the individual child. For reading these will include: shared reading, independent reading and guided reading. Teaching approaches will enable children to construct meaning from a wide variety of fiction and non-fiction texts, on paper and on screen. We will provide a systematic, orderly, teaching framework for reading, using the Ruth Miskin synthetic phonics-based reading programme as the prime approach to decoding print. Support will be offered to parents via weekend and evening workshops so they can support their children's learning and strengthen their own literacy **and numeracy** skills. We will seek to use University students and other volunteers in this project.

Mathematics

There will be daily lessons for all. We want our children to:

- develop mathematical habits of mind;
- value mathematics as purposeful discipline as well as a creative and elegant subject;
- master basic facts;
- be mentally agile; be creative problem solvers;
- tackle problems with confidence;
- show resilience and make connections within mathematics;
- read, write and discuss mathematics;
- apply mathematics in other subject areas
- begin to understand and appreciate the role of mathematics in the real world.

We recognise the crucial need to establish pupils' confidence in this subject and we will use an Applied Learning approach throughout, developing entrepreneurship and financial awareness.

Understanding mathematics is an essential life skill and, for most learners, the biggest obstacle is confidence. This means that the curriculum and teaching need to address not only the progressive acquisition of knowledge and understanding but also the encouragement of confidence and enjoyment in the wonder of logic, number, shape and space. 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.

We will make sure we appoint a subject leader with deep subject and pedagogical knowledge and also provide a programme of training for others. We will also engage

parents and members of the community in learning mathematics so it increases their confidence and places them better to support the learning and achievement of their children.

In addition to the extensive use of internet sites like My Maths and SAM Learning, we will encourage children and their families to play games which support and extend their mathematical thinking and skills. There will be a chess club and also a range of board games which may be used on school premises but also taken out on loan for use at home.

Science and Design Technology including Food & Health

Science and technology lessons will be designed to capitalise on children's curiosity and help them to think like scientists. Teaching and learning will be practical and enquiry based. We will make full use of our Eco-Garden to support our whole school Applied Learning theme via hands-on scientific research and we will make full use of our dedicated Food and Health Science room.

Music

Good practice in music teaching should always aspire to an integration of listening, composing and performing

Hennesey, S Creativity in the music curriculum cited in A. Wilson (Ed) 2009. Creativity in Primary Education

Hennesey's notion will underpin the way music will be taught across the school. Every child will be treated as a developing musician and will take part in a daily music programme designed to reinforce, develop and enhance all areas of learning. The programme will comprise many musical skills including singing, listening, playing instruments, theory, history and performance and there will be a range of choirs, ensembles, bands and orchestras within the school and our community. There will be formal music lessons each week and every child will learn to play an instrument. There will be an opportunity to sing every day and also to take part in a range of other musical activities before and after school and as part of the extended year programme. Several music practice rooms of various sizes are included in our designs. Appropriate accreditation will always be supported and encouraged but *"the evidence suggests that for children to get the most from music education, it needs to be enjoyable, challenging and also achievable. It needs to be supportive and provide space for children to be creative, and include group activity to help build social skills."* (The Importance of Music, 2011)

In conjunction with the University and the Cathedral, we will seek to develop a centre of musical excellence to benefit not just our pupils, but also pupils from all schools in the area. We will make extensive use of our own garden's "mini-Roman amphitheatre" for performances. In addition, we will quickly seek to establish a group of young gifted musicians drawn both from our own pupils and those of other schools in the area. This group will practise regularly at the school and be "accelerated pathfinders" in terms of demonstrating what our wider community will be able to produce on a regular basis when our school is fully operational. They will perform at the school and the cathedral as well as in the University, Chester and beyond.

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 beyond their own initial involvement, be it through a visit to a gallery, a guest artist or other out of school experiences. Children will be given opportunities to respond to their own and other artists' work and in doing so to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences.

Our performing arts programme will be a combination of dance, drama and music. Children will be encouraged to take risks with the skills they are learning in performing arts. For example, drama will encourage the development of language skills and encourage every child to be involved in positive social interaction; simple movement exercises will increase spatial awareness and further develop concentration skills. The music and dance workshop spaces which we have incorporated in our designs will ensure that the children experience a sense of freedom, anticipation and expectation and begin to understand and appreciate the 'special' nature of the arts and its impact on people's lives. Improvisation is central to children's learning across the arts, since much of the work will invariably be created by them. The ability to create sustained arts investigations in alternative worlds, and to reflect upon and evaluate these worlds, will therefore become a critical skill. We will be supported in terms of expertise and resources by staffing expertise from the University's Faculty of Education, the Cathedral and our sister Academies with Specialisms in the arts.

World Language

We recognise the unique and vital contribution which the study of world languages and their cultures can make to every child's developing sense of understanding and communication. We would envisage an introduction to two languages at the start of Key Stage 1, e.g. Spanish and French, before concentrating on just one, probably Spanish, and incorporating incidental studies in a third language, e.g. Mandarin. Spanish is proposed because: it is one of the most widely spoken languages in the world; it is a key language of trade, culture, law, science and politics; its phonetic structure supports language development in English; Spain is one of the most popular holiday destinations. Having knowledge of a foreign language is widely recognised as part of being well-educated and a modern language is a desirable if not essential requirement for entry into university, college and good employment.

Research shows that it is easier to learn a foreign language during early childhood. Furthermore, learning a foreign has been shown to impact positively on a child's cultural understanding. A positive experience of learning another language actively promotes a respect for other cultures and languages and teaches children to embrace diversity.

We will teach World Languages from reception to year six as part of the formal curriculum. We will also have a range of activities to support Spanish in our extended day and year. Some of these activities will also be open to parents/carers and friends so that learning Spanish can become a family activity.

There is more to learning a second language than just memorising words and phrases. Taking the right approaches in teaching children to speak Spanish will make a huge difference to their understanding of the culture and their mastery of the language. It can also be the difference between them wanting to continue learning and giving up. While we aim to have a part-time teacher of Spanish on the staff we will also be supported with specialist teaching from both the local secondary schools and by Spanish speakers in and around our community.

In the early stages of language learning the children will have fun with the language learning words and phrases that they can use in their everyday life. At a later stage children will be taught: how to use and respond to the foreign language; how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation; how to ask and answer questions; techniques for memorising words, phrases and short extracts; how to use context and clues to interpret meaning; how to make use of their knowledge of English or another language in learning the foreign language.

The children will also be taught about the country and will learn about the cultures of Spanish speaking countries by: working with authentic materials including some from ICT-based sources; considering their own culture and comparing it with others; considering the experiences of other people.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These include: speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multi-cultural work, for example celebration of festivals, storytelling; using ICT, for example email with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries and music that is core to their culture. In addition to the above, we will offer Latin to all our pupils wherever it is appropriate. As a classic language, it provides an excellent reference for the study of modern languages as well as encouraging a logical mind and offering another insight into civilisation.

ICT

In recent years the general widening of access to the Internet, the increased power of computers and the emergence of mobile technologies has revolutionised the way in which information is accessed and presented. Today we live in what has been termed "The Information Age". We now have access to vast amounts of information and, with the unrestricted nature of information on the Internet and the advent of Web 2.0 technologies; we all have the opportunity to become creators of information rather than passive receivers. Children are expert users of ICT and it will therefore underpin teaching and learning in every area of our school and will embrace innovative and creative technologies which children can access as and when they

need them. Through this approach 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, for some, to support them back into employment.

While there will be fixed ICT equipment in our learning resources (library) area, there will be class based equipment in every room so that children and teachers have easy access to the best learning resources as and when they need them. In addition, we will have access to the University's own facilities including the Riverside Innovation Centre with state-of-the-art video conferencing. Parents/carers and the community will also have access to the learning resource area where there will be training and activities to help them to become technologically competent both in support of their children's learning and also to help them back into employment.

Physical Education

As well as increasing children's knowledge and understanding in physical education we want them to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities should help to improve their self-esteem and confidence and also their sense of wellbeing.

A central aim of our physical education curriculum is to cultivate a love of activity and to complement cognitive learning. We want to promote the benefits of physical activity to the whole community and ensure that they are aware of the link between physical activity, healthy eating and a 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. These will be designed so that parents/carers and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, games, walking, cycling, skipping and many more activities that can be carried on out of school.

In addition to support from our sister Academies which have Sport as a Specialism, our curriculum and activities will be supported by membership of the local school sport partnership, facilities at the university and good on-site provision including an all-weather pitch. We will play competitive games and will promote competition both within and beyond the school.

Humanities

Humanities will be taught through integrated themes that are planned in blocks of time to give a real focus to the work and to allow time for research and consolidation. Enquiry based approaches will be used, based on constructivist models of learning. The sheer breadth of these fields of study coupled with advances in information technology, means that a strong understanding of how to be a geographer/ historian as opposed to building a knowledge base, is of vital importance in the 21st century incorporating the national curriculum in history and geography, Humanities will be

used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world position. It will also provide the framework for considering our own and world religions and for reflecting upon and valuing diversity. We will study the local area, local people, local culture, local businesses and industry, local economy and employment and other local issues. We will take advantage of our unique local historical and geographical resources, e.g. Roman Chester, Liverpool's waterfront, Snowdonia etc. We will then extend these studies into national and worldwide contexts.

History

We view history not just as facts and dates as a subject where children are taught to behave like historians, to explore the past in an exciting way. The topic approach gives them a chance to explore a wide range of sources in their role as detectives and helps the past come alive. History encourages children to: compare and contrast; examine how and why things have changed; learn about historical characters and expand their research skills. It teaches them to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We will encourage first hand experiences through: handling real artefacts; talking to eye witnesses in real life or through a virtual environment; field work visits at sites of historical interest; workshops run in school by visiting experts to which community members can also be invited.

Geography

In geography children will learn about people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The geography curriculum also provides opportunities for creating a sense of awe and wonder and active responsibility as citizens for the world in which we live, developing children's love of nature and the natural world and nurturing positive feelings about the importance of sustainability.

Religious Education

The philosophy of RE adopted by the school is to teach RE for understanding. We will ensure our pupils have an understanding of the different religions and cultures evident in the UK, but also for the self-understanding of the children themselves; who they are and what place they occupy in the world. This will utilise a very personalised and creative approach to learning. RE is a vibrant and engaging subject when it is taught effectively. RE plays an integral role in the school context with regard to the promotion of Spiritual, Moral, Social, and Cultural development. RE will help pupils to understand this role and make it a central part of their learning experience. As an outworking of this, RE can also contribute to the behaviour for learning strategies that seek to engage children and help all children gain the most from their time in school. It will do this by helping pupils to:

- develop an understanding of the influences of Christian beliefs and values on individuals, communities, societies and the UK.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;

- be able to make reasoned and informed judgements about religious and moral issues;
- develop an awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
- reflect on their own beliefs, values and experiences; express their own personal viewpoints in a thoughtful, reasoned and considerate way;
- celebrate the different beliefs evident within a religiously diverse society.

RE will seek for children to understand how concepts and attitudes can be related to their own lives as well as the lives of others. Indeed, RE lessons will begin with the child's own experiences and build upon them to help create a knowledge and understanding of religions. RE teaching will provide a basis on which the whole school can build in achieving an ethos of celebration and respected rooted within Christian values. Teachers, in their teaching, also reflect this enthusiasm, discovery and celebration of others.

How religious and secular philosophies are presented to children is critical, if the elusive qualities of "tolerance and respect" are to be developed, and in this context the method of teaching is as important as the content, if not more so. Religious traditions in the hands of an unsympathetic teacher, even if a certain amount of subject knowledge has been acquired are likely to have the reverse effect. Too often, inappropriate teaching methods foster ridicule, disinterestedness and early dismissal of the claims of religions to be taken seriously." (Wintersgill, 1993: 44).

It is important that teachers avoid describing beliefs and practices as applicable to all members of a particular faith: this can be overcome by using the terms **some**, **many** and **most** instead of **all**. While a focus will be on knowledge, it is important that a child develops attitudes through a study of Religious Education.

As it meets the needs and demands of the school and its pupils, we will follow the Diocese of Chester Religious Education Guidelines.

Collective Worship

We will hold daily acts of collective Christian worship following the Diocese of Chester Religious Education Guidelines for the Primary School. This will be an important time for the school community to come together to celebrate achievements. These acts of collective worship will reflect the ethos of the school and strive to build opportunities for pupils to reflect on their own and others' beliefs. Christian values, with elements that link to shared human values and experiences, will provide the basis for assemblies. It will be a time for singing and music making which are integrally linked with the development of a child's own spirituality. Moreover, we shall provide regular (half-termly) opportunities for worship in the Cathedral and will incorporate a religious calendar into school planning in order that we capitalise on major religious festivals and cultural events. We will respect the wishes of families who do not wish for their child to participate in collective worship.

We believe that collective worship will enhance children's whole school experience. In particular, it will develop the feeling of belonging to a community which is essential for personal and spiritual growth. We will value this special time for the space it gives

children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. We will also draw on the knowledge and experience of local religious leaders, and others from a wide range of backgrounds and beliefs, to extend and enhance our assemblies.

Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and religious education.

Personal, social, health and economic education (PSHE) and citizenship

We aim to promote healthy, independent, responsible and resilient members of society. We will expect all our children to play a positive role in contributing to school life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. We want our children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within our society.

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger. We will make sure that they know about safe and unsafe substances, the consequences of choice and how to say no. We will also deal with healthy lifestyles, healthy eating and personal hygiene.

While we will teach some aspects of PSHE and citizenship in discrete lessons, much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to our behaviour policy particularly around bullying and racism.

The curriculum will have a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on improvement projects in school and in the wider community. This will help to build their sense of community and citizenship.

Homework

We will make creative use of homework to support children's learning and accelerate their progress. A homework policy will be drawn up by the professional staff in consultation with children and their families. We will use a range of different homework styles to develop learning beyond the classroom.

Our VLE will support learning in the classroom and at home and we will offer homework clubs after school for all, especially those who do not have access to the internet at home.

D2

The school day and the school year

The formal school year will be 38 weeks/190 days divided into three terms in line with the local family of schools with five hours of lesson-time each day across the key stages. Days will be of equal length throughout the week but the shape of each day will vary as children mature and according to their needs. The basic time-unit will be 50 minutes, with six lesson units per day, but this will be amended as appropriate to need and context. For example, we anticipate that the precise timings will be varied so as to allow KS1 and KS2 pupils to enjoy separate morning breaks. Similarly, we anticipate operating a “rolling lunchtime” in which KS1 and KS2 pupils alternate between lunch and a lesson. This will enable our staff to offer more individual support and supervision to pupils and encourage all pupils to enjoy a greater degree of space, safety and confidence. In keeping with our vision and ethos, we would encourage pupils to show leadership and consideration for others during these periods in the school day and we will establish a “Friendship Corner” where potentially lonely or insecure pupils can gather for company.

We will cater particularly for the working parent/carer and those looking to return to employment and will run an 8 am to 6 pm day and also an extended year. There will be a range of before and after school activities for the children, their parents/carers and other members of the community, with additional opportunities during the school vacations. Music and physical education extension activities will be free but we will need to charge for some of the others.

We anticipate the formal school day starting at about 8.35 am and finishing around 3.20 pm each day. From 8.00 am to 8.35 am each morning, we will operate a Breakfast Club where pupils will be supervised by Teaching Assistants in our refectory and a variety of nutritious food and drinks will be available. There will be a collective act of worship and assembly from 8.45 to 9.05 each day.

We will offer and encourage pupils to participate in a range of enrichment activities between 3.20 pm and 5.50 pm each day. These will extend and enrich all the areas of knowledge and exploration which constitute our normal curriculum, with an emphasis on music (an average of an hour each afternoon). An example of one afternoon’s enrichment activities might be:

3.20 – 4.10	KS1 Choir	KS2 Science Club	Reading Bronze Club
4.10 – 5.00	KS2 Choir	Maths Gold Club	Cooking
5.00 – 5.50	Brass & Woodwind	KS 1 Science Club	Sports Club

This would be augmented by individual tuition and extra sub-groups as demand and need determined.

The same “clubs” would extend throughout the year with regular Saturday morning clubs (including working with the Cathedral’s Music Department and special visits)

and summer schools, particularly focusing on literacy, numeracy and music. We are conscious that Chester is not only an extremely rich source of historical and cultural references in itself (e.g. Romans, English Civil War, Cathedral, river Dee, canal, railway) but is within travelling distance of Liverpool, Manchester, Snowdonia and all they offer. We plan to provide opportunities for all children to experience and learn from the rich resources that surround them.

We will be a single form entry school with a teacher-tutor for each Year-class and identified teacher co-ordinating the teaching of different subjects throughout the school. Each Key Stage will have its own teacher in charge.

For the formal curriculum, we will organise our pupils into one class per year group (maximum of 30). Each class will have its own class teacher and he/she will co-ordinate all the academic and pastoral information about each child in that class although they won't necessarily be directly responsible for all the teaching. As far as possible, each class will also have a Teaching Assistant (two for Reception). Food Technology will be taught to "half-classes" and will be paired with Library Studies within English.

For extra-curricular enrichment activities, children will be organised in Key Stages as far as possible – either as a large group (e.g. choir); for sub-groupings to be extracted (e.g. gifted and talented/remediation) or for individual work (.g. reading and numeracy). Pastorally, each Key Stage will be supervised by a member of the Leadership Team. These arrangements will support our vision by ensuring that every child receives close and appropriate individual care, support and encouragement.

D3

In this section, we seek to set out a clear strategy for ensuring that the needs of pupils with differing abilities are met by:

- Analysing the expected profile of our intake and describe how we will identify and provide for individual needs by using assessment data to inform all teaching and monitoring.
- Detailing some of the innovative ways in which we will use ICT to support learning and teaching across the curriculum for all pupils and particularly for those who require extra support or stimulus.
- Describing how we will effectively encourage inclusion and universal entitlement by adopting a holistic approach to the needs of every child.
- Setting out our approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement of special educational needs;
- Describing in detail how we intend to implement the Code of Practice, under the leadership of The SENCO

Profile Analysis

Our school will welcome pupils from all backgrounds, with all abilities and irrespective of any barriers to learning which may be and/or may have been a factor in their prior development. We anticipate that we shall be welcoming higher than average proportions of pupils eligible for FSM and with SEN (see D1 and D4) average proportions of Looked After, disabled and Gifted & Talented pupils and lower than average proportions of pupils with English as an Additional Language (EAL). From the above analysis, we anticipate that we shall receive a slightly greater than average proportion of pupils with behavioural and/or emotional difficulties. We shall therefore establish clear and robust systems for assessing all pupils' needs, planning an effective response and monitoring progress.

Every student will be assessed using Cognitive Ability Tests (NFER CATs), standard reading and spelling tests, musical and spatial/physical ability tests and, wherever appropriate, further diagnostic tests (e.g. Wechsler/WISC) in order to assist the diagnosis of their individual potential strengths and weaknesses/areas for development. These will also provide a more rounded understanding of each child, e.g. preferred learning styles and likely responses to different areas of the curriculum.

In addition to this cognitive data, all relevant information regarding each pupil's attitudinal profile will be collated and shared with teachers so that each child can be looked at in the round when their learning is being planned and reviewed, e.g. SEN/Disability status if any, EAL, FSM, Looked After, attendance record and external agency involvement.

In addition to this cognitive data, all relevant information regarding each pupil's attitudinal profile will be collated and shared with teachers so that each child can be looked at in the round when their learning is being planned and reviewed, e.g. SEN/Disability status if any, EAL, FSM, Looked After, attendance record and external agency involvement.

All teaching and lesson planning will be based on this information as will our provision mapping and deployment of teaching assistants.

Gifted & Talented Pupils

The assessment data, supplemented by information from staff, parents/carers and the pupils themselves, will also enable us to identify both those pupils who will require extra support and those who are potentially our Gifted & Talented pupils.

Our school will have at any time a number of extremely able, gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for their age group. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress by making effective provision within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, e.g. music and sport, we will need to enlist the partnership of external agencies.

Provision in the classroom might include:

- A common activity which allows pupils to respond at their own level (differentiation by outcome).
- An enrichment activity which broadens a pupil's learning in a particular skill or knowledge area.
- An individual activity with a common theme that reflects a greater depth of understanding and higher level of attainment.
- The opportunity for pupils to lead and guide others.
- The opportunity for pupils to progress through their works at their own pace of learning.

The principal special characteristic of the school will be its support for and encouragement of pupils with special gifts and talents in the field of music but it is our belief that every pupil has a unique potential which can only be identified and developed if they are provided with a range of opportunities and given a voice in their adventure of discovery. The formal "G&T" cohort will be creatively defined and provision regularly reviewed. It will always be the school's philosophy to encourage all pupils to benefit from the activities and insights made possible. We will provide a Gifted & Talented programme throughout the year, including summer-schools and special weekends and holidays targeted at those pupils who have been identified as being in most need, either because they are in danger of "falling behind" or "coasting".

The monitoring process described in D4 will assist in the regular review of pupils' progress compared to their targets and potential. The embedding of Assessment for Learning in every lesson will ensure that assessment and success criteria are clearly understood by both teacher and pupil; assessment informs planning and, where necessary, is used to re-shape lessons as they progress; and pupils know "where they are and what they need to do to improve". The progress of those sub-groups which are particularly vulnerable to underachievement, e.g. looked after children and FSM, will be especially closely monitored and lesson planning will reflect their generic needs, e.g. consistently high expectations/ no "glass ceilings", short-term progress targets, individual attention to identify and remove barriers for learning, celebration and reward, varied and appropriate learning styles and careful selection of appropriate texts/examples etc.

Pupils with Special Educational Needs and pupils with English as their second or additional language will receive fully rounded and individually tailored support packages defined by Individual Education Plans which will be regularly reviewed. The Principal will be designated Child Protection officer and all staff will receive the required training. Pupils whose circumstances require broader support through Team Around the Child (TAC) and Safeguarding processes will receive every assistance through the school in conjunction with local Children's Social Services and other authorities.

For most subjects, differentiation will be within-class using sub-groupings by ability and in some cases forming groups which contain a mix of abilities so that pupils' differing needs and abilities can be addressed through the mutually supportive and collaborative roles they are allocated. Wherever possible, teaching assistants will support pupils who require their support for any reason and there will be additional

support from carefully selected volunteers, including parents/carers and University students. Some subjects, e.g. maths and world languages, will require overt “setting” in order to address the range of abilities and needs. In cases of extreme need, pupils will be withdrawn from lessons for individual or small group additional teaching to address barriers to learning, e.g. reading.

In Music, Design Technology, Art and P.E, pupils will in the main be taught as a class, with differentiation by outcome. Wherever possible, Personal, Learning and Thinking Skills will be developed and harnessed in order for every pupil to engage, contribute and achieve appropriately. In English, Science, R.E., History and Geography, differentiation will be within-class using sub-groupings by ability (based on different tables) and , whenever appropriate, forming groups which contain a mix of abilities so that pupils’ differing needs and abilities can be addressed through the mutually supportive and collaborative roles they are allocated.

Wherever possible, teaching assistants will support pupils who require their support for any reason and there will be additional support from carefully selected volunteers, including parents and University students. Maths and world languages, will require overt “setting” in order to address the range of abilities and needs. In cases of extreme need, pupils will be withdrawn from lessons for individual or small group additional teaching to address barriers to learning, e.g. reading.

Ensuring that the needs of pupils from deprived backgrounds are met.

Our school is expecting to have a significant number of pupils who will come from deprived backgrounds. We recognise that the attainment gap between pupils from rich and poor backgrounds is detectable before the age of two and this widens as children grow older. In order to ensure that our vision for every child to achieve their true potential is met, we will ensure that we will identify successful strategies for closing any attainment gaps that are evident in the progress of these pupils. The Principal, who will provide strong and visionary leadership, will create a culture of high expectation and professionalism, in line with our vision and ethos to ensure these students achieve their best.

We will provide them with every opportunity to improve their learning outcomes by adopting a detailed programme of class progress linked to outcomes and will provide appropriate interventions to support them. All staff will be expected to employ agreed strategies effectively across the school. These strategies will be based on research carried out and reported in ‘Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys.’(C4EO, January 2011)

We know that providing the highest quality of teaching and learning experiences is what matters most and research, particularly from US backs this up. Changing instructional processes and teaching methods (e.g. cooperative learning approaches to reading and Maths, phonics instruction, meta-cognitive strategies, De Bono’s Thinking Hats technique, SEAL etc) will deliver the greatest improvements in learning outcomes for children from deprived backgrounds. We will adopt these principles with all year groups and will ensure a consistent approach is adopted across the school in delivering them.

We will use of well-specified, well-supported and well-implemented programmes which will incorporate extensive continuing professional development to be delivered within the school context. Extensive and carefully planned CPD will underpin and support all structured programmes so that teachers and other support staff can make effective use of co-operative learning, classroom management and motivation techniques and the teaching of meta-cognitive skills. We will focus on a rapid pace of instruction, deeper questioning, higher order thinking and learning skills and a rigorous and clearly embedded approach to assessment for learning. We will foster individual pupils' responsibility for learning by establishing clear classroom structures and expectations. Whole-class approaches to ICT, such as the use of interactive whiteboards and embedded multimedia to engage and motivate pupils, will be at the heart of our planning.

Early intervention will be preventative and whole-class strategies will be adopted first followed by targeted tutoring for those pupils with outstanding needs. If specific tutoring is required, it will be delivered by both Teaching Assistants and classroom in order to ensure the best learning outcomes. We will also provide support from mentors and students from the University of Chester as well as from parent volunteers.

We will rigorously monitor the progress of this vulnerable group of pupils and use this data to inform targets, to direct the deployment of resources and to monitor very carefully the impact of interventions.

Outside the immediate classroom environment, we will use a range of broader school-based strategies to close attainment gaps. These will include: developing social and emotional competencies using longer term social and emotional learning programmes which engage parents/carers; raising pupil aspirations through targeted interventions; supporting school transitions; and engaging hard-to-reach parents in their children's learning from an early age via parent forums. We will also aim to involve parents/carers in family reading and numeracy projects so that they can understand and participate in their child's learning.

We know from our own experience that children from deprived areas respond very positively to opportunities and experiences which broaden their horizons and raise their aspirations and we will use our specialism of music to support this further. Parents and carers will be actively encouraged to support their child's development and our School Improvement Planning will continue to focus on narrowing attainment gaps in order to break the cycle of low aspiration, expectation and disenfranchisement.

Innovative Use of ICT

ICT and the variety of modern media platforms for delivering experiences and engaging pupils in their own learning will be carefully chosen in order to provide reasonably "future proof" and flexible options for ensuring continued high impact in support of high quality learning. Examples include the creative use of interactive whiteboards, "participatory" software such as hand-held voting devices and technology such as "visualisers" which enable a whole class (and those accessing it via the Virtual Learning Environment) to enjoy a demonstration which could normally

be seen by only a handful of pupils at a time. Expertise and shared purchasing will be provided by UCAT, which will always be at the forefront of the latest developments and the accumulated facilities and expertise will be available to be shared with the wider community

The ready availability of these new technologies will be used to support pupils with the expression and communication of their ideas (words, pictures, ideas) individually and in groups. This will build confidence, overcome barriers to learning and encourage collaborative learning and a real sense of community.

Inclusion

We recognise that there are many potential barriers to learning and we shall seek to identify and effectively remove them all by developing a detailed understanding of every pupil as an individual in the round. Ours will be an inclusive ethos and we appreciate that we will be working in partnership with each pupil's family and, often with other agencies who contribute towards their care and support. The Principal will be designated Child Protection officer and all staff will receive the required training. Pupils whose circumstances require broader support through Team Around the Child (TAC) and Safeguarding processes will receive every assistance through the school in conjunction with local Children's Social Services and other agencies, e.g. home visitors, outreach workers, health or social care professionals, ethnic minority achievement service staff, librarians or local artists.

We will use proven successful strategies for involving families in children's learning such as SEAL (Social and Emotional Aspects of Learning) in conjunction with relevant specific strategies, e.g. to improve behaviour or learning, address issues around ethnicity, promote enabling environments etc.

Pupils with Special Educational Needs (with or without a statement) and pupils with English as their second or additional language will receive fully rounded and individually tailored support packages defined by Individual Learning Plans (ILPs) which will be regularly reviewed. Every teacher will accommodate these pupils' ILPs in their own plans and these will be jointly reviewed with colleagues. As far as possible, pupils' needs will be met in the classroom, using whatever methods and additional resources are required in order to give every pupil an inclusive, universal entitlement. They will often be a priority for support from a Teaching Assistant and, occasionally, additional help will be required from the Local Authority. For pupils with EAL, Teaching Assistants will advise teachers on their specific needs both in the classroom and in lesson-planning.

Pupils with Individual Health Plans (IHPs) and/or disabilities will receive similar consideration in the planning of their learning provision and we will work closely with relevant health services to meet their needs and recommendations. Each pupil with an IHP will be allocated to a named Teaching Assistant for day-to-day monitoring and care. Pupils with identified behavioural and/or emotional needs will similarly be allocated to a named member of staff (teacher or assistant) to offer daily monitoring and support. Their timetables and pupil-groupings will require very careful monitoring to anticipate potential problems and opportunities and plan accordingly.

Looked After Children

We will ensure that specific needs and barriers to learning are identified for looked after children. These will be recorded in each child's individualised learning plan (ILP) and progress will be reviewed on a regular basis.

On entry to the school, teachers will work closely with the looked after child to assess their strengths and areas for development and their ILP will help them to progress alongside their peers and catch up, if appropriate.

The ILP will also include advice to staff on behaviour 'triggers' and how these can be avoided. Fixed-term and permanent exclusion will be avoided if at all possible.

There will be a designated member of staff who, supported by other staff, will monitor the impact of the agreed actions closely and he/she will be rigorous in evaluating, with the child, whether the targeted support is working by helping the child to achieve their full potential. Our school will always try whatever range of approaches is necessary to support the child.

The progress of each looked after child will be carefully monitored. Special attention will be given to make sure they are on track to achieve their targets and, if not, the best strategy to secure progress will be worked out with the child. Teachers will regularly articulate what they expect them to achieve and encourage these children to have high aspirations, setting sufficiently high targets. A minimum of two levels of progress during Key Stage 2 will be seen as a realistic expectation.

The designated member of staff will co-ordinate arrangements relating to the ILP and will hold regular reviews to ensure that educational progress has the highest priority in the statutory review procedure of the child's wider care plan. S/he will work with the class teacher and other key staff to regularly review progress towards targets and evaluate the impact of any intervention strategies. The priority will be to support the child to 'keep up' as some may have significant gaps in their early stages of learning and may have already fallen behind. Teachers will need to be sensitive to the child's circumstances.

We will support every child to develop appropriate social and learning skills, such as listening to others and working effectively in a group. Teachers will provide opportunities in all lessons for paired and group discussion and collaborative work, supporting and engendering productive learning partnerships by carefully grouping pupils. Dedicated group work and circle time will be used to support the development of these skills, if required. One-to-one tuition will be considered, if appropriate, for each looked after child and personalised intervention strategies put in place.

Staff will receive appropriate training to support looked after children and will be aware that the children may sometimes exhibit inappropriate behaviour but awareness will not be confused with acceptance and expectations will remain high as teachers maintain the highest focus on teaching and learning and progress of each pupil.

Teachers will understand how fragile each child's progress can be and the impact of events and changing circumstances in their home life. This will be done without breaching confidentiality. Support and challenge will be provided for academic progress as well as emotional and behavioural development. Support will also be

focused on encouraging the child to be increasingly more independent. When appropriate, the child may be allowed to take time out to reflect, with a designated member of staff.

If possible, the child will be allocated to an experienced member of staff and if possible will receive support from a teaching assistant. If existing teaching assistant support can be extended to include the looked after child, this will be done in a carefully planned way which ensures that the child doesn't feel that they are being treated differently from the others in the class.

A looked after child who is new to the school may be introduced to the class over a period of a few days and may be supported in this induction period by the designated member of staff. Another child may be asked to act as a buddy in the classroom and possibly another to provide help and support at play times and lunchtime.

The designated member of staff will show a genuine interest in all aspects of the child's involvement in school, for example attending events and performances that the looked after child participates in, making it a priority to know the child well and building strong relationships on a variety of levels.

Any significant incidents involving a looked after child will be recorded and if a pattern starts to emerge this is then shared with the designated member of staff and discussed with the child/carer.

Carers will be encouraged to talk to class teachers at the beginning and end of the day and so establish a system of daily, shared progress checks. The designated member of staff and/or class teacher will work closely with the foster carer, particularly during challenging periods, for example if the child is experiencing emotional and behavioural difficulties. Carers will be encouraged to have close and frequent contact with the school, communicating positives to celebrate as well as any areas of concern. This contact may often be focused on finding solutions to problems and agreeing actions to ensure consistent messages for the child. Carers will be given resources which they can use at home with their child, together with on-going support and guidance on how to use them most effectively.

The Principal and designated members of staff will ensure effective and timely collaborative work between key professionals. They will have regular dialogue with social workers and LA staff and their expertise and advice will be sought as and when necessary.

Designated members of staff will be proactive, but subtle in their support. They will show a genuine interest in the child and support the child in every way possible with specific needs. Any changes to the normal daily routine will be explained in advance, so that the information and implications can be reinforced at home and staff will often speak to the child individually to provide reassurance if it is needed.

Staff will be aware of potentially difficult topics and take time to prepare a looked after child by talking to them on an individual basis and explaining the focus for the work and the purpose in doing it. Where appropriate the child is given the chance to opt out if they wish. So, for example, they are very careful to focus on 'special adults' day' instead of 'mothers' day' or 'fathers' day'.

Teachers and other staff will exercise flexibility in a discrete and subtle way. There will be no overt signs that all children would notice to indicate that differential treatment was being offered to a looked after child. The differentiation is often achieved in one-to-one situations with the child and not in front of the whole class.

The designated member of staff and other adults will look for opportunities for the child to develop a range of interests and hobbies often through attending after school clubs and activities, particularly music, if appropriate. This will be a particular feature of the ILP and opportunities will be explored both from what the school can offer and from outside providers. Where necessary, funding will be sought from the local authority to facilitate the involvement in such activities or any school trips. The designated member of staff will make a point of talking to the child about how they are getting on with any such activities. If possible he/she will visit the child when they are attending the activity and maintain a photographic record of the child's involvement, if permission has been given.

Whenever possible carers will be encouraged to engage in 'family learning activities'. This approach will have the multiple benefits of engaging the child in learning, developing confidence and building even stronger relationships. Again the prioritisation is discrete but the carers, the children they look after and, when appropriate, their own children will be given special priority.

The induction programme for the child moving to a new class or a new school will be carefully planned. Looked after children may make several visits so that he/she is able to get to know key staff and acclimatise to the new situation and surroundings. Some mentoring support may also be offered over the summer holiday.

In addition, the designated member of staff will use their local knowledge and networks and will be perceptive in identifying the early signs of vulnerability in other pupils so they can start developing supportive relationships, sometimes before a child is taken into care.

Ensuring our school meets the needs of pupils for whom English is an additional language (EAL).

Our school's vision and ethos as an inclusive school are to ensure that every child achieves their potential. Pupils in our care for whom English is an additional language will therefore need specific, targeted support. We will always promote ethnic, cultural and social diversity and we are committed to raise standards for these pupils therefore avoiding any potential under-achievement.

The school will identify the individual needs of EAL pupils, respond to them and support each of these pupils, as appropriate, recognising and celebrating the skills they bring to our school. We will ensure equality of access to our curriculum for EAL pupils and support them to engage in it. By developing their competence to use English confidently we will enable them to learn and achieve to the very best of their ability in every curriculum area.

EAL pupils will be assessed upon entry and their settling into school will be carefully managed. The role of the SENCO, who will co-ordinate appropriate support for EAL pupils, will be crucial. He/she will discuss EAL pupils' needs with appropriate class teachers/Teaching Assistants and will provide practical guidance on strategies of

how to raise achievement and close any gap in progress. He/she will carry out an initial assessment of the child and continue to track all EAL pupils' progress throughout the school, discussing this at regular intervals with class teachers and parents and advising them on effective strategies of support.

Staff will be expected to:

- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills.
- Acknowledge the importance of a child's home language(s) and cultural background.
- Encourage and support the involvement of parents/carers in their children's education.
- Create a learning environment which promotes respect, co-operation and mutual support beneficial to all individuals and to not tolerate racist or biased attitudes and behaviour.
- Use teaching methods and styles that take account of the needs of EAL pupils from different ethnic groups.
- Ensure planning identifies the language demands of each curriculum area and provides differentiated learning opportunities matched to the needs of EAL pupils.
- Encourage and give opportunities to use formal written and spoken English as well as developing colloquial English.
- Use texts to help develop the structure of English and to provide opportunities for discussion.
- Provide supportive contexts for learning by ensuring that learning builds on previous knowledge and by using a range of strategies for scaffolding language and learning such as writing frames.
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers.
- Have high expectations of pupils but be sympathetic to emotional difficulties pupils may be experiencing
- Provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum.
- Maximise opportunities to develop social and personal confidence.
- Ensure pupils feel safe and at ease in the playground through the use of playground buddies.
- Value the contribution made by all pupils.
- Make ongoing assessments and keep a record of progress.
- Promote collaborative group work
- Provide enhanced opportunities for speaking and listening
- Provide effective role models of speaking, reading and writing
- Use additional verbal support-repetition, alternative phrasing, peer support
- Use additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc. to make connections
- Make best use of bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Provide opportunities for role play
- Give positive and constructive regular feedback and encourage other members of the school community to do so also

Staff will regularly observe, assess and record information to monitor progression and report on a pupils' developing use of language. The SENCO will use all available assessment data to monitor, evaluate and review the progress of EAL pupils and adapt strategies of support, as required. Involving additional staff/support (internally or externally from the LA) will be determined on the basis of identified need. Support may include literacy support for individuals/ groups, language enrichment groups and conversational groups. Where necessary, support for pupils entering SATS will be provided in line with appropriate guidelines.

Our school will ensure that teaching staff share planning with support staff. Plans will identify need and provide differentiated opportunities matched to individual EAL pupils' needs as identified in their Individual Learning Plan.

The teaching of effective written and spoken English will be embedded in the teaching and learning across the curriculum. Teachers will analyse the linguistic demands of a task in their subject area, so as to extend and develop the English Language skills of learners across the curriculum. Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, language use or forms of text.

EAL pupils who have achieved fluency in spoken English may need further support to develop written English. Staff will review groupings and seating arrangements to ensure that EAL learners have access to strong English language peer models so they can access work at the appropriate and challenging cognitive level.

Further support for pupils' language development will be provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

A distinction will be made between EAL and Special Educational Needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to SEN support. Equally our school recognises that EAL pupils may well be gifted and talented, even though they may not be fully fluent in English. Where this is identified appropriate challenge and support will be provided in line with our policy for gifted and talented provision.

Our specialism of music, for example, could well be an area in which an EAL pupil has special talents or potential that could be considerably developed. In addition, our excellent ICT facilities will significantly aid the development and achievement of any EAL pupils who will use ICT not only to build their confidence but also as a means of accessing a wealth of support materials to improve their acquisition of English. This will be both during the normal school day and during enrichment activities. These facilities will also be available for families of EAL pupils via our community programmes.

Disability equality

Our school's vision is about valuing the individuality of all of our pupils and ensuring that every pupil achieves their true potential. As an inclusive school we will be committed to giving all of our pupils every opportunity to achieve the highest of standards and supporting them to do so. We will do this by taking account of pupils' varied life experiences and needs. We will offer a broad, balanced and exciting curriculum that we want every pupil to have access to and enjoy. We will have high

expectations for all pupils and the achievements, attitudes and well-being of each one will matter, irrespective of any disability they may have.

It is unlawful for schools to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services. Our school will be committed to equality of opportunity in every aspect of the life of all pupils, parents/carers, staff and governors with any form of disability and will ensure that disabled people are not treated less favourably in any way. Our school will abide by The Equality Act (2010).

The plans of our proposed site detail the access arrangements that we have in place which remove barriers to inclusion for all pupils, parents/carers' and staff with disabilities. We will continue to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged, developing the physical environment of the school, within the limits of the resources available. Our school will promote positive attitudes to disability. It will not tolerate direct or indirect discrimination, discrimination arising from a disability or harassment of disabled people in any form and will record any such incidents, report these to Governors, as appropriate, and take any necessary action.

If our bid is accepted, disabled people will be involved in developing our disability equality policy and there will be ownership of this policy throughout the school. The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out day to day activities'. This can include sensory impairments (such as those affecting sight and hearing) and learning difficulties, dyslexia, diabetes, epilepsy, and HIV. Our school will implement the school's disability non-discrimination policy on a day to day basis and meet the needs of any pupils with such disabilities. We do not consider disability to be the same as special educational needs; not all people who are defined as having a disability have special educational needs, and vice versa. As an inclusive school, we will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our pupils, and this of course includes pupils with disabilities.

We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides and will not treat a pupil with a disability less favourably than others because of the nature of his or her disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage and will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

Disabilities can limit the extent to which pupils are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a pupil suffers from hearing loss, the teacher will need to plan accordingly following the expectations and guidance in the child's Individual Learning Plan. We will identify any barriers and will use a range of teaching strategies, supported by Teaching Assistants and multi-agency support, as appropriate, to enhance learning and

participation across the whole of our curriculum. We will ensure that we plan any enrichment, out-of-school activities and school trips in such a way that pupils with disabilities can participate.

Our school will regularly review the way resources are matched to the needs of all pupils. If necessary, to improve our provision, adjustments will be made to teaching and learning arrangements, classroom organisation, the deployment of support staff and timetabling. Staff training will be provided to ensure that all staff understand the individual needs of any disabled pupils and what range of strategies should be used to provide appropriately for them. In order to do so, we will seek to respond to guidance from parents/carers and pupils. Our school will liaise with specialists to support individual pupils and will work in a multi-agency way wherever needed/possible. Specialists may include: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies.

We will take account of disabilities parents/carers' as well as pupils. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter. Or if a parent/carer is deaf letters, texts or emails will be required.

For disabled pupils this may include making information available in Braille, large print, on audio tape, through sign language or using a symbol system. The Governing Body will be responsible for the school's duty not to discriminate. A named governor will discharge the responsibility of ensuring that we meet our obligation not to discriminate. The Principal will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

We will have high expectations of all our pupils and will monitor a range of data to make sure that any pupils with disabilities are making the best progress possible and not underachieving. If they are not, we will use appropriate intervention strategies to address any barriers to learning. Data will be analysed and assessed to measure our effectiveness and to examine trends in progress and development. The results will be used to plan changes and to address any challenges they present. This will be reported to the Governing Body, and fed into our School Improvement Plan.

The Principal will implement the school's disability non-discrimination policy, when it is agreed, on a day to day basis and will report to governors on matters regarding disability discrimination. The Governing Body will have a named governor with responsibility for matters of disability discrimination. It will be this governor's responsibility to keep the Governing Body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures and the achievements and progress of individuals with disabilities.

SEN Code of Practice

A senior teacher (SENCO) will co-ordinate the school's adherence to the SEN Code of Practice, including giving advice to staff and liaising with families and external agencies. The SENCO will be responsible for ensuring that each subject's Scheme of Work fully incorporates the special needs of all pupils as identified in their

Individual Education Plans. Each class teacher will be responsible for ensuring that the IEPs of their pupils are being followed and each Subject Co-ordinator will be responsible for ensuring that Schemes of Work reflect the needs of both pupils with special needs and the gifted and talented. Class teachers working with teachers in charge of each Key Stage will be responsible for monitoring the progress of each pupil and devising appropriately effective intervention strategies to ensure they are exceeding national norms for progress.

We shall identify pupils' special needs using provision mapping against the four areas of need in the Code of Practice and the provision in place for that pupil (staffing, resources, activities and approaches). This will be reviewed termly and will be the basis for discussion between class teachers and the SENCO.

As recommended in the Code of Practice, there will be a graduated model of action and intervention to help pupils who have special educational needs. This approach recognises that there is a continuum of special educational need. Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a pupil may be experiencing, thereby ensuring that progressively more powerful interventions are used to meet increasing needs. This model will also allow the range, type and intensity of interventions to be reduced as a pupil makes better progress.

There will be five stages of response: class action (CA), school action (SA) or early years action (EYA), school action plus (SA+) or early years action plus (EYA+), statutory assessment or CLASP funding (Care or Learning Access Support Plan) and a Statement of Special Needs.

Class Action

Concern about progress may be expressed by the class teacher or parent/carer in any of the four areas of need as set out in the Code of Practice: communication and interaction; cognition and learning; behaviour, emotional and social development; and sensory and/or physical.

The class teacher, supported by Teaching Assistants, will then monitor progress using a variety of sources of evidence and the findings will be reviewed with the SENCO. Any recommendations will be agreed with the parent/carer and, if they involve more than the usual differentiation of support within the classroom, the pupil will move on to SA/EYA.

School Action or Early Years Action

An IEP Individual Education Plan or IBP Individual Behaviour Plan will be devised with clear SMART (specific, measurable, achievable, resourced and timed) targets. Sometimes the IEPs of several pupils will be combined into one Group Education Plan (GEP) where they have common targets. The class teacher will be responsible for working with the Teaching Assistant(s) to implement the plan, which may include targeted adult support. Progress is reviewed at least termly.

School Action plus or Early Years Action plus

The SENCO will conduct a termly review of the progress being made by every identified pupil. If appropriate, parents/carers will be invited to attend together with

an Educational Psychologist and/or other external support worker, e.g. language/speech therapists, social worker etc. An IEP/IBP will then be devised as appropriate and, if it is necessary for external agency support, the pupil will be placed in this category.

The SENCO will assume primary responsibility for monitoring the progress of pupils in this category each term although responsibility for the main provision will remain with the class-teacher supported by the Teaching Assistant(s). The outcomes of review may be continuation with an IEP/IBP at this level; return to SA/EYA or consideration for the next stage.

Statutory Assessment or CLASP funding

Again, working with parents/ carers, the SENCO may request statutory assessment by the Local Authority's Educational Psychologist service. Alternatively, additional funding may be sought to enable the pupil to cope with physical, sensory or medical needs.

Statement of Special Needs

If granted, this will deliver additional support and/or resources to enable the pupil's needs to be addressed more effectively. The SENCO will be responsible for devising an education programme which uses additional teaching and support resources as necessary. This may include individual tuition from the Teaching Assistant and/or specialist teaching by another teacher.

The SENCO will also arrange appropriate provision for pupils with English as an Additional Language. This will include withdrawal from certain lessons for special tuition as well as the screening of all their learning materials for readability. Broader barriers to learning, such as lack of effective family support and health issues, will be addressed by drawing appropriate expertise and agencies together in order to provide effective support and/or remedial intervention. Pupils with physical disabilities will be accommodated as far as possible throughout the school (we will have a lift to every floor) and wherever it is not possible "to bring the child to the education, we will bring the education to the child".

The ready availability of these new technologies will be used to support pupils with the expression and communication of their ideas (words, pictures, ideas) individually and in groups. This will build confidence, overcome barriers to learning and encourage collaborative learning and a real sense of community.

D4

Outline of proposed targets, why these are suitable to measure the delivery of our education vision, and what our strategy will be to achieve these

We will promote the inclusive fostering of self-belief, aspiration and achievement through teamwork and individual expression based on high standards of attainment, behaviour, presentation and mutual respect. Pupils will benefit from an outstanding enriched curriculum which will fully support not only their academic progress but also their spiritual, moral, social and cultural development. It will deliver the school's distinctive ethos, "A Voice for Every Child", through three separate but complementary strands: music, communication and developing "the whole person"

We will measure our success in several ways:

- academic outcomes
- attendance
- pupils' behaviour and presentation
- pupils' participation, confidence and happiness
- pupils' musical achievements
- pupils' spiritual, moral, social and cultural development
- pupils' achievements in the community
- family involvement
- our community involvement and reputation

Academic Outcomes

The progress made by each pupil will be very carefully monitored regularly in each curriculum area and particularly rigorously in relation to achievement and capability in literacy, numeracy and reading. In addition to formative *Assessment for Learning* being embedded within every learning experience, progress will be formally reviewed (not necessarily by formal testing) at least five times each year and appropriate interventions for impact made.

As stated above in Section C, we will aim to achieve the following five key outcomes:

- The vast majority of pupils will achieve at least Level 4 in English by the end of KS2;
- The vast majority of pupils will achieve at least Level 4 in Maths by the end of KS2;
- The vast majority of pupils will achieve a Reading Age of at least their chronological age by the end of KS2;
- The vast majority of pupils will have experience of performing (with a musical instrument or by singing) to an audience each year* and
- The vast majority of pupils will have experience of a leadership role within the school's community each year*.

* These last two outcomes to be recorded in pupils' MAPS (Mini-Apprentice Passport to Success).

Pupils' progress against challenging targets will be regularly reviewed and will incorporate all the usual national assessments, including the current KS2 SATs and future developments at ages 6 (reading/decoding), 7 (end of KS1) and 9 (end of new split KS2?). Our three principal measures of achievement (see D4 below) will relate to KS2 SATs and Y6 Reading but these will be broken down into progress "milestone" targets for each year and term in order to ensure that every pupil achieves at least expected rates of progression, i.e. two levels between the current KS1 and KS2.

We believe that achieving and exceeding national progress norms will be ambitious given the nature of our expected intake which, if it reflected the City ward including the Cathedral, would have proportions of FSM (free school meal eligible) and SEN (Special Educational Needs) pupils significantly above national averages, i.e. 22% and 17% respectively. We believe our curriculum will be appropriate to achieve

these targets with our pupils since it is based on proven best practice and academic research (e.g. *Twenty Outstanding Primary Schools: Excelling against the Odds*, Ofsted, 2009, p10 and *Music and Cognitive Abilities*, Schellenberg, 2005)

Incorporating Ofsted's recommended best practice, we will achieve outstanding teaching and learning by:

- stimulating and enthusiastic teaching which interests, excites and motivates pupils and accelerates their learning
- high expectations of what pupils can do
- consistency in the high quality of teaching across the school
- development of good learning habits, with pupil engagement and ownership of their own learning consistently encouraged
- highly structured approaches to reading, writing and mathematics, with some ability grouping
- well-planned lessons which provide for the differing needs of pupils
- stimulating classroom environment
- frequent praise and a valued reward system
- well-trained and deployed Teaching Assistants
- Assessment for Learning built into the fabric of every lesson, with self and peer assessment by pupils and regular collaborative monitoring and review by teachers
- regular monitoring, evaluation and review of all pupils' progress against expectations and consequent interventions for impact.

Attendance

We will expect every pupil to achieve at least 96% attendance, with no Persistent Absentees. Any unauthorised absence will be followed up with parents/carers immediately by telephone and/or text and any patterns of absence will be investigated.

Behaviour and presentation

We will expect every family to support their child in maintaining good behaviour at all times, based on consideration and mutual respect. If there are cases of poor behaviour, we would expect parents/carers to support the school in the use of appropriate sanctions in accordance with our agreed policies. Our target is zero exclusions.

Pupils' participation, confidence and happiness

We will expect every pupil to develop appropriate skills and experience in collaborative team-work, including the roles of group-leader, scribe, envoy, ambassador etc. We will expect every pupil to take part in at least some enrichment activities and we will measure "pupil satisfaction and happiness" using self and peer assessment pupil surveys and also parental surveys.

Musical achievements

We will expect every pupil to engage purposefully with music in as many different forms as possible and be able to point to progressive achievement in terms of skill or confidence, including performance and Grade exams.

Pupils' spiritual, moral, social and cultural development

Using criteria from the Ofsted Evaluation Schedule, we expect to be able to demonstrate progress and achievement by all pupils.

Achievements in the community

We will encourage all our pupils to take part as appropriate in activities with and for our community and these will be logged, reviewed and celebrated.

Family involvement

We will expect our parents/carers to attend appointments to discuss their child's progress as agreed and we will seek to establish an active "PTA" which will act not only as a supportive resource for the school community but also as a parental voice in the school's development and Governance.

Community involvement and reputation

We will seek to implement purposeful collaboration with our community that will include:

- dance, drama and musical performances, visits
- working with community groups such as the elderly
- the use of the school building and resources as a place for meeting and learning.

We will expect our profile in the community to be high and positive, with an over-subscribed intake.

Plans to develop pupil assessment and tracking systems.

Assessment

Assessment for Learning will be embedded throughout all learning and teaching and every pupil will be expected to know the level at which they are working as well as what they specifically need to do in order to move to the next level. Similarly, teachers will be expected to plan and adapt teaching based on continuous assessment of how pupils are developing knowledge, understanding and skills. In addition to this formative assessment, regular tests and appropriate exams (and, where appropriate, external tests) will be used judiciously to augment and corroborate teachers' assessments.

Communications

We will develop means of measuring each pupil's progress in the essential requirements of communication: literacy, oracy, numeracy and the ability to use ICT appropriately.

Tracking/Monitoring, Evaluation and Review

Progress towards the achievement of the above targets will be regularly measured and monitored. At least five times each year (every six weeks), each class teacher will have responsibility for collating progress information relating to each pupil in their class. This data will be entered into SIMS Assessment Manager (or similar) and

reviewed by the class teacher together with the Leadership Team. Only by taking into account all the information can the progress of each child against expected rates of development be considered “in the round”.

Pupil Intervention

It will then be for that group to determine the most likely effective intervention strategies and how they might be arranged, with clear success criteria, deadlines and accountability. Each pupil’s progress and attainment will be reported to their parents/carers after each review, together with information about any identified intervention package and information as to how they might best help. Statistics on parental and community involvement will be collated by the Vice Principal/Heads of Key Stage and reviewed by the Leadership Team.

Line Management

There will be a close system of line-management to monitor and support staff in the tracking and promotion of pupils’ progress. Each class teacher will have an identified line-manager within the Leadership Team and it will be for that colleague to determine any necessary intervention or support packages to ensure that both pupils and staff are performing at the expected level and making the required progress. The line-manager will be accountable to the Principal and, through him or her, to the Governing Body, which will regularly (probably termly) meet to review general statistics of performance and progress.

Performance Management

Teachers’ performance will be formally monitored in four ways:

- Annual Performance Management cycle, incorporating agreed planned objectives, success criteria, required support, lesson observation and review;
- Lesson observations by the Principal/Vice Principal as part of a quality assurance programme;
- Regular Learning Walks incorporating inspections of teachers’ lesson plans and pupils’ work;
- Regular analysis of pupils’ value added progress within each class taught.

In addition to these formal monitoring methods, the Principal/Vice Principal will regularly review attendance, punctuality and general effectiveness around the school for all staff. Poor attendance patterns will trigger a formal capability review. Praise and celebration of good and outstanding performance will follow, both formally and informally as appropriate, and the school will have a general culture of celebrating and sharing best practice through a co-coaching programme. Poor or ineffective practice will similarly be responded to consistently and in an appropriately professional manner.

The Performance Management cycle contains its own procedures for response but the school will not hesitate to intervene to address any concerns regarding poor performance, following agreed procedures as necessary, in order to ensure that every pupil enjoys their entitlement to good and outstanding teaching at all times.

Professional Development

All the above processes will be intrinsically linked to a high quality professional development system for all staff. It is our ambition to establish a learning institution in which pupils, staff and community develop together. The generic priority for all professional development will be to raise standards of learning and teaching. In the early years of the school's establishment, it is envisaged that engagement in a professional dialogue about outstanding learning and teaching, using Ofsted's evaluation criteria, will be the prime focus. It will be our objective to ensure that all staff are fully conversant with these requirements, the most effective means of achieving them and the rationale and methodology surrounding monitoring, evaluation and review.

In the monitoring of all the above targets, we shall pay special attention to the relative performance of different sub-groups, particularly those which are most vulnerable. Any "gaps" which appear will be rigorously pursued

D5

The University Cathedral Free School admissions arrangements will be in line with the existing School Admissions Code, The School Admissions Appeals Code and admissions law as it applies to maintained schools and academies.

The full policy for school admissions includes: clear admissions criteria; an over-subscription policy; tie-breaking arrangements. These criteria are set out in the section below.

The University Cathedral Free School proposed admissions criteria

There will be up to 30 places in each year-class (i.e. our “PAN” based on 1 form entry). If the school is over-subscribed, then we shall use the following criteria to allocate places in the order listed. Preference will be given to children:

1. with a statement of special educational needs that names the school (Section 324 of the Education Act 1996 requires the governing bodies of maintained schools to admit such a child. Please note, these pupils will be admitted in any event regardless of over-subscription.)
2. in public care (children looked after or previously looked after);
3. for whom it can be demonstrated that they have a convincing medical or social need to go to this specific school supported by a letter from a doctor or social worker.
4. who have a sibling on the roll of the school at the time of application i.e. reception through to year 5. Please note by “sibling”, we mean: siblings, step-siblings, foster-siblings, adopted siblings and other children living permanently at the same address;

We shall then consider applicants in two parallel categories determined by whether or not they are supported by the Church of England. Each category will be entitled to 50% of all the places in each Year class taking into account those pupils already allocated a place under criteria 1-4 above.

So up to 15 places will be reserved for “C of E” and 15 places will be reserved for “not C of E” category in total. Any places which remain in each category after criteria 1-4 have been applied will be allocated to those children:

5. who live nearest to the school (based on straight line distance measurements from the front door of the school reception to the front door of their home). In the case of a child whose parents have shared responsibility but who live in two different homes, we will use the nearer of the two homes.

If either of these two categories (i.e. supported/not supported by the Church of England) is undersubscribed, then the unused entitlement will pass over to the other category, to be allocated using criterion 5.

If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tiebreaker where two different addresses measure the same distance from the school, in the case of a block of flats, the lower door number will be deemed

nearest as logically this will be on the ground floor and therefore closer. If there are two identical distance measurements for different addresses of separate applicants, the tie break will be random allocation .

Waiting Lists

The school will receive applications from parents/guardians/carers at any time maintain a clear, fair and objective waiting list in accordance with the national School Admissions Code and the Local Authority's procedures. Earlier application will not give any advantage and it will be made clear to all that each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority will not be given to children based on the date their application was received or their name was added to the list. Looked after children, previously looked after children, and those allocated a place in accordance with a fair Access Protocol, will always take precedence over those on the waiting list.

Appeals against decisions regarding the allocation of places will be heard in accordance with policies to be determined by the Governing Body. In year admissions will be decided by the Governing Body in accordance with the above criteria.

It is our intention that the emphasis on siblings and proximity to the school will contribute to the creation of the truly inclusive school which lies at the heart of our vision and ethos. This is because the area nearest to the Cathedral contains significantly more deprivation than Chester as a whole and it is for those families that our doors will first open. This will also support our sense of community identity and, by encouraging walking, will contribute to a reduction of car traffic and the promotion of healthy lifestyles.

D6

In this section, we:

- set out detailed strategies for promoting good behaviour and attendance, including draft policies for both
 - describe how we will promote pupil wellbeing, including draft policies for Anti-Bullying and Safeguarding Children & Child Protection;
- and each of these draft policies is clearly informed by our education vision and is linked to raising standards and educational outcomes.

Excellent behaviour by all our pupils in the classroom, systematically throughout the school and in the local community will be expected at all times. The achievement of this goal starts in the classroom and in the quality of learning and teaching which goes on there. We will encourage each of our pupils to be positively engaged in their learning by providing a flexible and relevant curriculum, taught at an appropriate level targeted to the needs and abilities of the pupils. *Behaviour for Learning* targets will be embedded in all lesson planning, often set collaboratively with the pupils themselves. Teachers will encourage pupils to take ownership of their behaviour in accordance with the school's high expectations. This will ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Pupils will be shown how to behave appropriately at all times, with clearly displayed and consistently reinforced expectations based on mutual respect and consideration for others therefore creating a safe, secure and stimulating school environment in which everyone feels valued and respected. Good behaviour will always be celebrated and rewarded.

However, we will be an inclusive school and we recognise that some pupils will present with significant behavioural difficulties and some will not have previously spent much time in a formal learning environment. They will need to be accommodated within our system in a reasonable, constructive but consistent manner which takes their circumstances into account. There is a fine balance to be struck between maintaining consistently high expectations and responding to individual circumstances and it will be for the Principal to determine that balance, guided and supported by the Governors.

There will be an equally clear and consistent escalation of consequences for inappropriate behaviour ranging from verbal reminders and re-seating for low-level disruption within the classroom to withdrawal and, ultimately and only after all alternatives have been exhausted, exclusion. However, all staff (both teaching and support) will always seek to enlist the advice and support of the family wherever possible and the specialist expertise and support of external agencies and governors will be used at every opportunity. We will use a system such as *SLEUTH* in order to record, monitor and evaluate trends and statistics of pupils' behaviour.

This is a draft policy for The University Cathedral Free School

BEHAVIOUR POLICY

Principles:

- Children learn best and make significantly more progress in a calm and orderly environment. Our vision of every pupil achieving their potential so that the power of education radically improves their life chances can only be achieved if we have consistently high standards of behaviour throughout the school. Excellent behaviour underpinning every aspect of school life will ensure that our pupils feel happy, safe and will enable them to develop fully and achieve their best academically, socially, musically and spiritually.
- We will not tolerate poor behaviour and will challenge any incidents of it in an appropriate manner. Our expectations regarding excellent behaviour and the consequences of unacceptable behaviour are regularly made explicit to staff, parents and pupils and are applied consistently in order to raise standards across the school.
- Our population profile will be such that we expect to manage the behaviour of a disproportionately high number of disadvantaged and SEND pupils. It is therefore crucial that our policy and strategies for managing any incidents of poor behaviour are wide-ranging and adhered to by all.

- Children learn more successfully with praise, reward and celebration and their self-esteem is enhanced through these. Pupils will have tangible recognition of their excellent behaviour acknowledged and how this impacts upon achievement through a structured system of rewards.

Aims and expectations

It is a primary aim of The University Cathedral Free School that every member of the school community feels valued and respected and that each person is treated equitably and fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive and aspirational environment where Christian values nurture and inspire the potential within every child and where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and make demonstrable progress. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.

Our aim is to treat all members of our school community fairly and for all to apply this behaviour policy in a consistent way.

The school celebrates and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote excellent behaviour, rather than merely deter anti-social behaviour. We aim to be preventative rather than reactive in our approach to ensure that excellent behaviour is the norm in and around our school.

Roles and Responsibilities

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and, as far as possible, make outstanding progress.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner, maybe using a Teaching Assistant to support. However, if misbehaviour continues, the class teacher seeks help and advice from the

Principal/SENCO, as appropriate. Multi-agency behaviour support services will be involved as required.

Just as the class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy, he/she may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

The role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may recommend the permanent exclusion of a child. Both these actions will involve the school Governors.

The role of the pupils

Pupils are given every opportunity to take responsibility and make a full contribution to maintaining excellent behaviour throughout the school. They have a proactive role to play both through the School Council and as assistant play leaders and buddies.

At the beginning of every academic year, pupils work with their class teacher to establish a set of class rules. The pupils know and are taught what is expected of them, are aware of the school's Code of Conduct and the Home School Agreement.

Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying, as detailed in our Anti-bullying policy.

The role of the parents/carers

The support of parents/carers is fundamental to the success of this policy. We work hard to establish and maintain close relationships with parents and carers so that a feeling of joint responsibility is developed.

We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents/carers both of

their child's achievements and if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Rewards

A structured system of rewards (to be finalised upon the appointment of the Principal) will celebrate, on a regular basis, the excellent behaviour of pupils and pupils will be reminded of how excellent behaviour impacts upon achievement.

In and around the classroom

A clean, attractive and well-maintained school contributes to promoting standards of excellent behaviour. It is important therefore to maintain the quality of the environment and to keep general spaces and classrooms neat and tidy at all times. We encourage children to take pride in their school and:

- teach and encourage tidiness and insist on the proper care of equipment, including putting back equipment when used e.g. play equipment, trays at lunch time
- keep displays fresh and clean to encourage interest and pride
- keep the classroom neat and tidy; encouraging the children to take on roles and responsibilities as monitors
- maintain a litter free building and site

The staff have a duty to create a supportive and secure environment which encourages pride and a positive attitude towards school life. We recognise that teaching well-prepared, appropriate and stimulating lessons which take into account the different learning styles and needs of the children is fundamental to fostering excellent behaviour. It is particularly important when preparing lessons that staff take into account any Individual Learning Plans and Individual Behaviour Plans of pupils so that their needs are addressed appropriately. This is particularly important due to our wide ranging pupil profile.

We recognise that safe and happy playtimes are essential to pupil and staff well-being. We invest heavily in our playtimes and have a play leader whose role it is to ensure the children have positive playtime experiences. By working hard to foster good playtime behaviour, teachers are free to teach and do not have to spend the beginnings of lessons sorting out playground disputes.

The play leaders are chosen for consistently demonstrating appropriate behaviour at playtime. The children are congratulated in praise assemblies and have their photographs taken and displayed in the main entrance to celebrate their achievement.

In the dining room

We believe lunchtimes should be social occasions providing opportunities for the children to converse and socialise with their peers. This takes place within defined parameters with high expectations in terms of manners and conduct.

Beyond school

The school acknowledges excellent behaviour and all the efforts and achievements of children, both in and out of school. Such achievements are also celebrated.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and sensitively to each individual situation.

The following are considered to be examples of unacceptable behaviour

- Teasing / unkind behaviour
- Disruptive behaviour
- Poor attitude / work rate
- Failure to do homework
- Bad language
- Damage to property / equipment

In such circumstances the following sanctions are deployed

- Informal warning
- Moved place in class / assembly / dining hall
- Miss a part or whole of play time
- Class teacher contacts home
- Sent to the Principal
- Dialogue with parent / carer
- Principal/SENCO contacts parent/carers to implement Individual Behaviour Plan

The following are considered to be examples of seriously unacceptable behaviour

- Persistent failure to improve on any of the above examples of unacceptable behaviour
- Bullying (as defined in the Anti-Bullying and Equality and Diversity Policies)
- Verbal abuse / defiance to staff
- Violent behaviour
- Serious acts of vandalism

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate covert bullying, we do everything in our power to ensure that all children attend school free from fear. (More information on our anti-bullying strategies is contained in our Anti-bullying policy)

Severe consequences

Fixed-term and permanent exclusions

The decision to exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies that have been tried without success.

Only the Principal (or, in his/ her absence, the Vice-Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also recommend to Governors the permanent exclusion of a pupil. It is possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this and after all due processes.

If the Principal excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion and drawing up a conduct agreement to address the specific unacceptable behaviour prior to re-entry. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal.

The Governing Body has a Discipline Committee. This committee may wish to speak with parents/carers of any pupil who has a persistent record of poor behaviour and who maybe close to being permanently excluded. This committee also considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents / carers and the Local Authority, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Monitoring

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

CODE OF CONDUCT

All staff encourage the highest standards in collective and self-discipline. The vision and ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions.

<i>We expect of each other at all times:</i>	<i>This means:</i>	<i>In practice we should:</i>
RESPECT	<ul style="list-style-type: none"> · Valuing other people's rights, opinions and property · Taking care of and protecting our surroundings · Appreciating other people's talents and successes 	<ul style="list-style-type: none"> · Accept that other people are entitled to their own point of view · Take pride in our school and its resources · Put litter in bins · Take pride in our own and other peoples' achievements · Not put people down · Recognise and appreciate the contributions of all members of our school community
CONSIDERATION	<ul style="list-style-type: none"> · Thinking of others and trying to see others' points of view · Being polite and pleasant 	<ul style="list-style-type: none"> · Always speak politely e.g. say 'please', 'thank you' and 'sorry' · Avoid shouting or loud behaviour · Move about the school in an orderly way · Listen carefully to each other · Make all visitors feel welcome
COMMITMENT	<ul style="list-style-type: none"> · Working hard and not giving up easily · Taking a pride in all we do and always trying our best 	<ul style="list-style-type: none"> · Concentrate fully and use our time well · Come to school fully equipped for PE · Do all homework to the best of our ability and hand in on time · Wear school uniform correctly and with pride
CO-OPERATION	<ul style="list-style-type: none"> · Working willingly with others · Accepting we are all different and have different talents and strengths 	<ul style="list-style-type: none"> · Be punctual · Listen to and follow instructions carefully · Join in all aspects of school life
TRUST	<ul style="list-style-type: none"> · Being honest and responsible so that others can believe and rely on what we say and do 	<ul style="list-style-type: none"> · Keep promises and not let people down · Be able to trust others and be trustworthy ourselves

(END OF DRAFT BEHAVIOUR POLICY)

Ours will be a school providing outstanding learning experiences and attendance and punctuality will therefore always be expected to be high (over 95%), both in order that every pupil should benefit from that education and also to demonstrate a continuing commitment and support from the child's family. Our aim is to create an outstanding school and that will require an outstanding attendance record by our pupils. Attendance and punctuality will be very carefully monitored and every pupil will know their attendance target. There will be a structured escalation of carefully planned interventions as required using the school's support staff and external agencies where necessary, including parental (family) contracts and incentives. Holidays in term time will not be authorised other than in the most exceptional circumstances. Teachers will be expected to make provision in their lesson planning for pupils who have missed lessons so that their momentum does not suffer. Like good behaviour, good attendance and punctuality will always be celebrated and rewarded with displays in classrooms and throughout the school.

This is a draft policy for The University Cathedral Free School

ATTENDANCE POLICY

OUR VISION

Our school is committed to every pupil in our care achieving their full potential and having an outstanding educational experience. For any child to achieve their best both academically and socially they need to have an excellent record of attendance.

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. We do all we can to encourage the children to attend by providing a safe, happy and stimulating learning environment in which to learn and where everyone feels accepted and included. We provide the highest quality teaching and learning because it is what our pupils deserve but we also know that there is a strong correlation between the quality of teaching and learning and good attendance. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

The Governing Body is responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.

Parents/Carers will be expected to enter into an agreement regarding the issues stated in this policy when this has been approved by the Principal and the Governing Body.

Definitions

Every half-day absence from school has to be classified by the school (not by the parents), as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason like illness, hospital or urgent medical appointments which unavoidably fall in school time, emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- day trips and holidays in term time which have not been agreed.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. Parents/carers will be informed that if their child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

If there is a problem relating to attendance of a pupil our close liaison with parents/carers will ensure that we can take prompt action to support or challenge families as necessary.

Persistent Absentees (PA)

A pupil becomes a 'persistent absentee' when they miss 15% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need the fullest support and co-operation of parents/carers to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and will be informed of this immediately.

PA pupils and their parents/carers are subject to an Action Plan and are also automatically made known to the Local Authority Attendance Officer.

Parents/carers will receive the following information:

If your child is absent you must:

- Contact us as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;

If your child is absent we will:

- Telephone you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation with the Principal or Vice Principal if absences persist;
- Refer the matter to the Pupil Attendance Officer if attendance moves below a percentage, agreed with Governors.

If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then be in contact straight away with the parent or carer, in order to check on the safety of the child

Requests for absence during term time

We believe that children need to be in school for all sessions, so that they can make the best progress possible. However, we do understand that there are circumstances under which a parent/carer may legitimately request leave of absence for a child (e.g. a family funeral, a pupil needing an operation) and we expect parents/carers to contact the school giving as much notice as possible regarding this absence.

Time off school for family holidays is **not a right**. Parents/carers should take their family holiday in the normal school holiday periods. If there are **exceptional reasons** why parents/carers cannot do this then they **must request approval** for a family holiday using the appropriate form available at the school office.

Long-term absence

When children have an illness that means they will be away from school for some considerable time, the school will do all it can to send material home, so that they can keep up with their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services, so that appropriate arrangements can be pursued for the child.

Repeated unauthorised absences

The school will contact the parent or carer of any child who has an unauthorised absence. If a child has a repeated number of unauthorised absences, the parents or carers will be asked to visit the school and discuss the problem. If the situation does not improve, the school will then contact the LA support services, who will visit the home and seek to ensure that the parents or carers understand the seriousness of the situation.

The Governors, supported by the LA, reserve the right to consider taking legal action against any parents or carers who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

Attendance targets

The school sets attendance targets each year. The Principal and Governors agree these on an annual basis. The targets are challenging yet realistic.

Every class teacher will discuss, on a regular basis, attendance with each pupil who will be aware of his/her individual attendance target, **which will be aspirational**.

Excellent and improved attendance will be celebrated and rewarded in a range of ways, individually and collectively with pupils in class, in assemblies, with parents and Governors. **The ethos of excellent attendance having a major effect on pupil outcomes and future life chances will permeate throughout our school.**

Punctuality

Poor punctuality is not acceptable. If a pupil misses the start of the day they can miss the lesson introduction and any important information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.

How we manage lateness:

The school day starts at **8.35** and we expect your child to be in class at that time.

Registers are marked by **8.45** and your child will receive a late mark if they are not in by that time.

At **9.45** the registers are closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence.

If your child has a persistent late record you will be asked to meet with the Principal/Assistant Principal and/or Attendance Officer to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

Monitoring, evaluating and reviewing attendance

Class teachers will be responsible for monitoring attendance in their class and for following up absences in the appropriate way. If there is concern about a child's absence, they will contact the school office immediately. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Principal, who will contact the parents or carers.

It is the responsibility of the Governors to monitor overall attendance, and they will request regular reports from the Principal. The Governing Body also has the responsibility for this policy and for seeing that it is carried out. The Governors will therefore examine closely the information provided to them and seek to ensure that our attendance figures are as high as possible.

All staff, parents/carers and pupils will be expected to support the highest profile with regard to our attendance procedures consistently. It is only by doing so that our pupils can achieve their full potential. The link between attendance and pupil outcomes will be a high priority at Governors' meetings and an appropriate Escalation of Intervention procedure will be agreed.

All staff and Governors will monitor carefully the attendance of pupils by gender and also pupils who fall into other categories e.g. Looked After Children, Pupils who are on the Special Needs Register for School Action, School Action Plus or are have a Statement, Gifted and Talented pupils, EAL and those who are entitled to free school meals. (END OF DRAFT ATTENDANCE POLICY)

Effective learning can only take place when the learner feels safe and secure and the school's pastoral system will ensure that, as far as possible, each pupil enjoys

these minimal entitlements at all times in addition to the development of social skills and the making of appropriate academic progress. Every pupil will have a class-teacher who, as pastoral tutor, will be the initial point of contact between home and school. Pupils, coming from a variety of backgrounds, will inevitably bring to school a range of behaviour patterns based on differences in home values, attitudes and parenting skills.

It will therefore be crucial for class-teachers to know their pupils very well as individuals and develop meaningful relationships with their families/carers as far as possible. They will always safeguard and promote their pupils' well-being and respond appropriately and professionally to any concerns. We expect our pupils and their families to "leave their excuses at the gate". Although the school can't be responsible for pupils' behaviour in the community, we will play our full role in seeking to exercise control and influence over it. Our expectations will not end with the school bell at the end of the day and we will listen to the concerns pupils and parents bring to us.

Cathedral clergy will make regular visits to the school (e.g. for collective worship, lessons and generally participating in the life of the school) and their pastoral role will augment that of staff and strengthen our shared sense of community.

Any suspicions of bullying behaviour will always be dealt with very seriously, with the aim of achieving a genuine resolution subscribed to by all parties, including those other pupils not directly involved but able to assist. Every member of the school community will always be encouraged to report any suspicion of bullying behaviour via whatever route seems most comfortable and appropriate to them ("talk away, don't walk away"). All suspected cases of bullying will be centrally logged and we will be aware of potential nooks and crannies in the design of our school building and site. We will establish a "Friends Base" during playtimes, where lonely children can go for nurture from staff. Overall, our approach will be to openly promote "Anti-Bullying": to be positively preventative rather than simply reactive. We want every pupil to enjoy being and learning in our school and we will therefore listen to what the School Council tells us about how we might make things better.

This is a draft policy for The University Cathedral Free School

ANTI BULLYING POLICY

OUR VISION:

Our school community is made up of all the pupils who come here to learn; all the adults who work here; our pupils' parents, carers and families and the people who live near our school. What makes everyone of us special is that we are all different from one another. We all have the right to be treated with respect and we all have the responsibility to treat each other with respect. We believe that it is wrong to try to make someone unhappy because they have a disability; their religious beliefs are different from ours; they practise the same religion as us but in a different way; they come from a different part of the world; their sexuality is not the same as ours; the way they speak or look is different from ours; they are not as good at some things or don't have as much money as us.

In this policy we will describe what we think bullying is and how we will all work together to make everyone feel valued, welcome and safe in our school.

Aims/Objectives

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and that all staff are free from fear of bullying by pupils.

The objectives of this policy are:

- all members of the school community have an understanding of what bullying is
- all members of the school community know what the school policy is on bullying and follow it when bullying is reported
- all pupils and parents should know what the school policy is on bullying and what they should do if bullying arises
- pupils and parents should be assured that they will be supported when bullying is reported
- that the whole school community knows that bullying will not be tolerated

Scope of policy

This policy includes:

- bullying of pupils by pupils within the school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

Consultation (subject to acceptance of our Free School bid)

This policy will be developed further in consultation with pupils, parents/carers and school staff. This will include questionnaires, pupil interviews and class discussions. It will also be approved by the School Council and the Governing Body.

WHAT IS BULLYING?

Bullying is behaviour by a person or group which is usually repeated over days and weeks, that intentionally hurts another person or group, either physically or emotionally.

We know that anyone, including adults, can be bullied, but our job is to make sure that in our school everyone feels that if they are bullied that we will act to make sure that it is dealt with.

These are the types of bullying that happen most often in schools.

Physical bullying is the easiest to spot. It can include pushing, hitting, kicking, crowding a person's space or spitting to harass or frighten someone else.

Verbal bullying is the use of words to harass, intimidate or make fun of someone else and can include mocking the way they speak. Saying that you are only joking does not make it alright. If you aim to make the other person upset by what you say or how you say it then it's bullying.

Sexist bullying can be when boys or men make comments to women or girls which aim to show that they are in some way better just because they are male. It also includes spreading rumours about girls and women concerning their sexual reputation or making remarks about their appearance. More serious forms of sexual bullying are things like touching girls or women against their will right up to criminal offences such as sexual assault.

You know it is wrong if it is something you would not want done or said to a member of your own family.

Indirect bullying is also sometimes called emotional bullying. This is deliberately leaving a person out of games, refusing to work with them in lessons, telling other people not to talk to them or be friendly with them or forcing them to do something they don't want to do. In some ways this is the nastiest type of bullying because you are trying to make someone else feel worthless and unwanted.

Cyber bullying is using mobile phones, computers or the internet to bully, harass or frighten someone.

Racist bullying is picking on someone who is of a different race or ethnicity from you. We also include targeting someone who has a different religious identity.

Homophobic bullying is harassing or abusing another person either because they are gay, lesbian, transgender or bisexual or because you think that they might be, even if they are not. In our school it is as unacceptable as every type of bullying and we accept no excuses for it. We will challenge the use of the word "gay" as an insult.

The most effective way to tackle homophobia and homophobic bullying is to take a whole-school approach. This is part of the ethos of our school. Schemes of work and pupils' learning outcomes include work on homophobia across the curriculum.

Bullying of people with disabilities and special educational needs is abusing, harassing or making fun of a person who has a physical or learning disability or who receives support to help them in some lessons.

HOW BULLYING AFFECTS US:

There are three types of people who can be involved in a bullying incident. In a school any adult or pupil can be any one of these types;

- the victim is a person or group of people who suffers in any way as a result of deliberate and on-going harassment or victimisation from another person or group.
- the bully is a person who deliberately uses their power, position or strength to frighten, threaten or intimidate a person or group they think they can dominate.
- bystanders are the people who stand and watch when someone else is being bullied. They are on the same side as the bully if they do not do anything to support the victim such as telling a member of staff immediately. If we want our school to be bully free the bullies have to know that we will all report any bullying we see or, if we feel we can, stand up to support the victim.

Bullying is bad for our school. When we are unhappy, we do not learn well and we know that some victims of bullying stay away from school. We also know that each year, several young people in Britain take their own lives because they cannot put up with bullying anymore.

Bullies need support to change their behaviour. They are usually unhappy because something is not going well in their lives and they are more likely to end up in prison than other young people.

WHAT ARE THE WARNING SIGNS?

There are clues that can alert staff, pupils, parents and carers that someone is being bullied. This is not a full list.

A pupil may:

- be unwilling to go to school
- pretend to be unwell
- truant lessons
- become anxious/withdrawn/lacking in confidence
- self-harm

- start to underachieve in school
- stop eating
- ask for money or start stealing
- bully brothers or sisters
- appear stressed

WHAT WILL WE DO TO STOP BULLYING?

We want every pupil in our school to know that they can tell any adult who works here that they are being bullied or that someone they know is being bullied. We want our pupils to know that if they do report bullying that it will be dealt with quickly and that we are consistent in the way we respond to bullying. To do this we have to take every opportunity to remind pupils that we are a telling school and encourage them to let us know about incidents inside and outside.

Among the ways we will do this are:

- promoting the anti-bullying policy including versions for pupils and parents/carers.
- posters and displays which celebrate diversity and address bullying.
- assemblies, PHSE lessons and through the Social and Emotional Aspects of Learning curriculum.
- consulting with pupils, staff and parents through surveys, the School council and class meetings.
- modelling positive behaviour as set out in the school's Behaviour Policy.
- providing new staff with training and guidance on how to respond to incidents of bullying. We will also have regular up-dates for all staff on dealing with bullying issues.
- monitoring pupil participation of extra-curricular activities to guarantee that our whole community is represented across a range of events.
- involving agencies and services from outside the school to provide extra support and input when required.

WHAT TO DO WHEN BULLYING HAPPENS

The motto that we will promote within our school to encourage all of our community to take our anti-bullying policy seriously will be '**TALK AWAY, DON'T WALK AWAY**'.

School staff have to be told about bullying if they are to do anything about it. We encourage pupils to approach any adult with whom they feel comfortable who works in the school or they can tell an adult outside the school. In some circumstances a pupil may confide in a friend.

Step 1 Anyone who is told of a pupil's concerns about bullying should inform the victim's class teacher at the earliest opportunity. It is best if this is done in writing.

Step 2 If it is an incident involving pupils in the same form the teacher will normally deal with it.

Step 3 If the situation cannot be resolved easily or involves pupils from other forms, a member of the SLT will investigate and decide on the next steps.

Step 4 The SLT member responsible will be kept informed and a written record needs to be kept of what the investigation revealed, what steps were taken and how the matter was resolved. This is essential if we are to monitor, evaluate and review that what we do is consistent. Patterns or serious incidents of bullying will be reported to the Governors.

The member of staff who investigates an incident will speak to the pupils involved, witnesses, staff members who have relevant information. Written statements will be taken from both the pupil who claims to have been bullied and the alleged bully. In all but the most exceptional cases parents/carers will be informed at the earliest opportunity. This applies both to victim and perpetrator. The pupil who has been bullied needs to be kept informed of any actions the school plans to take and should be made to feel that they are being supported and protected.

A report needs to be drawn up setting out how the school intends to resolve the incident, what support is to be provided to the victim and the sanctions and other interventions that the bully will receive. This must be shared with those involved, respecting confidentiality where appropriate. Information should be passed onto relevant staff as well.

If a pupil has been excluded due to bullying behaviour the school must plan for her or his reintegration. The pupil can expect to have a meeting with the Principal. He or she may also be referred to a Teaching Assistant for support.

This plan may involve mediation or reconciliation between the parties involved. These meetings, which will normally happen during the period of exclusion, need to be conducted by an appropriately skilled person who is seen as impartial and should aim to come to a conclusion which is mutually acceptable.

SUPPORTING THE PERSON WHO HAS BEEN BULLIED

Each case has to be approached individually and the school will develop a repertoire or responses. In the case of the pupil who has been bullied these will include:

- making him or her feel that they are being listened to and that his or her concerns are acknowledged.
- providing support and strategies to deal with unwanted behaviour(s).
- providing a key worker who will monitor whether the victim feels safe and supported.
- informing staff.
- referral to outside agencies if applicable.

- common assessment framework (CAF) to identify concerns and plan strategies.
- circle time.
- contact with parents and carers.

Some groups of pupils may be more likely to be bullied than others. We will closely monitor vulnerable pupils, pupils with disabilities and pupils who belong to communities which are newly arrived to, or minority, in the school.

WORKING WITH THE PERSON WHO HAS BEEN BULLYING

In the case of pupils who are bullying it is important to bear in mind that this behaviour may indicate underlying needs and that sanctions may have to be accompanied by more supportive or therapeutic strategies. The aim should be to persuade them to take responsibility for what they have done and to help them change their behaviour through advice, guidance and giving them strategies to change their behaviour.

Sanctions and support can include:

- lunch time meetings.
- a fixed term suspension from extra activities.
- informing staff.
- referral to outside agencies where applicable.
- Common assessment framework (CAF) to identify concerns and plan strategies.
- involving appropriate outside agencies.
- homophobic, sexist and racist bullying is best challenged through dialogue. It is better to persuade someone that their ideas are offensive and hurtful than to punish them for what they think.
- contact with parents and carers.

Exclusion may not be the most effective response to bullying and it will always be used as a last resort.

WORKING WITH PARENTS AND CARERS

It is important for the parents and carers of pupils who are involved in incidents of bullying to be kept informed and reassured. This means that the member of school staff investigating an incident will do the following things:

- look into any issues or concerns a parent or carer raises.
- report back in good time what they have found out.
- let them know what will happen next.

- give them information about organisations which can offer support and advice.
- refer them to other agencies if appropriate.

COMPLAINTS

If a parent or carer wishes to make a complaint they should contact the member of staff investigating the case. If the matter is not resolved to their satisfaction they should contact the Principal. If this is still unsatisfactory they should inform the Chair of Governors.

SUPPORTING STAFF

For the policy to be effective it has to be applied **consistently** by all staff. We will take the following steps to make sure that this happens:

- providing all staff with training at least once a year to make sure that they are familiar with the school's Anti-Bullying Policy and that they are comfortable in addressing all sorts of bullying.
- when we conduct our annual review of the Anti-Bullying Policy we will survey staff to see if they feel equipped and supported to challenge all types of bullying, in particular homophobic bullying.
- the induction of new staff will include training on this policy and the procedures to follow.

MAKING SURE THAT THE POLICY IS WORKING

We have to keep records of any incidents of bullying which are recorded. For this we will use bullying report forms. This allows us to see if particular pupils or groups are worse affected than others and to identify who is responsible for bullying. It also makes it possible for us to identify areas of the school or times of the day where bullying is more likely to happen which means that we can take steps to stop it.

Each year when staffs review the School Improvement Plan they will be given an opportunity to assess how well the Anti-Bullying Policy is working. They are free to raise any issues about the policy through the school's normal channels at any time.

Parents and carers will be invited to comment on the policy at parents' evenings and through the school's newsletter. Each year we will provide parents with a short guide to this policy which sets out what they should do if their child is being bullied, where they can find additional support and to whom they can complain if they are not satisfied with what we are doing. (END OF DRAFT ANTI-BULLYING POLICY)

The school also recognises the utmost importance of safeguarding and child-protection procedures. The following is our draft policy:

**This is a draft policy for The University Cathedral Free School
SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY
OUR VISION**

Our school community has a duty to safeguard and promote the welfare of the children in our care. All staff including our volunteers, supply staff and Governors must ensure that they are aware of our procedures. This policy which is about prevention, protection and support, will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first, unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: The Principal (tba)

PROCEDURES

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who our Senior Designated Professional for Safeguarding is.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child and how to record any issues of confidentiality.

The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Senior Designated Professional.

All regular visitors and volunteers to our school will be given a set of safeguarding procedures, they will be told who our Senior Designated and alternate staff members are and what the recording and reporting system is.

TRAINING

Every member of staff will undertake appropriate safeguarding training every three years. Our Governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. We will do this in a number of ways. The named Governor for safeguarding may attend updated training and we might also consider safeguarding training for our whole Governing body. The Principal/Senior Designated Person should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school.

CHILD PROTECTION CONFERENCES

From time to time staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person attending from school will be the Principal or Senior Designated Person. In any case, the person attending will need to have as much relevant up to date information about the child as possible.

We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

SAFE STAFF

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for our children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children

All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made.

All staff will have access to and be expected to know our school's policy for safe restraint. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

If staff, visitors, volunteers or parent/carer helpers are working with children alone they will, wherever possible, be visible to other members of staff.

We will endeavour to provide activities and opportunities in the PSHE curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies and the community, as appropriate.

RECORDS AND MONITORING

If we are concerned about the welfare or safety of any child all adults in school will record their concern on the agreed report form and give this to the senior designated person. Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Senior Designated Person and information will only be shared within school on a strictly need to know basis for the protection of the child.

Reports of a concern to the Senior Designated Person must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Senior Designated Person makes contact with the senior designated person at the following school and the file will be forwarded.

ROLES AND RESPONSIBILITIES

The Governing Body will ensure that our safeguarding policy is in place and is reviewed annually.

The Governing body will receive a safeguarding report that will record training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify any individual pupil. At all times the Principal and Governing body will ensure that safe recruitment practices are followed. We will ensure that our Principal and at least one Governor has completed appropriate safer recruitment training.

We require evidence of original academic certificates for staff and we will insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake enhanced Criminal Records Bureau checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

PASTORAL CARE AND PUPIL SUPPORT

At The University Cathedral's Free School we approach the welfare of our pupils in a positive way; all our staff reinforce the vision and ethos of the school. We promote the health, safety and well-being of our children through our ethos and care we provide, through the management of the school, through our learning and teaching and through our partnership with others.

We wish our children to feel safe, happy and secure in whatever activity they are taking part. Our children are supervised at all times, and we place great emphasis on the welfare and well-being of the children in our care.

Full supervision continues during all extra-curricular activities, such as school clubs. No child remains in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision. Children should not enter the building at break times without the permission of the member of staff on duty.

All our children should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff respond to children in an appropriate manner, offering advice, support, guidance and reassurance.

The class teacher or the member of staff on duty resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground and

participates in a discussion about an incident with the child/children. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, should be referred to the Principal or the Vice Principal. A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call or letter.

Parents are encouraged to talk to their child's class teacher initially, followed by the Vice Principal or Principal, if necessary, if they have any concerns or worries. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential. However, Child Protection procedures have to be followed, where appropriate.

Our school respects the individuality of every person and pupils learn to be non-judgemental and supportive in their approach to people who might seem 'different' because of a disability or their physical appearance.

We will establish and maintain close links with outside agencies involved in the care of children. These include the Special Needs Support Service, including Behaviour Support, Social Services, the Police and Fire Service. In particular our relationship with the Police School Liaison Officer includes regular talks and discussions about, for example, road safety, being cautious towards strangers, social networking sites, general e safety and peer group pressures. We also maintain a very close working relationship with the Health Visitors, the EWO and the Educational Psychology Service. The School Nurse and other organisations are contacted to provide appropriate counselling for children in need.

All children are given regular vision, hearing and health checks to monitor their physical development. Regular health and hygiene checks are made throughout the school year. Children are examined by the school doctor when in Reception Class and when they are new to the school. The School Nurse also calls at the school regularly to liaise with staff.

Pastoral Support for Individual Pupils

We are aware that certain groups of children are at particular risk and a Pastoral Support Programme should offer assistance to:

- ◆ those on the Child Protection Register
- ◆ Looked-after children
- ◆ children with SEND
- ◆ those children in the care of the local authority
- ◆ ethnic minority children
- ◆ Travellers
- ◆ young carers
- ◆ those from families experiencing stress, e.g. bereavement
- ◆ children with school phobia
- ◆ children with long-term absence from school for medical reasons.

We acknowledge school-based intervention is needed for disaffected pupils and we provide a Pastoral Support Programme for individual children to manage their particular 'special' need. The Programme of Support depends on their personal

situation. Parents/Carers are involved in the Support Programme as much as possible and Individual Education Plans are arranged, if applicable.

All these children receive support from the school staff, including the Principal, the SENCO, the class teacher and non-teaching staff. A member of staff who may be a teacher, our SENCO or a Teaching Assistant, who knows the child well and has a good relationship with them, acts as their mentor. If appropriate, time is allocated for the child to talk to the mentor on an individual basis. The mentor oversees the general welfare of the child in school, informing the Principal if there are any concerns.

The school works closely with external agencies when necessary. Social Services should be involved in supporting pupils in care, pupils on the Child Protection Register and those who are carers in the home.

The Educational Welfare Officer assists with establishing a programme for those pupils with school attendance issues. The School Nurse's involvement is with those who have medical needs, including pupils who are absent because of long-term illness, those who need particular counselling or monitoring and those with duties as a carer.

For disaffected pupils, who display behavioural problems that cannot be resolved after a range of strategies have been followed, requests for support should be made via the Educational Psychologist. An intervention programme should be introduced and might include part-time attendance at a Pupil Referral Unit, in extreme circumstances.

The pupil's Support Programme is withdrawn gradually when the child can manage the situation, or the personal circumstances improve. (END OF SAFEGUARDING & CHILD PROTECTION POLICY)

Staff and fellow pupils singing their praises: so much of what we want to achieve in our school's vision and ethos is intrinsically linked to the development of pupils' confidence and we shall promote a system which encourages every pupil to talk positively and articulately about themselves, initially to their fellow pupils and ultimately to school visitors.

Our special focus on music will support attendance, behaviour and well-being because music develops independent and collaborative working and expression in a disciplined but enjoyable environment. Whether solo or ensemble, each pupil shall have its own voice, creating harmony together.

D7

Responding to Our Community's Needs

The area of the city ward is one of the most deprived in the LA and ours will be a high quality, aspirational primary school within the city ward area to serve the families primarily in the most deprived areas of Chester. Consultation with the community has revealed a need for a school which is walking distance for parents and pupils that live in the city ward as currently there is no provision. Our vision is to provide an outstanding primary education with a focus on music enhancement to 'close the gap' and ensure all children regardless of their social, economic or personal circumstances have an opportunity of the very best educational start.

Our curriculum is designed to achieve these objectives by promoting the inclusive fostering of self-belief, aspiration and achievement through teamwork and individual expression based on high standards of attainment, behaviour, presentation and mutual respect. Pupils will benefit from an outstanding enriched curriculum which will fully support not only their academic progress but also their spiritual, moral, social and cultural development. It will deliver the school's distinctive ethos, "A Voice for Every Child", through three separate but complementary strands: music, communication and developing "the whole person".

We believe that our aspirations are ambitious because they significantly exceed national norms and appropriate because they are inclusive, reflect our music specialism and also develop the whole child within a community context.

Community Engagement

We will make our school a centre of excellence for the teaching of all forms of music and singing and also a centre where young people without previous experience can try their hand at different instruments and musical experiences. We will establish a mix of solo, ensemble, group and orchestral performers including pupils from neighbouring schools so that our school is associated with both opportunity and achievement for all. We are establishing links with two local music shops in order to enable our pupils and others who attend our Saturday enrichment clubs to hire/borrow instruments whilst they practise.

Community Relations

Schools can provide better outcomes for pupils by involving and engaging with the community. The University Cathedral Free School aims to be the heart of the community by providing specific needs of the local community; these needs will be identified through community relations with key local community groups that are part of the Chester Community Forum.

A series of Community Consultation events aim to provide local community group members an opportunity to contribute to the development of the University Cathedral Free Schools decision making in order to create better facilities and improvements for the area. We aim to develop an action plan based on local evidence and

residence priorities with clear purposes and agreed targets for action; monitoring, reviewing and reporting performance progress and success.

There has been a positive response from the first community consultation evening with the aim of identifying the community's needs and to discuss strategic plans to ensure the free school will serve its local community all year round. The guest list included representatives from the following groups:

- Local Council members
- Independent Policy Advisor- Chester Fabrics Committee England
- Chapter, Chester Cathedral
- University of Chester Resident Students Association
- Canal Basin Forum group
- Chester Abbey Square Group
- Belgrave Park Residents Association
- Cathedral Council
- Chester Debating Society
- [REDACTED] of Upton Village Hall and local history group
- Christ Church, Newtown
- Kings Building Management Co. and Residents' Committee
- Independent Firs school
- [REDACTED] - Chester Cathedral
- Kings Street Residents' Association
- St Martins Residents' Association
- Community Engagement Officer

The community expressed a need for a city centre recreation area, and a school that was walking distance for families living in the city ward.

It was discussed that if the school were to open that these needs could be met by utilising the school's potential Deansgate field as a recreational area for the public outside of school hours so local children and families would have a place to go in the city centre. The nearest school to the city centre is currently 0.8Km away. The majority of parents currently have to drive to their child's school. It was also pointed out that this could help with any traffic concerns.

Several former teachers identified that the school would be looking for music teachers and experts and identified a surplus of available staff looking for work. One concern for where parents who wanted to send their children from the wider area could increase the traffic in the city centre it was explained that the purpose of the school was to serve children from the local area primarily but there were options such as park and walk/ride and a staggered school day. It was decided that several committees with representatives from the community would be established to further develop the school's transport plan and curriculum.

The primary Free School will look to offer a Saturday music school in partnership with the Cathedral Music Department as this has been identified as a possible need within the community, providing musical tuition to local children that would not

usually be able to afford to learn a musical instrument, developing links with the music shop to make instruments more available to young children.

To target preschool children, we will link with toddler music groups such as Jo Jingles, Kindermusic and Rhythm Time and offer our musical resources and space so classes can be made more available in the centre of town and make music more accessible to a wider number of children encouraging young children from more diverse backgrounds.

A key part of the free school's strategy is collaboration between other primary schools which has been quoted as "potentially a powerful strategy for tackling inequalities across neighbourhoods"

"There is a growing awareness of the roles that schools might play in tackling issues which lie 'beyond the school gates'. Social inequality: can schools narrow the gap? 2010.

We are fully aware of the school's responsibility to act in line with the Equality Act 2010.

Therefore we will establish early year's initiatives as well as an extended school day, offering initiatives outside of term time. We will work with external agencies to develop strategic programmes such as the primary mentoring programme for looked after children.

Roadshow Events

A series of roadshows where members of the steering group and other key people will present at several community groups and events including local business/organisations. This will involve presentations, distribution of information, possible goody bags and balloons for children and members of Chester's youth singing groups including the Cathedral's choir to sing at some events. To promote equality and attract a diverse and multicultural pupil intake at the school this will be the main focus of our roadshows including attracting pupil's from other faiths and no faith and from minority groups. Our first presence will be the University of Chester's Award Winning Annual Diversity Festival.

E 1 Consultation, Demand & Marketing

Parental Demand

We have engaged with parents and carers through various channels including the media, website, leaflets, and face to face. The parental feedback so far has been extremely positive with over 150 parents registering their interest and over 100 parents stating they would send their child to our school. With the calendar of engagement activities planned, we anticipate for this to increase significantly in the next consultation stage. The school has been described to parents/carers as follows:

A new primary school run by The University of Chester Academies Trust (UCAT), a leading multi sponsor of Academies in partnership with Chester Cathedral is proposed to open in September 2013 within the beautiful Abbey Square of Chester Cathedral. There is expected to be considerable interest for the new Free School but all parents from Chester and the wider area with young children would be eligible to apply. The new University Cathedral primary school would have a Christian ethos but will accept pupils from all faiths and none. Specialising in all forms of music and singing, the school will offer an extended day where pupils may have up to six hours per week for music and vocal tuition. The curriculum will support high academic attainment and progress.

The school's vision is to provide an environment where every pupil achieves their potential so that the power of education radically improves their life-chances. The rationale for creating the proposed Free School is to serve a need in the Chester area where there is no primary school of this type. There is a general excess of demand over supply for places offering a high quality primary experience together with specialist provision to identify and nurture musical and vocal talent.

In addition to the National Curriculum the school will focus on:

- Musical and vocal development and their use as means for raising self-esteem and aspirations as well as supporting other curricular aims
- Personal, learning and thinking skills, including enterprise, leadership and creative applied learning, as means of encouraging pupils' enjoyment and engagement in their own learning within an integrated curriculum
- Reading, numeracy and literacy, with a strong base in phonic learning techniques
- Modern languages for all pupils with an option to study Latin
- Developing a "mini-E.Bacc" award, supporting a broad and balanced transition to secondary education

The curriculum will reflect the school's distinctive ethos: the inclusive fostering of self-belief, aspiration and achievement through teamwork and individual expression. We will encourage high standards of behaviour, presentation and mutual respect. Our school's motto is 'A Voice for Every Child' delivered through separate but complementary strands: music, communication and active citizenship.

Further information was provided electronically and on the website including Frequently Asked Questions and admissions procedures.

Table E1 below summarises the number of parents / carers who have indicated that they will send their child to the school in the first two years of opening.

Table E1	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30		40	133%	30		36	120%
Year 1	30		30	100%	30		40	133%
Year 2					30		30	100%
Totals	60		70		90		106	

Below is an example of the template of the Parent / Carer survey followed by the summary of responses so far.

Template of Parent Survey

University Cathedral Free School Parent/Carer Survey Edit this survey

1. Full Name:

2. Current postcode:

3. Contact e-mail:

4. Contact telephone number:

5. Please indicate if you are supportive of our vision, ethos and specialism of music?
 I support the vision, ethos and specialism of music proposed for the University Cathedral Free School

6. If the University Cathedral Free School is your preferred choice of school to send your child, please indicate your child's year of entry?

	Child 1	Child 2	Child 3
Year of entry	<input type="text"/>	<input type="text"/>	<input type="text"/>
If different, please specify your child's age and intended start date from September 2013 onwards:	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Please indicate your child's socio/demographic information?

	Ethnicity	National Identity	Religion
Child 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>		

8. Part of the school's ethos is to promote parent voice; do you have any further comments?

Summary of Responses

Q. 5 & 6

Support Ethos	Preferred Choice			
	Reception 2013	Year 1 2013	Reception 2014	Reception 2015
Indicated Yes	40	30	36	25
100%				

Q. 7

Ethnicity	%	Nationality	%	Religion	%
White British	80%	British	95%	No Religion	15%
White European	10%	European	4%	Christian	65%
Asian	4%	Other	1%	Catholic	15%
Mixed	5%			Muslim	3%
other	1%			Other	2%

Q. 8: see below a selection of comments from parents below:

"We (my wife and I) like the idea of having this school in the heart of the city centre. Our 14 months daughter is already enjoying her rhyme times, and we believe that the proposed school would be perfect for her. Belonging from a non-Christian ethnic minority, we also believe that the proposed school would introduce my daughter the real British values, which is very important for the future."

"I feel that my son [REDACTED] would benefit from the organic ethos this school would offer. Following the teaching of the Christian faith whilst allowing children to develop their own self-awareness."

"We have a child aged 18 months and are interested in the proposed new school. Our child is already showing a love for music, and we would like more information about the school."

"Very interested in the music ethos proposed as this seems to be lacking in many primary schools"

"Myself and my husband come from a background of musical members of the family and would really like our children to follow in this."

"I like the idea that it will only have 210 pupils as i feel smaller schools have high benefits of being very much like a family unit and much happier children, were they all get to know one another"

"We are looking for a school like this that will nurture, encourage and care for our son who will start school in 2013."

"Both my children are interested in music and would love to be students at this school."

"My Daughter's education is extremely important to me and I am excited by what is proposed for the University Cathedral Free School. "

"Our son would flourish in a school of this kind. He is a very intelligent boy with exceptional reading and language skills. We would be very keen."

"I will move to Chester at the end of July 2012 with my wife and my 3 kids. For me this is a good opportunity because; 1. To move to Chester means a good primary school for our kids and 2. All 3 of them like music and play instruments. Me and my wife are very interested for our kids to join the University Cathedral free school"

"You would never get an opportunity for this sort of education unless you paid privately"

Table E2 below summarises the age, postcode and year of entry of children whose parents have indicated they will send their child to our school.

Table E2

Year of Entry Reception 2013		Year of Entry Year 1 2013		Year of Entry Reception 2014		
Postcode	Age	Postcode	Age	Postcode	Age	
CH1	3	CH1	3	CH1	1	
CH1	2	CH1	4	CH1	1	
CH1	2	CH1	3	CH1	1	
CH1	3	CH1	4	CH1	1	
CH1	3	CH2	4	CH1	2	
CH1	3	CH2	4	CH1	1	
CH1	3	CH2	4	CH1	1	
CH1	3	CH2	3	CH1	1	
CH1	2	CH2	3	CH1	1	
CH1	2	CH2	4	CH1	2	
CH1	2	CH2	3	CH1	1	
CH1	3	CH2	3	CH1	2	
CH1	2	CH3	4	CH1	2	
CH1	2	CH3	4	CH1	1	
CH1	2	CH4	4	CH1	1	
CH2	3	CH4	4	CH1	1	
CH2	2	CH4	4	CH2	1	
CH2	2	CH4	4	CH2	1	
CH2	2	CH4	4	CH2	1	
CH2	2	CH4	4	CH2	1	
CH2	2	CH4	3	CH2	1	
CH2	3	CH5	4	CH2	1	
CH2	3	CH5	3	CH2	1	
CH2	2	CH5	4	CH2	1	
CH3	2	CH5	4	CH2	1	
CH3	2	CH5	3	CH2	1	
CH3	2	CH66	3	CH2	1	
CH3	2	CH66	3	CH3	1	
CH3	3	CH7	4	CH3	1	
CH4	2	CH7	4	CH3	2	
CH4	2	CH7	3	CH3	1	
CH4	2			CH3	1	
CH4	2			CH4	2	
CH4	3			CH4	2	
CH4	2			CH4	2	
CH4	2			CH4	2	
CH4	2			CH4	2	
CH4	2			CH4	2	
CH5	2					
CH6	2					
CH65	2					
LL27	2					
	40		30		36	Total
						106

Section E2

Understanding the Community's needs

There is a general excess of demand over supply for places offering high quality primary learning experiences and, in particular, for specialist outstanding provision to identify and nurture musical and vocal talents at those ages.

Our target audience include all groups of parents/carers in the Chester area and in particular, families: where there is social and/or economic disadvantage; where a child has special needs or disabilities; and from minority groups. To help us to properly target these groups we have researched local demographic data.

Ethnic Minority Groups

Table E3 below reveals the ethnic diversity of Chester and the data indicates only a small proportion of minority groups living in Chester. Our demand so far represents a higher percentage of children from ethnic groups demonstrating that our marketing is reaching our target audiences. In the next consultation stage we will continue to fully engage families from all ethnic groups such as members of the Cheshire Asian and Minority Group Council. We will remove any barriers to participation, for example language, culture or faith. Producing information in different languages and the use of google translate on the school website will also be used as good practice.

Table E3

Percentage of Ethnic Diversity in Chester			
<i>White European</i>	98%	<i>Chinese</i>	0.3%
<i>African</i>	0.3%	<i>Other</i>	0.7%
<i>Asian</i>	0.7%		

Parents of other faiths and no faith

Although the University Cathedral Free School has a Christian ethos we will actively promote the school to parents of other faiths and no faith to ensure there is a diverse pupil community. This will be achieved through various ways but mainly through attendance at specific group meetings of parents of other faith groups such as Buddhist, Hindu, Muslim, Jewish and Bahai faiths. We will also attend different places of worship, council meetings, events and festivals.

Looked After Children

We are in the early stages of developing, in partnership with the University of Chester a mentoring scheme for looked after children in local primary schools and children centres. As far as we are aware this would be the first 'primary' mentoring programme for looked after children in Chester and Ellesmere Port. The initial programme will be to raise aspiration, self-esteem, build confidence and awareness of their future opportunities and then to develop study skills and literacy. University students will be recruited to work with primary school students as young as four and five to support their learning. This will also involve music students to support the school's vision and ethos. The programme will be rolled out to some local schools in Chester and Ellesmere Port with the University Cathedral Free School able to offer resources and facilities to enhance the programme. This will mean we will have strong links with local primary schools and we can help to bridge the attainment gap between looked after children and other children. We will achieve this by encouraging as many carers and foster

parents to engage with their child’s learning at an early stage and share in our aspiration that regardless of background every child should have the opportunity to fulfil their potential.

Children from areas of deprivation

There is a trend for schools in more deprived areas to have higher rates of eligibility for free school meals, higher rates of special educational needs and lower average attainment.

“11-year-old pupils eligible for free school meals are around twice as likely not to achieve basic standards in literacy and numeracy as other 11-year-old pupils.” Source: National Pupil Database. DfE 2010.

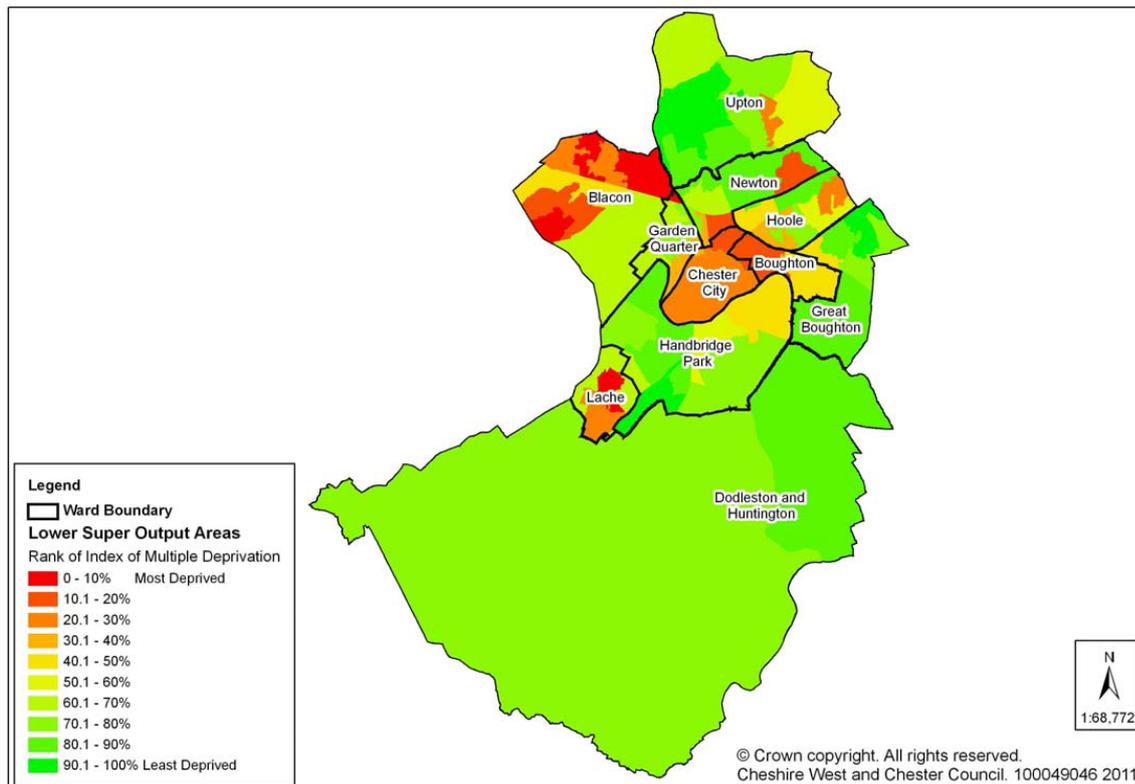
Table E4 lists the primary schools in the Chester area, the distance from the city centre and their aggregated point score (sourced from the latest available statistics from the DfE website). The schools highlighted in pink have the lowest scores and located in the most deprived areas of Chester and have available places. In contrast the schools highlighted in blue are the least deprived areas which and are generally at capacity or oversubscribed.

Table E4 lists local schools, distance from the city centre, capacity, proposed pupil numbers for 2013 /2016 and the average point score.

Local Primary Schools in Chester	Distance <i>Miles</i>	Capacity <i>Present</i>	Proposed 2013	Deficit/ surplus	Proposed 2016		Average Point Score
Chester Blue Coat C of E Primary School	0.5	390	357	-33	396	6	25.2
St Werburgh's and St Columba's Catholic Primary School	0.8	350	337	-13	344	-6	27.1
Newton Primary School	0.9	417	363	-54	398	-19	27.5
Overleigh St Mary's C of E Primary School	1.0	420	426	6	420	0	28.9
Cherry Grove Primary School	1.1	262	238	-24	241	-21	29.1
Hoole Church of England Primary School	1.1	360	364	4	389	29	26.1
Boughton Heath Primary School	1.3	210	212	2	210	0	28.7
Mill View Primary School	1.3	210	209	-1	210	0	29
Highfield Community School	1.4	210	184	-26	206	-4	25.7
Oldfield Primary School	1.5	210	207	-3	210	0	29.7
Belgrave Primary School	1.6	210	235	25	210	0	n/a
Lache Primary School	1.6	262	180	-82	191	-71	23.8
St Clare's Catholic Primary School	1.6	147	128	-19	144	-3	26.3
St Theresa's Catholic Primary School	1.6	210	190	-20	209	-1	26.8
The Arches Community Primary School	1.6	210	202	-8	206	-4	26.6
Huntington Community Primary School	1.7	210	200	-10	207	-3	28.7
Upton Westlea Primary School	1.7	157	155	-2	194	37	30

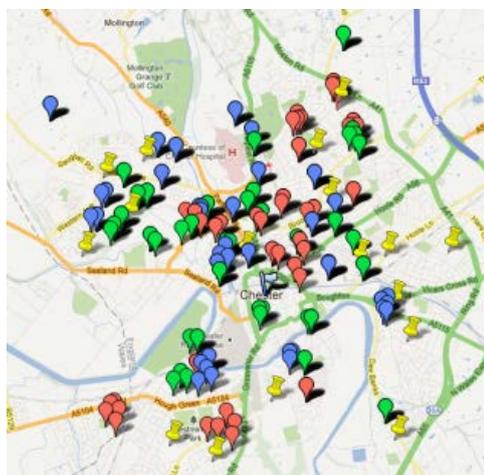
There is a higher percentage of children on free school meals in the Chester area (22%) in comparison with the rest of Cheshire West (13%). As can be seen on map E1, the area of the City Ward which is the location of our proposed school is one of the most deprived areas of Chester and in the whole of Cheshire West area. Our vision is to transform the community by providing a high quality, aspirational primary school within the City ward area of Chester to serve the families primarily in the most deprived areas of Chester.

Map E1



Plotted on map E2 are the postcodes of parents who wish to send their children to our school showing the distance in relation to current primary schools. Consultation with the community has described a need for a school which is walking distance for parents and pupils that live in the City Ward as currently there is little provision.

Map E2



Source: Google Maps 2011

Key

- Reception 2013
- Year 1 2013
- Reception 2014
- Local Primary Schools
- 📍 Proposed Site

Our vision is to provide an outstanding primary education with a focus on music to enhance their educational experience and 'close the gap' so all children regardless of their social, economic or personal circumstances have an opportunity of the very best educational start.

Consultation (stage one)

We have consulted extensively within the preparation stage and will build upon the database of stakeholders at the next stage. The stakeholder's key to our proposal that we have consulted so far include:

- parents and carers in Chester focusing attention in the most deprived areas
- potential feeder nurseries, pre-schools, child minders and children's centres
- local schools and education providers
- University of Chester – Faculty of Education & Children Services
- Cheshire West and Chester Council
- preschool clubs, including toddler musical clubs
- local community groups
- local businesses and residents
- members of Chester Cathedral

Other key stakeholders include:

- local parish councils
- ward councillors
- members of both youth and adult choral and other singing groups
- Chester theatre

We provide an opportunity for both an on-line and telephone response and engage with stakeholders in person at roadshow events where members of the community indicate whether they support the free school proposal, and have the opportunity to ask any further questions or offer any suggestions or comments.

We conducted an initial consultation with key groups to gauge the interest in the University Cathedral Free School and have had an outstanding response from parents, teachers, local residents, the Bishop of Chester, the Leader of the Council and the Director of Education for Cheshire West and Chester. We have a good relationship with local media that regard this project with particular interest due to its unique vision and proposed location.

A full PR and marketing campaign has been developed and some examples of activity so far:

- advertorial in Chester Chronicle, Chester Extra and Ellesmere Port Pioneer
- press releases to Chester Standard, Leader, Chester Chronicle, radio station Heart 103.4
- radio broadcast for Dee106.4 BBC Merseyside and Heart 103.4
- front page news story in the Chester Chronicle
- website launch with registration of interest form
- promotional material outlining the proposal circulated around Chester, University and the Council, Surestart centres, Libraries, Churches and Playcentres

- presence on a Saturday in Chester town centre taking names and issuing out fliers
- posters and attendance at local community events / centres
- meetings with the Leader of the Council, and Director of Education for Cheshire West & Chester
- presentation at Chester Residents Community Forum meeting
- community consultation event
- presentations at toddler groups particularly musical groups i.e. Rhythm time /Jo Jingles, Rhyme Time
- database of parents/carers and grandparents teachers etc.(currently 150+)

Engagement Calendar 2011/2012/2013

November /December	January	February	March
<ul style="list-style-type: none"> ▪ Website launch for Free school ▪ http://ucat.chester.ac.uk ▪ Motto developed 'A Voice for Every Child' ▪ Meetings with Council leader ▪ Consultation with initial stakeholders within Chester Cathedral and the University of Chester ▪ Monitoring parental demand via Discussions with local parents 	<ul style="list-style-type: none"> • Presence in city centre issuing fliers and talking to parents / community • Advertorial Ellesmere Port Pioneer, Chester Chronicle. & Chester Extra and Chester Standard ▪ Press Release to all local media ▪ Chester Chronicle Front page coverage. ▪ Radio broadcast Dee 106.3 ▪ Presentation at Chester's community group meeting. ▪ Attendance at Rhythm time and Toddler groups, community centres distribution of posters and fliers ▪ First community Consultation evening. ▪ Attendance at play group Hoole area. 	<ul style="list-style-type: none"> ▪ Broadcast from Chester Cathedral with BBC Radio Merseyside ▪ Press release update ▪ Distribution of proposed plans to parents ▪ Links developed with singing clubs and choirs developed further ▪ Further links between all primary schools to support early year's music education in the area ▪ Develop closer links with city centre business ▪ Roadshow at University's Diversity Festival ▪ Chester Chronicle half page coverage of community consultation event ▪ Heart 103.4 broadcast. ▪ Meet with Kindermusik organisation 	<ul style="list-style-type: none"> ▪ Roadshow event Chester Town Centre ▪ Press release update to all local media ▪ Public consultation event ▪ Meeting/Event with councillors for wards in surrounding areas of Chester ▪ Launch Facebook ▪ E-mail all stakeholders ▪ Develop link with mumsnet.org Link childcare.co.uk ▪ Consultation Booklet produced and distributed to database of contacts
April	May - June	July - August	September To Opening
<ul style="list-style-type: none"> ▪ Roadshow events at children centres in Blacon, Lache and Kingsway ▪ Produce prospectus ▪ Develop school website www.ucfschool.org ▪ Press release update. ▪ 3D walkthrough ▪ First Steering group meeting for Primary Mentoring ▪ Further links between all primary schools to support early year's music education in the area 	<ul style="list-style-type: none"> ▪ Distribute prospectus. ▪ Press release update. ▪ Stakeholder engagement event - Invitation to Chester Cathedral ▪ Advertise in Keep it local, Around Hoole and Upton ▪ Advertise in Cheshire West and Chester quarterly magazine ▪ Attendance at Chester Folk Festival 	<ul style="list-style-type: none"> ▪ Family engagement activity Kingsway nursery ▪ Roadshow and distribution of goody bags to local nurseries ▪ Press release update ▪ Consultation booklet around St Annes St, Newtown, Lache & Boughton ▪ Attendance at Chester Summer Music Festival ▪ Attendance at children's book club and literacy groups 	<ul style="list-style-type: none"> ▪ Continue with raising awareness. ▪ Consistent updates to stakeholders ▪ Further community events ▪ Work closely with Cheshire West and Chester. ▪ Develop stronger strategic partners ▪ Promote parent voice. ▪ Distribution of prospectus ▪ Chester Children's Literature Festival

Marketing & Implementation

Our initial strategy was to create as much media interest in this project in order to target the widest possible audience. This was achievable due to the unique elements that make our Free School so newsworthy:

- Joint bid with the University and Chester Cathedral
- First potential free school in Chester
- Proposed site within Chester Cathedral quarter
- Managed by the University of Chester Academies Trust
- Specialising in all types of music and singing
- Innovative curriculum enhanced by music education
- Extended day 8am till 6pm
- Services provided to the local community
- Collaborative approach to learning and success

Our next phase was to consolidate the interest created from the media activity and increase our marketing to targeted audiences; so far we have compiled a strong database of parents/carers who have said they are interested in sending their child to the school. We will continue to extend this database on a daily basis in response to the success of the schedule of consultation events and marketing activity.

Our message

- 'A Voice for Every Child'
- to serve and contribute to the community
- targets to reach the highest academic standards
- developing the whole child musically, spiritually, physically and academically
- an independent free school for all abilities and backgrounds

Communications and Marketing Plan

Communication Objectives

- Continue to build awareness and understanding of the University Cathedral Free School
- Encourage stakeholders to get involved and commit to the vision and ethos of the new school and the Trust's vision
- Encourage stakeholders to be enthusiastic about our objectives i.e. becoming an outstanding primary school, developing teacher training, CPD for all staff, innovative curriculum, music as the specialism
- Promote the targeted outcomes: highest standards of academic achievements, raising aspiration, outstanding quality of Teaching & Learning, building self-esteem etc.
- Provide a safe, happy and respectful environment in which pupils develop academically, socially, musically and spiritually
- Building the community's faith in the school at an early stage

- Involve parents and the community in key development and implementation decisions to make the difference

Overall Key message to all stakeholders

- Together we will become an outstanding school
- Provide the very best for every student regardless of ability, race, religion or background so they go on to lead happy and productive lives
- Strong leadership and management with a strong infrastructure of expertise
- Building the curriculum around best practice research

Marketing Activity - Shorter Term

Main objectives

- Increase parental demand to ensure stability and secure the school's future
- Develop its vision and ethos so any parent would want to send their to the school
- Building on current engagement calendar to promote a sense of pride and purpose for those that will attend and work in the school
- Ensuring the needs of the community are met and the school serves a diverse pupil community.

Stakeholders – Marketing Activity Pre opening

Stakeholder	Key Message 1	Key Message 2	Key Message 3	Marketing Activity
Potential Parents	The new school will offer their child opportunities that other schools cannot and admission will be open to all children regardless of background or ability	There will be instant impact so their child will achieve musically, spiritually, socially from early on to ensure the very best results so all pupils progress to their full potential	The school will be aspirational with a Christian ethos encouraging all parents regardless of their faith or background to apply	Website Prospectus Open days Newsletter Advertising Banners PR events Community events
Primary Head teachers	Strong links and support will be offered to other primaries, regular communication will be established to ensure close relationships are forged	Regular meetings to ensure the local head teachers are kept up to date with plans and seek mutually beneficial programmes	CPD and mentoring schemes will be offered to all local primaries regular lunches and meetings for update throughout the year.	Special Meetings Prospectus Trust brochure Website Trust website newsletters
Local community & Media	The free school will be the heart of the community offering opportunities and facilities to all local community residents.	Relationships and partnerships will be sought to transform education in the area using existing and new links leading to new opportunities available to all within the school community	Good citizenship and community spirit will be valued and encouraged by all pupils. Pupils will be supported to participate in community events and fundraising.	Regular Press release Advertising Banners Fliers Steering groups PR schedule Advertising schedule PR events
Local Authority	Strong links will remain with the Local Authority	We will work closely with the LA to ensure effective and efficient opening of school	Open communication will remain with guidance and support and services remain where value for money	Specific meetings Steering group
Strategic Partners	Strategic partners will be developed with local business in the private and public sectors to ensure every opportunity is available to the community and its pupils	Expertise and guidance from outside stakeholders and partners will ensure best practice and quality assurance	Build up local business support that will enrich the curriculum sought 'sponsorship in kind'	Steering group Meetings PR events

Internal Stakeholders - Communications Plan, Post opening

Stakeholder (target audience)	Key Message 1	Key Message 2	Key Message 3	Communication Activity or Event
Parents	<p>Their child will achieve greater academic success. Personalised learning pathways will ensure they fulfil their potential. Focus on helping every child to achieve at least level 4 by the time they leave for secondary school. Inclusive support will ensure a caring and happy environment always.</p>	<p>Greater support and care for their child building their self-esteem, aspiration, confidence & values Excellent level of pastoral care, to instil a sense of pride and purpose for those that attend the school.</p>	<p>Key ICT implementation within new free school will mean instant access to all child's progress and their feedback and views will be always be easily accessed. Parenting reporting and an educational platform will be introduced to ensure parental engagement.</p>	<p>Website / VLE Letters home Newsletter Parent events Community Events Opening launch</p>
Pupils	<p>Improve academic, sporting, musical and spiritual success. Developing other talents & abilities All students are engaged in wider curriculum activities</p>	<p>Wider choice in curriculum and enrichment activities. Tailored to the ability and needs of the individual student. Mentoring, tracking and providing personalised intervention</p>	<p>ICT and educational platform will be introduced to ensure enjoy their learning and become active, enthusiastic learners and go on to achieve their full potential.</p>	<p>Student voice activities mentoring Website & VLE Student Council Newsletter Assembly events Banners advertising Educational visits Workshops Building aspiration activities</p>
Staff	<p>Professional CPD for all staff provided by the University of Chester's outstanding education faculty. UCAT will provide the necessary support to ensure excellence in quality of teaching</p>	<p>Fair and transparent pay conditions, become the employer of choice to ensure the best staff are retained and attracted</p>	<p>Teacher Training and quality assured Teaching and learning practices. Professional HR service to ensure staff and cared for and listened to. ICT help staff in their job roles.</p>	<p>Staff one to one and other Meetings Website /VLE Newsletter Workshops Staff working groups Develop staff social events Master's programme opportunities CPD Programme</p>
Governors	<p>Professional support by UCAT to ensure targets are reached on the school performance plan. Recruitment of Governors from varied sections of stakeholders</p>	<p>Training and expert advice support and guidance. Regular communication and collaboration</p>	<p>Governors will remain a crucial part of the new school, and will collaboratively shape the school future to provide very best outcomes for every pupil and members of the community</p>	<p>Regular Governor training meeting provide reports Newsletter Trust/ Governor activities Away days</p>

Overview of Marketing and Engagement Plan

The stakeholder engagement plan undertaken so far in this project has provided UCAT with the understanding of the differing aspirations, needs and requirements of parents and the community. This has enabled UCAT to build alliances with local groups and individuals who can bring momentum to ensure the University Cathedral Free School is delivered successfully and goes on to achieve outstanding status. It is therefore very important to capitalise on stakeholder engagement activities already undertaken and continue in these important activities. We have worked closely with parents and the community, the local Council and members of Chester Cathedral to align their existing stakeholders with the partnerships that need to be either developed or maintained in order to deliver our promises of becoming an outstanding primary school.

We will continue to use a collaborative approach to consultation with key stakeholders, parents and the community developing very strong links with the community groups and the local primary schools to shape the partnership working arrangements. A key to success will be to attract the best teachers and we will engage this stakeholder group by:

- Working closely with teach first to attract the very best teachers
- Offer Bespoke CPD programme for all staff - Potential to pursue a Master's programme in Teaching & Learning at the University of Chester

General marketing activity

- Community cohesion plan – this defines a local, sustainable and proactive plan, that facilitates dialogue. We will support this with a range of innovative media initiatives tailored to each audience ensuring that it is practical, cost-effective and accessible, e.g. marketing documentation, website, newsletters, interest group emails, consultation booklets, social media, displays and PR within local publications and specialised PR events.
- A message plan, as part of the community engagement plan, in which we have ensured agreement on consistent 'lines to take' through appropriate communication channels. This includes accommodating the diverse academy community by providing documents and information in multiple languages.

We will monitor relationships, make improvements based on the lessons learned, and are in a position to act quickly and appropriately to address any stakeholder issues when they develop and act quickly to resolve them.

Marketing strategy - longer term

- Develop a clear line to take in communications with early and focused engagement at the school. Identify and implement strategy to produce positive perceptions as early as possible
- Community engagement strategies to fully include other primary schools, all community and resident groups and local businesses
- Continue with the roadshow of events to develop close links and promote the school to a wider diverse audience

- Promote personalised learning techniques/evaluation, with learning tailored to suit individual pupils' needs
- Encourage pupils at an early age to aspire to higher education with tours, mentoring programmes and events provided at the University of Chester
- Early and regular liaison with all stakeholders. Consistent high quality and frequent communications with vision and ethos. Promote school values and motto 'A Voice for Every Child' and strong message for stakeholders to remember and 'buy into' and value
- High quality HR support. Use workshops and surgeries to communicate with staff one-to-one. Use of Free School staff Think-Tank to engage staff. Harness positive staff members on to working groups
- Continue links with the, local newspapers, radio stations and media generally. Develop early and clear messages and information about the opportunities this project will bring
- Develop good relations with key political members and ensure they are kept fully involved with and up to speed as the school develops
- UCAT, Chester Cathedral and Principal/SLT /Governors to promote the vision of the UCAT and highlight the huge potential of the school
- Develop a programme of events throughout feasibility and implementation to engage staff, community, pupils, parents and local groups
- Develop stakeholder / community engagement team and recruitment strategy group and parent / staff / community communications team

Section F: Capacity and Capability

F1

The University of Chester Academies Trust (UCAT) is committed to developing a family of free schools and academies, with a collaborative learning culture which provides the very best for every student. We provide expert support and guidance so that each and every Free School and Academy within our family becomes an outstanding place for teaching and learning. It is planned that this would be delivered by the University of Chester's Faculty of Education and Children's Services under the guidance of [REDACTED] supported by [REDACTED]

[REDACTED]

[REDACTED] of the Faculty of Education and Children's Services at the University of Chester since [REDACTED]. During this period the Faculty has developed an excellent reputation for teacher training and teacher education. In the most recent round of Ofsted inspections, the Faculty was awarded an "outstanding" grade for all Primary teacher training programmes. In 2011, teacher training at the University of Chester was ranked 4th in the country (by the Good Teacher Training Guide 2011, Smithers and Robinson) for its Primary provision. The Faculty also offers high quality provision through a portfolio of courses for in service teachers. A full range of programmes from Foundation degrees to Education Doctorates provides for the wider workforce engaged in the education of children and young people.

Most of [REDACTED] career has been spent in teacher education. She has worked in Higher Education since 1985. Prior to this she was a Primary School headteacher. Her career has included working on international education projects in [REDACTED]. She also had experience working as an [REDACTED].

In recent years [REDACTED] has been an [REDACTED] of TDA (Training Development Agency) working groups focusing on the implementation of Government policy including the Every Child Matters agenda.

She serves as a [REDACTED] of the University of Chester Academies Trust (UCAT) and is a [REDACTED] of the [REDACTED] at Ellesmere Port.

[REDACTED]

[REDACTED] will be working with [REDACTED]. [REDACTED] is an education consultant to the [REDACTED]. She worked as a senior officer for a number of years with the Training and Development Agency for Schools, where her key responsibility was improving the quality of school based initial teacher training. She has been a teacher and a teacher trainer and since leaving the TDA has worked with a number of national organisations including the National College of School Leadership, developing professional development programmes for school leaders. [REDACTED] is the [REDACTED] for UCAT. Her knowledge of primary education is kept current and relevant through her role as [REDACTED] of a large city primary school.

UCAT's pledge to each member of its family is to provide high quality professional learning opportunities for all staff, through the University of Chester's Faculty of Education and Children's Services, rated as outstanding by OFSTED for its Primary Teacher Training.

It does this in three ways by providing:

1. Experts for all academies / free schools across the Trust:

- a national leadership expert to develop the quality of leadership through working with individual leadership teams, individual principals and the group of UCAT leaders, as a whole
- a national data expert to develop the use of data to improve pupil progress and achievement across UCAT as a whole and in individual academies / free schools with individual teams
- a literacy expert to develop the quality of the teaching of literacy across the curriculum in each academy and free school and across UCAT's provision
- a numeracy expert to develop the quality of the teaching of numeracy across the curriculum in each academy, free school and across UCAT's provision
- a SEN expert to ensure the SEN provision is of the highest quality across all UCAT's academies and free schools
- a researcher to develop leaders' and teachers' action research skills
- a team of trained inspectors (formerly HMI) to provide pre-monitoring and inspection reviews for each academy and free school to support improvements and to help Governors and staff prepare for OFSTED inspections.

2. Professional development opportunities to meet the specific needs of individual free schools such as:

- input from a national expert on behavior
- support for improving attendance rates
- support for raising pupil aspirations
- support for developing revision skills

3. Professional development opportunities for individual teachers across the Trust to:

- take part in a middle leadership development programme – developed by the National College of School Leadership and delivered by our in-house team of facilitators. The University Cathedral Free School to identify up to 3 middle leaders for the programme
- engage in a Master of Education programme, run by the University of Chester, at reduced fees

In addition:

- each member of the UCAT team is allocated a number of days to support the University Cathedral Free School in developing their provision – in total 20

- those staff with expertise from across the Trust are given time to support others in developing and improving their practice

Our pledge is to provide each member of our staff with high quality learning opportunities. Our aim is to develop outstanding leaders, teachers and support staff.

University Cathedral Free School Responsibility

- To work with the UCAT central team on agreeing a programme of support which reflects the needs of the free school and is based upon:
 - The Free School's own self-evaluation processes
 - The UCAT review process
 - The pre-OFSTED 9 and pre-SIAS, (if relevant) review undertaken by a former HMI
 - OFSTED Monitoring visits or Section 5 inspections
- To identify members of staff who will be the focus of the programme and ensure that they are available to work with the support team
- To co-operate with UCAT on the provision of the relevant documentation and data required prior to support consultants undertaking their work in the University Cathedral Free School
- To ensure that Governors are informed of the outcomes of any support provided by UCAT to the Free School.

Research Support

One distinctive feature of UCAT academies and free schools is that they recognise and value an enquiry and research based approach to professional practice. In order to support and promote this dimension of the work of each academy and free school the University has part-funded a Gladstone student who will be engaged in school based research and development. These activities will be closely integrated with the school and staff development plans and processes of each academy and free school

F2

UCAT is committed to developing a finance system encompassing the family of free schools and academies.

Financial Management Support

The UCAT Finance team offers a range of support to enable the University Cathedral Free School to manage its budget effectively and to ensure compliance with good financial practices.

Budget management is the responsibility of the Principal (yet to be appointed) with the guidance of [REDACTED]

[REDACTED] has led the [REDACTED] at the [REDACTED] for almost 20 years. He has been seconded to UCAT to implement financial procedures and a finance system across the entire family of academies and free schools.

The following services will be provided to the University Cathedral Free School:

The Service provides financial management advice and support. The University Cathedral Free School will have access to a designated member of the UCAT Finance Team and will receive regular site visits each year as required.

Forward Budget Planning and Three Year Budget Plan:

- Forward projections of the formula budget
- Advice on linking improvement plans to financial plans
- Support with the development of a three year budget to assist in forward planning

Budget Monitoring:

- Overview of the management reports
- Revise and update budget plan in year, as necessary

Services:

- Direct access to designated member of UCAT Finance Team during normal office hours
- Where a response is not given immediately, as far as possible matters raised will be dealt with by telephone or by email within 5 working days
- A reasonable level of advice and support will be provided
- Attendance at Governors Finance Committee meetings as required

Financial Management Effectiveness Assurance

Governance, Leadership and Management:

(This service will assess whether there is effective Financial Governance Leadership and Management in the Academy)

- Financial Planning
- Budget Monitoring
- Financial Management Systems

Financial and Business Processes:

(This service will provide evidence that there is effective control over operations and processes relating to –

- Financial Planning
- Budget Monitoring
- Financial Management Systems
- Income
- Banking
- Payroll
- Purchasing
- Purchase Cards
- Assets
- Data Security
- Insurance
- Taxation
- VAT

University Cathedral Free School Responsibility

The school will be expected to maintain sound financial systems. These include:

- Providing UCAT with accurate and up-to-date financial information in accordance with UCAT requests and deadlines
- Staff and Governors will need to be available to meet UCAT representatives in relation to budget planning and monitoring
- Maintain proper accounting records throughout the year (including maintenance of commitment systems)
- Production of monthly management accounts
- Termly forecast of year end outturn

F3

Pre-opening

The project director is [REDACTED]; supported by the project team for UCAT and Chester Cathedral.

[REDACTED] – [REDACTED] has been [REDACTED] and [REDACTED] of [REDACTED] at the University of Chester for the last 16 years. His most recent project was the conversion of the former County Hall for Cheshire County Council into the ‘home’ of the both the Faculty of Education and Children’s Services and the Faculty of Health and Social Care. At the recent OFSTED inspection the conversion of the building was praised as highly appropriate and fit for purpose.

UCAT

The University of Chester Academies Trust (UCAT), based in the North West of England, is one of the few universities in the country to be accredited as a multi-sponsor of Academies, and recognised for the high quality of its sponsorship provision. UCAT currently operates and sponsors three Academies; University Church of England Academy Ellesmere Port, University Academy Birkenhead and most recently the University of Chester Academy Northwich. By spring of 2012, University Academy Liverpool and University Academy Warrington will also join the UCAT ‘family’ of Academies all, of which are schools within areas of disadvantage. The University of Chester has over 170 years of experience of delivering educational excellence and therefore is in a unique position to deliver high levels of teaching and learning training to our schools. UCAT aims to develop a regional ‘family’ of primary and secondary free schools and academies each sharing in our clear vision and ethos exemplified by our 3 pillars of learning, Believe, Become, and Belong. This approach forms the basis of a collaborative learning culture which provides the very best for every student.

Chester Cathedral

Education is an integral part of the work of Chester Cathedral. The Education Department at Chester Cathedral is one of the first organisations in the country to be awarded the Learning Outside the Classroom Quality Badge, recognising it as a provider of high quality, safely managed educational experiences for young people. The Quality Badge combines learning and safety into one easily recognisable badge for all organisations providing learning experiences outside the classroom. The Education Department was also awarded the Sandford Award for excellence in heritage education in July 2009.

University of Chester Faculty of Education and Children’s Services:

Project Steering Team

[REDACTED] – [REDACTED] is the [REDACTED] of the University of Chester Academies Trust. [REDACTED] previously has over 20 years’ experience as a teacher and is a ‘chartered teaching psychologist’ and has a wide range of teaching and management

experience in schools and colleges. [REDACTED] has a [REDACTED] and has been involved with Academies for over 5 years.

[REDACTED] – [REDACTED] has been [REDACTED] at the University of Chester for the last [REDACTED] years. His most recent project was the conversion of the former County Hall for Cheshire County Council into the ‘home’ of the both the Faculty of Education and Children’s Services and the Faculty of Health and Social Care. At the recent OFSTED inspection the conversion of the building was praised as highly appropriate and fit for purpose.

[REDACTED] – [REDACTED] is [REDACTED] and has both local knowledge of Chester and over 17 years’ experience in Marketing and PR. [REDACTED] has experience in the consultation for new Academies and advises UCAT ‘s academies on their marketing strategies and engaging stakeholders. [REDACTED] will design and deliver a marketing and implementation strategy for the project for each of the different stages.

[REDACTED] / [REDACTED] – Education Advisors

[REDACTED] and [REDACTED] both have over 25 years successful experience in schools, specialising in maths and modern foreign languages (Spanish and French) respectively. Their careers have been dedicated to improving life-chances for young people and their transformational leadership of schools/academies in areas of exceptionally high deprivation includes: roles of Principal/Vice-Principal; raising standards of achievement through Quality of Learning & Teaching (high Value Added); a “Challenge for Excellence” ethos and culture; Specialisms of Applied Learning, Performance and Sport; local and national Public Relations; Monitoring, Evaluation & Review; Performance Management and CPD including co-coaching programmes; community engagement including supporting the primary curriculum; innovative provision for SEN and Gifted and Talented pupils; Inclusion, Behaviour and Attendance; school/University liaison; establishing a new Academy; and building projects including PFI.

[REDACTED] – [REDACTED] Prior to his position at [REDACTED] he was the [REDACTED]. [REDACTED] trained as a musician and taught music before being ordained in 1993. [REDACTED] previously served in large parishes in the West Midlands before becoming [REDACTED].

UCAT Directorate Team

[REDACTED] – [REDACTED] has led the [REDACTED]. He has been seconded to UCAT to implement financial procedures and a finance system across the entire family of academies and free schools.

EMPLOYMENT LAW ADVICE

Provided through Hill Dickinson.

This package will cover all employment law needs and provides support to the Principal and Governors covering day-to-day employment law queries through to supporting a restructure or a disciplinary process, etc.

- Audit current contracts of employment and policies and procedures to ensure that they are legally compliant and that there are no "holes" in the suite of procedures being operated
- A 24 hour legal advice helpline - this is NOT serviced by a call centre but by the core team assigned to UCAT. Most advice is given by email or telephone due to the urgency of queries. However, on top of this helpline service a face-to-face service is available advising on projects or particularly tricky disciplinary situations, support in internal hearings, etc
- An agreed number of free places at all Hill Dickinson HR Clubs and Training seminars (held approximately 4 -6 times per year)
- Email employment bulletins providing updates on new areas of employment law
- One half-day training session per year on a topic of interest to the Free School, eg to provide line managers with disciplinary and grievance training or to train a group of the workforce in equal opportunities

Health and Safety Review

The Health and Safety and Risk Management Service is available to provide strategic support that will assist the Principal and Governors to meet their increasing legal responsibilities to manage health, safety, welfare and security risks to staff, pupils and visitors involved in, or affected by the free school, activities.

Service Offer

A professionally qualified UCAT Health and Safety Advisor will provide this service and cover the following:

- One safety management systems review visit and report per year. This includes building and site safety issues, curriculum areas and whole school issues such as educational visits, use of contractors, medication arrangements, first aid, welfare, transport, etc.
- Telephone Helpline service manned during school hours – with a return service within 24 hours for more complex issues
- Assistance with safety documentation for civil litigation
- Support to the University Cathedral Free School's Health and Safety Co-ordinator
- Support to the named Health and Safety Governor
- Advice and guidance on risk assessment

- Annual update briefing session
- Assistance with internal school policy and procedures

Human Resources Consultancy Service (HR)

The UCAT HR Consultancy will work in tandem with the Employment Law advice provided by Hill Dickinson.

Developments in employment law, combined with changes through the national workforce reform agenda, have a significant impact on the contractual rights and conditions of service for academy and free school staff. New challenges will emerge with freedoms and flexibilities planned for the education sector. The UCAT HR consultancy service will provide the Principal and Governing Body with the advice, support, contractual documentation and reference materials they need to understand and carry out their responsibilities.

Service Offer

UCAT HR Operational Support and Advice

- Telephone and email support during office hours (target response time is within 24 hours) on all HR related issues including policies, contractual documentation and links to relevant national guidance and regulations.
- Annual revision of the Model Pay Policy in line with DFE changes
- Advice and support on individual casework including:
 - Discipline
 - Grievance
 - Bullying and Harassment / Dignity at Work
 - Breakdown in relationships
 - Attendance hearings under formal HR procedures where requested
- Advice on day-to-day safeguarding and safer recruitment queries
- Information, advice and support on the management of short and long term absence
- Drafting of letters and documentation on casework and other HR issues
- Advice on the conduct of employee investigations

HR Strategic Consultancy Support

- Regular UCAT HR Update bulletin during the year which contains information, guidance and advice on relevant HR issues
- Advice on current employment legal framework including UK legislation and EC Directives
- Employee relations advice

- Advice and support on the staffing implications of budget reductions, including support at individual and collective staff meetings, trade union consultation and redundancy and redeployment advice, support and facilitation
- Advice on staff structures
- Job evaluation guidance, support and application
- Support on the practical implementation of national initiatives at University Cathedral Free School level
- Statutory transfers (TUPE) and related workforce issues
- Recruitment support

ICT STRATEGIC SUPPORT

UCAT ICT Services provide a range of ICT services designed to closely match the particular needs of academies and free schools both in the classroom and the office.

Service Provision

- Server installation and configuration service
- Regular forums to keep abreast of software changes, be aware of good practices and feedback issues to support staff and colleagues in other Academies and Free Schools
- Cost effective ICT benefits through access to purchasing contracts for hardware, software and equipment repair with UCAT's preferred partner (currently European Electronique)
- Strategic and technical advice on the wide range of ICT available for use in The University Cathedral Free School
- Project planning and management support to ensure full realisation of the benefits from ICT investments and compliance with e-Government initiatives
- Full support to gain the NAACE ICT Mark.

Additional Inclusive Services

- The University Cathedral Free School will be invited to send representatives to user group meetings, which will be held once a term
- Support will be available for rescue and recovery following a serious system failure.

ICT support needs in academies and free schools are varied, and it is the aim of the service to be as flexible as possible to ensure that the needs of each academy and free school are met within the terms of the service. Regular visits from a member of the UCAT ICT team will be provided, depending on need.

- Regular visits would typically involve:
 - Support and implementation of upgrades
 - Troubleshooting
 - Installation of new hardware/software
 - System and data transfers
 - Technical advice and support on UCAT projects

- Development of back-up and recovery processes
- VLE Support

Service Standards and Conditions

Prioritisation of Calls

ICT Services will endeavour to respond promptly to all calls, although it is sometimes necessary to apply a level of priority dependent on the nature of the call. These levels are shown below:

- Total failure of systems as a result of hardware or software malfunction
- Malfunction of communications facilities
- Malfunction of the management software at a critical point in the season:

At census times	CENSUS queries
At all times	Exam Entries Transfer
July – Sept	Promoting Academic Years
July – Sept	Timetabling

Insurance Advice

The following insurance advice will be provided to the University Cathedral Free School as part of UCAT's commitment in assisting principals to manage the free school environment.

Summary of Service Available:

- Assessment of the University Cathedral Free School's needs in relation to insurable risks (referencing PFI covers if applicable)
- Collation of information
- Placement of all risks required by the University Cathedral Free School ensuring that appropriate cover is in place (referencing PFI covers if applicable) following procurement procedures approved by Department for Education/Young Peoples' Learning Agency
- Arrange payments to premiums to insurers
- Process insurance claims on behalf of the Free School efficiently and effectively
- Negotiate with external parties in respect of liability, settlement, or repudiation of claims as agreed with the respective insurers
- Where appropriate, meet with insurers, claimants, agents and the Free School's staff in respect of Insurance and Risk issues
- Maintenance of an appropriate claim and risk information system that allows management reporting, performance reporting and enhances the information for future procurement
- Provide insurance advice on operational risk issues

- On request, attendance at the University Cathedral Free School to provide a forum to address claims and operational risk issues

UCAT Service Standards:

- Provide assistance for claims handling in writing, by phone, in person, at meetings throughout the life of the claim
- At the conclusion of a claim, UCAT will report on the outcome
- Operational risk and insurance queries will be responded to within 5 working days.

Legal Services (through Hill Dickinson)

Hill Dickinson can provide specialist education/academies legal advice and representation to free school senior managers.

Service Offer

The University Cathedral Free School retains the services of Hill Dickinson for up to 4 hours work across the academic year. This covers the cost of reasonable legal advice, representation, advocacy, etc. The Service includes legal advice and support on the following:

- Admissions
- Exclusions
- Parental/family disputes, e.g. contact arrangements
- Neighbour disputes and trespass
- Complaints under schools complaints procedure
- Access to records
- Contract disputes, e.g. office equipment, CCTV, etc.
- Freedom of information
- Debt recovery
- Other

The Service Level Agreement applicable to the University Cathedral Free School is attached as an appendix and the overall cost for the provision of all the services is included within the financials – non pay.

F4

Our school will be a one-form entry primary school to open in September 2013 with only classes in Reception and Y1. It will not reach its full complement until September 2018. We will appoint staff who can demonstrate exceptional potential, wherever possible in more than one dimension, who share our vision and who can together make a team that will achieve real impact for the benefit of young people in the wider community. We have begun with the proposed staffing structure for September 2018, to be built up over time as resources allow:

Senior Leadership Team

Principal/Director of Music – overall operational responsibility for the school, staff and pupils; community engagement and music.

Vice Principal/Director of Learning– quality of learning and teaching, curriculum, staff development, supporting the Principal as necessary and Head of KS2 - pupils' progress and wellbeing in Y3-6. (Music/Learning roles may be shared between the Principal and Vice Principal)

SENCO* - SEND, EAL, Literacy Co-ordinator and links with social services – also class teacher.

Head of Key Stage 1* – pupils' progress and wellbeing in Reception, Y1 & Y2 - also class teacher.

Business Manager – finance, legal, personnel and site issues.

Class Teachers - seven class teachers (with the exception of newly qualified teachers) will be responsible for most, if not all, of the learning and teaching for an identified class. There will also be one additional class teacher (or full-time equivalent) to ensure that there is sufficient capacity for leadership, staff development, planning, preparation and assessment. The Principal and Vice-Principal will contribute towards creating this extra capacity.

	13/14	14/15	15/16	16/17	17/18	18/19
Reception	1	1	1	1	1	1
Y1	1	1	1	1	1	1
Y2		1	1	1	1	1
Y3			1	1	1	1
Y4				1	1	1
Y5					1	1
Y6						1
Total Classes	2	3	4	5	6	7
Total Class Teachers*	2.5	3.5	5	6	7	8
Teaching Assistants	2.5	3.5	4.5	6	7	7
Principal	1	1	1	1	1	1
Vice-Principal	1	1	1	1	1	1
Secretary	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
Clerical	0.5	0.5	1	1	1	1
Mid Day Assistants	2	2	3	3	3	3
Music Tutors	various	various	various	various	various	various
Caretaker	1	1	1	1	1	1
<i>*including combinations of:</i>						
<i>Science Lead</i>			1	1	1	1
<i>Spanish Lead</i>		1	1	1	1	1
<i>Numeracy Co-ordinator</i>				1	1	1
<i>Head of Key Stage 1 (SLT)</i>	1	1	1	1	1	1
<i>SENCO (SLT)</i>	1	1	1	1	1	1

Other Teaching Responsibilities - the following responsibilities will also be distributed amongst the class teachers, not necessarily separately:

Science and Spanish Leads – to take principal responsibility for the delivery of Science and Spanish throughout the school and generally be” the expert” for that subject.

Numeracy Co-ordinator – to co-ordinate the delivery of this major cross-curricular priority throughout the school.

Other Teaching Staff - We anticipate many musicians and instrumentalists contributing to the life and learning of the school as we respond to the potential we discover in our pupils and establish our school as a centre for excellence in the wider area.

Other Support Staff - In addition to the Business Manager, we will employ the following:

Teaching Assistants – We intend to allocate two TAs to Reception and one to every other class as far as possible. Over time, we will ensure that their professional development and accountability is effective in increasing their skills and maximising their impact for the benefit of our pupils. We will determine their hours flexibly in order to ensure adequate supervision and stimulus beyond normal lesson-times and we anticipate increasing their number/hours as enrichment activities are established. Required– passionate commitment to the educational and social needs of young children.

Secretary – Personal Assistant to the Principal and Vice Principal and to take general responsibility for administrative and clerical issues. REQUIRED – efficiency, discretion and flexibility.

Clerical – To assist the Secretary in general admin/clerical duties and to assist the Bursar in financial duties as required. REQUIRED – efficiency and flexibility.

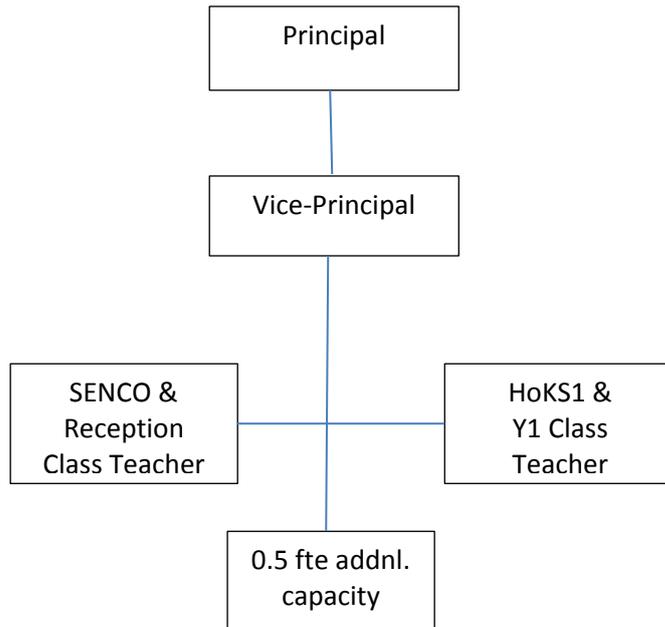
Mid Day Assistants – To take general responsibility for the supervision of pupils at lunchtime and at other times by arrangement. REQUIRED – responsibility and love of children.

Caretaker – To undertake general duties relating to the maintenance and security of the school. Additional Lettings Officers will be appointed as necessary. Required – efficiency and responsibility plus ability to work with and around children

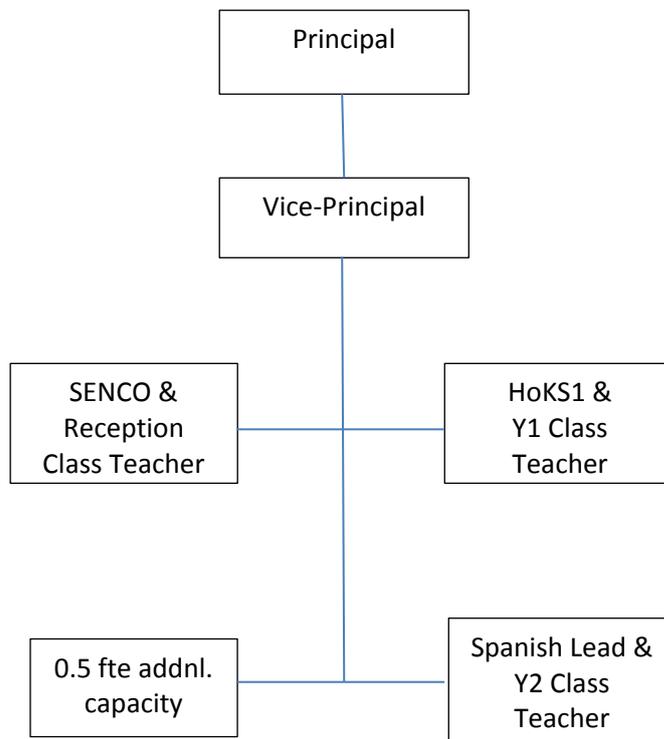
Building the Model - During the first three years, it is anticipated that the SENCO, HoKS1, Principal and Vice-Principal will share a mix of the roles of Science & Spanish Leads and Numeracy Co-ordinator between them until substantive appointments can be made. Precise details will be decided when appointments are made and the mix of available skill-sets is known.

The following organisational charts show how the teaching structure might grow between 2013 and 2018. Please note that the combination of class-teaching and whole-school roles is illustrative and does not preclude other combinations.

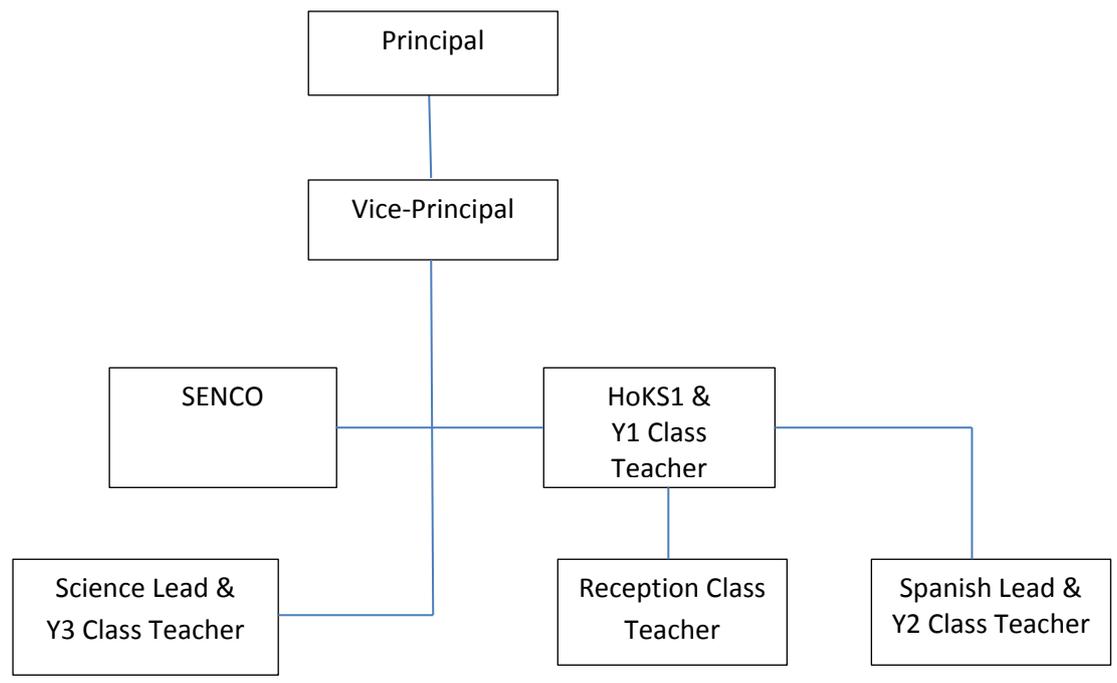
2013/14



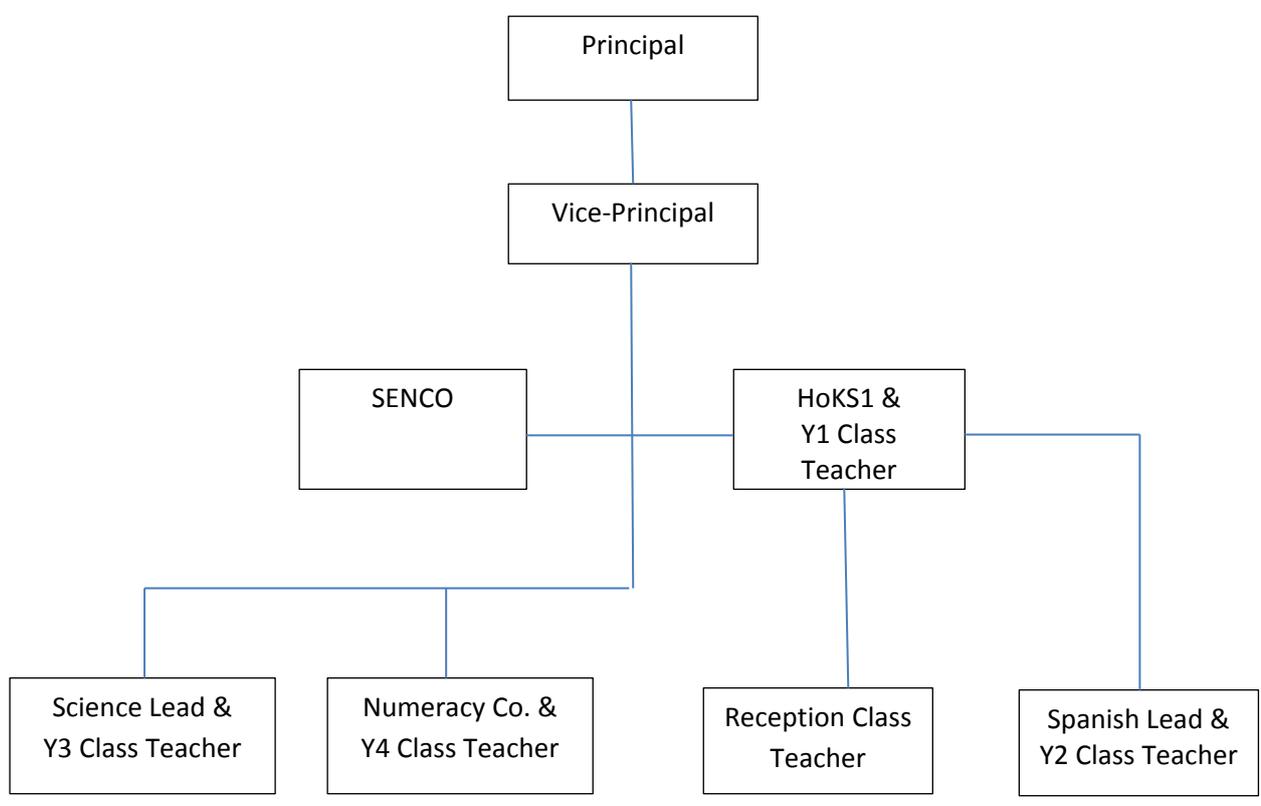
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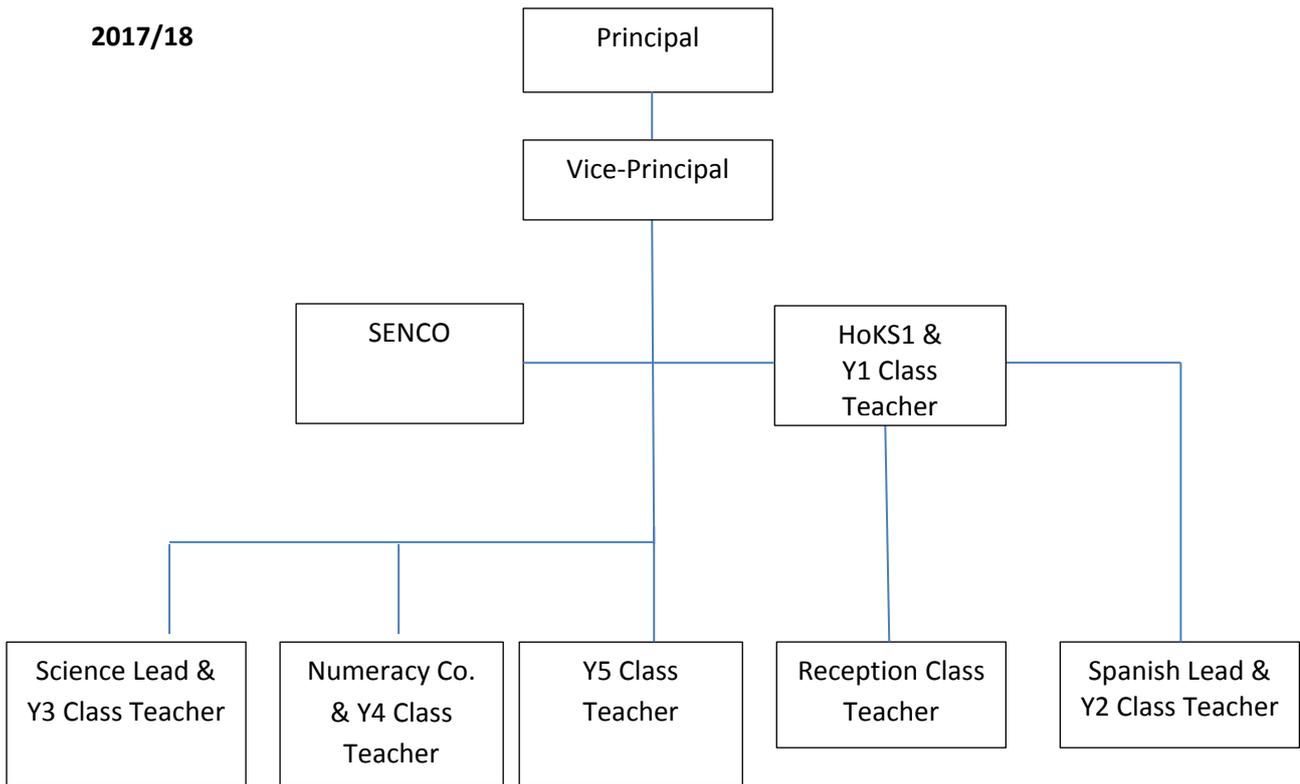
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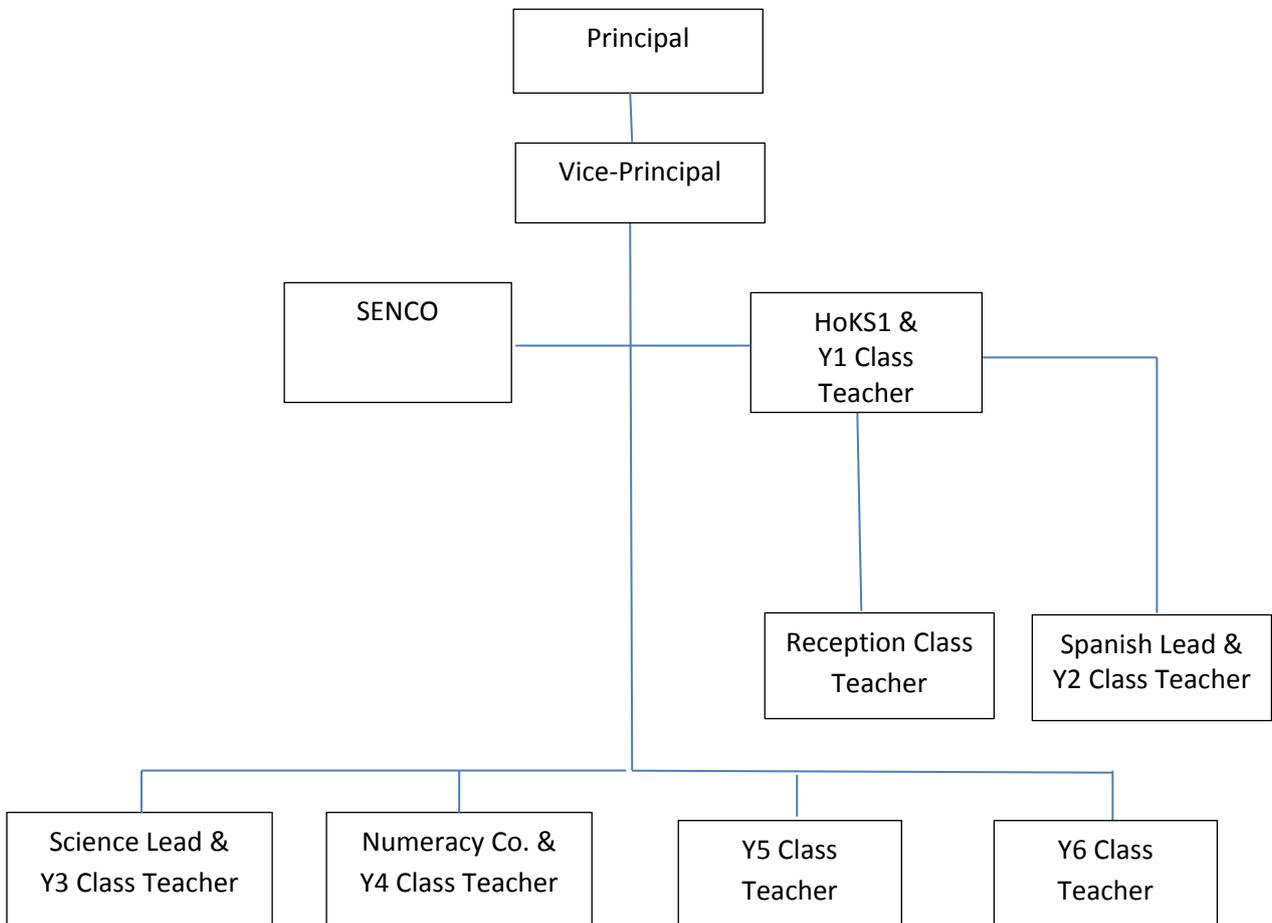
2016/17



2017/18



2018/19



We intend to very quickly establish our school as a centre of excellence and a large part of our philosophy will involve “growing our own” via GTP/ITT students and NQTs. In the case of support staff, we will expect them to be equally committed to their professional development and have a genuine desire to be part of our project. We will aim to achieve Investors in People and Teaching/Training School status as appropriate and as early as possible. We appreciate that we shall need a great deal of experience to establish the school in its first year but we shall use every opportunity to achieve a balance of experience and potential as we develop our staff, both new and existing.

Accountability

All staff will be held to account through a clear line and performance management system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and professional process development. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any increase on the incremental scale.

The Principal and members of the SLT will be accountable to the Governing Body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with Governors, UCAT and, for the Principal, as part of the formal annual performance management process.

Other members of the SLT will be accountable to the Principal through regular line management meetings and annual performance management reviews. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

Subject Leads and Co-ordinators will be accountable to the SLT and specifically to the Vice Principal for performance management reviews. Line management of other teaching staff will be determined in due course by the Principal. Teaching Assistants will be line-managed by the SENCO.

The Secretary will be accountable to the Principal or Vice-Principal through regular line management meetings and annual performance management reviews and he/she will undertake the same functions for the clerical assistant(s).

The MDAs and the caretaker will be accountable to the Business Manager through regular line management meetings and annual performance management reviews.

UCAT - As part of the school's service level agreement with UCAT, oversight of financial, legal, personnel, technical (including ICT), communications and facilities management will be undertaken by officers of UCAT working in partnership with the relevant staff and Governors. In conclusion, we are confident that this flexible staffing structure will sharply and effectively focus on achieving the school's vision with the appropriate ethos. Lines of accountability are clear and everything is directed first towards raising pupils' standards of achievement through the provision of the highest quality learning and teaching and ultimately towards the transformation of the local community itself.

Recruiting a high quality Principal Designate

The qualities we are looking for in a Principal Designate

We will appoint an inspirational leader for the school who has an outstanding track record and is committed to the success of our local community, its families and children.

Our Principal Designate (PD) will sign up to UCAT's vision, ethos, culture and values and will drive the development and shape the future of this exciting new free school. He/she will be passionate about raising standards and removing barriers to learning in order to broaden horizons and raise aspirations for the pupils in our care and the wider community. A relentless focus on high quality teaching and learning, outstanding progress and appropriate and carefully planned intervention for impact will be at the heart of his/her educational philosophy. Our PD will possess not only the relevant leadership experience but will also have the capacity and competencies to deliver both the establishment and operation of the school as it grows and develops into a very special and unique educational experience for our community.

Demonstrating the ability to deliver positive and courageous leadership for our school which secures its success and continuous improvement is crucial. This will be underpinned by a vision and educational direction that embraces the Christian ethos and values of the school and puts the highest quality of learning at the heart of every decision. Instigating and maintaining a safe, happy and caring environment will be a key to the success of our school: providing pupils and, where appropriate, their parents/carers with exceptional opportunities for pupils to develop their academic, personal, moral, social, musical and spiritual potential.

Set out below are the qualities we will be looking for and we will expect these to be demonstrated through the recruitment process. These qualities are based on the National Standards for Headteachers. The work of our PD should be learning centred and focused on leadership by example reflecting the highest possible professional standards and outcomes. The standards recognise the key role that school leaders play in raising levels of attainment in order to meet the needs of every child and are in line with the vision and values of The University Cathedral Free School.

The national standards are set out in six thematic areas for which the PD will be accountable. These are: Shaping the Future; Leading Learning and Teaching; Developing Self and Working with Others; Managing the Organisation; Securing Accountability; and Strengthening Community. The particular professional qualities that we will be seeking in our Principal Designate will be built on the following areas:

Shaping the Future - Our PD will be:

- committed to the free school vision and to the equity and excellence that sets the standards for every child;
- committed to developing with all stakeholders, including staff, pupils, the Governing Body and the Cathedral, a vision which incorporates Christian values and beliefs which are shared, understood and effectively implemented by all;
- committed to setting and achieving ambitious goals and targets which will

- promote and sustain school improvement;
- committed to inclusion and the ability and right of all to be the best they can
- committed to promoting creativity, innovation and the use of new technologies to achieve excellence;
- able to think strategically and communicate our vision in a range of compelling ways;
- able to inspire, challenge, motivate and empower others to carry the vision forward;
- able to model the values and vision of the school and be in total sympathy with Christian ethics and beliefs;

Leading Learning and Teaching - Our PD will be:

- committed to raising standards for all in the pursuit of excellence;
- committed to continuing learning for all members of the school community;
- committed to the entitlement of all the children to outstanding teaching and learning;
- committed to learning that is personalised to meet the needs of every child;
- able to demonstrate personal enthusiasm for and commitment to learning;
- able to demonstrate the principles and practices of outstanding teaching and learning;
- able to access, analyse and interpret information;
- able to acknowledge and celebrate excellence and challenge poor performance across the school.

Developing Self and Working with Others - Our PD will be:

- committed to effective working relationships;
- committed to shared leadership;
- committed to effective team work;
- committed to continuing professional development for self and others in the school;
- committed to eventually achieving teaching/training school status;
- able to foster an open, fair, equitable culture and manage conflict;
- able to collaborate and network with others within and beyond the school in support of UCAT;
- able to challenge, influence and motivate others to attain high goals;
- able to give and receive effective feedback and act to improve personal performance;
- able to accept support from others.

Managing the Organisation - Our PD will be:

- committed to distributed leadership and management;
- committed to equitable management of staff and resources;
- committed to sustaining personal motivation and that of staff;
- committed to sustaining a safe, secure and healthy school environment;
- committed to collaboration with others in order to strengthen the school and contribute to the development of capacity in other schools;
- able to establish and maintain appropriate structures and systems;
- able to manage the school effectively on a day-to-day basis;

- able to delegate management tasks and monitor their implementation;
- able to prioritise, plan and organise themselves and others;
- able to make professional, managerial and organisational decisions based on informed judgements;
- able to think creatively to anticipate and solve problems.

Securing Accountability - Our PD will be:

- committed to the principles and practice of school self-evaluation;
- committed to the school promoting the academic, spiritual, moral, social, emotional and cultural development of all its children;
- committed to individual, team and whole-school accountability for children's learning outcomes;
- able to demonstrate political insight and anticipate trends;
- able to engage the school community in the self-evaluation of the work of the school;
- able to collect and use a rich set of data to understand the strengths and weaknesses of the school;
- able to combine the outcomes of regular self-evaluation with external evaluations in order to develop the school further.

Strengthening Community - Our PD will be:

- committed to effective team work within the school and with external partners;
- committed to work with other agencies for the well-being of all children and their families;
- committed to involvement of parents and the community in engaging in school activities, supporting the learning of the children and realising the school vision;
- committed to collaboration and networking with other schools to improve outcomes;
- able to recognise, value and take account of the richness and diversity of the school's communities;
- able to engage in dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- able to listen, reflect and act upon community feedback;
- able to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children.

Attracting the right candidate

We do not under-estimate the challenge of attracting and appointing the right candidate to the role of Principal Designate. Evidence shows that the quality of leadership is the single most important factor under our control in determining the success of our school and this first appointment is the most important that we will make.

We are in an age where high levels of pay are often deemed to be the ultimate reward. However, a study of headship recruitment in challenging environments identifies a wider framework for headship reward.

We will offer the market rate for a headship of this size with advancement on

meeting outcome targets but the successful candidate will also have a unique opportunity to open a free school and, in partnership with the community, to shape its future development with the full support of the members and governors.

The University Cathedral Free School has a clearly defined vision and strong values and the Principal will be the key player in providing inspirational leadership to realise these. The school will be accommodated in a beautiful, historic building with many excellent features that will provide a first class work environment and a range of exciting opportunities for community engagement.

The development of the free school provides an exceptional opportunity for a leader to make his/her mark both within the institution and beyond and both UCAT and Governors will be strongly committed to supporting their professional learning and growth. Governors will ensure, as part of their responsibility for the performance management of the Principal, those work-life balance features in his/her performance agreement.

We will make clear that we are looking for an inspirational leader with innovative ideas and fresh perspectives to raise the aspirations of the children, families and the local community. We will be encouraging applications from current headteachers, deputy headteachers or other school staff with clear leadership potential.

Recruitment process

A group of Governors will be identified to form the recruitment panel. We will ensure that all on the panel have proper recruitment training and we may hire an external adviser to support and guide this process.

As a panel we will draw up the advertisement, job description and person specification and also put together a recruitment pack. The quality of the material in this pack will be critical as, along with the advertisement, it will outline our standards and expectations.

As part of the recruitment process we will ask for a full application and curriculum vitae along with a letter setting out the candidate's vision for the next three years as well as the longer term. After the deadline for the receipt of the applications the panel will meet to form a short-list of those to be invited to interview (using the job description and person specification). The short-listed candidates will be invited to interview by letter and at the same time references will be sought.

The subsequent interview stage will involve a range of assessments, including a formal interview, to help the panel to gain a rounded view of each candidate's strengths and weaknesses and to decide which candidate to appoint. An offer will be made to the chosen candidate and upon acceptance CRB checks will be pursued. If it has not been possible to make an appointment then the process will be restarted.

If a candidate is appointed we will make arrangements for an initial meeting with the Chair of Governors, a full induction programme and a professional mentor.

Advertisement

We will seek professional help to draw up an advertisement and this will be placed in the professional press, local press, local job bulletins and on our website.

The precise role the Principal Designate will play in setting up the school will be confirmed upon appointment.

Recruiting outstanding staff other than the Principal Designate

Once the PD is appointed he/she will work swiftly with the Governing Body to recruit the very best staff to fill the remaining posts. These posts will be filled gradually, as the school grows, and in line with the proposed staffing structure.

Schedules will be planned carefully to ensure that all newly appointed staff are able to give sufficient notice to their current employer. Early adverts will also be advisable in order to secure the very best candidates for each post well before the annual 31 May deadline. Careful planning will be needed regarding closing dates for applications, short-listing and interviews and UCAT's HR team has considerable expertise in this field to support the PD.

The process of recruiting other staff will be very similar to that used to appoint the PD. The process will be led by the PD who will be looking for a mix of different levels of experience. The links that UCAT has with professionals throughout the country as well as The University of Chester's Faculty of Education and Children's Services will offer valuable advice support.

The key aim will be to appoint outstanding staff who are committed to the vision and ethos of the school and whose core competencies complement everything that our school is about.

We are confident that our school will be an attractive institution in which to work and that we will recruit staff of the highest calibre. Although QTS would not be essential for teaching staff, apart from the SENCO, we would consider this to be most desirable.

We will have clearly defined criteria set out in advance for the appointment process such as interviews which might involve presentations, group exercises, discussions with panels, lesson observations and possibly written exercises relating to budgeting, data or other areas of importance.

F6 Governance

University of Chester Academies Trust (UCAT)

Governance Structure

The following governance structure is based upon the advice and guidance given in the following documents:

- *The Master Funding Agreement made under Section 1 of the Academies Act 2010, between the Secretary of State for Education and the University of Chester Academies Trust.*
 - *The Articles of Association (Multi Academy Model) of the University of Chester Academies Trust.*
-

Three layers of governance.

UCAT has adopted a three tier governance model as follows:

1 Board of Trustees

The trustees of UCAT have the power to appoint the majority of the members of the UCAT Board of Directors.

2 Board of Directors

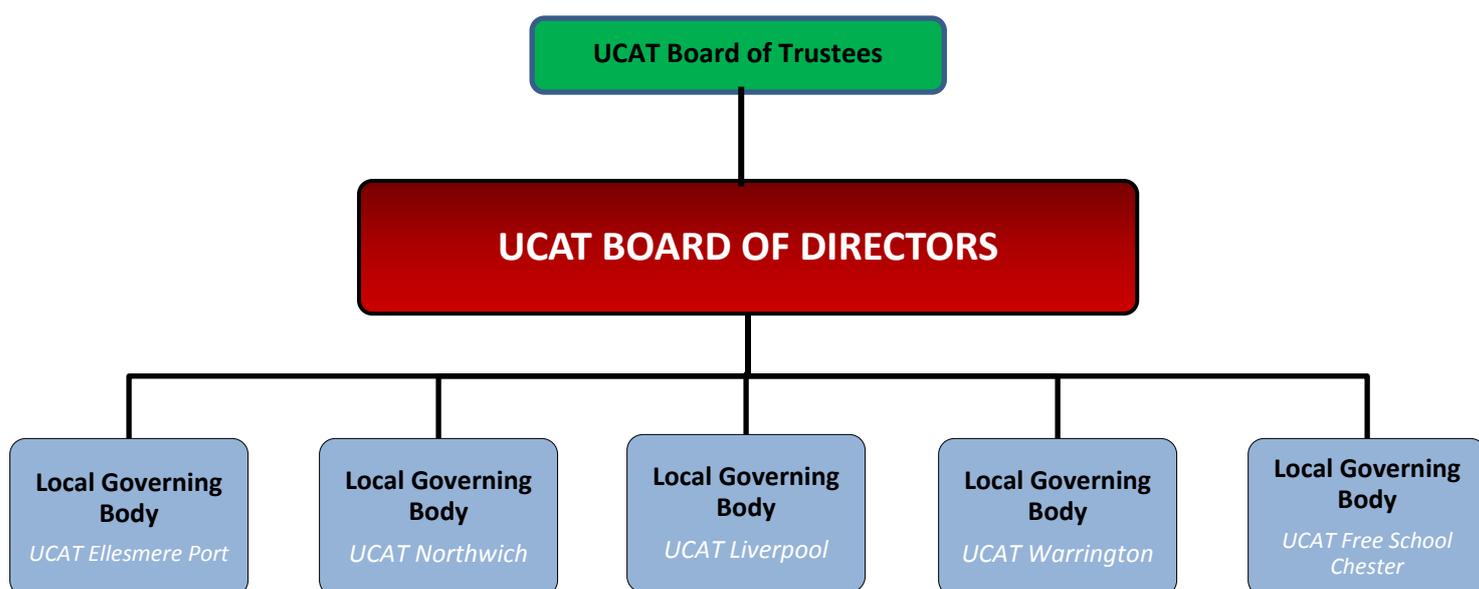
The Secretary of State for Education and UCAT have entered into a Master Funding Agreement and for each individual Academy and Free School member of the UCAT 'family' a supplementary funding agreement has been agreed. The directors of the Academy Trust sit on the UCAT Board of Directors (18 members) and have overall responsibility for the Academies.

3 Local Governing Body

Under the Articles of Association UCAT may set up a Local Governing Body (LGB) for each Academy Free School and may delegate matters to those LGBs. It is proposed that UCAT will follow this direction and that the Chairman of the LGB for each of the UCAT member academies and free schools with a supplementary funding agreement shall have a seat on the UCAT Board of Directors. Where there are more than five (5) LGBs, the Chairmen of the Local

Governing Bodies shall elect five persons from amongst their number to sit on the UCAT Board of Directors.

Establishing and delegating to a Local Governing Body provides local representation and accountability in terms of the role of the representatives. This ensures decisions are made that take account of local circumstances and decisions can respond quickly to changes in local need. Local Governing Bodies help to ensure that parents, staff and pupils can share a common expectation of the governing arrangements local to their Free School. The three layers of governance outlined above are represented as follows:



Local Governing Body - Terms of Reference.

The proposed University Cathedral Free School will form a part of the above structure and as such will have its own Local Governing Body. The LGB is seen as critical in consolidating and optimising local stakeholder involvement and giving voice to the community in the life of the school.

Core purpose of the UCAT LGBs

Working under the guidance and support of and utilizing powers delegated by the UCAT Board of Directors, the core purpose of a UCAT Local Governing Body is as follows:

- To provide strong local representation and accountability in terms of the role of the representatives on the LGB;
- Policy development and strategic planning including target – setting to keep up momentum on school improvement;

- Ensuring sound management and administration and that managers are equipped with relevant skills and guidance;
- Ensuring compliance with legal requirements;
- Establishing and maintaining a transparent system of effective internal controls;
- Monitoring of the Free School's financial, human and other resources in particular, spending;
- Monitoring performance and the achievement of objectives and ensuring that plans for improvement are acted upon;
- Helping the Free School to be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- Setting the standards of conduct and values;
- Assessing and managing risk.

Membership of the LGB

- The membership of the Local Governing Body will be agreed on an annual basis at the first meeting of the UCAT Board of Directors in the autumn term;
- The Principal is an ex-officio member of the Local Governing Body;
- The membership shall be at least four named Governors including the Principal.

Meetings of the LGB

- The Local Governing Body shall meet at least once in every term, and shall hold such other meetings as may be necessary;
- All meetings shall be convened by the Clerk, who shall send to the Governors written notice of the meeting and a copy of the agenda at least fourteen clear days in advance of the meeting. The agenda shall be prepared by the Clerk with input from the Principal;
- A special meeting of the Local Governing Body shall be called by the Clerk whenever requested by the Chairman or at the request in writing by any three Governors. Where there are matters demanding urgent consideration, the Chairman or, in his absence, the Vice-Chairman may waive the need for seven days' notice of the meeting and substitute such notice as he thinks fit.
- The clerk will record attendance at meetings. Issues discussed and recommendations for decisions will be recorded.
- The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

LGB quorum

- The quorum for a LGB is three Governors.

Voting at LGB meetings

- Only Governors may vote at a meeting.

Appointment of Chairman

- The chairman of the committee will be elected on an annual basis at the first meeting of the Local Governing Body, in the autumn term;
- No Governor who is employed by UCAT will act as chairman to the Local Governing Body;
- In the absence of the chairman, the Local Governing Body will elect a temporary replacement from among the Governors present at the meeting.

Clerk to the LGB

- Any person, appointed by UCAT, may serve as Clerk to the Local Governing Body;
- In the absence of the clerk the Local Governing Body will appoint a replacement clerk for the meeting.

Review Date

This committee's meeting arrangements and terms of reference will be reviewed at the first meeting of the Local Governing Body in the autumn term.

Accountability structure.

The Principal will work to the Chair of the LGB in relation to achieving the aims and objectives of the Local Governing Body as outlined above and in line with the powers delegated to the Chair of the LGB by the UCAT Board of Directors. In the event that the Chair of the LGB and the Principal are unable to resolve the issue, the Chief Operation's Officer of UCAT (██████████), who is a member of the UCAT Board of Governors, will lead on the issue. If the matter in question is deemed to require further escalation the lead will move to the UCAT Chief Executive Officer (Dr Colin Hankinson) a member of the UCAT Board of Directors and the UCAT Board of Trustees. Failure to resolve at this point would result in the involvement of Professor Tim Wheeler, Vice Chancellor of the University of Chester and Chair of both the UCAT Board of Trustees and UCAT Board of Governors.

Section G: Initial Costs and Financial Viability

The attached financials detail the income and expenditure page by page. The following are referenced to the financial plan, the vision, the ethos and the assumptions page underpins the figures given.

100% Financial

Projected Pupil Numbers:

The pupil numbers shown in the financial plan are as given in section D1 and further supported by our marketing research in section E1.

Projected Grant Funding:

1(a) The insurance costs are based on an estimate consistent with the costs of insurance, provided through the CPC European tendered contract.

1(b) The rates are the figures paid currently as a sui generis assessed property.

Projected Other Grant Income:

2(a) The University of Chester has, for many years, run a highly successful 'International Residential Summer Sports School'. It is proposed to link with the University and run an 'International Residential Summer Music School'. The University provides a 72 bed hall of residence within 100 metres of our proposed school location; these would be linked with our local Saturday music summer school to bring together the diverse international ethos of children.

2(b) Creation of a '300 club' for parents and friends of the school:

This would be managed as part of the contractual duties of the Business Manager with 50% of income being awarded as a monthly prize. The figure shown is the net profit. The personal licence holder will act as the Business Manager.

2(c) Linking with our partner, Chester Cathedral, to create a Saturday music club for the local community, we would provide instruments in order that the procurement was not a barrier to learning. The Cathedral currently run a highly successful Saturday singing club and it is envisaged that we would work and participate together. This is further demonstrated in section D7.

2(d) Room hire to the Local Authority, business groups and local forums:

It is proposed to have two bandings – a commercial charge for the local authority and business, together with a charity charge for community use (this would be just 25% of the business rate). This is further demonstrated in section D7.

Projected Staffing Costs:

3(a) The Principal will have the overall operational responsibility for the school, staff and pupils along with community engagement and music. The salary is based upon the national scale and with reference to the local economy.

3 (b) The Vice Principal in the first two years of operation will undertake a 50% teaching role. Thereafter, the role of Vice Principal will no longer require any teaching. Instead they will have responsibility for all Key Stage 2 quality of learning and teaching, curriculum, staff development, pupil progress and wellbeing. This is demonstrated in section F4. In this way it is believed that we can ensure good value for money both at the early development stage and continuously thereafter.

3(c) SENCO and Head of Key Stage 1:

The SENCO will also provide the role of a class teacher to ensure value for money in a school of this size. The Head of Key Stage 1 will additionally be responsible for pupil progress and wellbeing for all year groups in this Key Stage. This is further detailed in section F4.

3(d) Teaching Staff:

Seven class teachers – with the exception of newly qualified teachers – will be responsible for most, if not all, of the learning and teaching of their identified class. There will also be one additional class teacher (or full-time equivalent) to ensure that there is sufficient capacity for leadership, staff development, planning, preparation and assessment. We anticipate having many musicians and instrumentalists contributing to the life and learning of the school as we respond to the potential we discover in our pupils and establish our school as a centre for excellence in the wider area. The Principal and Vice Principal will contribute towards creating this extra capacity. This is further demonstrated in section F4.

3(e) Education Support – Teaching Assistants:

We intend to allocate two TAs to Reception and one to every other class as far as possible. Over time we will ensure that their professional development and accountability is effective in increasing their skills and maximizing their impact for the benefit of our pupils. We will determine their working hours flexibly, in order to ensure adequate supervision and stimulus beyond normal lesson times. We anticipate increasing the number of TAs/hours they work as enrichment activities are established. We require a passionate commitment to the education and social needs of young children.

3(f) Other Income (Business Manager –Finance, Legal, Personnel and Site Issues):

Together with a contractual responsibility to generate income, it is planned that the Business Manager would receive a 10% bonus based on generation profit over and above that identified in the section 'other income'.

3(g) Secretary:

The secretary will provide personal assistance to the Principal and Vice principal. They will also take general responsibility for administrative and clerical duties. The appointed person requires efficiency, discretion and flexibility. It is intended that during the first two years of opening this post will also cover any general clerical duties to ensure that the role is fully utilised and cost-effective. Value for money is demonstrated in this manner as only a part-time clerical assistance is employed until the third year.

3 (h/i) Clerical Supports:

This role will consist of assisting the school secretary in general administration and clerical duties, along with assisting the business manager with any required financial handlings. The person specification will require the appointee to be efficient and discrete and flexible. These posts will increase in line with the increase in pupil numbers to ensure good value for money. This is further demonstrated in section F4.

3(j) Mid-Day Assistants:

This role will take general responsibility for the supervision of pupils at school lunchtimes and other times by arrangement. It will be required that all post-holders are responsible and compassionate. The number of post-holders will increase in line with the rise in pupil numbers.

3(k) Caretaker:

The school caretaker will undertake the general duties relating to the maintenance and security of the school. They will also act as Lettings Officer, as necessary, to ensure the maximum usage of the building outside of normal teaching hours, which will in turn encourage good community use. This post will require the employee to be efficient, responsible and flexible. This is demonstrated further in section E2 and F4.

Other Staffing Costs:

4(a) This highlights the additional costs of the caretaker acting as a lettings officer to ensure good community use of the school building and additionally value for money of the building and the facilities in which it provides. This is further detailed in section E2.

4(b) A 5% figure of teaching costs (excluding the Principal and Vice Principal) rising yearly with the number of teachers employed has been included to reflect supply costs.

4(c) Music supply teaching will be the responsibility of the Principal and we have not over specified the style of teaching to allow the Principal to respond to both pupil and community needs. Sections D7 and E2 further detail this.

Non-Pay Expenditure:

5(a) Rates:

The rates are the figures paid currently as a sui generis assessed property.

5(b) Insurance:

The insurance costs are based upon an estimate consistent with the costs of insurance provided through the CPC European tendered contract.

5(c) Learning Resources:

An average of £186 per pupil has been used. This covers all teaching resources, reprographics and the prospectus. It is based on the average of the lower quartile average across CWAC. Through the utilisation of good procurement practices (UCAT is a member of the NWUPC and CPC) and the ability to immediately introduce a print strategy using multi-function devices that we could operate in the lower quartile.

5(d) ICT:

As with Learning Resources, the lower CWAC quartile of £85 per pupil has been used to ensure good value for money through good procurement practices and the economies of scale that UCAT can bring.

5(e) Other:

The CWAC lower quartile figure of £37 per pupil has been used again to ensure good value for money through good procurement practices and the economies of scale that UCAT can bring.

5(f) Recruitment:

The recruitment figures reflect the build-up of staff over the first five years of opening. This includes the appropriate advertising to reach out to high quality teaching staff, nationally as well as locally. Initially it is envisaged that a greater level of HR support would be required for UCAT or bought in externally.

5(g) Initial Prospectus:

There will be a requirement to develop a prospectus in advance of opening. It will be different from proposed future prospectuses and this one off charge reflects that. All future prospectuses are built in to 3(e).

5(h) Cleaning:

It is planned to outsource cleaning. The costs are based on square metrage multiplied by a cleaning rate of 40 square metres per hour (BIFM industry norms) multiplied by £10.50 per hour. This rate includes provision of staff, staff training, uniforms, PPE and all equipment and materials.

5(i) UCAT Management Fee:

Being part of UCAT means being part of an organisation that puts quality first. Our students and staff are the most important elements of our academies. The services charged for in this section aim to support the expected standards of outstanding teaching and learning. They are further detailed in sections F1, F2 and F3, together with the full service level agreement and appendices. The UCAT management fee is 5% of pupil funding.

5(j) FSM

Free school meals are based on 22% of pupil numbers detailed in section C and the norm in Chester. It is planned to outsource catering to the Cathedral who would receive £2.10 per pupil meal multiplied by 190 days. Other meals required would be paid for on a daily or weekly basis by individual pupils, paid directly to the Cathedral.

5(k) Energy:

These costs are based on actual figures supplied by the Cathedral for gas, electricity and water. The current building management control system allows for areas of the building to be kept at frost watch. This would continue to operate until such a time that all areas of the building are in use.

5(l) Janitorial Supplies: Procured through North West Universities Purchasing Consortium European tendered contracts.

5(m) Minibus Lease: This has been included to provide transport to the school from the further deprived area of Chester (Blacon) and additionally to provide a means of transport for the various orchestral groups. There would be a group of volunteer

drivers all CRB checked and having passed the University Minibus Drivers Test. It is planned that future provision of the minibus, when the school is stable, would be by fund raising and sponsorship.

5(n) Audit Fee:

This is based on current contracts.

5(o) Bank Charges:

These are based on existing fee arrangements.

Assessed Start-up Funding

6(a) Marketing a new school is critical to future success and financial viability, for that reason we are allocating £6,000 as assessed start-up funding.

6(b) Music is at the core of this proposal and sections D7 and E2 particularly. We therefore believe that it is essential that we have musical instruments available immediately. This is especially necessary for community members with a lesser disposable income, where procurement can be a barrier to music learning. We have therefore allocated £5000. Future procurement as the school grows in both pupil numbers and community use, is spread throughout the financial plan.

90% Financials

ALL REFERENCES IN THIS SECTION REFER TO THOSE ABOVE.

Projected student numbers:

These are based on a 10% reduction across all types of pupil.

Projected Grant Funding:

Insurance and rates will not change with a drop of 10% in student numbers and this is reflected.

Projected other Grant Income:

We have kept our income the same as 100% for all activities, however we have made an assumption that there will not be a Saturday music club that sustains income generation. It would be cost neutral.

Projected Staffing Costs:

Savings have been made in this section to reflect a greater commitment to teaching by the Vice Principal for 2 years, which for our first and second operational year allows for one less teacher. The Business Manager will have a greater role in marketing both the school and its facilities within the community.

Other Staffing Costs:

There has been a reduction in supply teaching, using the same consistent formula. Unfortunately there has been a reduction in the procurement of musical instruments but as numbers grow this is an area for quick effective expansion.

Non-Pay Expenditure:

Sections 5c, 5d, 5e are the same formula, but based on the reduced pupil numbers. 5f and 5g have not changed as it is believed that for the future success of the school we cannot lower our standards of recruitment or the standard of the prospectus.

5h cleaning has only reduced in year 3 when for that year we would continue to only partially use the building.

5i and j are based on student numbers and therefore have reduced in line with the reduced pupil number.

5k, l, n, & o are all based on the school as an entity or building and therefore with a 10% pupil number reduction there will be no effect on costs.

5m Finances will not allow for the leasing of a minibus and this will have to be funded jointly by sponsorship and fund raising.

Section H: Premises

In line with the guidance notes, a number of sites have been investigated. One site stands out clearly as the preferred option for the proposed free school. Both geographically, but more importantly strategically, the preferred option is numbers 10 and 11 Abbey Square in Chester. The strategic benefits of the preferred site are:

- Proximity to facilities such as Chester Cathedral (for choirs and performance space) and the Local Authority's theatre development (for access to professional performance space and productions)
- Safe and accessible space with excellent public transport links to ensure that children from the local areas of deprivation are not excluded from accessing the school
- Following considerable consultation with educational architects, our education department and music specialists, the preferred site allows for the creation of a purpose-built environment for the school
- Proximity to Chester Cathedral strengthens the religious ethos of the school, part of which is to welcome and learn from all faiths and none.

In line with guidance, we have considered other possible sites for the school, particularly an empty property owned by the Local Authority. However, while this site is within the City walls and therefore near to the Cathedral, it is far too large and on an axis of several busy roads. Therefore, this site was deemed too dangerous for use as a primary school.

Value for Money

It has been determined during discussions with the Cathedral (who own the preferred site freehold) that it is immediately available for long term lease since it has been vacant for 11 years.

The Cathedral wishes to negotiate a fair rent that reflects the current state of this Grade 2* listed building.

The building is 1336 sq. metres. The estimated rent is around £98,864 p.a.

The University Cathedral Free School will be a single form primary school based in the redeveloped Grade 2* buildings and garden of the former Cathedral owned Retreat House. Built in 1754 this three storey property was once the home of the author Charles Kingsley, who was also once canon of the cathedral.

We are seeking to exploit the potential of this inspiring building and environment in order to broaden the horizons and raise the aspirations of the most socially deprived children in Chester.

Address: 10 & 11 Abbey Square, Chester CH1 2HU

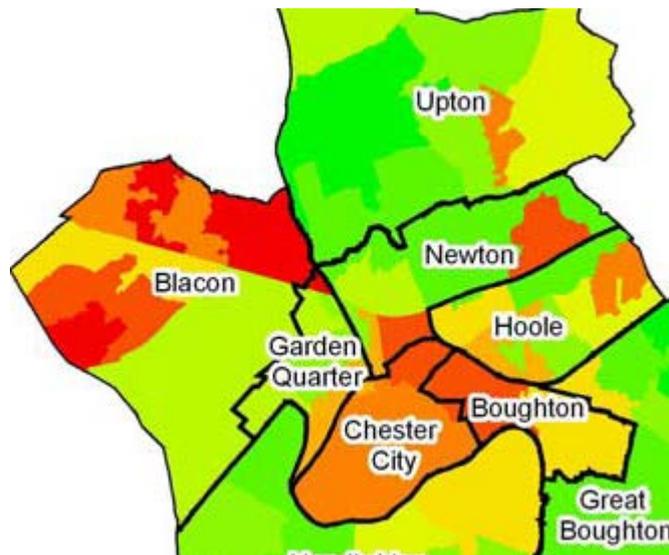
Local Authority Designation: Sui Generis

Size: 1336 square metres, over 3 floors with full DDA access, for direct

academic teaching.

The building will consist of 7 classrooms, library, food technology lab, science and technology lab, music and drama room, 2 educational group spaces, music group room, 2 individual music practice rooms, staff room, Principal's office, reception and administration office and changing rooms. There are toilet facilities on both ground and first floor with fully accessible toilets on ground and second floors. Externally there will be hard surface informal play area, soft surface informal play area, eco science garden area and a soft terrace seating area.

The indicative plans for the property are attached.



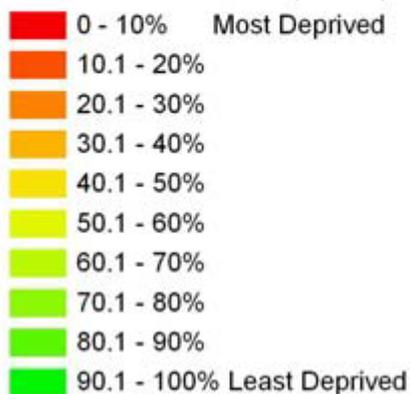
The University Cathedral Free School is proposed to be located on the 't' of Chester.

Legend

□ Ward Boundary

Lower Super Output Areas

Rank of Index of Multiple Deprivation



The building is located in City Ward, an area of Chester with a multiple rank deprivation index of 20.1 – 30 % and within 0.8 miles of the area of west Boughton which has a multiple rank deprivation index of 10.1 – 20 %. Our marketing detailed in section E is targeting both these areas together with our on-going Community Development.

Currently owned by the Cathedral, it would be proposed to lease the building to the University Cathedral Free School.

The rear garden and general access is currently in an area classified as an 'ancient monument'. It is understood that negotiations to effect change could take between 9 – 12 months, prior to commencement of works. Therefore discussions have been held with the University of Chester and a building identified at the University's Kingsway site, near the University Nursery, would be made available for an academic year.

Preliminary discussions have been held with the Local Authority Planning, Highways and Conservation departments which were broadly supportive with the use and suitability of the preferred building. The enclosed indicative plans include observations from the Building Control section of the Local Authority re: access and egress.

Potential Additional Funding Sources for the Free School Development

Heritage Lottery Funding

There are various funding streams within the Heritage Lottery Fund, from small revenue grants up to large capital grants. Any Heritage Lottery funded project must focus on protecting and promoting some aspect of local/national heritage, and helping to educate communities about their heritage and its importance and relevance to future generations. While UCAT's preferred property is a listed building and of architectural and historical importance in Chester, it would be difficult to balance the primary objective of delivering a school with the Heritage Lottery Fund priorities.

Reaching Communities: England

Reaching Communities is a Big Lottery Fund initiative to help communities most in need to access better training and development and to tackle their problems. The fund provides both capital and revenue assistance. Reaching Communities welcomes applications from schools but their large capital grants are dedicated to helping the most deprived areas. While UCAT's Free School will link into and benefit deprived communities the actual building is not located in a deprived area and we would have to evidence a strong need for funding in addition to the Free School funding.

Grants for the Arts

The Arts Council offers grants to support projects that promote and develop the arts. While music is a big part of this initiative, the funding is not aimed at individual educational establishments and so any application for funding would have to evidence how it would benefit the whole community, which may detract from the free school's core activity.

Youth Music Programme

The Youth Music Programme supports music-making opportunities for children and young people, especially those in challenging circumstances. This fund may offer an additional source of revenue for UCAT's free school.

Inspired Facilities

Inspired Facilities is dedicated to making it easier for local community and volunteer groups to provide accessible sports provision. This fund could be used in addition to the free school funding to develop sports facilities/equipment for the school but, with sport activity space at a premium in Abbey Square, it is more viable to maximise the use of the University's and other local sports facilities.



University Cathedral Free School

Appendices

- Appendix (i) – Marketing and Awareness – section E
- Appendix (ii) – Project Team Pen Pictures
- Appendix (iii) – Service Level Agreement – section F
- Appendix (iv) – Indicative Property Plans – section H

Appendix (i)
Marketing and Awareness

Contents

- Press Reports
- Advertorial
- Poster advertising community meeting
- Web Site & Frequently Asked Questions
- Parent Follow up Contact information
- Free School Meals Data Graph

Press Reports

Ambitious plans unveiled for first ever ‘free school’ in Chester

Jan 26 2012 by [Gary Porter](#), Chester Chronicle



Chester Cathedral

AMBITIOUS plans have been unveiled for a city Centre primary school on the grounds of Chester Cathedral.

The city’s first ever ‘free school’ would be based in one of the historic buildings in Abbey Square and could be open by September 2013.

The University Cathedral School – run by the University of Chester Academies Trust (UCAT) in partnership with Chester Cathedral – would cater for 180 pupils and create up to 30 jobs. The option of using the cathedral’s popular refectory as the school hall is currently being explored, while the Dean’s Field could be turned into a playing area.

Dr Colin Hankinson, UCAT chief executive officer, said: “I’ve no doubt it will be a monumental success. It will be a very beautiful school, open to one and all. It’s a unique opportunity.”

Former teacher Peter Howell-Jones, vice dean of Chester Cathedral, added: “We’re exceptionally excited. The potential is phenomenal.” UCAT will submit its free school funding application – which it says is supported by more than 100 parents – to the Government next month. If it passes that stage UCAT will then be invited to present its plans to the Department for Education, which would rule on whether to support the proposal or not. A decision would be expected in the summer.

If they give it the go-ahead, a planning application will then be submitted to Cheshire West and Chester Council to turn the building into a school.

Free schools are state-funded and can be set up and run by education experts, trusts, charities, parents or community groups, with the aim of addressing a specific need.

The University Cathedral School would specialise in all forms of music and singing. According to UCAT there is no primary school of this type in Chester.

Dr Colin Hankinson accepted concerns would be raised over potential traffic congestion caused by a City Centre school, but says plans were in place to address those issues as they have 'no intention of cluttering the City Centre'. He confirmed negotiations were ongoing with the cathedral about using the car park at the back of the proposed school building – which can be accessed from Northgate Street – as a drop-off and collection point. Times for bringing children to and from school would also be staggered to control congestion, and the option of utilising a park-and-ride system is being explored. Consultation meetings with the public will be organised in the near future. "We're very much aware of the disruption potential," said Dr Hankinson. "We are doing everything we can to minimise it."

Mr Howell-Jones said the project would lead the way in revitalizing the area with the proposed school due to open before the new theatre at the nearby former Odeon building. "We'll be the pacesetters for this quarter of the city," he said.

The proposed school building, which was built by Chester Cathedral in 1754, has been unoccupied since about 2000. It had been used as a retreat for nuns for more than 50 years.

Community promised say in shaping proposed 'free school' at Chester Cathedral

Feb 9 2012 by Gary Porter, Chester Chronicle

THE community has been promised a say in shaping the proposed 'free school' on the grounds of Chester Cathedral. Volunteers will be invited to sit on groups formed to tackle transport issues and help structure the curriculum and admissions policy.

About 30 people, comprising members of Chester Community Forum, attended a consultation meeting at the proposed school site in Abbey Square on Monday evening.

UCAT chief executive officer Dr Colin Hankinson told the meeting: "We're not saying we know best and this is what you're having. We want a genuine contribution to fine tune (the plans). "We're open to develop our ideas as long as it's to the benefit of the children and the community."

During the meeting, city centre resident Faye Mustill raised concerns about an influx of cars caused by parents bringing their children to the school. She said: "The traffic is going to be horrendous." Dr Hankinson responded: "There's a combination of park and ride, phasing the day and the use of car parks that will resolve that. This issue will be looked at in great depth." He invited Faye to become a part of the group that will develop the transport plan, which she accepted.

If the school is given the go-ahead it will open to 60 pupils in September next year. It would then increase by 30 children a year until 2018 when it will house a total of 210.

When quizzed about how admission would work if the school was oversubscribed, Dr Hankinson responded: "A policy will be put together to avoid any selection. We'll endeavour to make it as fair and open to all as possible. "The aim is to create a school for Chester and district with preference to local children in the first instance."

Garden Quarter resident and music teacher Janet Pinder-Emery asked if the community could get involved in helping to set the curriculum. "My interest is in the development of the child," she said. Dr Hankinson said: "We will invite people to help with structuring the curriculum as long as they are constructive and not destructive."

As the meeting closed, one member of the public described a September 2013 opening as 'unrealistic' given the work required inside the building.

The historic building, which was built by Chester Cathedral in 1754, has been unoccupied since about 2000. It had been used as a retreat for nuns for more than 50 years.

The University Cathedral School, which would specialise in music and singing, is a joint venture between the University of Chester Academies Trust (UCAT) and Chester Cathedral.

The **CHESTER** Chronicle

www.chesterchronicle.co.uk



WIN A LUXURY STAY AT GREAT HOTEL

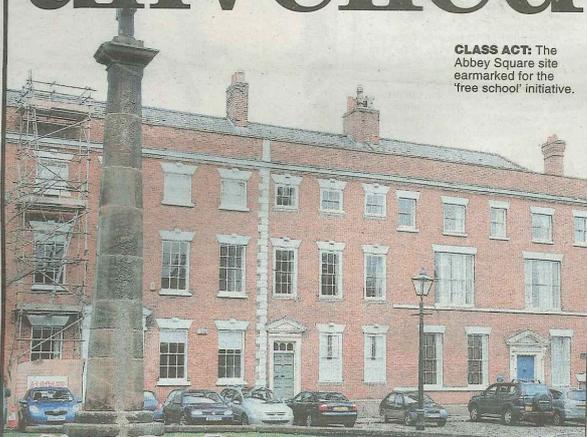
AND

DINE IN STYLE...

P42



Cathedral's 'free school' unveiled



CLASS ACT: The Abbey Square site earmarked for the 'free school' initiative.

CHURCH AND UNIVERSITY LEADERS HOPE TO OPEN CITY'S FIRST NON-PROFIT 'FREE SCHOOL' ON HISTORIC ABBEY SQUARE SITE TO 180 CHILDREN AND 30 STAFF IN 2013

FULL STORY: P6

"We're exceptionally excited. The potential is phenomenal"



A NIGHT OF MICHAEL BUBLÉ!

Valentine's Tribute Evening
Friday 10th February - £40.00
To include 3 course menu plus coffee, tribute entertainment and disco
7.30 pm arrival 8.00 pm sit down



For full details of all our Valentine's events and offers, or to make a booking, please call us on **01244 570 560** or visit www.grosvenorpulfordhotel.co.uk
Wrexham Rd, Pulford, Chester, Cheshire CH4 9DG
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Advertorial

proposed University Cathedral Free School

Believe • Belong • Become

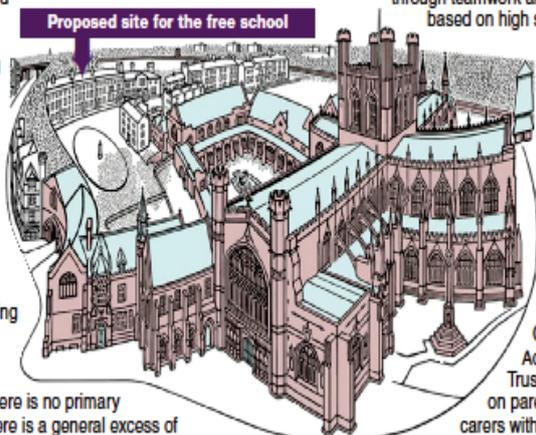
A new primary free school run by The University of Chester Academies Trust (UCAT) a leading multi-sponsor of Academies, in partnership with Chester Cathedral is proposed to open in September 2013 within the beautiful Abbey Square of Chester Cathedral. There is expected to be high demand for the new free school, but all parents from Chester and the wider area with young children will be eligible to apply. The new Cathedral primary school would be a Church of England school, but will accept pupils from all faiths and none. Specialising in voice and music the school would offer an extended day where pupils will have up to six hours per week for music and vocal tuition. The curriculum will support high academic attainment and progress.

The rationale for creating the proposed Free School is to serve a need in the wider Chester area where there is no primary school of this type. There is a general excess of demand over supply for places offering a high quality primary experience together with specialist provision to identify and nurture musical and vocal talents. In addition to the National Curriculum the school will focus on:

- Musical and vocal development and their use as means for raising self-esteem and aspirations as well as supporting other curricular aims.



Chester Cathedral



Proposed site for the free school

- Personal, Learning and Thinking Skills, including Enterprise, Leadership and creative Applied Learning, as means of encouraging pupils' enjoyment and engagement in their own learning within an integrated curriculum.
- Reading, Numeracy and Literacy, with a strong base in phonics and modern languages and latin.

The curriculum will reflect the school's distinctive ethos: the inclusive fostering of self-belief, aspiration and achievement through teamwork and individual expression based on high standards of behaviour, presentation and mutual respect.

The school's vision believes in "A Voice for Every Child" to be delivered through three separate but complementary strands: music, communication and active citizenship.

The University of Chester Academies Trust is calling on parents and carers with young children, who may be interested in sending their children to the new proposed University Cathedral primary free school in Chester for more information to contact UCAT on 01244 512 502 or register your interest at <http://UCAT.chester.ac.uk>



University of
Chester
Academies
Trust

The University Cathedral School



A proposed new primary free school for Chester and district

Located within the beautiful, famous Chester Cathedral quarter in the heart of the city.

'A Voice for Every Child'

- ♪ Proposed opening September 2013
- ♪ offering an outstanding primary education
- ♪ specialising in voice and music



01244 512 502 <http://UCAT.chester.ac.uk>

Poster



The University Cathedral Free School

A proposed new primary free school for Chester and district.
Located within the beautiful, famous Chester Cathedral quarter in the heart of the city.

COMMUNITY CONSULTATION EVENT

Monday 6th February 2012
7pm at 11, Abbey Square, Chester



Our vision is to provide a state-funded, all ability school where every pupil achieves their potential so that the power of education radically improves the child's life-chances.



'fostering self-belief, aspiration and achievement through teamwork and individual expression'

- ♪ proposed opening September 2013
- ♪ offering an outstanding primary education
- ♪ specialising in all types of music

For further information and to register your interest in the school
Contact UCAT on 01244 512502
or log on to <http://ucac.chester.ac.uk>

Believe • Belong • Become

Web Site

The screenshot shows a web browser window displaying the University of Chester Academies Trust website. The browser's address bar shows the URL: <http://www.ucat.chester.ac.uk/Content/FreeSchools/Default.aspx>. The website header features the University of Chester Academies Trust logo and a navigation menu with links for home, about us, our academies, our services, join us, free schools, and contact us. A search bar is located in the top right corner.

The main content area is titled "Free Schools" and features a sidebar with a "Free Schools" menu containing links for Proposed Site, Proposed Schematics, FAQs, and Register Interest. The main text area is titled "Proposed University Cathedral Free School" and includes a "Register Your Interest" button. The text describes the school as a new primary free school run by The University of Chester Academies Trust (UCAT) in partnership with Chester Cathedral, proposed to open in September 2013. It highlights the school's focus on voice and music, offering an extended day with up to six hours per week for music and vocal tuition. The curriculum will support high academic attainment and progress. The rationale for creating the proposed Free School is to serve a need in the wider Chester area where there is no primary school of this type. There is a general excess of demand over supply for places offering high quality primary experiences together with specialist outstanding provision to identify and nurture musical and vocal talents from grass roots. In addition to the National Curriculum the school will focus on:

- Musical and vocal development and their use as means for raising self-esteem and aspirations as well as supporting other curricular aims;
- Personal, Learning and Thinking Skills, including Enterprise, Leadership and creative Applied Learning, as means of encouraging pupils' enjoyment and engagement in their own learning within an integrated curriculum

The bottom of the screenshot shows the Windows taskbar with the system clock displaying 15:46 on 14/02/2012.

Frequently Asked Questions

1. Why is The University of Chester Academies Trust planning to open The University Cathedral Free School?

There is a shortage of high quality local primary school places and there is no primary school of this type in the area.

2. When will it open?

The school will open in September 2013.

3. Where will the school be located?

The proposed location of the school will be 10 and 11 Abbey Square next to Chester Cathedral.

4. Is any work being done to the building?

Yes. Our school will be modern and well-equipped but without losing the character of the wonderful Grade 2* listed building in which we will be located. All the improvements and renovations are being designed around the needs of our children and their learning.

5. Will the school be ready to open on time in September 2013?

Yes.

6. Will the children have access to outdoor space?

Yes. There will be hard and soft play areas in the rear gardens of the building and we are hoping to use the playing fields within the Chester Walls. We will also have access to all the University's excellent facilities.

7. What will the arrangements be for dropping off and picking up my child?

The children's entrance and exit will be at the rear of the building where there is a small car park off Northgate Street.

8. What plans do you have for using the Refectory?

We plan to use the Refectory for assemblies, some physical activity and as a canteen. These plans are still being discussed.

9. What age children will your school cater for?

It will cater for children aged 4 to 11, i.e. from Reception to Year 6.

10. Will you take all the ages at once?

No. The school will open in September 2013 but only for children who are then in Reception class and Year 1. That means children born between 1st September 2006 and 31st August 2009. We won't have classes in all years until September 2017.

11. How many children will there be in the school?

The school will accept up to 30 children into each year group so when the whole school is full there will be up to 210 pupils.

12. Will your Reception class be full from the start?

Yes. From initial responses to the announcement of our plans, there is every sign that we will be over-subscribed.

13. How will you decide between children if you are over-subscribed?

We will follow the national 'School Admissions Code'. You can see the full admission policy by following the link on our website.

14. Will it matter if my child is not a member of The Church of England?

Our school will have a faith ethos but we are open to children of all faiths and none. Up to 50% of the places will be reserved faith places, in accordance with the above code.

15. My child has a physical disability; will your school cope with that?

Our school will be fully compliant with all access requirements. We will have a lift giving access to every floor and we will make every accommodation possible for pupils, staff and parents with limited mobility.

16. My child has never shown any interest in music. Is your school right for them?

Yes. Whilst Music will be a key dimension throughout the school, we will be a school for all. We will always work around the needs and abilities of each child.

17. My child is very talented at music. How will you help them progress?

Our school will become a centre of excellence for all forms of music and singing. We will nurture the musical talents of every child but the musically gifted will especially benefit from a very rich programme of support.

18. Your school is called a “free” school but it looks like a private school to me: will you charge fees?

No. Our school will not be fee-paying and every child will have free access to the entire curriculum. As with all schools, it may be necessary to charge for some additional opportunities and experiences.

19. What will happen if two children live exactly the same distance from the school and there is only one place available?

In the very rare event that this happens, the place will be allocated at random.

20. How can I apply?

Register now with the UCAT website and you will receive application details as soon as they are available.

21. Will you teach any foreign languages?

Every child will learn a modern foreign language from Reception onwards, as appropriate. Latin will be an option in later years.

Where children speak a language other than English at home, we will make every effort to recognise and use this to enrich our school life.

22. Will there be any enrichment activities?

There will be an exciting and varied programme of enrichment activities after school each day and at other times throughout the year.

23. How will you work together with families?

We will always try to engage parents and carers constructively so that children can learn as effectively as possible. This will be done through simple but effective two-way communication including, for example, giving parents regular information about what the child is learning and the strategies that are being used to support this learning. We will always work in partnership with every child’s family.

All parents and carers will be encouraged to be involved in school life so as to enrich our children's experiences.

24. How will the school remain a part of its community?

The local environment and community will be used to support learning across the curriculum, borne out of the Christian belief that strong relationships and community create the right environment for good, healthy and stable living and learning. Pupils will engage with community groups in their learning which will help them to develop mature relationships based on mutual respect, appreciation and a caring attitude to others.

There will be an emphasis on the practical value of learning and concrete opportunities for pupils to work out lessons learned and skills developed in school, citizenship and across the curriculum. Encouraging children to develop an attitude of curiosity and engagement will be particularly beneficial in the creation of a strong learning environment. In this way the school will prepare all children for responsible community living and engaged citizenship

Parent Follow up Contact Information

Dear Parent/Carer

Many thanks for registering your interest in the University Cathedral Free School, attached are the proposed schematic drawings for this unique, exciting primary school proposal and a short questionnaire to complete. This school has such wonderful potential but for the proposal to become reality we need to show more support for the school from the community and parents. Please click [here](#) to complete the short survey. (Link)



University
Cathedral
Free
School

'A Voice for Every Child'

Specialising in all types of music and singing

Our vision is to provide a school where every pupil achieves their potential so that the power of education radically improves their life-chances, raises their aspirations and broadens their horizons. We will provide a safe, happy and respectful environment in which pupils develop academically, socially, musically and spiritually. The rationale for creating our proposed Free School is to serve a need in the Chester and District area where there is no primary school of this type. There is a general excess of demand over supply for places offering a high quality primary learning experience and specialist outstanding provision to identify and nurture musical and vocal talents of young children. The potential that music of all kinds offers to engage young people and boost their confidence is very powerful and will have an impact on their achievements across the whole of the exciting curriculum we will offer.

"Music has a power of forming the character and should therefore be introduced into the education of the young" (Aristotle)

The curriculum will promote the inclusive fostering of self-belief, aspiration and achievement through teamwork and individual expression based on high standards of behaviour, presentation and mutual respect. An all ability state funded independent primary school with a unique and inspiring vision. Run by the University of Chester and Chester Cathedral it will have a Christian ethos but will serve pupils from all faiths and none.

Offering an optional extended day from 8am until 6pm the University Cathedral Free School will provide an outstanding primary education where we will endeavour for all our children to achieve at least Level 4 by the time they leave for secondary school.

Our school will be a one-form entry primary school to open in September 2013 with only classes in Reception, Year 1 and potentially Year 2. It will not reach its full complement until September 2017. Admissions will follow the National schools guidelines. There will be a good pupil/teacher ratio in certain subjects such as music and there is provision for small group and individual tuition. The school will recruit an experienced strong leadership with a head teacher who will inspire and drive the school success forward.

We will appoint staff who can demonstrate exceptional potential who share our vision and who can together make a team that will achieve real impact for the benefit of the pupils and the wider community.

As you will see from the plans the facilities will be outstanding, spaced over three floors and in the safe and beautiful grounds of Chester Cathedral including:

- Eco Science Garden
- External educational and arts facility
- Soft and hard outdoor playing area
- Learning Resource Centre including Library and Information Communication Technology
- Food Technology Lab
- Science & Technology Lab
- Main Music / Drama Room
- Several breakout rooms for small group teaching
- 5 further classrooms
- Potential Playing field at the rear of the building
- Possible use of Chester Cathedral's beautiful refectory as the main hall

Please visit our website under free schools for further information <http://ucat.chester.ac.uk>. We look forward to receiving your form.

Best Regards



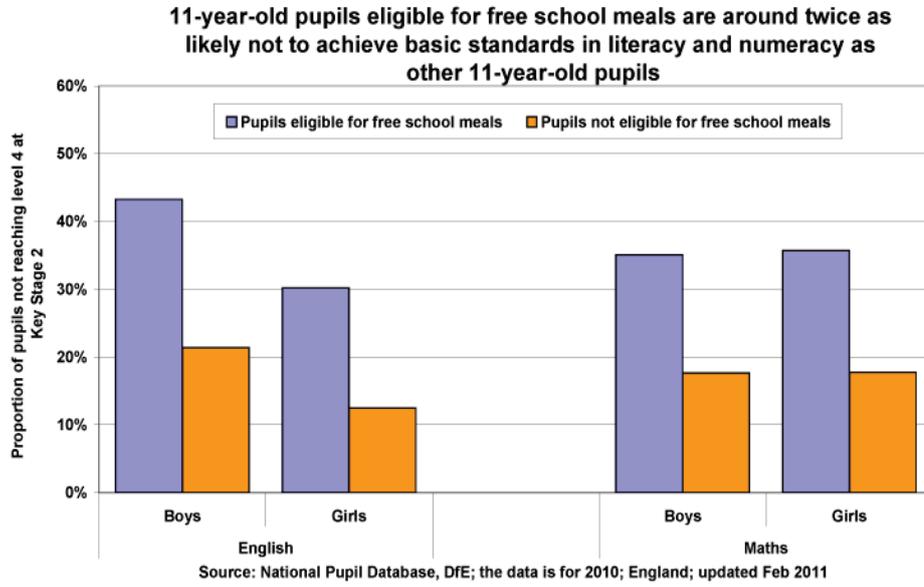
Communications UCAT



Believe Belong Become

Graph of pupils eligible for free school meals data

Graph 2: By free school meal eligibility and gender



Appendix ii

Project Team Pen Pictures

[REDACTED] - [REDACTED]
[REDACTED] for the last 16 years. His most recent project was the conversion of the former County Hall for Cheshire County Council into the 'home' of the both the [REDACTED] and [REDACTED] and the [REDACTED]. At the recent OFSTED inspection the conversion of the building was praised as highly appropriate and fit for purpose.

[REDACTED] - [REDACTED]
[REDACTED] is the [REDACTED]. [REDACTED] previously has over 20 years' experience as a teacher and is a 'chartered teaching psychologist' and has a wide range of teaching and management experience in schools and colleges. [REDACTED] has a PhD in Learning Styles and has been involved with Academies for over 5 years.

[REDACTED] - [REDACTED]
[REDACTED] is [REDACTED] and has both local knowledge of Chester and over 17 years' experience in Marketing and PR. [REDACTED] has experience in the consultation for new Academies and advises UCAT 's academies on their Marketing Strategies and engaging stakeholders. [REDACTED] will design and deliver a marketing and implementation strategy for the project for each of the different stages.

[REDACTED] - [REDACTED] **of the Faculty of Education and Children's Services**
[REDACTED] has been [REDACTED] of the Faculty of Education and Children's Services at the University of Chester since [REDACTED]. During this period the Faculty has developed an excellent reputation for teacher training and teacher education. In the most recent round of Ofsted inspections, the Faculty was awarded an "outstanding" grade for all Primary teacher training programmes. In 2011 teacher training at the University of Chester was ranked 4th in the country (by the Good Teacher Training Guide 2011, Smithers and Robinson) for its Primary provision. The Faculty also offers high quality provision through a portfolio of courses for in service teachers. A full range of programmes from Foundation degrees to Education Doctorates provide for the wider workforce engaged in the education of children and young people. Most of [REDACTED] career has been spent in teacher education. She has worked in Higher Education since 1985. Prior to this she was a Primary School headteacher. Her career has included working on international education projects in [REDACTED]. She also had experience working as an Estyn (Wales) Inspector of schools and teacher training from 1994 to 1999. In recent years [REDACTED] has been an invited member of TDA (Training Development Agency) working groups focusing on the implementation of Government policy including the Every Child Matters agenda. She serves as a trustee of the University of Chester Academies Trust (UCAT) and is a governor of the [REDACTED].

[REDACTED] - [REDACTED]
[REDACTED] will be working with [REDACTED]. [REDACTED] is an education consultant to the [REDACTED]. She worked as a [REDACTED] for a number of years with the Training and Development Agency for Schools, where her key responsibility was improving the quality of school based initial teacher training. She has been a teacher and a teacher trainer and since leaving the TDA has worked with a number of national organisations including the National College of School Leadership, developing professional development programmes for school leaders. [REDACTED] is the [REDACTED]. Her knowledge of primary education is kept current and relevant through her role as Chair of Governors of a large city primary school.

[REDACTED] - [REDACTED]

[REDACTED]
[REDACTED] He has been seconded to UCAT to implement financial procedures and a finance system across the entire family of academies and free schools. [REDACTED] is an expert in Education Finance and will work with the Free School for both the project period and the School's first few years.

Appendix (iii)

Service Level Agreements for Free School and Academies

**UNIVERSITY OF CHESTER ACADEMIES
TRUST**

**SUPPORT SERVICES FOR ACADEMIES AND
UNIVERSITY CATHEDRAL FREE SCHOOL**

NOVEMBER 2011

CONTENTS

Page No

INTRODUCTION	3
ACADEMY/FREE SCHOOL SUPPORT SUMMARY OF SERVICES	4
CLEANING AND CATERING PROVISION REVIEW	5
COMMUNICATIONS & PUBLIC RELATIONS STRATEGIC SUPPORT	6
EMPLOYMENT LAW ADVICE	7
FINANCIAL MANAGEMENT SUPPORT	8
HEALTH AND SAFETY REVIEW	10
HUMAN RESOURCES CONSULTANCY SERVICE (HR)	11
ICT STRATEGIC SUPPORT	13
INSURANCE PROVISION	16
LEGAL SERVICES (THROUGH HILL DICKINSON)	20
PROCUREMENT OF ICT EQUIPMENT	21
RESEARCH SUPPORT	22
SCHOOL IMPROVEMENT SUPPORT	23

Introduction

Being a UCAT Academy / Free School means being part of an organisation that puts quality first.

Our students and staff are the most important elements of our Academies and Free Schools and the services herewith aim to support outstanding Teaching and Learning and to ensure that UCAT Academies and Free Schools are world-class.

If you have any queries on the contents of this document, please contact Sue Brocklehurst in the first instance.



Dr Colin Hankinson
Chief Executive

ACADEMY / FREE SCHOOL SUPPORT SUMMARY OF SERVICES

1. Cleaning and Catering Review if applicable
2. Communications & PR Strategic Support
3. Employment Law Legal Advice
4. Financial Management Support
5. Health and Safety Review
6. Human Resources Support
7. ICT Strategic Support
8. Insurance Portfolio Advice and Support
9. Legal Services
10. Procurement of ICT supplies and services through Preferred Partner
11. Research Support
12. School Improvement Support including Mock SIAS if appropriate

CLEANING AND CATERING PROVISION REVIEW

UCAT will carry out a one-day review of the provision of cleaning and catering services using a company with many years of experience in this field.

Services offered

- A comprehensive review of current cleaning and catering service provision

Each Academy Free School will be provided with:

- A full written report with recommendations of whether the current services are meeting the needs of the Academy / Free School and, if not, what other options there are to consider

Academy / Free School responsibility

- Provide an appropriate member of staff to liaise with and report findings to

COMMUNICATIONS & PUBLIC RELATIONS STRATEGIC SUPPORT

The UCAT team will offer a range of services tailored to meet the precise needs of the individual Academy / Free School.

Services offered:

- Communications Review
- Communications and Marketing Strategy
- Communications Policy

Advice and Support for:

- Stakeholder engagement
- Recruitment and retention
- PR, Advertising and Marketing
- Crises Communications and PR management

Each Academy / Free School will be provided with:

- New website framework with ongoing developmental features
- Access to preferential rates for advertising, print, design and other promotional materials
- Templates for promotional and communication activities

Academy / Free School Responsibility:

- All Academies and Free Schools are expected to have a dedicated communications team that will liaise with UCAT's Communications Director on a regular basis
- Ensure that branding guidelines are adhered to for UCAT and the individual Academy / Free School
- Commit to the Communications Policy that UCAT will regulate in line with national regulations for schools and good practice

EMPLOYMENT LAW ADVICE

Provided through Hill Dickinson.

This package will cover all employment law needs and provides support to the Principal and Governors covering day-to-day employment law queries through to supporting through a restructure or a disciplinary process, etc.

- Audit current contracts of employment and policies and procedures to ensure that they are legally compliant and that there are no "holes" in the suite of procedures being operated
- A 24 hour legal advice helpline - this is NOT serviced by a call centre but by the core team assigned to UCAT. Most advice is given by email or telephone due to the urgency of queries. However, on top of this helpline service a face-to-face service is available advising on projects or particularly tricky disciplinary situations, support in internal hearings, etc.
- An agreed number of free places at all Hill Dickinson HR Clubs and Training seminars (held approximately 4 -6 times per year)
- Email employment bulletins providing updates on new areas of employment law
- One half-day training session per year for HR/line managers/any group of staff on a topic of interest to the Academy / Free School, e.g. to provide line managers with disciplinary and grievance training or to train a group of the workforce in equal opportunities

Academy / Free School responsibilities

- Keep accurate, comprehensive and up-to-date records of all employees, including any specific incidents which may lead to HR intervention or support
- Contact the UCAT HR Director to access any of the services above

Financial Management Support

The UCAT Finance team offer a range of support to enable academies and free schools to plan and manage their budget effectively and to ensure compliance with good financial practices.

The following services will be provided to Academies / Free Schools:

The Service provides financial management advice and support. Academies and free schools will have access to a designated member of the UCAT Finance Team and will receive regular site visits each year as required.

Forward Budget Planning and Three Year Budget Plan:

- Forward projections of the formula budget
- Advice on linking improvement plans to financial plans
- Support with the development of a three year budget to assist in forward planning

Budget Monitoring:

- Overview of the management reports
- Revise and update budget plan in year as necessary

Services:

- Direct access to designated member of UCAT Finance Team during normal office hours
- Where a response is not given immediately, as far as possible matters raised will be dealt with by telephone or by email within 5 working days
- A reasonable level of advice and support will be provided
- Attendance at Governors Finance Committee meetings as required

Financial Management Effectiveness Assurance

Governance, Leadership and Management:

(This service will assess whether there is effective Financial Governance Leadership and Management in the Academy)

- Financial Planning
- Budget Monitoring
- Financial Management Systems

Financial and Business Processes:

(This service will provide evidence that there is effective control over operations and processes relating to –

- Financial Planning
- Budget Monitoring
- Financial Management Systems
- Income
- Banking
- Payroll
- Purchasing
- Purchase Cards
- Assets
- Data Security
- Insurance
- Taxation
- VAT

Academy / Free School Responsibility

All Academies and Free Schools are expected to maintain sound financial systems. These include:

- Providing UCAT with accurate and up-to-date financial information in accordance with UCAT requests and deadlines
- Staff and Governors will need to be available to meet UCAT representatives in relation to budget planning and monitoring
- Maintain proper accounting records throughout the year (including maintenance of commitment systems)
- Production of monthly management accounts
- Termly forecast of year end outturn

School Census Returns

Academies and free schools are required to provide copies of census returns made to the YPLA.

Academies and free schools should provide a forecast of student numbers on an ongoing basis in order that budgets/financial forecasts can be kept up-to-date.

Health and Safety Review

The Health and Safety and Risk Management Service is available to provide strategic support that will assist Principals and Governors to meet their increasing legal responsibilities to manage health, safety, welfare and security risks to staff, students and visitors involved in, or affected by academy and free school activities.

Service Offer

A professionally qualified Health and Safety Advisor will provide this service and cover the following:

- One safety management systems review visit and report per year. This includes building and site safety issues, curriculum areas and whole school issues such as educational visits, use of contractors, medication arrangements, first aid, welfare, transport, etc.
- Telephone Helpline service manned during school hours – with a return service within 24 hours for more complex issues
- Assistance with safety documentation for civil litigation
- Support to the Academy and Free School's Health and Safety Co-ordinator
- Support to the named Health and Safety Governor
- Advice and guidance on risk assessment
- Annual update briefing session
- Assistance with internal school policy and procedures

Academy / Free School Responsibility

- Provide a dedicated member of staff as Health & Safety Co-ordinator

Human Resources Consultancy Service (HR)

The UCAT HR Consultancy will work in tandem with the Employment Law advice provided by Hill Dickinson.

Developments in employment law, combined with changes through the national workforce reform agenda, have a significant impact on the contractual rights and conditions of service for academy and free school staff. New challenges will emerge with freedoms and flexibilities planned for the education sector. The UCAT HR consultancy service will provide Principals and Governing Bodies with the advice, support, contractual documentation and reference materials they need to understand and carry out their responsibilities.

Service Offer

HR Operational Support and Advice

- Telephone and email support during office hours (target response time is within 24 hours) on all HR related issues including policies, contractual documentation and links to relevant national guidance and regulations.
- Annual revision of the Model Pay Policy in line with DFE changes
- Advice and support on individual casework including:
 - Discipline
 - Grievance
 - Bullying and Harassment / Dignity at Work
 - Breakdown in relationships
- Attendance, advice and support at hearings under formal HR procedures where requested
- Advice on day-to-day safeguarding and safer recruitment queries
- Information, advice and support on the management of short and long term absence
- Drafting of letters and documentation on casework and other HR issues
- Advice on the conduct of employee investigations

HR Strategic Consultancy Support

- Regular UCAT HR Update bulletin during the year which contains information, guidance and advice on relevant HR issues
- Advice on current employment legal framework including UK legislation and EC Directives
- Employee relations advice
- Advice and support on the staffing implications of budget reductions, including support at individual and collective staff meetings, trade union consultation and redundancy and redeployment advice, support and facilitation
- Advice on staff structures
- Job evaluation guidance, support and application
- Support on the practical implementation of national initiatives at individual academy / free school level
- Statutory transfers (TUPE) and related workforce issues
- Recruitment support

Academy / Free School Responsibility

- The academy or free school to recognise its duty of care to its employees and take effective steps to ensure that this is achieved so far as is reasonably practicable
- Academy and free school to adopt fair and equitable staff management procedures
- Governing Body commitment to best practice in employee relations and other employment matters

ICT STRATEGIC SUPPORT

Academies / Free School ICT Services provide a range of ICT services designed to closely match the particular needs of Academies and Free Schools both in the classroom and the office.

Service Provision

- Server installation and configuration service
- Regular forums to keep abreast of software changes, be aware of good practices and feedback issues to support staff and colleagues in other Academies and Free Schools
- Cost effective ICT benefits through access to purchasing contracts for hardware, software and equipment repair with UCAT's preferred partner (Currently European Electronique)
- Strategic and Technical advice on the wide range of ICT available for use in Academies and Free Schools
- Project planning and management support to ensure full realisation of the benefits from Academy / Free School ICT investments and compliance with e-Government initiatives.
- Full support to gain the NAACE ICT Mark

Academy / Free School Responsibility

It is expected that all Academies and Free Schools will comply with the following requirements:

Academies and Free Schools are responsible for ensuring that adequate backups are performed. The following guidelines are strongly recommended:

- Daily backup is recommended with a weekly backup as a minimum requirement
- Error reports should be checked and acted on promptly
- Where removable media is in use, Store safely in a fireproof safe

Additionally the recommended practice for Secondary Academies using tape backups is as follows:

- Replace tapes once per year

- Clean the tape heads once per term
- It is recommended that a backup schedule requiring 20 tapes should be used to allow flexibility for restoring data from up to 12 months ago and is as follows:

4 daily tapes	Monday, Tuesday, Wednesday, Thursday
4 weekly tapes	2 nd Friday of month, 3 rd Friday of month, 4 th Friday of month and sometimes a 5 th Friday of month
12 monthly tapes	1 st Friday of each month

- Always make two sets of tapes – on alternate weeks
- A telephone must be made available in the vicinity of the problem. It is recommended that Academies keep a mobile phone for this purpose
- When purchasing new equipment, Academies should also purchase installation from the supplier or via UCAT.
- All ICT equipment purchased by the Academy should carry a three year warranty (small printers excluded)
- Where an on-site visit is necessary, there is an obligation on the Academy to make suitable access arrangements and have available relevant information relating to the problem.
- Academies are responsible for the maintenance of up to date anti-virus management software.
- Academies are responsible for work relating to server upgrades or other network changes
- On the rare occasions when Academy IT equipment is necessarily taken out of Academy for remedial work to be carried out, the Academy will continue to accept responsibility for insuring it against loss or damage. Academies requiring installs are asked to give a minimum of four weeks' notice of their requirements. For large Server installs, a minimum of 6 weeks' notice is required.

Academy / Free School Responsibility – Training

- Academies and Free Schools are responsible for obtaining adequate training for their staff.

Additional Inclusive Services

- Academies and Free Schools will be invited to send representatives to user group meetings, which will be held once a term.

- Support will be available for rescue and recovery following a serious system failure. If partner supplier support is required, Academies and Free Schools will be expected to meet these costs.

The work may be performed by either UCAT staff or one of our approved partners.

ICT support needs in Academies and Free Schools are varied, and it is the aim of the service to be as flexible as possible to ensure that the needs of each Academy and Fee School are met within the terms of the service. Regular visits from a member of the UCAT ICT team will be provided, depending on need.

- Regular visits would typically involve:
 - Support and implementation of upgrades
 - Troubleshooting
 - Installation of new hardware/software
 - System and data transfers
 - Technical advice and support on UCAT projects
 - Development of back-up and recovery processes
 - VLE Support

Service Standards and Conditions

Prioritisation of Calls

Whilst Academy / Free Schools ICT Services will endeavour to respond promptly to all calls, it is sometimes necessary to apply a level of priority dependent on the nature of the call. These levels are shown below:

- Total failure of systems as a result of hardware or software malfunction.
- Malfunction of communications facilities.
- Malfunction of the management software at a critical point in the season:

At census times	CENSUS queries
At all times	Exam Entries Transfer
July – Sept	Promoting Academic Years
July – Sept	Timetabling
August	A Level Exam Results file transfer
August	GCSE Exam Results file transfer

NB: This list is neither exhaustive in content nor prescriptive in nature. Its purpose is to highlight the approach adopted by the UCAT ICT Team in responding to support calls.

Insurance Advice

The following insurance advice is provided as part of UCAT's commitment in assisting Principals to manage the Academy / Free School environment.

Summary of Service Available:

- Assessment of Academy and Free School needs in relation to insurable risks (referencing P.F.I. covers if applicable)
- Collation of information.
- Placement of all risks required by individual Academies and Free Schools ensuring that appropriate cover is in place (referencing P.F.I. covers if applicable). Following procurement procedures approved by Department for Education/Young Peoples Learning Agency.
- Arrange payments to premiums to insurers.
- Process insurance claims on behalf of Academies and Free Schools efficiently and effectively.
- Negotiate with external parties in respect of liability, settlement, or repudiation of claims as agreed with the respective insurers.
- Where appropriate meet with insurers, claimants, agents and the Academies / Free Schools staff in respect of Insurance and Risk issues.
- Maintenance of an appropriate claim and risk information system that allows management reporting, performance reporting and enhances the information for future procurement.
- Provide insurance advice on operational risk issues.
- On request, attendance at an Academy or Free School to provide a forum to address claims and operational risk issues.

UCAT Service Standards:

- Provide assistance for claims handling in writing, by phone, in person, at meetings throughout the life of the claim.
- At the conclusion of a claim, UCAT will report on the outcome.
- Operational risk and insurance queries will be responded to within 5 working days.

Academy / Free School Responsibility

- Ensure that UCAT is made aware, in a timely manner, of any changes in circumstance affecting the insurance portfolio (within 2 days for changes to motor vehicles).
- As soon as possible (and within 2 days) use Form A (appendix A attached) to notify UCAT of all incidents that may give rise to any claim.
- To maintain an accurate and up to date inventory of insured contents, including computer equipment.
- To ensure that the academy / free school complies with all regulations and takes all reasonable precautions to prevent or minimise accident, loss or damage.
- To ensure that all appropriate risk assessments are in place.

Attachments:

- Form A – Notification to UCAT.
- Form B – Information on covers and insurers.

Form A – Incident Notification

Academy / Free School	
Insurance Cover	
Date of Incident	
Description of Incident	
Names of staff, students or visitors affected	
Responsible Person	
Person reporting Incident	
Witnesses names, addresses, contact number/email	
Police advised – incident number	
Photographs	If possible these should be taken possibly with a mobile phone and attached.

N.B. The above form should be emailed to UCAT.

Form B – Covers and Insurers

Type of Cover	Provider	Contact Details
Liability Claim	Zurich Municipal	zmleedsclaims@uk.zurich.com P.O. Box 568, 1 st Floor, 1 East Parade Leeds LS1 2UA
Motor Claim	Zurich Municipal	zmnewmotorclaimsoffice@uk.zurich.com P.O. Box 3322, Interface Business Park Swindon SN4 8XW
Property Claim (not P.F.I. Academies)	Zurich Municipal	zmpropertyclaims@uk.zurich.com P.O. Box 108 Farnborough Hants GU14 6GB
Travel Claim		24 hour emergency helpline: 01737815147
Legal Expenses	DAS	Can only be accessed through [REDACTED]
Engineering	Zurich Municipal	Inspection schedule agreed as part of renewal. Damage to plant as Property Claims

Legal Services (through Hill Dickinson)

Hill Dickinson can provide specialist education/academies legal advice and representation to academy senior managers.

Service Offer

The academy / free school retain the services of Hill Dickinson for up to 4 hours work across the academic year. This covers the cost of reasonable legal advice, representation, advocacy, etc. The Service includes legal advice and support on the following:

- Admissions
- Exclusions
- Parental/family disputes, e.g. contact arrangements
- Neighbour disputes and trespass
- Complaints under schools complaints procedure
- Access to records
- Contract disputes, e.g. office equipment, CCTV, etc.
- Freedom of information
- Debt recovery
- Other

Academy / Free School Responsibility

- Academies and Free Schools will pay their own disbursements such as court fees, expert witness fees, etc.
- Hill Dickinson may decline to accept instructions where there may be a conflict of interest between the interests of the academy or free school and UCAT, or where the advice is in relation to a non-core educational activity (e.g. a community or business enterprise)

Additional Services

A 'pay as you use' service is also available for extended support beyond that covered by the UCAT Service. This is based on an hourly charge out rate to be agreed in advance. It should be noted that Hill Dickinson will provide favourable rates for such work.

Procurement of ICT Equipment

UCAT has undertaken an OJEU compliant tender for procurement of ICT supplies and services. The successful preferred partner from the tender is European Electronique. (EE)

Using EE negates the need for individual academies to obtain quotations/tenders for ICT equipment and, under the open book pricing arrangement, Academies / Free Schools using this service will be guaranteed best value.

Academy / Free School Responsibility

- To liaise with UCAT ICT staff before purchasing ICT equipment

Research Support

One distinctive feature of UCAT academies and free schools is that they recognise and value an enquiry and researched based approach to professional practice. In order to support and promote this dimension of the work of each academy and free school the University has part funded a Gladstone Fund student who will be engaged in school based research and development. These activities will be closely integrated with the school and staff development plans and processes of each academy and free school

Academy / Free School responsibility

- Co-operation with University staff and research staff

School Improvement Support

UCAT's pledge to each of its academies and free schools is to provide high quality professional learning opportunities for all staff. It does this in three ways by providing:

1. Experts for all academies / free schools across the Trust:

- **a national leadership expert** to develop the quality of leadership through working with individual leadership teams, individual principals and the group of UCAT leaders, as a whole
- **a national data expert** to develop the use of data to improve pupil progress and achievement across the UCAT as a whole and in individual academies / free schools with individual teams
- **a literacy expert** to develop the quality of the teaching of literacy across the curriculum in each academy and free school and across UCAT's provision
- **a numeracy expert** to develop the quality of the teaching of numeracy across the curriculum in each academy, free school and across UCAT's provision
- **a SEN expert** to ensure the SEN provision is of the highest quality across all UCAT's academies and free schools
- **a researcher** to develop leaders and teachers' action research skills
- **A team of trained inspectors** (formerly HMI) to provide pre-monitoring and inspection reviews for each academy and free school to support improvements and to help Governors and staff prepare for OFSTED inspections.

2. Professional development opportunities to meet the specific needs of individual academies such as:

- input from a national expert on behaviour
- support for improving attendance rates
- support for raising pupil aspirations
- support for developing revision skills

3. Professional development opportunities for individual teachers across the Trust to

- take part in a **middle leadership development programme** – developed by the **National College of School Leadership** and delivered by our in-house team of facilitators. Each Academy to identify up to 10 middle leaders for the programme and each Primary Free school up to 3 staff.
- engage in a **Master of Education programme**, run by the University of Chester, at reduced fees

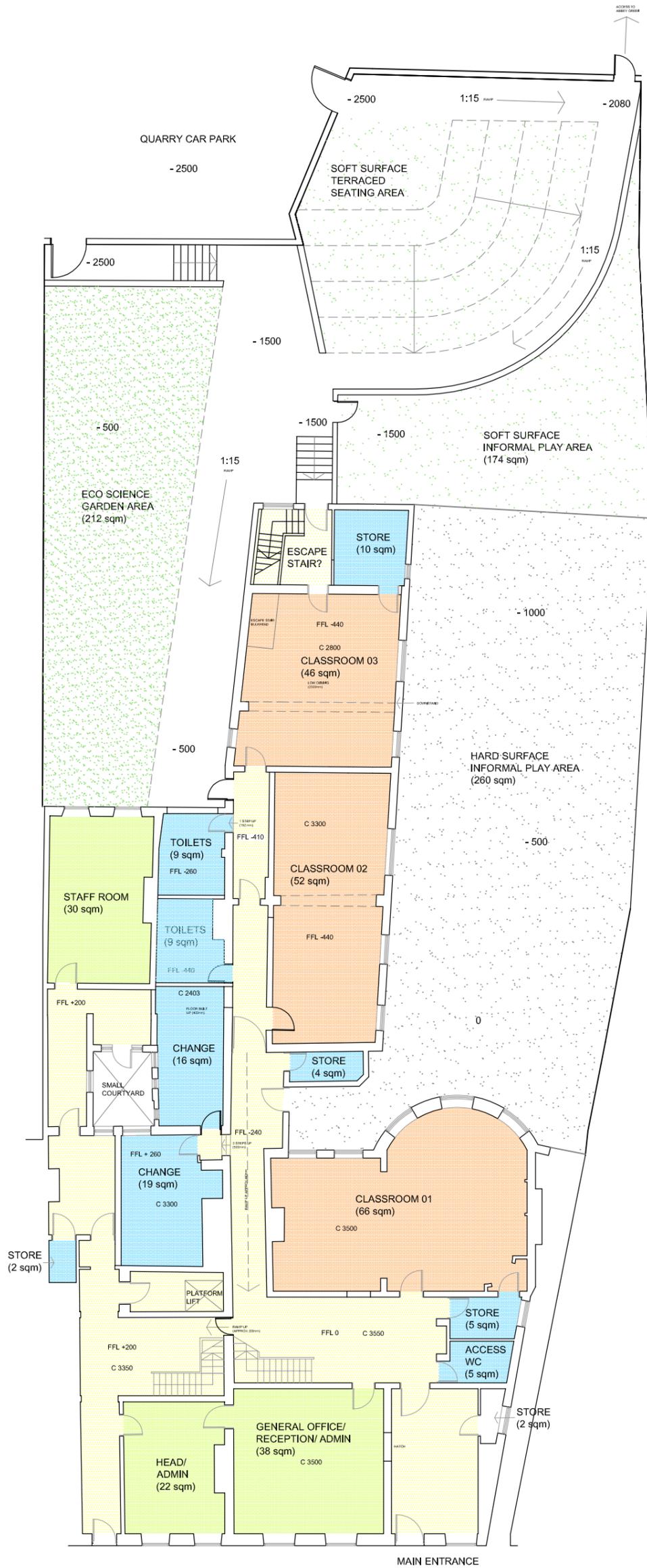
In addition:

- each member of the UCAT team is allocated a number of days for each academy/ free school to support them in developing their provision – in total **160 days per academy, per year (free school to be agreed)**
- those staff with expertise from across the Trust are given time to support others in developing and improving their practice

Our pledge is to provide each member of our staff with high quality learning opportunities...our aim is to develop outstanding leaders, teachers and support staff.

Academy / Free School Responsibility

- To work with the UCAT central team on agreeing a programme of support which reflects the needs of the individual academy and free school and is based upon:
 - The Academy / Free School's own self-evaluation processes
 - The UCAT review process
 - The pre-OFSTED 9 and pre-SIAS, (if relevant) review undertaken by former HMI
 - OFSTED Monitoring visits or Section 5 inspections
- To identify members of staff who will be the focus of the programme and ensure that they are available to work with the support team
- To co-operate with UCAT on the provision of the relevant documentation and data required prior to support consultants undertaking their work in the Academy or Free School
- To ensure that Governors are informed of the outcomes of any support provided by UCAT to the Academy or Free School.



NORTH
(APPROX)

KEY:

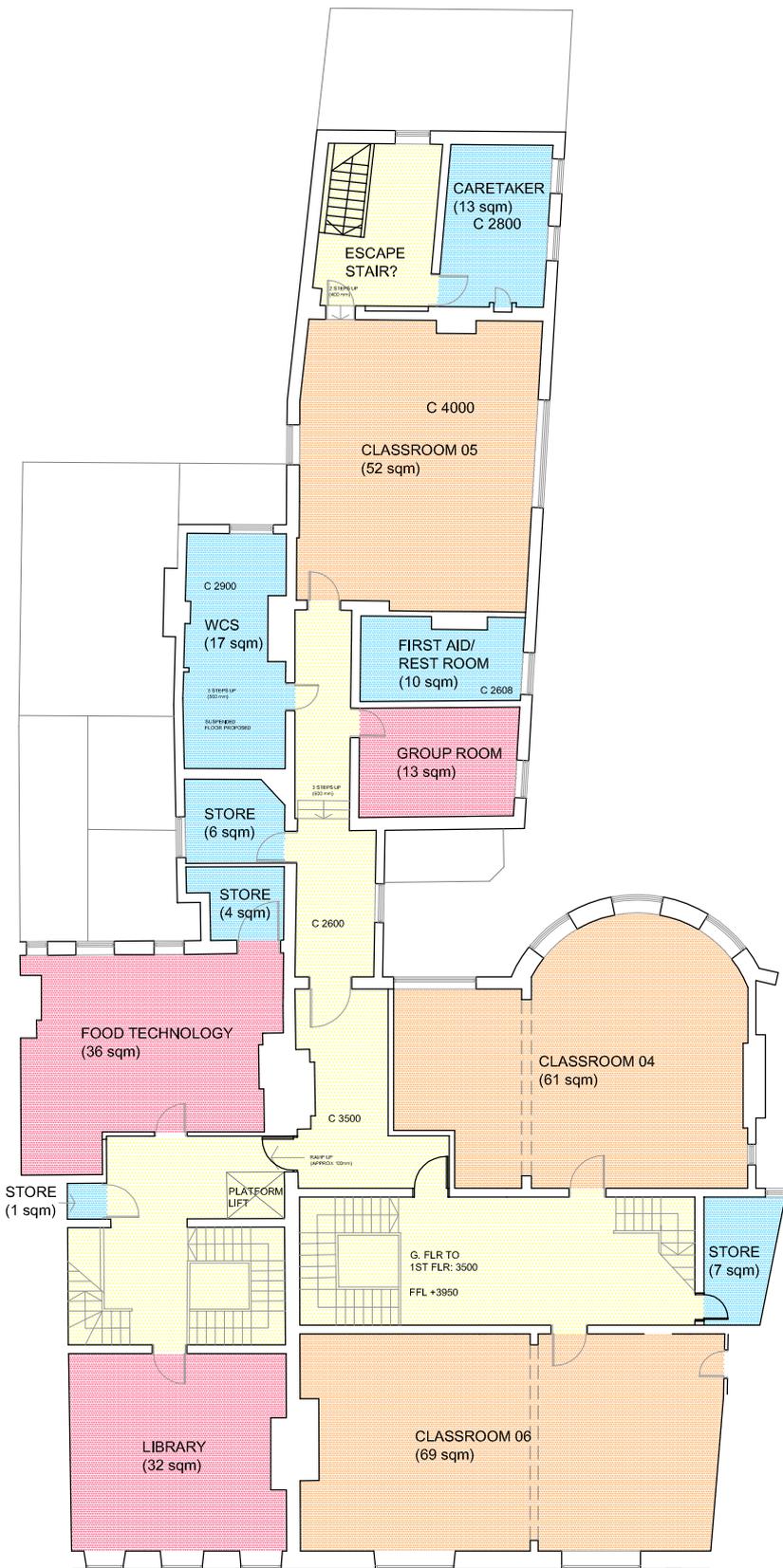
- TEACHING (CLASSROOMS)
- TEACHING (GENERAL)
- TEACHING (MUSIC)
- STAFF
- WCS/ STORES
- CIRCULATION
- EXTERNAL (SOFT SURFACE)
- EXTERNAL (HARD SURFACE)

1930/06

PROPOSED GROUND
FLOOR PLAN

1:200 @ A3

27.01.2012



NORTH
(APPROX)

KEY:

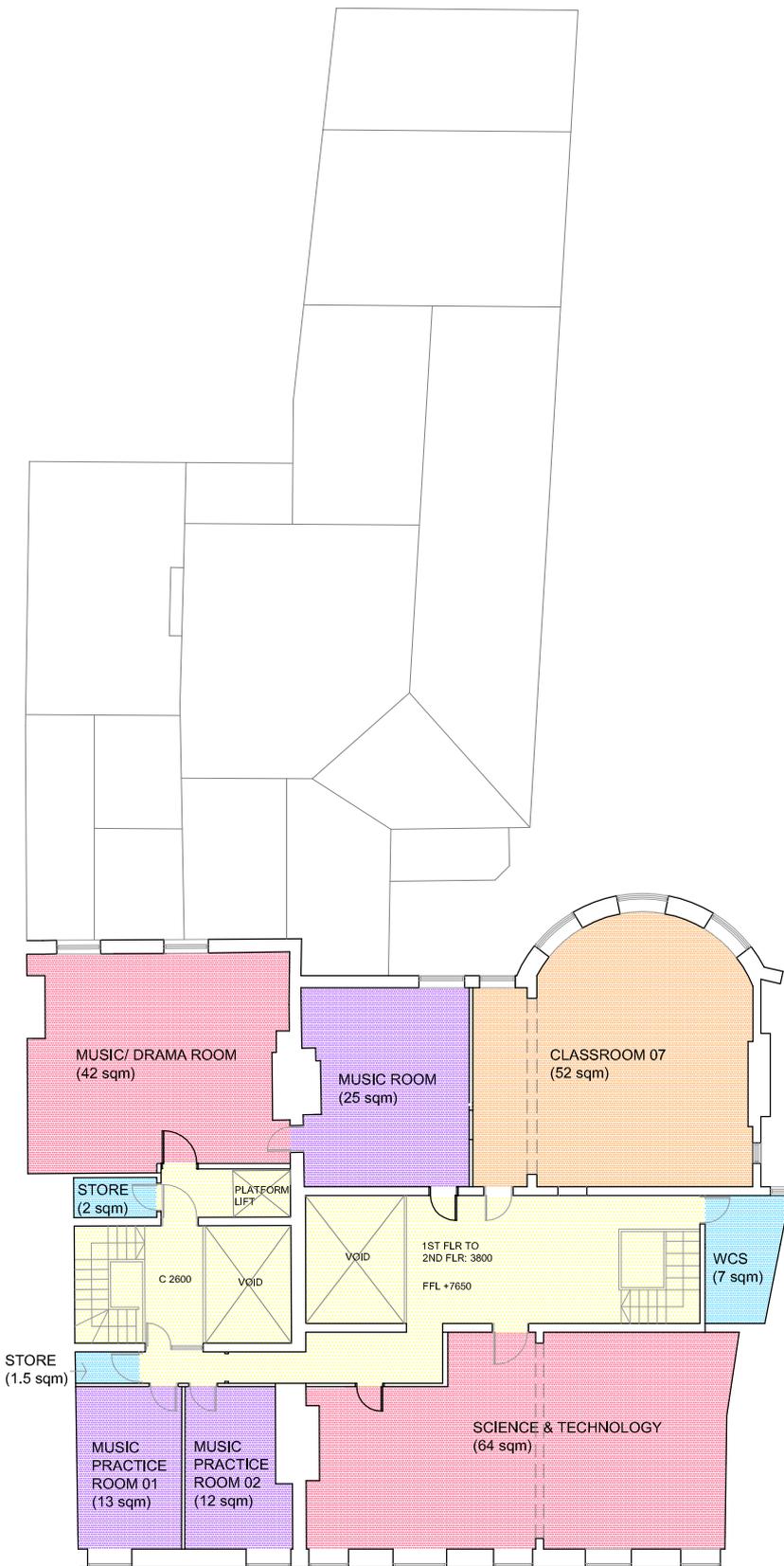
- TEACHING (CLASSROOMS)
- TEACHING (GENERAL)
- TEACHING (MUSIC)
- STAFF
- WCS/ STORES
- CIRCULATION
- EXTERNAL (SOFT SURFACE)
- EXTERNAL (HARD SURFACE)

1930/07

PROPOSED FIRST
FLOOR PLAN

1:200 @ A4

27.01.2012



NORTH
(APPROX)

KEY:

- TEACHING (CLASSROOMS)
- TEACHING (GENERAL)
- TEACHING (MUSIC)
- STAFF
- WCS/ STORES
- CIRCULATION
- EXTERNAL (SOFT SURFACE)
- EXTERNAL (HARD SURFACE)

1930/08

PROPOSED SECOND
FLOOR PLAN

1:200 @ A4

27.01.2012