

**INFORMATION TO BE INCLUDED IN A PROPOSAL
SUBMITTED BY A PROPOSER TO ESTABLISH A NEW
SCHOOL IN RESPONSE TO A COMPETITION INVITATION
NOTICE (Section 7 of the E&I Act 2006): Mainstream Schools**

Insert the information asked for in the expandable box below each section.

Contact Details

1. The name of the proposer or proposers and a contact address.

The Big Wide Talk Archive Schools Foundation,
2 Hills Road,
Cambridge
CB2 1JP

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

This proposal is being submitted independently.

Category

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school, a community school or an Academy) and, where it is to be a community school, if required by section 8 of the EIA 2006, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

The Okehampton Archive School will be a Foundation School with a Foundation.

Pupil numbers and admissions

4. Confirmation that the size, age-range and pupil number of the school will be in line with the specification in the competition notice, or, if this is not the case, the proposed details.

The Big Wide Talk Archive Schools Foundation will work with the local authority to ensure that the school meets local need in terms of size, age-range and pupil numbers. Big Wide Talk will follow the decision of the County Council if the pupil numbers in the competition specification are altered in any way.

Extended Services

5. Information on the extended services which it is envisaged will be provided on the site of the school.

The Okehampton Archive School will work closely with parents first and foremost in the delivery of first-rate education to every child, which will entail acknowledging the critical interconnectedness between home, school, and patterns of employment.

Our approach will be to work intelligently with parents, local childcare providers and the local authority to ensure an adequate mix of provision and to match standards of teaching and learning in the school across the range of provision. Big Wide Talk understands that children learn in all contexts and that if we are to maximise the potential in every child no opportunities should be missed to enable and extend learning. Childminders, nurseries and the informal care of relatives and friends are all part of the mix of childhood experience and are relevant to overall outcomes. The teaching and learning available in school will reflect local conditions and values so that the greatest possible synergy is achieved between home, school, childcare and out of school activities.

To make these words reality every child's needs for extended services will be recorded in school as a basis for the commissioning of services at the very local level. We are extremely conscious that wherever possible parents want and need provision that does not demand travel. Parents want their children to be able to walk or cycle to school provided the nearest provision is of good quality.

We realise that this will involve our school in the active coordination of existing services and the creation of some new services as well as rigorous ongoing monitoring and recording of specific needs. Big Wide Talk Archive Schools are specially designed to undertake this kind of action. The BWT Animateur will work with local parents, carers and providers of services more generally to deliberately involve them in the teaching and learning provided in the school. This work will raise the profile of services for children in the area, make parental involvement a real local force, delineate the micro market in children's services and attract people into the work who have genuine interest and aptitude. The animateur will work with relevant agencies within the County Council and further afield to promote and sustain small local services which will be highly tailored to defined local need.

The BWT Archive School will also work in the closest possible partnership with existing local schools so that expertise related to the provision of extended services is shared and that needs are coordinated across the town.

The Animateur will work for Big Wide Talk but be assigned full time to the school to bring Big Wide Talk programmes and partnership work to the Archive School itself and the wider area. (An example of this partnership work can be seen taking place across the Tiverton Learning Community from April 2008 until the end of June 2008.)

Big Wide Talk provides programmes for children and their parents that cover the extended services requirements to provide parent support and family learning as well as childcare and out of school provision. All locally delivered Big Wide Talk activities such as the type of exhibition referred to in Tiverton will be provided for all schools and providers of services for children and their families within the boundaries of the Okehampton Learning Community.

The services so arranged will in part be charged for. All Childcare will be eligible for income generation supported by Working Families Tax Credit to ensure that it is accessible for all parents irrespective of income.

Additionally Big Wide Talk will use its proven expertise to gather funding from other sources locally and nationally. Big Wide Talk has an active policy to draw in local business wherever appropriate, often developing partnerships in kind with local community groups and small businesses.

Ethos/Religious Character

6. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

It is said that it takes a whole village to educate a child. The Okehampton Archive School will work tirelessly with parents and the people of Okehampton to make this a reality. The school will be a hub for the best possible teaching and learning ensuring that each child masters levels of literacy and numeracy within their reach whilst at the same time exploring their unique skills across the curriculum. It will work in dedicated partnership with schools and children's services providers across the local learning community to engage parents directly in their children's creativity and learning. It will work with local businesses and other organisations to provide exciting and relevant experience for children from birth to early adulthood. It will revere and protect the local environment enabling its pupils to explore and extend their instincts to know and love the land of their childhood. It will augment best practice in teaching and learning with a holistic system of discipline centred on rights and responsibilities and symbolised by the school's archive in which every child will write their own history. It will unite family and employment with determined practical strategies that explore new ways of delivering extended services. It will work with the County Council and its partners to narrow the gap in achievement between children from different backgrounds and will always include children who experience disability in the life of the school.

The Okehampton Archive School will be run by a skilled teaching team led by a head teacher employed by The Big Wide Talk Archive Schools Foundation within nationally agreed terms and conditions. The school will also be supported by a full-time Big Wide Talk amateur employed by the national charity and funded separately. A local governing body drawing representation from parents, staff, the community and Big Wide Talk will govern the school. The School will develop a parent council and a pupil council over time, sensitively shaped and legitimised by ongoing participation.

7. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

The Okehampton Archive School will not have a religious character.

Area or community that school serves

8. The area or particular community or communities that the school is expected to serve if different from that specified in the competition notice.

The school will serve the community outlined in the competition notice and will follow the guidance of the County Council with regard to catchment areas.

Admission Arrangements

9. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character—

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The school will comply with the terms and conditions of the Schools Admissions Code. We will work with Devon County Council and other local schools with regard to over-subscription criteria, particularly with regard to siblings.

As the Okehampton Archive School has no religious character, we will not prioritise places for children of a particular religion or children having no religion.

Grammar schools

10. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

N/A

Schools with a religious character or particular educational philosophy – parental demand

11. Where the school is—

- (a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion;
- (b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

The Big Wide Talk Archive Schools Foundation has at its heart the same ideals as the DCSF, excellence of education for all and parental involvement is central. The need for our innovative approach to achieving this best practice has been acknowledged by Devon County Council who, over the last two years, have invited us to work within two Learning Communities in Devon. This has included work in schools and children's centres. Parental involvement is key to the Big Wide Talk Archive School philosophy and there is evidence across the country that parents want to be more involved in their children's experience in school.

Sixth Form Education

12. Where it is proposed that the school will provide sixth form education, how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities,

for 16-19 year olds in the area.

N/A

Early Years Provision

13. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided—

- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- (c) evidence of parental demand for additional provision of early years provision;
- (d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- (e) the reasons why schools and establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

Provision of education and other services in the early years is key to achieving positive outcomes for children. Best practice in early years provision can mobilise the natural attributes of children, including the most disadvantaged. Furthermore, entry into nursery or other early years provision can be argued to be the single most important moment in the relationship between society and its citizens, both parents and children. Partnerships are established which will shape the evolving identity and character of each child and the expectations of parents for their children.

Big Wide Talk and The Big Wide Talk Archive Schools Foundation sees the provision of early years services as the cornerstone of their relationship to the public and therefore one of immense trust. We are exponents of best practice from birth and we are entirely not for profit. We therefore see it as a public duty to be a beacon for best practice nationally and locally. This means, as we have said in section 5 above, that our relationship with the Okehampton community and its needs for early years and extended services more generally must be sensitive and intelligent driven by rigorous ongoing participative research about the needs surrounding the interface between family and employment. Our provision within the school and within the wider community of providers will reflect this intelligent relationship. Our nursery provision will therefore offer a hub for professional development using reflective practice and persistent parental involvement.

Our policy at all times will be to work with the existing strengths in the provider

community seeking to extend the ethos and pedagogy of the school coherently, ensuring continuity for local children and enhancing capacity for innovation. We will not compete with other providers. (a)The school will have a 30 FTE place nursery which will provide 26 FTE nursery places (52 part time places) for pupils aged 3-5. This will then provide the necessary space for the school to develop childcare to meet the needs of parents locally. As childcare proposals are not subject to statutory proposals the main body of this notice relates to the 26 FTE places only.

The Big Wide Talk animateur will maintain an accurate picture of childcare need for the families who use the school and an up to date database listing all other local provision. Big Wide Talk events and related activity to engage parents in their children's creativity and learning will be shared with surrounding schools and other provision within a 3-mile radius and within the aegis of the Local Learning Community. This will set an agenda for professional development and further education of a highly locally specific nature, which Big Wide Talk will pursue enthusiastically, drawing in funding from diverse sources to sustain such development. Liaison with officers within the local authority will be prioritised.

We are clear that the Okehampton Archive School will be part of a locally accessible cluster of services and we will therefore work in close partnership with children's centres and officers of the local authority to determine the exact nature and number of places most appropriate to our locality.

Specialisms

14. Whether the school will have any specialisms on implementation and whether the proposer intends to apply to the Secretary of State for the school to be a specialist school from implementation.

The school will not be a specialist school from implementation.

Effects on Standards and Contributions to School Improvement

15. Information and supporting evidence on:

- (a) how the school will contribute to enhancing the diversity and quality of education in the area; and
- (b) how the school will help to raise the standard of education in the area and contribute to school improvement.

Parental Involvement

The national 10 Year Children's Plan places parental involvement as the unifying theme underpinning its plans to improve outcomes for all children including to enjoy and achieve.

The Okehampton Archive School will work *with* parents as experts in their children's lives and deliberately foster rich dialogue between parents and practitioners. A rigorously designed programme of interaction involving children, parents and practitioners is used to provide evidence of each child's creativity and learning. Analysis of this evidence by both parents and practitioners is then the driver for the shared construction of curriculum and pedagogical style. This continuous process routinely places children's creativity at the forefront of learning and teaching and is used to reflect on practice and in school self-evaluation processes. This is the method that The Okehampton Archive School will apply. It expressly reflects practice guidance for the new Early Years Foundation Stage due to be implemented in September 2008 which requires assessment to be

predominantly observational and for children's learning to be at least 80% self initiated within an imaginatively planned teaching environment. The teaching resources which Big Wide Talk has pioneered will be used across the learning community in a programme of interaction as we describe, emanating from the school but shared widely.

Outstanding practice in Early Years Foundation Stage

Since its inception Big Wide Talk has explored best practice to enable children's creativity and learning from birth to the end of the Foundation Stage and beyond. This work has been informed throughout by an expert group including academics and highly experienced teachers, managers and other children's services practitioners. Involvement with schools and local authorities demonstrates the success of this work.

"Over the last few years you have successfully engaged with a very large number of...practitioners and parents over the discussion and documentation of what children actually say and do... and it is clear that you have a valuable range of methods and tools that form a coherent process applicable to the assessment of individual children's needs... The materials on your website are extremely interesting and have already been drawn to my attention by colleagues working in Local Authorities and within the National Strategies." – **Pauline Hoare, Senior Adviser, Early Years Foundation Stage, Primary National Strategy**

This experience will be skilfully integrated into the provision of the Early Years Foundation Stage in The Okehampton Archive School through to the end of reception and beyond in accordance with all best practice.

Sustained exploration of transition

Information from Devon County Council indicates that it is not possible to predict pupil mix at this time. The Big Wide Talk Archive Schools Foundation understands the importance of times of transition within pupils' academic careers.

The programme of interaction provided through Big Wide Talk's method and tools will create continual opportunities for children to initiate their own play into Key Stage 1 and beyond. Opportunities for self-directed experience make the curriculum accessible to a wider range of children, enabling them to demonstrate and develop a wider repertoire of skills. Practitioners can then map each child's learning within the curriculum.

Reflective practice

Big Wide Talk has successfully used a form of participative action research to enable parents and practitioners to work together to understand how children learn and the best ways of supporting their learning. The process is essentially one of reflection, which is an essential part of continuous school improvement. The Big Wide Talk method and tools build reflection into everyday practice. Parents and practitioners use the method and tools to share their thoughts and to reflect on this shared understanding as a driver for change. This is particularly relevant to children with special needs and vulnerable children and supports the application of the Common Assessment Framework. The Okehampton Archive School will also build this reflective practice into the overarching systems for monitoring and evaluation.

Big Wide Talk methods will be available to all children, parents and staff in the school itself and across the local learning community. This will be done by means of biannual all-inclusive events such as *Tiverton Talks*.

Discipline

Achieving high standards does not rely solely on the quality of teaching and learning. The relationship between teaching and learning and the overall learning environment of the school, and through this the relationship between the school and the community, is also of paramount importance. Discipline is expressed in the way children perceive their school. Children attending the Archive School will be encouraged to be part of their school at every turn by their parents, their teachers and the community. School will be an

essential part of their identity, a place where they feel special and enjoy the vibrant diversity of their peers. Rights and responsibilities sit at the core of these relationships. The Okehampton Archive School will include ideas of autonomy, rights, responsibilities and justice in the curriculum, teaching these holistically in contexts relevant to everyday life in Okehampton. The children will be invited to record their own development in the school, in their family and in Okehampton using their unique archive. This will be a tangible account of what matters most to them and they will have complete rights of authorship and the corresponding responsibility. The nature and form of the school archive will be determined by the interests of the pupils, their families and the community. The archive could be electronic or it perhaps a three dimensional construction, but it would always reflect an aspect of local life and be at the heart of the school.

Administrative and technical support

The Big Wide Talk Archive Schools Foundation will draw on the expertise of the Big Wide Talk Children's Project to enable The Okehampton Archive School's governing body and senior management to concentrate their energies on teaching and learning, raising standards and delivering to the five outcomes.

The Big Wide Talk Archive Schools Foundation will shoulder the burden of budget setting, terms and conditions and employment issues for all staff, charging policy, complaints policy, freedom of information and governors' allowances. The Big Wide Talk Children's Project will employ the animateur and oversee and supervise all activities within the programs to demonstrate children's creativity and learning.

ICT and multimedia

Big Wide Talk has developed particular expertise in the effective use of ICT databases, web-assisted technologies and multimedia programs. We are keen to share this with pupils, staff and parents, in the school and in the wider community.

16. Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

Achieving the Every Child Matters Outcomes

Our approach will bring the school vision, ethos, pedagogy and discipline into meaningful harmony with the achievement of these national outcomes for every child irrespective of race, gender, religion or way of life. Our view is that there is a real and vibrant synergy between the achievement of these outcomes and our practice of demonstrating children's creativity and learning as a driver for community cohesion, family learning and the inclusion of children with special educational needs. More specifically within each outcome:

Be healthy

Specifically we will:

- Participate in the National Healthy Schools programme and work towards accreditation.
- Encourage families to give us a picture of any family health needs assessments as part of our ongoing record of their needs for extended services.
- Develop close working relationships with health visiting teams.
- Identify young carers.
- Systematically raise issues such as obesity, substance misuse, mental well

being, learning difficulties and disabilities within our participative action research methods with parents.

- Apply the “child-to-child” research method within school on topics of general concern identified by the children.

Stay safe

Big Wide Talk and The Big Wide Talk Archive Schools Foundation understand and value the contribution they can make to the Every Child Matters Agenda. The identification of children who may need additional support because of domestic violence, substance misuse, undiagnosed disability, the effects of inadequate or temporary housing, bullying and stress is essential. We will therefore be proactive in promoting an understanding of the Common Assessment Framework and the services to which it is a gateway, among the pupil, parent and staff bodies.

The Big Wide Talk approach to parental involvement using participative action research and film frequently focuses attention on needs in a highly effective and discreet way. Our approach will be to emphasise the complexity of need and the common nature of need rather than to pathologise. We will be actively seeking to raise awareness of need across the spectrum of needs within the community and to actively recognise the school as part of a continuum of services. We will be especially attentive to the particular problems faced by children in care and will seek to work in partnership with social workers to integrate work on identity and history within the archive ethos.

- Child protection policy will be a priority for the interim governing body and all staff. This will give early opportunity to liaise with other agencies in the cases of vulnerable children.
- There will be robust safeguarding procedures in relation to recruitment according to local authority and national guidelines. All Big Wide Talk staff, consultants and sessional workers have enhanced criminal record bureau checks.
- Policies and procedures regarding access to the site and movement within the buildings of pupils, staff and visitors will be drawn up in line with local authority guidelines and the particular needs of the school.
- The school will work with the community to develop a School Travel Plan and highlight road safety.
- The “child-to-child” research method will be applied to issues such as road safety identified by children in the school.
- Big Wide Talk has an established reputation for comprehensive and robust health and safety procedures. This process will be continued within The Okehampton Archive School.

Enjoy and achieve

Part of our core philosophy is that the demonstration of children’s creativity and learning acts as a spur for meaningful parental involvement and related school improvement. We demonstrate children’s creativity and learning by skilfully and deliberately engaging them in self-directed experience and learning. This approach (see also section 15) results in a pedagogy of people and place that is unique to Big Wide Talk. The construction of citizenship, rights and responsibilities and the integration of these ideas within the discipline and thereby the learning environment of the school is fundamental to this pedagogy.

The philosophy covers all children, irrespective of their individual and evolving attributes and is particularly inclusive to children with needs beyond the “mainstream”. This pedagogy encompasses all five outcomes for children: “child-to-child” research on

obesity can achieve just as much to *enjoy and achieve* as to *be healthy*, for instance.

We are engaged by the concern shown in the *Devon Children and Young People's Plan 2008-2011* to narrow the gap in achievement, clearly evident in some children. As we have said in section 13 we are especially aware of the potential impact of excellent practice in the Early Years Foundation Stage and note the decline in Foundation Stage Profile results, in relation to the national average and statistical neighbours, for Devon. Our practice will therefore be to ensure the best possible partnership with the children most likely to be in the lowest attaining 20% of pupils from the earliest possible moment. We will seek to have provision in school from birth designed to nurture these partnerships.

We will also recognise and seek to exploit the inclination of young children to be part of vertical peer groups by routinely engaging children and young people in secondary and further education in the life of the Okehampton Archive School.

Make a positive contribution

The Okehampton Archive School pupils will be encouraged to acknowledge the local aspects of their identity and the relationships between themselves and a growing responsibility for the place where they live and learn.

Young children are especially adept at reaching out across communities. We will actively encourage the engagement of all our pupils with specific community groups, for example, senior citizens in Okehampton.

Achieve economic wellbeing

Big Wide Talk Archive Schools Foundation and The Okehampton Archive School will take seriously the need to reduce the nationally documented achievement gap between children living in poor households and their better off peers. Our approach to parental involvement – prioritising the parents who live in the poorest places or the most excluded circumstances – is a deliberate and carefully thought through strategy to give every child an equal start in life. The Okehampton Archive School will understand how big a part it can play to secure these outcomes locally and nationally.

The Okehampton Archive School will contribute to the key objectives set out in the *Devon Children and Young People's Plan 2008-2011* by offering involvement in our ongoing programs to demonstrate children's creativity and learning. This means that young people in the 14-19 age range will have the opportunity to assist with the construction of sets and other applications, the use of film and other media, to be with, observe and enjoy the creativity and learning of young children and to support this learning through appropriate relationships.

Community Cohesion

17. The following information relating to the proposals—

- (a) how the school will promote and contribute to community cohesion;
- (b) how the school will increase inclusion and equality of access for all social groups; and
- (c) how the school will collaborate with other schools, and in relation to secondary school proposals, how the school will collaborate with colleges and training providers.

The Sustainable Community Strategy for West Devon Borough 2007-2010 lists the following challenges:

- Focus on personal responsibility

- Raise awareness of citizenship and the role of councillors
- Develop appropriate community engagement
- Harness local energy, commitment and ownership
- Promote social cohesion and inclusion
- Reduce the fear of crime.

The Okehampton Archive School will address each of these challenges holistically, relating each to its philosophy and pedagogy.

Big Wide Talk Archive Schools Foundation believes that community cohesion is a fundamental corollary of the provision of first-rate education. The one follows the other and vice versa.

Relationships at the heart of The Okehampton Archive School will flow from a dynamic pedagogy with an intrinsic commitment to equality. It is therefore no exaggeration to say that the life of the school will revolve around a systematic exploration of rights and responsibilities, fairness, individual and collective achievement, practicality, autonomy, authority and wellbeing. Children, parents and staff will be invited to be part of this enquiry at all times. The resultant behaviours will therefore provide a strong model for the life of the Okehampton community.

The system of parental involvement at work in the Okehampton Archive School will mean that parents and staff will continuously reflect on local conditions and the learning environment they are collectively able to provide for the children. This exploration will touch on all aspects of life in the community, from the diverse perspectives within the community. Parents and practitioners who have used these methods report that they are able to gain new insights and use these to mutual advantage:

“People have become more inclined to listen. Everyone needs to not just have a voice. Everyone needs to be heard. We talk about collective responsibility a lot. We are concerned sometimes that there will be some imbalances. What we have learned is that we are able to handle this if everybody knows what is happening and we share all of the information.” – **Parent Researchers, BWT York (Our Seaside Safari, www.bigwidetalk.org)**

The Big Wide Talk method and tools bring people together because they live in the same place or their children attend the same school. There are no other criteria. This means that the discussions, which are an essential part of the method, have diverse contributions and it is within this space that people can be enabled to explore difference safely.

“At Seaside Safari we all got on really well. We managed to share the task of being with the children as a group although there were glitches. Perhaps we were able to get on with each other because we knew we only had to make it for four days. If the time had been longer we might have had rows. We noticed that some other groups had rows. Even though we were all working as a group we all did things differently especially bedtime practices.” – **Parent researchers, BWT Plymouth (Our Seaside Safari, www.bigwidetalk.org)**

Sense of belonging for everyone in the community

The Okehampton Archive School will be very much a community school reaching out to each generation of residents and all sectors including business, institutions, networks and all other social and economic entities. The children will be at the forefront of this outreach. Big Wide Talk’s methods and tools have successfully engaged whole communities in the demonstration of children’s creativity and learning:

“ We had several older members of the community coming to see why their social life was put on hold [for a Big Wide Talk exhibition]. All were impressed and amazed by the gels [on the windows] and asked for them to be kept up. Three teenage girls came in and said, ‘Wow! The gels are really cool. They look good. Can we keep them?’ We showed three young men around who were suspicious about the temporary closure of the youth club. They were impressed and spread the word so that others followed. We showed the Community Centre user representatives round, who were amazed at the transformation. We collected many, many new stories and we began documenting the experience.”

– Parent researchers, BWT Avonmouth (The Cloth Place, Avonmouth www.bigwidetalk.org)

The Archive as a tool for community cohesion

Awareness of rights and responsibilities will sit at the heart of teaching and learning in The Okehampton Archive School. This will be uniquely symbolised by the central archive of the school, which will offer every child a space in which to develop ideas of autonomy, authority and identity. The rules governing the life of the archive will be that each child’s personal archive is sacred to that child, i.e. the child will determine the content (autonomy) and have absolute authority over the access to that space. The contribution to identity is obvious, but it is exciting that the growing depiction of this identity is continuously situated in the life of the school. At the same time, the system of parental involvement will draw staff and parents into a deep analysis of these relationships at work.

“We were also stunned by the concentrated collaboration of the children in the kitchen, the farmyard and the supermarket. They were not still for a second and with great poise and determination, worked around the seated adults taking advantage of sympathetic adult interaction, for example at the supermarket till, when this was available. Interestingly there were no fights, there were no tantrums, there were no injuries. Our children were outstanding.” - St Colomb Major School story, www.bigwidetalk.org

Collaboration with local schools

Many parents express concern that creating two schools in a relatively small community could cause fragmentation. We are especially concerned to prevent this. Our entire approach is to share best practice with all of the schools and other providers within a 3-mile radius of The Okehampton Archive School and with the Local Learning Community.

Consultation, planning and commissioning

Local authorities are increasingly required to commission all local services for children to the highest possible specification and in the most locally specific way. This demands ongoing dialogue with people where they live and work. In the interests of community cohesion it is vital that this process is persistent and conducted in some depth to avoid skewed snapshots of demand, which can lead to allegations of bias and unfairness. Big Wide Talk brings expertise and proven success to these processes. We have provided a number of local authorities with excellent qualitative evidence to shape their commissioning of children’s services. In addition, the documentary evidence or stories (see www.bigwidetalk.org) enable local parents to take part in democratic forums authoritatively and with substantial evidence supporting their views.

Accommodation

18. A statement as to whether accommodation will be adequate to meet the number of pupil places specified in the competition invitation notice.

The accommodation as outlined will be adequate to meet the number of pupil places specified.

Single sex or co-educational school

19. Whether the new school will admit pupils of both sexes or boys only or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

The Okehampton Archive School will welcome both girls and boys.

20. Where the school is to admit pupils of a single sex:

- (a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and
- (b) a statement giving details of the likely effect the new school will have on the balance of the provision of single sex education in the area.

N/A

Location

21. Confirmation that the school will be established on the site specified in the competition notice or where that is not the case—

- (a) the location of the site (including where appropriate the postal address or addresses if the school is to occupy a split site);
- (b) whether the school will occupy a single or split site;
- (c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);
- (d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;
- (e) details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;
- (f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and
- (g) the estimated costs of providing the site and a statement about how the costs will be met.

The school will be established on the site specified in the competition notice, i.e. on land at the eastern edge of Okehampton between Exeter Road and Crediton Road, OS Grid Reference: SX598/957.

Implementation of the proposals

22. Confirmation that the proposals will be implemented in line with the timing in the competition notice or, if this is not the case, the date when it is planned that the proposals

will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

The proposals will be implemented in line with the timing in the competition notice.

Activity	Time
Prospecting for additional funding to support Big Wide Talk methods and tools to include the role of animateur and provision for surrounding schools and settings within a 3-mile radius.	From 01/04/08
Collection of all available, appropriately authenticated quantitative and evaluative data at Lower Layer Super Output Area layer, Ward and District Authority levels.	From 01/04/08 and ongoing
Completion of proposal for Okehampton Archive School	07/04/08
Participation in public consultation	07/04/08-09/05/08
Preliminary exploration of recruitment options	From June 2008 dependent on decision of competition
Decision of competition	June 2008
Partnership building to deliver extended services	June 2008 – ongoing, dependent on date of decision
Placement of advertisement for head teacher	Dependent on date of decision but immediately afterwards. To be appointed by July 2009, to be in post by April 2010.
Appointment of Temporary Governing Body (TGB) - Big Wide Talk Archive Schools Foundation to process Enhanced CRB checks on members of its own board in advance of decision.	September 2008
Inaugural meeting of TGB	October 2008
Big Wide Talk to work with local authority regarding the design of the school building and site.	June 2008 and ongoing
Recruitment of animateur	In post by April 2010
Recruitment teaching staff (with head teacher in advance of taking up post)	March 2010
Big Wide Talk to process Enhanced CRB checks for staff.	March 2010
Receptionist and caretaking staff interviews	June 2010
TGB to liaise with local authority and parents about admissions.	Ongoing, completed by April 2010
Home visits to all incoming children.	Throughout May, June and to be complete by July 2010
Drafting initial school plan between head teacher TGB, Big Wide Talk and Big Wide Talk Archive Schools Foundation including initial curriculum planning, and essential policies.	Completed by March 2010
Staff training days.	August/September 2010
Invite other professionals and politicians to open days: councillors, police, speech therapy, health visitors, GPs, local childcare	Initial two days of Autumn Term September 2010

providers including childminders and staff from surrounding schools.	
Open days for children, parents, staff, members of the community and other professionals. (These days will run as events to demonstrate the children's self-directed creativity and learning.)	Initial two days of Autumn Term September 2010
Term starts	September 2010

23. Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the local education authority or by the proposers, and if the proposals are to be implemented by both—

- (a) a statement as to the extent that they are to be implemented by each body, and
- (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

a) The Big Wide Talk Archive Schools Foundation will use revenue and capital provided by the local authority to provide the land, building costs and staffing for the new school. The Big Wide Talk Children's Project will provide funding for the animator and related activities provided for schools and other settings within a 3-mile radius of the school.

b) The Big Wide Talk Archive Schools Foundation will provide funding for the provision of a locally specific archive in The Okehampton Archive School.

Project Costs

24. Confirmation that the proposers consider that the costs of establishing the new school can be met within the estimate of capital costs of providing the school outlined in the competition notice and, where they cannot be met within that estimate, an explanation of the reasons for the additional costs and how any shortfall will be met.

We consider that the costs of establishing The Okehampton Archive School can be met within the estimate of capital costs of providing the school outlined in the competition notice, therefore we expect the local authority to meet the full cost. The Big Wide Talk Archive Schools Foundation requires to have input into the final design of the school. Animator costs will be met by external funding.

25. A copy of a confirmation from the Secretary of State or local education authority or the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

26. Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

N/A

Travel

27. The proposed arrangements for travel of pupils to the school.

In line with Devon's Strategic Plan for Children, The Okehampton Archive School will seek to develop healthy and safe alternatives to car travel for pupils travelling to and from the school. Children will be encouraged to walk or cycle to school and the school will work with the local authority to ensure that routes are as safe as possible. (The school will have bicycle racks.)

It is anticipated that the initial intake of pupils will be from within a 2-mile radius, making cycling and walking a healthy and viable option for most children. The Okehampton Archive School will address the accessibility issues for children for whom this distance causes problems, in particular children with special needs, through discussion with parents and children.

We understand from the notice that it is likely that there will be a shuttle bus service to serve the new development during the initial year or so and the school will work to promote sustainable means of transport for pupils and other members of the community accessing extended services through the school.

Federation

28. Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

Big Wide Talk has no plans to federate with other schools at present.

Curriculum

29. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The Okehampton Archive School will meet the general requirements in relation to curriculum contained in Section 78 of EA 2002 and the five outcomes for children. We are also aware of the current curriculum review, which may give us greater flexibility in the content of the curriculum. The school will not deliver any 14-19 vocational education, although there will be opportunities for young people to develop their skills through volunteering as production assistants during exhibitions. (See section 5.)

The Okehampton Archive School will be a school at the heart of the community. The curriculum will be shaped by the locality and the community along with the best practice of the teaching staff. It will be linked at each Key Stage to exploring places, people and relationships close to the children's lives, which will help them make sense of the wider world. The local contexts, landscape, people and culture will serve as an immediate and powerful teaching resource across the curriculum.

Enabling the children's creativity is a fundamental principle of the Big Wide Talk approach and in The Okehampton Archive School this will play a pivotal role in securing parental involvement. On-going whole school events will produce virtuous loops where children use self-directed experience to mobilise their learning and creativity. These events will always include the use of film and other media, which can be accessed by children, parents and staff.

Children with special educational needs from within the school, and special schools more generally, will always be part of these events. Big Wide Talk has very particular experience of including children with special needs.

The Big Wide Talk method uses sophisticated new technologies in all of its work. This experience will be integrated in every aspect of the curriculum. There will be an expectation that every child and every parent will have access to the newly essential technologies of everyday life across the curriculum and extended services at home and in school.

We recognise that the core subjects need to be taught discretely. However, when appropriate, the core subjects of maths, English and science will be taught by making relevant links across the curriculum.

There is now a requirement in the Early Years Foundation Stage that achievement in all areas of learning is looked at alongside personal, social and emotional development. This will be our guiding principle throughout the school.

Staff

30. An outline of the proposed senior staffing at the school.

The school will have a head teacher and a designated leader for the Early Years Foundation Stage when the school opens in September 2010. Beyond this the staffing structure will evolve in response to its growth.

Specific educational needs

31. Details of the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

Big Wide Talk has an outstanding record of working with children with special needs from both mainstream and special schools. The Big Wide Talk method is profoundly inclusive as children's creativity and learning is at its heart and the capacity of children to enjoy and achieve is prioritised at all times. This is especially true of children with special educational needs and has proved to be a highly successful way of enabling children with special education needs to achieve, and for their families and carers to receive the support, training and information they need.

"The space allows B to be included in the same environment, he is so relaxed - this was a joy to see as he can display frustration when in a different environment. B has Autism... For me this opportunity felt really inclusive and offered high quality experiences to ALL." –
Early Years Practitioner, Bristol

The school will welcome children with special educational needs both in the school and in

the Early Years provision. We will also welcome children from special schools to take part in the demonstration events held in the school and ensure that these events are accessible to them.

The governing body, with The Big Wide Talk Archive Schools Foundation, will devise and implement a policy to provide inclusive curriculum access for children with special educational needs and disabilities, where their needs can be met effectively within mainstream school provision, in line with the Special Educational Needs Code of Practice 2001, Every Child Matters and the 2005 Disability Discrimination Act.

Big Wide Talk methods and tools are equally effective at providing appropriate teaching resources for children described as gifted and talented and we will actively seek to secure appropriate stimulation and progression for these children.

The programs that Big Wide Talk offers to demonstrate children's creativity and learning are also uniquely inclusive to children experiencing all levels of physical disability and we would offer extra places for these children within our extended services provision.

The Big Wide Talk Archive Schools Foundation fully understands the roles and responsibilities of schools regarding the rights of pupils with special education needs to have equal opportunity and access to high quality education without experiencing any disadvantage or discrimination. This is a philosophy that we whole-heartedly support.

The animateur will be responsible for promoting partnership working and involving professionals from all the services accessed by children, but particularly those with specific educational needs, in the Big Wide Talk method. This has been particularly successful in involving speech therapists, educational psychologists and SENCOs.

The Okehampton Archive School will seek to ensure the effective operation of the Common Assessment Framework where needed for the population it serves. Reflective practice will support the staff of the school to explore the needs of every child. An unobtrusive system of referral for other services will be established to support this as a whole school approach.

The Big Wide Talk method will build into the life of the school and facilitate high quality training for school governors, teachers, non-teaching staff and parents.

Voluntary Aided Schools

32. Where the school is to be a voluntary aided school—

- (a) details of the trusts on which the site is to be held; and
- (b) confirmation that the governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

N/A

Foundation Schools

33. Where the school is to be a foundation school, confirmation as to whether the school—

- (a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;

- (b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
- (c) will not fall within paragraph (a) or (b).

The Okehampton Archive School will have a foundation established under SSFA 1998. The school will not belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998.

34. Where the school is to be a foundation school which has a foundation—

- (a) the name of the foundation where known;
- (b) the rationale for the foundation and the particular ethos that it will bring to the school;
- (c) the details of membership of the foundation, including the names of the members;
- (d) the entitlement to appoint charity trustees and the number of trustees to be appointed;
- (e) the proposed constitution of the governing body;
- (f) details of the foundation's charitable objects;
- (g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002(1);
- (h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations(2) will be met;
- (i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and
- (j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

a) The Big Wide Talk Archive Schools Foundation will be the foundation for The Okehampton Archive School.

b) The Big Wide Talk Archive Schools Foundation has been set up to apply the Big Wide Talk model to the education of children attending Big Wide Talk Archive Schools. Within this model parental involvement is vital and vivid in every aspect of school life and learning is a virtuous cycle of reflection and collaborative effort: children, parents and professionals. In this way Big Wide Talk addresses the aims and objectives of Every Child Matters, The Children's Plan, The National Curriculum and The Early Years Foundation Stage while challenging children, parents and practitioners to do better, to be part of something greater than themselves and to build a better future for everyone.

In order to extend learning for children parents and practitioners, The Big Wide Talk Archive Schools Foundation will set up strategic partnerships with other bodies covering the development of: new technologies, social enterprises, participatory action research methodologies, film and related media as a mechanism for shared reflection and archiving.

c) The Big Wide Talk Archive Schools Foundation draws its membership and support

(1) Section 23A EA 2002 was inserted by section 34.
 (2) S.I. 2007/1287.

from The Big Wide Talk Children's Project (registered charity 1107018, registered company 5086481) and its network of established parent-practitioner groups. Big Wide Talk is in the process of finalising the trustees for The Big Wide Talk Archive Schools Foundation. These include experienced professionals from public life, Special Educational Needs and mainstream education.

d) The Big Wide Talk Archive Schools Foundation has appointed three trustees, each with proven expertise in education and the delivery of children's services. The Foundation is in negotiation to recruit two further trustees, one with expertise in disability (a disability commissioner) and the other an MP with specific expertise in rural affairs.

e) It is proposed that the Big Wide Talk Archive Schools Foundation will play its part in the governance of The Okehampton Archive School as set out below.

A temporary governing body will be set up immediately following the decision of the competition. This governing body will comprise four members of the Big Wide Talk board of trustees (including Chair, Treasurer and Chief Executive). We will invite Devon County Council to propose a local authority governor to sit on the board. In its mature state the Governing Body will have a membership intended to reflect the interest groups that make for a healthy and vibrant school community. However, for the first few months we will need to operate without a full complement of governors. We anticipate being able to appoint or elect Parent Governors in the second term of operation.

The temporary governing body will consist of:

- Interim head teacher
- One local authority appointed governor
- Four members of The Big Wide Talk Children's Project Board, (CEO of Big Wide Talk and three trustees including the chair.)

Once the school is established the Governing Body will consist of:

- Three parent governors
- Head teacher
- Two staff members
- One local authority appointed governor
- One community governor
- Three foundation governors to include Big Wide Talk Documentation Coordinator and the Finance and IT Co-ordinator.

The constitution of the governing body will be drafted by the interim governing body as a priority.

f) The Big Wide Talk Archive Schools Foundation objects are to:

- advance the education of the pupils at any school or at any other school in respect of which the Charity acts or has acted as a foundation; it being acknowledged that in carrying out this object the Charity must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts;
- advance and enhance the development and education of people of all ages and without distinction of race, nationality, gender, sexuality, disability or of political, religious or other opinions;
- provide or assist in providing facilities for recreation or other leisure-time occupations at all times of the year, including before and after school, weekends and holidays, in the interests of social welfare and in order to improve the

conditions of life of the public at large;

- advance the health and welfare of people and their families and to assist in enabling access to education and recreational and leisure facilities
- advance the education and training of persons in the provision of care, educational and recreational facilities; and
- provide assistance to the charitable objects of any school which are not state funded.

g) A parent council will be established in accordance with section 23A of EA 2002.

h) It is intended that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met.

i) The Foundation will contribute to the advancement of education at the school and raise standards by consistently applying Big Wide Talk methods and tools. (See section 15.)

j) The Foundation will contribute to the advancement of community cohesion and will impact positively on the diversity of school provision in the area by applying Big Wide Talk methods and tools as described throughout this proposal. (See section 17.)

Relevant experience of proposers

35. Evidence of any relevant experience in education held by the proposer, or proposers (other than a local education authority), including details of any involvement in the improvement of standards in education.

The Big Wide Talk Children's Project has evolved a period of seven years. Since the outset its mission has been to develop effective ways of working to improve outcomes for children. The support of learning has always been central to Big Wide Talk and is especially relevant to education and the delivery of children's services more generally. The Big Wide Talk model has become a holistic model uniting practice and planning in effective and place-specific ways. It is this acknowledged expertise that is driving The Big Wide Talk Archive Schools Foundation.

Big Wide Talk's board of trustees is led by Dorothy Wedge, who was a trained teacher and social worker before becoming Head of Integrated Services for Children in Cambridgeshire. She is also a trustee of Early Years Equality and was a board member of the Cambridge-based Opportunity Links until recently. Dorothy Wedge is also a trustee for The Big Wide Talk Archive Schools Foundation.

Ros Hipkiss is a trustee of The Big Wide Talk Archive Schools Foundation. A former head teacher, she is now a School Improvement Partner for Cheshire County Council.

Ann Jamieson is the Chief Executive Officer of Big Wide Talk. Ann led children's services in Newcastle upon Tyne in Social Services and as Head of Service in Education in Sheffield, set up and ran the Integrated Young Children's Service. She has extensive management and practice experience including: safeguarding; registration and inspection; juvenile justice; preventive services; the running of schools and children's centres; and has successfully managed complex childcare cases in the English and Scottish Courts, including an appeal in the House of Lords. She has managed large complex budgets and external funding contracts, including significant EU funds. Ann was

Director of the Early Childhood Unit at National Children's Bureau. She worked closely with HM Treasury during the lead up to Sure Start. As CEO of Big Wide Talk she has successfully managed the creation and growth of a new education charity, conducted complex best value reviews in education and children's services and managed all of the work listed below.

Since 2001 Big Wide Talk has worked with 16 local authorities involving no fewer than 86 primary schools. This work has included the production of 24 events to demonstrate children's creativity and learning, some attended by as many as 2,500 children across the range to smaller events involving 200 - 300 children. In every instance significant numbers of adults have attended and have gone on to use Big Wide Talk's method and tools to research their experience and that of their children. Big Wide Talk has published its findings (See www.bigwidetalk.org for ISBN information). Big Wide Talk has always worked with collaborative groups of parents and practitioners.

Endorsements

Big Wide Talk has been endorsed by key decision makers:

"Big Wide Talk makes a positive contribution to the Government's parenting agenda." –
Rt Hon Beverley Hughes MP, Minister of State for Children, Young People and Families

"This is excellent stuff...congratulations on the hard work and effort that has gone into making such a great piece of work." - **Prof. Sir Al Aynsley-Green, Children's Commissioner for England**

"I think a lot can be done with this to encourage both parents and teachers to understand the children's learning and also the amazing things they can achieve. I think what you are achieving is outstanding." - **Matthew Taylor, MP, Truro**

"Fantastically empowering services" - **Head of Early Years and Extended Schools, York City Council**

"Big Wide Talk reaches out to families across cultures and diverse needs." - **Nargis Khan, Cabinet Member, London Borough of Hackney**