



Department
for Education

Application form to set up a mainstream free school

Published: June 2018

Insert the name of your free school(s) below using BLOCK CAPITALS

RIVER ACADEMY

Contents

THE APPLICATION FORM EXPLAINED	3
APPLICATION CHECKLIST	5
DECLARATION	7
THE APPLICATION FORM	8
Section A – Applicant details and outline of school (use Excel spreadsheet)	11
Section B – Evidence of need for a new school in the area	12
B1 – Evidence of basic need	12
B2 – Need for good school places	17
Section C – Vision	18
Section D – Engagement with parents and the local community	18
Section E – Education plan: part 1	27
E1 – Curriculum plan	27
E2 – Measuring pupil performance effectively and setting challenging expectations	42
E3 – Staffing	51
E4 – Integration and community cohesion	59
Section F – Capacity and capability	69
F1 – A strong track record	69
F2 – The necessary experience and credentials to deliver the school to opening	76
F3 – An effective governance structure	84
Section G – Financial viability	90
Section H – The proposed site (use Excel spreadsheet)	92
ANNEXES	93
CV TEMPLATE	94

The application form explained

Before starting work on your application, please ensure that you have read the [how to apply guide](#) carefully as this sets out the criteria by which your application will be judged. Each criterion includes information you must provide for your proposal to be assessed. All criteria are important and you should complete your entire application with care and consideration.

If you do not provide the relevant information in your application for any of the criteria, or we judge that the information provided in any section of your application is weak when assessed against the criteria, it is likely that we will not assess the rest of the application and your application will be rejected.

Submitting Sections A to H

Completed applications to open a free school should be submitted by **midday on 5 November 2018**. This should include the completed Word and Excel application forms and the financial template (where appropriate).

Please use the application checklist in the Word application form to ensure you have completed all the relevant details and are submitting the application correctly. **All documents should be received by the specified deadline in order for them to be considered.**

Submit **your application by email** to: FS.applications@education.gov.uk. Please title your email as follows: **Free School Application – [insert Free School Name]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the application is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

In addition, send two hard copies by a guaranteed delivery method (applications may be hand delivered) to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Electronic files must:

- be identical to the hard copies submitted by mail; and,
- include the name of your proposed school in the file name of both your Word and Excel documents.

Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;

- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

The contents of the financial template and Excel application form are excluded from the page limit. Annexes are also excluded from the page limit and should be restricted to CVs of key individuals and marketing leaflets.

Submitting Section I

We require a [Section I Suitability and Declarations](#) form for each member and trustee of the academy trust, as well as the principal designate (when appointed) who has not submitted this form within the past 365 days. Please provide details of any individuals who have already submitted Section I forms within this time period: this should include their names, their role and position of each such individual within the trust. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gov.uk stating the name of the school in the subject line.

Data protection

Please see Annex H of the [how to apply guide](#) for full information about how we will use your personal data. Personal data is collected on the Word and Excel application forms in order that the Department for Education can consider the application to set up a free school. The Department for Education is the data controller for personal information collected on the Word and Excel application forms and for ensuring that this information is processed in accordance with the requirements of data protection legislation. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors.

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving wave 13 school applications.

Please note that the Department for Education is committed to being as transparent as possible. As such, if your application to set up a new school is successful, the Department for Education will publish the successful application on gov.uk. The following information will be redacted from the application and will not be visible to the public: private addresses; private email addresses; private telephone numbers; commercially sensitive information; specific site locations; and CVs.

All other information, including the names of individuals and organisations mentioned in the application, will be published. Please notify any individuals or organisations that you have named in your application that their information will be processed by the Department for Education during the assessment stage, and that if successful, the application will be published on gov.uk as detailed above.

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	<input type="checkbox"/>
Section B – evidence of need for a new school in the area	<input type="checkbox"/>
Section C – vision	<input type="checkbox"/>
Section D – engagement with parents and the local community	<input type="checkbox"/>
Section E – education plan	<input type="checkbox"/>
Section F – capacity and capability	<input type="checkbox"/>
Section G – financial viability (including the financial template where appropriate)	<input type="checkbox"/>
Section H – the proposed site (Excel, do convert this file into a PDF)	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>
6. Re-applications only: Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	<input type="checkbox"/>
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member and Chair of Maiden Erlegh Trust

Print name: Nicholas Jones

Date:

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

The application form

The information we ask you to provide in your application is proportionate to the experience of your group. For each criteria, different groups will be asked to provide different information. If you do not provide enough information in any section, your application is unlikely to be successful. Therefore, you will need to read each section of the [how to apply guide](#) carefully to ensure you provide the right evidence.

Section	Where you should provide the information	Information required of different applicants
A1 – Tell us who you are	Excel spreadsheet	All applicant groups must complete this section in full.
A2 – Your chosen school		All applicant groups must complete this section in full.
B1 – Evidence of basic need	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • 16-19 provision (including a secondary school with a sixth form). • a nursery.
B2 – Need for good school places	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
C – Vision	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you already have open schools. • you are proposing a primary or all-through school.
D – Engagement with parents and the local community	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • a nursery. • a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.

E1 – Curriculum plan	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E2 – Measuring pupil performance effectively and setting challenging expectations	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E3 – Staffing	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing. Additional information is required if: <ul style="list-style-type: none"> • your application includes a nursery. • you do not currently run any state-funded schools.
E4 – Integration and community cohesion	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you are applying to open a school with a religious character.
F1 – A strong track record	Word form	This section is only relevant to those applicants with at least one open state funded school.
F2 – The necessary experience and credentials to deliver the school to opening	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying to establish a faith designated free school.

F3 – An effective governance structure	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying for more than one school.
G – Financial viability	Financial template	If you have previously opened a free school, we will use data that we already hold to assess this section. If you have not previously opened a free school, you must complete this section in full. Additional information is required if your proposal includes a nursery.
H – The proposed site	Excel spreadsheet	All applicant groups must complete this section in full.
I – Suitability of applicants and due diligence checks	Section I Suitability and Declarations form	This section is relevant to all applicant groups.

Section A – Applicant details and outline of school (use Excel spreadsheet)

Section B – Evidence of need for a new school in the area

B1 – Evidence of basic need

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Reading Borough Council (RBC) district is among the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve. This, alongside a demonstrable basic need for additional secondary capacity, results in our firm belief that a new 11-16 secondary school is required in the borough from 2021. The new school would serve North Reading.

Current Capacity

Table B1 – Secondary School Capacity 2018-19

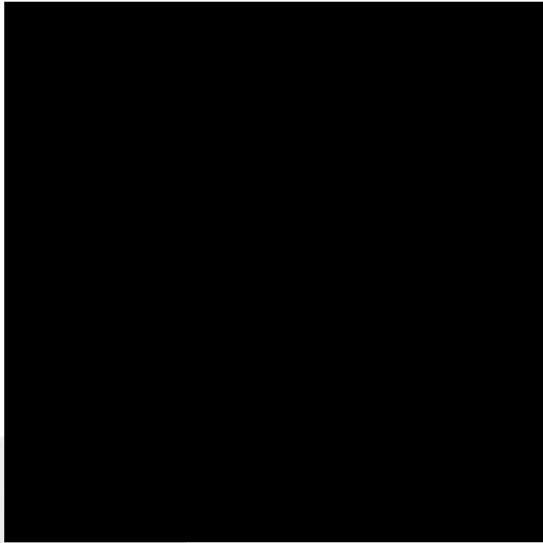
Place Planning Area	School	PAN 18/19	Distance from proposed site
North	Highdown School	250	1.2 mls
North Place Planning Capacity		250	
Central-West	The WREN School	168	1.4 mls
Central-West	Blessed Hugh Faringdon	155	1.6 mls
Central-West	Prospect School	240	1.9 mls
Central-West Place Planning Capacity		563	
South-East	Reading Girls School	170	2.3 mls
South-East	Maiden Erlegh School in Reading	180	2.2 mls
South-East	John Madejski Academy	180	2.9 mls
South-East Place Planning Capacity		530	
Selective	Kendrick School	24	1.3 mls
Selective	Reading School	38	1.7 mls
Selective/Out of Borough Place Planning Capacity		62	
Reading Secondary PAN		1,405	

Table B2 – SCAP Data submitted by Reading Local Authority to DfE in 2018

Place Planning Area	Capacity	SCAP Data submitted by LA in 2018						
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
North	250	259	283	272	493	454	474	463
Surplus/(Deficit) - North		(9)	(33)	(22)	(243)	(204)	(224)	(213)
Central-West	563	444	533	530	553	562	585	607
Surplus/(Deficit) - Central-West		119	30	33	10	1	(22)	(44)
South-East	530	371	426	421	387	434	436	411
Surplus/(Deficit) - South-East		159	104	109	143	96	94	119
Selective	246	246	246	246	246	246	246	246
Surplus/(Deficit) - Selective		0	0	0	0	0	0	0
Reading Secondary Capacity		269	101	120	(90)	(107)	(152)	(138)

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Table B1 identifies the current secondary capacity of 11-16 provision within Reading Borough. Whilst previously Reading was considered as one planning area for secondary place planning, the DfE now recognises Reading as having three distinct geographical place planning areas for secondary admissions: North, Central-West and South-East (see map below). The star marks the approximate location of the new school.



North Reading is currently served by one secondary school, Highdown School, which has a Year 7 PAN of 250. In 2017-18 there were 477 pupils who had selected this school as their preferred choice. The Local Authority attempted to offer places at other secondary schools in the borough, however only 7 pupils took up places at alternative schools. (Source – Reading Borough Council).

The South-East planning area would appear to have surplus capacity throughout the planning period, however it is important to note that, of the 530 places available in this area, Reading Girls School offers 170 places, of which 42 are selective places. Reading Girls School, in the context of single sex admission has been significantly under capacity in recent years and in 2018 had 61 unfilled places.

Reading has 7 non-selective secondary schools in the borough with a collective Year 7 PAN of 1,343. Additionally there are two selective secondary schools with a combined Year 7 PAN of 246, although both schools have historically only allocated 25% of their admissions to Reading Borough pupils. For the purposes of assessing basic need therefore, we have assumed a Year 7 PAN of the selective schools of 62 (25% of 246 places). The current Year 7 intake capacity of secondary schools within Reading Borough is therefore 1,405.

We are aware that Crosfields School are planning to extend provision to 16 years of age, and that Kendrick School are consulting on an expansion project which, if successful, would be funded by the Selective Schools Expansion Fund. This would potentially result in a further one form of entry to that school. On this basis, their Year 7 PAN could increase by a further 8 places, or 25% of a form of entry of 32. We recognise the Selective Schools Expansion Fund is themed around local need and therefore could result in all 32 places being taken locally, if the project is successful.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Even if this is the case, however, these additional places would not come close to addressing the underlying local need.

Basic Need

Table B2 outlines the SCAP data provided to the Department for Education by Reading Borough Council in 2018, as yet unpublished by the DfE but provided to the Trust by the Local Authority to support our application. The data provided by the Local Authority can be found at Annex B1.

The data shows that, by 2021/22, there is an immediate deficit of places in North Reading which, by 2021, reaches a deficit of 243 places and supports the need for an additional secondary school in that area of the borough, which will provide six forms of entry.

The SCAP data referenced in Table B2 does not include the potential effect of new development in Reading.

Under the latest development plans for Reading, outlined in the “*Reading Borough Local Plan 2017*” 2,514 new homes have been delivered during 2013-17 within the Borough and there are plans to deliver an additional 13,563 homes to the Reading Borough at an average rate of 671 homes a year until 2036. This will create a significant increase in the secondary school-age population of the Borough. Although not all the developments in this plan have been finalised, a selection is shown in the table below to illustrate how the development will generate addition secondary school pupils.

Table B3 – Potential number of new secondary school pupils (across Years 7-11) that a selection of relevant proposed new housing developments in Reading could theoretically yield.

Name of <u>Approved</u> Housing Development within commutable distance	Expected number of resulting new dwellings	Potential secondary pupils' numbers (yield) assuming 4* new pupils per year group 100/dwelling	Distance from proposed location of River Academy (miles)
Friar Street Sainsbury's Store	135	27 new secondary pupils	0.71 miles
Weldale Street	427	85 new secondary pupils	0.51 miles
Former BMW Garage, Napier Road	315	63 new secondary pupils	1.07 miles
Crown and Silver Street	80	16 new secondary pupils	1.20 miles

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Royal Elm Park Development	618	124 new secondary pupils	2.84 miles
Totals	1,575	315 new secondary pupils	

Table B3 shows that these developments will give an estimated yield of an additional 315 secondary school pupils to the Borough, which will in turn have an impact on pressure for school places.

In addition to this, Reading Borough Council has taken a number of steps to increase primary school places to deal with an increase in demand, as laid out in the Reading Borough Council publication “*Shaping Reading’s Future: Our Corporate Plan 2018-2021*”

For example, the Council has recently confirmed that it has completed a ■■■■ million expansion programme to create 2,500 additional primary school places”. The demand that required this large-scale expansion of available primary school places will flow through to the secondary phase in the next 10 years. An expansion of the number of secondary school places in the borough will therefore be required to deal with the increased numbers of pupils that will be coming into the secondary phase.

Table B4 (below) indicates that, in volume terms, the number of 11-16-year olds resident in the Reading Borough locality is projected to increase by 2,162 children between the years 2018-2028. This in turn, will have an impact on secondary school capacities in the Local Authority area. This is an increase of over 20% in the 10 years between 2018 and 2028.

Table B4: Projections for population(s) of 11-16-year olds (source ONS 2016)

LA area: Reading Borough Council	2018 Population	2021 Population	% change by 2021	2028 Population	% change by 2028 (from 2018)
11-16-year olds	10,466	11,983	+14.49%	12,628	+20.66%

Conclusion

In summary, there is a weight of evidence to support the need for a new secondary school in Reading Borough from 2021.

The investment made by the Local Authority to create an additional 2,500 additional primary places will result in an increased burden on secondary places moving

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

forward. The population data from the ONS suggest a 20% increase in the number of 11-16 year olds living in the borough by 2028, all of whom will need access to school places.

The scale of new developments approved in the locality will likely provide further demand for secondary places and the likelihood is further enhanced by the Crossrail terminal that will be open from 2019.

With reference to the latest SCAP data for 2018, supplied to the DfE and provided to Maiden Erlegh Trust by the Local Authority to further support our application, there is a clear and demonstrable need for additional 11-16 secondary places across Reading from 2021 not including the additional demand created by the approved developments.

Whilst basic need can be demonstrated across the borough, it is clearly evident in the north of the town, currently served by only one secondary school and it is in this area where it is proposed to build the new school.

Please tick to confirm that you have provided evidence as annexes:



B2 – Need for good school places

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

Reading has been identified by the DfE as one of the local authority districts that has the lowest standards and lowest capacity to improve.

Maiden Erlegh School, in the context of secondary provision in the Reading area, performs significantly above both local authority and national averages for progress and attainment. Maiden Erlegh Trust schools make a considerable contribution to providing strong school places for young people in Reading.

Our schools’ performance has been acknowledged by Ofsted reports in June 2018 and September 2018 (for Maiden Erlegh School in Reading and Maiden Erlegh School respectively) and by outcomes for Maiden Erlegh School. Furthermore, our commitment to benchmarking our performance on a continuous basis has seen both schools achieving national awards for their work with different groups (e.g.: more able, pupil premium), with the community (Equality Award) and with parents (Leading Parent Partnership Award).

Furthermore, the Trust has recently embarked on its sponsorship of Chiltern Edge Community School, rebranded as Maiden Erlegh Chiltern Edge, where we anticipate that our tried and trusted processes, alongside the work of our Teaching School, will help to improve outcomes at that school also. Our initial engagement with the school, pre-sponsorship, was acknowledged by Ofsted in its monitoring report of November 2017.

The area identified in need of good school places is currently only served by one secondary school which is heavily oversubscribed, and offering no high quality local alternative.

A new secondary school for the area will alleviate the basic need issue and, based on our track record and specific planning for this project, provide parents with a high quality, local alternative for their children and help to improve outcomes for the children of North Reading.

Please tick to confirm that you have provided evidence as annexes:

If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.

Section C – Vision

C1 – Vision

Rationale for River Academy

Positive Respectful Independent Determined Excelling

- River Academy will aim high in all aspects of its work and for all students and staff and instil a sense of PRIDE in themselves, their work, their school and their community.
- River Academy will prepare students academically, vocationally and personally to be well-rounded, confident, competent and positive students, employees and citizens.
- River Academy will be a leading educational establishment in the local area supporting training and development of new and established teachers and support staff.

In order to do this there are eight core elements of our vision

- Culture: welcoming, positive, respectful and orderly learning
- Ethos: participation, hard work, wellbeing and rising to challenges.
- Curriculum: aspirational and integrated academic, vocational, employability and PSHE
- Teaching and learning: sustained and inspirational – in class and enrichment.
- Accessibility: personalised, regardless of need, background or ability.
- Discovery: students and staff who seize opportunities to explore wider learning.
- Staff: highly talented and respected professionals.
- Leadership: considered organisation and open communication with moral purpose

Rationale: how do we know this is the right vision?

The town is richly diverse but there is stark variation in the needs of specific communities (some geographically very close). Our strategy of using the best of our ethos and practice, adapted to the needs and aspirations of local families is highly effective.

Our knowledge stems from Maiden Erlegh Trust's track-record of providing high quality education for Reading students and working closely with the authority, not least on the opening of our successful free school in the west of the town. We have also reviewed

C1 – Vision

current school data (primary and secondary) and 2018 Census data, and taken into account local knowledge and business links.

River Academy is likely to take in from a relatively wide area initially. Based on the proposed site for the new school, we the student body is likely to have the following key characteristics.

- 11-16 mixed comprehensive
- BME: ca 40% (*Asian, Black and other white e.g.: likely Polish*)
- Expected EAL: 30-35%; DA: 14-35%; SEND: ca 12% with ca 4:1 K:E mix
- Expected prior attainment mix on entry: 20% LAP; 50% MAP; 30% HAP (*primary outcomes are improving overall but there are still relative weaknesses in writing for example*)
- Six-form entry (max 900 students)

Additionally, our local knowledge and data reviews show that:

- Local provision is inconsistent (based on performance tables and Ofsted outcomes) though improving in places, locally in terms of outcomes.
- Progress and attainment generally, overall and by prior attainment band, is average, but dips below average in five local secondary schools for disadvantaged students.
- Similar primary profile but with a number where significant numbers of DA students are not meeting national standards, and even in the best schools a quarter are not.
- EAL students perform better generally and we will further improve performance in particular with an emphasis on reading and writing, and developing cultural capital.
- More able students are not always accessing EBACC subjects (in 4/5 local secondary schools, the proportion of high attainers entering EBACC was below national).
- Potential feeder primary schools indicate that %EHCP is generally in line with or higher than national with wide variations in the %EAL and the %Disadvantaged.
- Generally mobility in local secondary's is low which is not surprising given the community roots established in the area by different groups (e.g.: places of worship, businesses etc.).

C1 – Vision

- Persistent Absenteeism (and by extension engagement) is an issue in some schools.

This truly comprehensive intake is a characteristic of Maiden Erlegh Trust schools, and one which we are proud to serve.

River Academy’s key innovative features

Integrated academic, vocational, employability and PSHE curriculum

Our model allows for students to combine academic and vocational subjects, thereby breaking down the stigma linked to vocational courses. Running through all elements of our curriculum will be a “golden thread” of employability and work-related-learning e.g.: public speaking, leadership, team working, customer service and recruitment skills. These will be practised through community service, volunteering and work experience, as well as in class.

Vocational focus: enterprise, customer service, digital and creative media

Rather than offering a broad range of vocational courses, especially in fields already well served in other schools (e.g.: STEM by the town’s outstanding UTC), we will specialise on other key skills needs (see also Section E). We believe that this focus will enable us to target curricular and employability teaching and practice, and develop students’ mastery of these skills. This will give our work clarity and purpose for all stakeholders and partners, and complement other local offers, thereby reducing local competition for teachers and other resources.

Our Careers Leader, whose work was described in Maiden Erlegh School’s recent Ofsted letter as “exemplary”, will support establishing this programme. We will link with some of our existing business partners e.g.: Kier Construction, Rapid7 (Cybersecurity software vendors) and Thales (Technology and engineering) but also Allied Technical Centre, AWE, Cisco International Ltd, KPMG, Marks and Spencer, Met Office, Prudential Plc, Royal Berkshire Hospital, SAE Institute UK, Savills Plc, Thames Valley Police.

River Academy will also become a partner in our Careers Fair and other events throughout the year which will provide concrete experiences for students to meet and work with employers, and to provide work experience in Year 10.

Individual Learning Plans (ILPs) (see p.33)

Each student will build up an ILP which follows them through their school career. It will outline strengths, areas of focus and track progress and mastery of personal development and employability skills. Our learning, especially working with Disadvantaged students, is that the more they have ownership of their learning, but also of their entitlements and responsibilities, the more engaged and positive they are

C1 – Vision

– and the better they do. We will apply this principle to all students and ILPs will become the main vehicle for support and celebration of successes and will help them prepare for their next steps post-16.

River Academy: implementation plan

The school will have many similarities to Maiden Erlegh in Reading, as an urban school but there are some key differences in this project:

- The subtleties of the community mix are different and we will need to adapt the emphasis of our inclusion and safeguarding provision to ensure we create the best possible environment for success (see Section E4).
- There will be a need to develop literacy, but not just basic skills. Given the ability range, and large numbers of students who would be classed as upper middle-ability or higher ability, it will be important to develop (from the beginning) academic literacy, including oracy.
- A creative and judicious use of technology will support learning, educate students on its wise and appropriate use and prepare them for further study and the work place.
- Specific wrap-around provision to support students, academically or socially (and by extension families).
- Clear and open communication with all stakeholders and primary feeders will underpin our work so that all have opportunities to contribute to school developments.
- When parents are well inducted and informed, students do better. This is especially important for parents who may not fully understand the British education system.
- Pupil Premium Grant transparency: we will work with students and parents to ensure they understand our strategy and their personal entitlements.
- We will use robust baseline assessments to mitigate for the variety of primary feeders and also to ensure we are stretching all students cognitively (e.g.: using PIXL Microwave).

As a result of our implementation:

- Students will make progress above the national average overall, by prior attainment group and by significant sub-group (e.g.: EAL and Disadvantaged)
- Stakeholder surveys will confirm that we have successfully put vision into practice.

C1 – Vision

- Data and surveys will confirm that students behave positively and respectfully in and around the school and represent the culture and values of the school at all times.
- Staff surveys and recruitment and retention figures will show that the school is a positive, innovative and supportive place to work, for teachers and support staff.
- All Year 11 students will have a positive destination secured before leaving the school.
- The Gatsby Benchmarks* for Careers will be met and the school will have a positive reputation for developing high quality post-16 students, apprentices and employees.
- Ofsted rating of at least good by first inspection.

Overarching vision for Maiden Erlegh Trust

Maiden Erlegh Trust currently runs the following schools:

Table C1: Maiden Erlegh Trust Schools

School	Phase	Ofsted Grade	Characteristics
Maiden Erlegh School	11-18	Grade 2	1390 + ca 440 post-16 Mixed comprehensive Consistently oversubscribed
Maiden Erlegh School in Reading	11-16	Grade 2	720 (900 when full next year) Mixed comprehensive Oversubscribed since opening
Great Hollands Primary School	3-11	Grade 4 Improving Well	Sponsored since July 2017 402 (600 capacity) Mixed Primary
Maiden Erlegh Chiltern Edge	11-16	Grade 4 Improving	Sponsored since August 2018 388 (934 capacity) Mixed comprehensive
Whiteknights Primary School	3-11	Grade 2	HTB Approved - joining Feb19 471 (480 capacity) Mixed Primary

Three of our schools are located within Reading Borough, or take Reading Borough students. Our Trust and Teaching School form a trusted local educational organisation because we have shown that we combine the implementation of our high standards and rigorous and thoughtful ways of working with judicious adaptations to each local area.

We believe that River Academy fits exceptionally well with the Trust's values and ethos and will become a "school for the community, school as a community". It will have the Maiden Erlegh values running all the way through it, but be adapted to the needs of its

C1 – Vision

students. We will draw on our experience of running successful existing secondary schools and Teaching School in order to support and train new staff at all levels and develop prospective leaders. We will also bring a raft of Central Services expertise and effective policies and procedures for 11-16 schools.

We know our methods work e.g.: Maiden Erlegh School In Reading Ofsted in June 2018 *“the tried and tested practice and policies of the Maiden Erlegh Trust ... create an inclusive school which meets the needs of its pupils well”*. Similarly the Ofsted letter to Maiden Erlegh School in September 2018 *“The board of trustees provides highly effective support and challenge to school leaders. Trustees know their roles well and strong communication ensures that they have an accurate understanding of the school’s strengths and priorities.”*

This project will enable the Trust to contribute more to a local education landscape so that children and young people have equal access to an excellent education at their local school.

The project fits in with our broad growth plan and would complement our other secondary work. It would also link with our planned primary expansion, working with Whiteknights School, which may include at least one feeder primary for River Academy.

Whilst we have not put a limit to our expansion, we believe that an expansion rate of two schools per year is achievable.

Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

We have undertaken a number of activities in order that we can better understand the views of the local community and prospective parents with regard to opening a new secondary school in the area.

Our first step was to create a website www.river-academy.co.uk in order to provide a single, professional view of the project and a method by which stakeholders may communicate with the project team.

Through the ‘Have Your Say’ section we generated 89 responses to our questionnaire which generated the following data:

- 83% of respondents were prospective parents
- The prospective parents had an average of 1.8 children due to attend secondary school from 2021
- 69% of respondents said they would choose River Academy as their first preference secondary school
- 60% of respondents felt that local secondary school standards in the area needed to improve

Written feedback from those who visited the page focused on the following areas:

- Quality curriculum – “relevant to modern times” but broad and balanced (including arts)
- Behaviour Management
- Inclusion (esp. SEND and mental health)
- Recruitment of quality teachers

We also canvassed a total of 74 people outside likely feeder primary schools to gain an understanding of their views of what River Academy should be like. The general feedback received was:

- They want a good secondary school in the local area
- They want a school that is inclusive
- They want a broad curriculum with both an academic and a vocational focus

D1 – Successful engagement with parents and the local community

In addition to this, we have created a Twitter page, @RiverAcReading, to allow the project team to provide updates to followers. The page currently has 48 followers.

Our marketing material is included in Annex D1.

Community Engagement Event

The project team held a community engagement drop-in event on 15 October 2018 in which the project team were available to talk about our proposal to open River Academy.

Available to review were: branded banners displaying our vision and ethos; preliminary plans for the school site and our vision of what it may look like; handouts showing our proposed curriculum offer and an introduction to Maiden Erlegh Trust.

Whilst the event was not significantly well attended, it has generated interest which is being followed up. We plan to hold further community engagement events throughout the pre-opening phase. In order to ensure an improvement in turnout we would plan to hold these events nearer to the planned location of the school and work more closely with the local feeder primary schools to generate interest. Offering sessions at a range of different times throughout the day should also result in an improved attendance.

Contact with local schools

We have written to the local primary schools who are most likely to feed into River Academy to request letters of support, and request ongoing feedback through our website.

As we move through the pre-opening phase of the project, we would target parents of children in Year 3 and below whose children would filter into the secondary system around the time of the planned opening of River Academy. We will also set up initial meetings with Headteachers to engage with them on the project and look for their support in identifying disadvantaged groups with whom we can work with to further shape and refine the vision for River Academy.

Initial contacts with local businesses

Working closely with our Trust Careers Lead and current business partners, we will refine our approach to the delivery of our vocational offer and our cross-curricular employability offer, so that it meets the specific objectives we have set for this school: customer service, digital communication and enterprise.

Pre-Opening Engagement Activity

We will run further drop-in events in prospective feeder schools and potentially local community venues to ensure that stakeholders have varied opportunities to feed in. If

D1 – Successful engagement with parents and the local community

necessary we will provide materials/presentation in key community languages to support families for whom English may be an issue. We will also work with key partners to fine-tune our employability and careers curriculum to ensure it meets their needs.

Throughout the process we will provide regular updates to stakeholders on developments through our various platforms, and hold regular town hall events so the community are aware of plans and will have the opportunity to provide continuous feedback and intelligence to our plans.

Section E – Education plan: part 1

Table E(a)							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12							
Year 13							
Totals	180	360	540	720	900	900	900

As was the case when we opened Maiden Erlegh School in Reading, we plan to build the school up from Year 7 with an intake of 180 pupils each year until the school is full. This approach is supported by the basic need data as set out in Table B2 and will allow the school to grow in a sustainable way.

E1 – Curriculum plan

Table E1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
FOUNDATION (Y7/8)	23	C	For all students not on the Pride Pathway (see below)
English	4	C	Core
Maths	4	C	Core
Science	3	C	Core
MFL	2	C	Global
Geography	2.5	C	Global Two-week timetable
History		C	Global Two-week timetable
Drama	1.5	C	Performance, Presentation & Self
Music		C	Performance, Presentation & Self
PE	2	C	Performance, Presentation & Self
Personal, Spiritual, Moral, Social, Cultural (PSMSC)	1	C	Performance, Presentation & Self <i>(This includes elements of Religious Studies, Work Related Learning)</i>
Art	1	C	Creative & Digital Enterprise
Computing	1	C	Creative & Digital Enterprise
Food	1	C	Creative & Digital Enterprise
FOUNDATION (Y7/8) PRIDE PATHWAY	23	C	For students arriving with below national average attainment in both English and maths.
English	5	C	Core
Maths	5	C	Core
Science	3	C	Core

Humanities	2	C	Global (Project-based learning with literacy & numeracy and skills focus).
Drama	1	C	Performance, Presentation & Self
Music	1	C	Performance, Presentation & Self
PE	2	C	Performance, Presentation & Self
Personal, Spiritual, Moral, Social, Cultural (PSMSC)	1	C	Performance, Presentation & Self (This includes elements of Religious Studies, Work Related Learning)
Art	1	C	Creative & Digital Enterprise
Computing	1	C	Creative & Digital Enterprise
Food	1	C	Creative & Digital Enterprise
KEY STAGE FOUR (Y9-11)	23	C	For all students unless identified as needing a KS4 Pride Pathway – estimated numbers very small (<8)
GCSE English Language and GCSE English Literature	4	C	Core
GCSE Mathematics	4	C	Core
GCSE Science Dual Award	4	C	Core
One of: GCSE MFL GCSE Geography or History	2	Option 1	Global
One of BTEC Performing Arts WJEC Customer Service GCSE PE & Sport GCSE MFL	2	Option 2	Performance, Presentation & Self

GCSE Geography or History			
Core PE	2	C	Performance, Presentation & Self
Personal, Spiritual, Moral, Social, Cultural (PSMSC)	1	C	Performance, Presentation & Self <i>(This includes elements of Religious Studies, Work Related Learning)</i>
One of GCSE Computer Science GCSE Economics VCert L2 Business & Enterprise GCSE Art and Design BTEC Digital & Creative Media	2	Option 3	Creative & Digital Enterprise
Any one from Option 1-3 subjects	2	Option 4	Free Choice
Key Stage Four Pride Pathway	2-4	<i>Replaces 1-2 Options</i>	For students who cognitively would not be able to cope with a full Key Stage Four curriculum – based around <ul style="list-style-type: none"> • <i>ASDAN in Y9/10</i> • <i>Level 1/2 enterprise Y10/Y11</i> • <i>Extended work experience Y11</i> • <i>Independent life skills Y11</i> • <i>Basic literacy and numeracy reinforcement Y9-11</i>

Length of school day , including any enrichment time.	Rationale for the school day format The planned school day will be different from a typical Maiden Erlegh school day, with a later start and early finish on Monday and Friday.
--	---

The reasons for this are:

- Given the proposed location near lots of businesses this will help reduce traffic pressure around 9am
- It will allow for those staff who want to run clubs before school to do so at reasonable times.
- It will allow for students who accompany younger children to primary school, to do so and not be late (something that has had an impact on punctuality in the past)
- It will allow for a staff meeting on allocated weeks and potentially parents evenings to finish at a reasonable time.
- It will be attractive to staff and help with recruitment (vital in this area)
- The lunchtime split will allow for a slightly longer lunch and the possibility of outside play (subject to building design and staffing)

Table E1: Proposed Timetable

Monday and Friday		Tuesday - Thursday	
Time	Activity	Time	Activity
9.15-9.45	Tutor	9.15-10.15	Lesson 1
9.45-10.45	Lesson 1	10.15-10.30	Break
10.45-11.00	Break	10.30-11.30	Lesson 2
11.00-12.00	Lesson 2	11.30-12.30	Lesson 3
12.00-12.40	Lunch 1	12.30-13.10	Lunch 1
12.40-13.40	Lesson 3a	13.10-14.10	Lesson 4a
12.00-13.00	Lesson 3b	12.30-13.30	Lesson 4b
13.00-13.40	Lunch 2	13.30-14.10	Lunch 2
13.40-14.40	Lesson 4	14.10-15.10	Lesson 5
		15.10-15.20	Registration

We will review our plans for the school day based on initial feedback from some prospective parents received through our online questionnaire around perceived difficulties. We will seek

further feedback in this regard to ensure that our plans meet with the needs of the local community.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

See Section C for a breakdown of the likely student profile and the vision for River Academy (and how they are related). In summary:

We expect the student body to be diverse, culturally and in terms of ability and need.

- The premise is that all but a targeted few students will be able to opt for a rich portfolio of level 2 courses by the end of Year 8 and that our Individual Learning Plan approach will ensure that our Foundation programme enables them to fill any gaps but gain opportunities to master key knowledge and skills across a range of subjects so they are Key Stage 4 ready.
- We will have a strong literacy focus: both basic and academic literacy. For students who arrive with gaps, our Pride Programme will enable them to catch up before their options. For EAL students and/or those with cultural capital deficits, the academic literacy programme will enable them access higher order learning. Cross-curricular literacy, focusing on Tier2 language, oracy and wider reading will support the development of higher-level written and verbal communication. Enrichment opportunities will enable students to put these skills to practice e.g.: Mock Trials, debating, trips to newspapers
- Furthermore, we expect that a proportion will have underachieved at primary, especially disadvantaged, and so we will monitor closely and conduct our own baseline tests in some areas, to ensure all student are challenged appropriately (and not capped by prior attainment expectations).
- The targeted vocational/employability focus and aim to develop strong employability skills in all students will mean that this is a key “intent” for the whole curriculum – not restricted to a group taking vocational subjects.
- The PSMSC programme will be flexible to adapt to the needs (particularly personal safety needs) of young people in the Reading area (e.g.: County Lines, CSE) but also to any much localised needs that appear as time goes on (e.g.: substance abuse).
- The PSMSC programme, and the wider culture of the school, will be underpinned by the teaching and modelling of Fundamental British Values, with opportunities to celebrate examples of students who live up to these, so that the students are prepared to be positive citizens and employees.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

River Academy Curriculum intent

We aim to deliver a high quality, rigorous and coherent curriculum for all students. The objectives for this curriculum, whilst mirroring the rigour and breadth at other schools, are specific to the vision of River Academy:

- To meet the needs of all our students, academically and personally by providing varied option choices for all groups of students including the most able, disadvantaged and SEND
- To ensure high quality and appropriately challenging learning for all over time and varied and stimulating learning experiences across the curriculum.
- To secure the best possible academic and vocational outcomes for all our students as a result of providing high quality.
- *To ensure substantial knowledge and language acquisition over time (including Academic and work-related literacy and oracy).*
- *To embed high quality and applied numeracy skills across the curriculum.*
- *To practise and develop transferable skills and independence in learning*
- To provide memorable experiences, which put learning in a wider context and develop cultural capital.
- To give students access to varied progression routes for all students: post 16 (with an eye to post 18 study and/or employment
- *To prepare students for successful transition to the next phase of their education or employment, with specific reference to the Berkshire employment market and also making a positive contribution to life in modern Britain.*
- To develop well-rounded, *disciplined*, confident and open-minded young adults.

NB: the elements emphasised in italics are specific to River Academy given the needs of the students but also the vision for the school and aspirations for the young people by the end of their careers with us.

Individual Learning Plans

Each student will have an individual learning plan which frames their journey from primary to post-16 and beyond. It will ensure that the curriculum keeps as many “doors open” as possible for each student by factoring in their starting points, aspirations, needs, strengths and areas for improvement. It will be dynamic and reviewed with them at each reporting point (and more frequently where necessary e.g.: for disadvantaged, SEND or students with needs which manifest themselves over the course of their career with us e.g.: if a

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

child is ill). This model will also enable us to ensure smooth transition of students who join us mid-career.

Underpinning the curriculum are three aspects:

- Thematic strands
- Programmes
- Personal, Spiritual, Moral, Social and Cultural (PSMSC)
- Enrichment

River Academy Curriculum Implementation: design

The curriculum is consists of far more than a list of subjects or topics:

- Well-designed sequences of learning over time.
- The taught curriculum (main lessons)
- The enrichment curriculum (learning outside lessons)
- Homework and independent learning,
- A core of essential vocabulary, knowledge and skills, both subject-specific and transferable
- Rigorous and accurate assessment which supports high quality information advice and guidance for staff, students and parents
- Cross-curricular literacy and numeracy linked to developing reasoning and cultural capital for all
- Cross-curricular PSMSC, literacy and numeracy, preparation for life in modern Britain and employability
- A targeted support curriculum to boost or close gaps and develop revision skills (including the use of peer tutors)
- Creative use of digital technology to support learning and teaching.

Curriculum Strands

The curriculum is therefore divided into four thematic strands from the outset:

- Core – English, maths science
- Global – MFL, humanities

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- Performance, Presentation & Self (PPS) – Performing Arts, PE, PSMSC*
- Creative & Digital Enterprise (CDE) – Visual and Digital arts, Computing, Food, Business, Economics

The purpose of these strands is to help guide students and parents towards maintaining a broad and balanced a curriculum (students should take subjects from each strand). We have found that providing clear guidance to parents and students, especially for first-time secondary stakeholders, or parents who are new to our education system, is important to helping them through the process. It will provide a shorthand for discussing each student's individual curriculum design based on their learning plan.

These strands will also enable us to plan and deliver cross-curricular themes (including work-related-learning) in a way that we cannot at our current schools, where conceptually the curriculum is not implemented in this way and where the Individual Learning Plan approach is not used for all students.

Also the fact that there are academic and vocational subjects in the PPS and CDE strands, ensures that subjects are more likely to be seen on an equal footing, and that there will be a mix of students in each group.

Curriculum Programmes

Our programme structure helps us guide students and parents to appropriate options in Year 8. Taken alongside discussions of thematic strands, and in the context of their Individual Learning Plans, this enables students to plan the best combination of courses for Key Stage Four. It also helps frame discussions with students and parents about how they may complement this programme with appropriate enrichment so that they keep as many doors open as possible at 16+, and so they are ready for their next steps.

NB: The programmes are not "set" and students are not taught in closed pathway groups. They are merely a tool for guidance.

Personal, Spiritual, Moral, Social, Cultural (PSMSC)

PSMSC is both a discrete programme (PSMSC lessons, assemblies and theme days) and themes which run through all of our curriculum. PSMSC covers core PSHE content but also focuses on particular local needs, with built in time to respond to unexpected events. Looking at developments we have implemented at our two established Reading schools, we understand the need to do targeted and Reading-centric work linked to Gangs and County Lines, Prevent, CSE. This will be built into River Academy PSMSC curriculum, using local specialists where possible (eg: in theme days).

The discrete PSMSC programme will cover elements such as:

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- Making and maintaining positive relationships
- Understanding self-worth and respect for others' self-worth
- Staying safe and healthy (including SRE, radicalisation and cyber-safety)
- Respect of self and others (with a focus on shared understanding of local community groups)
- Self-management of wellbeing and behaviours
- The ability to discuss and reason (focus on academic language and oracy)
- Equality and inclusion
- Employability and preparedness for next-phase education and training (with links to our targeted vocational focus)
- Developing an understanding of Fundamental British Values in practice (respect for different faiths, management of individual liberty, democracy and the rule of law)

At cross-curricular level, the following is taught and developed:

- Collaboration, team working and leadership skills
- Communication skills: listening, oracy, writing for different audiences etc.
- Applied literacy, numeracy and use of digital technology (including plagiarism and "fake news")
- Equality, Fundamental British Values, community cohesion
- Learning skills – resilience, intellectual initiative, taking on board feedback, choosing appropriate resources and working methods
- Subject specific skills – linked to the ability to access and explore the subject
- Examination skills – techniques which help students pass exams
- Transferability – how knowledge and understanding from other subjects is applied elsewhere (typically English, maths, PSMSC)
- Employability skills – team working, communication, leadership, presentation, use of register, taking on challenges, responsibility
- Recruitment skills – CVs, letters of application, interview skills
- Life skills – staying safe, healthy living, making and maintaining relationships, respecting and contributing to life in modern Britain

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

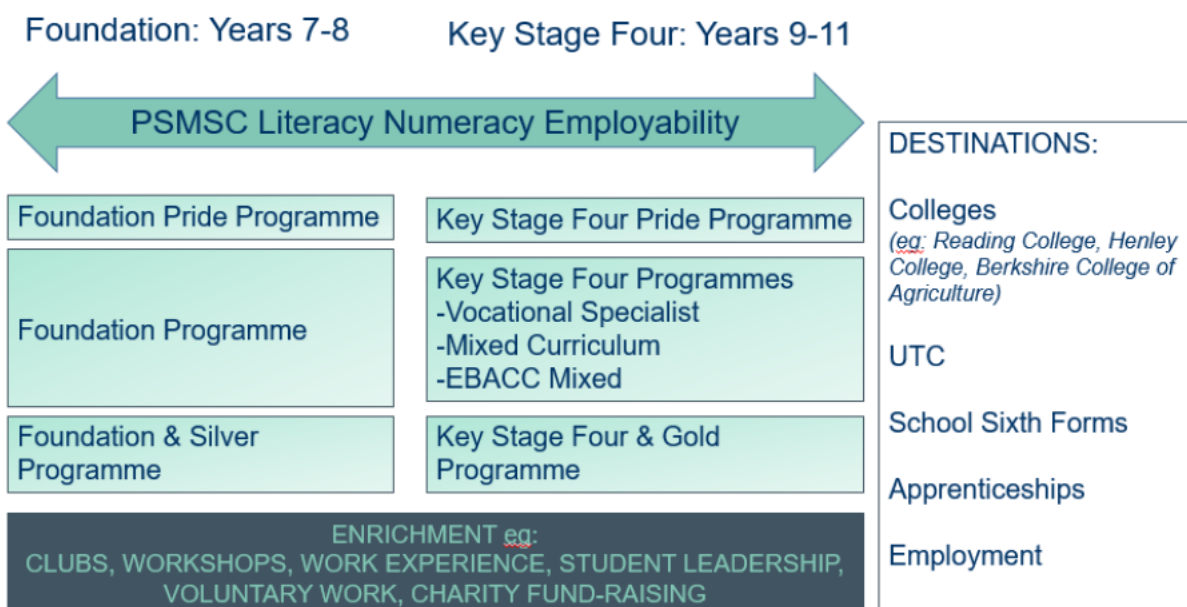
Enrichment

We will provide an enrichment programme which will support:

- Healthy living (eg: internal sports events, fitness clubs, SRE theme days)
- Competition (eg: sports squads and sports day)
- Bringing the curriculum to life (eg: visiting plays, film showings, gallery visits)
- Developing positive relationships (eg: trips, social events)
- Developing cultural capital (eg: trips, gallery visits, visiting artists)
- Mastery and metacognition (eg: subject workshops, homework club)
- Developing employability skills (eg: visiting speakers, workplace visits, work experience)
- Developing an understanding of individual liberty, democracy and the rule of law (eg: debating, Youth Magistrates, School Forum)
- Social and community cohesion and fun! (eg: school ambassadors, social events, fun trips, Tirabad, charity fund-raising)

Diagram E2: Proposed Curriculum Overview

RIVER ACADEMY CURRICULUM OVERVIEW



E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

River Academy Curriculum implementation: clarification

Foundation-Key Stage Four model

Whilst there are concerns about the two-three year model, it is one that we have used at Maiden Erlegh Schools successfully and without narrowing the curriculum. The programme is a five year learning and development programme with a two year foundation which is a foundation in each subject but also a broader knowledge and skills foundation e.g.: students study the full national curriculum range but also develop wider learning skills which help them more generally (see skills above). **It is absolutely NOT a five year GCSE course.**

The thematic strands, and the fact that students will continue with 10 subjects, mean that students retain breadth into Key Stage Four. The Individual Learning Plans, will ensure that students take appropriately challenging subject portfolios which are enhanced by PSMSC and enrichment activities.

We know this model works because we see it at both Maiden Erlegh Schools eg: far from students taking a narrower curriculum, they now have greater choice and more students are taking the EBACC and support for the arts remain strong, for example (with students who will eventually specialise in sciences having time on their timetable to continue with art or drama or music).

This also allows any “booster work” to make up gaps from primary can be done intensively in the first two years, so that students can take a full KS4 programme on a fully equal footing with their peers. This will be essential for River Academy students’ progress and self-esteem, where they are coming with such a variety of experience and language acquisition (see Section C).

Pride Pathway

Our Pride Pathway, based on the Maiden Erlegh ‘Purple Pathway’, is a major vehicle for closing gaps for Y7 students who are not secondary-ready i.e.: arriving with significant English and maths gaps from KS2, or with significant needs. This allows them to opt into Level 2 courses in the same way as their peers at the end of Y8 – and be successful (with a number then progressing to KS5, and university from Maiden Erlegh schools). Whilst it does take them out of languages and mainstream humanities, they cover humanities topics in their project based learning, especially geographical topics and skills, so they can (and do) opt for geography in KS4. Since starting the programme nearly 8 years ago, 97% of these students have gone on to blend with their peers from Year 9 and we fully expect this to be the picture at River Academy.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Bespoke Provision

We will also offer some specialist and bespoke pathways and courses to meet the needs of specific individuals:

- Alternative Provision (with with registered local providers and approved agency interventions) for a very small number where a bespoke approach is warranted. We would look to work with local community groups, as with our current schools, so that there is a link into the community (eg: we work with JAC Youth Workers for behaviour support in school and they work with young people in the community, or we work with a local Boxing Trainer, who also focuses on fitness and discipline, and this is having a huge impact on behaviour in and out of school).
- Inclusion Support for a minority of students who cannot follow a full Maiden Erlegh curriculum (eg: due to medical needs) and need a safe and ordered place to study in school.

Most Able Enrichment Programmes

We will offer our flagship Gold and Silver Programmes for the exceptionally able.

Diagram E3: Silver Programme at Maiden Erlegh School

MAIDEN ERLEGH SCHOOL SILVER PROGRAMME 2017



YEAR 7

DATE	TIME	VENUE	EVENT	STAFF
5 October 2017	6.30 PM	Main Hall	Silver Programme Launch	Mr Newton, Mrs Bhadye, Miss M Davies
10 October 2017	(6 weeks) 3.05 PM	G8	Philosophy Club	Miss Jones
31 January 2018	(3 weeks) 3.05 PM	LSH	Tenner Challenge launch	Mrs Nave
15 May 2018	3.05 PM	LSH	Questioning session	Miss S Grindey
19 June 2018	3.05 PM	LSH	If only I'd known then	Mr J Newton

YEAR 8

DATE	TIME	VENUE	EVENT	STAFF
7 November 2017	3.05 PM	LSH	Mock trial	Mrs B Ghatahora
14 November 2017	3.05 PM	LSH	Economics of Brexit	Mr D Jones
9 January 2018	3.05 PM	L8	French taster session	Miss C Brayle
16 January 2018	3.05 PM	H9/10	Spanish taster session	Mr G Raso
23 January 2018	3.05 PM	H9/10	German taster session	Mrs E Peduru
30 January 2018	3.05 PM	LSH	Careers & Oxbridge	Miss M Davies
22 May 2018	3.05 PM	LSH	Silver programme debate	Miss C Mallon
12 June 2018	3.05 PM	H8/10	Palestinian Israeli Conflict	Mr T Stewart
19 June 2018	3.05 PM	H9/10	The reliability of sources	Mr P Mitchell
26 June 2018	3.05 PM	LSH	If only I'd known then	Mr J Newton

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- Students are selected initially based on KS2 and baseline scores but this is kept under constant review so that students who perform well once at River Academy can join the group.
- It is not compulsory and part of the point of the programme is that students drive their own participation. In this way, they can demonstrate a commitment to their own learning and development beyond the classroom (they have a “passport” they can show potential employers for example).
- To support social mobility, students from disadvantaged backgrounds, or with significant language issues, but who have demonstrated strong academic potential are invited early into the group.

Destinations post River Academy

Our curriculum strands provide combinations of qualifications which will enable students to have genuine choices post-16 and lead into Level 3 courses offered at local schools and colleges.

- We would work closely with our partner businesses (especially those linked to our employment skills areas) to develop employment and apprenticeship opportunities for post-16.
- We would work with local colleges (e.g.: UTC, Reading College, Henley College) to ensure students receive appropriate guidance and can access taster days and support with applications.
- We would also work with local school sixth for providers to facilitate access to appropriate sixth form places
- Where students are not ready to access Level 3 courses (e.g.: on the KS4 Pride Programme) there will be a bespoke and programme to ensure they are college-ready and are taken onto the correct courses.

River Academy Curriculum impact

We know we have a high performing curriculum because the following impacts are seen at Maiden Erlegh School (Earley) and those emerging at Maiden Erlegh School in Reading (see results and Ofsted Reports eg: Ofsted Maiden Erlegh School in Earley Sept 2018 *“The curriculum is carefully considered, well planned and kept under close review. The pathways programme provides appropriate choices for pupils matched to their needs and interests.”*)

The impacts we will expect to see specifically at River Academy are:

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- KS4 outcomes typically above national averages e.g.: Progress 8, Attainment 8, %Gr5+ English and maths and %Gr 5+ in separate English and maths (significantly so from 2027)
- We would expect to have significantly narrowed any legacy KS2 gaps by the end of Year 11 for key groups e.g.: gender and disadvantaged.
- Students in statistically smaller groups will show strong progress towards individual goals.
- Because of the engaging and appropriate curriculum (delivered very well), we would expect to see attendance improve, particularly of persistent absentees.
- EBACC take up to grow to at least 80% of middle and higher ability students by 2023.
- At least 97% of Foundation 'Pride Pathway' to integrate fully the mainstream curriculum by end of Year 8 from 2022.
- Zero NEETs at end Year 11.
- High final destinations figures showing appropriateness of IAG and resilience of students.
- Results from the staff, student and parent survey all show that the stakeholders believe the curriculum is appropriate for all learners.
- Wide choice of subject-specific, employability and personal development enrichment activities.
- High positive engagement of students with social/community issues and groups e.g.: performing and visual arts events, student voice and youth politics, equality and social groups, links with local sports clubs to extend the offer (rowing or boxing).

We would work with the students to develop an enrichment programme which interests and inspires them but look to emulate the impact at River Academy.

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations

River Academy Assessment

Across the Trust we use a 1-9 assessment rating so there is a common language with students and parents (response to consultation with all stakeholders who found levels, grades etc. confusing). The 1-9 is based on an internally designed scale. In Foundation, the criteria for each point are designed by departments based on the broad skills, knowledge and understanding which would support mastery and fluency over time in any given subject, but also engagement with the subject in the round. As they move through the year groups, the numbers allow a closer alignment with GCSE grades but staff pitch high and factor in a range of knowledge, mastery and application competencies, as well as mark schemes alone, in order to assess progress). This “pitching high” has contributed directly to the strong track record of success at Maiden Erlegh School in Earley and the emerging strong learning and progress at Maiden Erlegh School in Reading, including above average progress of disadvantaged students.

Benchmarks: target getting

We will use the same model for River Academy as for our other secondary schools. Benchmarks are the grades that students are targeted to achieve (based on the above). They are never a ceiling to achievement. Benchmarks are based on KS2 SATs scores, Fisher Family Trust estimates (5th percentile) and local benchmarking at the start of Year 7 (e.g.: in art, drama, music and PE). This benchmarking will ensure that the majority of students will make above expected progress in core subjects (i.e.: the equivalent of the former 4 Levels KS2 to 4).

Student Targets: target setting

Using FFT Estimates, students set their own targets based on percentage likelihoods of them achieving each grade in KS4. They discuss their targets with their teachers so that both parties can work together to ensure students make the requisite progress over the duration of the course. Benchmarks

This is a strength of our system as it gives the students ownership of their targets and builds in personal aspiration – the overwhelming majority of students chose wholly appropriate targets, on or above where their benchmarks are. We believe this will be a key factor in engaging River Academy students with their education and raising aspiration.

E2 – Measuring pupil performance effectively and setting challenging expectations

River Academy School Improvement and KPI Setting

Our School Improvement will be based on our Trust Model but with KPIs firmly rooted in the needs of River Academy and those of a school opening from scratch. We have learnt a lot from opening Maiden Erlegh in Reading about the need for specificity and the need to build up culture and consistency from opening so that all new year groups add to and cannot break that culture (this was considered a strength in our Reading free school's June 2018 Ofsted report): *"Routines are well established. Consistent application of policies, alongside a commitment to inclusion, contributes to a respectful and harmonious environment. ... A sense of ambition permeates this diverse and vibrant school."*

Our aim is that River Academy's culture and performance will be in line with the best schools in the Trust and/or is in line with the best 10% of schools nationally (whichever is higher). To do this we will:

- The culture and routines will be clearly understood and implemented by all stakeholders and the impact of these recognised by peer and external reviews.
- Outcomes KPIs will be based on FFT 5th percentile estimates (overall and for individuals and groups)
- Attendance and exclusions KPIs will be below national (overall and for individual groups)
- Stakeholder voice KPIs will be >90% and/or improving.
- Compliance KPIs will be to be at least compliant but preferably better than baseline compliant.

Establishing the School Improvement Plan

- School outcomes targets will be established with the Trust Assessment Lead looking at FFT5, baseline tests in art/PE/performing arts, and any other relevant information.
- Other KPIs determined as a result of SEF evaluations, internal tracking, stakeholder voice, external risks or opportunities, last Ofsted Inspection and current Framework expectations.
- Draft plan drawn up by Headteacher (April) and SLG Leadership roles agreed
- Draft Plan approved by CEO (April)

E2 – Measuring pupil performance effectively and setting challenging expectations

- Draft priorities shared with Middle and Senior Leaders so they can start Department /Key Stage Development Planning (April/May)
- Draft plan taken to LAB for final approval (June) and LAB champion roles agreed
- SIP confirmed to senior leadership team and middle leaders
- Draft Department and Key Stage Development Plans agreed by Standards Managers and CEO (July)
- Department and Key Stage Development Plans with final results review (final version end of first week back in September)
- SIP strategies headlines on website (1 September)
- SIP reviewed half termly by Headteacher with CEO and latest updated taken to LAB meetings.

Specific KPIs for River Academy

- KS4 outcomes typically above national averages eg: Progress 8, Attainment 8, %Gr5+ English and Maths and %Gr 5+ in separate English and Maths (significantly so from 2027)

Specific KPIs cannot be determined without appropriate, indicative starting data and national data at the time of opening. Looking at Maiden Erlegh schools' current KPIs for Year 7 we would expect:

- Overall progress indicator: 95% within two fine Foundation scale points of benchmark by the end of each year for each subject

We would expect to have significantly narrowed any legacy KS2 gaps by the end of Year 11 for key groups eg: gender and disadvantaged (compared with national non-disadvantaged).

Depending on starting gaps, we would expect

- A Foundation gaps to be <5%

If this is achieved, we would look to reduce this further over the following two years.

Students in statistically smaller groups, students who join us mid-career and highly vulnerable students will show strong progress towards individual goals.

Their individual learning plans will aim to:

E2 – Measuring pupil performance effectively and setting challenging expectations

- Clarify end of key stage and other future aspirations to which the plan can be anchored.
- Retain as full a curriculum as possible, but in some cases, may be adapted to ensure success at a bigger-picture goal (eg: to support a student who cannot cope with 10 subjects due to illness or SEND, we may reduce to 9 and give Inclusion Support, or reduce to 7 or 8 and combine with work experience to facilitate access to an apprenticeship post-16).
- Reduce significant gaps in core subjects and science
- Improve resilience and attendance by setting agreed, progressive goals over time

Because of the engaging and appropriate curriculum (delivered very well), we would expect to see attendance improve, particularly of persistent absentees.

From 2021

- Overall absence will be below national
- Persistent Absence, overall and for key vulnerable groups will be below national.

By 2023

- Over and Persistent Absence will be in line with, or better than the best performing school in the Trust and/or below national (whichever is lower)
- EBACC take up to grow to at least 80% of middle and higher ability students by 2023.
- At least 97% of Foundation Pride Programme to integrate fully the mainstream curriculum by end of Year 8 from 2022.
- Zero NEETs at end Year 11 (with above national final destinations data).

In addition Stakeholder voice will show that:

- At least 85% students feel safe and happy in school (surveys, focus groups, annual reviews etc)
- At least 85% staff feel supported and empowered to teach to their highest levels (surveys, line management feedback, focus groups, union liaison etc)
- School is fully staffed with good retention (staffing data, staff exit process)

E2 – Measuring pupil performance effectively and setting challenging expectations

External validation will be sought to verify internal evaluations e.g.:

- *DFE monitoring*
- *Trust peer reviews*
- *Trust Improvement Partner Reviews (Year 1 and Year 2)*
- *National awards (Year 2 Equalities and Basic) Year 3 (Equalities and NACE) Year 3 (LPPA)*
- *Ofsted*

Monitoring at River Academy

Our monitoring process will be based on the Maiden Erlegh Trust School Improvement-SEF-Standards Strategy Monitoring model, but with the learning from opening Maiden Erlegh in Reading (i.e.: strong evaluation tools where external examination results are not available).

Leaders are accountable for achieving KPIs with members of their teams:

- The Trust Board is responsible for holding the CEO and LAB Chair to account for standards across the Trust
- River Academy LAB is responsible for holding the Headteacher and senior leaders to account for standards and achieving KPIs (as a whole and through the link LAB members).
- The Headteacher is responsible for establishing robust Improvement Plans at school and team level.
- Standards Leaders, with Heads of Department/Year, are responsible for establishing local improvement plans and accountable for achieving local KPIs (outcomes, teaching-learning-assessment and pastoral).
- Senior Leaders and Middle Leaders, through the Standards Strategy are responsible monitoring the impact of the curriculum and improvement plans and progress against KPIs.
- Teachers are responsible for the high quality delivery of the curriculum and ensuring relationships, behaviour and expectations are maintained to the highest standard over time.
- TAs and Inclusion staff are responsible for supporting students and staff in their work.

E2 – Measuring pupil performance effectively and setting challenging expectations

Progress tracking

- Benchmarking is undertaken at the start of Year 7 using PIXL Microwave or similar – the purpose being an assessment of learning exercise to ensure teaching is designed correctly to fill in any gaps. It is not to change starting points.
- Progress data is collected centrally on SIMS four to five times a year (depending on year group) in the form of “fine scale* grades”.
- Progress data is holistic and based on assessment for and of learning. Formal testing is introduced at the end of Year 10.
- Teachers and departments may collect other progress data locally (e.g.: focused test scores, formative assessments which feed into the holistic picture).
- Overall data is scrutinised at school and LAB level; subject and/or year group data at Standards Strategy Level and class data at Department/Teacher level.
- After each report (four to five times a year) a tutor period is dedicated to students reviewing their reports and progress towards their chosen targets, and reflecting on strengths and areas where they can improve their learning.

*Foundation scale descriptors are determined by Heads of Department based on the knowledge and understanding they believe is required to “lay strong foundations” for further learning but also to build up cross-curricular skills (literacy, numeracy, learning skills and habits) and also general knowledge for life. They are not GCSE grades. To support River Academy, we would transfer these scale descriptors across from Maiden Erlegh in Reading or Earley to support the development of high standards in line with our culture and ethos.

Whole School Monitoring

Monitoring is a cycle of: “diagnose-intervene-review” which is at the core of our Standards Strategy, Quality Assurance and SEF process.

Table E4: Monitoring Process Overview

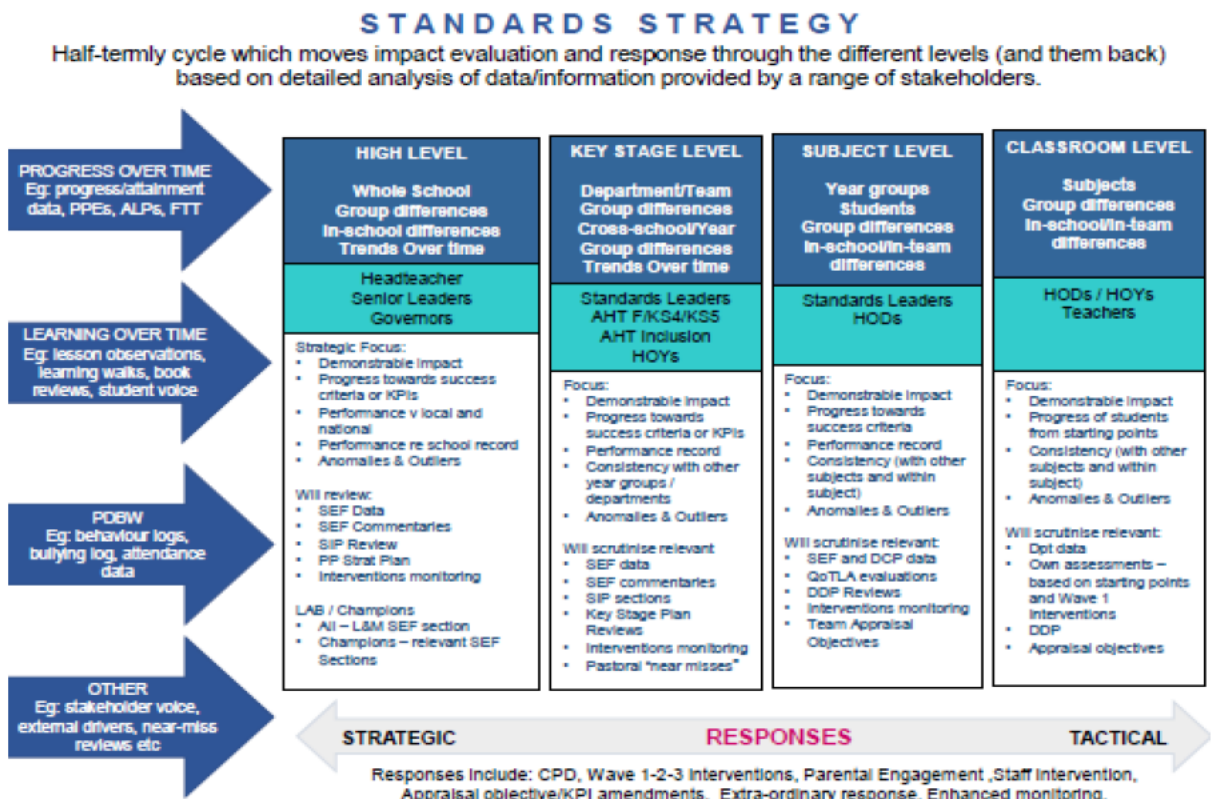
Diagnosis:	<p>What strengths do we need to keep and share?</p> <p>Where are variations appearing or where is there emerging underachievement which needs addressing</p> <p>What issues are coming towards us that we can plan for (e.g.: staff leaving, new specifications)</p>
------------	--

E2 – Measuring pupil performance effectively and setting challenging expectations

	Diagnosis is based on a forensic review of a range of data.
Intervene:	Determine interventions, support and challenge strategies and who will implement them. The majority, because issues are picked up early, are low-key and can be done at teacher or department level. Some are bigger and impact cohorts or are factored into SIP reviews and planning.
Review:	What is the impact of those strategies? What do we need to continue or amend? Where do we need to celebrate success with students/staff? Impact review is based on a forensic review of a range of data.

Explaining the Maiden Erlegh Trust Standards Strategy

Diagram E5: Standards Strategy



Our flagship monitoring and quality assurance and continuous improvement structure is our Standards Strategy, developed and refined over the last seven years to a high level of sophistication – it enables regular evaluation of data and wider information to

E2 – Measuring pupil performance effectively and setting challenging expectations

ensure teams and students are on track through early implementation of effective interventions.

It ensures that there is an integrated, cyclical, qualitative and impact focused link between:

- Curriculum teaching-learning and assessment
- SIP-DDPs-KS Plans-SEF-CPD-Appraisal-Resource Planning
- Attendance-wellbeing-behaviour-metacognition-progress

It also ensures that evaluation and understanding is not held in one place i.e.: senior and middle leaders work together. This empowers middle leaders and has resulted in a significant improvement in the standards and impact of middle leadership over the years.

Due to the fact we know it works, we will transpose the plan to River Academy. It will be specific to the school because the KPIs and the evaluations will be focused uniquely on River Academy and where its performance is any one time.

Key features are:

- School Improvement Plan and other plans tightly drawn up based on thorough evaluation of prior impact and need, linked to our high aspiration for all (e.g.: FFT5 benchmarks).
- Where necessary, plans adapted to provide strategic responses to changes in need e.g.: at Maiden Erlegh School in Reading the Pupil Premium Strategy was adapted for behaviour and attendance issues, with a breakfast club and boxing introduced.
- The approach means that a wide range of leaders, SLEs and aspiring leaders, are part of school and local evaluation and improvement programmes (from design through to implementation). This has had, and is having, a marked impact on the development of leadership generally.
- Assessment strategy is reviewed constantly at Trust level (but with input from the schools) since new model put in place post levels and in light of specification and curricular changes. Underpinning its implementation, and ensuring reliability of assessment, is a programme of standardisation (e.g.: with other schools and through PIXL). As a result, the Maiden Erlegh School GCSE predictions were on average correct to within a 5th of a grade in 2018.
- Inclusion contributions essential to ensuring our most vulnerable students succeed and feel the impact of our curriculum. Following an external review at

E2 – Measuring pupil performance effectively and setting challenging expectations

Maiden Erlegh School, we have restructured our provision to ensure fitness for purpose and this was validated by the September Ofsted inspection. We will use this model, but with a focus on the River Academy Profile to structure inclusion provision at the school (i.e.: using learning from Maiden Erlegh in Reading regarding provision for higher numbers of disadvantaged and EAL).

- Much work has been done to improve communication with parents and to improve information to help parents support their child at home. Parent voice has fed into our new report format and the guidance available at information evenings and on the website. We will work with River Academy Parents but also local primaries to understand the best ways to secure the engagement of parents.
- Careers and Destinations provision has been revised in light of Gatsby Standards (see website for full details). From an already high starting point, we have made significant further advances and Ofsted recognised the quality of the work as “*exemplary*” (Maiden Erlegh School Sept 2018) with our school being chosen as a case study by the Senior Careers & Enterprise Co-ordinator Thames Valley Berkshire LEP Ltd

Our Trust Careers and Destinations Lead will work closely with us on the project to develop the vocational curriculum and ensure the appropriate business links are developed.

E3 – Staffing

E3 – Staffing

Staff Profile during growth phase

The Trust will draw upon its skills and experience of opening a new free school previously to ensure that our staffing profile is robust and meets the needs of the school as it grows.

Table E6 – Staffing profile during growth phase

FTE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
SLT	2.0	2.2	4.4	5.0	5.0	5.0	5.0	5.0
Teaching	8.8	18.3	26.9	37.1	46.6	46.6	46.6	46.6
Pupil Support	6	11.1	15.5	20.3	23	23.6	23.6	23.6
Administrative	0.5	1.0	1.0	1.5	1.5	1.5	1.5	1.5
Premises and Catering	0.7	1.4	1.7	2.4	2.4	2.4	2.4	2.4
Total	19.7	36.5	53.5	70.1	82.4	83.0	83.0	83.0

Senior Leadership

We plan to appoint a substantive Headteacher during the pre-opening phase to help instil the vision and ethos of the school as it grows, but also to lead on the Standards Strategy from the start. Whilst we will advertise nationally to fill the role, the position would offer an excellent career opportunity for aspiring leaders within the Trust. We are aware of at least two Trust colleagues who have expressed an interest in taking on this role.

If we are not able to recruit the right person to lead River Academy, then the Trust's CEO will step into the role as Executive Headteacher and we would look to second senior leadership support from the other Maiden Erlegh schools in the area. This would very much be a contingency, however what is most important is recruiting the right individual for this role.

In the pre-opening phase we would recruit a pastoral senior leader at Assistant Headteacher level, and we view this as a priority given the prospective needs at the school. We will also be able to provide senior leadership support on a secondment basis during the first three years of operation.

There are numerous benefits of this approach, not least:

- Provides opportunities for staff development for staff already in the Trust

E3 – Staffing

- Allows for flexibility and financial efficiencies to be realised
- Ensures that the school benefits from continuity in the ‘Maiden Erleigh way’.

Middle Leadership

A key part of our staffing plan is to appoint a range of core middle leaders and support managers, some of whom may possibly come from other Maiden Erleigh schools. We have received expressions of interest from colleagues who will be ready for promotion at that point, and it allows the Trust to retain colleagues who would otherwise be likely to leave.

Given that many systems and processes (including Schemes of Work and Schemes of Assessment) can be transferred to the new school, we can ensure that standards and expectations are in place, even with external appointments and/or new middle leaders.

When we opened Maiden Erleigh School in Reading there were a number of staff members employed from Maiden Erleigh School, and our Foundation systems were not as robust as they are now. The impact of opening River Academy will not be as great as we have multiple secondary schools and better systems in place with which to induct new staff. In addition, because there are inherent differences in the school, we want to have new approaches (especially on the vocational side) so external recruits will be a strength.

Recruitment and Retention

Recruitment and retention of both teaching and support staff continues to be a challenge locally, as well as nationally. In order to overcome these challenges the Trust must use a variety of strategies to ensure that all the schools are staffed with high quality, committed staff. Alongside this, the Trust can call upon its reputation as a high-performing Trust to attract and retain the best talent.

Table E7 – Recruitment Strategy

Focus Area	Activity
Staff Wellbeing Charter and Etiquette	Agreed practices which all staff respect in order to support each other e.g.: no emails outside certain times.
Creative recruitment strategies	We are working with organisations to recruit teachers from abroad.
Teaching School and Reading University links	Our Teaching School has a very strong reputation for initial teacher training and we work very closely with the links

E3 – Staffing

	<p>university to help with their training and development programme also.</p> <p>We are also putting in place subject conversion programmes (e.g.: to improve colleagues' confidence teaching new subjects).</p>
Flexible working	Part-time and job-shares are supported, including for leadership roles.
"ME" Days	Staff can request a "ME" day during the year – to support all staff being able to take personal days.
NQT recruitment packages	<p>July start to support induction.</p> <p>██████ uplifts for Maths and Science, which we would extend to Enterprise and Economics at River Academy.</p> <p>Mentoring and networking through the Teaching School</p>
New staff support packages	<p>Relocation packages for those coming out of area, including support to find a property.</p> <p>In-school "buddy".</p> <p>Induction programme at school and team level.</p>
Middle and Senior Leadership development programmes	<p>Through the teaching school, we offer tailored pastoral and subject middle leadership programmes for aspiring and new leaders.</p> <p>For aspiring senior leaders, we offer workshops and a mentor who can work with colleagues on developing a "promotion plan"</p>
Promotion and development opportunities	<p>As a growing Trust, we offer a range of opportunities for staff to gain promotion and wider experience in Trust schools – they frequently tell us they want to stay with us but are ready for more.</p> <p>Through the Teaching School, there are opportunities for SLE and consulting work also.</p>

E3 – Staffing

Table E8 – Retention Strategy

Focus Area	Activity
Staff Wellbeing Groups	Mixed group of teachers and support staff who review practices and recommend actions to rationalise and/or reduce workload and support wellbeing.
Weekly bulletins	Requested by staff to reduce “all staff emails” and ease management of work.
Feedback and reporting	Feedback protocols are designed by subject teams so that they are appropriate for each subject. Reports are data only (no written element) – the number has been reduced and this will be reviewed again over the next 18 months. Parents’ evenings have been reduced in time
Access to personal support mechanisms	Including: Occupational Health, Counselling, Teacher Support Network, Mental Health First Aider.
Access to professional support mechanisms	Including: professional coaches and mentors, “open-door” policy to enable staff to see practice across the school, robust Schemes of Work and lesson plan/resource banks to reduce planning and preparation times.
Bespoke CPD package	Alongside mandatory CPD requirements, all staff can design their own CPD depending on needs and career aspirations.
Training support	We work with colleagues to support subject or school-specific training e.g.: examination marking, Masters. We also use some of our Apprenticeship Levy to upskill existing team members.

Maiden Erlegh School Ofsted (Sept 2018): *“Staff feel valued and empowered. Those who met with inspectors, and/or completed the staff survey, were remarkably positive about the school. All feel proud to work at the school and that it is well led and managed. The school’s successes have been recognised nationally, including through its teaching school status.”*

We would not be looking to use a fully shared staff model in the same way we did when we opened Maiden Erlegh School in Reading. With the opening of that school, the relatively short distance (1.2 miles) between the two schools allowed for staffing

E3 – Staffing

efficiencies to be realised in the early years of opening. Whilst highly effective in the early years of the growth of Maiden Erlegh School in Reading, we do not feel that this strategy could be applied effectively at River Academy, primarily due to distance.

River Academy will, however, benefit from having three other Maiden Erlegh secondary schools within a 10km radius of the proposed site for the new school.

Whilst the majority of recruitment for River Academy will come from the national and international pool, we would envisage a number of existing Maiden Erlegh Trust staff would want to take on the challenge of helping to set up the new school. The relative proximity to the other secondary schools provides an excellent opportunity for shared staff continuing professional development, delivered by the Trust's Teaching School.

In the local context, recruiting and retaining early career teaching staff remains a challenge due, amongst other things, to the relatively high cost of living in the area. The Trust would look to address this by providing support to staff to help them settle into the area. This may be through helping to organise local housing, support with travel arrangements, through to allowing for flexible working arrangements.

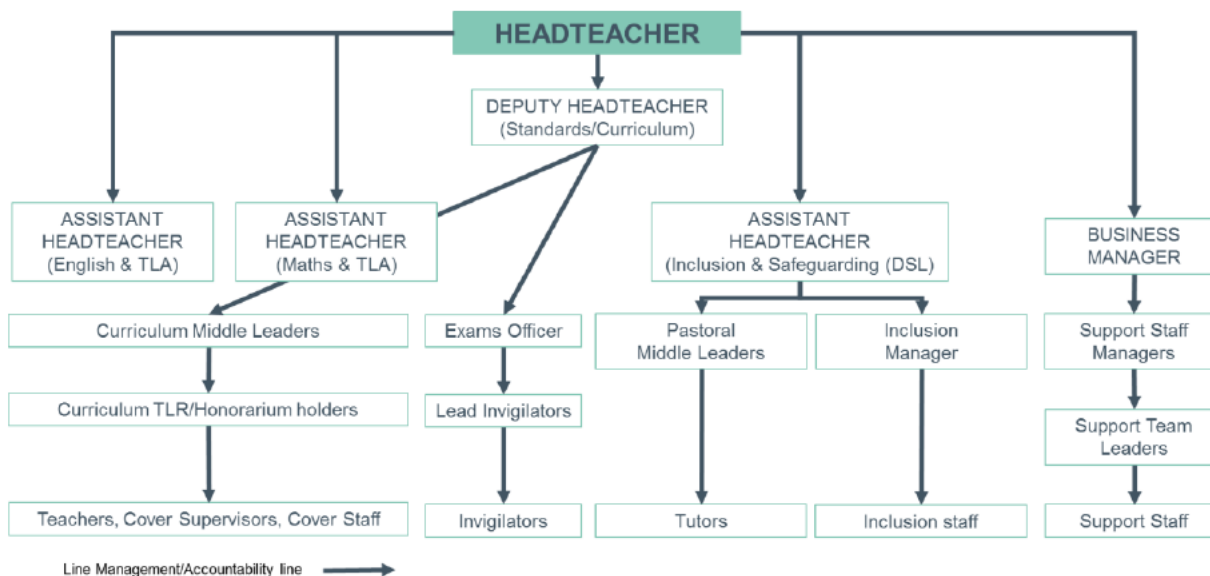
In the wider context of recruitment and retention, the Trust is aiming to broaden the recruitment pool to include overseas candidates. The Trust is a licenced sponsor and will engage with organisations who can provide access to suitably qualified candidates from overseas. We are currently negotiating a collaboration with a specialist international recruitment agency and the CEO will lead on induction and initial CPD for international recruits during the Summer holidays before commencement.

The Trust's central HR team are creating a package of benefits for staff that further focuses on our commitment to staff wellbeing.

Additionally, the Trust is working with the local authority to look into strategies aimed at improving recruitment and retention of suitably qualified staff.

E3 – Staffing

Diagram E9: Organogram at steady state



Financial Resilience

The financial plan submitted in Section G assumes a PAN of 180. Should this intake be reduced by 30% to a PAN of 126, the school would need to secure savings totalling █████ over the eight year period, as outlined in Table E1. The table below at E2 demonstrates how this would be achieved.

Table E10: Savings required at 70% capacity

--

In the financial model, around 70% of the costs are on staff salaries and on-costs, suggesting around █████ of savings need to be made from staffing alone over the 8 year period.

In order to achieve savings of this magnitude, efficiencies would be prioritised in order to protect, where possible, staffing. To this end we would look to make proportionally more efficiencies in non-staff costs, as demonstrated in Table E2.

E3 – Staffing

Table E11: Savings to be generated at 70% of income

Budget Line	Description	Savings (over 8 years)
Senior Leadership	Rather than recruit a FT Headteacher in year one, look to second a senior leader from the Trust for the first two years and recruit from year three. Make the Deputy Head role a 50% role by seconding from other nearby Trust schools and remove one Assistant Head (Standards) post.	██████
Teaching Staff	Reduction of up to 14 FTE teaching posts but would have regard for class sizes and option choices in KS4. Moving to a vertical tutor system would remove some TLR posts.	██████
Pupil Support Staff	Reduction of up to 11 pupil support posts in line with reduction in pupil numbers. Cases of need would be supported by additional non-AWPU funding therefore confident that need can be met.	██████
Admin, Premises and Catering	Reduction of 1.6 FTE. Balance to be struck here as the functions carried out by staff in these categories exist regardless of whether intake is lower in a given year group. The site could potentially manage with a part-time site controller, with support from Trust Estates in addition to more pooled administrative resource. Lunchtime staff would reduce in line with pupil number reductions.	██████
Other Staff Costs	Certain costs such as expenses, development and training and recruitment costs could be assumed to fall in line with reduced need and headcount. An assumption made also about linear reduction in supply staff costs.	██████
Premises	Premises savings would be driven by ensuring that use of the site is optimised and rooms/areas that could be mothballed were done so to avoid unnecessary costs. This would likely drive	██████

E3 – Staffing

	reductions in energy and maintenance costs over the longer term.	
Educational Resources	Savings generated by reduced headcount of both pupils and staff in learning resources, but also in the volume of ICT provided e.g. phased provision of ICT rooms provide opportunity for natural savings to occur during the growth phase.	██████
Professional Services	Linear reduction of the MAT topslice	██████
Other Costs inc Contingency	Reductions in insurance costs, pension service costs and catering costs in line with reduced headcount of both pupils and staff. Additionally, reduction of contingency balances to ensure break-even position maintained.	██████
Total		██████

Monitoring and Review of Financial Health

As part of the governance procedures of the schools and Trust, a dashboard of key financial and staffing metrics is reviewed by leadership, governors and Trustees regularly. The dashboard enables a quick view of relative performance and benchmarking against other schools within the Trust, but also against other schools and Trusts across the country.

An example of some of the metrics which are reviewed are as follows:

- Average Teacher Cost
- Average Teacher/Support Cost per Pupil
- Student:Teacher/Student:Staff ratios
- Staff Cost as a % of total expenditure
- Income and Expenditure per Pupil

This data is reviewed alongside the monthly budget monitoring reports and allows areas of concern to be identified and mitigation plans to be put into place.

E4 – Integration and community cohesion

E4 – Integration and community cohesion

The school will be welcoming to students of all faiths and none. The school will have the following equality objectives:

- Reduce, and where possible eliminate, any differences in performance, especially between boys and girls and between those with special educational needs or disabilities and their peers.
- Develop further structures to support students with behavioural and emotional conditions.
- Encourage students to establish and lead school groups or events aimed at promoting cultural understanding and mutual respect between those with different religions and beliefs.
- Continue our work with staff and students to ensure that discrimination, harassment and prejudice are not tolerated, and action is effective to prevent and deal with them.

As a Trust we take community very seriously, hence our motto: *“schools for the community, schools as a community”*

All of our schools are expected to work towards national awards to work accredit work with their specific community (e.g.: EQuality Award and Leading Parent Partnership) and this would be an expectation for River Academy.

This was particularly important when we opened Maiden Erlegh School in Reading given the work done to adapt the “model” to the specifics of their community. The work was recognised through Ofsted in June 2018: *“Diversity is celebrated and there is a culture of ‘openness’.”*

Given the range of ethnic and linguistic backgrounds expected at River Academy, there is a special emphasis placed upon ensuring all sub-groups are represented in outcomes but also the life of the school, including those with EAL, Special Education Needs and the disadvantaged.

Using SIMS, all staff have their data sheets clearly coded with all groups at risk of inequality. All teaching staff have key student information at the start of each academic year, with the details and needs of every student they teach.

Staff frequently update this folder - it is a working document that reflects the ongoing needs of each student. Staff use this data to address inequality in their planning and interventions. Seating plans are included in folders, which identify different groups of students.

E4 – Integration and community cohesion

Staff are regularly trained/updated through whole school CPD sessions and briefings in order to target these groups and close gaps between minority groups and the majority. This drip feed of information and celebration will be part of River Academy routines and those in charge of enrichment will work with students to ensure there is something for everyone.

LAB members are made aware of the progress of sub-groups through the LAB Gaps and Inclusion link members. Additionally LAB members received summary SEF and SIP update documents each half term, which include analysis of group issues.

At River Academy, commitment to equality will be communicated as follows:

Table E12: Equality Communications Overview

Staff	Governors	Students	Parents/Carers	Visitors
<p>Vision & Ethos statement and reinforced through meetings, bulletins, newsletters, equality notice boards, display & TV screens School Improvement Plan</p> <p>Policies</p> <p>Induction packs, face-to-face and online Equality training</p> <p>CPD programme</p> <p>Handbook.</p> <p>Calendar with built in celebration points.</p> <p>PSMSC programme</p> <p>Curriculum design</p> <p>Theme days</p> <p>Standards strategy and focus on reducing differences in performance</p>	<p>Vision & Ethos statement and reinforced through policy and meetings</p> <p>School Improvement Plan</p> <p>Policy reviews</p> <p>Governor Induction and training (face-to-face and online)</p> <p>LAB Champion reviews</p> <p>Website e.g.: PSMSC programme</p> <p>Newsblast</p> <p>Equality Board & TV screens</p> <p>Social Media information</p> <p>All LAB members receive our Maiden Erlegh Guide to Religions to help them understand the community better</p>	<p>Vision & Ethos statement and reinforced through assemblies</p> <p>Induction/Transition work</p> <p>Home-School Partnership Agreement</p> <p>Rewards and Behaviour and Anti-bullying polices anchored in equality</p> <p>PSMSC programme and guidance</p> <p>Visiting local community representatives (and visits)</p> <p>Wider curriculum (e.g.: RE art, MFL, history, geography, English, Performing Arts etc.)</p> <p>Theme days</p> <p>Assembly Programme</p> <p>Daily messages</p> <p>Newsletters</p>	<p>Vision & Ethos statement and reinforced through letters and newsletters</p> <p>Induction/Transition work and information</p> <p>Home-School Partnership Agreement</p> <p>Parents' Handbook.</p> <p>Calendar with build in celebration.</p> <p>Website e.g.: PSMSC programme</p> <p>Theme day information</p> <p>Notice boards, display & TV screens</p> <p>Social Media information</p> <p>Cultural adaptations to school uniform available, not an afterthought.</p>	<p>Vision & Ethos displayed in reception.</p> <p>Website e.g.: PSMSC programme (e.g.: information on website and invited in as speakers)</p> <p>Notice boards, display & TV screens</p> <p>Social Media information</p> <p>Risk assessment of visiting speakers (to ensure shared message)</p>

E4 – Integration and community cohesion

<p>Assembly Programme</p> <p>Union Liaison meetings</p> <p>Staff HR policies</p> <p>All staff receive our Maiden Erlegh Guide to Religions to help them understand the community better</p>		<p>Notice boards, display & TV screens</p> <p>Social Media information</p> <p>Cultural adaptations to school uniform available, not an afterthought.</p>		
---	--	--	--	--

Our learning is that a key part of cohesion is the ability of the school to genuinely offer equality of success. We have a track record in this respect (see Maiden Erlegh Schools outcomes for groups as well as overall, and our 2016 and 2017 regional awards for Pupil Premium. This will be a key objective for River Academy.

It starts with the communication of our commitment to equality is the importance given to the reducing of differences in expectations, day to day experience and outcomes for different groups in school, but then securing impact against that commitment.

We know our strategies work because of:

- Two recent strong Ofsted Reports (Maiden Erlegh School in Reading in June 2018 and Maiden Erlegh School in Sept 2018)
- Outcomes (including for groups)
- Quality of teaching-learning-assessment
- Extremely low levels of bullying and clear messages about prevention and actions if bullying occurs
- Positive behaviour and extremely low levels of exclusion and rarely from vulnerable groups.

E4 – Integration and community cohesion

- Positive relations with agencies supporting SEND and vulnerable groups.
- Parent and student feedback confirm the schools are happy places to learn.

Two examples of impact at Maiden Erlegh School:

Table E13: Racist Incident Reporting – Maiden Erlegh School

NUMBER OF INCIDENTS	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
RACIST INCIDENT	9	13	17	10	15	16	18	8

In 2018 93% of students and 95% of parents agreed that students from different cultures/religions are shown respect.

Adaptation for River Academy

This will start at transition, with visits to children in their primary schools, discussions with teachers and parents, as well as data scrutiny. The transition process will continue in the summer term with a taster day for all pupils, and additional days for vulnerable children and meetings with parents. When they start, the initial tutor programme will be about integration, inclusion and celebration (our Foundation motto is “*we are all different so we are all the same*”) to ensure that diversity is celebrated and a course of the PRIDE the academy is instilling.

From the start, our monitoring strategies will look at the experience of the whole child to ensure they feel valued, challenged and supported as individuals in their own right, and that their backgrounds and individuality are respected and celebrated.

Equalities form a central part of our dialogue with many stakeholders, including our students and parents. Our schools run annual surveys to explore a range of issues and themes with stakeholders and the feedback informs our understanding and self-evaluation. Woven into these surveys are questions that explore issues of bullying, homophobia, disability, and support for those with special education needs (among others). We feedback to stakeholders on results and the impact on areas highlighted by their feedback and this model will be used at River Academy from Year 1.

Our parent surveys tell us that typically 94%-95% of our parents are positive about our transition arrangements and we are confident that we can ensure similar feedback at River Academy.

Inclusion at River Academy

We have a very strong inclusion structure and process, recently reviewed at both the Reading and Earley schools with a specialist external consultant, which means that

E4 – Integration and community cohesion

students with vulnerabilities and needs are supported from Y6. That work also involves parents and local primary schools.

The model is based on a clear mix of:

Wave One	<p>High impact curriculum with booster pathways where necessary</p> <p>High impact quality first teaching, monitored rigorously through the Standard Strategy</p> <p>High impact personalised tutoring (e.g.: person links for all SEND and Pupil Premium Students)</p>
Wave Two	<p>Inclusion support strategies focused on the needs of River Academy Students (academic, physical and mental health, SEND, cultural capital support)</p> <p>See: Maiden Erlegh School example model below</p> <p>Access to Trust resource e.g.:</p> <p>Advice and support through the Director of Inclusion and Safeguarding (e.g.: for PP Strategy development)</p> <p>Trust Counsellor services</p> <p>Inclusion and Safeguarding network group (with peer reviews to “test” impact of provision)</p>
Wave Three	<p>Strong working relationships with agencies already established in Reading e.g.:</p> <p>Reading Borough Council SEND Team</p> <p>Cranbury College</p> <p>JAC Behaviour mentors</p> <p>JAC equine therapy</p> <p>Reading Football Club Mentoring Programme</p> <p>SMART substance abuse team</p> <p>Sweetscience Boxing mentoring (https://www.sweetscience-fitness.co.uk/contact-us)</p>

E4 – Integration and community cohesion

River Academy will have an inclusion structure based on the Maiden Erlegh model but adapted for the local community e.g.: with more EAL, Prevent/Gang Protection expertise and attendance support:

Diagram E14: Inclusion Structure



The inclusion provision would have three distinct, but interlinked, zones to ensure communication between the different specialists is smooth and effective. This ensures a holistic approach which, in our experience, supports participation in all aspects of school life, even for the most vulnerable students.

How will our planned approach to admissions will promote community cohesion and integration?

We will adopt the same admissions principles as at Maiden Erlegh School in Reading:

- This means we maintain the integrity of the school being for local families, regardless of children's ability or background.
- Disadvantaged students will get priority on the over-subscription criteria.
- By allowing places for staff children, we encourage positive recruitment and retention (with an invested interest in the school). This will ensure stability of staffing, and consequently the ability to develop practice and culture.

E4 – Integration and community cohesion

How will the curriculum be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education?

and; **The impact of the curriculum on community cohesion at River Academy**

See Section E2 for our wider curriculum intent and impact.

The River Academy PSMSC curriculum will be based on the Maiden Erlegh School in Reading model, but reviewed for specific local need when final project is agreed.

As with all our curriculum intent, it is closely linked to planned implementation strategies and clear pedagogy based on the training and building of confidence in staff and students to discuss even the most delicate of subjects. Through this discursive/reasoning approach, we develop understanding of, and empathy for, others. We have developed a resource and CPD model, which has been fine-tuned at Maiden Erlegh School in Reading to enable even the youngest students to be able to explore and discuss the topics on this vital curriculum. This also strongly cements cohesion amongst the student body.

Impact evidence – quote from the Maiden Erlegh School in Reading Ofsted report:

“The development of pupils’ spiritual, moral, social and cultural education is a strength of the school. Pupils are well prepared for life in modern Britain through the successful promotion of British values within the curriculum and a strong ethos of equality. Diversity is celebrated and there is a culture of ‘openness’. Pupils are encouraged to share their ideas, and they listen actively and respectfully to other people’s opinions.”

Our student surveys confirm the effectiveness of our programme (extract from Maiden Erlegh School 2018 survey – “yes” answers):

Table E15: Maiden Erlegh School Student Survey feedback

We learn the difference between what is right and what is wrong.	91%
-Foundation	97%
-KS4	96%
School teaches me how to stay healthy	97%
-Foundation	99%
-KS4	96%
I keep myself fit and healthy	94%
-Foundation	98%
-KS4	91%

E4 – Integration and community cohesion

School teaches me how to look after my emotional and mental health	91%
-Foundation	95%
-KS4	89%
School teaches me how to stay safe on the internet.	98%
-Foundation	99%
-KS4	97%
I understand about consent	96%
-Foundation	96%
-KS4	97%
I understand about radicalisation and extremism	89%
-Foundation	86%
-KS4	90%
I understand about sexual harassment/violence	96%
-Foundation	97%
-KS4	96%
I understand what skills and attributes employers are looking for	90%
-Foundation	90%
-KS4	90%

How will the school promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and none?

British Values are taught overtly in PSMSC and referenced throughout the curriculum as appropriate (e.g.: in history, RS, art, MFL). They are also interwoven into assemblies throughout the five years.

It is important, however, that students see British Values in practice. A key driver for this will be our structures for student voice and student leadership which we will establish from the start e.g.:

- Student Ambassadors (chosen for consistent commitment to school and work ethic) who are in school improvement groups linked to a member of the senior leadership team.
- Student focus group to check progress on school improvement work (e.g.: behaviour, homework, school meals)

E4 – Integration and community cohesion

- Student Interviewers for leadership posts.
- Student Mentors and Peer Tutors
- Student Voice email which goes to senior team
- Annual Student survey
- Involvement in local and national initiatives: Youth Parliament, Youth Magistrates
- Student group leaders (e.g.: for LGBTQ Club, Equalities Group ...)
- Student Leaders (Sports/Art)

In addition, we will use students from Maiden Erlegh School in Reading and our Sixth Form to support this as the school grows.

An example of impact evidence from Maiden Erlegh School (2018 surveys): 95% of Foundation students and 93% of Key Stage 4 students said they understood British Values.

What will the school do to attract students from different backgrounds and different communities and how will they ensure that all feel welcome and able to play a full and active role in the school in a way that reflects and is in line with the requirements of the Equality Act 2010?

<p>Establishing an environment at River Academy where difference is a strength and an enrichment</p>	<p>See above. In addition:</p> <p>Student designed and led assemblies (including working with older students from other secondary schools)</p> <p>Uniform design which means they are visibly part of the community</p> <p>Provision for religious observance (e.g.: prayer room during Ramadan)</p> <p>Bespoke Inclusion Area (see below) and clubs/mentors/"safe spaces" organised by and for students (e.g.: similar to the LGBTQ club at Maiden Erlegh School)</p> <p>Whole school involvement with celebrations (e.g.: canteen menus for Chinese New Year, Eid, Christmas)</p> <p>Posters and images celebrating the diversity of the school</p>
--	---

E4 – Integration and community cohesion

	<p>Performing Arts shows and Arts exhibitions</p> <p>Working with Reading University Students in Schools to provide range of young adult role models.</p> <p>Enrichment programme (including trips and visits) to develop a shared cultural capital amongst the students</p> <p>Website and public areas represent clearly our values and ethos, especially linked to inclusion and equality.</p>
Prior to River Academy application	<p>Discussions with Reading Borough Council to ensure alignment of project outline with council's aims.</p> <p>Scrutiny of Reading Borough Council's consultation with the local community.</p> <p>Open event at Maiden Erlegh School in Reading to showcase the results of this project in a similar school and similar community</p> <p>Initial contact with business partners to secure support for vocational element of the curriculum</p>
River Academy pre-opening phase (if appointed)	<p>Visits to local primary schools to meet parents and explain the details of the project, allowing to fine-tuning before opening)</p> <p>Town Hall events as building project progresses</p> <p>Visits to local secondary schools and colleges to ensure close working with them (e.g.: fair access, post-16 destinations)</p> <p>Firming up of business links and requirements for partnership</p>

Section F – Capacity and capability

F1 – A strong track record

F1 – A strong track record

Maiden Erlegh Trust has a strong ethos of high quality and aspirational inclusion education. This has developed and been sustained through embedded “tried and tested practice and policies.

Ofsted Outcomes

Maiden Erlegh School:

- Ofsted Section 8 Inspection of Maiden Erlegh School, September 2018: retains good in all categories with evidence of a “marked improvement” and a recommendation for a follow-up Section 5 inspection.

Other national awards

- SSAT Achievement Awards for top 10% performance for attainment and for progress (2017)
- Pupil Premium Regional Awards (2016 and 2017)
- NACE Decade of Excellence (2017)
- Leading Parent Partnership Award (2017)
- Young Carers’ Award (Bronze 2017 Silver 2018)
- Basic Skills Award (2017)
- EQuality Award (2015 – reaccreditation in train)

Maiden Erlegh School (Reading), opened in 2015

- Ofsted report for Maiden Erlegh School in Reading, June 2018: good in all categories

The school has also been awarded the EQuality Award and the Basic Skills Award (2018).

Maiden Erlegh Chiltern Edge has joined the Trust (August 2018) as a sponsored academy and a school improvement project is underway. Ofsted undertook a monitoring visit in November 2017 and this acknowledged the school improvement work already undertaken by the Trust, through the Trust’s Teaching School.

Great Hollands Primary School is a sponsored primary school taken into the Trust in July 2017. Since then, external reviews have noted improvements in many key areas. The school has yet to be inspected by Ofsted.

F1 – A strong track record

Achievement compared with Local and National averages

Threshold measures for Maiden Erlegh School in 2017 above local and national averages (and indicators similar for 2018)

Maiden Erlegh School

PROGRESS

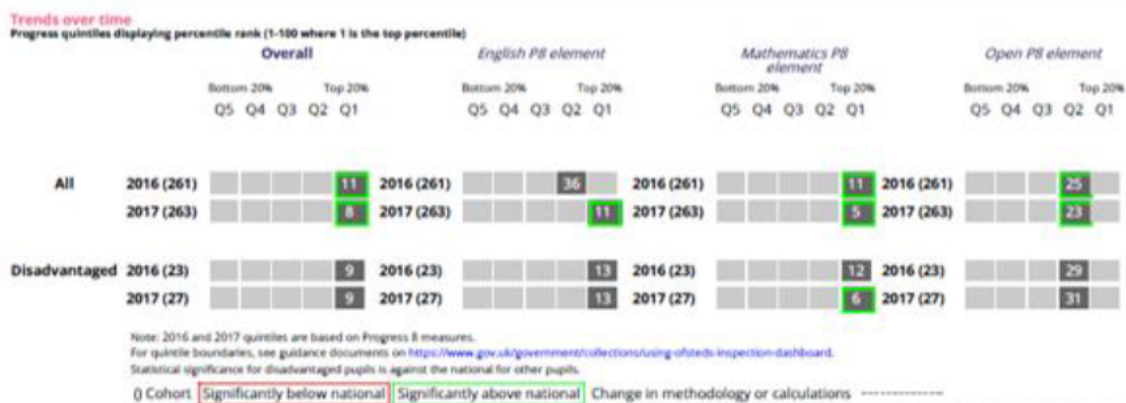
The school has consistently secured KS2-4 progress above the national average. Before Progress8 we had an 11 year SIG+ record for Contextual Value Added and with the advent of Progress8 we have been above average in 2015 and 2016, and well above average in 2017 and provisionally again for 2018.

Similarly, our progress measures have consistently been above local measures overall (e.g.: +0.64 in 2017 compared with RBC -0.01). Provisionally 2018 is +0.65.

The progress of our disadvantaged (DA) students is consistently strong. For example, in 2017, the gap between our DA students and “national other” was +0.29 was significantly better than the overall gap for Reading Borough Council (-0.69).

Also, quintile performance is strong for our DA students, with particular improvements between 2016 and 2017 in maths (an area of focus which, therefore, exemplifies the impact of our targeted work). We fully expect 2018 data to be similar.

Diagram F1: Quintile Data – Maiden Erlegh School



F1 – A strong track record

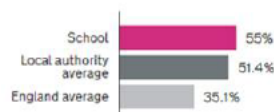
Diagram F2: 2018 DfE Provisional Data

Progress 8 score [?](#)

Well above average 0.65

[More score details](#) [?](#)

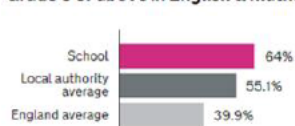
Entering EBacc [?](#)



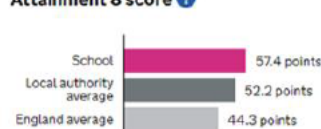
Staying in education or entering employment [?](#)



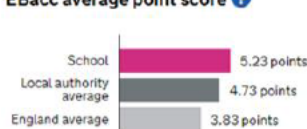
Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Headline measures	
Progress 8 score after adjustment for extreme pupil scores	0.65
Average attainment 8 score per pupil	57.4
% of pupils entering the English Baccalaureate	55.2%
Average EBacc APS score per pupil	5.23
% achieving grade 5 or above in the English Baccalaureate	35%
% achieving grade 5 or above in English and maths	64.3%
Additional measures	
% achieving grade 4 or above in the English Baccalaureate	44%
% achieving grade 4 or above in English and maths	84%
% entering more than one language	5%
% entering three single sciences	18%
Progress 8 (unadjusted)	
Progress 8 score	0.65
Progress 8 score for English element	0.48
Progress 8 score for maths element	0.50
Progress 8 score for English Baccalaureate element	0.88
Progress 8 score for Open element	0.64
Attainment 8	
Attainment 8 score for English element	11.73
Attainment 8 score for maths element	11.04
Attainment 8 score for English Baccalaureate element	17.45
Attainment 8 score for Open element	17.20
Measures by pupil type - Low prior attainers	
Progress 8 score for pupils with low prior attainment	0.67
Average Attainment 8 score per pupils with low prior attainment pupil	32.26
% of pupils with low prior attainment achieving grade 5 or above in English and maths	3.70%
Measures by pupil type - Middle prior attainers	
Progress 8 score for pupils with middle prior attainment	0.84
Average Attainment 8 score per pupils with middle prior attainment pupil	49.52
% of pupils with middle prior attainment entering the English Baccalaureate	32.00%
% of pupils with middle prior attainment achieving grade 5 or above in English and maths	48.00%
Measures by pupil type - High prior attainers	
Progress 8 score for pupils with high prior attainment	0.51
Average Attainment 8 score per pupils with high prior attainment pupil	68.64
% of pupils with high prior attainment entering the English Baccalaureate	82.58%
% of pupils with high prior attainment achieving grade 5 or above in English and maths	90.15%
Disadvantaged	

F1 – A strong track record

Progress 8 score for disadvantaged pupils	0.17
Progress 8 score for disadvantaged - English element	0.16
Progress 8 score for disadvantaged - maths element	0.15
Progress 8 score for disadvantaged - Ebacc element	0.18
Progress 8 score for disadvantaged - open element	0.17
Average Attainment 8 score per disadvantaged pupil	40.58
% of disadvantaged pupils entering the English Baccalaureate	29.41%
% of disadvantaged pupils achieving grade 5 or above in English and maths	26.47%

OTHER 2018 DATA

- Overall ALPs QI8 Grade 2
- 24% grades 9-7 Eng Lan (No. 9s = 20)
- 29% grades 9-7 Eng Lit (No. 9s = 12)
- 34% grades 9-7 Maths (No. 9s = 9)

Disadvantaged ALPs QI8 Grade 3

FFT Dashboard gives group breakdowns as follows:

Diagram F3: FFT Dashboard

Value Added Scores for Pupil Groups

	Pupils	Attainment 8	Progress 8
All Pupils	274	5.8	● +0.67
Female	142	6.0	● +0.89
Male	132	5.6	● +0.43
Higher attainers	132	6.9	● +0.53
Middle attainers	98	5.0	● +0.86
Lower attainers	27	3.2	● +0.65
Not FSM6	246	6.0	● +0.73
FSM6	28	3.9	+0.04
Not SEN	263	5.8	● +0.68
SEN	11	4.0	● +0.36

In-school attainment gaps between DA and non-DA students are significantly below RBC's score for national "other" (2017: -6% v -16%). Separate scores for gaps in English and maths show particular improvements in attainment of disadvantaged students in English but also in maths.

F1 – A strong track record

The in-school figures vary due to the prior attainment and mobility profile. For example, typically there are 11-13% fewer HAPs in our disadvantaged cohort than the overall school population. Furthermore, the proportion of LAPs is typically much higher. This skews the attainment data in particular, but the quality of our work is highlighted by improving attainment results and progress data in general.

In 2018, this was skewed even further by seven very vulnerable disadvantaged HAP student, some joining us late in Key Stage 4. Despite this, and due to our bespoke intervention, every student achieved an agreed portfolio of examinations and secured an appropriate place post-16.

DESTINATIONS

One of our key aims is that every student in Y11 (and Y13) has an appropriate destination and is prepared to take it up successfully. As a result, our destination figures are typically very strong and above national and local figures. This is achieved through strong and varied advice and guidance, using a range of independent sources of support, but also a relevant and challenging curriculum which is expertly delivered and tracked against aspirational targets.

For example in 2016, 99% of our students had maintained their destination activity (compared with 94% nationally and 96% in Wokingham Borough).

2017 IDSA: 97% of our DA students sustained their destinations (29/30), compared with 96% nationally, with the final one picked up by a support agency. 53% stayed on into a school sixth form (10% above the national average) and 33% went to the FE sector.

ATTENDANCE & EXCLUSIONS

Overall absence and persistent absence is consistently below national averages e.g.: overall absence 4.1% in 2017 compared with 5.2% nationally and persistent 7.9% compared with 12.8%. This is also true of our DA students e.g.: FSM 6 5.3% overall absence compared with 7.5% and 12.4% compared with 22.4% nationally. This profile is also true for almost all other significant groups (e.g.: EAL students).

Culture and behaviour is a strength of our schools:

Maiden Erlegh School Ofsted Sept 2018: *“...a very high number of pupils strongly agreed that they are encouraged to respect people from different backgrounds. The behaviour of pupils in lessons and around the school is excellent.”*

Exclusions are exceptionally low and falling (e.g.: 23 days in total in 2015/16 to 16 in 2017/18) and no SEND students have been excluded in the last three years. There have been 7 DA exclusions in the last five years: 6 in 2015/16, 1 in 2016/17 and non in 2017/18.

F1 – A strong track record

OTHER

NACE Decade of Excellence Report (July 2017)

“... more able students make exceptional progress as shown by the consistently high and improving GCSE and A level achievement over many years with 39% of students gaining A/A in at least 3 of their GCSE subject compared with 28% in 2015.... The Pupil Premium Strategy has bespoke strand for MA as their number has increased.”*

Leading Parent Partnership Award (June 2017)

“To ensure inclusion, together with their parents, considerable support is given to PP students and students with special educational needs.”

Ofsted Report (Sept 2018)

“Effective leadership ensures that the quality of teaching, learning and assessment is strong. As a result, pupils make excellent progress across all areas of the curriculum and achieve GCSE results which are well above the national averages. This drive is well balanced with a clear commitment to the welfare of pupils and staff.

Consequently, there is a very positive learning culture in the school. Pupils from a range of backgrounds thrive.”

“The work of the inclusion centre is particularly impressive, ensuring that vulnerable pupils receive personalised help to meet a range of complex needs. As a result, many pupils who access this provision make exceptional progress.”

Maiden Erlegh School in Reading

Our free school in Reading school does not currently have externally validated data. That said, their internal assessments show that progress and attainment is in line with that of Maiden Erlegh School (Earley), even with their significantly higher proportion of disadvantaged students. The quality of the students' progress and learning over time was also acknowledged in their 2018 Ofsted report: *“The school's performance information, along with work seen during the inspection, shows that, overall, progress is good, and in some cases, very good. Progress made by disadvantaged pupils is similar to that made by other pupils with similar starting points.”*

Maiden Erlegh Chiltern Edge

Part of Trust from 1 August 2018. Teaching School involvement since January 2018.

- 43% Gr5+ in English and Maths
- Indicative Progress8 +0.07
- Fully staffed

F2 – The necessary experience and credentials to deliver the school to opening

F2(a) – Skills and experience of your team

Table F2(a) – Skills and experience of your team					
Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

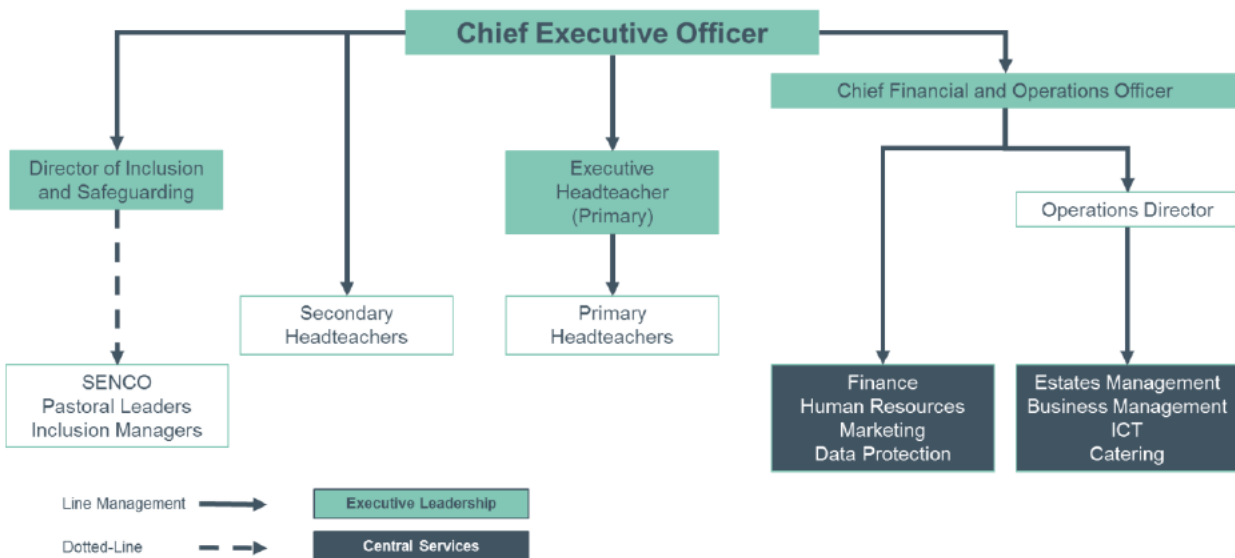
F2(a) – Skills and experience of your team

The Trustees have invested in creating capacity amongst the executive leadership positions and within central services, to ensure that a solid platform is in place from which the Trust's growth plan can be achieved.

From January 2019, both of the senior executive leadership roles within the Trust will be full time substantive roles.

- Maiden Erlegh School will have a new Headteacher from January 2019 allowing Mary Davies to move to a substantive CEO role.
- The Trust will have an Operations Director from January 2019 to provide more capacity within central services to support ██████████ (CFOO).
- The Trust have appointed an experienced primary school Headteacher to the role Executive Headteacher (Primary) on a part time basis to drive school improvement in the Trust's primary school.
- The Trust have appointed an experienced practitioner to the role of Director of Inclusion and Safeguarding to focus on improving progress across disadvantaged groups across all schools.

Organogram: Maiden Erlegh Trust Executive Leadership



These appointments allow for both the CEO and CFOO to focus on strategic leadership, driving school improvement agendas across all Trust schools as well as ensuring the successful delivery of the River Academy project.

The Trust has invested in developing core central services in the areas of Finance, and HR and have appointed suitably qualified and resilient staff members to critical roles, who are well placed to provide proactive and practical support to the project team throughout the pre-opening and opening phases.

F2(a) – Skills and experience of your team

This investment in resources and systems means that both the CEO and CFOO, alongside the Headteacher, will be able to dedicate the time and energy required to ensure that River Academy opens on time and will allow for a high degree of focus to be placed on recruitment of pupils and staff, and to ensuring the school meets the expectations of all stakeholders. Furthermore, there are staff members who work for the Trust who were, in some way, involved in the successful opening of Maiden Erlegh School in Reading. Their skill sets range from facilities and estates management to catering, school administration, data and curriculum development, and their experience will be invaluable in shaping the proposition for River Academy.

The Trust are also being supported by an external consultant with experience working at the ESFA through previous waves of the Free Schools programme.

The remainder of the project team played a significant role in the successful opening of Maiden Erlegh School in Reading in 2015. The two additional Trustees and founding members of the Trust who have committed to supporting the River Academy project bring skills and experience in catering, business, and buildings management. In addition to those members, the current Headteacher of Maiden Erlegh School in Reading will act as a mentor to the newly appointed Headteacher throughout the pre-opening and opening phases of the project, and enable the project team to benefit from lessons learned from his previous first-hand experience.

F2(b) – Skills gap analysis

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Legal	Trustee	The Trust expect to fill this gap by 1 January 2019 by appointing a candidate who has over 30 years' experience of working in the NHS. He has served as a Non-executive Director on the Buckinghamshire Hospitals NHS Trust board and the Blood Transfusion Service board. He is also a member of the Thames Valley University Board of Governors.
Financial	Trustee	The Trust expect to fill this gap by 1 January 2019 having interviewed a chartered accountant and Chief Financial Officer in the technology industry.

F2(b) – Plans for recruiting a principal designate and executive head
<p>The Trust's preference is to recruit a substantive Headteacher from our internal pool of resources. This would demonstrate our commitment to staff development and would present a unique opportunity for an aspiring leader to move into the role of Headteacher with the wider support of experienced Headteachers and the Trust. We are of the belief that there are two internal candidates who would relish the opportunity to step up into this role.</p> <p>We are however committed to appointing the very best candidate to the position and would therefore go to national advert in order to run a competitive recruitment process, which we would ask ASCL to support.</p> <p>It will be desirable, but not essential, for the right candidate to have an NPQH qualification and they will have significant experience of senior leadership. It will however be essential for them to hold a professional teaching qualification and a degree with a class of 2:1 or higher.</p> <p>They will need to be an experienced, well-qualified, articulate and inspiring leader with the utmost integrity who will be able to galvanise all stakeholders behind our vision for the school.</p> <p>The Headteacher would be recruited within the pre-opening phase and would become a key member of the pre-opening team in advance of the school opening in 2021. We would anticipate recruiting to the post one year in advance of the school opening. This</p>

F2(b) – Plans for recruiting a principal designate and executive head

will enable the successful applicant to drive key pre-opening tasks centred on the curriculum design, recruitment and planning.

Recruitment Timeline

Activity	Key Date
Commence recruitment process	November 2019
Selection process	February 2020
Headteacher commences post	September 2020

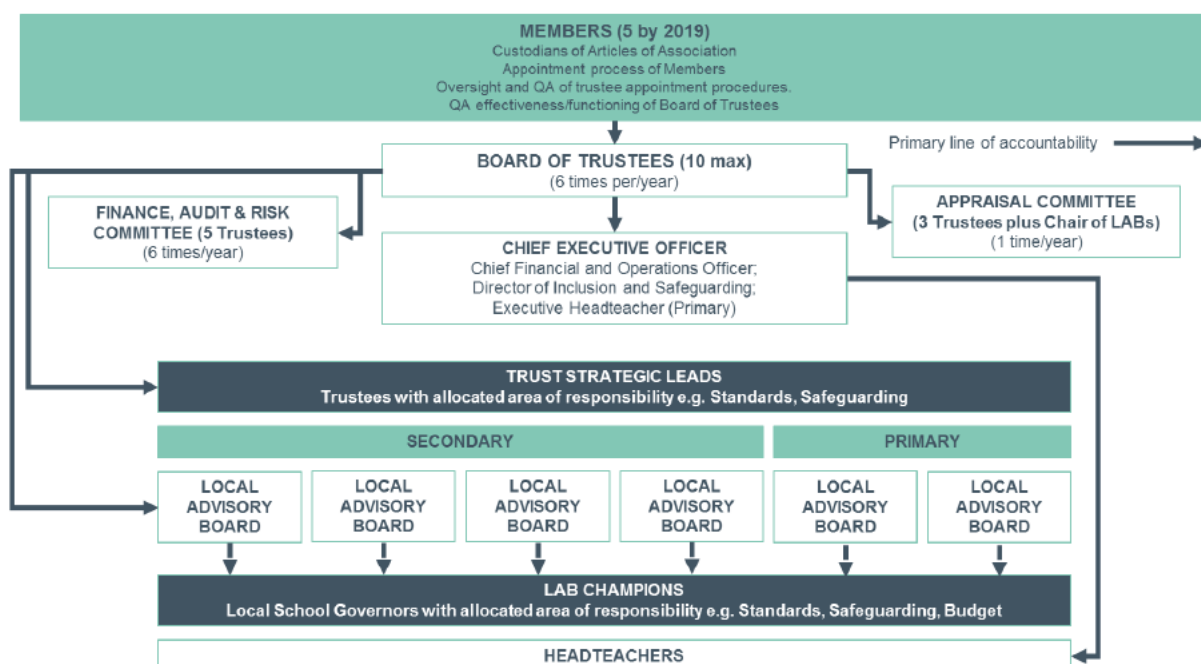
F3 – An effective governance structure

F3 – An effective governance structure

The Trust understands that strong governance puts the interests of pupils and students before adults and at board level, issues of control and school identity are put aside to consider objectively how governance can benefit all children and young people across the Trust's current and future schools.

The Trust reviews its governance arrangements annually, and more often if there is a need to do so. It is recognised by Trustees that, as more schools join the Trust, the systems and procedures of governance must adapt to ensure lines of responsibility and accountability are maintained.

Organogram – Governance Structure of Maiden Erlegh Trust



The Trust actively avoids related party transactions between members, trustees and the academies within the Trust. It conducts its operations in compliance with the Academies Financial Handbook and the Trust's own Financial Procedures Manual.

The Board of Trustees are held to account by the Members of the Trust, of which there are currently four. The Trust are actively recruiting a fifth member and we expect to have them in place by 2019. The Trustees are supported by two formal committees: The Finance, Audit and Sites Committee and the Appraisal Committee.

Trust Strategic Leads

Trust Strategic Leads are nominated Trustees who take responsibility for reviewing the provision across all schools in two key areas of work; Safeguarding/Equalities/SEND and Standards. They liaise with Chairs of the Local Advisory Board and the appropriate Trust Executive Leaders prior to each end of term full Trust meeting to ensure they can report on the overall quality of provision across the Trust.

F3 – An effective governance structure

The Trust's Executive Leadership are held to account by the Board of Trustees and the Trust will be adopting the recommendations in the Academies Financial Handbook to further separate out potential conflicts of interest in the roles of Member, Trustee and LAB Chairs. By June 2019, the Trust commits to having a fully independent Trust Board with no employees on the Board and no Trustee operating as either a Member or a Local Advisory Board Chair in addition to their Trustee role. Whilst the Trust are committed to the separation of roles, it is imperative that the quality and strength of governance in our existing schools is protected and therefore can we can only conceivably move to this structure once suitable replacements have been found.

Performance Management of the Executive Leadership

The Trust has an open and transparent performance management process for its executive leadership, as well as for all staff members within the Trust.

Who	Performance Management conducted by
Chief Executive Officer	Chair of Board of Trustees Independent Consultant (NLE and CEO of MAT)
Chief Financial and Operations Officer	Chair of Board of Trustees Chief Executive Officer
Directors / Executive Headteachers	Chief Executive Officer / Chief Financial and Operations Officer Trust Strategic Lead
Headteachers	Chief Executive Officer / Executive Headteacher Chair of Local Advisory Board

LAB Champions

Each school has a Local Advisory Board (LAB) consisting of a team of governors who are responsible for holding the performance of their school to account. Within each LAB, a governor is assigned an area of responsibility generally aligned to an area of the school improvement plan, and will then meet with the relevant school leader prior to each LAB meeting to review progress and provide challenge. The LAB Champion will complete a pro-forma template outlining the contents of the meeting and any actions agreed, and they will then present a summary to the Local Advisory Board each meeting.

The Trust adopted this model to relieve the requirement of both governors and staff members of the school leadership team to attend numerous meetings, often outside of core working hours. Not only has this improved staff wellbeing and reduced workload, it

F3 – An effective governance structure

has also meant an improvement in the quality of discussion taking place and a higher focus placed on actions and outcomes.

Governance at River Academy

River Academy will operate with a Local Advisory Board which will be formed during the pre-opening phase of the project. This governing body will be responsible for holding the Headteacher and the leadership team of River Academy to account for its performance once the school is open, but will assist in shaping the culture and ethos of the school during the pre-opening phase.

Membership of each LAB includes 2 parents, to be elected by prospective parents, and 1 staff member, elected by staff. This will ensure that the two main stakeholder groups are well represented. Other members of the LAB will be co-opted by the Trust, chosen for their ability to represent the local community and act as a critical friend, offering challenge and support to the Headteacher and leadership team. We will ensure local representation by carefully matching LAB members of River Academy to the community it serves.

In order to maintain and develop positive links with the local community and to hold true to our motto of: *“schools for the community, schools as a community”* the LAB will nominate a Community Liaison governor who will represent the school on appropriate local community groups and also be a point of contact for the community.

River Academy LAB will adopt the terms of reference as outlined within the Trust’s Scheme of Delegation. They shall meet at least four times per year and hold the Headteacher and leadership team accountable. The main areas of accountability will be:

Ethos and vision

Support the Trust Board in developing a clear educational vision, ethos and direction for the Academy within the context of the vision for the Trust as a whole, recognising the uniqueness of the Academy and the contribution it makes to the Trust and to the community served by the Academy and assisting in the fulfilment and communication of that vision.

Promote the Academy and the Trust within the community, members of the Board acting as ambassadors for the Academy and the Trust, being ready to respond to challenges and acting with honesty and integrity in the best interests of the Trust, the Academy and its pupils.

Community Engagement and External Partnerships

Act as liaison with the community, including any parent groups acting to support the Academy and any third party community organisations with whom the Academy works in partnership. This may include any foundation bodies, trustees, charitable or community trusts established to support the Academy, and the local authority. The Local Advisory

F3 – An effective governance structure

Board will lead on any community consultation, formal or otherwise, acknowledging any guidance issued by the Trust Board.

Actively develop partnerships with organisations who will support the Academy and with whom the Academy can collaborate, to improve teaching and learning and enrich school life including other Academies within the Trust and other local schools

Consider the strategic impact that the Academy has on its community, looking also at any strategic threats and opportunities in respect of the Academy and working with and supporting the Trust Board in taking any necessary action. No expansion or contraction of any Academy will be permitted without the Trust Board's consent.

Promote pupil welfare and ensure there are systems within the Academy to support pupils and their families, providing an extra resource to the Academy's leadership team.

Advise the Trust on the Academy's admissions policy within the constraints of the Admissions Code, ensuring there are systems in place for the hearing of any appeal against an admission refusal.

Financial Controls

Support and advise the Academy's leadership team and the Trust Board in assessing the overall suitability of the budget set for the Academy, contributing to any strategic discussion regarding capital expenditure, central costs, reserves and contingencies, shared resources with other Academies within the Trust and threats to income, recognising that at all times any funds held by the Trust in respect of the Academy are safeguarded.

Respect the budget set by the Trust Board and provide support to the Academy's senior leadership team as to the priorities for expenditure, recognising the importance of ensuring the Academy works within its budget.

Provide an additional forum for the management of risk and the monitoring of the effectiveness of any expenditure in respect of the Academy, including any centrally procured services, supporting the Academy's leadership team as appropriate.

Curriculum and Standards

Assist the Academy's leadership team in the development of the curriculum which meets the Academy's specific needs and has regard to: any nationally recognised curriculum priorities and initiatives; the obligation to provide religious education, sex education and physical education; special educational needs; provision for the most able; national testing and attainment targets; any teaching objectives and priorities adopted by the Trust Board for all Academies, and budgetary limitations.

F3 – An effective governance structure

Advise the Trust Board on the impact in relation to premises, resources and staffing of changes to the curriculum, assisting the Academy's leadership team in securing additional resource where needed.

Advise and report to the Executives and the Trust Board (as required) on the targets for relevant Key Stages in the Academy, supporting the leadership team in the Academy on action to be taken to address areas of weakness and to maximise attainment and pupil progress, analysing data and carrying out inspections as appropriate, and advising on the transition by pupils from one key stage to the next supporting the development of a personalised learning plan for each pupil.

Share expertise and best practice with the other Academies in the Trust, contributing to the work undertaken by the Trust Board in relation to standards and school improvement and, if advised by the Trust Board, to either provide additional resource to any central standards committee established by the Trust Board or to establish a joint local committee with the other neighbouring Academies.

Safeguarding

The Local Advisory Board will appoint one of its members to be the 'safeguarding' champion. They will receive appropriate training and will meet regularly with the safeguarding lead of the school to ensure that the school is fulfilling its' statutory requirements in terms of safeguarding, including the completion of an annual audit. They will also meet at least annually with the designated safeguarding trustee.

Staff

Support the Headteacher with regard to the implementation of any HR policies adopted by the Trust Board and advise the Trust Appraisal committee on the performance management of all teaching and non-teaching staff employed within the Academy, advising on the impact of any pay and performance policies and supporting any consultation to be carried out with either individual staff or collectively.

Advise the Executives and the Trust Board of any areas of weakness in the staffing provision and/or performance and where additional support and/or training is required, recognising the Trust Board's preference where possible for organising training and professional development support on a Trust-wide basis.

Implement any written policy for staff disciplinary and grievance procedures put in place by the Trust Board and where appropriate advise on and support the Academy's leadership team on the implementation of the same.

Undertake any disciplinary or grievance procedure for any member of staff (other than the Headteacher), assisting the Headteacher, reporting to the Executives and noting any right of appeal to the Trust Board.

F3 – An effective governance structure

Facilitate discussion with staff representative bodies, including the unions, at both Trust Board level and within the Academy.

Delegation

The Local Advisory Board may delegate any powers and responsibilities to the Headteacher (or member of their Senior Leadership Team) subject to formal reporting and oversight. The Local Advisory Board may establish or contribute to working parties established for a specific project or designed to encourage collaborative working. The Local Advisory Board will support and where necessary report to any committees established by the Trust Board.

Section G – Financial viability

G1 – Additional commentary on financial viability

Section G demonstrates that River Academy will be financially viable. The financial model shows annual surpluses of between [REDACTED] in each of the first eight years of operation. Furthermore, these surpluses take into account [REDACTED] contingencies that are factored in.

This financial model is broadly based upon our experience at Maiden Erlegh School in Reading, which has posted surpluses in each year of operation thus far, and we believe it incorporates an appropriate amount of headroom to allow for unexpected impacts that may occur from time to time.

We anticipate being able to generate lettings income from day one given the facilities that we will have on offer, and the preferred sites location. We intend to work collaboratively with the organisers of Reading Festival in order to benefit from the fact that the festival is held annually on land adjacent to the preferred site. Furthermore, we want to partner with local sports teams to provide base for training and matches. We know that Berkshire Netball are incredibly keen to find suitable high quality facilities, and local football clubs are always in need of winter training facilities. In our other schools we have excellent partnerships with local squash, football, volleyball and mixed martial arts clubs that generate significant sums of income for the schools. We are confident that, by engaging with stakeholders early in the process, we can benefit financially from these types of partnerships at River Academy also.

Financial Governance

The Trust uses PS Financials to record all financial transactions, and HCSS as its budgeting tool. The Trust's central finance team prepare monthly reports that are reviewed by Headteachers and budget holders to ensure transactions are accurately recorded. The Headteachers will present financial updates to their own LAB, and the Chief Financial and Operations Officer holds a deep dive review of academy budgets with the Headteachers each term.

The Chair of the Trust receives a copy of the consolidated monthly budget monitoring reports, and management accounts are prepared for each meeting of the Board of Trustees. Included as part of the management accounts is a dashboard of financial and staffing performance that covers key areas for review and comparison such as: FTE's, staff to pupil ratios, average cost of staff, percentages relative to overall expenditure and also on a per-pupil basis. This enables a quick view of relative performance in each academy and informs corrective action.

Each school within the Trust is support by a finance assistant, however the Trust operates a centralised finance function which is staffed with qualified and part-qualified accountants.

G1 – Additional commentary on financial viability



Section H – The proposed site (use Excel spreadsheet)

Section H is submitted on the required Excel spreadsheet.

Annexes

Annex B1: SCAP Data provided by Paul Wagstaff, Head of Education – Reading Borough Council

Annex D1: Marketing material

Annex H1: Annotated Site Map

Annex H2: Site Plan

Annex H3: Option Plan

Annex H4: Photographs of Existing Site

Annex H5: Topography and GPR

Annex H6: Site Strategy

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education, finance, HR etc.)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation and URN of school (if appropriate) ▪ position and responsibilities held ▪ length of time in position This should cover at least the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
6.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7.	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	[REDACTED]

CV template		
1	Name	[REDACTED]
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<div style="border: 1px solid black; padding: 2px;"> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> </div>

CV template

4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none">• date of qualification• professional body membership number• how your qualifications are maintained	
5	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV template

6

Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

[Redacted text]

[Redacted text]

[Redacted text]

7

Professional reference names(s) and contact details. **For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.**

[Redacted text]

CV template	
	<p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	[Redacted]
2	Area of expertise (e.g. education, finance, HR, etc.)	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[Redacted]
		[Redacted]
		[Redacted]
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	[Redacted]
5	Brief comments on why your previous experience is relevant to the new school	[Redacted]

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	[Redacted]
2	Area of expertise (e.g. education, finance, HR, etc.)	[Redacted]
3	Details of your last three roles including:	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
	<ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	<p>[Redacted]</p>
5	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	[REDACTED]
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED] [REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation and URN of school (if appropriate) • position and responsibilities held • length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p>

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education, finance, HR etc.)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation and URN of school (if appropriate) ▪ position and responsibilities held ▪ length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.	Brief comments on why your previous experience is relevant to the new school	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
6.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7.	Reference names(s) and contact details. . For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV template		
1	Name	[REDACTED]
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/organisation and URN of school (if appropriate) • position and responsibilities held • length of time in position This should cover at least the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4	For finance staff only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template		
		[Redacted]
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[Redacted]
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	[Redacted]



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk