

Tidworth NEQ New Primary School -School Specification-

1. BACKGROUND

This document is designed to outline to potential sponsors of a new Primary Academy in Tidworth - 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 1.5 Form Entry (FE) primary school at Tidworth North East Quadrant from September 2014.

Tidworth Community Area (TCA) is the fifth smallest in Wiltshire by population (over 16,000 in 2004) and the eighth smallest by area (12,267 hectares). More than 85% of the population live in the two main settlements of Tidworth and Ludgershall. The Ministry of Defence (MoD) has selected Tidworth as one of its new "super garrisons" and as a result the garrison will grow over the next five years or so by some 2,300 military personnel, which, together with their dependants, will result in an increase in the population of Tidworth by some further 3,500 people. The Index of Multiple Deprivation 2004, shows that the Area's highest level of deprivation is in respect of education, skills and learning and its lowest level of deprivation is in respect of crime.

The new school will not replace any existing schools. The Wiltshire Core Strategy proposes a further 1600 dwellings in the Tidworth community area. Council forecasts show increasing pressure on reception places in the town schools in future academic years. With the addition of planned new housing there will be a shortfall of up to 350 places by 2025/2026 which is likely to be served by this new school, as well as by existing schools with additional accommodation where necessary. The precise shortfall will depend on the final mix of dwelling sizes, social housing & windfall sites actually built.

A new 1.5 FE primary school in NEQ Tidworth is required for September 2014. The new primary school will be based on a site in the new housing development. With further growth in mind, the school has been designed to be extendable to 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 1.5FE school as funding was not available to support it.

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

2. DETAILS OF THE NEW SCHOOL

The school site will be in Tidworth, North East Quadrant.

Area/community to be served: It is anticipated that the school will primarily serve the new housing development 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 30 children in every year group (reception – Y6), progressively increasing to 45 as housing is completed by the developer and occupied. With further scope to extend to 2FE (60 children)

Admissions: The school will initially be a 315 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	30	40	45	45
Year 1	30	40	45	45
Year 2	30	40	45	45
Year 3	30	40	45	45
Year 4	30	40	45	45
Year 5	30	40	45	45
Year 6	30	40	45	45
Total	210	280	315	315

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, the Admissions Service 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 315 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.

Tidworth's context is influenced, but not defined by the Military. There is a flourishing civilian population as well a high proportion of military families. As military service ends after 22 years (aged 40) the demographic of the town is skewed towards young families who are potentially more vulnerable as they have relocated away from their home towns. There is a general pattern that children join school with lower expectations and poor parental engagement. A recent NHS survey shows 54% of parents are on their own for long periods & 55% feel isolated. SEN is high in area. As a garrison town there is a significant transient population. However, the MOD is implementing a policy that should allow units to be in Tidworth for 8-10 year tours rather than the current 2-3 years.

The education community in Tidworth is strong, with supportive links with Tidworth Town Council & Wiltshire council. Services for 0-19 year olds are working well jointly. Schools also

work together, sharing training and meetings, and primary schools work closely with Wellington Academy to ensure smooth transition for pupils in year 5 & 6 in particular. There are also good links with the garrison commanders.

It is hoped that the new school at NEQ will act as a focus for the new community. The new housing is seen as an opportunity to re-balance the community between military and civilian, encouraging further cultural and commercial investment, enabling Tidworth to be seen as more than a Garrison town. The community hopes the new school will work alongside current cluster heads (6 primary phase Schools & Academy) and will contribute to and build on existing extended services and education networking.

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 – All pupils Challenged

- *Ensure that the more able children are able to reach their full potential*
- *All – means all, no cherry picking more able children.*
- *Head to encourage and enable teaching staff to understand pupils abilities and what is required to encourage them.*

Teaching & learning – Early intervention

- *Closing the attainment group, deprivation, boy/girl differences*
- *Supporting young mums (under 25 yrs) who struggle with isolation and dependency.*

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 – Vision

- *Recognising the impact of the community, helping to promote resilience in response to the social and emotional needs of younger children and their mothers.*

Leadership & Management – Equality of opportunity

- *Inclusivity of diverse civilian, military & ethnic community*
- *High level of children with additional needs both emotionally & educationally.*
- *English as a second Language.*

Leadership & Management – Parental engagement

- *Requirement for Parent Support, difficulty in engaging parents - particularly to re-engage parents who perhaps do not have a positive personal experience of education.*

Leadership & Management – Governance arrangements

- *Challenging to recruit and retain governors both civilian & military - but local representation & military representation in governing body is important.*
- *Overall, governance should be outward looking & not insular.*

Leadership & Management – Partnership working

- *School staff should be aware of the particular issues & culture in garrison towns and therefore relate to children's everyday experience.*
- *Interaction with community needs to be more didactic to reflect the local community view, which people often expect to be told what to do.*

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 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 in the first instance

Email: Jodie.maslen@wiltshire.gov.uk

Telephone: 01225 713769

Or write to – Jodie Maslen, Premises Officer (Buildings)
 School Strategic Planning
 Schools and Learning
 Wiltshire Council
 County Hall
 Bythesea Road
 Trowbridge BA14 8JN