

New East Trowbridge Primary School

-School Specification-



1. BACKGROUND

This document is designed to outline to potential sponsors of a new Primary Academy in Trowbridge - both the technical details of the new Academy and what Wiltshire Council desire of a sponsor in terms of education provision. This document should form the basis of applications from potential sponsors.

Wiltshire Council has identified the need for a new 210 place primary school in East Trowbridge from September 2014.

Trowbridge is a medium sized town in the west of England. It has a population of around 44,000 which is forecast to continue to grow. It is the county town of Wiltshire.

The Wiltshire Core Strategy proposes a further 4590 dwellings in the Trowbridge community area, substantially all of which will be in Trowbridge. A new school is required to serve two of these new housing developments off Green Lane in Trowbridge. The developments total 824 homes, site works commenced in October 2011 and new homes are now starting to be occupied on the major housing site. Details of both sites are provided below.

A section 106 agreement was signed in December 2010 for 650 houses at East Trowbridge. The agreement requires the developer to provide a site and a 7 class primary school within 14 months of the occupation of the 50th dwelling. In addition, a Unilateral Undertaking was signed in March 2009 with the developers of a site called Land North of Green Lane. The site will create 174 new homes. Reserved matters approval has been granted but development has yet to commence. Once development has commenced the Unilateral Undertaking requires the Council to inform the Developer that additional school places are required and how they will be created.

The new school will serve these two new housing developments and will not replace any existing schools. The Wiltshire Core Strategy proposes 2600 of the 4590 new homes will be built in this area of Trowbridge hence further adjacent housing will take place over the coming years. With that in mind, the school has been designed to be extendable to 1.5FE then ultimately 2FE. Therefore, planning has been obtained for a 420 place school which can be built out in a number of phases.

A nursery has been included within the 2FE design but will not be included as part of the initial 1FE school as funding was not available to support it.

The new primary school will be based a site in the new housing development. The school will open in September 2014 in new purpose built accommodation.

Wiltshire Council is committed to working with all state funded schools in the county, including Academies and Free Schools. The Council will offer both support to the appointed sponsor in setting up the new Academy and continuing opportunities for involvement in strategic issues related to education in Wiltshire.

2. DETAILS OF THE NEW SCHOOL

The school site will be in east Trowbridge.

Area/community to be served: It is anticipated that the school will primarily serve the new housing developments detailed above.

Age Range: The school will cater for pupils between the ages of 4 and 11. The Authority's policy is to admit children into the Reception Year in the September following their fourth birthday.

Gender: Mixed

Opening date: 1 September 2014, for 15 children in every year group (reception – Y6), progressively increasing to 30 as housing is completed by the developer and occupied.

Admissions: The school will normally be a 210 place school, offering 30 places in Reception each year and the accommodation will be provided to enable this. See Table A.

Table A – Proposed admission number for new primary school

	Sep 2014	Sep 2015	Sep 2016	Sep 2017
Reception	15	20	30	30
Year 1	15	20	30	30
Year 2	15	20	30	30
Year 3	15	20	30	30
Year 4	15	20	30	30
Year 5	15	20	30	30
Year 6	15	20	30	30
Total	105	140	210	210

The sponsor will be required to abide by the Codes of Practice on Admissions and Admissions Appeals and participate in the Authority's co-ordinated scheme for admissions and In Year Fair Access Protocol.

For September 2014 applications it may be necessary to provide parents with the opportunity to apply outside of the co-ordinated admissions scheme as agreed between the schools and the Local Authority. This is because the school governance may not be far enough advanced as a recognised education establishment. Therefore, potential applicants may not be able to apply under the normal application process.

If this situation arises, Admissions Services in Wiltshire will make available a separate application form for the purposes of applying solely for the new school. Parents who apply on the separate form will also have the opportunity to apply under the normal application process and name three other schools as part of the co-ordinated admissions scheme.

All proposals should ensure they take account of the need to serve the local community and reflect the need for community cohesion. The determined admissions criteria must work in conjunction with the criteria in operation for other schools in the area.

Childcare: In order to provide sufficient childcare for working parents, out of hours provision, such as breakfast and after school clubs, is a key priority for Wiltshire Council. There will not be dedicated accommodation provided for these facilities, it would be anticipated that the sponsor provides these within the main school building.

Provision for Special Educational Needs: The school will be expected to make appropriate educational provision for all learners for whom a mainstream placement is considered appropriate. This will include ensuring an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities are supported and enabled to make maximum progress. This will include adherence to the statutory SEN framework, having due regard to the Code of Practice. The school will be expected to ensure timely identification and assessment of needs, appropriate intervention and the efficient monitoring of the progress of pupils with identified special or additional needs. In meeting such needs the school will be expected to engage with parents / carers and work in partnership with them in the best interests of the progress of all learners.

Home to School Transport: The school will be accessible through walking and cycling from the community it serves, and is close to major bus routes. A Traffic Impact Assessment will be carried out by the Council as part of the planning process for the build project. The appointed sponsor will then be required to develop a school travel plan.

Capital Funding Arrangements: As the new school is needed specifically to meet the needs of the pupils arising from the new housing development, the design and build costs will be met by the developer.

School Building: In order to meet the opening date of September 2014, the school design and build process is already underway. The sponsor will not, therefore, have the opportunity for any involvement in the design of the school building. The new building will meet all current guidelines and will be of sufficient size for a 210 place school.

3. PARTNERSHIP WORKING AND COLLABORATION

A key component of selection will be the sponsor's willingness and ability to engage with the local community in order to attract parents and children to the school, and to help ensure high aspirations and outcomes for all children in the area.

The sponsor would be expected to work closely with community groups and to make the school facilities such as the playing field and the school hall available out of school hours for community activities. It would also be expected that the sponsor connects with other local schools, and makes an active contribution to school-to-school.

At a recent workshop for the community and local schools they produced the following profile and key characteristics for providers to consider.

Trowbridge is the County town of Wiltshire with a proud industrial heritage and record for innovation. The local economy is in transition from manufacturing to office based administration. Although the profile is typical of a Wiltshire town with no large industry or

manufacturing base, there are some army families choosing to locate in Trowbridge and significant minority groups, adding to the diversity of the town.

The demographic profile is steered towards lower income with a low wage economy in the immediate vicinity, with a lack of employment opportunities in Trowbridge itself. As a result, for many Trowbridge is a dormitory town, particularly as there are good transport links to larger centres in the South West and on the M4 corridor. There is an increasing need to develop leisure and retail outlets for those moving into the area. The town is now attracting investment – cinema, library, civic centre - and is moving towards becoming more of a cultural centre.

There is a strong collaborative approach to education in the community area which is school led and with all schools involved. This collaboration is formalised by a company called Collaborative Schools Ltd and local schools are eager for any new providers to participate in their pioneering approach to collaboration.

All secondary schools are closely clustered on west side of town centre. The Trowbridge Community Area Forum and the Town Council strive to bring the whole community together, working towards improving the whole community feeling & improving people's feelings about coming from Trowbridge.

The population of Trowbridge is growing faster than the national, regional and Wiltshire averages, so many people have moved to the area. There is a drive to encourage people identify with Trowbridge and take pride in the community.

At the workshop the community identified the following aspirations and priorities for the town and where applicable the new school

- More things to do in Trowbridge creating a feeling of community for people to want to stay & work here.*
- All school's to be good, outstanding & meet the needs of the community.*
- In addition to the new school, rebuild existing primaries where buildings need attention.*
- Development of Trowbridge as a cultural centre.*
- Cohesive education community – with all schools working together regardless of category / governance.*
- Local accountability for schools*
- Schools to support their new community where people don't have extended family. Join community with School amenities.*
- Revised leisure facilities in a 'hub' in the centre of the town.*
- Improvement of the railway station to form a transport hub.*

4. TEACHING AND LEARNING

Sponsors will be expected to demonstrate their ability to:

- ensure that teaching and learning, including the management of behaviour, is outstanding;
- effectively monitor and evaluate the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including pupils with a disability or those with special educational needs, so that all pupils have high levels of achievement;
- ensure good progression in skills in reading, writing, communication and mathematics with the effective application of these skills across the curriculum;

- provide successful preventative and early intervention strategies to minimise any gap in outcomes for children whose circumstances or learning needs make them more vulnerable, including taking a holistic approach including supporting parents and families;
- ensure high aspirations and expectations from all staff so that planning and teaching is successful in extending the knowledge, skills and understanding across a broad range of subjects and areas of learning;
- create a learning environment within the school, promoting challenging tasks that are well matched to pupils' learning needs and successfully engage all pupils in their learning;
- ensure pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning;
- build on learning through play and active enquiry within an enabling environment;
- enable pupils to develop skills such as resilience, teamwork and learning for themselves, including setting appropriate homework that reinforces the learning partnership between home and school;
- make effective use of assessment for learning, as well as assessment of learning, so that teachers' monitoring of learning during lessons responds to pupils' feedback and makes adjustments to planning where necessary to maximise the pace and depth of learning;
- ensure pupils know how to improve their learning as a result of frequent and accurate feedback and through questioning and dialogue;
- make appropriate and effective use of Information and Communication Technology [ICT] to support and enable learning, the monitoring of progress and the planning of provision, also communication within the school community; and
- introduce successful innovations in teaching and share these across the school and with other schools.

Additionally, the recent community based education workshop identified the following local priorities to be taken into account by potential providers:

Teaching & Learning – Early Intervention

- *Effective liaison with agencies, surestart*
- *Capturing needs of young children before School*

Teaching & Learning – Innovative Teaching

- *Inspiring children*
- *ICT chosen throughout the curriculum.*
- *Curriculum needs to be innovative & varied*
- *Radical is OK*
- *Not just 9 – 3:30pm, flexible*

Teaching & Learning – All pupils challenged

- *Pupils must be challenged to maximise their potential.*
- *Classes should be flexible to allow progress into next stage to encourage learning to higher than average levels and vice versa when difficulties encountered.*

- *Pupils must be given sufficient knowledge/skills to meet the challenges they will be presented with when they arrive at secondary school.*

Teaching & Learning - High aspirations/ expectations

- *Break cycle of underachievement – inspirational opportunities*
- *School that looks beyond Trowbridge to our international community*
- *Using the inspiration to share within Trowbridge*

Teaching & Learning – Early intervention

- *Knowledge & ability to recognise pupils (from entry) which require additional help to achieve basic skills.*
- *Not just recognising the above, but also to have the necessary expertise to overcome the difficulties.*
- *By tackling the above at an early stage and overcoming the difficulties it gives the ‘where with all’ for all pupils to reach a minimum standard to ensure they can tackle the senior school area.*

5. LEADERSHIP AND MANAGEMENT

Sponsors will be expected to:

- show clearly how they will arrange the school staffing and governance required for the September 2014 opening, within a short timescale;
- demonstrate how they will ensure the long term sustainability of the school;
- demonstrate an ambitious vision for the school including high standards for quality and performance and high expectations for every pupil to achieve;
- ensure that the provision offered develops children’s personality, talents and abilities to the full, with respect for human rights, for parents and carers, for children’s own and other cultures and for the environment;
- work in partnership with wider services such as social care services, health, police and other schools to enable each child to progress and succeed;
- seek to build productive relationships with parents and carers and the wider community, based on trust and evidence, supporting pupils’ achievement, behaviour and safety, and their spiritual, moral, social and cultural development;
- ensure that all pupils are safe;
- encourage pupil voice to enrich the curriculum and to generate curiosity and engagement in learning;
- provide an exciting and inspiring broad and balanced curriculum that ensure the learning and development needs of all pupils are addressed effectively;
- define what it is about their particular offer that will be attractive to parents, and what added value the organisation will bring to the school;
- actively promote equality and understanding between different groups of people and communities while tackling prejudice;
- rigorously evaluate the school’s strengths and weaknesses and use the findings effectively to ensure good outcomes for each pupil, including those whose circumstances or learning needs may make them more vulnerable;
- use data in a robust and formative way to enhance the progress of all pupils and ensure high levels of attendance, behaviour and engagement;

- create a self-directed and inclusive learning environment;
- ensure capacity for developing and sustaining high outcomes for all pupils through developing leadership capacity and high professional standards among all staff; and
- use performance management effectively and develop and maintain innovation and flexibility to support the work of all staff and governors.

Additionally, the recent community based education workshop identified the following local priorities to be taken into account by potential providers:

Leadership & Management – Governance Arrangements

- *Governance that understands the area. The governors must be drawn from the local community as far as possible.*
- *The provider must allow the school to develop its own identity. It must not be the educational equivalent of ‘Tesco’, identical to all others run by a multi academy trust.*
- *Link to the existing local schools collaboration - Collaborative Schools Ltd*

Leadership & Management – Parental engagement

- *Supporting new community- emphasis on family learning. Opportunities for families to engage with together (arts, sports etc) to build trust.*
- *Have an active PTA to encourage parents to be involved with the School and have a sense of ownership.*
- *Parents must be part of the governing body.*
- *Encourage parents to be classroom volunteers.*

Leadership & Management – Unique offer

- *A centre of excellence which complements the existing local offer – could be SEN.*

Leadership & Management – Broad & Balanced curriculum

- *Curriculum that matches the needs of the community*
- *Promotes of a love of learning*
- *Curriculum that delivers skills to the children and good results – good basic education that gives them grounding for Secondary School*
- *Complimentary to the other local Schools in the area.*
- *Opportunities for all children with varied abilities.*
- *Children supported to access a range of opportunities – Arts, sports*
- *Engagement with community in which children live- museums etc. visits/ visitors – links/ learning outside classrooms.*
- *Not to sponsor elitism and to try to ensure all pupils attending whichever School have similar facilities & opportunities.*

Leadership & Management – Equality & opportunity

- *Not a selective school*

Leadership & Management – Partnership working

- *Embrace context / aspirations of Collaborative Schools Ltd*
- *Work with other Schools to support & develop together*
- *Working together at strategic level on local objectives*

6. CONTACT DETAILS AND APPLICATION FORM

Proposals should be submitted using the Wiltshire Council Application Form and Specification Document. The Application Form and Specification Document are available from:

Jodie.maslen@wiltshire.gov.uk

Completed Application Forms must be submitted by 6:00pm on Monday 22 April 2013.

Please note that the selection process of a preferred sponsor will include a formal presentation and interview in **May 2013**.

If you would like any further information, or would like to discuss your application in detail, please contact Jodie Maslen:

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