



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

Heath Clarke Primary School

Application checklist

| Name of task | Yes | No |
|---|-----|----|
| 1. Have you completed the pre-application registration form ? | | X |
| 2. Have you established a company limited by guarantee? | X | |
| 3. Have you provided information on all of the following areas: | X | |
| Section A: Applicant details | X | |
| Section B: Outline of the school | X | |
| Section C: Education vision | X | |
| Section D: Education plan | X | |
| Section E: Evidence of need | X | |
| Section F: Capacity and capability | X | |
| Section G: Budget planning and affordability | X | |
| Section H: Premises | X | |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | X | |
| 5. Have you fully completed the budget plans? | X | |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | | |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | | |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | X | |
| 9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines). | X | |
| 10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for | X | |

| | | |
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| Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | | |
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**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

| | | |
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| Section I of your application | | |
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| <p>11. Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | x | |
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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 if the application is successful the company will operate a free school in accordance with:

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

| | |
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| Pre-registration reference number | |
| Name of proposed school: | Heath Clarke Primary School |
| Is this a route one application or a route two application? | Route 2 |
| Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details. | <Redacted> |
| Address of lead applicant: | <Redacted> |
| Email address of lead applicant: | <Redacted> |
| Telephone number of lead applicant: | <Redacted> |
| How you would describe your group? | Something else (please give detail below) |
| If 'Something else' please describe your group: | Community group working with the an academy chain (Avanti Schools Trust) |
| Have you applied before for this school, whether under the current name or something else? | Yes |
| If 'Yes' and the name of the school was different, please say what the original name was: | NA - Please note the answer below should read Wave 7 May 2014, however, the option is not available |
| If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. | Wave 6 Jan 2014 |

About the company

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| Have you established your trust in accordance with the DfE model articles of association? | Yes |
| Company name: | Avanti Schools Trust |
| Company address: | Camrose Avenue, Edgware, Middlesex, HA8 6ES |
| Company registration number: | 7506598 |
| Date when company was incorporated: | 26 January 2011 |
| Please confirm the total number of company members (must be a minimum of 3): | 3 |
| | <Redacted> |
| | <Redacted> |

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| Please give the names of all company members: | <Redacted> |
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| Please list all company trustees, providing their name and the position they will hold when the school is open: | <Redacted> |
| | <Redacted> |
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| Please provide the name of the proposed chair of the governing body, if known: | <Redacted> |
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Further details about the group

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| Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc. | No |
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| Are you an approved academy sponsor? | No |
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| How many existing free schools or academies are run by your group? | 3 |
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| If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company: | Avanti Schools Trust |
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| If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number: | NA |
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| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection: | NA |
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| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report: | NA |
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| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: | NA |
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| How many free schools are you seeking to open in this application round? | 2 |
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Links to other organisations

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| <p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> | <p>Yes</p> |
| <p>If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.</p> | <p>1) iFoundation Ltd - Company No. 05137350 - Charity no. 1105545 - iFoundation Limited will be the religious authority (Hindu) for the proposed school. 2) ISKCON (International Society for Krishna Consciousness) - Charity number no. 259649. iFoundation draws upon the teachings of Krishna Chaitanya as practised by ISKCON, the International Society for Krishna Consciousness. Several members and Trustees of iFoundation and the Avanti Schools Trust are, in their individual capacities, members, or regular congregation members, of ISKCON.</p> |
| <p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> | <p>iFoundation and ISKCON, as above.</p> |
| <p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p> | |
| <p>Have you received help and support from the New Schools Network (NSN)?</p> | <p>Some help</p> |
| <p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> | <p>No</p> |
| <p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p> | |



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

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| <p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p> | |
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| In which local authority is your preferred location? | Croydon |
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| Proposed opening year: | 2016 |
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| Age Range: | 4-11 |
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| If 'other' please specify | NA |
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| Will the school have a sixth form? | No |
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| Will your school be co-educational or single sex? | Co-educational |
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| Is your school a hybrid type? | Not a hybrid |
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| Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation: | Yes |
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| Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? | No |
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| If you answered yes to either of the above questions, please say which faith: | Hinduism |
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| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify: | |
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| Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori? | None |
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| If other, please specify | NA |
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| Maximum capacity of proposed free school: | 420 |
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| Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places | 420 Primary |
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| Please say which year groups the school will have in first year and the PAN for each | Reception 60 |
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| Date proposed school will reach expected capacity in all year groups: | 2022 |
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| Will your proposed school include residential provision? | No |
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| If 'Yes', please give further detail: | NA |
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| For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school: | NA |
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| Are you planning to contract the management of your school to another organisation? | No |
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| Have you already identified a principal? | No |
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| If yes please say when you propose the principal would start: | NA |
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| Please say how many people will sit on your governing body: | 11-15 |
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Use of freedoms

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| Will you operate a non-standard school day? | Yes |
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| Will you operate a non-standard school year? | Yes |
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| Will you adopt the national curriculum? | Yes |
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| Will you adopt non-standard terms and conditions for teachers? | No |
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| Do you plan to make employ teachers without QTS? | No |
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| Please list any other freedoms you intend to use | Detailed in Education Vision |
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Section C: Education vision

Section C1: Rationale and context

Preamble

To join our existing family of schools in Avanti Schools Trust, we plan to establish the Heath Clarke School, a two-form entry primary school in the CR0 postcode area of the London Borough of Croydon.

A faith-based school is proposed, expressing a broad-based Hindu observance underpinned by the Chaitanya Hindu tradition. Inclusivity is central to our mission. In common with existing Avanti schools (e.g. the Krishna Avanti Schools in Harrow and Leicester), all applications from families to join the school will be judged against admissions criteria, which will provide full equality of access to those of any faith and to those of no faith. There will be no places reserved for any particular faith group, even if the school is oversubscribed. Applications from non-Hindu families will be actively encouraged in our activities and promotional materials. Strategies of how we will accomplish this are detailed in Section E.

Whilst rooted in the context of Hindu principles, faith-based activities will be fully inclusive and embrace the world's major religious and spiritual traditions alongside Western and Eastern philosophical and also humanist thought. Time allocated to faith-based activities will not be disproportionate within our broad and balanced curricula; indeed we will devote no more time to faith-based activities than would be the norm in Church of England schools. Faith will be taught as faith and belief, not fact, and these particular dimensions of our curricula will not influence, explicitly or implicitly, the delivery of other curriculum areas, such as the study of evolution or theories of the origin of space in science, all of which will be taught in full accordance with the prevailing National Curriculum.

Furthermore, fully planned and appropriately staffed alternative provision will be made available for those children choosing to opt out of any or all faith-based activities (collective worship and the curriculum area of philosophy, religion and ethics (PRE)). The PRE and Collective Worship policies can be accessed by visiting <http://www.avanti.org.uk/avanti-schools-trust-documents/140508-AST-PRE.pdf>). The school will be fully accessible and offer excellent educational provision to children from families of any or no faith. We will also act in full accordance with The Equality Act 2010 and Departmental Advice for School Leaders, School Staff and Governing Bodies in Maintained Schools and Academies (February 2013), taking particular note of chapters 2 and 3 pertaining to the operation of faith schools.

We will work at the heart of our community, celebrating both cultural and ethnic diversity, and advancing equality of opportunity. Working in this way, we will foster excellent relationships with and between communities and oppose all forms of discrimination. In this way and in common with all Avanti schools, we will work hard to lead on fostering understanding and social responsibility as well as the furtherance of community engagement; we will play our part in building social cohesion and social capital within our spheres of influence.

We will set targets to achieve the very highest standards in teaching, attainment and progress across all key stages, setting out to position the school consistently in the top 10% of similar schools regionally and nationally.

Our curricula and school infrastructure planning (including staffing and technology) will ensure that all pupils, regardless of their starting point upon arrival in terms of educational needs, disabilities, stage of English language acquisition, or levels of social or economic disadvantage, will be fully, equally and individually valued and provided for. Each pupil will receive one-to-one, personalised teaching and learning opportunities alongside pastoral mentoring of the highest standard to ensure that the pace of their progress matches that of all others as a minimum. Specialised funding, including ring-fenced monies such as the Pupil Premium, will be used creatively and effectively, with measurable, additional impact. These themes are explored later. All of this will ensure that all pupils make better than expected progress in core and other subject areas during their time at Heath Clarke School.

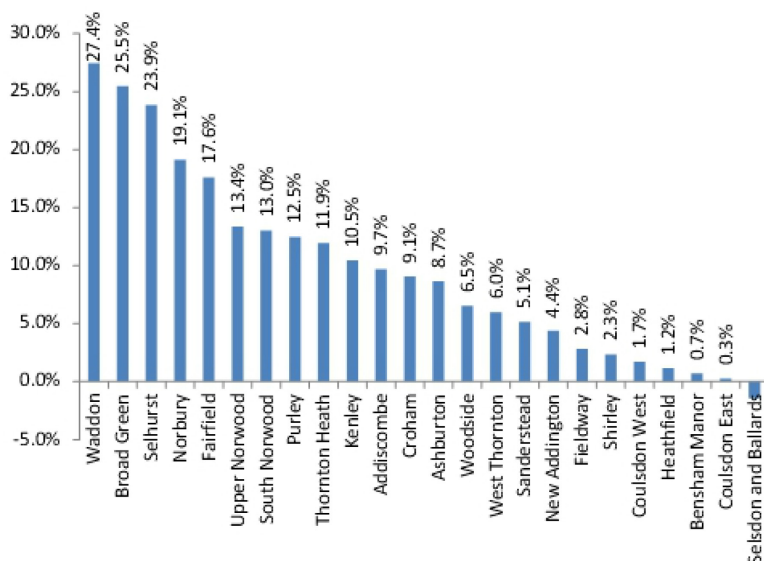
Addressing basic needs: adding to choice and diversity locally

In making this proposal we look to directly address basic needs by establishing a primary school in Croydon where additional primary places are required now and where many more will be needed in the future.

The London Borough of Croydon faces a shortfall of up to 1,560 primary school places over the next three years, and 23 schools are operating above capacity. Of the three Croydon wards the school is closest to, two of them (Waddon and Broad Green) are the fastest growing wards in the borough and the third, Fairfield, is the fifth fastest growing.

(See section E for further details of the population growth expected in the wards within commuting distance of this school.)

Fig C1: Ward population growth rates (Croydon)



- 2011 ONS census release_2 November 2012

The London Borough of Croydon not only sees this proposal as a way of addressing a shortage of places, but as a distinctive and powerful offer that will add to the range of existing provision within the borough, increasing choice and diversity in educational provision. Moreover, our ethos envisions a school that provides personalised learning for pupils and expects high standards to be exhibited by all, thus driving up the quality of local provision.

Specialisation in mathematics and the performing arts is central to our vision and has already been put in place in the schools that we run. The attention on mathematics is particularly appropriate to Croydon, where pupil achievement (attainment and progress) in mathematics is frequently significantly below national averages.

Raising local standards in education

Within a 3 mile radius of our proposed site, there are 809 primary students enrolled at schools which have been rated as 4 (inadequate) by OFSTED in their latest inspection reports for overall effectiveness, quality of teaching and achievement of pupils and 6131 students enrolled at primary schools who have been rated as 3 (requires improvement) in the three areas mentioned¹. Parents in the local area clearly need an alternative provision that delivers high-quality education.

In addition, shown in Section E are KS2 outcomes for twelve underperforming schools within 3 miles of the preferred site for Heath Clarke². Nine of the twelve listed schools failed to meet the national level of KS2 pupils attaining Level 4 or above in their mathematics test and grammar, punctuation and spelling test. Similarly ten of these twelve schools failed to meet the national level of pupils attaining Level 4 or above in their KS2 reading test. Giving students a good foundation in these core subjects is of paramount importance and it can be seen that there is an issue that needs to be addressed. This

¹ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

² Data obtained from <http://dashboard.ofsted.gov.uk/>

shows that there is significant room for improvement and we are confident that we have the ability to make a major difference to the children of Croydon.

We will set targets to position ourselves always in that top 10% of such 'national statistical neighbours' and therefore would likely to be consistently setting targets in the region of 85%–90% for attainment of L4+ in English and mathematics. The targets for pupils' progress and attainment in our existing three primary schools are based on the same challenging and high expectations.

Early though it is in our existence as a Trust, our existing primary schools are enabling children to make at least securely good progress. Our first school, Krishna Avanti Primary School (KAPS) in Harrow now also has KS1 results from 2013.

Over 90% of KAPS children in EYFS achieved a good level of development, in comparison to 57.5% in Harrow. Overall, 90% of KAPS children achieved expected or exceeded levels of development in all learning goals, compared to 40% in Harrow.

In Year 1 a 100% of children succeeded in their phonics assessment, in comparison to 78% in Harrow. Similarly, attainment levels at the end of KS1 for pupils in KAPS were well above Harrow in speaking and listening, reading, writing, mathematics and science. 97% of KAPS pupils attained level 2b+ against 81% of Harrow pupils. A significantly higher proportion of pupils achieved level 3 in reading and mathematics (50% and 47% respectively) when compared to Harrow (31% and 28% respectively).

Please refer to Section F5 for attainment tables for KAPS Harrow.

Our primary schools in Harrow and Leicester have received Ofsted judgements of 'good with outstanding features' in 2013. More recently, Avanti Court Primary School received a 'good' Ofsted judgement (February 2014).

A school at the heart of its diverse community

We are committed to placing ourselves at the heart of our community, offering a world-class education that is accessible to all. Our proposed school, with its distinctive ethos, has attracted a very positive response and strong demand. Over 4,000 local people, of all faiths, responded to our parental survey. The proposed school is being promoted by teachers, parents, local headteachers, community leaders and business people. In addition to this support from across a diverse community, we also note that the area is home to a larger than average concentration of Hindus, many of whom have expressed a strong desire for a school. We feel this justifies our decision to apply for a Hindu religious designation. According to 2011 ONS figures, Hindus make up 5.9% of the population of the Borough of Croydon compared with an average of 1.5% nationally. This proposal also enjoys the active support of all the main local and national Hindu community organisations and will, in the spirit of the government's free school policy, add to parental choice and diversity of provision.

Of the 10 nearest primary schools in the proposed area of Croydon, there is one Church of England school and one Catholic school, but no other faith school provision. We also have strong evidence of demand from the wider community:

In responses to our survey, 92% of Christians and 93% of Muslims expressed support for our school (see section E for full details).

This proposal has been developed in response to parental demand supported by the Avanti Schools Trust (AST) and in which a variety of Hindu community organisations are engaged. One distinct advantage of this proposal is that, subject to feasibility and planning, a potential site has already been identified by the local authority. The campaign for a new primary school has been running for four years with extensive community, local authority and business support. We believe that the school we propose, underpinned by our Hindu ethos and established to promote the highest educational standards across the whole community, will make a valuable contribution to Croydon's overall provision for young children.

Croydon residents concur with this view: a detailed breakdown of responses to our recent survey of over 4,000 people, of which 89% *did not identify as Hindu*, shows over 96% support (see section E).

Leveraging academy freedoms to improve local provision

We are committed to embracing the whole community in our drive to raise educational standards and choice for parents of young children. Our ethos compels us to offer high-quality education that is accessible to all and is values-led. These values — empathy, respect, self-discipline, courage, integrity and gratitude — though in our case derive from the tenets of our faith, are recognisably universal and accessible to those of other faiths or none.

Curriculum

As in our other schools, we engage pupils through a broad and balanced curriculum focused on core skills, competence and confidence in language, and mathematical and scientific rigour. We also want our pupils to become reflective, articulate and independent thinkers through the study of humanities and philosophy. Our curriculum will lay solid foundations for the nurturing of expert, lifelong learners with a creative and enterprising flair and a strong sense of social responsibility for their own self-fulfilment as well as their future careers.

School day

As in our existing schools, staffing freedoms will allow us to offer an extended school day. We will begin with an optional breakfast club starting at 7.30am, followed by registration and the morning act of collective worship at 8am. Formal learning will start at 8.15am. The core day will end at 2.45 pm and be succeeded by a range of after-school activities to enrich the school curriculum and provide extended opportunities for the acquisition of skills and knowledge in areas beyond the core curriculum. Activities will include a homework club, performing and visual arts clubs, sports and games clubs, filming and technology tasters, project work, community service (e.g. putting on events, such as a performance, for older residents of the borough) and learning skills such as first-aid and gardening. These elements will form a coherent extended enrichment programme staffed by teachers, parents, community volunteers and paid experts. These activities will be linked to the curriculum offered during the core day to reinforce and supplement academic learning.

Working with other Avanti schools

Through flexible contracts and staffing approaches, we will fully exploit the potential of working with the Trust's existing schools (further details of this aspect are in section F).

Delivering core values in support of a clear ethos and vision

The Avanti Schools Trust is an experienced education provider. We operate four schools, primary and secondary, in different parts of England; all recently judged in Section 5 inspections as good with elements of outstanding practice. Progress in all our existing schools is at least good and our pupils are achieving well above national age-related expectations. Krishna Avanti, Harrow and Krishna Avanti, Leicester have each delivered above-average progress, outperforming all other schools in their local authority areas. Avanti Court recently received a judgement of 'good' in a Section 5 inspection (February 2014).

That all pupils make excellent progress in learning throughout KS1 and KS2 is of course essential. However, we are clear that going on to secure excellent academic qualifications will not be enough. In the 21st century, there is a staggering pace of change: social, technological, economic and environmental. In the primary setting, we will work to help young people to develop a deep-rooted confidence and self-belief, a high level of divergent thinking, creativity and resilience and above all a well-rounded character which is rooted in awareness of and care for oneself and others, and the capacity to become responsible and sensitive custodians of their environment.

In line with other Avanti schools, Heath Clarke School will underpin all of its activity to create three firm foundations to make such a vision deliverable. Our foundations are:

- educational excellence
- character formation
- spiritual insight.

Educational excellence

Outcomes at Heath Clarke School at the end of KS1 and KS2 will be high; routinely placing the school in the top 10% of similar schools nationally for both attainment and progress, particularly within the core subjects of English and mathematics.

To achieve this, well-informed, challenging, individual targets will be set for all learners, including of course for those with any special education needs and/or disability. Professional development, in-house and in-Trust coaching and the sharing and spreading of best practice using national and local teacher support and development networks will ensure that the standard of teaching will be outstanding. Through excellent planning and teaching, teachers will motivate and enable all pupils to become knowledgeable, reflective, articulate, enquiring and independent thinkers. Pupils and staff will become expert learners, laying firm foundations for success at school as well a lifetime of learning, vocation, professionalism and self-actualisation.

With our proposed specialisms in the performing arts and mathematics, we aim to become a regional centre of excellence in these two areas of the curriculum, ultimately supporting leaders, teachers and learners in other settings, and contributing to system-wide leadership, management and achievement. This will be executed for example through the appointment of national, local and specialist leaders in education (NLEs, LLEs, SLEs) and national leaders in governance (NLGs), and by partnering actively with regional teaching school alliances.

An emphasis will be placed on core learning within English, our specialism of mathematics, as well as performing arts (as our second specialism). Learning will be planned to be engaging and exciting, responsive to differing learning style preferences, rooted in relevance to pupils' individual needs and lives and developing high-level skills in learning, questioning and, for older pupils in particular, independent research and synthesis. The curriculum will be drawn up and delivered in such a way as to promote high levels of motivation, understanding and higher order thinking and analysis.

There will be a focus on core skills, competence and confidence in language, 21st-century technologies, science and number. Pupils will also study real breadth within the humanities, laying firm foundations for their transition to secondary school and on to their future pathways, employability and contribution to economic well-being. Targeted interventions and support in core literacy and numeracy skills will help ensure that all pupils can access and enjoy the broadest range of learning and success.

The broad and challenging curriculum focuses on core skills and National Curriculum subjects. Lessons will be designed to promote enjoyment of learning, be relevant to pupils' needs, to develop learning and questioning skills, and to deepen motivation, understanding and personal insight, leading to accelerated progress and mastery of the core concepts in different subjects. We wish pupils in this part of Croydon to have access to high-quality choices in their selection of secondary school and beyond that to higher education, training and employment.

Our focus on mathematics will help to address underachievement locally in this core subject, while experience in the performing arts will build pupils' confidence and skills in expression and communication to support them in accessing the full range of curriculum opportunities at our school and in secondary education. In line with other Avanti schools, we will offer the study of Sanskrit as the root of almost all Eastern and Western languages. This 'rounds out' a curriculum that includes a focus on philosophy, religion and ethics, (The PRE and Collective Worship policies can be accessed by visiting <http://www.avanti.org.uk/avanti-schools-trust-documents/140508-AST-PRE.pdf>) the creative and performing arts (more detail are in section D).

Character formation

The school will acknowledge that personal virtue, responsibility and a rounded sense of identity underpin success in all life's endeavours. The school's culture and teachings will be based on the core values of empathy, respect, self-discipline, courage, integrity and gratitude.

We will encourage pupils to reflect upon their learning and to be able to recognise the support and contributions of their friends, teachers and family. This builds community, and in an increasingly individualistic society, we believe that this sense of community has never been more important.

Our ethos and vision for developing the rounded individual will nurture core behaviours such as goal-setting, self- and social confidence, teamwork, leadership, mentoring, communication (including oracy and public speaking), self-discipline, selflessness, social responsibility and personal concentration.

Immersion in and celebration of the richness of cultural diversity will feature highly in this underpinning theme, as will a strong recognition and exploration of British citizenship.

All children will be encouraged to strive towards personal excellence. Excellent, personalised coaching and mentoring will take place regularly and most critically at important junctures of transition and choice. Standards of behaviour will be exceptional and when relationships break down, our approach will be proactive and restorative. Our existing primary and secondary schools have secured good and outstanding judgements for behaviour (2013/2014 – see links F5). This we consider to be at the very heart of a mission that sets out to ensure that teachers are, at all times, able to concentrate on planning, delivering and assessing outstanding episodes of learning and teaching.

Our primary reason for choosing, as a second specialism, performing arts, points to the aforementioned vision for our curriculum which at its very foundation addresses the needs of the whole child. It is rooted in our aspiration to use the performing arts to assist in developing pupils' character, their levels of self-awareness, and self- and social confidence alongside creativity and communication skills in the broadest sense. Again, this is developed further in section D.

Spiritual insight

Spirituality we might define in the broadest terms as:

that which promotes a personal search for and response to, the sacred in our lives.

This might be understood as a deep-rooted, personal faith in and veneration for the Divine as, for example, that which is articulated by the major religions of the world. Alternatively, it might manifest itself as a young person's deeply felt, innate sense of curiosity and wonder in nature, the people and the wider world and in our ability to explore it through the arts and science.

Our theme of spiritual insight, alongside character formation, aligns with the national agenda and our collective vision to promote spiritual, moral, social and cultural (SMSC) values.

The proposed school will promote a fully inclusive and accessible approach to spirituality through the nurturing of pupils in developing a broad-minded perspective.

Our faith ethos, which recognises the validity of all religious traditions, the multiplicity of the paths to God, and the accessibility of the spiritual dimension even to those who profess no tradition or faith in the supernatural, allows us to promote a fully inclusive and accessible coverage that will encourage pupils to develop a broad-minded perspective by exploring the importance of free choice, fidelity to tradition and exemplary role-models. Our faith ethos will make the school distinctive in an area where, although 22% of the borough's primary schools are designated faith schools, they are all Christian, and no non-Christian state primary schools exist.

As a proposed faith school, in common with others, faith and belief are central to our vision, built upon the firm foundation of a broad-based Hindu tradition. It is in the expression of the values, principles and beliefs held within this tradition that we will provide a distinctive and spiritually underpinned offering. iFoundation will be the religious authority (Hindu) for the school. iFoundation draws upon the teachings of Chaitanya as practised by ISKCON, the International Society for Krishna Consciousness.

However, whilst faith and belief are to be explored deeply through the philosophy, religion and ethics curriculum, and associated collective worship, they will be articulated and explored just as they are: faith and belief. Faith and belief will *not*, in any part of our curriculum, be presented as indisputable facts that in some way lie beyond intellectual and philosophical challenge. (The PRE and Collective Worship policies can be accessed by visiting <http://www.avanti.org.uk/avanti-schools-trust-documents/140508-AST-PRE.pdf>)

Our schools work well together, within the Trust, as the 'Avanti family'. However, they are also extremely active members of their local education communities. We share best practice, physical resources and selected local support services provided by professional and local authority partnerships. Over the next five years, the Trust envisages growing the family of schools to a size, perhaps as many as 15, where we can achieve economies of scale and efficiencies to maximise resources for learning at schools clustered near each other.

Although we will seek a religious designation³ for this school, we will not seek to apply any faith-based admissions criteria (including over subscription criteria) and nor will we use faith to select the headteacher or other members of staff. We will actively encourage applications from those of all faiths and those of no professed faith. This will be a school for all and open to all. Our marketing and publicity will reflect this. We shall actively encourage admissions from those of all faiths and those of no faith, as outlined in Section E.

Heath Clarke School will enable children from all backgrounds and abilities to embark on an exciting, enriching learning journey through which they will explore themselves and the world in which they live. Our personalised approach to teaching and learning is informed by our faith ethos, with the long-term happiness, academic success and fulfilment of the child at the heart of everything that we do. The school will have structured approaches to learning and questioning skills and a clear sense of the sets of knowledge and understanding that are central to developing informed, articulate and confident citizens. Pupils will be nurtured and cared for in a way that builds the foundation for high academic achievement, exemplary character and a wholesome sense of identity.

Like other Avanti schools, this school will provide for educational excellence, an innovative curriculum, opportunities for parents to become deeply involved with the school, highly motivated staff, and high-quality governance and leadership at every level.

Relating to our stakeholders

Beyond our primary stakeholders, i.e. the pupils themselves, the proposed school will acknowledge, strategise and address fully the significant inputs from and outputs to:

- parents and families
- teaching and support staff
- the local and business community
- the board of governors.

Parents and families: deeply involved in the life of the school

We believe that parents and families are the child's first teachers; that they provide a crucial foundation upon which any child's success stands; and with which the school aims to work in partnership. We express this through a home-school agreement detailing the school's expectations around extensive home learning and the parents' or carers' active involvement in learning support, career guidance, the mentorship system, and in endorsing the school's aims and values. Parents will be welcomed into the school to learn alongside their children and a programme of family events will add choice to the extended curriculum. Our mentoring work with individual pupils will extend to working with families to address the particular inclusion issues that can arise in an area where more than twice the national average proportion of pupils have English as an additional language.

Teaching and support staff: highly motivated and empowered

We shall be a one-staff school; teachers and non-teachers alike will be appointed and supported to realise the ambitious and inclusive vision of our school. Our outstanding teachers and support staff are our greatest asset in delivering success for every child and they will provide a supportive and challenging environment for all learners in and beyond the school.

We shall make use of academy freedoms to ensure that appropriate reward mechanisms are in place for a school in which all staff will be expected to be mentors/coaches (including the headteacher), and all staff have access to mentors. All staff will mentor pupils, while the more experienced members of staff will also mentor their colleagues. We will appoint staff with high expectations and who are convinced that every child is both uniquely talented and has identifiable areas for improvement. A well-developed approach to continuing professional development will support the principle that all members of the school, staff as well as pupils, should be learners.

³ We are applying for a religious designation, as opposed to religious ethos school, in order to enable collective worship to be largely Hindu rather than Christian in character.

A comprehensive mentoring system, involving all staff, will provide support around each and every learner and grow with them as they move through the school, with regular mentoring sessions, but most intensely at critical junctures of transition and choice.

The local and business community: enhanced learning for all pupils

The school will place itself at the very heart of its community, serving that community and bringing the very best of that community into the school in order to enhance the learning experiences of children. Recognising that, from the earliest age, young people need to develop social confidence and embryonic skills in communication, leadership and team-working capability, adults from local and regional businesses will engage with them. This will take place on special days, at pupil-led events and through visits and hosting visitors. Amongst other initiatives, our schools already work with volunteers from local banks, businesses and NHS professionals to enhance pupils’ learning about money, mental and physical health, career options in these sectors, and fair trade.

The board of governors: high-quality governance and leadership at every level

We are dedicated to ensuring the highest quality education for all our pupils and to be open and welcoming to the entire community. High-quality and highly effective governance and leadership are key to this. We will build on our record to establish confident and informed governance that is accountable to the Trust and parents. We also believe that everyone – especially the pupils – should play a role in the governance and leadership of the school. Consequently, as well as encouraging and embedding pupil choice, control and responsibility within the curriculum and learning, we will also encourage and facilitate pupil voice. This will be manifested through a pupil-run school council whose remit will be wide-ranging and include commenting on the quality of teaching and learning. It will also be revealed in the ways in which the school council engages with the school’s governing body, sending pupil representatives and taking part in key decision-making.

A vision for success: standards of teaching, learning and achievement

Success for our pupils will show their attainment and progress to be significantly above both national and local averages and place the school in the top 10% of similar schools nationally.

At KS2, local schools in Croydon achieve around the national average of 79% at L4+ in both English and mathematics. Our schools, with similar cohorts in Leicester and Harrow, are already showing good progress with well above the respective local authority average achievement. Our distinctive ethos engages with pupils and families and is driving (according to Ofsted) outstanding behaviour which supports high standards of teaching and learning. Our targets for pupils in this school are based on our experience of our methods working elsewhere.

We can demonstrate in our existing schools that pupils make above-average levels of progress: at Reception, the percentage of children reaching or exceeding the grade range 31–40 in early learning goals at Krishna Avanti Primary School, Harrow (KAPS) was **97%** compared with the local authority average of 81%. See also Table C1.

Table C1: Year 1 phonics screening test results for Krishna Avanti, Harrow in 2013-14

| Grade range | % KAPS all pupils achieving grade range | % KAPS boys achieving grade range | % KAPS girls achieving grade range |
|--------------------|--|--|---|
| 31–40 | 97% | 91% | 100% |
| | % LA all pupils achieving grade range | % LA boys achieving grade range | % LA girls achieving grade range |
| | 81% | 78.2% | 85% |

A summary of projected attainment targets for Heath Clarke is detailed in section D. Attainment and progress for specific groups (by gender, ethnicity, Pupil Premium, special educational needs and/or disabilities (SEND) and those in the early stages of English acquisition) would reflect aspirational targets, well above local and national means. These will underpin our relentless drive towards narrowing any gaps in achievement of these groups.

Narrowing achievement gaps

Additionally, for those pupils who arrive from families that attract Pupil Premium funding, attainment and progress will be at least in line with average attainment and the progress of pupils not subject to Pupil Premium funding across the school and significantly above the attainment and progress of the same group nationally. The use of ring-fenced, Pupil Premium funding to further enhance progress, particularly in English and mathematics, will have demonstrable, measurable impact in this regard. There will be a similar story to tell for those pupils who arrive or are identified as pupils with SEND – they will, through personalised intervention, make early, rapid and sustained progress, catching up where necessary and attaining at the highest levels, as achievable, as their non-SEND counterparts.

Summary

Our family of schools work well together within the Trust, as well as being active members of a family of local schools. Over the next five years, the Trust envisions growing the family of schools to a size where we can achieve economies of scale and efficiencies to maximise the use and deployment of estates and infrastructure as well as resources for learning amongst schools clustered in local areas as defined by the local needs identified therein. Our indicative plans are for 15 schools, but growth will be tempered by comprehensive research of need and consolidation of processes and standards.

Though we seek religious designation for the proposed school, we shall not, as stated earlier, apply any faith-based admissions or over-subscription criteria. This will be a school for all and open to all. Our marketing and publicity will reflect this. We will actively encourage applications from those of all faiths and those of no faith.

Heath Clarke School will enable pupils from all backgrounds and abilities to embark on an exciting, enriching learning journey through which they will explore themselves and the world in which they live. Our ethos has at its foundation a unique, personalised approach to learning, with the long-term academic and social success, happiness and fulfilment of the child at the heart of everything that we do.

Section D: Education plan

Table D1:

| | <i>Current number of pupils (if applicable)</i> | <i>2016</i> | <i>2017</i> | <i>2018</i> | <i>2019</i> | <i>2020</i> | <i>2021</i> | <i>2022</i> |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | | 60 | 60 | 60 | 60 |
| Year 4 | | | | | | 60 | 60 | 60 |
| Year 5 | | | | | | | 60 | 60 |
| Year 6 | | | | | | | | 60 |
| Total | | 60 | 120 | 180 | 240 | 300 | 360 | 420 |

Timings in Table D2 represent more than the guidance on KS1 and KS2 hours. Although there is an emphasis on the core curriculum to reflect the needs of our expected cohort, the breadth and balance of a broader curriculum is harnessed by allocating sufficient coverage of the Foundation subjects, complemented by the Avanti curriculum, which includes the teaching of Sanskrit and Spanish, and the philosophy, religion and ethics curriculum, collective worship and personal reflection. A broad and rich after-school provision is not detailed here but all our primary schools currently provide rich after-school wraparound care and learning programmes to extend the school day in partnership with a range of providers and parents. At Krishna Avanti Harrow, more than 150 children participate in a varied and

high-quality programme that includes martial arts, dance, visual arts, sports skills, football, tennis, French, Hindi, science, henna, and homework clubs to name but a few. Hosted by the school, these clubs are very popular with parents and children and add a different dimension to the opportunities children have to socialise and enjoy their learning in a safe environment for hours after the formal school day has ended.

Table D2: KS1 curriculum plan:

The table below provides details on the daily and weekly time allocated to each area of the curriculum. All areas of the curriculum are mandatory except for the Philosophy, Religion and Ethics curriculum and Collective Worship (including personal reflection) from which pupils may withdraw for an alternative curricular offer.

| Hours per week | | | |
|---|--|--|---|
| Core | Foundation | Avanti curriculum and personal reflection | Collective worship |
| English: 5 x 50min sessions Total – 4hrs 10mins Phonics: 5 x 30min sessions Total – 2hrs 30mins Guided reading: 5 x 20min sessions Total – 1hr 40mins Journal writing/handwriting: 3 x 15min sessions Total – 45mins Maths: 5 x 50min sessions Total – 4hrs 10mins Science: 2 x 1hr 55min sessions Total – 3hrs 50mins Computing: 1 x 1hr 5min session Total – 1hr 5mins | Humanities (geography and history): 2 x 75min session Total – 2hrs 15mins Art/D&T: 1 x 45min session Total – 45mins Performing arts (music, dance, drama): 1 x 45min session Total – 45mins PE: 2 x 40min sessions (1hr 20mins) for PE and a 30-min session for yoga (+ dance throughout year every other half term e.g. Autumn 1, Spring 1, Summer 1) *Philosophy, religion and ethics (school’s RE curriculum): 45mins | Spanish: 1 x 20min session Total – 20mins Sanskrit language: 1 x 20min session Total – 20mins *Philosophy, religion and ethics: 1 x 45min session Total – 45 mins Personal reflection: 5min x 3 times a day Total – 15mins per day (equivalent to 1 hr 15mins per week) | *Collective worship: 5 x 15min each week Total – 1hr 15mins |

Table D4: KS2 curriculum plan

| Hours per week | | | |
|---|--|--|--|
| Core | Foundation | Avanti curriculum and personal reflections | Collective worship |
| English: 5 x 1hr 20min sessions (incl guided reading) Total – 6hrs 40 mins Journal writing/handwriting: 3 x 15min sessions Total – 45mins Maths: 5 x 1hr sessions Total – 5hrs Science: 2 x 1hr 55min sessions Total – 4hrs 50mins Computing: 1 x 1hr 10min session Total – 1hr 10mins | Humanities (geography and history): 2 x 2hr 20min sessions Total – 4hrs 40 mins Art/D&T: 1 x 55min session Total – 55 mins Performing arts (music, dance, drama): 1 x 35min session Total – 35 mins PE: 90mins + yoga 30 mins (+ dance throughout year every other half of term e.g. Autumn 1, Spring 1, Summer 1) Total – 1 hr 30mins PSHE: 1 x 30min session Total – 30mins | Spanish: 1 x 20min session Total – 20mins Sanskrit language: 1 x 20min session Total – 20 mins *Philosophy, religion and ethics (school’s RE curriculum): 1 x 45min session Total – 45mins Personal reflections: 5min x 3 times a day Total – 15mins per day (equivalent to 1 hr 15mins per week) | *Collective worship: 5 x 15min each week Total – 1hr 15mins |

***Voluntary**

Out-of-school Learning and Enrichment Activities:

The school will remain open to pupils from 2.45 to 5.30 p.m. for enrichment and after-school activities. Similar to the existing out-of-school learning programme available to children in all Trust schools currently. The offer will include a varied and high-quality programme of learning. Activities such as martial arts, dance, visual arts, sports skills, football, tennis, French, Hindi, science, art of Henna, homework clubs have proved most popular. Hosted by the school, and run jointly by parents, staff and private providers, these clubs have proved popular with parents and children and add a different dimension to the opportunities children have to socialise and enjoy their learning in a safe environment during after school hours. A provision of high quality extended wrap-around care service for children will be provided for working parents who may need this. Currently they value such a service provided by Sherpa Kids at Krishna Avanti and Avanti Court Primary schools.

Section D1: The curriculum

An ambitious and deliverable curriculum plan, consistent with the vision and pupil intake

Heath Clarke Primary School will offer a broad, balanced and personalised curriculum that fully adheres to the National Curriculum, with specialisms in mathematics and performing arts. Our curriculum will help prepare pupils to take up their places as well-educated, informed, personally and socially resilient citizens who are team workers and sensitive to the needs and aspirations of others. We will acknowledge and celebrate the successes of all learners, setting out and tracking clear pathways to help them to make progress towards their personal, social and spiritual as well as their academic learning and vocational goals. Our curriculum is similar to the curriculum in other Avanti schools but in detailing the timings of subject areas and the focus, we have taken into account the pupil demographic and the comparative attainment of similar pupils in other local primary schools.

Heath Clarke Primary will devote particular attention to performing arts and mathematics. There is evidence that primary-age pupils in Croydon are making slightly below national average progress at L4+ in mathematics. Our growing expertise, across both our primary and secondary schools within the Trust, provides us with the capacity to meet this important challenge head-on. Our emphasis on the performing arts allows us to develop important self- and social confidence, creativity and communication skills, underpinning our vision for character development in young people. Overall, we will provide a broad curriculum that is designed to interest and to motivate all learners. Enrichment activities in a range of settings will play a major role in helping pupils to understand both the context and relevance of what they learn in the classroom and will recognise the crucial importance of learning at home and in the community as the children grow and mature.

Building on the early successes of Avanti schools in similar settings, Heath Clarke Primary will cater for a wide and diverse intake of pupils from all religious backgrounds and of none by offering a broad, rich and balanced curriculum underpinned by a learning support structure that focuses on the needs of each individual young learner and provides timely and high-quality personalised intervention and support. This approach, through each child's class teacher and a mentor/coach, will engage closely with the child's family, supporting them in an organised fashion, as in turn the family seeks to support the child.

Support for all, including our most vulnerable

Our curriculum works to eliminate gaps in achievement and provides the opportunity to succeed for all groups of learners, including those who qualify for Pupil Premium funding.

Croydon is an ethnically mixed borough with a combination of very affluent and deprived areas. Data from the Index of Multiple Deprivation (IMD) for 2010 shows Croydon ranked as the 19th most deprived borough in London (out of 32) and 107th in the country out of 326. The same data shows that Waddon ward is the most deprived in Croydon, with over 50% of children living in poverty. Furthermore, IMD figures show that the majority of families claiming benefit in Croydon have one child. We therefore expect that aspects of socialisation for children and working collaboratively with parents and relevant agencies will be key to our pupils' educational success. We believe we can bring to bear in Croydon the highly effective approaches to improving behaviour and pupil attitudes that we implement in our other primary schools, and which have been judged as good and outstanding by Ofsted. We believe that this will contribute to the achievement of the high standards we set ourselves.

The borough's schools have an average of 24% of pupils who speak English as an additional language (EAL). This rises to an average of 37% in the eight nearby primary schools we have used as comparators (see section E). Meanwhile, 25% of pupils are eligible for free school meals (FSM) in Croydon's primary schools, and we expect this to be reflected in the school population and consequently for our school to attract Pupil Premium funding. We will use this additional money to ensure that above-average numbers of pupils reach at least L1 by the end of the Early Years Foundation Stage (EYFS) to enable them to access the full range of the curriculum taught in this phase (see below).

In Waddon, 24% of children receive some form of SEND support,⁴ although the average within other CR0-postcode primaries is half that at 12%. We expect our tailored curriculum design, alongside our approaches for supporting pupils with SEND, to be successful. With targeted interventions, we aim for this group to make progress at a similar or better rate than their peers.

In the local schools, an average of 66% of pupils eligible for Pupil Premium funding achieve at L4+. This is below the national average, as is the 12% of disadvantaged pupils who achieve L5+, which falls below the national average of 22% (see Table D5).

⁴ Office for National Statistics 2011

Table D5: Results for L4+ and L5+ at local schools

| Local primary school | % Disadvantaged pupils | % EAL | % SEND | % Level 4+ | | % Level 5+ | |
|-----------------------------|------------------------|-------|--------|---------------|--------|---------------|--------|
| | | | | Disadvantaged | Others | Disadvantaged | Others |
| Davidson | 50% | 46.2% | 7% | 69 | 73 | 12 | 19 |
| Broadmead | 41% | 40.4% | 11.9% | 51 | 70 | 5 | 30 |
| Ark Oval | 49% | 49.4% | 9.5% | 68 | 72 | 11 | 28 |
| Howard | 50% | 45% | 15.7% | 67 | 93 | 7 | 47 |
| Parish Church C of E | 29% | 35.7% | 9.6% | 92 | 83 | 19 | 39 |
| Rowdown | 71% | 11.2% | 17.3% | 78 | 64 | 15 | 18 |
| St Mary's RC | 33% | 40.2% | 11.1% | 62 | 90 | 14 | 25 |
| Woodside | 43% | 19.6% | 8.6% | 46 | 70 | 10 | 20 |
| LA average | 37% | 27% | 12% | 69% | | | |
| National average | 29% | 16% | 11% | 68% | | 22% | |

We will embed a culture of challenge and achievement across the school aimed at narrowing the gap for these pupils. We will expect staff to truly work towards high expectations of all and believe that all pupils must aspire to, and can attain, the highest level of achievement in all that they do, regardless of their academic, social or personal situation or their starting points. Our target-setting, tracking, intervention, quality assurance and pupil outcomes at our existing schools demonstrate the effectiveness of this approach.

Understanding each child's needs

We will begin an assessment of each child's needs before they join Heath Clarke Primary through an outreach programme that will develop close links with parents, in pre-school settings and with other relevant groups and services. This will involve activities including visits to key pre-school settings, induction meetings for parents and carers, and liaison with other agencies who may be supporting the family. There will be detailed collection and analysis of data around early learning goals from pre-school settings and our staff will establish an accurate baseline by preparing a narrative clearly describing each child's individual strengths and specific needs in a sensitive and focused way to plan provision for their education and well-being before the start of school.

The data collected and supporting narrative will be complemented by information collected through baseline testing⁵ early in Reception and Year 1. This will ensure that we can establish a detailed picture of each child's achievements and needs from the point at which they join the school and which we shall review regularly thereafter. This thorough understanding of each pupil's needs will form a focus for curriculum planning, inform teaching and learning strategies, and enable teachers to ensure that every pupil is constantly challenged to achieve.

We will track each child's progress using focused and spontaneous observations over a six-week reporting cycle and prepare detailed reports for parents at least three times a year with the aid of tracking software that is integrated with the school's Management Information System (MIS).

Pupil Premium planning

On the basis of local statistics, as a conservative estimate, we might anticipate a cohort of pupils from disadvantaged families at least at around the local average for primary-school children (25%). For a two-form entry, this might result in a minimum of 15 children attracting £953 each, which equates to approximately £14,000 of ring-fenced funding for each year group, to be used for the sole benefit of these learners. Drawing on best practice locally, nationally and as indicated by research⁶, we will plan

⁵ Using CEM's assessment suite; see section D2

⁶ For example Ofsted reports and the Sutton Trust's Education Endowment Foundation (EEF) toolkit

strategically and monitor our Pupil Premium spend for maximum impact, including using funding (as per the EEF toolkit) to support well-researched and ongoing monitoring of high-impact strategies such as:

- feedback strategies (training and implementation)
- improving learners' meta-cognition and self-regulation
- peer tutoring (training and implementation)
- one-to-one tuition
- homework support
- collaborative learning (training)
- behaviour interventions
- technological enhancements to learning
- social and emotional learning.

In addition to considering carefully what the (ongoing) research teaches us about the most cost-effective and high-impact strategies when working particularly with our most disadvantaged learners, we will also look to adapt and employ strategies already used within Trust schools. These are mapped in turn below.

Support

Support will be provided through:

- part-funding of a pupil- and family learning coach, responsible for supporting vulnerable pupils back into full-time education following a disruption to their schooling for any reason
- part-funding of a healthy living worker who is employed full time to work with all vulnerable pupils on site
- part-funding of an additional staff member for the behaviour team to enable further small-group and one-to-one coaching support for pupils exhibiting behaviour difficulties
- funding of uniform or sportswear and equipment as needed
- part-funding of an intervention officer to work with families of pupils with poor attendance and punctuality.

Intervention

Our intervention strategies are:

- funding for a one-to-one and small-group teacher or teaching assistant who will work full time with pupils receiving catch-up support in literacy and numeracy
- funding for appropriate additional resources for pupils who need a more personalised curriculum to remain engaged with learning
- funding for one-to-one mentoring support for pupils for whom poor attitude, emotional developmental issues and/or general behavioural difficulties have become significant barriers to their learning and enjoyment of school.

Enrichment

Enrichment will be provided through:

- funding for specific pupils to undertake enrichment or alternative learning activities or funding for transport to attend these activities
- funding to support involvement in sports coaching, instrumental lessons or after-school activities requiring payment to an external provider.

In all cases, the special educational needs co-ordinator (SENCO) will liaise with parents to determine the most appropriate use of funding in order to maximise the educational advantage gained from both the formal and enrichment curricula.

Regular pupil progress meetings will be central to our support for pupils at risk of underachievement and will focus on narrowing the achievement gap.

Recent research⁷ has suggested that teaching assistants do not always have as much impact as schools expect. It is important to plan how teaching assistants will best support pupils' learning with integrated continuing professional development (CPD), common approaches to measuring progress, and monitoring and evaluating their impact.

Another barrier to the progress of these learners is often ability grouping, where FSM-eligible pupils are more likely to be placed in lower sets or groups. The impact over time on their performance tends to be negative, particularly in respect of their beliefs about themselves as learners and their aspirations. Our one-to-one mentoring support will help pupils to overcome these barriers. We will support enrichment activity targeted at these pupils. Work with teachers and mentors will focus on improving the quality of feedback to pupils about their learning, or supporting them in planning, monitoring and reviewing their learning (i.e. developing their 'meta-cognition'); these can all be tackled through professional development and professional enquiry, for example through working in small teams to implement strategies and track the impact of initiatives.

In developing our approach to Pupil Premium planning and setting up provision for disadvantaged children more generally, we will take the starting points of the children into account, linked to our assessment of pupils on entry and our approach to graduated interventions.

Additional specific activities (dependent on the cohort, but based on learning in other Avanti schools) may include:

- Personalised learning support through individually tailored catch-up programmes in literacy and numeracy
- Engagement through targeted after-school writers' and sports clubs
- Funded evening and weekend visits to theatre, performances and sports activities,
- Employment of parent advisors to support home learning and improved attendance at school
- Financial support with residential and day trips organised by the school.

All these measures will help ensure that pupils have opportunities to develop an individual, and/or personal relationship with staff at Heath Clarke Primary and with the Avanti Schools Trust. This relationship will be developed through a detailed understanding of the pupil's background and prior achievements, constant monitoring and assessment of their progress through the school, and high levels of communication and information-sharing between staff, pupils and parents at points of transition within the school.

'A village to raise a child': adults supporting pastoral needs, academic learning and character formation

Tutoring and mentoring

In the years after first joining the school, each child's class teacher will be the focus for their learning and monitoring progress. As the children grow, the class teacher will be joined by a mentor or coach who will provide a more outward-looking focus, helping pupils set their school life in a broader context and helping them to determine progression to the next phase of their education. These mentors and coaches will come from the school and/or wider community. Parents and local business supporters will be approached to provide these mentors. We will have a 'safer recruitment' approach to volunteer mentors with DBS checks and a programme of training for mentors.

It is our belief that the combination of teacher and mentor support for every child will produce a profound sense of security and a more rounded educational experience that will provide improved learning and progress for every pupil. This strategy will enable them to meet the high expectations that we set across the school and allow them to make the most of the offer of our broad, rich and balanced curriculum. This exposure to a number of responsible adults is already having an impact on the way the children behave and engage in our schools. Recent Ofsted reports in two of the schools (Spring 2013) judged behaviour and ethos to be outstanding. A further report for a third primary school (February 2014) judged behaviour to be good.

⁷ See the Education Endowment Foundation's *Teaching and Learning Toolkit*, produced in collaboration with the Sutton Trust and Durham University (2013).

Furthermore, our broad and balanced curriculum will be designed to ensure our pupils' 'readiness for life and readiness for transitions. Heath Clarke Primary pupils will, ultimately, be able to take their place in society with confidence, sensitivity and a sense of purpose, armed with the skills they need to write, calculate, converse, understand and succeed in making a rich contribution to society as responsible citizens.

Once they have left the school, pupils will still be able to rely on it for advice, support and guidance. We will consider them lifelong members of the school.

Our core business: a curriculum with an unrelenting focus on learning

In keeping with the vision, ethos and principles of the Avanti Schools Trust, the unrelenting focus of activity will be to enhance the learning and life opportunities of the children of the school community. In focusing on this, the Trust is aware that children live in wider family and community contexts that have a significant impact on their success as learners and as future citizens. Thus, although much of our curriculum model and the methodology for delivery relates to our work with pupils, it also seeks, wherever possible, to assist families and the wider community so that they can effectively support the learning of their children and see learning as something that pervades the community and is for life. Beyond the sharp focus on core subjects and key skills, the specialist focus on mathematics and performing arts will extend the experience of all learners. Our curriculum offer will be enriched and will give pupils an understanding of the practical worth and usefulness of all areas of learning for personal effectiveness in life, broader educational achievement and success in the workplace.

Teaching and learning at Early Years and KS1

The nature of teacher–pupil relationship is at the heart of providing happy, highly engaged and high-achieving learners. This principle is deeply embedded in the Avanti Schools Trust ethos. We believe that the development of a close and nurturing personal relationship with young learners will be almost totally in the hands of the class teacher and support staff, together with families whom we see as our first co-educators. As each learner matures and grows in confidence, he or she will be encouraged to take on more responsibility for their learning and other aspects of their lives at the school. As they grow and their learning continues, other significant adults will work with them, both as teachers (particularly of Sanskrit and music) but also as coaches and mentors. The involvement of these additional adults is a distinctive aspect of our vision for effective learning and spiritual development, and provides for each child to have a group of significant adults in support of their learning.

This close support and its impact on progress are evident in all our schools. The principle of support is rooted in the belief that every child has talents but that unless children are properly supported, these talents will remain latent and unrealised. Talents and special abilities are neither static nor linear; they change over time and the school will remain alert to these changes, and have the capacity to recognise and develop talents at whatever stage they emerge.

As each learner develops in line with their growing maturity we envisage that support for them will be seen as fostering their development across a number of dimensions, including:

- the pupil's increasing awareness of and control over their learning
- differentiated work within different areas of learning and across subjects, suited to individual achievement and targets
- the use of different strategies to address underachievement in literacy as appropriate to the needs of the individual pupil
- differentiated home and out-of-school learning and projects matched to individuals
- the child's regular participation in clubs and activities suited to his or her talents and interests
- opportunities to excel, especially in sport and arts, through exhibitions, performances, competitions and matches
- identification as unusually talented in one area, with consequent special provision
- identification as gifted, with consequent special provision
- identification as having a special need, with consequent special provision.

By the end of the EYFS, we aim for all children to have positive attitudes and dispositions towards school, which will have been developed through supportive and compassionate relationships with a range of adults. We also expect to observe the progress pupils make through:

- friendships being established
- full and willing involvement in meaningful and focused learning activities set in an engaging yet calm environment
- strong links between the school and their parents/carers
- all children having a firm understanding of phonics and early number, with directed support provided to those with greater need.

Children will be offered a broad and balanced EYFS curriculum across the seven key areas of learning, which allows plenty of worthwhile learning opportunities through play in a wide variety of contexts. Teaching will encourage all children to ask questions and talk about their play and learning. Both formal and informal assessment and recording will play a key role in ensuring that learning programmes for each child are appropriate and challenging, guaranteeing that pupils make rapid progress. Through performing arts and carefully structured play, we will support children's development of communication skills and confidence.

Parents and carers will be fully involved and will obtain a detailed understanding of their child's progress through a combination of informal and formal opportunities including:

- information workshops that address key areas, such as phonics and handwriting, timed to suit parents
- regular informal drop-in sessions with both class staff and the headteacher
- regular 'keep in touch' sessions with parents where children's work and progress is the focus of conversation
- before- and after-school conversations
- parental contributions to children's learning journey portfolios, which contain evidence of children's learning and progress over time
- regular seeking of parents' and carers' views through written, oral and web-based surveys
- as necessary, home visits to follow up and engage with parents who find it difficult, for whatever reason, to visit the school.

Teaching and learning throughout KS1 and KS2

Pupils will develop a love of reading, with an effective balance of synthetic phonics, drama, speaking and listening tasks, guided reading and storytelling. We believe that pupils who can communicate orally and in written forms and who understand the value and pleasure of reading are more likely to have happy and fulfilling academic and personal lives. In our existing schools, we are working towards ensuring that every child is a confident and willing reader before they leave Year 2. This enables their access to the full KS2 curriculum from the outset. Consistently high-quality teaching of phonics and children's literature, and strong partnerships with enthusiastic parents and volunteers in schools, are proving valuable in achieving this important objective.

With these skills, pupils will access a broad and balanced curriculum including English, mathematics, science, performing arts (music, art, dance and drama), ICT, PE and yoga, humanities, philosophy, religion and ethics, meditation, Sanskrit (Years 4, 5 and 6), Spanish, and personal, social, health and economic (PSHE) education. We aim to enrich the curriculum with memorable learning experiences, including:

- educational visits
- a wide range of curriculum-linked activities
- clubs and teams
- outdoor learning opportunities.

Pupils will be largely taught together in class but will be supported by focused interventions, where needed, so that no child is ever left behind.

A mix of discrete, subject-specific and cross-curricular planning will be enriched further by special events, including termly mathematics challenge days, a writers' week, annual creativity week, and art and music festival days. With mathematics and performing arts as our specialisms, we will provide extra opportunities for pupils to expand their knowledge and understanding in these areas. All pupils will take part in performances, and key skills in mathematics will be secured through participation in

innovative activities which will pervade the whole curriculum. Examples include mental mathematics problems presented in a game show format with buzzers and prizes, and hosting and participating in inter-school mathematics challenge events. Pupils at Krishna Avanti School, Harrow are enjoying preparing for an inter-school mathematics challenge hosted by an independent school in Mill Hill.

By the end of KS2, all pupils will have the confidence, resilience and increasing maturity to manage their transitions in school, between classes, across phases and at home. We expect them to have a love of reading and number, and a thirst for enquiry. They will be able to ask questions and know where to seek out answers, often using state-of-the-art ICT resources. Relationships across the school, between adults and children and between children themselves, will be positive. Our pupils will be highly motivated, demonstrating positive behaviours both towards their learning and those whom they interact with, and will thrive on consistently stimulating teaching and challenging learning opportunities. A firm grasp of key language, mathematical, musical and artistic skills will prepare them for their next phase of education.

Our compassionate and caring pastoral approach will encourage all pupils to reflect on their own faith or belief system, to explore their spirituality and enter the secondary phase of education endowed with a reflective, critically thinking and compassionate mind-set. They will increasingly understand the impact of their choices on themselves, on others and on their environment, both local and global. We expect them to be active contributors to society as British and world citizens.

A key feature of the curriculum and organisation in Years 5 and 6 will be the provision of a bridge from primary to secondary phases. This will take the form of extensive linking work with our partner secondary schools (see the section on transition below). Most important amongst such links will be those that focus on the transfer of robust assessment information and curriculum continuity to ensure that pupils' progress is sustained and does not lose momentum on transfer. We will secure continuity and progression from KS2 to KS3 through careful planning and cross-phase projects led by specialist staff. As a result, the school will help reduce or eliminate the achievement dip that too frequently characterises the transition from the primary to secondary phase.

Specialism: mathematics

Excellence in mathematics continues to be a challenge for education in both primary and secondary schools in many parts of the UK. Internationally, UK students do not fare well and standards are by some measures falling. In last year's OECD PISA tests, UK students fell from 24th to 28th place for mathematics, and the UK sits below the international average, with students typically up to three years behind their counterparts in the highest achieving countries. Despite gains made in recent years in primary schools, many pupils continue to make insufficient progress throughout their school life due to poor teaching methods and a lack of focus on the subject as a core life skill. Typically, pupils moving from primary to secondary slip in their achievement in mathematics.

The school will not accept this. We will ensure that all teachers and mentors / coaches will be given every opportunity to access the best CPD in mathematics teaching to build their own understanding of how to deliver excellence, and where appropriate using state-of-the-art technology and materials from within the school and beyond. Our teachers will work collaboratively to ensure that transition issues are understood. The transition arrangements locally will include activities that include maths so we have a clear understanding of the local schools' coverage and approach to maths teaching. We will also ensure the following concepts lie at the heart of our approach to mathematics:

- Mathematical skills and knowledge are transferable throughout learning in and beyond the school and can be used in a wide range of contexts so that pupils can use their existing mathematical knowledge to find solutions to unfamiliar problems in apparently unrelated areas of learning.
- The posing of mathematical questions and the presentation of the logical arguments involved in solving mathematical problems can be explained in a variety of different ways to suit the needs different types of learners.
- Real-life situations can be modelled using mathematical tools. As they mature, pupils will be encouraged to develop a critical understanding of the modelling process, including its limitations, and the ability to construct appropriate representations.

We will develop mathematics by taking the following steps:

- Develop a common approach to teaching mathematics where all staff understand the principles and techniques required to solve numerical problems. For the earlier stages of learning, staff will use the concrete > pictorial > abstract approach. Pupils will be provided with the necessary learning experiences beginning with the concrete, practical and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully. This approach encourages active thinking processes, the communication of mathematical ideas and problem-solving.
- Ensure that the teaching of mathematics reflects an appropriate balance between the different strands of the National Curriculum and emphasises problem-solving. Children need core knowledge in mathematics but they also need to be able to apply this to tackle complex and unpredictable tasks with confidence. We know that by asking open-ended questions that encourage lateral thinking we develop good problem-solving skills amongst our children. This in turn gives young people an edge in the world of work.
- Ensure that daily mathematics lessons meet the needs of all pupils. Children at Heath Clarke School will be taught in mixed-ability classes and teachers will use more open and scaffolded questions to provide challenge for the most able. There will be an emphasis on children learning from each other.
- Standardise effective teaching techniques, resources and expectations with appropriate CPD. Avanti Schools Trust teachers will work collaboratively and take part in joint CPD to ensure that all teachers in Years 5 and 6 can comfortably teach mathematics to Level 6.
- Ensure that the learning environment stimulates learners with a balanced mix of informative and interactive displays.
- Set appropriate targets for mathematics. To ensure a smooth transition from KS2 to KS3, high levels of attainment in the Year 6 SATs and outstanding progress in KS2 we will ensure appropriate coverage of the curriculum at both key stages.
- Engage our secondary and primary teachers to lead 'mathematics master' classes to raise the bar for learners and stimulate professional learning, collaboration and challenge amongst teachers.
- Ensure that assessment leads to focused and rapid interventions with a view to avoiding pupil underachievement in mathematics. We will require that pupils gain a good understanding of the basics before moving on to more advanced topics, thus ensuring a strong foundation. Teachers will be provided with examples of practical exercises and ways of illustrating mathematical concepts. In the Early Years, rather than teaching pupils to memorise facts and routines, the focus will be on mathematical concepts that are born out of practical experience and problem-solving.
- Train exceptional teachers as lead practitioners, SLEs and coaches to spread best practice, both within the school, across the wider Trust and to clusters of primary schools in the area and beyond, for example through engagement with a local or regional teaching school alliance. This will contribute to wider system improvement.

New approaches

We are currently working on a number of programmes to further support pupils in the study of mathematics to aid them in achieving well against international benchmarks. These plans will be further advanced with impact measured and approaches adapted, following evaluation, by the time Heath Clarke School opens in September 2016.

The planned new approaches look to work in two strands:

- a) LOCAL: local/regional engagement with other settings look to deliver outstanding provision in mathematics
 - b) ONLINE: technology-supported access to the broadest range of resources for developing mathematics capability
- Local: Mathematics Education Strategic Hub (MESH): as a Trust, we look to work closely with one of the new DfE flagship MESHs which have recently opened in September 2014. Our existing secondary school, Avanti House, has already been working with one regional (Milton Keynes) teaching school alliance deploying a mathematics SLE to support curriculum and pedagogical development in the school and another which intends to apply to become a MESH. Through this

collaboration, we will contribute to moving thinking forward around highly effective mathematics pedagogy aimed at narrowing gaps in age-related performance within schools, between schools and indeed between countries. The Trust also plans, in due course, to set up its own teaching school alliance, of which Heath Clarke will be a part, and if possible, to host a MESH for the benefit of Trust schools and the wider local and regional community of schools.

Such collaborations are, of necessity, at a very early stage of development (as indeed are all MESHs) but the will is there to take this forward and to contribute extensively.

- Online: E-learning and International Engagement in Mathematics: this tablet/laptop specialist mathematics program is aimed at primary pupils in Years 5 and 6. Every Year 5 pupil will be able to purchase or hire a connected laptop and the program will supplement more traditional didactic and practical approaches to teaching mathematics by raising motivation and broadening the pedagogical scope for independent, collaborative and co-constructed learning. This will include preparing young people who move on to an Avanti secondary school to engage in and collaborate on mathematical research, problem-solving and discussion, with pupils of a similar age in some of the highest performing countries in the world (e.g. China, South Korea, Hong Kong, Switzerland and the Netherlands). This will take place in shared learning spaces online and video-conferencing to allow discussion, problem-solving and competition. A number of Avanti staff have had experience in the UK and in Australia of using technology in creative ways to support mathematics teaching and learning.
- Parental awareness and engagement: information evenings will be introduced to provide information and support to parents about current teaching practices in mathematics and changes to the curriculum since they experienced it themselves. Parents will also be helped to understand how they can best support their child's learning in (amongst other areas) mathematics. Where appropriate and welcomed, parents/carers will also be invited to work alongside their child (in twilight, weekend and holiday workshops) to improve their own numeracy and support their child's rapid progress in mathematics.

Specialism: performing arts

The Avanti Schools Trust views performing arts (including music, drama and dance) as a potentially powerful means for helping children develop the key life skills of self- and social confidence, creativity, self-esteem and communication in a wide range of settings.

In developing a performing arts school culture we aim to:

- inspire learning from and about different cultural traditions
- develop knowledge and understanding of learners' own cultural traditions and how these form part of a wider British cultural tradition
- develop learners' self-awareness and spirituality through experiences in the expressive arts
- develop philosophical knowledge and understanding of beauty and aesthetics, with an ability to make critical judgements
- develop self-confidence
- provide opportunities for learners to develop excellence in a variety of art forms, working with creative practitioners as well as young mentors and class teachers.

We believe that the arts are an inseparable part of the human journey and we actively promote participation in the arts to carry learners towards the fulfilment of their humanity.

We value the arts for themselves, as distinctive ways of knowing and because knowing and practising them are fundamental to the healthy development of our learners' physique, minds and spirits.

We believe that opportunities to experience the arts, drawing from a rich history of world traditions and understanding contemporary forms, develops learners' understanding of themselves and their cultures. This will help develop social capital to support them in their future lives and career choices.

As well as formal learning opportunities in class, Avanti schools offer extra-curricular opportunities for self-directed extension of skills. Our schools will actively foster links with local partners, artists and creative people to enrich learning in school. All learners will be involved in performances at different stages of their school career, including class assemblies, end-of-term productions, performance within class settings, and involvement in local and national programmes to develop the arts (e.g. Singup and YouthMusic).

Our pedagogical principles intend to develop:

- learners' knowledge and understanding of a variety of expressive art forms
- creativity and use of imagination
- stronger relationships and communities through performance
- critical thinking skills.

Our intention is to develop a broad and balanced curriculum offer which is aligned to the new National Curriculum. Learning in the expressive arts will include four aspects: knowledge, critical thought, application and experience.

Knowledge covers:

- learning about different art forms from a variety of world traditions (e.g. contemporary dance and Kathak dance)
- developing a deep understanding of techniques involved in different art forms (e.g. theatre of the oppressed and character-led drama)
- understanding the historical, social and cultural purpose related to different art forms and how these are situated within a wider British context.

Critical thought encompasses:

- teaching pupils how to critically analyse, evaluate and improve their own and others' performance.

Application is concerned with:

- applying learning and skills to different contexts (debate, interviews, presentations)
- experiencing performance in a variety of contexts.

Experience covers:

- experiencing the expressive arts as a member of an audience and being able to construct dialogue about such experiences
- experiencing the expressive arts as a performer and being able to construct dialogue about such experiences.

Our learners will expect to achieve the following outcomes in addition to acquiring a high level of skills and knowledge in different disciplines as their focus of study:

- awareness of the relationship between excellence, skill and practice
- personal confidence, leadership and a sense of self-worth when working with and for others in a variety of roles, regardless of academic or physical attributes
- an understanding of the relationship between dependence, independence and interdependence
- the ability to deal with new situations and problem-solve
- confidence in dealing with and using a range of linguistic, musical and movement registers
- awareness of the importance of the spiritual, the physical, the aesthetic and the intellectual and the ways in which performance can enhance each
- an understanding of the role of performance as an offering and service to each other.

[Beyond the core and specialist curricula: personalised learning, philosophy, religion and ethics, and meeting the needs of all pupils](#)

Personalised learning and the development of curricula that meet the varied needs and aspirations of individuals will feature highly in our planning. The character development of the individual will run through all our programmes. This will be rooted in the capacity of young people to develop moral and

ethical reflection whilst addressing our requirement and commitment to deliver spiritual, moral, social and ethical (SMSE) learning. It should be noted that the leadership of spiritual, moral, social and ethical education was judged as outstanding in the recent HMI-led Ofsted Section 5 inspection, at the secondary setting of Avanti House School in July 2014. It was also felt that the SMSC and PRE provision contributed to the values-evident outstanding behaviour and attitudes to learning of the school's learning.

Our philosophy, religion and ethics (PRE) programme will be at the heart of this ambition and will address the growth in knowledge, understanding and expression of each young person's spirituality. In line with other faith-based activity (including the daily act of collective worship), families will be able to choose to opt out. Pupils who opt out will be provided with a high-quality alternative provision to extend their learning around themes of citizenship, life skills and age-appropriate critical thinking. This alternative provision will be led by a teacher and/or teaching assistant.

The PRE programme will build from Reception through Year 1 to Year 6 (and indeed, continues in our secondary schools to Years 7-13). It will encompass a study of all major world religions in a broadly comparative study with the Hindu tradition at the core. The programme will also embrace age-appropriate critical thinking and the development of an informed moral code that produces a strong sense of individual and social responsibility alongside the accountability to present as a good citizen within any community.

At Krishna Avanti, Harrow, HMIs who visited recently found that our PRE programme teaches pupils values for life and has a very positive impact on behaviour. It encourages them to embrace qualities such as empathy, respect, self-discipline, courage, integrity and gratitude. Our own experience across our existing schools indicates that the programme can contribute towards high standards of behaviour in general and behaviour for learning in particular. PRE will be linked closely to our strategy for pupil voice and contribute to helping children to engage with their learning and take responsibility for it.

The six values

The PRE programme is underpinned by the development of six key values: empathy, respect, self-discipline, courage, integrity and gratitude. These values are not radically different from those selected by Dr Rowan Williams to underpin the distinctive ethos of Church of England schools⁸, or from secular conceptions of ethical virtue in the Aristotelian tradition. (The PRE and Collective Worship policies can be accessed by visiting <http://www.avanti.org.uk/avanti-schools-trust-documents/140508-AST-PRE.pdf>)

Pupil voice

All pupils will be actively encouraged to play a role in running the school, whether this is as role-models to other children, undertaking voluntary activities to support school or local community programmes, or performing some form of service within the school community. Pupil voice is already a significant element of life in the other Avanti schools and will be no less important at Heath Clarke. It will focus on a school council comprising representatives from all year groups, with full coverage of the specific age-related needs of all pupils.

Personalising the curriculum: high standards for all

We will undertake systematic and thorough assessment of each child's strengths and areas for further development on joining our school. Establishing an accurate baseline will help our teachers to plan carefully to meet the learning needs of all our pupils based on the regular monitoring and tracking of their attainment, progress and needs. We will give every pupil the opportunity to show what he or she knows, understands and can do. We will achieve this in a variety of ways when planning for a pupil's learning, such as by providing:

- a common activity that allows the pupil to respond at their own level
- an enrichment activity that broadens a pupil's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for each pupil to progress through their work at their own rate of learning.
- All staff will know that they have a responsibility to recognise and value pupils' abilities whilst acknowledging that:

⁸ See www.christianvalues4schools.co.uk

- work needs to be designed to take account of levels of existing knowledge, skills and understanding
- unnecessary repetition of work is demotivating, and demotivated pupils will not always demonstrate potential
- there is sometimes peer pressure to underachieve
- gifted or talented pupils are not always easy to recognise or engage with; there are planned extension opportunities or open-ended tasks for these pupils (see also 'Gifted and talented pupils' below)
- formal classroom monitoring will take place more frequently when additional support is required.

In line with previous national strategies, we support children in the classroom through three levels of intervention:

- Step 1: effective inclusion of all children in high-quality learning, through high-quality lesson planning, teaching and differentiation
- Step 2: small-group intervention for children who can be expected to catch up with their peers. These are not primarily SEND interventions and involve no requirement for School Action even on occasions when pupils in these groups might already be on School Action intervention for other reasons such as emotional or behavioural issues or communication difficulties
- Step 3: specific, targeted interventions for individuals with particular needs for support with learning. The SENCO will be involved in planning these interventions and is likely to draw on specialist advice. Most interventions will involve adjustments to learning objectives and teaching styles or individual support. Support will be directed towards narrowing gaps in attainment and facilitating access to steps 1 and 2 above.

Pupils with special and additional educational needs

The Avanti Schools Trust is fully committed to inclusion and to the effective and efficient transition from the previous framework for SEN(D) to the new model around Education, Health and Care Plans. The identification, monitoring and provision for pupils with special and additional needs will be a driving force within our curriculum delivery. We will ensure that all children with SEND receive the individualised help, advice and support needed to be fully included in all aspects of school life, to realise their potential and to feel valued. We adopt a graduated response to SEND support that is broadly mapped onto the steps described above.

The school will be wholly committed to the following principles:

- to ensure the SEND, Disability Act and Department for Education Code of Practice and guidance are implemented effectively across the school
- to ensure full entitlement and access for all learners to a high-quality education with a broad, balanced and relevant curriculum
- to identify and assess children with SEND as early and thoroughly as possible
- to meet the individual needs of all pupils with SEND by offering the most appropriate, effective and efficient use of resources
- to fully involve children with SEND in their education, taking account of their views and working with them in any planning and decision-making that affects them
- to ensure that there are rigorous procedures for tracking and monitoring pupils' progress in identified areas of need
- to have an identified and suitably trained SENCO linked with a SEND governor to ensure there is effective provision for pupils with SEND
- to fully involve parents/carers at every stage in plans to meet their child's additional needs
- to refer to and work co-operatively with a wide range of agencies to achieve the best possible outcomes for children with SEND
- to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other.

In our existing Avanti Schools, we identify children with SEND as soon as possible through regular contact with pre-school settings and by assessment at the start of the EYFS. We will replicate this practice at Heath Clarke Primary.

We will monitor and track the progress of all children throughout the school (see section D2). We remain personal that children with SEND may be identified at any stage during their school life, and are likely to use the following assessment mechanisms to help us identify children with SEND:

- EYFS profiles
- P scales
- continual assessment by teachers using Assessing Pupil Progress (APP) in classroom monitoring
- end of KS1 and KS2 SATs.

Triggers for further intervention

We recognise that there will be a wide range of SEND amongst the children attending Heath Clarke and will match the level of intervention to each child's needs. We expect that further intervention, when needed, will be triggered by one of the following:

- ongoing teacher and teaching assistant observation and assessment within the classroom showing one or more of the following:
 - a child working at a level below national expectations for that year group
 - widening of the attainment gap between the child and their peers
 - a previous rate of progress not being maintained
 - little progress being made even when teaching approaches or resources have targeted a child's identified area of weakness
 - low scores in diagnostic testing
 - emotional or behavioural difficulties persisting
 - self-help, social and personal skills are inappropriate to the child's chronological age
 - diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- communication from Croydon Children's Services about a looked-after child
- for a child who is new to the school, records from their previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other adults' concerns, e.g. expressed by medical services, an educational psychologist, children's services or a children's centre family worker.

Code of practice for identified concerns

1. If a teacher is concerned about some aspect of a child's progress, behaviour or well-being, they will decide what action to take within the normal daily classroom routine. If the child is experiencing learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used to suit that child.
2. If a child is having behavioural problems, the teacher notes the frequency and severity of the incidents and, if possible, adapts the classroom environment to help the child overcome the problems.
3. When a teacher is concerned about a child's physical or mental well-being, he or she will share concerns with the SENCO and the staff who have responsibilities for pastoral, medical and childcare issues.
4. Whatever the nature of the SEND concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.
5. The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, 'identified concerns'. A record of concerns and actions planned or taken will be kept on the school's MIS.

If a child continues to make insufficient progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO will look at the evidence of inadequate progress and decide on strategies that are additional to, or different from, those already being provided in the classroom to help the child to make progress. At the new equivalent of the previous framework's definition of School Action, any intervention is recorded on the (relevant) provision maps.

An individual education plan (IEP) will be written by the class teacher and the SENCO for the child. This sets out the learning or behavioural targets (usually up to four) that the child will be working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets will be discussed with the child in age-appropriate language, and the IEP will be discussed with the parents. Progress towards the targets will be discussed at parents' evenings or by request at other times with the class teacher or SENCO.

At the IEP review, decisions will be made about the future actions that may be taken to meet the young person's needs.

If a child continues not to make adequate progress at through such intervention the SENCO will ask for help from specialists outside the school. This is in addition to the extra support the child would already be receiving at school. These specialists may include an educational psychologist, the learning support service or the behaviour and tuition service. Further IEPs, possibly different from or additional to the ones already in place, will be developed with their help.

We recognise that parents are likely to be particularly important to the success of the above outlined intervention. Their permission is essential when asking for specialist help. We recognise that their support is crucial in making the most of the help provided.

Education, Health and Care Plans

If the child continues not to make progress, the parents, supported by the headteacher and SENCO, will be advised to request that the local authority to support our endeavours to make a statutory assessment of the child's SEND.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions, may already have a Statement of SEND when they start in the Foundation Stage class. Any existing procedures for making provision, target-setting and review will be put into place as soon as the child starts school.

Where the involvement of external agencies is specified on the EHC Plan, we will co-operate fully with those agencies to ensure that their personnel, including specialist teachers, medical therapists and educational psychologists, are involved in devising and implementing strategies to ensure that the child's needs are met.

We will also ensure that we maximise the support available for children who have not been assessed to be entitled to additional funding from agencies by accessing:

- the educational psychology service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the medical services, including the Child and Adolescent Mental Health Service (CAMHS)
- the social services, especially for looked-after children
- the Traveller service.

For young people with EHC Plans, the involvement of external agencies and funding arrangements will be specified on the EHC Plans. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a speech therapist or physiotherapist
- an educational psychologist.

Partnership with parents/carers

Parents of children with SEND will be kept fully informed of the provision that is being made for their children. Parents will receive a copy of their child's IEP each term and will be invited to review progress towards the targets at parents' evenings and at termly review meetings. Class teachers and the SENCO will have regular meetings with parents and encourage their active involvement with the school to help their children overcome their difficulties. The school will always ask permission of parents before approaching other professionals and external agencies for information about their child.

Leadership of support within the school

All staff will have a significant role in meeting the individual needs of pupils. Key to the co-ordination of their work is the SENCO, who will work across the school to provide appropriate information regarding the nature of a pupil's needs, advise on the support and intervention to be provided, and the strategies and resources to be employed in the classroom to support learning. The SENCO will also monitor each child's progress, analyse the impact of the intervention and advise on any changes to the additional support that may be required.

The SENCO's responsibilities will include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising other teachers
- managing teaching assistants
- overseeing the records of all children with SEND
- liaising with parents/carers of children with SEND
- contributing to in-service training of staff
- liaising with external agencies including educational psychology, health and social services, and voluntary bodies.

SENCO liaison and internal information-sharing policy

The SENCO may share information about pupils with SEND with:

- class teachers and teaching assistants
- senior leadership team
- curriculum team co-ordinators
- member of staff responsible for child protection issues
- family workers.

The SENCO and the Foundation Stage class teachers will arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school at Heath Clarke. When a child already has a Statement, these staff will usually be invited to attend the child's annual review held during the summer term in the Early Years setting.

At Year 6 transition, the SENCO will provide information on request to all local secondary schools about children with SEND who have chosen to go there. For statemented pupils, the SENCO will arrange a meeting with the SENCO from the chosen secondary school, the class teacher at Heath Clarke, the parents and the child during the summer term prior to transition. 'Taster' sessions will also be arranged where the child can visit his or her new school and become familiar with new routines.

Looked-after children

Narrowing the gap between the achievements of looked-after children and their peers will be a high priority. We have detailed above the approach to disadvantage. While we do not know how many looked-after children we will have in any one year group, everyone involved in the life of a looked-after child will do all they can to support them to succeed in education and reach their full potential. To this end, the school will work closely with all agencies that are supporting the child. This multi-agency approach will be co-ordinated across the school by the SENCO. We will liaise closely with the carers and the local authority over the objectives of the child's personal education plan. Regular reviews will include co-ordination with carers and social services.

Pupils with EAL

Within the Avanti Schools Trust we have experience of, and expertise in supporting children for whom English is an additional language (EAL). We will bring to bear this growing body of experience to support staff, families and volunteers in understanding the needs of our pupils.

Just as all English-speaking pupils have their own individual learning needs, so too do EAL pupils. We are aware that the fluency of EAL pupils in speaking, reading and writing English does not necessarily reflect their cognitive ability and so we will plan carefully to ensure that we do not create a 'one-size-fits-all' model of provision for EAL pupils.

In planning our provision for EAL pupils, our staff will adopt the following principles:

- ensure that teachers understand the cultural and personal backgrounds of individual EAL pupils
- seat EAL pupils in positions that enable them to access support from the teacher and allow them to sit next to reliable pupils who can support them
- start each lesson by explaining the key vocabulary being used and making sure that EAL pupils have a visual version of the glossary of terms to put into their books
- identify any cultural content that may be unfamiliar to EAL pupils and be prepared to explain this, perhaps by drawing parallels with other cultures
- repeat and summarise instructions and requests as necessary and moderate the speed of delivery to meet the needs of EAL pupils
- give practical demonstrations to EAL pupils supported by words and actions
- avoid over-correcting mistakes so that EAL pupils do not become demotivated
- have a specific focus and awareness when assessing EAL pupils' work and when setting targets for them
- correct the written work of EAL pupils using the same colour ink as the pupil has used
- encourage risk-taking within a safe and secure environment
- create a can-do culture within the classroom and have high expectations of all pupils
- make sure that work is appropriately differentiated, e.g. single-word answers are acceptable from a pupil who is new to English but, with increasing experience, pupils must be encouraged to expand their answers and use full sentences
- find opportunities to improve fluency using role play and drama, facilitated by the opportunities presented by our specialism in performing arts.

Introducing concepts that are cognitively challenging for children, yet accessible to them, is particularly important for children with EAL. This means finding out what children already know as a starting point. When planning activities and lessons we will make sure we provide as much practical, comprehensible context as we can. This means giving the children as much opportunity as possible to see and handle materials. From Early Years onwards, we plan to ensure that children understand key vocabulary and instructions (e.g. 'paper', 'triangle', 'listen' etc.). We will maximise opportunities for hands-on learning using drama, puppets, artefacts and illustrations to support the understanding of stories. We will also model language structures that are particular to the subject being taught.

Interaction time with adults is limited in the classroom, and children will learn most from their peers about language. Children will be grouped for practical tasks with children who can provide role-models of spoken English. Children will also benefit from opportunities to talk to others in a shared language.

Advanced learners with EAL

Advanced learners are children who have acquired basic communicative skills in English. They often give the impression that they are fluent in English because they are competent in conversational situations. This is especially so if they were born in the UK or first encountered English when they were very young, and have developed good oral fluency in English. However, such children are still likely to be unfamiliar with words that do not occur in everyday language.

Advanced learners may have learned to decode print effectively and appear to be good readers, but fail to understand fully what they are reading. We will carefully plan the use of vocabulary and structures to ensure EAL children's understanding of a text. Shared and guided reading will also provide ideal opportunities to do this. Children will also need support in writing. Good models and the provision of specially designed writing frames will be used.

Gifted and talented pupils

Heath Clarke Primary School will provide the best possible provision for pupils of all abilities and will plan teaching and learning so that each pupil can aspire to the highest level of personal achievement. This aspiration is no less for those pupils who have specific gifts or talents.

We will follow national guidelines to help staff identify these pupils as follows:

- a 'gifted' pupil is one who has a broad range of achievement at a level well above average, typically in the more academic subjects
- a 'talented' pupil is one who excels in one or more specific fields, typically those that call for

performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

We understand that in a mainstream school setting, approximately 10% of pupils could be expected to be gifted and/or talented. We also know that gifted and talented pupils may not always present as such, recognising that they may:

- be of high ability but with low motivation
- display good verbal ability but poor writing skills
- have had limited opportunities to display or develop their talents
- be able but with a short attention span, which may be misjudged as behavioural issues
- be able but have poor social skills
- be keen to disguise their abilities
- be disaffected due to a general lack of challenge in other settings.

At Heath Clarke Primary School we will:

- have a school-wide process for identifying gifted and talented pupils, taking into account national guidance
- regularly review the gifted and talented cohort of pupils to ensure that they are receiving appropriate personalised support and opportunities
- use the National Quality Standards in Gifted and Talented Education to assess and evaluate performance and aim to continuously improve the methods of identification and provision.

Our staff will know each pupil so well that specific gifts or talents will be nurtured through core curricular activities as well as subject-specific extension activities. We will also promote specific skills and talents through rigorous and challenging enrichment or extension activities that are personalised to the needs of the individual pupil. Tasks that will be encouraged in the classroom will offer opportunities to:

- formulate and reflect on personal knowledge and viewpoints
- explore diverse opinions
- consider difficult questions
- problem-solve and enquire
- make connections between past and present learning
- engage in higher order thinking (analysis, synthesis and evaluation)
- engage in independent thinking and learning.

Strategies teachers will use in the classroom involve moving gifted and talented pupils from:

- concrete thinking to the development of abstract ideas and application of materials
- simple sources to complex resources, research, issues, skills, and targets
- discrete subject understanding to cross-curricular working and relationships between ideas
- structured working within a framework to open-ended questions, decisions, approaches and solutions
- dependent learning to independent learning (planning, monitoring and evaluating)
- incremental understanding to large steps in imagination, insight and application.

A structure to support the curriculum and its effective delivery

The school year

The school's core learning year for pupils will take account of the pattern agreed by local partners in order to provide, as far as possible, coherence for families with children in more than one school or more than one phase of education.

Heath Clarke Primary, recognising the need to put children's learning at the heart of what we do, will have six broadly equal terms across the year to help promote learning through more coherent planning.

It is proposed that there could be a one-week holiday in October with a further three weeks to be taken in December and one in February. There would be two weeks in April followed by one more in May/June. The summer holidays could be either four or five weeks in length. Further consultation will

be carried out with parents and discussions with the headteacher designate and others about what might be appropriate locally.

We propose to use the flexibility that academy freedoms provide to be creative and realistic about the expectations of the community so that, in turn, the school can expect full attendance by all pupils during term time.

We believe that moving to a more equal term length, such as the proposed six-term year, provides two important benefits:

- the shorter summer break would limit the damaging effect that six weeks away from formal learning can often have on some learners' trajectories of progress
- there is a better balance of term and holiday lengths, so providing greater opportunity for staff and pupils' families to travel more cheaply, especially in December. We expect this to have a positive effect on attendance.

The school day

The school day will start at 7.30am for those who wish to take part in the breakfast club. Registration and morning worship will be at 8am and last for 15 minutes. Formal learning will start at 8.15am.

The day will end at 2.45pm but after-school clubs, a homework club, project work and enrichment activities such as community service, sports including the Playmaker and Junior Sports Leader Awards, and a first-aid course will mean the day will be extended. The extension to the school day will be increasingly evident as the children grow older.

It is proposed that teaching and learning in Early Years will be mostly with a core teacher and supporting staff and adults. As learners grow and mature they will encounter more teaching staff, and by the time they reach Years 5 and 6 it is envisaged that each day will have three core learning sessions of two hours' duration. Subjects such as languages (including Sanskrit) and music will take place within these sessions.

After-school and extended learning

A lively, varied and engaging enrichment programme will operate after school on four nights of the week and will be staffed by members of the school community, volunteers (see comments above with regard to safeguarding etc.) and additional professionals.

The aims here will be to stimulate curiosity, and inform and explore learning outside the more traditional curriculum. It will encourage the development of new hobbies and interests alongside new skills, some of which might also be accredited (e.g. by Sports Leaders UK). Music tuition will be a key part of this programme, leading to the formation of high-class performance ensembles.

The core and extended curricula and the enrichment programmes will be supported by a well-stocked library and research facility and readily available, state-of-the-art ICT hardware and software. Children will be encouraged to make full use of the school's ICT resources to pursue additional lines of enquiry that will enhance their work within the core curriculum, develop project work and support the enrichment programmes with which they are engaged.

Our vision for improving pupil outcomes

Pupils will move seamlessly through EYFS, KS1 and KS2 with growing confidence and increasing control over their learning and decisions about that learning. Those learners needing support will have been identified through effective links with parents, pre-school partners, early baseline testing and ongoing tracking. Robust baseline assessments will help track progress accurately to identify needs early and focus resources effectively.

This baseline assessment will have additional input from the Performance Indicators in Primary Schools (PIPS) developed by Durham University's Centre for Evaluation and Monitoring and the Pupil Attitudes to Self and School (PASS) survey, with the latter operating from Year 1. These will help assure ongoing and more accurate assessments of actual and expected progress throughout each key stage. This baseline will be revisited every six weeks with *brief* reports on progress going to the pupil's home after moderation. Detailed reporting will take place twice a year through a written report and meeting with parents.

Progress across the key stages will be greater than expected for each child relative to the national average, with teaching staff and the senior leadership team (SLT) monitoring and supporting pupil progress to ensure that no child is left behind. This will similarly result in rapid progress for the more able. There will never be any artificial caps on progress.

Effective pupil transition: progression to secondary school

Learners are always vulnerable at moments of transition, whether this is an internal transition between key stages or teachers, or an external transition to another school or onto secondary education. This vulnerability can often manifest itself in a slowing of progress as pupils come to terms with their new environment and the new and unfamiliar expectations of them. We will ensure that every teacher, support assistant and coach/mentor is aware of the potential impact of transition on pupil progress and of the need to plan accordingly so that, at the level of the individual pupil, everything possible is done to support them.

At a strategic planning level, we will build systems, processes and partnerships to ensure that, as pupils move towards Years 5 and 6, preparation for the transition to secondary education is a major feature of the curriculum. Our planning will include three core elements:

1. Ensure that our curriculum planning in Year 5 and Year 6 is aligned with the National Curriculum guidelines to ensure full coverage of the learning requirements. To facilitate this we will:
 - develop close partnerships with local secondary schools to ensure that Year 5 and Year 6 staff in particular develop close working relationships with secondary colleagues
 - share knowledge, skills and experience with secondary staff in the core subjects
 - understand the curriculum offer and the expectations of our partner secondary schools
 - enter into joint planning for certain modules of work to ensure that in Years 5 and 6, pupils begin to bridge the gap between primary and secondary education.
2. Develop strong working partnerships with local secondary schools so that pupils have the opportunity to experience specialist teaching and resources. This may include:
 - a science module taught by the class teacher but using the specialist laboratory facilities of a partner secondary school
 - support for our performing arts specialism using either the input of local drama specialists from secondary schools, or our pupils accessing the performing arts facilities of a partner school
 - master classes for Year 5 and Year 6 pupils in English and mathematics provided by video link from a partner secondary school
 - the use of secondary school sports facilities to augment our PE and curriculum enrichment activities
 - identification of senior leadership responsibilities for ensuring effective dialogue regarding the transfer of pupil data.
3. Have a clear focus on driving up attainment in the core subjects in Years 5 and 6 to ensure that all pupils have reached L4, a significant number L5, and some L6 (see comments on other local schools in section E). In this way, Heath Clarke Primary School will have given its pupils the necessary preparation to both access learning and thrive in a secondary context.

Through our rigorous approach to high standards in the core subjects, the benefits of our specialisms in mathematics and the performing arts and a focus on enrichment activities across the curriculum, linked to the strategies highlighted above in the PRE programme, we believe will have given our pupils the self-esteem, academic preparation and experiences to enable them to progress as confident learners following their transition to secondary education.

Section D2: Setting and achieving targets

Measuring pupil performance effectively and setting challenging targets

Core principles

Definitions and measures of success at Heath Clarke School will be informed and influenced by the following core principles:

- **quality-first teaching**, as defined by the standards for a judgement of 'outstanding' set out in the Framework for Inspection (Ofsted)
- **high expectations**: we will work towards all pupils making expected and the majority making better than expected progress
- **data-rich** through:
 - gathering information on pre-entry progress through detailed engagement with parents, partner schools and other organisations that support our pupils
 - baseline assessment and attitudinal surveys of pupils on entry and regularly thereafter
 - quick and effective identification of pupils with SEND, Ever 6 FSM pupils, children with EAL and gifted and talented pupils, followed by careful monitoring of provision
 - careful, regular and effective tracking of progress to inform planning and provision
- **intervention with impact**: planned intervention with effective follow-up will include high-quality marking and written feedback which is formative and has impact on subsequent learner progress
- **strong stakeholder engagement**, where interested and engaged parents have a voice that is heard
- **high-quality formative assessment** that drives planning, teaching and learning that:
 - encourages young people to own their targets and timeframes
 - school leaders, at all levels use data to identify the next steps for learning and progress
 - individual teachers are held accountable for their pupils' learning and progress
 - leaders and SLEs are accountable for progress in their areas, e.g. literacy, phonics, numeracy, science.

Avanti Schools Trust principles

All Avanti schools set demanding and ambitious targets and put in place the monitoring and evaluation systems required to allow staff to ensure they are met. At Heath Clarke Primary, success will be informed and influenced by the following judgements. We will:

- set high expectations so that every pupil will make better than expected progress
- ensure that all teaching is good and outstanding
- gather information on pupils' pre-school progress through detailed engagement with parents and partners
- conduct baseline assessment and attitudinal surveys of pupils early in Reception and regularly thereafter
- identify SEND and EAL pupils and those with particular gifts and talents quickly and effectively and monitor their progress to ensure their needs are being met
- set up mechanisms to involve parents with the school to enable them to contribute to their child's learning and progress
- establish systems for the careful, regular and effective tracking of progress to inform planning and provision.

Consistent pupil-focused assessment will be central to teaching and learning at Heath Clarke Primary. The SLT will use quantitative data and teachers' qualitative judgments to identify where progress is good and where interventions are required, and to inform programmes for continually improving the quality of teaching. While class teachers will be primarily responsible for their pupils' learning and progress, and specialists (such as English and mathematics leaders, the EAL specialists and the SENCO) will be responsible for performance in their areas, the SLT will have overall responsibility for pupil performance.

Measuring performance and setting targets

Prior to developing our own Trust-wide response to assessment for the new National Curriculum (September 2014), existing National Curriculum target-setting will form the main vehicle to measure and track academic outcomes and progress. The projected targets are indicative of the rate of progress and attainment we will expect using the current measures of expected progress between key stages and attainment at the end of each key stage. We will assess pupils' capacity to learn as well as their social skills and behaviour, setting targets for leadership and character. We will also use the PASS system of psychometric assessment to record pupils' attitudes to themselves and to school. This system, which supports the personalised education that we offer at Avanti schools, will enable us to identify children with potential risks to their continued motivation and educational progress and to aid the transition from KS2 to KS3 by providing important information to the secondary schools pupils will attend.

We have developed the specific targets for Heath Clarke Primary following detailed analysis of demographic data and performance profiles of other local schools. The targets have been designed on the basis that the new school will meet and exceed the performance of local schools while potentially admitting more children in receipt of FSM, with EAL or with SEND than other local schools in Croydon. We have benchmarked our aspirations against the outcomes we presently achieve in our schools with similar cohorts and with the best schools in the local authority area.

Our existing schools are already on track to meet similar targets and in some cases exceeding in-year progress targets.

Table D6: Attainment targets

| Phase | Target | % | National average 2013 |
|---|--|-----------------|-----------------------|
| Opening year | Lessons judged good or better according to the new Ofsted framework. (<i>Avanti Court currently has 100% of lessons good or better after one year</i>). None to be less than satisfactory. | 85% of teaching | N/A |
| Reception | Average assessment rating of 2 in new EYFS Profile | 80–85% | N/A |
| Foundation Stage (2016-17) | Reading by end of Reception | 95% | N/A |
| KS1 (2018-19) | Y1 phonics screening exceeds standard threshold | 83% | 69% |
| | Level 2 or above in reading | 92% | 89% |
| | Level 3 or above in reading | 25-30% | 29% |
| | Level 2 or above in writing | 90% | 85% |
| | Level 3 in writing | 20-25% | 15% |
| | Level 2 or above in mathematics | 90% | 91% |
| | Level 3 in mathematics | 20-25% | 23% |
| KS2 2022-23 | Level 4 or above in reading | 95% | 86% |
| | Level 5+ in reading | 50% | 45% |
| | Level 4 or above in writing | 90% | 88% |
| | Level 5+ in writing | 32% | 30% |
| | Level 4 or above in grammar, punctuation, spelling | 76% | 74% |
| | Level 5+ or above in grammar, punctuation, spelling | 50% | 48% |
| | | | |
| | Level 4 or above in mathematics | 92% | 85% |
| | Level 5+ in mathematics | 50% | 41% |
| | Level 4 in reading, writing and mathematics | 82% | 76% |
| | | | |
| | Two levels' progress from KS1 to KS2 in reading | 95% | 88% |
| | Two levels' progress from KS1 to KS2 in writing | 95% | 91% |
| Two levels' progress from KS1 to KS2 in mathematics | 95% | 88% | |

In addition to the academic achievement targets, we will set key performance indicators (KPIs) to measure pupils' behaviour, the quality of the school's management, the quality of the learning environment, the strength of parental involvement and links with and benefits to the community (see Table D7).

Table D7: Key performance indicators

| Measure | KPIs to track progress |
|--|--|
| Quality of relationships among staff, pupils and families and their impact on school's effectiveness | Ofsted parent survey and staff survey |
| Motivation and job satisfaction of staff and impact on their performance | Ofsted staff survey and levels of sickness/leave of absence |
| Supportive and nurturing learning environment and its impact on standards and behaviour | Exclusions and persistent absence (see intermediate targets below) |
| Enhanced family engagement for pupils, parents and carers in school life | Levels of attendance at family activities, increased numbers and quality of family-initiated and led activities |
| Levels of staff/pupil/parent satisfaction and impact on pupils' happiness and attendance | Ofsted staff survey, proportion of good to outstanding lessons (using pupil engagement and progress as a key indicator), attendance rates at parents' meetings |
| Retention, staff recruitment and applications | Numbers of applications for vacant posts compared with local average for comparable posts |
| Size and efficacy of our community network | Number of volunteers; 100% with DBS checks; positive feedback on induction arrangements; and number of volunteer-led or supported co-curricular activities |
| Social impact of school's effectiveness on the local community | The school will function as a community hub hosting a range of community activities. This will include, parents learning with their children, music and arts initiatives and performances, holiday sports, and leisure and fitness activities to attract individuals and families. |

Intermediate outcome targets for attendance and learning behaviours 2016-17

Pupil attendance in all Avanti schools is similar to or above national expectations of primary aged pupils. We will therefore set ambitious targets for pupils' behaviour and parental involvement to bring the benefits of our experience to the children of Heath Clarke Primary (see Table D8).

Table D8: Outcome targets for attendance and behaviour 2016-17

| Outcome | % | National average |
|---|-------|------------------|
| % Overall attendance | 96% | 94.5% |
| % of parents and carers who attend parents' consultations | 95% | N/A |
| Unauthorised absences | 4.0% | 4.4% |
| Persistent absence @15% | <1.0% | 3.4% |
| Punctuality | 98% | N/A |
| Fixed-term exclusions | 0.0% | |
| Permanent exclusions | 0.0% | |

Assessment and data-tracking

At Avanti schools, pupils' work is assessed continuously, from daily formative assessment by class teachers to monthly and termly summative judgments that are communicated to parents and inform detailed teaching, planning and development.

Teachers at Heath Clarke Primary will at first assess pupils' performance against National Curriculum levels in English and mathematics at least once a month, and as the new curriculum arrangements become clearer with respect to levels (in 2016), all Avanti school staff will collaborate on a joint approach to assessment and measuring progress. The regular formative assessments recorded in children's books will, together with test results, contribute to the termly⁹ reports recorded in the school's MIS for analysis.

Assessments will be moderated robustly by the Trust, and national standards used to ensure consistency across classes, schools and yearly cohorts. This will be done in a manner that builds pupils' motivation. Termly assessments will be incorporated into thrice-yearly reports that are sent to parents.

We will analyse the data collected from the termly assessments to identify:

- particular actions to be taken by individual staff members to improve performance
- patterns of performance associated with particular classes, subjects or cohorts.

As the use of National Curriculum levels is phased out, the deputy headteacher will take responsibility for working with his or her counterparts at other Avanti schools to establish a scheme of school-wide achievement levels that will allow comparisons to be made between pupils' achievement each year. This would mean that a piece of work would be assessed as reaching a particular level regardless of the pupil's year group; progress would thus be measured by a pupil achieving ever higher levels as they advanced through the school. This will also operate between Avanti schools.

Assessment by teachers will be combined with pupils' self-assessment, peer assessment and self-reflection on own learning. We expect pupil involvement to increase in significance as they progress through the school and begin to learn with greater independence.

The deputy head will ensure that assessments are accurate and consistent with the national standard using Pupil Progress grids. For this reason, summative judgements will be a balance of tests, moderated with evidence of ongoing assessments in children's books.

Moderation and accountability system

Each class teacher, who will be responsible for the progress of each child in his or her class, will set individual and class targets under the guidance of the deputy head in six-weekly pupil progress meetings. Targets will be set and reviewed regularly in partnership with children and/or their families where possible, so they have ownership and understanding of next steps for each area of core skills. Where children are underachieving, the deputy head will set up strategic pupil progress intervention teams, where appropriate with the support of the SENCO, to advise on specific interventions and how they are to be managed.

The deputy head, working through key stage leaders and teachers with curriculum responsibility, will lead termly tracking that will reflect RAISEOnline standards of analysis, including analysis against DfE significance factors using bespoke templates in the school's MIS, and Average Point Scores to automatically calculate progress. As well as the baseline and regular six-weekly assessments, Heath Clarke Primary, in line with other schools in the Avanti Schools Trust family, will use the PIPS test to cover the full range of the school. Further attitudinal data will be gleaned by using the PASS survey from Year 1. These tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement and thus are useful tools in assuring an appropriate focus for every child. The tests also help set the pupil in the context of their trajectory towards KS2 and beyond.

⁹ Terms at Heath Clarke Primary will last six weeks.

We will analyse these sets of data to identify underlying factors contributing to any underachievement. PASS has an online system of its own but it is our intention to integrate the record-keeping with our own systems as much as possible so that we maintain coherent records of pupils' progress and attainment.

Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions and further personalise learning through movement between pupil development groups for core subjects. Monitoring progress will also involve parents and carers in assessing and monitoring individual children. We will consider allowing parents to obtain information on their own child's progress using our secure managed learning environment.

As in other Avanti schools, we will analyse class and school trends to identify priorities for continual school improvement. The SLT will track horizontally across age-groups and vertically to assess progress over time to any identify cohort-specific issues, while subject leaders will analyse and identify current issues arising in their subjects to inform their intervention strategies. These may be put in place across the school as a whole or focused on particular groups, classes or individuals. The outcomes of this entire monitoring and evaluation process will be reported to governors each term.

In line with our equality policy, our assessment procedures are evaluated to ensure they are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

- **Pupils with SEND:** tracking and monitoring attainment and progress for children on the SEND register will include appropriate target-setting using P scales through to National Curriculum levels based on national conversion rates and guidance outlined in the SEND Progression Guidance to ensure children are appropriately challenged. Secured P scales will be used for core subjects where appropriate.
- **Learning, attendance, behaviour and safeguarding (LABS):** all data will be utilised in the weekly LABS panel meetings at which identified or referred pupils will be discussed by SLT members and class teachers. Appropriate interventions will be agreed to ensure the continued progress and well-being of each and every child.

Systemic monitoring of the quality of teaching

At Heath Clarke Primary, we will ensure that teachers, management and governors remain resolutely focused on improving the quality of teaching and learning at four main levels:

- Governing body meetings will receive regular updates from the headteacher and SLT. This will ensure that the governing body and school will be focused on teaching and learning. As it does so, and in common with other Avanti schools, the governing body will not lose sight of the impact of the decisions it takes upon individual children.
- At a senior leadership level there will be a strong focus on the impact of teaching and deployment of resources on groups of pupils, with a particular focus on teacher effectiveness and their impact on the school's effectiveness.
- At class, year and group levels, staff will concentrate on how planning and preparation, informed by data and assessment for learning, helps ensure focused learning that is matched closely to pupils' learning needs, and rapid and sustained progress for every child.
- The school council will have an important role in evaluating the quality of teaching and learning within the school, ensuring that pupil voice plays a part in improving teaching quality.

Measuring and improving the quality of teaching in the classroom

Our self-review and evaluation of the quality of teaching will be led by the headteacher and the senior leadership team (SLT). It is part of our school development planning cycle and will follow the stages outlined below.

- Evaluate, prepare and engage to create a shared vision of where we are at the time and where we will improve. All staff and governors will be directly involved in determining the plan.
- Identify objectives to deliver the key outcomes of the vision, whether they are teachers or support staff, both in the classroom and beyond the classroom by personalising, developing and prioritising solutions and interventions, and planning impact evaluation.
- Monitor and evaluate progress toward successful outcomes with the use of assessment for learning in the classroom and performance management. Collect and analyse data on intermediate

outcomes (e.g. termly assessments, attendance, etc.). The SLT and middle leaders will undertake evaluations of initiatives to effect improvement in their areas.

- Institute performance management procedures that include target-setting with teachers that are appropriate to their levels of experience and monitored through a variety of evidence including pupil progress and lesson observations. In line with other Avanti schools, senior staff will be trained in the use of Ofsted criteria and feedback. Rigorous CPD and peer collaboration will ensure consistency across the school and appropriate support and intervention will be backed up by the Trust's capability procedures. Support will be offered mid-cycle, where objectives appear less likely to be met and salary-furtherance (including main scale, UPS, leadership and lead practitioner) will be linked to staff meeting objectives.
- Support professional development that is appropriate to requirements, linked tightly to the performance management process. It will comprise identifying and sharing exemplary practice within the organisation; bringing experts in from across the Trust and beyond to support, coach and mentor; brokering quality-assured training packages up to master's and doctorate level, and instigating classroom and leadership-based research; and seeking funding for the latter where required.

To summarise, the quality of teaching will be monitored robustly through feedback on lesson planning, lesson observations, scrutiny of pupils' work, and a robust system of review and performance management (outlined later). All teachers will be supported to deliver nothing short of good and outstanding lessons – nothing less will be acceptable. Underperformance in this regard will be tackled robustly – initially through teacher coaching and mentoring; then through support and challenge but ultimately, where required, through capability procedures.

As part of the cycle of self-review, we will help staff understand and use assessment data to continually improve their practice. The deputy head will regularly meet with teachers and support staff to identify key areas for development in teaching and learning based on attainment data. The deputy head's role is to work alongside colleagues to coach them in planning teaching and learning more effectively.

Teachers' self-evaluation will involve collecting, analysing and interpreting a wide range of evidence through activities such as data analysis, sampling pupils' work, lesson observations, interviews (including with pupils and parents) and surveys to create impact evaluation models and map development priorities. It will be used to celebrate success as well as identify priorities for development. The process will have rigour and challenge built in. The process will be integrated into Heath Clarke Primary's routine management systems and cycles, and will be part of the school's commitment to listen and respond to the views of its stakeholders. Evaluation will focus strongly on the impact of the school's actions on pupils and families.

Keeping in touch: liaising with and reporting to parents and carers through strong and effective links with the home

At Avanti, we know from experience that it is vital to establish and maintain strong and effective links between school and home that focus on the child's well-being and progress right from the start. For children who join the school at Reception, we will offer meetings with teaching staff to help get the relationship between home and school, and between teacher and parent, right. Conversations and observations made during these pre-school visits will form the basis of a growing and increasingly detailed account of the child's growth, well-being and learning. Together with visits to other pre-school settings, home visits will give parents further opportunities to learn about our distinctive ethos and to question our staff. We will prepare an information brochure of FAQs that will be available for staff to leave with parents and in childcare settings.

Once at school, after an initial settling-in period, we expect the relationship with parents to develop, informed both by the informal start and end-of-day discussions and the more formal staff-parent gatherings around curriculum matters such as literacy, numeracy and the EYFS and KS1 curriculum, together with individual sessions each term on individual progress. Detailed records will be kept in all cases and used to inform class and school planning.

Additionally, class teachers and the headteacher will hold regular drop-in sessions for parents and pupils where learning, well-being and progress may be discussed.

Our face-to-face support for parents will include supporting them in understanding the progress data and learning how they can help their children make further progress. Newsletters will also include short articles on how children are making progress and helping parents put their own child's progress in context.

For some parents, more structured and focused visits will be offered. These will be led by the SENCO or another member of the SLT. These visits will be supportive and help the parent focus on the needs of the child. The support of external agencies may well be necessary here.

Pupils with SEND or additional needs will have additional support from the SENCO and his or her team. In all cases, a combination of sensitive exploration of need, humane engagement, a light touch and awareness of the anxieties of children and their parents will shape all our actions (see section D1 for further details).

Three times a year, detailed written reports will be made available to parents. There will be follow-up sessions, increasingly led by the pupil as they grow older, but supported by the class teacher, with a focus on the pupil's work and exploring the progress they have made and identifying ways forward.

The views and opinions of parents and pupils will be sought at every stage and the findings used, in turn, to further improve the service. As the school grows, the school council will play a key role in monitoring and contributing to this vital work. Its representatives will also have a place at the termly monitoring panel meetings where, along with staff, parents and governors, the school will be held to account.

Home-school agreement

Throughout, Heath Clarke Primary will seek always to work with and through parents for the benefit of every child. The home-school agreement has this belief at its heart.

The home-school agreement will be rooted in learning and progress and be a 'live' document. Whilst being clear about the school's expectations, it will also set out the rights and responsibilities of each pupil and their parents. It will contain sections that map the young learner's journey and the key milestones along the way.

The governing body's role in relation to parental involvement

The governing body, as a monitor and critical friend of the school, will also play a key role in engaging with parents and families and learning by hosting curriculum events and monitoring the effectiveness of provision through its receipt of updates from the headteacher and SLT. Link governors will add additional insights into the needs and expectations of learners and their parents in terms of progress and attainment, and naturally the role of parent governors will be critical to the successful fulfilment of this aspiration.

Section D3: Staffing structure

Table D9: Proposed shadow staffing structure

| FTE | Staff/Year | Sep-16 | Sep-17 | Sep-18 | Sep-19 | Sep-20 | Sep-21 | Sep-22 | Description |
|------------|---------------------------------|--------|--------|--------|--------|--------|--------|--------|--|
| | Pupils on roll | 60 | 120 | 180 | 240 | 300 | 360 | 420 | |
| SLT | | | | | | | | | |
| 1 | Headteacher (HT) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Strategic direction; school improvement; appraisal; media; pupil and staff recruitment etc. |
| 1 | Deputy headteacher (DHT) | 0 | 0.8 | 1 | 1 | 1 | 1 | 1 | HT to manage team in opening year with appointment of deputy in Yr 2. Will also have a teaching role |
| 1 | SENCO | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Duties may be supported by HT or DHT |
| 1 | Business manager | 1 | 1 | 1 | 1 | 1 | 1 | 1 | To cover HR, financial, procurement etc. Will line |

| | | | | | | | | | |
|----------------------------|---|----------|------------|------------|----------|-----------|-----------|-----------|--|
| | | | | | | | | | manage administrative and support team |
| | TOTAL | 3 | 3.8 | 4 | 4 | 4 | 4 | 4 | |
| Teaching team | | | | | | | | | |
| 1 | EY leader (teacher) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Experienced member of staff required to set up systems and processes; some specialist support may avail from HT depending on experience in phase |
| 1 | Middle leaders (Teaching)(TLR) | 0 | 1 | 3 | 4 | 4 | 5 | 5 | Numeracy, literacy and KS leaders |
| 1 | Class teachers | 1 | 2 | 2 | 3 | 6 | 8 | 10 | Teaching numbers build with staff allocated to Reception, Yr 1, and Yr2 over time. Includes PPA cover staff |
| | TOTAL | 2 | 4 | 6 | 8 | 11 | 14 | 16 | |
| Educational support | | | | | | | | | |
| 0.8 | NNEB/Equiv | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Support to Reception in Yr1 |
| 0.8 | Higher-level teaching assistant (HLTA) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Senior TA - supports other TAs |
| 0.8 | Teaching assistant (TA) | 0 | 2 | 4 | 6 | 9 | 11 | 14 | Supports teaching Reception to Yr 6 |
| | TOTAL | 2 | 4 | 6 | 8 | 11 | 13 | 16 | |
| Admin and support | | | | | | | | | |
| 0.8 | Data manager | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | Reports to business manager |
| 0.8 | Attendance/admin | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | Reports to business manager |
| 0.8 | Reception | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Reports to business manager |
| 0.8 | Admin assistant | 0 | 0 | 0.5 | 1 | 1 | 1 | 2 | Reports to business manager |
| 1 | Site manager | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Reports to business manager |
| | TOTAL | 3 | 3 | 4.5 | 5 | 5 | 5 | 6 | |

The SENCO will have some teaching responsibility in the years immediately after opening. Once we have a more detailed understanding of the full needs of the school's cohort, the SENCO will be given more non-contact time.

Once the middle leaders have been appointed they will take responsibility for the further development of English and mathematics (until then the headteacher, deputy headteacher and SENCO will be responsible for developing the curriculum in these areas, with the help of specialist staff from other Avanti schools and the [REDACTED]). As the school roll grows, the duties of these middle leaders will develop to include line management of KS1 and KS2 staff as phase leaders, subject to meeting early appraisal targets and KPIs related to performance management.

Table D10: Suggested school responsibilities on opening (2016)

| Headteacher | Head of Inclusion/SENCO | Business Manager |
|---|--|---------------------------|
| Strategic direction and self-evaluation | SEND | Finance |
| School improvement planning | Child protection | HR |
| Quality of teaching | Gifted and talented and CLA | Administrative lead |
| CPD | Tracking and monitoring | Health and safety |
| Oversight of Philosophy, religion and ethics | LABS weekly panel meetings | Premises |
| Rewards | Line management of teaching assistants | Policies and handbook |
| Appraisal and performance management | Home-school partnerships | ICT |
| Newly qualified teachers and new staff inductions | | Catering |
| Safeguarding | | Cover and supply teachers |
| Primary liaison/transition | | Trips |
| Early Years/Reception transition links | | Calendar |
| Media and public relations | | Newsletter |
| Specialisms | | Duties |
| | | First-aid |
| | | Risk assessments |

Table D11: Suggested school responsibilities at full capacity

| Headteacher | Business Manager | Head of Inclusion/SENCO | Deputy Headteacher |
|---|---------------------------|---|---|
| School improvement planning and governance | Finance | SEND | Strategic direction and self-evaluation |
| Pupil progress and standards | HR | Child protection | Quality of teaching |
| Oversight of Philosophy, religion and ethics | Administrative lead | Gifted and talented and CLA | CPD including newly qualified teachers and new staff inductions |
| Appraisal and performance management | Health and safety | Tracking and monitoring progress and attainment of pupils receiving interventions | Line management of teaching assistants |
| Links with local schools, employers and local authority | Premises | LABS weekly panel meetings | Safeguarding |
| Pupil behaviour, rewards and sanctions | ICT | Transitions support across institutions and agencies | Policies and handbook |
| Early years/Reception/links with EY and childcare providers | Catering | | Home-school partnerships |
| Primary to secondary transition | Cover and supply teachers | | |
| Media and public Relations | Trips | | |
| | Calendar | | |
| | Newsletter | | |
| | Duties | | |
| | First-aid | | |
| | Risk assessments | | |

Middle leaders (TLR initial responsibility):

- Support the headteacher and senior team in the rapid development of the school (in English or mathematics).
- Accelerate pupil progress and monitor the impact of teaching, learning and interventions.
- Improve the quality of teaching and learning in their specific area of curriculum responsibility.
- Evaluate teaching and identify improvement priorities.
- Work with parents and the community in their specific areas.
- Perform policy and practice overview in their areas.
- Run cross-curricular projects and initiatives.

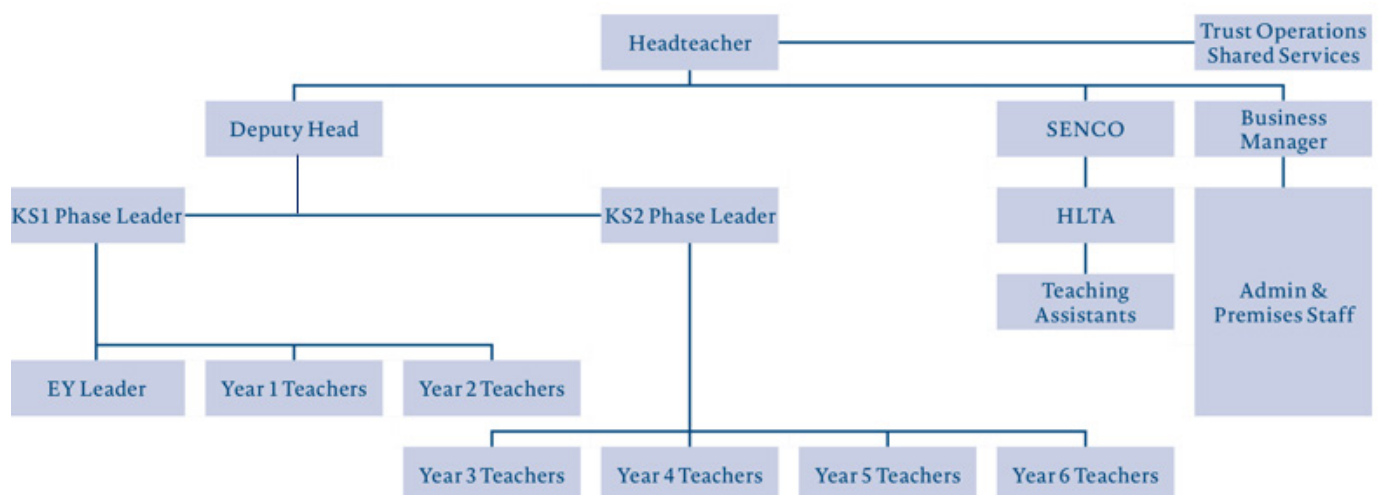
Phase leaders (EYFS and KS1):

- Outcomes and progress monitoring
- Curriculum planning overviews
- EYFS and KS1 transition support
- Teaching and learning and CPD
- Daily operations
- Educational visits
- Learning tools
- Literacy and English across the curriculum
- Manage staff across KS1.

Phase leader (KS2):

- Curriculum planning overviews
- Primary to secondary transition support
- Outcomes and progress monitoring
- Teaching and learning and CPD
- Daily operations
- Educational visits
- Learning tools
- Mathematics across the curriculum
- Manage staff across KS2.

Fig D1: Organisational model



It will be the responsibility of all teachers to provide the highest quality learning and teaching for our pupils.

The headteacher will line manage the deputy head, who will have responsibility for ensuring the standards for teaching and learning are communicated clearly, ensuring that expectations are high and that pupils and individual staff are meeting progress targets. The deputy head will monitor and evaluate assessment of progress and will work closely with the SENCO and key stage leaders in being accountable to the headteacher for standards. Until middle leaders have been appointed, key stage leaders will have responsibility for English and mathematics. Teaching and learning responsibility (TLR) posts will be created for English and mathematics once the school reaches full capacity.

It will be the responsibility of the key stage leaders (TLR posts) to monitor the quality of learning and teaching within their area and to offer support and plan intervention where needed.

The SLT is responsible for monitoring quality across the school and for identifying where development is needed and securing appropriate support. The deputy head has specific line-management responsibility for teaching and learning support staff, innovation and CPD to improve the quality of teaching and learning overall. We regard CPD as key to pupil outcomes. There will be rich and regular CPD, internal and external, to support and inspire both teaching and non-teaching colleagues.

SLT: proposed areas of responsibility

The headteacher, with other members of the SLT, will lead and manage the work of the school. (Before the school is full, the SLT will support teaching in the early years of the school with reduced pupil numbers).

The headteacher's primary areas of responsibility will be:

- strategic:
 - strategic development of the school and securing good outcomes for all pupils
 - establishing clear accountability for standards and achievement and pupil outcomes.
 - parent and community engagement to ensure longer term sustainability and viability of provision
 - partnership building with other providers that may include other primary schools and academies as well as Cambridge University and the Avanti curriculum initiatives
 - overall curriculum
 - standards of teaching, learning, behaviour and achievement
 - staffing, recruitment and performance management
- operational:
 - operational management on a day-to-day basis
 - pupil recruitment, building on the relationships the Trust will develop with Croydon Council and extending that message to parents and the community
 - line management of identified SLT members (see Figure D1 above)
 - evaluation and monitoring
- legal:
 - health and safety
 - safeguarding
 - compliance with the funding agreement and articles and regularity
 - work of the accounting officer.

The school will be supported by the governing body, with high standards of corporate governance, providing appropriate strategic vision and leadership; a headteacher who will oversee the management and delivery of education and lead the school as outlined above and embed the vision and values of the Avanti Schools Trust; and a senior leadership team to manage the curriculum and embed the ethos.

Leadership will be genuinely distributed throughout the organisation with strong teamwork and a sense of cohesion. The staffing model will be capable of adapting to changes in strategic emphasis over time, particularly during the opening and build-up of pupil numbers. Priorities, such as a requirement for strong leadership immediately on opening, may differ a few years later when the school is established.

The SLT's core purpose is to:

- play a significant role in ensuring consistently high performance of the school and where possible ensure that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence
- inspire, manage and lead staff and pupils to achieve their very best
- establish a positive identity and ethos for the school in line with the Avanti Schools Trust's ethos and values
- establish a culture that celebrates inclusion and promotes academic and wider achievement
- work to translate the Avanti vision into agreed objectives and operational plans which will promote and sustain the school's improvement and which inspires, challenges and motivates others to carry forward the school's vision

- secure a collaborative school vision of excellence and equality that sets a high standard for every pupil and takes into account the richness and diversity of the community.

The headteacher and SLT will establish a strong strategic direction for the school by leading on the development of a whole-school curriculum and high-quality teaching and learning. Setting up and executing important systems and processes will be key to the efficient running of the school. The team will create the ethos and culture of high expectations, which will drive the quality of teaching and standards up.

The leadership and management of the school will be critical in ensuring that every pupil is successful in achieving his or her personal targets, both academic and personal, as described by the vision in section C of this proposal. All leaders will make sure that everyone in the team clearly understands the expectations and will ensure that all staff follow the systems and processes put in place to achieve this. Leadership will be distributed throughout the school so that everyone knows and understands their role in bringing about maximum pupil achievement. CPD will play a significant role in ensuring this takes place.

A central focus for the SLT and sponsors across the school will be to establish a strong culture of learning and appropriate teaching to meet the key challenges, including expectations for behaviour and attendance.

Middle leaders

Senior leaders' work will be supported across the key stages by middle leaders. Middle leaders will be accountable for the delivery of teaching and learning, e.g. EYFS, literacy, numeracy and ICT. This includes scrutiny of team members' work and suggestions for interventions to support pupils and /or staff.

Performance management

The headteacher, through the SLT, will co-ordinate the school's overall appraisal and review system and ensure those who work across a range of teams are well supported and challenged. An effective line-management system will be implemented to secure robust performance management with a view to achieving consistently high-quality teaching.

In line with the Avanti ethos of all members of the school being seen as learners, Heath Clarke Primary will value contributions from all team members and provide and maintain appropriate recognition for high-quality staff development. Furthermore, the school will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for pupils.

The SLT will annually review specific responsibilities to best match experience and skills with the need for individual development. Consequently, the responsibilities above should be expected to change over time to ensure full team development and support.

Accountability

The chair of governors, with support from the Trust's education director, will set the headteacher's objectives.

Objectives for each teacher will be set before or as soon as practical after the start of each appraisal period. The objectives set for each teacher will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will be designed to contribute to the school's plans for improving the educational provision and performance in Croydon and improving the education of pupils.

Heath Clarke Primary will share with all teachers the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the national standards for teachers (published by the DfE).

Newly qualified teachers

All newly qualified teachers (NQTs) and recently qualified teachers (RQTs; i.e. those in their second year) will benefit from a thorough period of induction to ensure that they meet the required standards by the end of their first year and at least half will exceed the standards in the majority of areas by the end of their second year. This period in a teacher's professional journey is vital to set the high expectations and good professional working ethos that will help to realise our vision and ethos, that every child has the very best opportunities as a result of good and outstanding teaching.

Our induction will include:

- an induction day delivered by the Trust in conjunction with the headteacher and other senior leaders. This will include an introduction to the ethos and distinctive nature of our school
- assigning a 'buddy' to each NQT and RQT as an informal resource of support in personal, well-being, work-life management, teaching and learning issues. Colleagues will agree how often they should meet and buddies will be encouraged to develop positive and supportive relationships with NQTs and RQTs
- assigning a formal mentor, who will ensure standards are met during the induction period. This mentor will be a qualified teacher with at least three years' experience of teaching in UK schools
- regular opportunities to observe good and outstanding practice in their phase group and year groups either side of their class, including observing in other schools
- attending CPD opportunities; our schools will buy into local authority programmes or local teaching alliances that are specifically designed for NQTs/RQTs. Mentors and NQTs/RQTs will discuss and agree which courses will support them in achieving their early professional development plan
- working with experienced colleagues during PPA time. NQTs and RQTs will have PPA at the same time as experienced teachers so that they learn best practice in planning, preparation and assessment
- fortnightly observations in the Autumn term with clear objectives and targets to meet. These will take place every three weeks in the Spring term and twice in the Summer term. These will be supported by coaching conversations. Teachers will also be observed and receive feedback as part of the school's annual monitoring and evaluation cycle
- weekly NQT time: RQTs will be given one day each term (three over the year) to support them in their learning and management of work.

Networking opportunities with local and Trust NQTs and RQTs at planned events will be made available during the year as needed.

Section D4: Ensuring inclusivity

Everyone welcome, everyone included

As with all Trust schools, Heath Clarke Primary will foster positive relationships with its local communities including other schools in the area. Moreover, the school will be outward looking and draw on good practice from other faith schools, in particular Church of England schools, to ensure that children from all faiths and none feel a sense of belonging and community within our school. We see our religious designation and its distinctive ethos, underpinned by educational excellence and the preparation of the whole child and character to thrive in the 21st century, as something that will be attractive to all parents. In line with other Avanti schools, we will not use faith criteria in our admissions policy.

Our high expectations of every learner to achieve and progress are a fundamental principle of our inclusive curriculum. All staff will be expected to take into account their duties under equal opportunity legislation and be well informed about and sensitive to all the communities they serve. All members of our school community, including learners, staff and parents irrespective of their race, special needs and disability, sex, religion or belief, sexual orientation or other protected characteristics will gain equally from learning and working in our school. Following the teachings of Chaitanya, we will strive to overcome prejudice and discrimination in all its forms.

Our high aspirations for every child mean we will plan effectively in order to ensure no child falls behind. All pupils will be challenged appropriately, including those with special educational needs, EAL,

behavioural difficulties and those recognised as gifted and talented. The curriculum and learning plans will take full account of the ability of learners at different stages of their learning, and high-quality teaching will enable all pupils to participate fully. (Details of how learners' specific needs are provided for are in section D, under 'Personalising the curriculum'.)

Our faith ethos: collective worship and the philosophy, religion and ethics curriculum

Our faith ethos is reflected, in particular, in two aspects of the curriculum: collective worship and our unique philosophy, religion and ethics (PRE) curriculum. (the PRE and Collective Worship policies can be accessed by visiting <http://www.avanti.org.uk/avanti-schools-trust-documents/140508-AST-PRE.pdf>). PRE is designed with two aims in mind: to reflect our distinctive Hindu designation and to provide opportunities for children to learn about all religions comparatively so that there is a dialogue concerning similarities and differences across different faiths and non-religious worldviews, including those adopted by humanists, naturalists and atheists. Please refer to the PRE curriculum policy and overview for details of our inclusive and comparative approach to exploring and teaching faith, belief and spirituality.

We recognise that parents are entitled to withdraw their child from RE in UK schools, though we hope the inclusive nature of our curriculum means that most will find our offering worthwhile. Our approach is to teach RE through the PRE curriculum involving deep and sustained learning **from** and **about** all major religions, albeit rooted in the school's Hindu-designated philosophy and inclusive theological principles.

Pupils who exercise their right of withdrawal will be set alternative learning tasks. The time will be used productively to engage them in learning across other subjects of the school curriculum. Teaching during this time will also include programmes of study to develop independent research skills, critical thinking, age-appropriate study of non-religious philosophy and reflective writing. The provision will be suitably staffed and will also make good use of technology and e-learning. Senior leaders are best placed to design this provision based on the ages, needs and interests of their pupils. The quality and impact of this provision will be kept under review so that pupils use their time productively and do not feel excluded.

Our approach to collective worship

Collective worship will provide opportunity for all learners, staff and parents to:

- contemplate something of the mystery of God and awe of the world
- reflect on spiritual and moral issues
- explore their own beliefs
- respond to and celebrate life
- experience a sense of belonging and develop community spirit
- develop a common ethos and shared values
- enrich religious experience
- grow in Hindu liturgical understanding and development
- sing kirtan and other religious songs as a way to bring God into life
- reinforce positive attitudes
- participate fully
- make time to 'wonder at', 'come to terms with' and 'give worth to'.

A key focus of collective worship is in illustrating, discussing and experiencing our school's values. As an inclusive approach to spirituality, as taught by Chaitanya, collective worship will involve communal and traditional Hindu elements.

Communal activity encompasses:

- communal singing, including singing God's many names

- hearing stories about characters from different religious texts which exemplify our values¹⁰
- prayer of silence
- spontaneous prayer.

Traditional Hindu worship involves:

- offering to deities, following more traditional ‘arti’ ritual (offering five different elements as a way of praying to God)
- praying through gesture or action
- formal prayers.

Worship at Heath Clarke is more than a legal requirement. It is an integral part of school life and central to the school’s spiritual ethos. Within collective worship, the traditional and communal aspects will remain distinct so that pupils from other faiths or none who do not wish to participate in traditional Hindu worship can choose to

- observe respectfully
- withdraw from Hindu worship to join a pre-arranged act of worship of another faith
- withdraw completely from worship to alternative activities.

Evaluation of collective worship¹¹

The evaluation of the school’s provision of collective worship will be part of the school’s wider cycle of review and a focus of regular section 48 type inspections commissioned by the Avanti Schools Trust from suitably trained, skilled and Ofsted-qualified external inspectors.

The quality of collective worship will be evaluated by a scrutiny of planning documents, direct observation using Ofsted criteria and an assessment of the quality of pupils’ responses, including oral and written work.

Principles underpinning our ethos

Based upon Hindu teachings, the school will have a pluralistic approach to faith, collective worship and the wider curriculum. The philosophy of Chaitanya, who taught that there were multiple paths to gaining divine knowledge, is a particular advantage in this regard because they acknowledge the value and validity of the other faith traditions. This means that other faiths are not simply tolerated or respected; they are promoted. This translates into an inclusive, multi-faith approach to collective worship and a comparative approach to philosophy, religion and ethics, modelled on outstanding Church of England schools in the UK. While Church of England schools naturally have a particular concern for enabling children to understand the Christian faith, especially as expressed in the Anglican Church, their schools are committed to nurturing, encouraging and challenging those of all faiths and none. Indoctrination is where only one point of view is represented as true and others are diminished or ignored and this has no place in any school and most certainly not in Avanti schools. The teachings of Chaitanya embrace a universal, inclusive approach to spirituality and the curriculum offers opportunities to explore the philosophies and traditions of different faiths. Chaitanya, who himself taught logic and rhetoric at a famed school in 16th-century India, believed in the exploration of faith and spirituality across different traditions in a probing and dialogic manner to promote honest discussion. He encouraged his pupils to develop a broad-minded perspective by acknowledging the key roles of free choice and role-models from different walks of life. This approach will characterise Heath Clarke Primary.

Implementing and communicating our ethos

It is vital that Heath Clarke Primary communicates its ethos, mission and inclusive educational offer during the lead-up to opening its doors. Our website will provide parents with details of the curriculum offer, collective worship and pedagogical principles to realise educational excellence, character formation and spiritual insight. We have already, and continue to reach out to the wider community

¹⁰ Empathy, respect, self-discipline, courage, integrity and gratitude

¹¹ This section is based on a document from the iFoundation, the religious authority of the Avanti Schools Trust (the equivalent of a Church of England diocesan authority).

explaining and exploring the purpose of our values-led educational offer that makes links between spiritual growth and happiness and success.

Our vegetarian lunch policy, fully compliant with the vegetarian option provision within the new School Food Standards 2015, will be clearly articulated when marketing our school, with an emphasis on growing public attitudes towards the health benefits of a reduced meat diet¹². We will publish our policy to explain how we promote good health through a nutritionally complete, balanced and varied lacto-vegetarian diet.

School uniform

The school will have a uniform policy that all pupils will be expected to follow. The uniform will constitute a blue sweater, grey trousers, grey skirt and white shirt or polo. The uniform will be modestly priced and available to buy online.

Pupils will be allowed to wear religious symbols, within reason, provided the symbols do not present a health and safety risk to either themselves or others.

The school will also display religious symbolism drawn from different world faiths to represent the inclusive nature of the school.

Timetable

The PRE curriculum will be taught in weekly 45-minute sessions at KS2 and 30-minute sessions at KS1. At EYFS, PRE will be values based and incorporated within PSHE. The daily act of collective worship will take up to 20 minutes and will include whole-school and classroom-based sessions.

Languages

Pupils will learn modern and ancient languages to inspire an interest in other cultures, people and the study of language. Spanish and Sanskrit will be taught to all pupils from Year 2 upwards. Sanskrit will be taught as a living language. Sanskrit will be taught in weekly half-hour sessions.

Impact of policies on pupils

All educational policies and practices will be firmly based on the principles of equality and inclusion and will fully comply with the statutory regulations and guidance on equality and discrimination laws. Our school will have a relentless focus on raising standards through supporting learners to become deeply inspired people who can speak confidently about themselves and their beliefs, and compare these with other people's views. Our schools will foster positive relationships with parents and families and actively seek feedback about the impact of school's work on them and their children, including those with no declared faith. As a listening school, we value the opinions of pupils' and parents, and will engage constructively to respond to their experiences and together review and make changes to policies as appropriate.

Empathy, respect, self-discipline, courage, integrity and gratitude are the values that underpin the PRE programme. Our schools will ensure that parents are fully informed about our approach to the teaching of PRE by:

- publishing our policy and curriculum overview for PRE on the school website
- providing details in our admissions literature and prospectus, which will include other distinctive features such as the provision of vegetarian meals
- drawing the attention of parents to the provision of the PRE throughout the process of choosing our school for their child
- organising discussions and presentations about the distinct ethos of our school and the content of the PRE curriculum during induction of pupils and parents/ carers new to the school

¹² Mintel UK (2006) *Attitudes towards vegetarianism*

Recognising that parents who withdraw their children from PRE need give no reasons for the decision, the school will offer parents who want to withdraw their child from PRE the opportunity to understand the PRE programme of study, its relevance to all (not just Hindu) pupils and the way it respects their personal beliefs. We will offer parents the opportunity to explore the learning objectives for PRE as well as the content of the curriculum, and encourage them to discuss it with us. Our response will explain our conviction that the PRE curriculum can help break down barriers between different faiths and belief systems.

We will provide alternative work for pupils whose parents have requested withdrawal from the PRE programme. We will invite parents to visit the school and attend a PRE lesson or, where appropriate, consider how to amend certain parts of the programme of work to assuage their concerns.

Alternative provision for those that choose it will be meaningful and focused on individual pupil progress. It may include working with a teaching assistant on specific areas where the child needs to catch up or, if the child is making expected or better than expected progress, an extension activity. This will be planned with the class teacher and phase leader and appropriate progress measures will be used to capture and report on progress. For example, in our existing schools two pupils withdraw from PRE and instead follow individual programmes of learning in additional English and support with phonics, through to extension work in humanities where they have already made very good progress.

School accountability: support and challenge by the Trust for school improvement

One of the five strategic aims of the Avanti Schools Trust is that all its schools should be outstanding in every aspect, as judged by Ofsted. The Trust's success in this respect will be measured by applying Ofsted's Framework for Inspection as a benchmark to monitor and evaluate the progress and effectiveness of its schools.

Avanti Schools Trust's policy on support and challenge for school improvement (accessible here - <http://www.avanti.org.uk/avanti-schools-trust-documents/Avanti-Schools-Trust-Policy-final-doc-May-14.pdf>) defines how the above strategic aim will be achieved. A regular programme of monitoring visits to the Trust schools by Trust school review teams (SRTs) will form the basis of monitoring standards, achievement and the overall effectiveness of the education provided by each school. The monitoring visits will be carried out by a team of highly experienced individuals of exceptional professional calibre and a substantial proven track record as outstanding heads and senior leaders in the world of education. The Trust's finance director will contribute to the review process by reporting on the effectiveness of financial controls and best-value measures. The strategic leadership of the monitoring visits rests with the Trust's director of education.

The outcomes of the SRT visits will be reported to senior leaders including school governors, and the Avanti Schools Trust board.

The monitoring visits will seek to:

- support robust self-evaluation in Avanti schools to secure consistently high-performing schools
- provide challenge and support to senior leaders (including governors) for continuous improvement in all aspects of school life for pupils
- support schools in delivering the Trust's vision for each learner, as outlined in the Avanti Ethos and our PRE curriculum policy
- enable the Trust and the local governing body of each school to fulfil their respective accountabilities to the DfE and Ofsted by regular and objective reporting on the overall effectiveness of their schools
- identify, celebrate and disseminate best practice and successes between Avanti schools and beyond.

High-quality support and challenge will be provided to each school, in the true spirit of devotion and service to our pupils, to help accelerate the progress of each school towards achieving and sustaining outstanding status.

Three visits will be carried out in each academic year. The timing of the visits is intended to reflect the rhythm of the academic year and takes into account the timing of the school's self-review cycle,

external tests and examinations, and national data release to schools. Pupil progress and attainment data and specific aspects of leadership and management will remain key areas of focus at each visit. During one of the review visits, the SRT will focus on evaluating aspects of the quality of school's provision and effectiveness of teaching the PRE curriculum; Section 48 inspection standards will be used as criteria for such evaluations.

Depending on the outcomes of the review, the following strategies may form part of the support for schools following the visit. The exact nature of any support arrangement will depend on the specific circumstances of each school. The list is not exhaustive but details some of the tried and tested strategies for supporting school improvement:

- meeting with the director of education or an associate consultant to prepare and execute an effective plan of action to address issues identified by the review
- establishing a link with an outstanding or teaching school to learn from their practice and work with them on aspects requiring improvement
- establishing links with CPD providers to seek support for enhancing the professional capacity of senior and middle leaders to become highly effective
- brokering a consultant's appointment as an adviser for the school, who will work intensively on personnel or an area of its practice in need of improvement
- supporting the school in linking up with local and regional networks of national, local and/or specialist leaders of education
- supporting attendance by leaders on improvement seminars in subjects and aspects of schools' work run locally by Ofsted, higher education institutions and the National College for Teaching and Leadership
- arranging more frequent visits by the director of education or an associate to review progress against the action plan with senior leaders, carry out joint lesson observations, meet with individual leaders of subjects or other aspects of the school's work, or arranging a subject visit.

Working with other faiths

In order to ensure that the Trust is able to cater to the needs of families from all faiths and none, we have assembled a small but close team of faith advisers who have agreed to advise on faith matters including collective worship, alternative provision and the curriculum. These individuals will be our first port of call for faith-related matters but will inevitably be recommending other colleagues who may be more specifically qualified to help with particular enquiries or support needs:

██████████ We are currently awaiting nominations for Sikh and Catholic members, and seek to appoint an experienced Muslim adviser who is committed to our principles of tolerance, inclusivity and gender equality. We have also invited a member of the British Humanist Association to become an adviser.

Section E: Evidence of need

Section E1: Need for Heath Clarke Primary School

Table E1:

| | 2016 | | | | 2017 | | | |
|-----------|------|-----|---|-----|------|----|---|-----|
| | A | B | C | D | A | B | C | D |
| Reception | 60 | 139 | | 232 | 60 | 75 | | 125 |
| Totals | 60 | 139 | | 216 | 60 | 75 | | 125 |

Context

The London Borough of Croydon faces a shortfall of up to 1,560 primary school places over the next three years. Over two times as many parents as there are spaces available have expressed an interest in Heath Clarke Primary as their first choice in 2016, similarly for 2017 entry, the demand outstrips the number of places. 64 of these live in the wards adjacent to the school's proposed site, namely; Purley, Waddon, Croham, Fairfield and Broadgreen (see demand maps later in this section) - clearly within commuting distance.

There is also significant room for improvement in performance by local schools. Overall, there are twelve local schools failing to reach national levels of achievement on by multiple measures.

As with existing Avanti schools, our proposed school has received significant support from beyond the Hindu community¹³. According to a survey carried out by Avanti Schools Trust volunteers, 97% of those who did not state their faith, 92% of those who identified as Christian, and 87% of those who expressly identified themselves as having no faith, expressed support for a school sharing the Avanti ethos.

Approaches to establishing need and demand

Information-gathering process

In response to feedback from the DfE, we have changed several aspects of our information-gathering process. In particular, we have made the links between Avanti Schools Trust, iFoundation and ISKCON explicit on our website, placed an advertisement in the *Croydon Guardian*, reformed our survey questionnaire, and made greater efforts to reach the non-Hindu parts of the community by contacting more local organisations. Any parents who have decided to withdraw their expression of interest have been taken out of the demand data.

We gathered data for our survey through teams of volunteers speaking to the public face-to-face and via an online survey on a website set up to market the school. Both methods used an identical survey text.

The online survey and website¹⁴ gave parents and members of the wider community the opportunity to learn more about the proposal, register their interest and ask questions. Regular communications are sent to those who have expressed an interest, including links to the website that highlight the unique ethos of the proposed school and further details of our PRE curriculum. The website also gives details of the collective worship policy, and example prospectus.

All volunteers underwent briefings to become familiar with the ethos of the Trust and were trained to explain the key features of the proposed school to respondents. Volunteers involved in sending out communications (including via social network sites), compiling literature, telephone campaigns or speaking with respondents face-to-face were briefed and familiarised with the project as a whole, including the distinct nature of the school. To ensure consistency and transparency, the wording used

¹³ For instance, 40% of children attending Avanti Court Primary School (also in Redbridge) are not Hindu.

¹⁴ www.avanti.org.uk/heathclarke

on communications was based on the introduction text to the survey (detailed later in this section). The basis for communications was the introduction to the survey. Respondents and interested parties are directed to the school's website for more information about the school and the Trust. Volunteers also kept copies of prospectuses of other Avanti schools on hand to provide more detailed information to parents who don't have access to the internet.

Those who were keen to learn more about Avanti schools were encouraged by volunteers to attend open days at other schools within the Avanti family to get a flavour of how they operate and to ask staff questions about the ethos and its impact on teaching and learning. We provide an overview of the content of the PRE curriculum at open days.

Marketing material

Marketing material¹⁵ was designed to provide an accurate picture of the proposed school and the ethos that underpins it. This included information about the faith designation and associated organisations. In addition, the website for the proposed school, to which recipients of the marketing information are referred, contains further information including a prominent section on the homepage describing the PRE curriculum.

In response to DfE feedback on previous bids, within the marketing material we have included additional information explaining the process by which parents may exercise their right to opt out of collective worship and the PRE curriculum.

Survey text

The online questionnaire displayed the following text. This is not specific to Croydon, and although the text refers to 2015 only those in the locality with eligible dates of birth (i.e. starting Reception in 2016 or 2017) have been reported on in this bid.

We are looking for families with children under the age of 18 or are expecting to have children in the near future.

Avanti Schools Trust is considering applying for new Hindu faith schools in several locations to open in 2015.

The schools facilitate children from all backgrounds and abilities on a journey of self-discovery. Our ethos is moulded around a unique personalised approach to learning, with the long-term happiness and fulfilment of the child at the heart of everything that we do. The schools have structured approaches to learning and questioning skills and a clear sense of the sets of knowledge and understanding that are central to informed, articulate and confident citizens.

The development of spiritual insight is at the heart of the curriculum and draws on the teachings of Krishna Chaitanya, which embrace a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna). The curriculum offers opportunities to explore the philosophies and traditions of different faiths. Collective worship includes the following practices: kirtan (call/response singing of Krishna's names), meditation, worship, reflection, song, prayer, and story-telling. iFoundation is the religious authority (Hindu) for our schools. iFoundation draws upon the teachings of Krishna Chaitanya as practised by ISKCON, the International Society for Krishna Consciousness. You can learn more about the Trust's ethos at www.avanti.org.uk/ethos-statement.

We promote holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation and a built environment that actively fosters environmental concern. Pupils are nurtured and cared for in a way that builds the foundation for their high academic achievement, exemplary character and wholesome sense of identity, set within an open and inclusive school.

Please complete the following survey to help us understand your views about such schools.

** Do you like the idea of an inclusive Hindu state-funded school?*

** How do you rate the current state-funded schools available to you? (Excellent / Good / Poor / Very Poor)*

¹⁵ See www.avanti.org.uk/avanti-schools-trust-documents/AST-Hindu-School-A4-Flyer-Croydon-Primary.pdf; www.avanti.org.uk/avanti-schools-trust-documents/AST-Hindu-School-Survey-Croydon-Primary.pdf; www.avanti.org.uk/avanti-schools-trust-documents/AST-Croydon-Survey-Newspaper-Advert-PRINT.pdf

- * *Would you like to register your interest in sending your child (ren) to an Avanti Schools Trust school?*
 - * *Would you select an Avanti Schools Trust school as the first choice for your child(ren)?*
 - * *Please give the month and year of birth of your child(ren):*
 - * *What is your local authority?*
 - * *What is your name (parent/carer)?*
 - * *What is your postcode?*
 - What is your door number and street name?*
 - * *Please provide your email address:*
 - Please provide your telephone number:*
 - * *As we wish to ensure we are inclusive of all faiths and none and for monitoring purposes could you answer the following: Which faith (if any) do you belong to?¹⁶ (None / Buddhism / Christianity / Hinduism / Islam / Jainism / Judaism / Sikhism / Other (please state) / Prefer not to say)*
 - * *Is your total household income less than £20,000? (This is optional but helps us ensure that we are also reaching low-income households.)*
- (* = mandatory question)

Proximity of parents expressing an interest

We have prepared two ‘heat maps’ to show the location of parents who have said Heath Clarke Primary School would be their first choice. Each ward is numbered, and as the legend shows, darker-shaded wards are ones from which more applications have been made. It is clear that there is significant demand from parents who live within commuting distance.

Fig. E1: Mapping of 2016 Entry



Fig. E2: Mapping of 2017 Entry



Evidence of basic need

Croydon is the largest borough in London with the highest demand for additional pupil places in the country. The demand for school places is continuous throughout the year and is across all year groups.

Table E2 below shows the potential gap in provision across the Croydon school estate. The figures have been obtained from Croydon Council.

The table below demonstrates that by 2016 the shortfall in primary places is predicted to be between 750 – 1560. There is clear and pressing need for primary places in Croydon.

Table E2: Extra primary forms of entry required

| | 2014/15 | 2015/16 | 2016/17 | Total |
|-------------------|---------|---------|---------|-------|
| Minimum shortfall | 6 | 9 | 9 | 25 |
| Maximum shortfall | 19 | 17 | 16 | 52 |

¹⁶ In response to feedback from the DfE, this question was changed in December 2013 from ‘Are you a Hindu?’ to more accurately reflect the intention to record the faiths of families wishing to send their children to the school in order to monitor the school’s efforts to cater for the entire community of Croydon.

Local standards

Within a 3 mile radius of our proposed site, there are 809 primary students enrolled at schools which have been rated as 4 (inadequate) by OFSTED in their latest inspection reports for overall effectiveness, quality of teaching and achievement of pupils and 6131 students enrolled at primary schools who have been rated as 3 (requires improvement) in the three areas mentioned¹⁷. Parents in the local area clearly need an alternative provision that delivers high-quality education.

In addition, shown below are KS2 outcomes for twelve underperforming schools within 3 miles of the preferred site for Heath Clarke¹⁸. Figures in red refer to achievement below the national level.

Nine of the twelve listed schools failed to meet the national level of KS2 pupils attaining Level 4 or above in their mathematics test and grammar, punctuation and spelling test. Similarly ten of these twelve schools failed to meet the national level of pupils attaining Level 4 or above in their KS2 reading test. Giving students a good foundation in these core subjects is of paramount importance and it can be seen that there is an issue that needs to be addressed. This shows that there is significant room for improvement and we are confident that we have the ability to make a major difference to the children of Croydon.

Table E3: Achievement in English and maths in local schools

| School | % of pupils who attained L4+ in KS2 grammar, punctuation & spelling test | % pupils who attained L4+ in KS2 reading test | % pupils who attained L4+ in KS2 writing assessment | % pupils who attained L4+ in KS2 mathematics test | % pupils who achieved expected progress in reading | % pupils who achieved expected progress in writing | % pupils who achieved expected progress in mathematics |
|----------------------------------|--|---|---|---|--|--|--|
| Parish Church CofE Junior School | 83% | 86% | 68% | 90% | 85% | 76% | 91% |
| The Aerodrome School | 58% | 82% | 81% | 88% | 84% | 96% | 92% |
| High View Primary School | 78% | 82% | 80% | 80% | 90% | 90% | 77% |
| Kingsley Primary School | 52% | 67% | 84% | 71% | 83% | 100% | 86% |
| ARK Oval Primary Academy | 75% | 83% | 83% | 79% | 89% | 83% | 84% |
| Amy Johnson Primary School | 69% | 85% | 65% | 85% | 88% | 92% | 88% |
| Purley Oaks Primary School | 67% | 84% | 79% | 84% | 92% | 94% | 94% |
| Heavers Farm Primary School | 63% | 82% | 92% | 78% | 84% | 98% | 80% |
| Beulah Junior School | 68% | 80% | 83% | 80% | 80% | 94% | 77% |
| Selsdon Primary and | 63% | 74% | 74% | 66% | 77% | 87% | 70% |

¹⁷ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

¹⁸ Data obtained from <http://dashboard.ofsted.gov.uk/>

| | | | | | | | |
|----------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Nursery School | | | | | | | |
| Kensington Avenue Primary School | 60% | 87% | 83% | 80% | 92% | 96% | 81% |
| Cypress Primary School | 70% | 85% | 77% | 80% | 89% | 80% | 88% |
| National Level | 74% | 86% | 83% | 85% | 88% | 91% | 88% |

Section E2: Successful community engagement

In developing this application, the local team and Trust have consulted extensively with:

- local parents, young people and families
- other local residents
- local businesses and charities and those who work in the area
- the Hindu community of Croydon
- other faith and inter-faith groups
- youth groups
- Croydon Council
- organisations that work with disadvantaged children and families
- organisations that work with disabled children and families
- organisations that work with children with SEND.

Generating community engagement

Over the four years it has been running, the campaign for an Avanti primary school in Croydon has garnered extensive community, local authority and business support. An independent survey conducted by our local team reached over 4,000 residents from a cross-section of ethnicities and faiths. A summary of the findings can be seen below.

When asked whether they supported our proposal, the responses received were as shown in Table E4.

Table E4: Responses to proposal by all respondents, by ethnicity and by faith

| Response | Number of respondents | % |
|--------------------|-----------------------|--------|
| Yes | 3,863 | 93.99% |
| Response not given | 178 | 4.32% |
| No | 46 | 1.12% |
| Neutral | 11 | 0.26% |
| Other | 12 | 0.29% |

Respondents by ethnicity

| Ethnicity | Number of respondents | % | % in support of school |
|--------------------------|-----------------------|--------|------------------------|
| Not specified | 2,415 | 58.73% | 97% (2356) |
| White (British or Irish) | 565 | 11.05% | 91% (516) |
| Indian | 521 | 12.67% | 85% (443) |
| Black (Caribbean) | 168 | 4.08% | 93% (157) |
| Black (African) | 93 | 2.26% | 85% (79) |
| White (European) | 89 | 2.16% | 82% (73) |
| White (other) | 61 | 1.48% | 96% (59) |
| Asian (other) | 36 | 0.87% | 97% (35) |
| Pakistani | 18 | 0.43% | 100% (18) |
| Other | 144 | 3.52% | 80% (92) |

Respondents by faith

| Faith | Number of respondents | % of total respondents | % in support of the school |
|---------------|-----------------------|------------------------|----------------------------|
| Not specified | 2,414 | 58.70% | 97% (2355) |
| Christianity | 699 | 16.99% | 92% (643) |
| Hinduism | 440 | 10.7% | 83% (366) |
| No faith | 344 | 8.36% | 87% (300) |
| Islam | 90 | 2.18% | 93% (84) |
| Other | 71 | 1.72% | 87% (62) |
| Jain | 52 | 1.26% | 100% (52) |

Marketing tactics

Table E5 is a list of some of the methods and marketing activities carried out by the parent and community groups with support from the Trust since 2009. The list includes events they organised themselves and others in which they took part.

Of the marketing activities, our volunteer groups reported that local leafleting in town centres and door-to-door were the most effective.

Whilst gathering demand data, we took steps to establish contact with many community groups, youth organisations, faith groups, sports societies, educational institutions and other such groups. We are committed to staying in touch with these organisations in order to ensure rich and diverse future intakes, as well as remaining part of the community the school would serve should our proposal be accepted.

Table E5: Marketing activities

| | |
|---|---|
| Distribution of flyers | Approximately 15,000 flyers explaining the ethos of the school, our proposal and our website (www.avanti.org.uk/heathclarke) were distributed locally in town centres and outside educational institutions, places of worship, youth centres and local shopping centres. Flyers were also left with organisations that were willing to keep them on display. This took place in Croydon Town Centre, Thornton Heath High Street, Lanfranc Hall, Luhana Hall and the Buddha Centre. |
| Door-to-door | Volunteers went door-to-door in pairs in local areas to raise awareness and conduct surveys where appropriate. This was done in East Croydon, Park Lane, South Croydon and Coombe Road. |
| Academic institutions, nurseries and youth groups | Contact details for academic institutions, nurseries and youth groups were obtained from local authority websites; they were contacted to ask if they could help promote the new school in any way. |
| Database purchase and telephone campaign | A database of parents with children of the appropriate age living within the borough was purchased and subsequently a telephone campaign took place. |
| Janmastami festival | The school was publicised at the largest Hindu celebration outside India. This festival attracted over 80,000 people over two days and is very popular with families and parents. This festival was attended by families from all over England. This festival takes place at Bhaktivedanta Manor, Hertfordshire. |
| Facebook | The Avanti Schools Trust Facebook page promoted the online survey, encouraging people to fill it in and to post it on to their friend's walls. |
| Database emailing | Places of worship, community groups and youth organisations sent a message with a link to the online survey to their respective databases. |
| Word of mouth | Our experience was that once a local community came to find out about the proposal of an Avanti school in their area, they spread the word to others and we were often inundated with communications offering encouragement and support from community members. |

| | |
|-------------------------------|---|
| National television and radio | Announcements were made on the most popular Asian television channel and radio station (Star TV and Sunrise Radio respectively) informing audiences of the proposals and how they could show their support and give their views. |
| Other Hindu events | There were various popular Hindu festivals taking place, including Diwali, Navratri and Hindu New Year; these were celebrated by all communities, temples and Hindu youth groups. Our volunteers were in attendance at these events to conduct surveys. |
| Temples | Temples were happy to support us by making announcements, distributing flyers, asking their congregation to fill in questionnaires, sending out flyers out with their newsletters and providing their database to us to use for marketing. |
| Non-Hindu places of worship | Flyers were distributed and community members engaged outside places of worship for the other main faiths in Croydon, specifically the Christian and Muslim communities, but also the Jewish, Sikh and Buddhist communities. |

Demand from all faiths and none

Our open and inclusive ethos spurs us to ensure that we attract applications from the non-Hindu community. The current expressions of interest (of those in table E1) evidenced 21% being from non-Hindus for entry in 2016 and 19% for entry in 2017. However, we are keen to open this up further. In order to facilitate this, and to ensure the removal of any bias, we commissioned an independent survey by Research Now. This survey targeted parents of pupils currently in primary education and asked them about the ethos of school, its name and branding, and for details of household income, ethnicity, religion and contact details. It has provided some vital information on what features of the school will help us attract and reach out to the non-Hindu community. This survey will be followed up by focus groups should the proposal receive support from the DfE. When complete, the survey will of course also provide us with the details of more potential non-Hindu applicants.

The experience in other Avanti schools is that the initial interest from non-Hindu families is sometimes low, but as the school establishes itself and becomes increasingly involved in the local community, relations are further strengthened and non-faith applications to the school increase quickly. Our two newest schools (opened in September 2012) have 40% and 25% non-Hindu children attending, which clearly demonstrates our ability to attract children from across the community. Since the last submission of the Heath Clarke Primary School bid, those who were eligible for 2016 or 2017 entry have been asked to confirm their interest, and we have also asked them which faith (or none) they belong to; the results are given in Table E6.

Table E6: Expressions of interest by faith and by none

| Faith | 2016 (%) | 2017 (%) |
|-------------------|----------|----------|
| None | 2 | 1 |
| Buddhism | 2 | 0 |
| Christianity | 2 | 2 |
| Hinduism | 79 | 81 |
| Islam | 0 | 1 |
| Jainism | 7 | 3 |
| Judaism | 1 | 0 |
| Sikhism | 2 | 4 |
| Other | 0 | 0 |
| Prefer not to say | 3 | 4 |
| Did not answer | 2 | 4 |

Despite seeking a religious designation for the new school, we will not apply to have any spaces reserved for Hindu children and will apply an admissions process that is open to children of all faiths and none.

Specific steps taken since previous application

Following feedback from the DfE on our previous free school bid, we have worked hard to address concerns and take on board the suggestions made. In particular, we have taken the following steps:

- Made links with iFoundation and ISKCON clearer by emphasising this on the Trust's main website, and on the websites of existing and planned schools. Volunteers conducting surveys were also made aware of the requirement for increased transparency regarding links to iFoundation and ISKCON during any communications they had.
- Placed an advertisement in the *Croydon Guardian*. The advertisement explained the proposal, directed readers to our website and encouraged them to register their interest. The newspaper is free (ensuring it reaches all demographics) and has an audience of 148,000 and a further 10,000 readers online through the e-edition¹⁹. This advert also served to make clearer to the community (including those who were already aware of the proposal) our links to iFoundation and ISKCON.
- Sent new marketing material to existing qualifying respondents to our survey to ensure they have the latest information about the proposal. Respondents were asked to fill in the survey again to capture information about their faith and ensure that our marketing efforts reach the whole community. We made sure not to double-count these people in our statistics.
- Stepped up efforts to reach those from non-Hindu backgrounds including contacting more local organisations and asking them to display our marketing material and inform their members if possible.
- Added distance scales to heat maps and the ward breakdown in this application.
- The question 'Are you a Hindu?' was replaced with 'As we wish to ensure we are inclusive of all faiths and none, and for monitoring purposes, could you answer the following: Which faith (if any) do you belong to? (options: None, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Sikhism, Other, Prefer not to say)' and the aim of this was to more accurately reflect the intention to record the faiths of families wishing to send their children to the school and in order to monitor the school's efforts to cater for the entire community of Croydon.

In response to an applications made in Wave 7, we received the following feedback from the DfE:

“The panel also felt that the trust needs to do more to show how you are targeting parents of all non-Hindu faiths and none. For example, by ensuring that when you are surveying parents the information you provide is specific to the school and includes opt-out options for non-Hindu children, to avoid deterring parents of other faiths and none from applying. There were also contradictory views expressed at interview around your policy on opt-out for collective worship and mindful meditation. We would expect any future applications to make clear, to the department and parents, what the trust's opt-out policies are for each school. We would also expect any future applications to show how they will meet the requirements of the new School Food Standards being introduced from January 2015.”

The Trust has targeted parents of non-Hindu faiths and no faith through numerous marketing activities reported in this section including marketing through community groups, non-Hindu faith organisations and interfaith organisations and placing newspaper advertisements that reach a cross section of faiths and socio-economic groups. The promotion of our inclusive ethos is evidenced through the overwhelming support we have had from other faith groups and by one in every five applications being from a non-Hindu background for Heath Clarke and from our existing schools having many as 40% non-Hindu pupils. For the removal of doubt and to reach out further still to those of other faiths and none, we have added the following text to our marketing material

“At all Avanti schools, pupils have the right to opt-out of collective worship and religious education. High quality alternate provision will be provided for those who withdraw. An example of this can be seen on the school website under the Philosophy, Religion & Ethics section. Please visit

¹⁹ See www.avanti.org.uk/avanti-schools-trust-documents/AST-Croydon-Survey-Newspaper-Advert-PRINT.pdf

Our materials, websites and surveys are currently being updated and volunteers being briefed about the importance of this aspect of our marketing. This information will be circulated to those who have already expressed an interest and we would like to report on the effect of these changes on our application numbers and demographics at interview stage. The survey that we use will also be amended to be specific to a particular school application in response to the above feedback, however, please note that only applications that were eligible by location and age have been reported on in this application.

Please note that the text and fliers in this application have been kept the same in the interest of transparency as the changes are still being processed at the time of writing this application.

Our response to the New School Food Standards has been discussed in the covering note to this application.

Organisations consulted

The local Avanti Schools Trust team are all long-standing Croydon residents with strong links with communities and local businesses. We have been in continuous dialogue with different Croydon community groups for several years now. We have excellent relationships with the local authority’s head of place planning, director of children’s services, and the leader and local portfolio holder. We have been working closely with the local authority since 2009 to identify a suitable site for the school. We have had several very positive meetings with all of the above individuals to discuss our proposal in detail, including discussions around the site, which was suggested by the Cllr Tim Pollard, and has been assessed by Croydon planners for suitability.

Taking into account the pockets of deprivation throughout the borough, we have already made connections with different community organisations in order to understand need and raise awareness for the school. This work will be furthered should the proposal receive approval. We have communicated our interest in working with The Link Secondary School (which specialises in the education of young people with speech, language and communication difficulties) and Waddon all4one Integrated Youth Group.

Table E7 has details of organisations and individuals that have agreed some level of involvement with the proposed school should it open.

Table E7: Support from local community and business partners

| Organisation | Details |
|--|---|
| London Metropolitan Police Association | Will support the school in promoting safety awareness and initiatives, organising workshops to raise drug awareness and offer road safety, and support for fundraising events and management of the school and more |
| St James Junior School | Have offered support to the school as the ethos and aims of the two schools are similar |
| St Cyprian's Greek Orthodox Primary School | Have agreed to allow children from our school to use their holiday care facilities. They support the school and its ethos. [REDACTED] |
| Netley Primary School | Netley Primary School have an autistic spectrum disorder resource base, and have agreed to work with us to offer advice in this area |
| Woodside Safer Neighbourhood Team | Have concerns in the area regarding anti-social behaviour, and will support and work with us by having members of their team come into our school to discuss awareness and safety issues |

| | |
|--|--|
| A-Life | A-Life provides in-school, game-based healthy workshops to support teachers, encouraging pupils to see the benefits healthy lifestyles can bring. They will work with us to provide lessons on the consequences and effects of smoking, drugs and alcohol |
| New Wave Academy of Martial Arts | Have agreed to consider working with the school by teaching children Tae Kwando in after-school clubs |
| Croydon Buddhist Centre | Will support the school by coming in to talk about Buddhism and also having the children come into the centre to learn about Buddhism and its practise |
| Dhamecha Group | Will support in terms of providing provisions for our breakfast club |
| Thornton Heath Leisure Centre and South Norwood Leisure Centre | Will allow classes to use their pool for swimming lessons and will provide instructors. They also have facilities that can be booked by schools for sports such as netball, badminton and volleyball. South Norwood Leisure Centre also runs after-school activities. They will liaise with the school to make these services available to pupils |
| Croydon Badminton Coaching | Badminton instructors have stated they will work with the school to teach badminton and by bringing children to the Birdhurst Club where they can be coached on-site and use the facilities |
| Croydon Council Highway Awareness Office | ██████████, confirmed he will come to the school to introduce the junior road safety team and introduce children to cycling |
| International Brands Ltd | ██████████ has stated that the company will work with the school in terms of sponsoring provisions (bread, jam, milk) for our breakfast club |
| Gingerbread | They will work with the school to provide breakfast club and after-school club and childcare services for children and parents at an affordable price, including access to activities for children with special needs via a sensory room located on the premises and an ICT suite for children to do their homework. They will also provide a pick-up and drop-off service. Additionally, the group in Croydon will provide parents with access to services including counselling, life coaching and parenting support |
| Croydon Ecology Centre | This group of dedicated nature conservationists and volunteers encourages awareness of Croydon's green heritage, thereby helping to preserve its bio-diversity for future generations. The Centre also encourages schoolchildren to visit and offer their services to local groups. Activities include pond dipping, bird-watching, tree identification, star-gazing and talks on sustainable living |
| Apsara Arts | Apsara Arts promote, share and make Asian arts accessible to all as a means to improve the quality of life within the community. They are happy to support services in the school for Asian dance, storytelling, drama and visual arts |
| Whitgift School Primary Project | ██████████, stated that he would be happy to work with the school next year to give gifted and talented children access to higher level computer studies. Teachers from Whitgift School will be on hand to teach various aspects of ICT including website design, graphics, animation, control and simulation, music composition with the Sibelius program, design and technology, and film-making. Alongside this, children are able to partake in learning different languages, higher level science classes and sports coaching |
| St John's CoE Primary School | St John's has indicated that ██████████ will be willing to come and teach Christianity at the school and for us to teach Hinduism at St John's |

Section F: Capacity and capability

Section F1(a): Pre-opening skills and experience

Our central team will provide the necessary resources to deliver the pre-opening planning and activity against the DfE list of service deliverables. They will work with trust directors, local group members and governors, named later in this section, to open the school and deliver accountability to local parents, supporters and DfE for the timely and within budget opening in line with our published vision and ethos.

Table F1: The central team

| <i>Name</i> | <i>Core group (Y/N)</i> | <i>Where live (town/city)</i> | <i>Role(s) in pre-opening</i> | <i>Summary of relevant expertise</i> | <i>Available time (hrs/week)</i> |
|-------------|-------------------------|-------------------------------|-------------------------------|--------------------------------------|----------------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |

| | | | | | |
|------------|------------|------------|------------|------------|----------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 6 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 8 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 9 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Up to 24 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Up to 24 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Up to 24 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 4 |

* [REDACTED] As a Trust, we use a scalable project management methodology (PRINCE2) that allows us to balance commitments across several free school projects. We have in-house project managers and for multiple projects will draw on the resources of experienced external project managers who have used this methodology to not only deliver over 100 academies and free school projects but also large education projects on behalf of central and local government.

However, our experience shows that achieving a balance between process and pragmatism is fundamental to ensuring that the desired outcomes and benefits can be fully realised. Successfully delivering a free school is more than managing a task list. We focus on the pragmatic resolution of issues, managing and monitoring risks in a systematic way so that obstacles do not hinder the achievement of the outcomes. We propose using the following project management reporting structure to manage the effective delivery of our free schools.

[REDACTED]

Fig. F1: Project team structure



The internal/core team has worked on similar projects in various permutations and has experience of successfully delivering multiple academy and free school projects concurrently. Based on the experience of working with several existing Avanti schools, we have the knowledge and experience within the proposed team to optimise common processes and systems to ensure the successful delivery of the project to rigorous timescales.

Fig. F2 shows the core reporting structure we put in place on all of our projects, with flexibility on how we can use education advisers in combination with existing advisers or staff. Our approach includes the regular use of workshops on lessons learned and reports. This ensures our team is able to continually learn and share lessons across multiple projects, making the delivery of each free school more effective.

Fig. F2: Core reporting structure



Because of our experience of already establishing free schools, the Trust has developed sufficient internal expertise to deliver free school projects without using the Academies Project Management Framework. This enables us to optimise the use of funds available for key pre-opening activities, such as marketing and recruitment, whilst still ensuring that the project is in safe hands, and run by staff with the appropriate skills and experience to deliver in often challenging circumstances.

We already have recognised capacity at Trust level and are in conversation with EFA to enable the Trust to also bring capital project management and Technical Advisory appointments in-house. We believe that in cases such as ours, where there is Trust capacity, this is a significantly more efficient strategy to deliver new schools.

In establishing the Trust’s governance and management structures, we have established a capacity-building programme which allows expertise to be robustly expanded as the needs of the group expand. By using team structures, individuals can be added to increase the capacity of the team while using the established operational frameworks and management structures to ensure the quality of the work being delivered. We will allocate our central team project resource, supplemented by the named associates, to deliver the school through pre-opening. Using this additional resource, central team members will also have capacity to continue the development of the existing schools. We continue to carefully plan our growth such that standards will improve across all of our schools as a result of that growth. Another aspect of capacity-building is only working in areas where there is significant local support for the project from where we can identify potential governors and additional project resources.

Section F1(b): Skills gap in pre-opening

Table F2 lists our gaps and our strategy to fill them.

Table F2: Identified skills gaps

| Skills/experience missing | How you plan to fill the gap |
|--|--|
| Chief Operating Officer | Subject to a successful free school bid, the Trust will need to appoint a COO. This role will be to oversee the day-to-day operation of the Trust and to work closely with the Education Director in driving forward school improvement. The COO’s role may not be directly relevant to new schools but will ensure that the Trust’s core team (including the CEO) has the capacity for supporting the development of new schools. This role will be filled through a national recruitment campaign that will run during the first quarter of 2015, with a September 2015 start date. Please see the Trust business plan for details of when these individuals are budgeted to join |
| Technical Advisor | The Trust is currently in discussions with EFA to issue a tender for the appointment of a TA. Conversations thus far have been on the premise that the successful TA will act for all Trust projects going forward. It is likely that the TA will be part of the EFA’s current framework. |
| Advanced Skills Teacher - Maths | Recruiting Advanced Skills Teachers in core subjects will increase our education support capacity. These teachers will be overseen and deployed by the Trust’s Education Director. They will help drive standards through teacher coaching and feedback, delivering model lessons, sharing best practice between Avanti schools and curriculum support. They will also work cross-phase given the nature of our all-through provision. These teachers will be recruited nationally, using the usual channels such as TES, but will also the Trust’s own very wide network of educationalists, teaching school networks and individual school leaders. Please see the Trust business plan for details of when these individuals are budgeted to join. |
| Advanced Skills Teacher - English | |
| Advanced Skills Teacher - Science | |

Section F2: Accountability and decision-making

The Trust is established as a multi-academy trust with the following organisational and governance structures (Fig. F3).

Fig. F3: Governance and responsibility structures

Organisational Structure > Governance

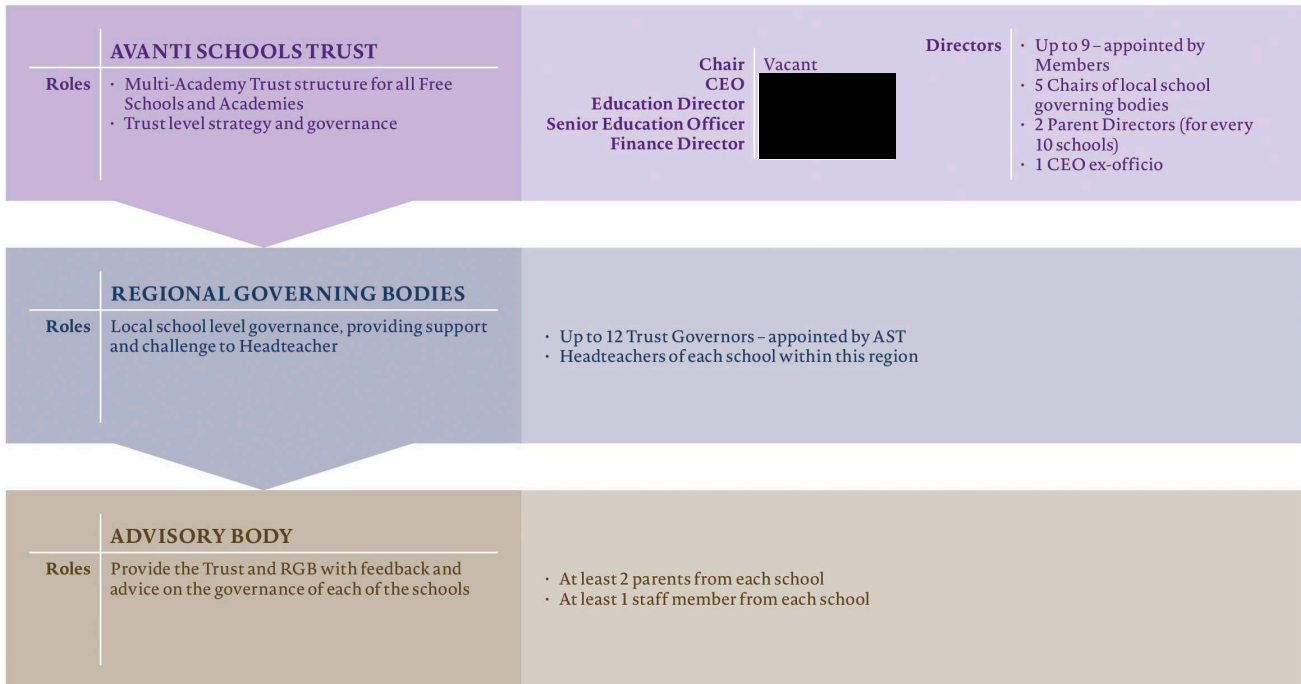
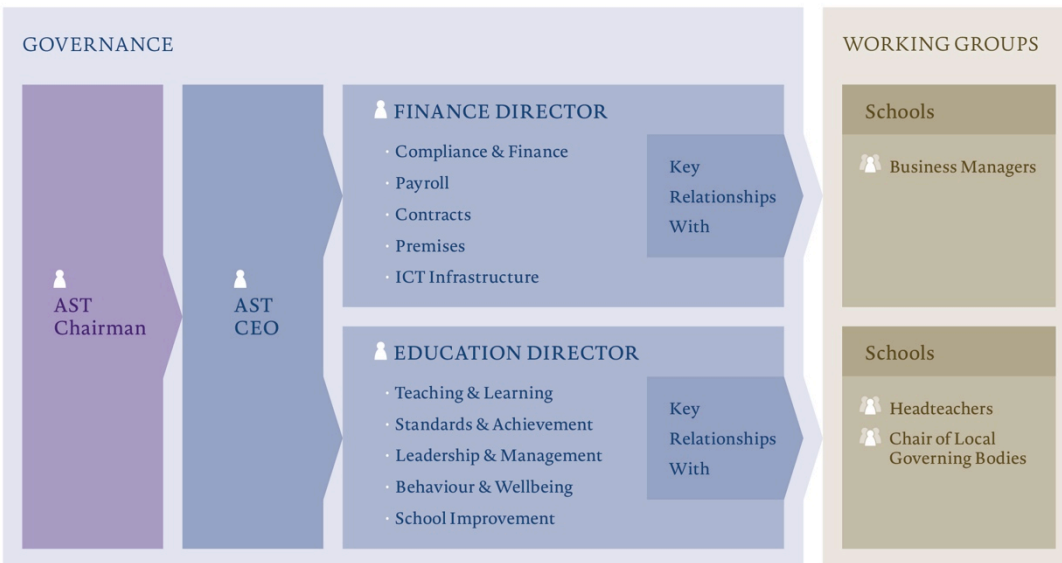


Fig. F4: Governance and responsibility structures

Organisational Structure > Responsibilities



The Trust's board has a governance structure with local representation that enables independent challenge to the executive team based on a thorough knowledge and understanding of the local delivery of education in individual schools. The board currently has representation from the four chairs of the local school governing bodies and this will grow to five as new schools are approved. During the period of expansion, we will convene elections for the chairs to be elected as trustees. The process for

election follows DfE guidance and is clearly outlined in the Trust’s Memorandum and Articles of Association, agreed with the DfE.

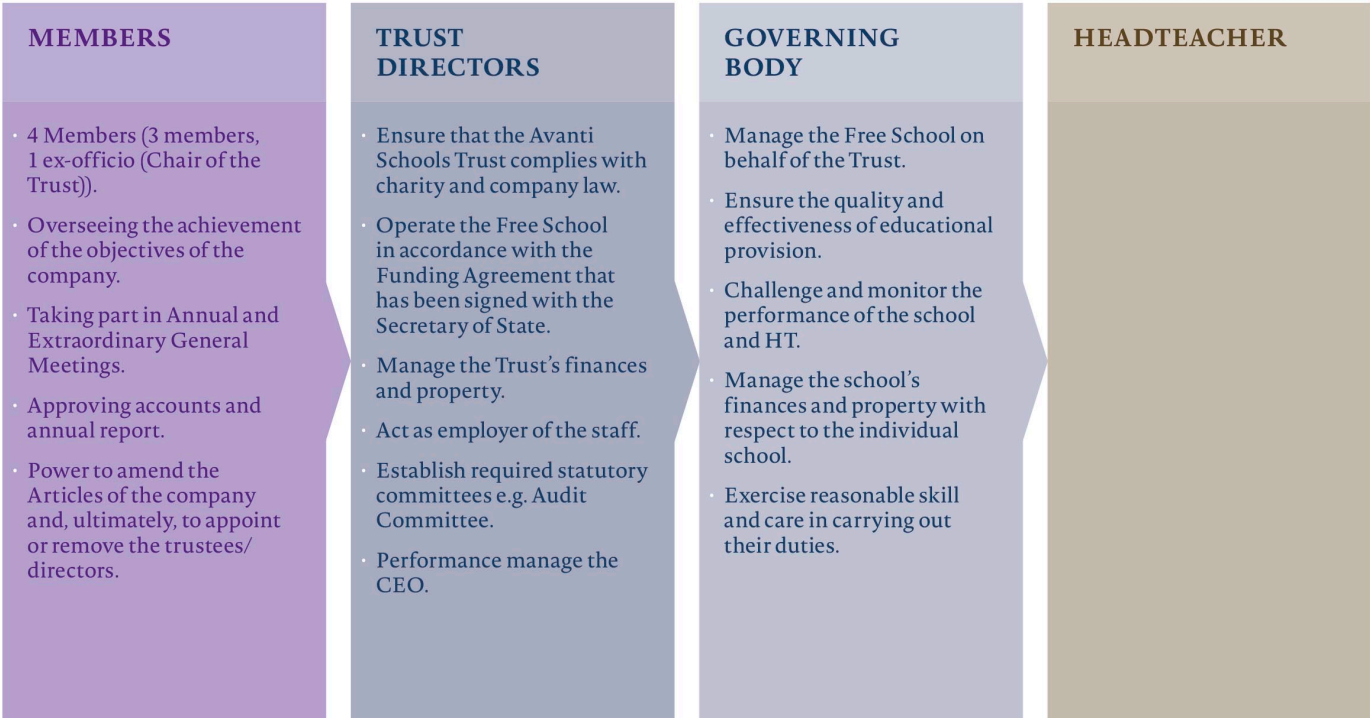
Recent Ofsted inspections at all four existing Trust schools have all concluded that governance is a significant strength. Our governing bodies are focused on the core areas of strategy/vision, finance and bringing constructive challenge to the Principal. The Trust requires that each of our governing bodies have at least one accountant and one solicitor. A recent ministerial briefing supported the idea of regional governing bodies and this has recently been established for our two Harrow schools, with excellent early results. This strategy will further support the Trust’s vision for all-through education, cross-phase teaching and transition support.

Roles and lines of responsibility

The key roles and responsibilities of members in a multi-academy trust are akin to those of a shareholder in a limited company. Members are the custodians with the power to appoint and remove trustees and amend the incorporation documentation of the Trust. They have a fiduciary duty to oversee the achievement of the objectives of the Trust (Fig. F5).

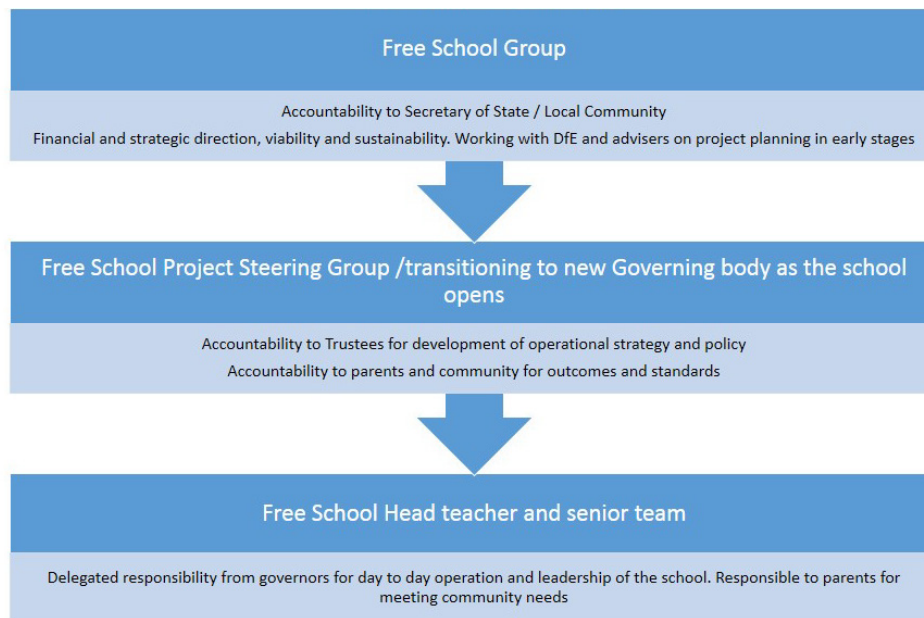
Fig. F5: Lines of responsibility

Organisational Structure > Lines of Responsibility



We also know from experience that there is an interim period before which the full governing body can legally be implemented. The structure in Fig. F6 shows the interim arrangements from the point of DfE approval up to full operation of the governing body. Previously, this has been at the point of signing the Supplemental Funding Agreement (SFA).

Fig F6: Interim accountability arrangements



Several processes and mechanisms allow the Trust directors to hold the governing body and headteacher to account:

1. Meetings:
 - Trust directors meet termly to plan strategically and to discuss agenda items related to Trust-wide and school policies, finance, compliance, governance and school performance and improvement.
 - The chair of the Trust and the Trust's executive team (comprising the chief executive, finance director, education director, brand manager and project manager) meet half termly to evaluate the Trust's school support and share information and strategies for each school/headteacher/governing body.
 - The executive team, chair and heads of schools meet half-termly in order to ensure effective communication between the parties and to provide a mechanism to quickly understand any areas of concern and to share best practice between schools and governing bodies.
2. Independent Support and Challenge for School Improvement:

In agreement with the governors and headteachers, the Trust has put in place a policy and a programme of termly monitoring visits to all of its schools with the aim of ensuring they become outstanding in every aspect of their work (as described in Ofsted's Framework for Inspection). The policy sets out how the Trust's strategic aim of achieving this standard for its schools' overall effectiveness will be achieved. (See section on Improvement plans and providing appropriate scrutiny to each school.)

Specific responsibilities are detailed in the Scheme of Delegation to the governing body and from the governing body to the headteacher (taking into account the levels of authority recommended in, for example, the Academies Financial Handbook). Two examples of reporting between the Trust, governing body and headteacher are shown in Table F3. Regular and robust reporting ensures that all concerned are discharging their responsibilities towards securing expected student progress and raising standards.

Immediate Notifications required of the headteacher to the Trust

The following should form part of every headteacher's report and must be reported to the Trust CEO immediately upon identification as part of the Trust's Policy on responsive Risk Management for its schools.

| IMMEDIATE NOTIFICATIONS OF THE BELOW AS AND WHEN THESE OCCUR | DATE AST INFORMED |
|--|-------------------|
| Child protection cases referred to LADO or above | |
| Notification of planned Ofsted or DfE visits, inspections or audits | |
| Admissions appeals – numbers and outcomes | |
| Staff dismissals (consult Trust first) or suspensions, or actions from pupils or staff where the Trust/School may be brought into disrepute | |
| Equal opportunities or conduct concerns in context of Trust’s Ethos statement | |
| <p>Potential breaches of, or any potential issues in implementing:</p> <ul style="list-style-type: none"> • Statutory, Legislative/regulatory requirements of schools and Trust (including H&S) • Articles of Association • Master/Supplemental Funding Agreement • Latest Academies Financial Handbook • Latest Accounts Direction (EFA) • Adopted accounting policies and control environment • Data protection • Adopted HR policies • Any other legal/regulatory requirements | |
| Significant capital/revenue budgetary issues | |
| Deficit management measures, as agreed with the Trust, not being followed (where applicable) | |
| Risk or failure to meet any Trust or external reporting deadlines | |
| Major Health & Safety issues, especially those instances where a claim against the school/Trust/staff is possible | |
| Material theft/damage/loss/misuse of assets | |
| Significant or regular proposed letting of school facilities (including non-income generating letting) | |
| Significant challenge to implementing the Trust ethos, PRE or CW | |

| | |
|--|--|
| curriculum | |
| Requests or appeals to do with the Withdrawal Policy, including PRE and CW | |
| Instances of individual students being unable to access the national curriculum for whatever reason | |
| Students unable to access extra-curricular activities due to financial constraints | |
| FOI requests (to consult Trust before responding) | |
| Response to Press queries of Trust policies or activities and plans for media engagements or publishing major marketing collateral, including prospectuses (to consult Trust before confirming) | |
| Any proposed payments/contracts with Governors/Trustees, either directly or indirectly (e.g. through their company or their family members) should be approved by the CEO before the goods/services are provided | |
| Any other urgent and important matter that the headteacher and/or Chair of Governors deems necessary to inform the Trust about | |

Mandatory Reporting in headteacher report

The following should form part of every headteacher's termly report but do not need to be separately reported to the Trust (since the Trust also receives all headteacher reports).

| MANDATORY REPORTING | FREQUENCY/DATE OF SUBMISSION |
|---|-------------------------------------|
| Report on the quality of teaching and learning, including the percentage of teaching that is outstanding, good, requires improvement and inadequate | Termly Headteacher Report |
| Outcomes of any monitoring visits by the Trust's education or Finance Directors' or an external agency e.g. the LA or DfE | Termly Headteacher Report |
| Report and comment on pupil progress and standards review outcomes | Termly Headteacher Report |
| Report up-to-date end of year targets for pupils' performance and attendance | Termly Headteacher Report |
| Report on staff training and development and its impact on quality of teaching | Termly Headteacher Report |
| Report on school attendance, authorised, unauthorised and all exclusions, including internal | Termly Headteacher Report |
| Report on admissions numbers (actual and projected) and any known appeals and any proposed admissions policy consultations | Termly Headteacher Report |
| Requests or appeals to do with the Withdrawal Policy, including PRE and CW | Termly Headteacher Report |
| Instances of individual students being unable to access the national curriculum or extra-curricular activities due to financial constraints | Termly Headteacher Report |
| Report on child protection cases and actions taken | Termly Headteacher Report |
| Report incidents of racist, homophobic or any other kind of bullying reported by staff | Termly Headteacher Report |

| | |
|---|--|
| or pupils, actions taken and their impact | |
| Monthly accounts submitted to the Trust and local finance committee | Monthly submission to Trust (submissions confirmed in Termly Headteacher Report) |
| Significant challenge to implementing the Trust ethos, PRE or CW curriculum | Termly Headteacher Report |
| Submit up-to-date Risk Assessment Register & Business Continuity Plan | Termly Headteacher Report |
| Review and respond to Responsible Officer reports | Annually – Spring Term Headteacher Report |
| Prepare draft budget for approval by the LGB/Trust | Annually – Spring Term Headteacher Report |
| Report on the SEN and Inclusion policy, identifying support and opportunities given and progress made by learners | Annually – Spring Term Headteacher Report |

Principal

The Principal is charged with leadership and management of the school on a day-to-day basis and the Trust has delegated to the Principal certain powers for finance (including site-related matters) and staffing. These are readily monitored through our shared finance platform (see section F6 for more information on the control environment).

Governing body

We know through experience that rigorous and robust corporate governance is the key to the success of any organisation. This is particularly true for an aspiring free school. The Trust has considered in great depth the features of outstanding governance in a school context and is already applying these principles in its existing schools. We fully understand the division between the governing body's executive role in:

- ensuring adherence to Trust policy
- monitoring progress
- holding the principal and senior leadership team to account for standards and finance
- monitoring the role of the principal in delivering the outcomes articulated in the school's development plan.

Our governance structure adheres to the concept of providing appropriate support and challenge for the SLT whilst avoiding the pitfalls of interference with the day-to-day task of leadership. We have compulsory governor inductions, with governor start-up packs, and regular development opportunities to ensure that they understand their role and the concept of corporate responsibility rather than personal authority.

Governors will understand that their role is strategic and focused on several key principles that underpin our vision:

- access to educational provision that engages all students
- academic and personal achievement through a rich and varied curriculum that offers a variety of pathways and learning experiences
- sound financial and infrastructure management
- performance management procedures that focus on high-quality teaching and learning.

Below are some of the important mechanisms by which the governing bodies hold to account their respective headteachers:

- half-termly full governing body meetings to focus on strategy, finance and constructive challenge around education standards
- thorough and regular governor training by the Trust's Education Director on the role of governors and critical skills, such as data analysis

- formal and regular governor visits
- scrutiny of evidence presented, with the aid of education advisers if required
- annual performance review of the principal, supported by the Trust's education director.

Advisory Body

Where there is a Regional Governing Body constituted, there will also be an Advisory Body formed with its own model terms of reference. As per the Master Funding Agreement, this ensures that parents and staff can provide advice and feedback to the Trust and to the governing body. Though the Trust and governors are not bound by this advice, they do have a duty to consider this advice. Minutes from the Advisory Body are circulated to both governors and trustees for their consideration.

Committees and Independent Challenge

We know from the experience that the governing body has much to do in the first year and there is often a steep learning curve for new members. We will, therefore, steer away from committees towards more regular full governing body meetings to ensure that all issues are covered. In the first year, full governing body meetings will be held monthly.

As the school grows, and from the second year onwards, we introduce a committee structure to ensure that the specific areas of school's work receive appropriate attention and the governors have an opportunity to build their knowledge and expertise required to discharge their delegated functions. The full governing body will meet at least every term, if not every half-term. The committees will meet at least once every term. They will have clear and well-thought-out agendas and be clerked typically by someone with a legal background. The school's development plan will inform and support activity in these meetings.

The governing body's role in monitoring and evaluation will be undertaken through committees that focus on:

- Standards, curriculum, teaching and learning, pastoral
- Financial management, premises and HR (chaired by a qualified accountant or someone with significant finance experience)

The Trust has established model terms of reference for each of these committees which ensure a clear link between their accountabilities to both the full governing body and the Trust. Such documents are already implemented in existing Trust schools.

This structure will focus governors on the essential role of corporate governance, and accountability to the Avanti Schools Trust, whilst leaving the SLT to exercise professional judgement in delivery of our vision. Accountability to the governing body and its committees will be exercised through a variety of sources, including:

- the school's three-year development plan
- self-review on the annual school improvement plan
- school review reports of the director of education
- outcomes in student attainment and progress
- performance management processes and outcomes
- engagement with parents and community
- engagement with the Advisory Body

As a growing multi-academy trust, we are determined to ensure that the high standard of governance in each of our schools is coherent and consistent. To ensure this, we have in place common policies and procedures across all areas of our schools' statutory responsibilities. The governors of each of our schools are supported by the Trust's central team and our strategic partners, such as local authorities and teaching school alliances.

To ensure complete transparency in terms of their relationship with the Trust, all governing bodies have, via the schemes of delegation and further Trust documentation, the following:

- standardised articles of governance
- operating structures
- reporting mechanisms
- accountabilities.

Conflicts of interest

The Trust has a policy for conflicts of interest which includes a code of conduct (<http://www.avanti.org.uk/avanti-schools-trust-documents/Conflict-of-Interest-policy.pdf>). All trustees and governors are required to state any conflicts of interest within the agenda items before each meeting and all governors and trustees have been asked to declare any religious affiliation. A register of Trust members' and governors' interests is held centrally and the clerk has responsibility to the Trust for keeping this up to date and identifying and reporting potential conflicts of interest to the chair of the Trust, as do clerks of governing bodies.

The Trust pay committee is comprised of non-salaried members.

Although the schools have a religious designation, many of the senior Trust team and governing body members have no particular religious affiliation.

Table F5: Appointment of key posts

The Trust undertakes an open recruitment process to recruit for key posts.

| Name | Role | Appointed by |
|------------|------------|--------------------------------|
| ██████████ | ██████████ | Open recruitment |
| ██████████ | ██████████ | Original Avanti proposer group |
| ██████████ | ██████████ | Open recruitment |
| ██████████ | ██████████ | Open recruitment |
| ██████████ | ██████████ | Open recruitment |
| ██████████ | ██████████ | Open recruitment |
| ██████████ | ██████████ | Open recruitment |

Scrutiny and Intervention Across Multiple Schools

The accountability and scrutiny arrangements for are based upon tested and proven mechanisms that are operational in our current schools and working very well.

Examples of mechanisms to ensure accountability of the Trust to the Governing Body:

- Board minutes circulated to the governing body
- Five chairs of governors appointed to the Trust board
- Trust presence at full governing body meetings to answer questions or make presentations
- Finance Director at governing body Finance Committee meetings as requested

Examples of mechanisms to ensure accountability of the Governing Body to the Trust:

- Scrutiny of full GB minutes to detect any explicit or implicit risks or issues
- Checklist of immediate notifications (see Section F1 above)
- Checklist of headteacher report notifications (see Section F1 above)
- Finance Director monitoring (for example, management account scrutiny, Responsible Officer reports etc., see Section G for more detail)

- Termly School Review reports (independent reports carried about senior HMIs, see below for more detail)
- Regular school visits by Trust executives
- Chair of governor's updates as standing item on Trust board agendas

See Fig F5 also for accountability lines.

The above mechanisms of accountability of the Governing Body to the Trust are designed to provide early warnings to the Trust. They have been carefully thought through and tested to ensure that we have covered all key risks and to ensure that we are able to detect the need for possible intervention at the very earliest possible moment.

Should the need arise for the Trust to intervene, this would be led by one of the senior members of the Trust executive. The allocation of a lead person from the Trust would depend on the area of concern. For example, financial matters would be dealt with by the Finance Director, education matters by the Education Director. Governor matters might be addressed by either, depending on the nature of concern, or indeed by the CEO. There will of course be different strategies for intervention and could include addressing directly at SLT/headteacher level (keeping the governing body informed as appropriate), or could involve addressing at governing body level. Some interventions may require board level approval or direct involvement by the Chair.

Section F3: Skills gap analysis

Governor recruitment

Firstly, we would like to acknowledge recent feedback from the DfE about our proposed governance arrangements for this school and need to have more independent and non-Hindu governors. In addition to the skills gap response below, we have begun a process to identify governors of a non-Hindu background. This will include reaching out again to those within our network but also wider. In particular, we believe we would benefit from individuals with deep inter-faith and local community experience and of course those with significant education/headship/inspection/SIP experience (this latter point is captured within our skills gap analysis).

Additionally, we have been working on appointing more independent directors onto the trust board. [REDACTED] and are awaiting a response from three others (all of whom are nationally recognised preeminent educationalists, completely independent of the original proposer group and are not Hindu). We aim to appoint these further three individuals by December 2014.

DfE officials also mentioned that we could look at strengthening the governing body by considering an alternative chair of governors. We have also begun this process, as noted below.

The availability of well-qualified and committed local individuals was a key criterion for Avanti Schools Trust in assessing the capacity for these projects. The Trust arranges regular governor seminars and training days and governor recruitment sessions for its existing schools and so has confidence that it can quickly recruit and build the capacity of the governing body to take on its full range of responsibilities. We have a large database of willing individuals and indeed a waiting list of those who would like to be governors of an Avanti Schools Trust school.

The Trust will require each of its governing bodies to have relevant professional expertise. Governing bodies must include at least one qualified accountant and one solicitor.

The team description in Table F3(a) identifies those who will be involved from the core team (CORE) as described, directors of the multi-academy trust (MAT), members of respective governing bodies (GB), members of the MAT (MEM) and external ad-hoc advisers (EAA).

Table F3: Identified broader team and governors

| Name | Location | Role | Role(s) in pre- | Summary of relevant | Availa |
|------|----------|------|-----------------|---------------------|--------|
|------|----------|------|-----------------|---------------------|--------|

| | | | opening | expertise | ble (hrs/ week) |
|--|--|--|---------|-----------|-----------------|
| | | | | | 8 |
| | | | | | 8 |
| | | | | | 12 |
| | | | | | 8 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | 2 |
| | | | | | 1 |
| | | | | | Up to 2 |
| | | | | | Up to 8 |
| | | | | | 4 |
| | | | | | 4 |
| | | | | | |
| | | | | | 4 |
| | | | | | 4 |
| | | | | | Ad-hoc |
| | | | | | Ad-hoc |
| | | | | | Ad-hoc |
| | | | | | |
| | | | | | Ad-hoc |
| | | | | | Ad-hoc |
| | | | | | Ad-hoc |
| | | | | | |
| | | | | | Ad-hoc |

*Further to recent DfE feedback, we are considering an alternative chair of governors. [REDACTED] In addition to this, we have implemented an enhanced governor recruitment strategy and we will be in a position to present an update at interview stage. Please see below section for more details.

**Is in the process of resigning as a Member of the Trust, as advised by DfE.

***Agreed in principle, expected to be ratified by 1st November 2014.

Skills gaps in the governing body

We acknowledge that developing a governing body is a process. We intentionally do not wish to fill all the places on each board from the outset. Our strategy is to appoint the initial governors, based upon covering the basic skill set required, but then to look for specific skills as needed and recruit further governors accordingly.

We RAG rate each of our governing bodies against a skills checklist/audit that cover the important areas of expertise required to deliver challenge to the SLT, accountability of governors to the Trust, statutory requirements, and to parents and students for outcomes and standards. The list that we mark against includes soft and hard skills and takes into account the seniority of experience within each role. The skills audit list is as follows:

- Finance – including accountancy, audit, financial control
- Legal – general and compliance
- Education – primary and secondary, inclusion, School Improvement
- Safeguarding – including multi-agency working
- Leadership – including industry leadership, strategy, coaching, mentoring
- Community links
- Procurement and contracts managements
- Communications – including media, PR and publicity
- HR
- Risk management – including scenario planning
- Project management
- Health and safety
- Property and buildings

In addition to the above, each governor must sign up to the minimum time commitments of:

- Be able to make visits to school and classrooms focusing on key priorities so that they can see how the school is addressing issues identified for development. They should be committed to make at least one visit every term during the school day. The visit may last up to three hours.
- Attend a minimum of six (6) full GB meetings per year. Governors are expected to be well prepared for these meetings. Attendance is expected, with apologies only for exceptional circumstances.
- Attend annual 'away day' event, to participate in annual school review, and to set the following year's development priorities.
- Become a member of one or more committees and/or working parties and task groups, which usually meet between the governing body meetings.
- Volunteer to fulfil specific roles, such as being the Special Educational Needs governor or the link governor for a particular year or subject.
- Commit to attending governor training at least twice per year, one of which would be on a Saturday and the other may be during a weekday evening.
- Commit to attending the Trust's annual conference, one full day per year on a weekday.

The above skills audit and time commitment requirement helps the Trust to ensure that each of the governing bodies has the requisite skill set and commitment from its members. The result of the above process also of course highlights gaps. For each of the gaps identified, we propose to cover them in the year leading up to opening by:

- recruitment activity focused on a job description detailing the areas of expertise required
- the use of strategic partners to provide advice and support to the governing body
- a comprehensive and regular programme of support and training for governors
- developing governor mentors drawn from the membership of existing Avanti Schools Trust governors.

We have assessed that the different governing bodies will require support in the areas shown in Table F3(b), and have developed the following approaches to addressing these needs:

Table F3(b): Identified gaps in the governing body and how they will be filled

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|--|
| School improvement and standards | Use of governor mentoring from other schools in the Trust where we have significant experience of analysis and evaluation of data and outcomes; and providing challenge to the senior team. Recruitment of a governor(s) with headship, SIP or inspection experience. This is a critical role within the governing body and we would expect at least two governors to be appointed with the relevant skills. Our local group will identify potential candidates who will then be taken through a selection and appointment process by the Trust. One of the newly appointed governors, with the requisite skill set, will chair the Standards Committee. |
| HR | The school will take an advisory contract with Judicium as our strategic HR provider, an organisation that is providing such support to a number of Academies and Free Schools. Trust schools also have HR support via our HR legal team and support line at Winckworth Sherwood. Training and support to a named governor(s) for responsibility in this area. |
| Health and safety (H&S) | The Trust will engage Safety Mark to provide a managed service on H&S assessments, and reporting and management of routine monitoring and tests. |
| Property and buildings | The Trust will engage either Education Assets or Ream Partnership in order to ensure full compliance within the school and report to and attend governor body meetings as required. |
| Legal | The Trust has access to formal legal advice through an annual contract with Winckworth Sherwood LLP. A governor with legal background will also be recruited onto the governing body. |

Section F4: Headteacher recruitment

Headteacher recruitment and role of the headteacher designate

Subject to DfE approval of the proposal, the project management team and governing body will embark upon a thorough search to recruit a leader for the new school. The process will start with a comprehensive advertisement-based approach and we will ensure that it is started sufficiently early to allow a second round of advertising before the January resignation deadline in case we do not get a strong enough field first time around. In the past, the Trust has used Conexus, Randstad Education, Times Educational Supplement (TES) Prime and Tribal Education to support the recruitment process. The search will involve several methods of identifying the best possible candidate:

- Well-developed job descriptions and person specifications are structured around the vision of the

school and detail key selling points. This will inform an advertisement text that will appeal to the candidate type we are seeking to attract.

- Online advertising will be undertaken using the TES' gold package. These listings appear at the top of searches and homepage as featured jobs for a total of four weeks.
- Targeted solicitation of applications will be made from within our network and contacts which includes 250 teachers (15 headteachers) who have expressed interest during our various consultations.
- We will follow up enquiries with comprehensive information packs that will help turn expressions of interest into applications.
- If required, and following two rounds of unsuccessful advertisements, we will engage a recruitment firm to target identified schools for potential candidates through a head-hunting approach.
- We will consider using agencies such as those mentioned above (this would require a procurement process).
- Contact will be made with leadership development organisations such as Teach First, National College for Teaching and Leadership, Future Leaders, and New Schools Network. This would be especially useful for direct contacts for other senior leaders and teaching staff. We will require experienced staff initially.
- Recruitment may also take place via the local authority and other local contacts.
- The recruitment panel will include representatives from the DfE, as well as educational experts, students (if possible, and from other Trust or partner schools) and the Trust's governing body and board of directors. The panel will always include the education director.
- Recruitment packs will include details of school background and local context, sponsor vision and ethos, educational strategy and pedagogy, data, working and living in Croydon, job description and person specification, how to apply, and an equality and diversity monitoring form.
- Candidates will be shortlisted on the basis of their application form, personal statement and track record as evidenced by independent Ofsted inspection reports.
- References will be taken on all shortlisted candidates ahead of an interview and assessment process.

The successful candidate will be fully supportive of the ethos and vision of the school, but will not necessarily be of any particular faith. He or she will have a track record of demonstrable initiative and achievement, along with a high degree of empathy and will be broad-minded in approach. He or she will be attracted to the opportunity for career progression, but primarily to the opportunity for exercising leadership skills in making a real difference to the lives of our pupils. He or she will not be afraid of challenge and will encourage leaders to grow under his or her guidance.

The terms and conditions and salary levels we are proposing have already attracted four outstanding candidates to our existing schools. The successful candidate will have at least five years' experience of senior leadership in schools and appropriate teaching qualifications. The candidate should ideally have postgraduate qualifications in leadership and management and/or the National Professional Qualification for Headship (NPQH). A background in school improvement, or at least evidence of having implemented rigorous systems to use data and drive progress for pupils, is critical.

Interview and assessment procedures

The interview and assessment process will be particularly important and will involve a number of different stakeholders, including, we hope, our nominated DfE education adviser. We have found that the tried and tested combination of leadership presentation, scenario/role-play interviews, teaching observation and numeric/task assessment are all good indicators of suitability for the role. In addition, we would want to add a topical discussion with potential staff members. For serving headteachers or deputies, we would want to see them in situ to observe the atmosphere of their current school and how they interact with the pupils and a range of teaching staff of varying grades.

The shortlisting and interview process will be managed through a point-based system to ensure equal opportunity.

The assessment interview would be conducted over two days and include:

- welcome by the Chair of Avanti Schools Trust and brief explanation of the organisation and school
- group session with all candidates to indicate ability to work as part of a team

- data analysis task
- critical incident interview – best and worst response to such an incident and lessons learned
- panel interviews covering curriculum/teaching and learning, and leadership and management
- pupil interview in which pupils ask prepared questions in front of the main panel who simply observe the dynamic between each candidate and the pupils. The pupils would then give feedback afterwards on each of the candidates. We will seek to work with a secondary school on this
- presentation on an agreed strategic subject such as ethos, leadership and the educationally led school (day 2 candidates only)
- online lesson observations (if in-school observations not feasible)
- references and rigorous safeguarding checks.

Role of headteacher and headteacher designate

The headteacher will be the lead person responsible for delivering the vision as set out by the governing body and will represent the community voice of the school. S/he will embark upon getting to know the local communities and all potential stakeholders of the school setting out the Trust's vision for the school and how this will be implemented. One of the most important pre-opening tasks for the headteacher will be to work with the governing body to identify and appoint key staff, in particular members of the SLT, in preparation for opening in September 2016. A parallel task will be finalising pedagogical, curriculum and pupil organisational issues. The headteacher will also be the lead safeguarding officer.

The Trust does not currently have a preferred headteacher designate for Heath Clarke. We think that the interests of the school would be best served by recruiting the best possible candidate from the market.

Staffing structure and key roles

The staffing structure will comprise a senior leadership team that includes a business manager's post. The individual will be responsible for bursary, office management, site management and procurement. This staffing structure has been tested for financial viability and staged growth, and the results are presented in section G.

Salaries will be competitive but the ethos and support structure (mentorship and commitment to CPD) that the school will offer will be the most important features that attract our motivated staff. Local and national advertisements will be only one of many recruitment techniques that we employ. Importantly, we will work through known networks and recommendations to encourage applications to our school. The attraction of a growing school and opportunities for rapid advancement will also draw applications from the most able. There will be no requirements of faith adherence for any of our staff. A commitment to the vision will, however, be essential.

We will also include a statement in each advertisement that specifically requests applications from teachers of different faith backgrounds as well as from those of no faith. We hope this may go some way towards overcoming any misconception about our recruitment preferences in relation to faith, and ensure we get the widest possible field of applicants.

However, we also recognise that good staff recruitment is only the first step. The school's ethos, and its emphasis on valuing and nurturing every pupil and adult, will also mean that we retain our good staff. Our staff retention will thus also constitute an important measure of success.

Table F8: Detail of project plan for headteacher recruitment

| Item | Activity | Status | Due date | Date complete |
|------|--|--|---|---------------|
| | Agree process and costs | | | |
| 1 | Job description and person specification confirmed | Recruitment material available below: Example 1 Example 2 Example 3 | Detailed timetable to align with checkpoints 1 and 2 and due notice dates for serving | |

| | | Example 4 ²⁰ | headteachers | |
|----|---|-------------------------|--------------|--|
| 2 | Produce draft recruitment pack | Not started | | |
| 3 | Support to draft contract and statement of particulars for offer letter | Not started | | |
| 4 | Reserve all interview locations | Not started | | |
| 5 | Sign off advert including artwork | Not started | | |
| 6 | Sign off application forms for all roles | Not started | | |
| 7 | Sign off recruitment pack | Not started | | |
| 8 | Book advert with The Guardian and TES | Not started | | |
| 9 | Update Trust website with vacancy and downloadable recruitment pack | Not started | | |
| 10 | Adverts to appear in chosen publications | Not started | | |
| 11 | Receive all applications | Not started | | |
| 12 | Create shortlisting pack | Not started | | |
| 13 | Shortlist applicants meeting | Not started | | |
| 14 | Invite successful applicants to interview | Not started | | |
| 15 | Reference requests | Not started | | |
| 16 | Send out rejection notification | Not started | | |
| 17 | Finalise schedule for interview days | Not started | | |
| 18 | Interview applicants | Not started | | |
| 19 | Feedback to unsuccessful applicants | Not started | | |
| 20 | Offer made | Not started | | |
| 21 | Request DBS and qualifications check | Not started | | |

Section F5: Details of educational track record

Evidence of expertise and a track record of educational excellence

Professional expertise:

Relevant experience and profiles for our education director, individuals involved with school improvement and headteachers of our existing schools are contained as part of this bid:

██████████ We continued to strengthen existing relationships with school improvement networks and higher education institutions that allow us to look forward to future requirements and plan growth and recruitment. Our schools have developed successful partnerships with a number of Institutions of Higher Education as the initial teacher training providers. Amongst others, these include Faculty of Education (Homerton College), University of Cambridge, University of Hertfordshire, School of Education, and the Institute of Education, University of London. In the past we have worked with Future Leaders and the National College for Teaching and Leadership with regard to key appointments. Our schools have also opted into local school improvement networks within local authority areas supporting school to school support and teaching alliances. This provides our staff extensive access to wide professional networks for professional development and curriculum and pedagogical innovation support.

Ofsted reports

All four of our schools have been inspected in the last eighteen months²¹. Table F9 indicates key judgements received at inspection.

²⁰ <http://www.avanti.org.uk/avanti-schools-trust-documents/KAPS-Leicester-School-Principal-Application-Form.doc>
<http://www.avanti.org.uk/avanti-schools-trust-documents/KAPS-Leicester-School-Principal-Job-Description.pdf>
<http://www.avanti.org.uk/avanti-schools-trust-documents/KAPS-Leicester-School-Principal-Letter-from-the-Chair-of-Governors.pdf>
<http://www.avanti.org.uk/avanti-schools-trust-documents/Advert-sample.pdf>

Table F9:

| School | Date | Judgement | Outstanding features |
|--|--------------------------|-----------|----------------------------------|
| Krishna Avanti Primary School Leicester | 14-15 May 2013 | Good | Behaviour and safety of students |
| Krishna Avanti Primary School Edgware | 5-6 June 2013 | Good | Behaviour and safety of students |
| Avanti Court Primary School, Redbridge | 13-14 February 2014 | Good | |
| Avanti House (4-18 all through) | 16-17 th July | Good | Behaviour and safety of students |

Extracts from Ofsted report for Krishna Avanti Primary School, Leicester (14–15 May 2013):

- This is a good school.
- Teaching is good. Teachers and teaching assistants know children well.
- School leaders have an accurate overview of the school's performance.
- The governing body meets its statutory duties. It has high expectations of leaders and ensures that resources are well managed.

Extracts from Ofsted reports for Krishna Avanti Primary School, Harrow (5–6 June 2013):

- Consistently good teaching in the Nursery and reception means that children achieve well.
- Standards are significantly above average in KS1.
- The school has successfully closed the gap between girls' and boys' achievement.
- Governors have a good understanding of the work of the school and support and challenge leaders effectively.

Extracts from Ofsted reports for Avanti Court Primary School, Redbridge (13-14 Feb 2014):

- Pupils achieve well and their outcomes at the end of EYFS and Year 1 phonics screen check are well above the national average.
- Teaching is good and careful planning helps to meet all pupils' needs who make good progress.
- School has made sure that teaching and achievement have improved and are now good.
- Governors and the principal are well-informed, have set clear expectations for high standards and challenge as well as support.
- Provision in the school for spiritual, moral, social and cultural development is very strong and pupil behaviour is impressive.

Extracts from Ofsted for Avanti House School, Harrow 16-17th July 2014

- The ethos and practice of respectfulness is a unique feature of school's work. The provision for pupils' spiritual, moral, social and cultural development is exceptional.
- Behaviour and attitudes shown by pupils and adults are exemplary because everyone believes in the school's core values.
- Most teaching is consistently good and some is outstanding, so most pupils achieve highly in many subjects.

²¹ www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136930; www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138688; <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137820> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138227>

- Children in the Early Years Foundation Stage make good progress and reach standards significantly above those typically expected by the end of Reception.
- Most pupils make at least good progress in reading, writing and mathematics. Pupils attain highly in the school's specialist subjects of performing arts and mathematics.
- The curriculum is linked intrinsically to the school's vision. Pupils receive a wide range of distinctive experiences such as yoga, meditation, Sanskrit, philosophy and ethics.
- The school is fully inclusive and welcomes pupils of all faiths, religious beliefs and those with different abilities and needs.
- Pupils at risk of falling behind, those in needs of extra care and pupils who are disabled or have special educational needs are helped to catch up quickly and achieve the same as their peers.
- School leaders and governors, through the Avanti Trust, are wholly committed to ambitious outcomes for all pupils.

Achievement data for EYFS

Tables F10: Comparative data on Good level of development: Avanti Schools, national and local

| Area of Learning | KAPS Harrow % | Avanti House % | Harrow LA % | Avanti Court % | Redbridge LA % | KAPS Leicester % | Leicester LA % | National % |
|-------------------------------|---------------|----------------|-------------|----------------|----------------|------------------|----------------|------------|
| Number of Pupils | 60 | 59 | | 88 | | 60 | 4543 | |
| Prime Areas Summary | 91.7 | 94.9 | 70.8 | | | 60 | 58.3 | - |
| Specific Areas Summary | 91.7 | 91.5 | 60.7 | | | 63.3 | 36.9 | - |
| All Areas of Learning Summary | 91.7 | 91.5 | 57.9 | 43 | 35 | 53.3 | 35.9 | - |
| Good Level of | 91.7 | 91.5 | 61.5 | 81 | 64 | 53.3 | 41.2 | 52 |

GLD at the Early Years Foundation Stage is defined as children attaining the expected level in all the prime areas as well as maths and literacy.

- Analysis of data for EYFS across all Avanti schools indicates that pupil achievement remains well above national and local authority expectations. High standards across all the areas of learning indicate that teaching, learning and progress are at least good in all our schools. Achievement in our Harrow schools in particular is very high with over 90% children reaching a good level of development in all 17 areas of learning against 52% of children nationally. Krishna Avanti Primary (KAPSH) was the highest performing school in the EYFS phase in Harrow on LA contextual value added analysis for 2013-14 and the recent 2014 results suggest that it is a high achieving school for phase (local authority comparative data analysis for individual schools not yet available).
- The majority of pupils in all our schools are learning English as an additional language at start of school. A strong emphasis on high quality teaching provision in communication and language in particular, as primary areas of learning, means that they all make excellent progress and reach a good level of development in all the primary and specific areas of learning.

Table: Comparative Year 1 Phonic Summary 2014 for Avanti and LA Schools

| | KAPS Harrow | Avanti House | Harrow LA | Avanti Court | Redbridge LA | KAPS Leicester | Leicester LA |
|--|-------------|--------------|-----------|--------------|--------------|----------------|--------------|
|--|-------------|--------------|-----------|--------------|--------------|----------------|--------------|

| | | | | | | | |
|---------------------|-------|-------|-------|-----|-----|-----|-------|
| Pupils total | 32 | 63 | 2957 | 108 | | 62 | 4498 |
| A | 0 | 0 | 1 | 1 | | 3 | 198 |
| D | 1 | 3 | 63 | 6 | | | |
| Wt | 0 | 2 | 483 | | | 10 | 1231 |
| Wa | 31 | 58 | 2410 | | | 49 | 3065 |
| %Wt | 0 | 3.2% | 16.3% | 14 | | 16% | 27.4% |
| %Wa | 96.9% | 92.1% | 81.5% | 79 | 73% | 79% | 68.2% |

Phonic Screening Table Key:

Pass mark for Phonics Screening is 32-Wa

Wt - Working toward required standard

Wa- Working at required standard

D- Disapplied

A much higher proportion of our pupils at the end of Year 1 continue to achieve the required standard in the learning of Phonics. All the pupils in KAPS Harrow achieved the required standard except for one new very late arrival. This is an excellent achievement for pupils, many of whom start school at early stages of learning English.

Table: Comparative End of Key Stage 1 results for Avanti Schools and those in the LA and nationally

| Reading | KAPS Harrow | Avanti House | Harrow LA | Avanti Court | Redbridge LA | KAPS Leicester | Leicester LA |
|----------------|-------------|--------------|-----------|--------------|--------------|----------------|--------------|
| %L2+ | 100 | N/A | 92.3 | 100 | 91 | 90 | 86.2 |
| %L2B+ | 100 | N/A | 83.9 | 93 | 84 | 80 | 76.4 |
| %L3+ | 59.4 | N/A | 32.4 | 14 | 33 | 30 | 26.4 |

| Writing | KAPS Harrow | Avanti House | Harrow LA | Avanti Court | Redbridge LA | KAPS Leicester | Leicester LA |
|----------------|-------------|--------------|-----------|--------------|--------------|----------------|--------------|
| %L2+ | 100 | N/A | 90 | 100 | 88 | 91.7 | 82.8 |
| %L2B+ | 87.5 | N/A | 75.1 | 90 | 74 | 73.3 | 66.2 |
| %L3+ | 40.6 | N/A | 19.7 | 19 | 17 | 20 | 13.8 |

| Maths | KAPS Harrow | Avanti House | Harrow LA | Avanti Court | Redbridge LA | KAPS Leicester | Leicester LA |
|--------------|-------------|--------------|-----------|--------------|--------------|----------------|--------------|
| %L2+ | 100 | N/A | 94.9 | 100 | 92 | 91.7 | 90 |
| %L2B+ | 100 | N/A | 84.4 | 93 | 82 | 80 | 76.7 |

| | | | | | | | |
|-------------|------|-----|------|----|----|----|------|
| %L3+ | 43.8 | N/A | 28.2 | 14 | 28 | 30 | 22.3 |
|-------------|------|-----|------|----|----|----|------|

At the end of Key Stage 1, pupils in Avanti schools continue to attain standards well above the local and national averages at level 2 and level 3 in Reading, Writing and Mathematics. For example, in 2014, 100% of the pupils in KAPS Harrow achieved level 2B and 60% attained level 3 in Reading in comparison to 32% of the pupils in the LA. Similarly, in writing and mathematics, remain well above the LA averages for all our schools.

Table: Indicative End of Key Stage 2 results predicted for 2014:

Pupil attainment as at the End of Year 5 in KAPS Harrow for 2013-14 results

Our predictions for the end of Key Stage 2 results for 2014-15 are based on the baseline as below.

| Reading | | | | | | | |
|----------------|----|----|----|----|----|----|----|
| | 4c | 4b | 4a | 5c | 5b | 5a | 6c |
| Boys | 1 | 3 | 1 | 4 | 5 | 2 | 3 |
| Girls | | 1 | 1 | 1 | 3 | 6 | |
| Total | 1 | 4 | 2 | 5 | 8 | 8 | 3 |

| Writing | | | | | | | | | |
|----------------|----|----|----|----|----|----|----|----|----|
| | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | 6c |
| Boys | 1 | 2 | 3 | 4 | 3 | 2 | 1 | 1 | 2 |
| Girls | 1 | 1 | | | 2 | 4 | 2 | 2 | |
| Total | 2 | 3 | 3 | 4 | 5 | 6 | 3 | 3 | 2 |

| Maths | | | | | | | | | |
|--------------|----|----|----|----|----|----|----|----|--|
| | 4c | 4b | 4a | 5c | 5b | 5a | 6c | 6b | |
| Boys | 3 | 5 | 3 | 1 | | 1 | 5 | 1 | |
| Girls | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | |
| Total | 4 | 6 | 4 | 2 | 3 | 4 | 6 | 2 | |

Total number of girls in class: 12
 Total number of boys in class: 19

In 2014, the first cohort of Avant pupils in KAPS Harrow will take end of Key Stage 2 tests. This is our only school with a Year 6 class. Based on the school's robust teacher assessment at the end of Year 5, we are confident that at least 95% of our pupils will attain a minimum of Level 4b in Reading, Writing and Mathematics with at least a third achieving results much higher than that attaining secure level 5 and/or level 6.

Section F6: Capacity to expand

The Trust's first school opened in 2008 and it now has four schools. We have invested heavily (including substantial donations) in the infrastructure and organisational capacity required for sustainable growth. We anticipate growing to 15 schools over the next five years.

Strategic aims

Avanti Schools Trust has five strategic aims:

- to achieve outstanding in every Ofsted category for all Avanti schools
- to create a national family of schools
- to provide excellent services to schools
- to make a positive contribution to the country's school system
- to provide outstanding leadership in spiritual and ethics-based education.

Achieve outstanding in every Ofsted category

The new Ofsted Framework for Inspection is the benchmark by which we monitor and assess our progress. Trust staff and consultants carry out support visits, audits and mini-inspections to ensure that the Trust is fully aware of the current level each school has reached in each of Ofsted category, and to ensure that the best possible support and challenge are provided to each of our schools to accelerate progress towards outstanding and beyond.

Create a national family of schools

The Trust maintains and keeps under regular review a pipeline of new school proposals. The current status, next steps and projected start dates are reviewed to ensure that we are well prepared for the new schools that join our family and that our growth is optimal in terms of rate, location and nature of the offer.

Provide excellent services to schools

The Trust provides a set of central services using internal resources, and brokers and quality assures a small number of critical external providers across the family of schools in areas such as ICT and HR advice. These services are kept under review to ensure that they are both excellent and best value. Regular (sometimes anonymous) feedback is sought from schools to ensure that the end-user satisfaction with the various services is high.

Make a positive contribution to the country's school system

The Trust is committed to contributing to the development of the nation's school system. This will be delivered through partnership working with the DfE, government agencies, local authorities, teaching schools, individual and groups of schools, higher education institutions and other organisations working in education. The Trust aims to acquire teaching school status with associated partner organisations. The Trust will actively seek feedback from our partners on the quality of our work and how we can improve and extend it. The Trust will contribute to the heart of the nation's school system and will build a future pipeline of educators for its own schools and others.

Provide outstanding leadership in spiritual and ethics-based education

The distinctive faith ethos of the Trust is manifest in our PRE curriculum and in collective worship. The Trust will seek to become a leader in these areas with a view to developing a unique and accredited programme for spiritual and ethics-based education. The curriculum will incorporate universal spirituality and the Eastern classics, both in an innovative and engaging way, thus preparing pupils with a truly global perspective. The curriculum will be offered to Trust and third-party schools. The Trust will seek feedback on the quality of its work in this area by actively seeking responses from users of its material.

Model for growth

The areas in which we see greatest community demand are certain local authorities within Greater London and the Midlands. We apply a very robust analysis before taking on a prospective project. This analysis includes an assessment of:

- long-term parental demand
- capacity of local team members who will form the core of the governing body
- basic need in the area
- availability of a viable site.

Only once we are convinced of these, will we begin to form an application for a new school.

Our model for growth relies upon a clear strategy for effecting relentless improvement in our existing schools. Our systems and structures are designed such that our existing schools are not just unaffected by the introduction of new schools, but are in fact benefited by this growth. We are fully aware that many trusts have grown too fast, or too slow. We have planned our growth carefully for optimal results. The Trust’s business plan shows our projected growth in staff required to support the shared services and functions of both [REDACTED]. This steady growth will ensure that as a MAT we can provide outstanding delivery of shared services, governance and scrutiny. These services fall broadly into three categories, which themselves are overseen by the trust’s three senior employees: [REDACTED]. These three roles are described in table F1 and further illustrated below with CVs in the Annex. Governance is a critical part of our growth plans. Details of the Trust’s wider governance arrangements, including Schemes of Delegation, lines of responsibility etc. are provided in section F2 and F3. This model has been successfully implemented to date, as evidenced by Ofsted assessments of governance in our schools.

Shared services

The Trust has a policy that no member of the central team will be paid more than the highest paid headteacher across the schools. The highest remunerated headteacher is presently paid [REDACTED] excluding on-costs and the highest remunerated central team member is presently paid [REDACTED].

Table F6(a): Trust executive team providing shared services

| Name | Role in central service team by area(s) of expertise | Other relevant area(s) of expertise | (Contractual) hours per week | Cost £ |
|------------|--|-------------------------------------|------------------------------|------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

The Trust offers services to schools through the core team. In addition to its central strategic and operational roles, the core team’s roles and responsibilities for each school are designated as follows:

Education director:

- Executes the Trust’s policy on support and challenge for school improvement – leads on termly monitoring visits to schools to report on the effectiveness and quality of provision in Avanti schools
- Leads on reviews of school governance and provides governor support, advice and training

- Supports schools on securing robust performance management, high standards and achievement
- Works closely with the headteachers to initiate and implement curriculum development, and continuous improvements in teaching, learning and student behaviour
- Leads on model policies for schools to adopt or adapt
- Negotiates and brokers services and support for schools including HR and CPD
- Leads headteachers and officers in matters such as: the distinctive ethos in practice; identifying and sharing best practice across schools; development of shared services; commissioning and review of family-wide initiatives; parent and family induction; and the overall relationship between the Trust and schools
- Work with iFoundation (religious authority) and schools to support implementation of the school's faith ethos in context of an inclusive school environment
- Supports and advises the officers on matters related to school expansion and realisation of its vision to establish outstanding educational institutions.

Finance director:

- fulfils the employer function
- appoints financial auditors with trustees' approval
- appoints bankers with trustees' approval
- appoints payroll provider
- supports financial audit and support
- appoints Responsible Officer with trustees' Approval
- issues internal accounting controls guidance with trustees' Approval
- ensures school budgets do not run into deficit
- supports major capital programmes.
- regularly review of school management accounts

Chair:

- supports schools with matters escalated by the CEO of the Trust
- scrutiny of the Trust's governance and operation

Chief executive officer:

- supports and advises schools on the Avanti ethos and its implementation
- provides strategic planning support
- supports schools in relationships with local authorities, the DfE and EFA
- supports schools on major/strategic site-related issues
- involves the Trust's chair in school-level support as appropriate
- develops Trust-wide partnerships for the benefit of all schools
- acts as Accounting Officer

Brand manager:

- provides guidance and training in the application of the Avanti visual identity
- provides guidelines and templates for stationery, documents and policies
- provides prospectus design
- provides branding for premises signage
- takes responsibility for ongoing website development and monitoring
- provides website technical support for admin staff
- ensures school exposure through Trust newsletter and social media
- designs advertising materials for key events and recruitment.

The Trust top-slices the funds of each school to provide these shared services. The cost per school is shown in the below table. Presently this represents 4.5% of each school's total revenue budget.

The quality of the core services provided by the Trust is monitored and evaluated using an independent researcher to gather anonymous feedback from headteachers and business managers. This information is monitored by the trust CEO and shared with all Trust directors (majority of whom are chairs of governors).

Table F6(b): Shared services budgets

| Name of school | Budgeted contribution to MAT shared service (in £000s) | |
|--|--|------------|
| | 2014/15 | 2015/16 |
| Krishna Avanti Primary School, Harrow | ██████████ | ██████████ |
| Krishna Avanti Primary School, Leicester | ██████████ | ██████████ |
| Avanti House School | ██████████ | ██████████ |
| Avanti Court Primary School | ██████████ | ██████████ |
| Total | ██████████ | ██████████ |

As detailed in section F3 (under ‘MAT executive-level capacity’), the Trust’s growth strategy has been informed by extensive planning. Our detailed business plan (which can be accessed via the following link (file password: AST) <http://www.avanti.org.uk/avanti-schools-trust-documents/140408-AST-Financial-Business-Plan.xlsx>) shows the planned build-up of staff in the areas of finance, education support and operations management. This has been carefully planned to match the requirements of new schools and the evolving requirements of our existing schools.

Schools presently seek advice and support from the director of education and subscribe to the local authority school improvement partnerships to widen professional opportunities for their staff to interact with local communities of teachers and support staff through training events and local networks. The director also brokers support and training from credible and high quality provision of consultancy and in-service training to schools. Partnerships with teaching school alliances are used by Krishna Avanti (Harrow) and Avanti Court schools to participate in the school-to-school support and training provided by the Wroxham partnership in Hertfordshire. The school will be supported by the director of education to establish similar support networks to help establish itself as a school tied closely into the local and national professional support and development networks. In addition, the Trust continually explores central contracts that will trigger efficiency savings when purchased for several schools. Good examples of this are the recent ICT tender we secured for all of our schools through an EFA procurement framework and the recent HR tender we secured through our own tender process.

Our central team office is located in one of our schools and it is intended that this arrangement will continue. This helps minimise cost.

As the Trust grows, there is a greater requirement for advice and guidance on, for example, school improvement or curriculum development. The Trust has interviewed and appointed a group of educational associates with strong professional backgrounds and substantial senior leadership and headship experience in schools, local authorities and Ofsted. Our educational associates are available for fast deployment to address specific challenges within the Avanti family of schools.

Improvement plans and providing appropriate scrutiny to each school

Avanti Schools Trust policy on Support and Challenge for School Improvement outlines how the Trust will support and challenge all schools to prepare learners for their respective life journeys by promoting educational excellence, character formation and spiritual insight.

One of the five strategic aims of Avanti Schools Trust is that all its schools are outstanding in every aspect, as judged by Ofsted. The Trust’s success in this respect will be measured by applying Ofsted’s Framework for Inspection as a benchmark to monitor and evaluate the progress and effectiveness of its schools.

The Trust’s policy, below, sets out how the above strategic aim will be achieved.

A regular programme of monitoring visits²² by Avanti Schools Trust school review teams (SRTs) will form the basis of monitoring standards, achievement and the overall effectiveness of the quality of education provided by each school. The strategic leadership of the monitoring visits rests with the Trust's director of education. The SRTs will comprise experienced individuals appointed by the Trust as associates. The Trust's finance director will contribute to the review process by reporting on the effectiveness of financial controls and best-value measures.

The outcomes of the visits will be reported to senior leaders including school governors and the board of trustees.

The monitoring visits seek to:

- support robust self-evaluation in Avanti schools to secure consistently high-performing schools
- provide challenge and support to senior leaders (including governors) for continuous improvement in all aspects of school life for pupils
- support schools in delivering the Trust's vision for each Avanti learner as outlined in the Avanti Schools Trust ethos and its philosophy, religion and ethics curriculum policy
- enable the Trust and the governing body of each school to fulfil their respective accountabilities to the DfE by regular and objective reporting on the overall effectiveness of their schools for Avanti pupils
- identify, celebrate and disseminate best practice and schools' successes between Avanti schools and beyond.

High-quality support and challenge will be provided to each school, in the true spirit of devotion and service to our pupils, to help accelerate the progress of each school towards achieving and sustaining outstanding status.

Cycle of monitoring visits

Three visits will be carried out during each academic year. The timing of the visits is intended to reflect the rhythm of an academic year and takes into account the timing of the school self-review cycle, external tests and examinations, and national data release to schools.

Pupil progress and attainment and specific aspects of leadership and management will remain key areas of focus at each visit.

First visit: Autumn audit

The Autumn audit visit will be carried out in the first half of the term (the exact timing to be agreed with each school).

This one-day visit by an SRT will focus on evaluating the school's effectiveness in raising standards.

This will include discussions and an evaluation of:

- pupil outcomes in tests, tasks and examination results (not validated at this stage)
- attainment and achievement profiles for each class or tutor group
- preliminary statutory and non-statutory targets
- the effectiveness of the previous year's performance management process
- outcomes and impact of performance management, and related action plans
- the school's capacity to deliver on the action plans for the year ahead
- leadership and management, strategic school priorities, self-evaluation and the impact of improvement action-planning and review
- end-of-quarter 2 financial report on the efficacy of controls and best-value measures.

Second visit: Spring progress review

The Spring progress review will be carried out in the first half of the term (day and time to be agreed with the school).

²² See Appendix 1 for a model schedule of visits.

This one-day visit by an SRT will focus on pupil progress, school ethos and leadership and management. Areas causing concern to the school or the SRT from the first visit may be included for a progress check during this visit. Discussions and observations of pupils and staff at work will include an evaluation of:

- achievement and progress of pupils
- school ethos
- areas identified as concerns from previous monitoring visit
- leadership and management: the overall quality of teaching and the effectiveness of actions to improve this over time.

Third visit: Summer school review

The Summer school review will be carried out in June (subject to change in the light of forthcoming examination and tests schedules). Dates and times will be agreed with the school.

This two-day visit by an SRT will evaluate the overall effectiveness of the school as outlined in the Ofsted evaluation schedule²³. One day of SRT time will be allocated to inspecting the quality of the school's provision and effectiveness of teaching the philosophy, religion and ethics curriculum.

All aspects of the school's work may be included in this review, although the outcomes of earlier visits made in autumn and spring, and the rigour of school self-evaluation will inform the selection of priority areas (e.g. a specific subject or aspect) for the SRT focus.

The quality of education evaluation will cover the seven areas:

- achievement of pupils
- quality of teaching in the school
- behaviour and safety of pupils at the school
- quality of leadership and management of the school
- extent to which the education provided by the school meets the needs of all pupils, including those who may have special educational needs and/or a disability
- spiritual, moral, social and cultural development of pupils at the school, and the provision of a collective act of worship will be reviewed by a specialist inspector/consultant as part of the whole-school review until best practice in teaching the philosophy, religion and ethics curriculum becomes embedded in our schools.

If a sixth form is present, the quality of its provision and effectiveness will similarly be evaluated by the SRT in addition to the above.

Conducting the monitoring visits

The headteacher and the chair of governors will agree the dates for the three school reviews at the start of the academic year with the director of education. The broad scope of each visit is defined above, and additional areas for focus may be requested by the school or the Trust to reflect the specific context of each school at the time of the visit, or the outcomes of recent Ofsted activity in a particular school. The director of education will agree the specific focus of each review visit with the headteacher and chair of governors before commissioning the reviews.

Once dates and timings and the specific focus of the visit have been agreed with the school, the SRT leader will contact the headteacher to plan the visit. This would include an agreement as to the essential information that may be helpful for the SRT to prepare beforehand. The school will enable the SRT to access a summary of the school's self-evaluation, pupil progress analysis, summary school improvement plan, and monitoring records as some of the basic sources of evidence for preparing a visit.

The headteacher will be invited to join the SRT in lesson observations.

²³ Section 48 equivalent

The SRT leader will agree with the headteacher the arrangements for feedback to teachers and senior leaders including the chair of governors and his/her representatives.

The SRT may undertake a range of activities to gather evidence for the reviews:

- discussions with senior leaders including members of the governing body
- discussions with staff, pupils and parents of the school
- discussions with external partners who work with and support the school
- observations of pupils and staff at work
- review of records and data held by the school about pupil progress and attainment
- review of HR records of staff with respect to safeguarding requirements and teacher performance, and financial reports
- minutes of governing body meetings
- pupils' work scrutiny.

Where a monitoring visit identifies concerns about any aspect of the school's work, the effectiveness of leadership and management, safety and well-being of pupils, or financial probity, specific recommendations will be made for the senior leaders to take appropriate action to address these. The director of education will follow up these concerns and work with the school to support the planning and execution of effective actions for improvement.

Reporting on the monitoring visits

Within five working days of the visit, the school will receive a letter outlining the scope of the visit, the findings of the SRT and any recommendations for follow-up action. The report will include a summary of the evidence gathered. The Ofsted standards and grade descriptors will be used to report judgements to support continuous school self-evaluation. The letter will be copied to the chair of governors, the chief executive of Avanti Schools Trust and the chair of the Board of Trustees and directors. The director of education will attend the meeting of the governing body at which the headteacher reports the findings of the review.

Protocols

The reviews aim to support as well as provide robust challenge to schools to help them improve their effectiveness and achieve or sustain the highest possible performance. A highly professional and balanced approach is therefore essential for the SRT and school leaders to achieve high impact and outcomes from these visits with the aim of securing consistently high performance by our pupils and schools. Here we have a challenge and an opportunity to act as role-models in our display of personal notions of excellence in education and the Trust's values of respect, integrity and courage.

Strategies for support

The following strategies may form part of the support for schools following a review. The exact nature of any support arrangement will depend on the specific circumstances of each school. The list is not exhaustive but includes some tried and tested strategies for supporting school improvement:

- Meet with the director of education or an associate consultant to prepare and execute an effective plan of action to address issues identified by the review.
- Establish a link with an outstanding or teaching school to learn from their practice and work with them on aspects or subjects requiring improvement.
- Establish links with providers of continuous professional development (CPD) to seek support for enhancing the professional capacity of senior and middle leaders to become highly effective.
- Broker a consultant's appointment as an adviser for the school to appoint to work intensively on personnel or an area of its practice in need of improvement.
- Support the school to link up with local and regional networks of national, local and/or specialist leaders of education (SLEs).
- Support attendance by leaders on improvement seminars in subjects and aspects of schools' work run locally by Ofsted, higher education institutions and the National College of Teaching and Leadership.
- Arrange more frequent visits by the director of education or an associate to review progress against the action plan, carry out joint lesson observations, meet with leaders of individual subjects or aspects of the school's work, or arrange for a subject visit.

Appendix 1: Draft cycle of monitoring visits

Academic year 2014/2015

| Term 1 | Review dates | Focus | SRT | Pre-review information required |
|--|--|--|------------------------------|---|
| September 2014 | One-day visit w/b 22.09.14 29.09.14 | Pupil achievement and progress Leadership and management | Two associates + headteacher | Analysis of pupil targets Performance management records School action plans Strategic plan priorities School self-evaluation Information Quarter 2 financial report |
| Reported to governing body October w/b 6.10.14 | | | | |
| Term 2 | Review dates | Focus | SRT | Pre-review information required |
| January 2015 | One- day visit w/b 28.01.15 02.02.15 | Pupil achievement and progress. Areas of concern from previous SRT visit | Two associates + headteacher | School self-evaluation evidence: Analysis of pupil achievement and progress Analysis of quality of teaching and details of actions taken to improve teaching Actions taken as a result of previous visit's recommendations |
| Reported to governing body February w/b 09.02.15 | | | | |
| Term 3 | Review dates | Focus | SRT | Pre-review information required |
| April 2015 | Two-day visit w/b 8.06.15 15.06.15 | Overall effectiveness of the school. Philosophy, religion and ethics curriculum Areas of concern from previous SRT visit | Two associates + headteacher | School self-evaluation evidence: Analysis of achievement and progress Analysis of quality of teaching and impact of actions taken for improvement Behaviour policy and incident log Inclusion policy and SEND register Philosophy, religion and ethics curriculum Actions taken as a result of previous visit's recommendations |
| Reported to governing body June w/b 22.06.15 | | | | |

Education Associates appointed to the Trust.

The associates below form the education review team for monitoring the effectiveness of the Trust schools. The team will be led by the Trust's Education Director and supported by the Trust's Senior Education Officer.



<Redacted> External Education Advisors

As detailed in Table F1, the Trust has a further network of education advisors, whose expertise can be relied upon if additional support is required.

Contingency planning and risk management

The Trust's approach to managing financial risk and contingency planning is informed by the Trust's audit committee working with external auditors, the Responsible Officer and the finance director. Operational risks are identified, assigned owners/managers and appropriate mitigation is decided under our risk management policy. Risk registers are used in governing body subcommittees and at Trust level. The register of conflicts of interest forms a key part of our risk management policy and procedures. The Trust also carries out termly scenario-planning exercises to test financial viability.

Table F6(c) shows some examples of risks to the Trust and how they are mitigated, as well as an example of a risk register.

Table F13: Risks and mitigation strategies

| Risk to Avanti Schools Trust | Mitigation |
|--|---|
| Damage to the reputation of the Avanti Schools Trust as one of the new schools gets into difficulties or sustainability proves intractable due to low student numbers | A clear plan for growth is established, recognising the level of resource required for each project. The resource allocation plan mitigates impact on existing schools and does not rely on the growing school providing some of that resource. Strong community engagement and project screening before bid stage to ensure robust demand. Community and parental links and regular two-way communication to be able to manage expectations and make informed choices. |
| Too many schools taken on at one time and insufficient leadership capacity to manage the challenge | Clarity in the Trust around roles and responsibilities, particularly with operational hands-on responsibility for the CEO, is vital. Recruitment plans, in particular: COO, Advanced Skills Teachers, finance and project assistants. Recognition of the limits of hands-on support and development over time of different models include executive headteacher roles to embed local responsibility and accountability. We recognise the capacity of the central business support function with more devolved control at a local level as schools reach outstanding status. |
| The response to having more schools is often to become a more bureaucratic and dogmatic organisation, establishing tighter control measures | A robust plan for selection, appointment and training and induction of governors will lead to confidence in the governing body structure. Clear schedules of accountability for resources are required locally to drive improvement or manage change. |
| Diseconomies of scale become evident – for example, communication becomes much harder across different geographical areas and it is difficult to keep everyone informed and involved across all the schools in the group | Concentrate on future growth around geographical proximity. Build teams of staff that can move between sites to support new projects and drive further improvement in existing schools, sharing best practice between heads, senior staff and the central team. |
| The core central services team becomes overstretched | A project management office approach to accepting more schools will include dedicated resource and project control measures allowing oversight by the Trust in its capacity as project steering group. Projects are managed centrally by a project director drawing on experienced resources that provides similar functions across several projects. |
| Existing schools don't have access to the resources they need and slip back as | Governors with the capacity to undertake performance monitoring. Termly SRT reports and follow-up actions. Chairs and |

| | |
|---|---|
| energies are focused on new schools | headteachers of Avanti schools attend main board meetings. Representatives from the main board and central team attending governing body meetings. |
| The growth in the number of schools makes it harder to maintain the vision that underpins the delivery of high-quality outcomes | Geographical critical mass/proximity supports common training days and activities. Students can be involved with each other's schools. Staff and students can be involved in new projects ensuring a revival of the ethos during induction. |

Fig. F7: Example of a risk register

| Risk Register for: | | Avanti Schools Trust | | | | | | | | | | | |
|---------------------|------------------------|---|---|-----------------------------------|--------|------------|--|----------------------------|--------|------------|--------------|-------------|------------------|
| Review Frequency | | 14 Days | | | | | | | | | | | |
| Last Update | | | | | | | | | | | | | |
| RISK IDENTIFICATION | | | | RISK ASSESSMENT | | | | | | | | | |
| | | | | GROSS Risk Assessment | | | | INDIVIDUAL Risk Assessment | | | | | |
| | | | | or to the influence of management | | | | the influence of treatment | | | | | |
| No. | Programme/ project? | Risk Description | Impact | Likelihood | Impact | Risk Score | Countermeasure | Likelihood | Impact | Risk Score | Action Owner | Target Date | Progress to date |
| Financial | | | | | | 0 | | | | 0 | | | |
| F1 | | Clear view at outset of costs for various elements of the project e.g. consultation/legal/printing of documentation/recruitment | Underestimation of costs leading to reduced delivery | 3 | 4 | 12 | Produce product breakdown for anticipated direct and pre-opening costs at outset | | | 0 | | | |
| F2 | | Limited funding available for project management and direct costs | Liabilities for AST to maintain delivery of vision | 3 | 3 | 9 | Costs workshop early in project and rationale for where additional costs may be anticipated to be discussed with project team at outset | | | 0 | | | |
| F3 | | Clarity over modelling of pupil numbers and the impact on short to medium term revenue leading to viability of staffing model | Revenue | 3 | 3 | 9 | Staffing structure to be developed by sponsors early and fully costed with cost modelling based on future pupil projections and any expected 'dip' | | | 0 | | | |
| F4 | | Sufficient resource and capacity to support the development of sustainable planning | Responsibilities of Trustees e.g. Business planning and project control model | 4 | 5 | 20 | Early engagement with a local delivery team and clarity over resource allocation required and costs | | | 0 | | | |
| Education | | | | | | 0 | | | | 0 | | | |
| ED1 | | Demonstrating clear vision to secure 'buy in' from staff | Timescale for driving implementation and achieving sustainable outcomes | 3 | 4 | 12 | Ensure vision is part of overall communications planning and clear to principal on appointment | | | 0 | | | |

Capacity and capability to intervene quickly

As mentioned above, the Trust uses a dashboard of metrics across a range of factors i.e. standards, pupil progress, financial planning and the use of external data from school improvement partners. Trust officers have responsibility on behalf of the Trust to deliver appropriate intervention or commission external support.

As indicated earlier, governance oversight of the school is delegated by the Trust to the governing body. The Trust as a whole monitors the performance of each school, in line with Ofsted criteria, on a termly basis where the education director, finance director, CEO and the local chair of governors are all present. Please also see Section F2 (Scrutiny and Intervention Across Multiple Schools).

The performance of the headteacher will be supported and monitored by the education director, CEO and the chair of the governing body. The CEO and education director will maintain a regular cycle of line management through weekly calls and monthly meetings with the headteacher. Where matters of concern are identified by the Trust using the range of data mentioned above, such matters will be raised with the governing body and headteacher. Similarly, when the headteacher or governing body raises concerns, we will expect these to be reported to the trustees via the finance director, education director or CEO as appropriate.

Statutory policies are approved by the Trust and we expect the governing body to adopt these locally, reporting any material proposed changes to the Trust first.

The governing body will be recruited and appointed using job descriptions and person specifications to ensure that the appropriate range of skills and experience exist in order to support and challenge the SLT.

Relevant and clear lines of responsibility and reporting are outlined in the policies, for example with respect to disciplinary matters, exclusions, safeguarding, complaints etc. Procedural lines of exception reporting are available at all times and will not be bound by the regular meeting and monitoring cycles.

Financial scrutiny and control environment

The Trust operates a strong control environment with very clearly documented control processes and procedures that are consistent across the organisation, and which are readily available upon request. One of the key tenets of the control environment is to ensure that each school within the Trust family should achieve value for money. Robust procurement procedures have been established within each Trust school to ensure this goal is achieved. This includes the requirement for additional levels of financial scrutiny and review for key risk purchases, especially those of a higher value. The finance director is held to account by various parties; these include the CEO (line manager for day-to-day operations), who is also the Accounting Officer of the Trust (and therefore answerable to Parliament), the Avanti Schools Trust audit committee, the Avanti Schools Trust board of directors, the appointed Responsible Officer and external auditors.

All schools use a common finance platform (Corero), with full visibility of each school's database by the Trust, thus allowing for further detailed review where required and useful comparisons for value-for-money purposes.

The audit committee is a non-executive committee of the board of trustees. Its key function is to act as an independent body of the Trust to ensure there are appropriate and effective controls in place in Trust schools. The audit committee receives reports from the external auditor and Responsible Officer and reviews their findings as well as responding to any issues identified. The audit committee can question the financial director and commission any further internal/external investigations it deems necessary. The Audit Committee meets once a term at a minimum.

In addition, each governing body has its own finance committee. The role of the finance committee is to protect the interests of the school and to ensure that there are appropriate financial scrutiny/controls over the school's accounts. The finance committee comprises appropriately qualified members of the governing body and is chaired by an accountant or individual with extensive finance experience. The school's business manager and headteacher are also members of this committee. The finance committee meets at least once a term.

An annual budget is prepared by each school, which is approved both by the governing body and the board of trustees after having been through several layers of scrutiny. Monthly management accounts are prepared by each school and circulated to the school's finance committee and the Trust finance director for detailed scrutiny against the budget. In our experience, this has provided a high level of control over school expenditure, financial strategy and risk management.

The Trust also receives external scrutiny through the auditors and Responsible Officer. The board of trustees appoints auditors after audit committee recommendations. The external auditors scrutinise the annual accounts and this includes reviewing the school's control environments. Any recommendations are reported to the audit committee, board of trustees and the EFA. The Responsible Officer is an independent third party with no involvement with the schools. She or he performs a controls audit on each school on a termly basis. The Responsible Officer's reports are circulated to the audit committee for response and reviewed by the external auditors as part of year-end work.

In addition, the Trust has a whistle-blower policy, which serves to ensure that any party can report suspected financial irregularities, fraud or malpractices.

The Trust operates a strong control environment with multiple levels of control at both Trust and school level to ensure that all persons involved with finance are held to account. Through strong budgeting and monthly management account review, we believe that we can identify potential financial risks before they manifest themselves, and thus take appropriate measures. The Trust has experience of managing extremely tight budgets through risk management, strategic financial decision-making and cost-cutting where required. Each budget is expected to have a healthy contingency to ensure that unforeseen circumstances can be managed within budget.

The Trust will always seek to fully exploit economies of scale on behalf of its family of schools. Knowledge-based economies are achieved through sharing good practice amongst our schools and this allows for efficiencies to be achieved. This is done via a variety of mechanisms including Trust-wide staff training groups, smaller working groups and school-to-school support. Often knowledge and expertise are found in-house within our family of schools, so avoiding the need to seek external consultancy advice. Procurement-based economies are available through the Trust's approved supplier

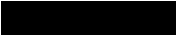
list delivering greater negotiation and buying power. Resource-based economies are also available within the Trust, allowing for staffing and non-staffing resources to be used across our family where possible. This has also applied to situations where one of our schools has saved the EFA substantial sums of money by providing temporary accommodation to a nearby new school.

Avanti Schools Trust has only been operating as a multi-academy trust for one full financial year. The audited financial statements for the year ending 31 August 2013 are now available²⁴, and audited financial statements a single academy trust are available for the year ending 31 August 2012²⁵. Audited accounts for the year ending 31 August 2014 shall be available by 31st December 2014. There have been no qualifications to the audit reports and all schools within the family have a revenue and capital reserve surplus. All of our academies and free schools have received independent Responsible Officer reports during the year-ending 31 August 2014, whereby an audit of numerous controls was undertaken. All reports received from the Responsible Officer are very positive, indicating that each school is operating a strong control environment.

²⁴ www.avanti.org.uk/avanti-schools-trust-documents/AST-Annual-Report-31st-August-2013.pdf

²⁵ www.avanti.org.uk/avanti-schools-trust-documents/AST-Annual-Report-31st-August-2012.pdf

Section G: Budget planning and affordability



SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

| | |
|--|--------|
| Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible. | Waddon |
|--|--------|

| | |
|--|----|
| If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1: | NA |
|--|----|

| | |
|---|--------|
| Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> . | 2072m2 |
|---|--------|

| | |
|---|----|
| Any comments on your calculated building space: | NA |
|---|----|

Preferred site

| | |
|---|--|
| Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1: | <Redacted> Croydon (Near Waddon Station) |
|---|--|

| | |
|---------------------------------------|---------|
| In which local authority is the site? | Croydon |
|---------------------------------------|---------|

| | |
|---|----|
| If the preferred site is near to the boundary with another local authority, please say which: | NA |
|---|----|

| | |
|---|----|
| If the preferred site is near to the boundary with a third local authority, please say which: | NA |
|---|----|

| | |
|--|----|
| If the preferred site is near to the boundary with a fourth local authority, please say which: | NA |
|--|----|

| | |
|--|---|
| Please tell us how you found the site: | The LA has identified the preferred site, <Redacted>, which after investigation by the LA, is deemed suitable for a 2FE primary school. The site is currently designated in the Core Strategy as local open land and is owned by <Redacted>. The LA has now consulted on their Core Strategy and we have responded to that consultation stating that it did not take into consideration the increasing demand for primary school places. Subsequently, the LA has told us that they have earmarked it for our primary school. |
|--|---|

| | |
|----------------------------|------------|
| Please confirm the tenure: | <Redacted> |
|----------------------------|------------|

| | |
|-----------------------------------|----|
| If other, please explain further: | NA |
|-----------------------------------|----|

| | |
|---|------------|
| Please Include information on purchase or lease price if known: | <Redacted> |
|---|------------|

| | |
|--------------------|-------|
| Who owns the site? | Other |
|--------------------|-------|

| | |
|--|----|
| Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available) | NO |
|--|----|

| | |
|------------------------------------|------------|
| Name and contact details of owner: | <Redacted> |
|------------------------------------|------------|

| | |
|--|------------|
| Name and contact details of agent or local authority representative where available: | <Redacted> |
|--|------------|

| | |
|---|------------|
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | <Redacted> |
|---|------------|

| | |
|--------------------------|----------------------------------|
| What kind of site is it? | Cleared site requiring new build |
|--------------------------|----------------------------------|

| | |
|--------------------------|-------------------------|
| What is the current use? | Other - please describe |
|--------------------------|-------------------------|

| | |
|--|------------|
| If government building or 'other' - please describe: | <Redacted> |
|--|------------|

| | |
|---|---|
| Why have you chosen this site? What makes it suitable for your free school? | Suggested by LA, very good value for money, excellent location for demand and excellent transport links |
|---|---|

| | |
|---|---|
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | <p>The preferred site will, as stated, require a new build. There are commercial/institutional buildings which do occasionally come on to the market in within the local authority which may be suitable for education use, but, because they can also be used for other purposes (often residential), it has not been possible to secure them in advance. However, from our extensive experience in this area, we have found that within the London authorities, new build can, unusually, often be the more cost-effective option. This is further substantiated by the fact that this site is <Redacted> and so the land purchase price will be significantly discounted and thus reduce the overall capital spend.</p> <p>The Trust is of course committed to working with the EFA to continually identify and assess alternative sites that may come on to the market. Our successful track record in the identification of sites within very difficult target areas is well-known to the EFA.</p> |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
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Second choice site

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| Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: | |
|--|--|

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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|---|---------------|
| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
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|---|---------------|
| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
|---|---------------|

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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
|--|---------------|

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| Please tell us how you found the site: | |
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|----------------------------|---------------|
| Please confirm the tenure: | Please select |
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| If other, please explain further: | |
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|---|---------------|
| Who owns the site? | Please select |
| Please include information on purchase or lease price if known: | |
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
| Name and contact details of owner: | |
| Name and contact details of agent or local authority representative where available: | |
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
| What kind of site is it? | Please select |
| What is the current use? | Please select |
| If government building or 'other' - please describe: | |
| Why have you chosen this site? What makes it suitable for your free school? | |
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
| Third choice site | |
| Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: | |
| In which local authority is the site? | Please select |
| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
| Please tell us how you found the site: | |
| Please confirm the tenure: | Please select |
| If other, please explain further: | |

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| Please Include information on purchase or lease price if known: | |
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| Who owns the site? | Please select |
|--------------------|---------------|

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|---|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
|---|---------------|

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|------------------------------------|--|
| Name and contact details of owner: | |
|------------------------------------|--|

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|--|--|
| Name and contact details of agent or local authority representative where available: | |
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| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
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| What kind of site is it? | Please select |
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| What is the current use? | Please select |
|--------------------------|---------------|

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| If government building or 'other' - please describe: | |
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| | |
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| Why have you chosen this site? What makes it suitable for your free school? | |
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|---|--|
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
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Fourth choice site

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| Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1: | |
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| In which local authority is the site? | Please select |
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| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
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| Please tell us how you found the site: | |
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| Please confirm the tenure: | Please select |
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| If other, please explain further: | |
|-----------------------------------|--|

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| Please Include information on purchase or lease price if known: | |
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|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

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|---|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
|---|---------------|

| | |
|------------------------------------|--|
| Name and contact details of owner: | |
|------------------------------------|--|

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|--|--|
| Name and contact details of agent or local authority representative where available: | |
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|---|---------------|
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
|---|---------------|

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|--------------------------|---------------|
| What kind of site is it? | Please select |
|--------------------------|---------------|

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| What is the current use? | Please select |
|--------------------------|---------------|

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| If government building or 'other' - please describe: | |
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| Why have you chosen this site? What makes it suitable for your free school? | |
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| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | |
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For independent school convertors

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| Please say whether you will be increasing PAN when becoming a free school: | Please select |
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| if yes, from what to what? | |
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| Please confirm the size of your existing site: | |
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| Please confirm the size of your existing buildings: | |
|---|--|

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|---|--|
| Please confirm the tenure of your site/buildings including details of any loans or mortgages: | |
|---|--|