



Telford & Wrekin
COUNCIL

Telford & Wrekin Council

Allscott Meads

new village primary school

School Specification

June 2021

Section A - Introduction

Under section 6A of the Education and Inspections Act 2006 (the 'free school presumption') where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. Telford & Wrekin Council has identified the need to establish a new village sized primary school in Allscott to open in September 2023.

The planning application (TWC/2013/0113) for the erection of a mixed use development, comprising of up to 470 dwellings, was determined on 05/05/2016. As part of the negotiations the council secured funding for a new primary school via the S106 agreement to be built and to service the new development. The developer, S J Roberts, will fund and construct a new 150 place Primary School on the former British Sugar site at Allscott which will create a rural development to the west of the Borough. Telford & Wrekin council have worked in partnership with S J Roberts and have advised on the design, layout and construction of the school.

Telford and Wrekin is a place of contrasts, a distinctive blend of urban and rural areas, with green open spaces alongside contemporary housing developments and traditional market towns. The population of the Borough continues to grow at above national rates – driven by the expansion of the local economy and record levels of housing growth.

A unitary authority, established in 1988, we have 74 schools (excluding independent and colleges) with a variety of type including faith, voluntary aided/controlled, academies, and grammars.

The following table provides some information about the LA/school characteristics:

Percentage of pupils eligible for free school meals	20.4%
Percentage of pupils with SEND	18.3%
Percentage of BAME pupils	24.8%
Key Stage 2 attainment in 2019	65.0%
Percentage of LAC pupils	1.4%
Percentage of PLAC pupils	0.70%

How to apply:

The Regional School Commissioner (RSC) for the West Midlands, on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The RSC will inform the local authority and the successful proposer of its decision, and the local

authority will inform any unsuccessful proposers. The table below details the presumption timeline:

Start of the Free School presumption	07/06/2021
Application deadline 12 noon on	19/07/2021
Shortlisting W/C	16/08/2021
Interviews Provisional Dates W/C	23/08/2021
Recommendation sent to RSC for final decision	21/10/2021

Telford & Wrekin Council is therefore seeking proposals from appropriate sponsors to open this new school. This school would be deemed a free school.

Bids must be submitted using the Free School Presumption application form. All guidance, criteria and forms can be found at: [Establishing a new school: free school presumption - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/establishing-a-new-school-free-school-presumption)

If you would like further information from Telford & Wrekin Council or would like to discuss your application please contact: schoolorganisation@telford.gov.uk

The completed application form and any supporting documentation should be sent to:

School Organisation
Darby House
Lawn Central
Telford
Shropshire TF3 4JA

Email to: schoolorganisation@telford.gov.uk

As per the DfE guidance on the commissioning of new Free Schools, the process will be managed by the LA, in consultation with the DfE Free Schools Team and following a shortlisting and bid assessment process, the Council will provide a report to the DfE with the recommended sponsor(s) and the reasons for the recommendation.

The recommendation/decision will then be referred to the Regional Schools Commissioner (Head Teachers Board) for agreement. The final decision rests with the Regional Schools Commissioner.

NB: the local authority led free school presumption is a different route to the DfE's free school programme.

Further information about how to establish a new school via the DfE's free school programme route can be found at: [Setting up a free school](https://www.gov.uk/guidance/setting-up-a-free-school)

Section B - The School

Admission arrangements will depend on the occupation rate of the new housing and the market conditions at that time.

The school will be built as village size primary school with 150 places and will be opened on a phased basis. However, as housing development in the area continues it is possible that the academy will need to be extended to cater for 210 pupils and the core facilities are being designed accordingly to allow for future expansion if needed.

The school could have variable numbers in each year, which is likely to affect class organisation and therefore mixed age classes are expected during the initial years. Although this will be subject to further discussion, we would suggest the following admission numbers in the first three years:

Year Group	Planned Admission Nos		
	First Year	Second Year	Third Year
R	10	15	20
1	10	15	20
2	10	15	20
3	10	15	15
4	10	15	15
5	10	15	15
6	10	15	15

Because the site is geographically isolated from Wellington the new school will be required to cater for all academic years on opening and to facilitate timely and seamless integration to the area we would suggest that the admission arrangement should be in line with admission arrangements for Telford & Wrekin maintained schools. The current oversubscription criteria at the time of specification authoring is as follows:

1. Those children who are or were previously looked after by Telford & Wrekin or any other local authority. A 'looked after child', or a child who was previously looked after, but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. These children are also known as children in care.
2. Children previously in state care outside of England and who have ceased to be in state care as a result of being adopted, and then
3. Children who live in the school's defined attendance area.

If places are unavailable for all of these local children, then places will be given first to:

a) Those children who have exceptional health reasons where there is written medical evidence that admission to the school is essential for their medical wellbeing. The information must confirm the exceptional medical reason and demonstrate how the specified school is the only school that can meet the defined needs of the child, and then

b) Those children who will have on the day of admission a brother(s), sister(s), step brother(s), step sister(s), half-brother(s) or half-sister(s) living as a family at the same address and who attend the school

c) Pupils in receipt of early years pupil premium or pupil premium at the point of closing the application round

d) Other children living in the school's attendance area

4. Any places which remain available will then be allocated to applicants from outside the school's defined attendance area in the priority order a) to c)

5. Children of staff - children whose parent / guardian is a member of staff who has been employed at the school for two or more years at the time of application or has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

6. Other children living outside of the school's attendance area.

Number of pupils: **150 girls and boys**

Age Range: **4-11 years**

Admission Number: **30**

Opening Date: **September 2023**

Nursery facilities for three and four year olds will be built within the footprint of the school and it is expected that the nursery will be an integral part of the new school.

The school will be expected to be fully inclusive and to educate children with special educational needs when mainstream education is considered appropriate.

It is expected that pupils attending the school will live within statutory walking distance. The council's Home to School Transport policy can be found [here](#) and the school should promote and embolden the use of alternative carbon neutral methods of arriving at school and we would require the trust to provide a comprehensive and detailed sustainable transport plan.

The school will be a resource for the local community and will also work with a range of local authority support and children's services including learning support teams and family workers.

In addition, it is envisaged that the community will have access at evenings and weekends to outdoor spaces such as playing fields and the use of the school hall for larger meetings as required.

It is expected that the school will:

Be welcoming to pupils and families of all faiths/world views and none. The school will be highly inclusive and be able to address the needs of all pupils and parents.

Have a strong educational vision and a high quality curriculum offer based on ambitious standards of attainment at all key stages

Strive to ensure that pupils consistently achieve highly, particularly the most disadvantaged, and pupils with SEND.

Provide an environment where pupils behave with consistently high levels of respect for others, where commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Be able to work in partnership with wider services (e.g. social care, health, police, and other schools) to enable each child to progress and succeed.

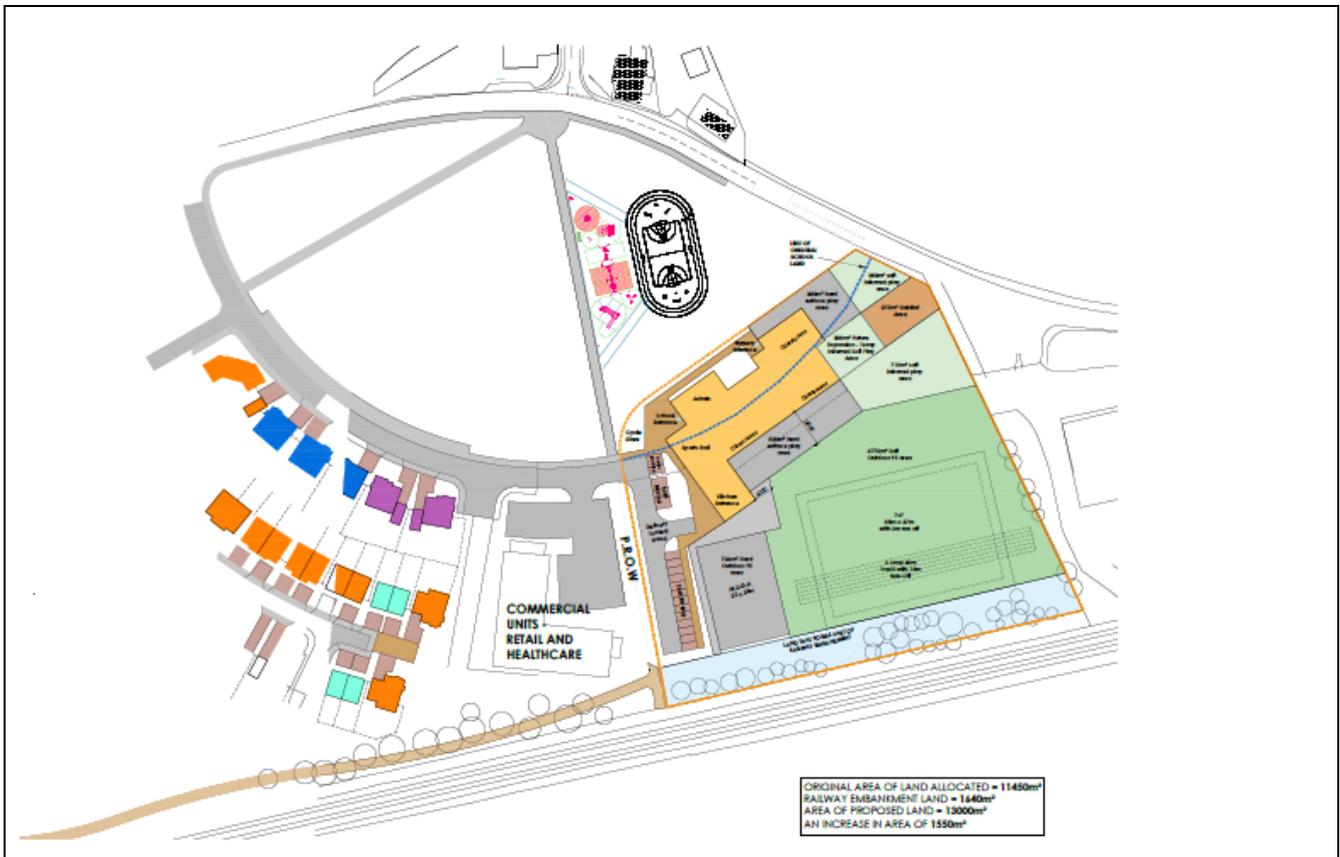
Plan for appropriate engagement with the local community and parents

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 should take account of the criteria in operation for other schools in the area.

The phase one master plan which was provided for the reserved matters application shows the position of the school:



Below is a site plan of the school, which is yet to be finalised and may be subject to change.



Section C - Vision

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum, please ensure you include the following:

- A strong educational vision and a curriculum delivery based on high standards of attainment for each key stage
- Plans for appropriate engagement with the local community and parents during the pre-opening period and any on-going engagement
- Excellent provision and support to meet the needs of all children, including looked after children, those with Special Educational Needs, and disadvantaged pupils.
- A commitment to excellent outcomes and high quality curriculum implementation
- An inclusive culture where children's behaviour, safety and personal development are paramount.

Section D - Education Plan

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum please ensure you include the following:

- An ambitious, broad and balanced, deliverable curriculum plan which is consistent with the vision and pupil intake and indicates how the curriculum will equip pupils with the knowledge and cultural capital they need to succeed in life. This could include a curriculum table and pupil build up chart
- Strategies for measuring pupil performance effectively and setting challenging targets
- A staffing structure that will deliver the planned curriculum within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management). This could also include an organogram and staff build up chart
- The needs of all children are fully provided for and how the school will be fully inclusive
- Details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs
- The school's approach to: PHSE; the Prevent Duty; safeguarding and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs)

Section E - Capacity and Capability

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum please ensure you include the following:

- The resources you would draw on and/or deploy to support the development of the new free school by the opening date
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures

Section F - Funding and Costs

- £3.9m was secured via the S106 agreement and the developer S J Roberts has agreed to construct the school supported and advised by the LA
- On completion of the school the site will transfer to Telford & Wrekin Council and the school will be leased to the successful sponsor for a peppercorn rent.
- The Local Authority will provide growth funding to meet pre and post-opening costs as the school builds up to capacity in line with the agreement in place between T and W schools and the LA regarding the use of revenue growth funding.
- Once open, the school will be funded by DSG using the school funding formula that is applied to all Telford & Wrekin schools.
- that the DfE currently provides £25,000 for legal expenses to the successful sponsor

Section G - Impact and Equalities Assessments

As prescribed by section 9 of the Academies Act 2010 and section 149 of the Equality Act 2010, the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with protected characteristics.

Equalities Impact Assessment

Appendix C: Equality Impact Assessment (EqIA) for the Allscott Primary Free School

Date: 14/5/2021	Scheduled refresh date: N/A	Version 1
Service: Education and Skills	Completed by: Shane Billingham/Jules Millington	Signed-off by:
What key decision activity are you completing this EqIA for?		
Policy/Strategy <input type="checkbox"/>	Decision <input checked="" type="checkbox"/>	Service <input type="checkbox"/>
STAGE 1: INITIAL SCREENING		
1.1: Did you answer yes to any question in the EqIA Criteria Checklist? <i>(Source: EqIA Criteria Checklist, Appendix B, EqIA Guidance)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>If yes, please complete the template. If no, please provide an explanation below of why an EqIA is not required for the policy, function or service work you are implementing.</i>		
1.2: What are the aims and objectives of the policy/strategy, decision or service?		
To ensure there are sufficient primary school places across Telford and Wrekin. To ensure that places are available within walking distance of home.		

To create facilities (such as on site sports facilities) that benefit the wider community.

To ensure that schools are run by partners who can secure the best futures for Telford and Wrekin children.

To reduce congestion

STAGE 2: SCOPE AND DEFINE

2.1: Who are the main beneficiaries of the policy, decision or service?

Children aged 3 to 11

Parents and carers of children aged 3 to 11

Children aged 3 to 11 with Physical Disabilities

Road users

2.2: Who has been involved in the creation of the policy, decision or service? Who will it impact?

The School Organisation Strategy was approved in January 2018. This work will impact Schools, pupils, teachers and parents/ carers

STAGE 3: INFORMATION GATHERING/EVIDENCE

3.1: What Secondary Data did you use in the creation of this EqIA?

Secondary data is data collected by someone other than the user. Common sources of secondary data for social science include censuses, organizational records and data collected through qualitative methodologies or qualitative research)

School Roll Projections

Live birth data from the NHS and the ONS

House construction data from the DCLG

School Roll Projections

School Census data

3.2: What Primary data did you use in the creation of this EqIA?

Primary data is data collected by the investigator conducting the research, for example data collected through consultation, questionnaires or focus groups

None

STAGE 4: ASSESSING THE IMPACT

Please complete the impact assessment table below by identifying any function or service that is likely to touch on any of the 3 main duties of the Equality Act 2010, then select the protected characteristic that maybe effected by the decision.

STAGE 5: ADDRESSING THE ISSUES

Once you have identified the impacts, please consider ways to tackle each of the negative impacts identified in order to mitigate them by completing the mitigation section of the table.

4 & 5: IMPACT ASSESSMENT AND ACTION PLAN

Consider the 3 main duties set out in the Equality Act 2010

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Act
2. Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Protected Characteristics	IMPACT ASSESSMENT			MITIGATION			
	(+ve/ 0 / - ve)	Nature/Explanation	Main Duty (1-3)	Action Required	Who is responsible?	By when?	Expected outcome
Race	+	Local school places are important to families from deprived backgrounds (BAME families are over represented in deprived communities) to maintain high levels of school attendance, and to increase opportunities to secure paid employment.	2	Having local school places helps families from deprived backgrounds (and some BAME communities are over represented in various categories of deprivation) Maintain high levels of school attendance and maximises their ability to secure work	Education	In line with opening schedule of the new provision	That all communities will be able to access local school places, to enable higher rates of school attendance to ensure children can take advantage of

							our of hours provision (such as after school childcare)
Disability	+	Older school premises are not inclusive, particularly for children with physical disabilities (e.g. having internal changes in level). Children with disabilities will have greater difficulties managing the home to school journey	2	New premises will be inclusive, with ramps and level access, where appropriate. A higher proportion of children with SEND will be able to walk to school. To ensure that school sponsors have a positive attitude and effective approach to managing inclusion	Education	In line with opening schedule of the new provision	That a higher proportion of children with SEND will be educated in mainstream schools.

Gender	0	Children needing school places will be of equally balanced genders	2	Subject to ensuring that all new provision is co-educational, no further action is required	Education	In line with opening schedule of a new provision	That the provision will be of equal value to children of both genders
Age	0	Primary schools by their nature, serve children of a specific age range		No further action is required	N/A	N/A	N/A
Sexual Orientation	0	The availability of local primary school places has no significant special impact on individuals because of their sexual orientation		To ensure that school sponsors have a positive attitude and effective approach to managing inclusion	Education	In line with opening schedule of a new provision	That children from all backgrounds will be equally supported to thrive in schools
Religion / Belief	+	New school provision creates the opportunity to re-balance education provision to better match community aspirations and ensure parents seeking a particular type of education, based on		To consider the balance of school types as one of the factors when selecting school providers. To ensure that school sponsors have a positive attitude and	Education	In line with opening schedule of a new provision	That children from all backgrounds will be equally supported to thrive in schools

		religion or belief to find this closer to home.		effective approach to managing inclusion.			
Gender Reassignment	0	The availability of local primary school places has no significant special impact on individuals because of their re-assigned gender.		To ensure that school sponsors have a positive attitude and effective approach to managing inclusion.	Education	In line with opening schedule of a new provision	That children from all backgrounds will be equally supported to thrive in schools
Pregnancy and maternity	+	<p>Pregnant mothers of children attending school may have limited mobility and benefit from local provision.</p> <p>Pregnant staff may be able to work more effectively and for longer where premises are accessible.</p>	2	To ensure that new provision is designed to be accessible to both children and staff with disabilities and impaired movement.	Education	In line with opening schedule of a new provision	That pregnant women are able to access school facilities, both as mothers of children on roll and as staff members.

STAGE 6: REVIEW & SCRUTINY

6.1: Has your EqlA been considered at your service's Management Team for discussion? Yes No

6.2: After discussion with Management Teams, list comments, criticisms or alternative approaches suggested regarding the impacts and actions of the policy/strategy, decision or service. What changes, if any, have been taken following discussion with your service Management Team?

N/A

STAGE 7: PUBLICATION AND COMMUNICATION OF RESULTS

7.1: How will the assessment, consultation and outcomes be published and communicated?

Through publication of this EqlA on the Telford & Wrekin website.

STAGE 8: EMBEDDING ACTIONS INTO DELIVERY PLANS

8.1: Has your delivery plan been updated to incorporate the activities identified in the EqlA to mitigate any negative impacts that you have discovered?

These could be service, equality, project or other delivery plans.

Note: If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.

The benefits stem from the planning of the facilities (largely complete where new schools are required and new premises are required to be accessible to accessible), through the location of the new provision (and new schools are planned to be linked by level safe walking routes to new and existing communities) and through the recommendations the Council makes regarding new sponsors (this is to be completed as the selection process starts this summer / autumn).

