

Annex E: What should an education brief contain?

The education brief is one document that contains all your school's policies and strategies. This will make it easy for everyone involved in the organisation to understand the vision for your new school, how it will operate, the educational programme that the school will deliver, goals the school wishes to achieve and its ambitions for the future. The education brief should describe the following contents:

1. Vision, ethos and values	Page no	Comments
Context of the new school Mission statement Principles – the key values upon which the school will be based	4-6	The vision statement for Foxbridge is in line with the overall Trust mission statement
2. School development planning cycle		
Quality assurance and accountability system – how the school will quality assure its practices and outcomes Review and evaluation process – internal and external		The quality of education will be monitored in line with the Trust process of school improvement. As a new school, all aspects of the schools will be heavily scrutinised from the beginning so that it becomes a good school from the start. Peer to peer work with headteachers will take place along with internal monitoring and external validations. Performance management of staff will play a significant part in the process of accountability of individuals. Strategy for school improvement document enclosed pages 12 and 13
3. Strategic objectives		Foxbridge has a clear development plan that focuses on key aspects from pre-opening to the next two years. The key focuses are on setting up a clear curriculum ready to be adapted to meet the needs of each intake. Other focuses are based on ensuring the school has a strong focus with the community led by strong leadership including governance. See attached document for detail
4. Key performance indicators and targets for at least the opening year	7 - 8	There are clear key performance indicators within Scholars which will be adapted for Foxbridge. Foxbridge will adopt the full set as it grows.
5. Leadership and governance		
SLT structure, roles, responsibilities and organisation chart Structure of the governing body, sub-committees, roles and responsibilities	9 for governance 14 for staffing	As the school is opening with one teacher and headteacher, the leadership will be provided by the head and supported by Scholars executive team. Governor posts were advertised and three recruited. Training is planned for and they have access to a experienced governor from

		<p>the Trust to provide support and expertise to the governing body.</p> <p>Agendas have been set up for the three meetings pre-opening meetings which take place in March, April and June.</p> <p>The Trust structure was given in the governance brief</p>
6. Curriculum strategy		
<p>Principles upon which the curriculum is based</p> <p>How you will ensure the affordability and value of your curriculum (including key financial health and efficiency metrics)</p> <p>Curriculum programme, the number of lessons for each subject and/or programme for KS1, KS2, KS3, KS4 and Post 16 (as appropriate)</p> <p>Provision for EYFS if appropriate including provision for play</p> <p>Literacy and numeracy provision, including provision for literacy recovery</p> <p>Enrichment programme</p> <p>ICT to improve learning</p> <p>Provision for SEN(D), G&T, EAL and LAC</p> <p>Learning support</p>	See attached overviews in email	<p>The overall curriculum plans are attached as separate documents. The EYFS statement and curriculum is completed in detail. The KS1 and KS2 overviews are attached to the email. More in depth materials available but this both the KS1 and KS2 curriculum will be adapted in line with the children's needs but a working document has been provided.</p> <p>The curriculum overview provides a summary of content which includes the enrichment activities including school visits.</p>
7. Quality of teaching		
<p>Approaches to pedagogy and expectations</p> <p>Lesson planning and differentiation</p> <p>Monitoring practice</p> <p>Improving the quality of teaching</p>		<p>The curriculum statement gives detail on approaches and rationale for the learning.</p> <p>The teaching and learning policy for the school covers this element. Practice will be monitored in line with the accountability measures within the Trust</p>
8. Quality of learning		
<p>Approaches to learning and expectations</p> <p>Baseline testing, on entry and mid-year/phase</p> <p>Tracking system and pupil level data handling</p> <p>Standards to be attained and achieved</p> <p>Targets setting process</p> <p>Assessment, recording and reporting to parents</p>		<p>Foxbridge will use the same tracking system used with the other schools to ensure a consistent approach.</p> <p>Baseline assessments will take due regard of the national requirements along with the schools' own school assessments.</p> <p>Staff will be involved in the moderation systems set up with the trust.</p> <p>Assessment, recording and reporting will take place in line with national and Trust requirements.</p>
9. Staffing		
<p>General principles</p> <p>Staffing structure, roles and responsibilities, organisation chart</p> <p>Training and development</p>	14 for staffing 10 for PM	The staffing chart illustrates when staff will be recruited in line with the Trust recruitment and retention policy.

Performance management Terms and conditions	11 for training	Performance management again will be in line with the Trust policy, summary attached to the brief.
10. School organisation		
The school year and day, timing arrangements including registration timings Student organisation/settings/groupings Eating arrangements Commissioning and reintegration to home school arrangements (for AP or PRU)	14 - 15	Foxbridge will be opening with only one class so the arrangements are in place for it for ne year and then will be adapted as the school grows. The school day including lunch arrangements have been organised.
11. Student support services		
Welfare/pastoral arrangements Transition arrangements Student, numbers on roll with a chart indicating expected numbers from opening through to year when school will be full Attendance and registration arrangements Behaviour for learning and conduct outside the classroom, support, rewards and sanctions	Comments on page 15	This will be in line with the other Trust schools. The numbers on rolls year by year are enclosed. Statutory polices have been completed.
12. Working with others,		
Including parents and multi-agency support		This will be in line with the Trust approach which will be personalised or Foxbridge to meet

Vision, ethos and values

Context

Foxbridge Primary School is a brand-new school in the village of Castle Donington, North West Leicestershire. It is opening in August 2022 due to a demand for additional school places following the development of 895 new homes in the village. Foxbridge is a one form entry school and has places for 210 children aged 4 -11.

Foxbridge belongs to Scholar's Academy Trust- a successful and high performing trust that ensures children are at the heart of all we do.

Ethos

The inclusive ethos at Foxbridge Primary School is based on the values of living a successful life within British society. We want our children to celebrate individuality and diversity within our school and the wider world by embedding the British values of tolerance, fairness and respect. Our pupils will develop an understanding, respect and care for others in a safe environment as part of the supportive and inclusive approach of high-quality pastoral care. We believe that children should be empowered to make a difference to the world and have the confidence to be who they want to be.

Vision and Values

Every child will reach their full potential and flourish within a nurturing environment.

In line with the Scholar's Trust vision of our schools being centres of excellence, our curriculum at Foxbridge is based on developing the whole child, ensuring that they have access to knowledge, skills and experience to prepare them for life as a citizen of the local area and beyond.

The curriculum design ensures that it provides challenges and stimulates children's ability to ask searching questions to shape the learning and enable them to develop into critical thinkers and learners. A key feature is the enhancement of vocabulary which will be developed within the curriculum with an emphasis on the use of talk to promote active learning within lessons.

Children will be taught the skills to be lifelong learners developing positive "can do" attitudes to life. Learning will enable children to have high aspirations which will be built on the premise that with hard work and determination, anything is possible. Enrichment activities will underpin our learning, with children having access to visitors within school, school visits and residential with the aim of children experiencing learning beyond the classroom.

The curriculum is underpinned by the local context so that children's home experiences can be developed within learning in the classroom. The locality will be used to ensure that children understand their local area and how it fits into the wider world that the children will be part of as they grow up. Children will be taught to value and cherish British values and understand the need for respect and tolerance within society for themselves and others around them.

Children will be taught how to keep themselves safe, how to have good nutrition, be physically active and understand how these things not only impact on their physical, but

also on their mental wellbeing. The aim is for children to understand and develop positive lifestyle choices from a young age.

We are committed to partnership working and working closely with parents, external agencies and the wider community to ensure the very best outcomes for our children.

SCHOLARS ACADEMY TRUST

Vision

To ensure Scholars Academy Trust is a recognised centre of educational excellence where our pupils and teachers will achieve exceptional outcomes.

Mission – what do we need to do to get there?

Our mission is to draw on the individual strengths of each academy school in the Trust to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do. Pupils will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society. We will nurture our staff professionally and foster positive relationships with our parents and the wider community.

Our Values

1. **Focus: pupils at the core of everything we do.** Our overriding aim is to ensure that success and wellbeing of all pupils educated within the MAT so that they fulfil their potential. We believe that if pupils do not benefit, it is not worth doing.
2. **Outcomes: Measuring our results, ensuring that pupils achieve to their full potential.** Only the best will do for our pupils. We constantly review our results in all areas of learning, including non-academic. We support staff to grow, develop and challenge themselves to take educational risks to support the best outcomes.
3. **Inclusion: a voice for everyone and everyone is heard.** It is important that both adults and pupils are involved in the teaching process and opinions valued.
4. **Diversity:** We value the strengths and enrichment that working in a diverse community brings to enhance educational learning and understanding.
5. **Quality: excellence through innovation, creativity and continuous improvement.** Quality teaching and learning will be our key priority, striving for excellence in creative and mature ways. No complacency.
6. **Collaboration: together we are stronger.** We passionately believe schools should work in partnership to pool resources, expertise and skills to provide the best for all pupils.
7. **Challenge: providing peer to peer support as critical friends.** There is an expectation of staff providing professional support, challenge and development as critical friends to each other in order to gain continuous improvement and maximise outcomes for pupils.
8. **Innovation: to be at the forefront of educational innovation and excellence.** To use our links to the Teaching School to ensure we are at the forefront of educational research, innovation and excellence. The MAT will develop and nurture high quality leadership in order to ensure innovation leads to continual improvement in learning for all pupils.

Integrity, transparency and fairness in all we do is an important part of our everyday work.

School Development and Planning Cycle

Foxbridge Primary School will have a robust system to quality assure practices and outcomes in line with the trust key performance indicators

Annual Key Performance Indicators - Scholars Academy Trust

Teaching and learning

- Pupils to achieve to their full potential, making positive progress from their starting point
- 100% of teaching and learning to be good or better
- Pupils to have access to a broad range of experiences across the curriculum

Wellbeing and Personal Development

- Pupil attendance to be above national average
- Effective strategies in place for behaviour management
- To secure a safe, stimulating environment
- Provide appropriate professional advice to support the mental health and wellbeing of pupils
- All children to have access to opportunities beyond the curriculum, e.g. residential, school visits, theatre trips etc.
- Children to understand and be prepared for life in multicultural Britain

Leadership and Management

- All schools are fully staffed with highly skilled personnel at all levels
- To ensure appropriate CPD to grow and nurture our staff for succession planning
- Leadership pathways to provide opportunities to improve and develop leadership capacity
- Staff attendance maintained at 95% plus
- All schools to be good or better in two years as categorised by Ofsted
- Provide school to school support beyond the Trust

Governance

- Governance structure in place which is compliant and in line with DFE guidance for MATs.
- 100% of skills coverage within Trustees Board
- Risk management registers in place which informs future planning
- A full complement of governors at each school working effectively
- Governors and Trustees hold leaders to account and provide appropriate challenge

Finance

- Robust financial parameters maintained in all schools ensuring value for money
- Trust finances are strong and return a surplus
- Staffing costs across the Trust are below 80% of total Trust income
- Audit reports indicate financial systems are compliant and fit for purpose

Premises Management

- Sites are compliant with all health and safety legislation and provide a safe environment

Key Performance Indicators and Targets 2022-2023 for Foxbridge

Adapted for Foxbridge from Scholar's Trust Key Performance Indicators

Teaching and learning

- Pupils to achieve to their full potential, making positive progress from their starting point
- 100% of teaching and learning to be good or better
- Pupils to have access to a broad range of experiences across the curriculum

Wellbeing and Personal Development

- Pupil attendance to be above national average
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Leadership and Management

- Foxbridge to be fully staffed with highly skilled personnel at all levels
- To ensure appropriate CPD to grow and nurture our staff for succession planning
- Staff attendance maintained at 95% plus

Governance

- Governance structure in place which is compliant and in line with scheme of delegation/terms of reference
- 100% of skills coverage within governing board
- Risk management register in place which informs future planning
- Governors and Trustees hold leaders to account and provide appropriate challenge

Governor Appointment Plan

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1 in attendance trustee	1 in attendance trustee	Headteacher	Headteacher	Headteacher	Headteacher
CEO in attendance	CEO in attendance	3 trust appointed governors	3 trust appointed governors	3 trust appointed governors	3 trust appointed governors
Headteacher	Headteacher	3 parent governors	4 parent governors	4 parent governors	4 parent governors
3 community trust appointed governors	3 community trust appointed governors	1 staff governor	1 staff governor	1 staff governor	1 staff governor
1 governor from trust existing Governing Body	1 governor from trust existing Governing Body			Additional parent and staff governors appointed as required.	Additional parent and staff governors appointed as required.
	2 parent governors				
	1 staff governor				

Performance Management

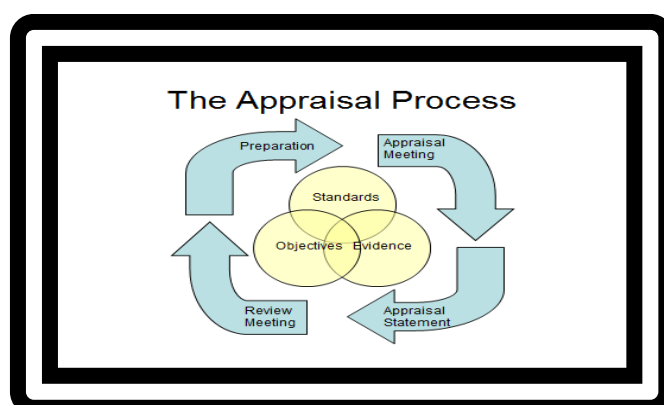
Performance management is an ongoing cycle, with key activities taking place at particular times of the academic year:

Autumn Term: School and individual objectives will be set, performance of the previous academic year formally appraised during the Appraisal Meeting if not completed in the summer term

Spring Term: Mid Term review of objectives and targets, which may be reviewed where circumstances have changed since targets were set in the Autumn. Support provided to meet targets

Summer Term: The years targets reviewed. Preparation and self-evaluation against the relevant standards.

The CEO will be appraised by the Trustees and the Headteacher will be appraised by the CEO. The Head Teacher and Senior Leadership Team will decide who will undertake appraisals of the teaching and support staff. This will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.



Performance management is carried out in a supportive way and reflects the performance and development needs of the individual. The Head Teacher may moderate all or a sample of objectives/targets that have been set to ensure that there is consistency between those who have similar levels of responsibility and that they comply with the school's performance management policy.

The Governing Body and Trustees will monitor the operation and outcomes of performance management arrangements. Trustees have nominated the CEO to quality assure the planning statement for the Headteacher.

Further information about performance management can be found in the performance management policy.

Individual Programmes for Staff as Required

As part of Scholar's Academy Trust, Foxbridge Primary School will have a clear performance management procedure which has a focus on continuous development and performance improvement. Full details are in the performance management policy.

Scholar's academy trust has teaching school status. Scholars schools all receive support in line with the school improvement strategy to ensure that school leaders and teachers are supported to deliver a good education for our pupils.

Early Career Teachers (ECT)

To ensure ECTs are provided with the best start possible we work as part of a collaborative group of professionals with Leicester and Leicestershire Teaching School Hub. Our staff lead training for the ECT's, providing excellent CPD, workshops delivered by experience classroom practitioners and school leaders and an exciting opportunity to network with ECTs from across the county.

Recently Qualified Teachers (RQT)

The RQT programme is for teachers in their third or fourth year of teaching and aims to support less experienced teachers with the further development of their teaching practice. Over the course of the programme senior leaders will provide individuals with the opportunity to reflect on their development and support their professional development. They will also have the opportunity to share good practice with their peers and develop supportive networks.

Subject Leadership

We believe that ensuring that school's deliver a breadth of curriculum as this is key to the children having a successful start to their learning journey. When all their core skills are developed to the fullest, the children thrive in the core areas of learning. To support other schools, Scholars shares expertise and systems with other schools and staff through structured training and whole school support.

Teaching and Learning

At Scholars, we pride ourselves in being an ever-evolving trust, adapted strategies in light of new research to ensure teaching and learning skills are always based on a foundation of the knowledge of how children learn. We support our staff regularly to ensure teaching strategies are the best they can be, building in opportunities for professional dialogue within schools and across schools. Our staff are encouraged to develop professionally, undertaking a range of training through pre-arranged courses such as NPQ's and are involved in collaborative monitoring and assessment processes across our schools.

Scholar's Academy Trust Strategy for School Improvement

Support for school is provided on the basis of need. There are three categories that schools can be in. There are clear key criteria for each category and schools are allocated to the category based on the school self- evaluations, the trust schools' reviews or Ofsted alongside data indicators.

Schools has significant cause for concern

Key indicators

- Attainment at the end of each key stage is low or represent slow progress
- End of key stage data is in decline
- School's capacity for improvement is weak
- School's self-evaluation and monitoring process are not sufficiently rigorous
- Quality teaching requires improvement
- Governance doesn't hold school to account

Improving school but has some areas of concern

Key indicators

- School's capacity for improvement is not good
- Quality of teaching is RI
- Governance is supported the knothole in school to account
- Assessment, self-assessment and monitoring not robust enough to hold the school to account

School performing well i.e. improved or sustained

Key Indicators

- Attainment the end of each key phrase is in line with national if not above
- Capacity for further improve movement is at least good
- Quality of teaching i.e. 80 to 85% as good or better
- Governance is effective providing appropriate challenge the school leaders
- School self-evaluation and monitoring is accurate
- Attendance is in line or above national

Schools with significant needs will receive the following:

- A bespoke intensive programme covering all aspects of school improvement. This would involve trust members working the governors, curriculum leaders coaching class teachers to ensure improvements in pedagogy for teaching and learning. Support the senior leaders depending on need.
- An action plan covering the areas for improvement would be devised by the Trust school improvement lead.
- Individual programmes may be devised for individual teachers or phases within the school
- Monitoring and reporting to the school governors and trustees on half termly basis
- The school will be subject to timely reviews to evaluate improvements and amend action plans as appropriate.

Schools with some areas of concern or is it the following:

- Bespoke programme covering the area of concern which would be devised in consultation with school.
- Support provided for the area of concern, this could be through curriculum specialists focusing on pedagogy or support for senior leaders including head teachers dependent on need.

- School to provide an action plan in consultation with the school improvement lead and monitored on a termly or a half termly basis dependent on.
- Coaching for teachers, support staff or senior leaders as required.

Universal Offer

As part of the core support all schools will receive termly visits to provide a health checks and to increase outcomes, all support is provided by the executive Headteacher and the school improvement personnel. This is a monitoring programme to ensure that all schools are on track to achieve good outcomes both socially and academically for all pupils.

As an outcome of the universal offer schools may ask for additional support which would be provided through the trust executive team. It may be in the form of an intensive development programme to facilitate required rapid improvement in a particular area or it may be part of a longer-term strategy for the school.

Good and outstanding schools may want additional support to ensure that all aspects of the school remain good and outstanding through the input of additional training or support. It is expected that through the self-evaluation process schools will identify areas that they wish to improve and this will form part of their school improvement plans with the trust supporting the school to achieve its aims.

Headteachers meet regularly as part of the school leaders' network to discuss school matters. This is facilitated by the CEO and school improvement lead and provide a mixture of professional development and collaborative development time. It focuses on development priorities for that phase or curriculum area for improvement and then worked as a team on projects across schools. E.g. EYFS

Deployment of staff for supporting schools.

The CEO and school improvement lead work closely together to ensure that they oversee the work of each school. Dependent on the need of the school they will deploy the appropriate specialist staff to support the individual needs of the schools. This will include curriculum leads, senior staff, associate heads (including NLES) and experienced governors to carry out the work.

Staffing

Structure

Foxbridge Primary School is a one form entry school.

2022-2023	2023-2024	2024-2025
Headteacher	Head teacher	Head teacher
Class teacher	2 class teachers	1 senior teacher
Teaching assistant	2 Teaching assistants	2 teaching assistants
Premises staff	Appropriate number of premises staff	2 class teachers
Office staff	Appropriate number of office staff	Appropriate number of premises staff
Mid-day supervisor	Appropriate number of mid-day supervisors	Appropriate number of office staff
		Appropriate numbers of mid-day supervisors

Roles and responsibilities: Headteacher: SENDCO, DSL, LAC

School Opening Times

School opens: 8.40am

Registration: 8.50am

Lunch time: 12.00pm - 12.50pm

Afternoon registration: 1.00pm

School ends: 3.15pm

Foxbridge Primary School has one class in each year group and children are taught in mixed ability classes.

Meals

School meals are provided by Leicestershire Catering Services; children in KS1 are entitled to universal free school meals.

Children eat their lunch in the school hall and free school meals are provided for all children in key stage one.

Numbers

Projected school numbers from opening to – year 9.

22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30
15	45	75	105	135	165	195	210

A thorough induction process is implemented to ensure effective transition into school for children. Links with high schools are made to ensure children are fully prepared for the next stage in their education.

Attendance and punctuality are monitored carefully. School will liaise with parents and other external agencies as and when required.

We have clear expectations of children's behavior both in and out of school. Information regarding behavior for learning, rewards and sanctions can be found in our behavior policy.

The wellbeing and safety of all of our children is of paramount importance to use. Full details of how we support our children can be found in the following policies:

- antibullying policy
- child protection policy
- behaviour policy
- equality policy
- health and safety policy
- LAC policy
- medication and management procedure
- SRE policy
- SEND policy
- accessibility plan

Working With Others

At Foxbridge we are fully committed to partnership working. We actively seek opportunities to work with parents and external agencies to achieve best outcomes for children. Further information can be found in our behavior policy, SEND policy and curriculum statement.