

Free Schools in 2013

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hardcopies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

It is essential that the hardcopies are identical to the version you email.

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Dagenham Essex [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<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> <p>We have recruited the services of Cocentra (part of the Gleeds Group – who are on the DfE Academies Lot 2 Framework). They have provided us with our own education consultant, [REDACTED] who is [REDACTED]</p>		

Details of company limited by guarantee	
11.	Company name: The London Riverside School
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> , Dagenham Essex <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
13.	Company registration number: 7914410
14.	Does the company run any existing schools, including any Free Schools? <div style="float: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
15.	If Yes, please provide details:
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]. Director and Governor.

2. Name: [REDACTED]. Director, Governor and Chair.

3. Name: [REDACTED]. Director and Governor.

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- The role that it is envisaged they will play in relation to the Free School.

- **Bethel – London’s Riverside Church.** Company House number; 6590516. Charity number; 1124475. The London Riverside School will share the same ethos as Bethel – London’s Riverside Church. This is a large multicultural church with a congregation of over 800. This school is the vision of the church’s leadership and a majority of the Steering Team has been formed from the church’s employees and members of its congregation.

[REDACTED] is the [REDACTED] and also [REDACTED].

[REDACTED] is the [REDACTED] and [REDACTED].

[REDACTED] is [REDACTED] and is a [REDACTED]. If the school application is successful the church will influence the on-

	<p>going ethos of the school. The church has been established in the community for over 80 years and will share the experience they have gained in this time to help grow and ensure the school succeeds. The church provides many social, recreational and pastoral services to the residents of our Borough and many of these will be offered and utilised by the pupils and teachers of the school.</p> <ul style="list-style-type: none"> • Assemblies of God UK (AOG). Company House number; 2873415. Charity number; 1032245. AOG is a network of 600 Christian churches. Bethel – London’s Riverside Church is an AOG church. Their national office will provide the school with free and expert advice on any legal matters including human resources, safeguarding policies, health and safety. We have included in our Annex a letter of support (Annex A – 1) from AOG UK. In addition to this support, our relationship also provides contact and support from many other organisations that AOG are affiliated with. The full details of all these organisations are available within the leaders’ section of the AOG Web http://www.aog.org.uk/. • Emmanuel Community School, Walthamstow. A school that has recently been successful in their application for a free school. Bethel – London’s Riverside Church has a long-standing and established relationship with The Emmanuel Christian Centre, which is directly linked with this new school. Both are AOG churches. This relationship will provide our new school with additional support and guidance. • Watoto Childcare Ministries. Charities number; 1090810. This is the charity that our school would initially support through any charity fundraising activities. In return they would provide volunteering opportunities for pupils and teachers across the UK and Africa. They also would provide visits from their children’s choir who visit the UK on an annual basis, bringing further insight into other cultures across the world.
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>As above The London Riverside School has a link with Bethel – London’s Riverside Church (local). This church is an Assemblies of God church (national), which is mainstream Pentecostal Christian.</p>
Existing providers	

23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company

Print name: [REDACTED]

Date:

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

Section B: Outline of the school

1.	Proposed school name:	The London Riverside School
2.	Proposed academic year of opening:	2013/2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2021
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian, Pentecostal
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

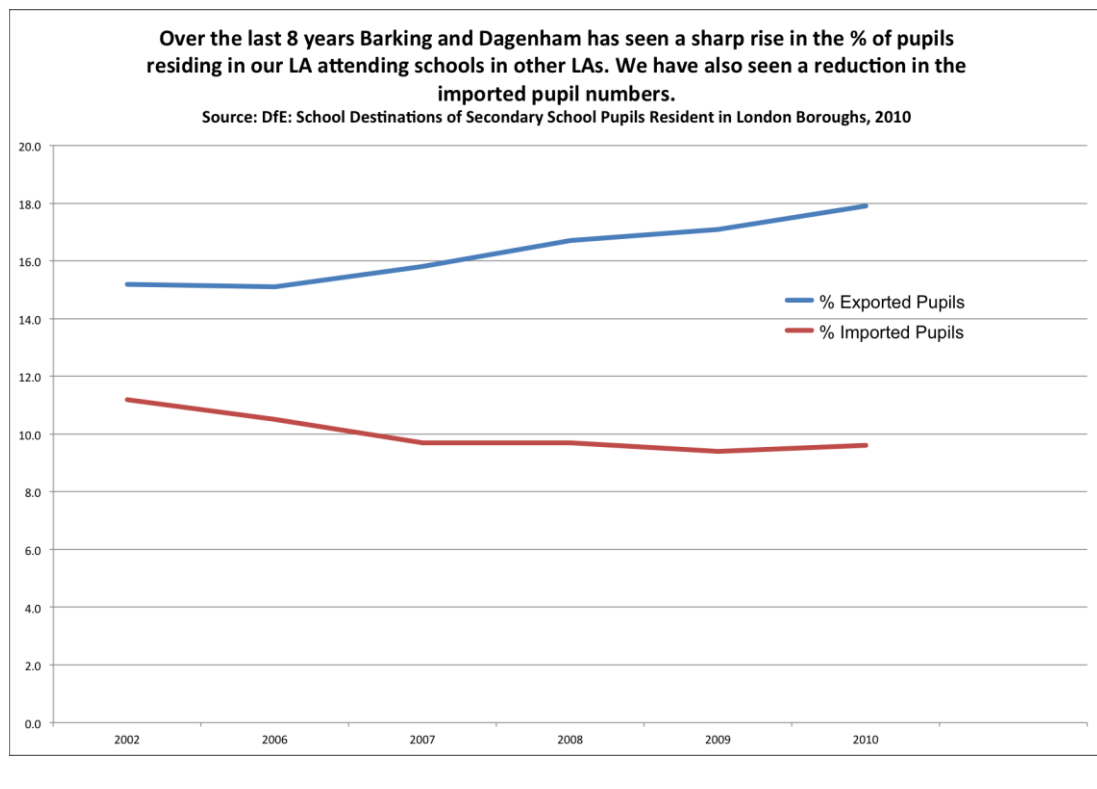
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian, Pentecostal
10.	Postcode of the preferred site of the proposed school:	[REDACTED] ([REDACTED] site)
11.	Local authority area in which the proposed school would be situated:	London Borough of Barking and Dagenham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	The London Borough of Havering is within 1/3 of a mile of the preferred site.
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). 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 below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

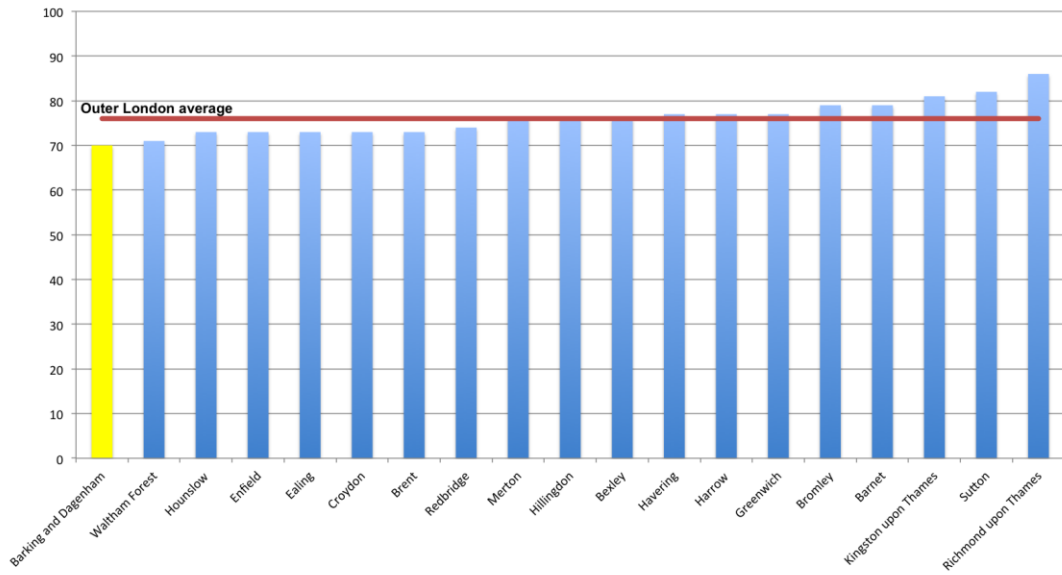
Why we are seeking to establish a Free School.

As a community group based in Barking and Dagenham since 1927 we want to open a school that we know many local parents and residents want. This will be a school that will provide an outstanding standard of education, will have high achievement levels and also embrace the whole life of our pupils academic and otherwise. We know the schools in Barking and Dagenham are not performing as well as others and more and more parents are sending their children out of our Borough to ensure that their children have the best opportunities. We also know that our Borough is one of the fastest growing of the whole UK and there are shortages of school places. We want to change this.



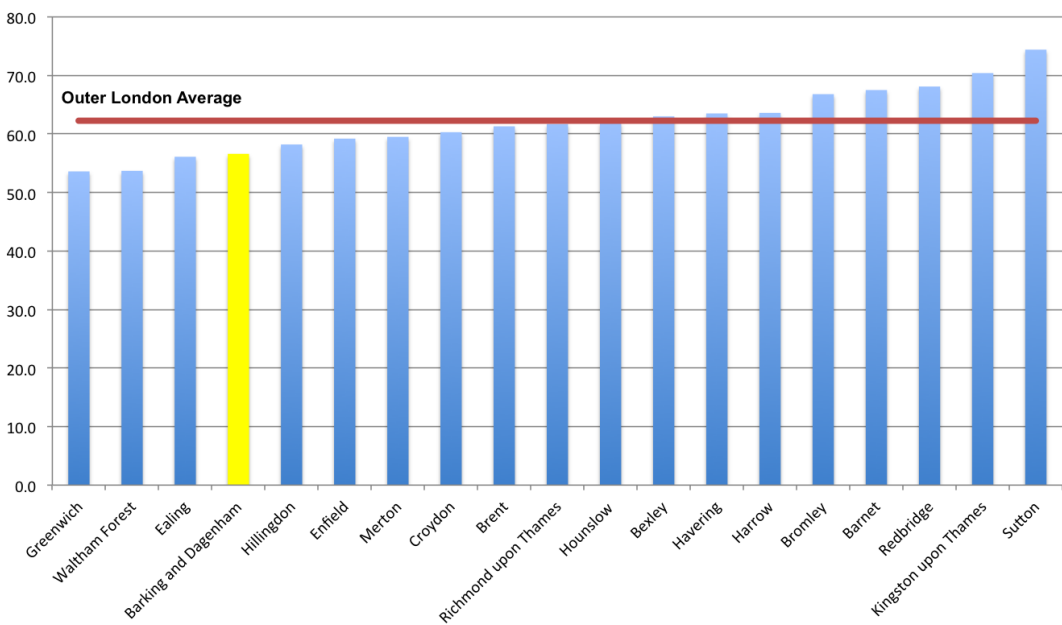
Our LA has the lowest number of pupils achieving Level 4 or above in both English and mathematics in Key Stage 2 tests within the Outer London Area.

Source - DfE: Interim Results for Key Stage 2 and 3 National Curriculum Assessments in England, 2010/11



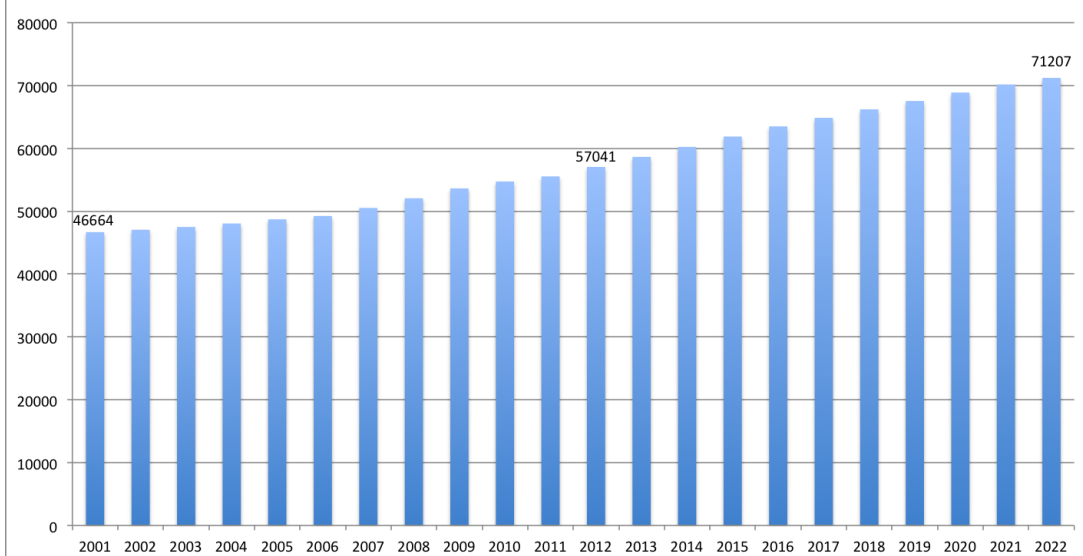
GCSE results position us as 4th worst LA in Outer London

Source - DfE: GCSE and Equivalent Results in England - 2010/11



Total Population in Barking and Dagenham aged 0 -19

Source: GLA Ward level population projections 2011



Vision Statement and Ethos

The London Riverside School will provide:

- **Real;**
- **Education;**
- **Aspiration;**
- **Life potential.**

REAL education, REAL aspiration and REAL life potential to young people in Barking and Dagenham.

Our ethos is simple:

- Passionately bring REAL opportunity and life change to children and young people in Barking and Dagenham;
- Enthusiastically declare that every young person is an individual with abilities and talents that need nurturing and supporting to see them achieve their aspirations;
- This will be done dynamically within a caring and encouraging atmosphere with a strong ethos of Christian principles and values;
- We believe such an approach is required for academic excellence and is greatly valued among BME families of which there is a rapidly rising demographic in Barking and Dagenham.

The London Riverside School will be a fully inclusive community school located in the heart of Dagenham. The school will be available to all pupils aged between 4 and 19. We will focus on relationship development between pupils over this age range. The implementation of a 'house' system will provide vertical groupings. Through this system role models will be created and leadership skills developed. The all through system provides a unique opportunity in our Borough for a smooth, non-stressful transition between key stages. This will benefit pupils as they transition between Year 3 and Year 4 and between Year 6 and Year 7. This can only push standards up, helping eliminate the documented dip, particularly in Year 7 form, which some pupils do not recover from. These features in our school will be based upon our REAL vision, which will be underpinned by Christian ethos and values. This will make The London Riverside School distinctive from others in our area.

Our Christian ethos ensures we will run the school with:

- A strong moral code;
- Honesty and integrity;
- Acceptance for all;
- A belief that everyone has been given their own unique talents;
- Concern for the welfare of others;
- A high level of mentoring and pastoral care.

The current National Curriculum subjects will be followed with a focus on English Baccalaureate. Teaching methods will follow those currently considered by Ofsted as outstanding. Assessment for Learning (AfL) will be integral to practice, formative and summative. Pupils will be encouraged to self-evaluate.

It is proposed that the school will have extended opening hours, 8am - 5.30pm. This will encompass a breakfast club and an enrichment programme that will include extra-curricular activities, homework sessions and pastoral care. The enrichment programme will utilise our current relationships with expertise already in the community. This enables us to further reflect our REAL and Christian ethos.

Our aspiration for each pupil leaving our school is that they will perform to a standard that will allow them to enter the university of their choice or enter their preferred profession. To this end the curriculum will provide REAL skills, focussing on English and Mathematics in Key Stages 1 and 2 and the English Baccalaureate in Key Stages 3 and 4.

As a whole school target we aim to be the best school in Barking and Dagenham. This will be in terms of both academic results, value for money and pupil experience. Hence, we will be working towards:

- 95% of children gaining L4 in English and Maths at the end of Key Stage 2;
- 80% of pupils obtaining 5A*-C GCSEs (inc. E+M);
- 100% of pupils obtaining 3 A2 A*-E grades;
- 100% of students gaining a formally recognised qualification through the enrichment activities.

We feel these targets are appropriate, as they will make us the highest achieving school in the borough, give REAL opportunity to students and have a wider influence upon other schools in the area.

Within our Christian ethos we will ensure that all staff feel valued and recognised for their achievements with a programme of continual professional development and performance management that aids them in their career aspirations.

Such an ethos is very much derived from good senior management and the Governors would make this a high priority when recruiting. It also is encompassed in our endeavour to become a pilot National Teaching School and seek the advice, help and support of the pilot programme through the DFE.

Characteristics of teaching and learning will encompass the following:

- A high emphasis on Assessment for Learning;
- The development of independent learning skills;
- Engaging and motivating classroom activities;
- A variety of teaching strategies to suit all abilities;
- Regular reviews and target setting;
- Early intervention where appropriate.

Section D: Education plan–part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019	2020	2021
Reception		78	78	104	104	104	104	104	104	104
Year 1			78	78	104	104	104	104	104	104
Year 2				78	78	104	104	104	104	104
Year 3					78	78	104	104	104	104
Year 4						78	78	104	104	104
Year 5							78	78	104	104
Year 6								78	78	104
Year 7			78	104	104	104	104	104	104	104
Year 8				78	104	104	104	104	104	104
Year 9					78	104	104	104	104	104
Year 10						78	104	104	104	104
Year 11							78	104	104	104
Year 12								100	100	100
Year 13									100	100
Totals		78	234	442	650	858	1066	1296	1422	1448

The school will operate with class sizes of 26 throughout. This is thought essential to provide differentiated and individual work and to effectively motivate each student.

Section D: Education plan– part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

We will set ourselves the following whole-school targets and will expect to meet them by the 2nd year of the nationally examined tests being sat. These will also be our targets for the first year of exams but we would want to introduce some element of the reality of a “learning curve”.

In the Primary Phase we will deliver academic excellence through Lifelong learning, Creativity and ICT to achieve our target of 95% pupils achieving Level 4 or above in both English and Mathematics. This will be achieved by 2021 (Year 6 starting Sept 2020).

In the Secondary Phase we will deliver academic excellence through Lifelong Learning, Creativity and ICT to achieve our target of 80% pupils gaining 5 A*-C GCSEs (inc. English and Maths) and 50% A*-C in EBAC subjects. This will be achieved by 2020 (Year 11 starting 2019)

In the Sixth Form we will deliver academic excellence through Lifelong Learning, Creativity and ICT to achieve our target of 90% AS A-E and 100% A2 A*-E. This will be achieved by 2021 (AS starting 2020) and 2022 (A2 starting 2021).

Complete and regular testing will be used from the start to ensure these targets will be achieved. Intervention strategies will be used where underperformance is highlighted.

Continuity will be achieved through all phases by a range of mechanisms -

Curriculum - Overview:

- Lifelong learning underpins our vision of providing high attainment, high personal achievement and ambition, real aspiration to all pupils in an area of deprivation;
- Creativity in the form of music, art, drama and the performing arts which will be essential for personal development and to deliver academic excellence. This will be supported by the enrichment programme;
- ICT from age 4 – 18 will be given an enhanced profile.
- Assessment for Learning through “Goal online” (baseline to Year 6) and SIMS (Year 7 to 13);
- A pupil profile that will run from age 4 – 18 with targets for expected progression and the use of summative assessment for monitoring and reviewing progress and performance;

- A SEN and G&T policy that runs across all Key Stages with seamless transition between each;
- A strong commitment to training, professional development programmes (internal and external providers);
- We will seek to be a pilot National Teaching School and will seek help from the Department for Education to achieve this.

Pastoral:

- A house system to provide support and role models for younger pupils and opportunities for responsibility and leadership development in older pupils;
- Whole school themed days and Sports Days to develop and heighten the sense of belonging and community;
- A Personal Tutoring and Mentoring system that will run through the whole school.

Overarching rationale:

- The National Curriculum will be the basis of our all-through provision;
- There is an emphasis on the English Baccalaureate. This very much supports our vision of real education;
- For the purpose of clarity the curriculum is divided into Key Stages;
- From Key Stage 3 onwards pupils will be taught in sets, according to their needs and ability. This will allow for clear differentiation and aid with the “Transition Phase.” Specialist teachers will be brought into Key Stage 2 to ensure Personalised Learning;
- Through our high quality teaching and support staff, learning will be differentiated at all stages to address individual need and the needs of SEN, EAL and G & T.

Reception

The Reception Curriculum will closely follow the Statutory Framework for the Early Years Foundation Stage. All sixteen themes and commitments, including the six areas of Learning and Development will be met. 50% of the timetable will be adult-led and 50% child initiated. Below is an outline of a typical day:

Time	Activity
8.30 – 8.50	Morning Jobs
8.50 – 9.10	Whole Class Literacy Focus
9.10 – 10.30	Small Group Activities
10.30 – 10.50	Reading
10.50 – 11.10	Break
11.10 – 11.40	Small Group Activities
11.40 – 12.00	Whole Class Numeracy Focus
12.00 – 1.10	Lunch
1.10 – 1.30	Whole Class Creative Focus
1.30 – 3.00	Small Group Activities
3.00 – 3.30	Whole Class PSHE Focus

Small Group Activities will include both continuous provision such as painting, making and construction and also an enhanced provision focussing more on differentiated activities. During this time there will be 'free-flow' inside and outside and adults will be observing and acting as 'play-partners'. We believe that in order to promote life-long learning, activities should be based upon children's interest.

Whole Class Focus will include literacy - phonics, big book time, shared writing and numeracy – space, shape, measure, number.

Key Stage 1

Rationale:

- Full and complete grounding in English, Mathematics;
- Preparation for English Baccalaureate at an early stage;
- Differentiated mixed-ability teaching.

Curriculum Area	Weekly time allocation (hrs)
English	8.5
Mathematics	5
Science	2.5
P.E.	2.5
MFL	1
Topics* incorporating Geography, History, D+T, Art, ICT and Music	4.5
Enrichment Activity + Literacy Booster	3.3

Key Stage 1 will follow the National Curriculum. To aid the transition, throughout the Autumn Term, one afternoon a week will be dedicated to reinforce the EYFS.

Time	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	Mentoring /Assembly / Registration				
9.00 – 10.00	Literacy	Literacy	Literacy	Literacy	Literacy
10.00 – 11.00	Maths Groups	Maths Groups	Maths Groups	Maths Groups	Maths Groups
11.00 – 11.30	BREAK				
11.30 – 12.30	Science	P.E	I.C.T.	Extended Writing	MFL
12.30 – 1.30	LUNCH				
1.30 – 3.00	Topic	Science	Topic	P.E	Topic
3.00 – 3.30	Spelling / Silent Reading				
3.30 – 5.30	Additional Programme (Enrichment including Literacy Booster, a small meal and Independent Learning)				

Key Stage 2

Rationale:

- Focus on English, Maths and Science;
- Use of specialist subject teachers in Years 5 and 6;
- Specialist SEN teachers and Teaching assistants;
- Increasing focus on English Baccalaureate subjects.

At Key stage 2 pupils will follow the same subject areas with slightly different time allocation.

Curriculum Area	Weekly time allocation (hrs)
English	8.5
Mathematics	5
Science	2.5
P.E.	2.5
MFL	1
Topics - this incorporates: Geography, History, D+T, Art, ICT, Library time, P.S.H.E / Citizenship and Music	4.5
Enrichment Programme (+ Literacy Booster)	3.3

Key Stage 2 will follow the current National Curriculum. A typical weekly timetable is as follows:

Time	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	Mentoring / Assembly / Registration				
9.00 – 10.00	Literacy	Literacy	Literacy	Literacy	Literacy
10.00 – 11.00	Maths Groups	Maths Groups	Maths Groups	Maths Groups	Maths Groups
11.00 – 11.30	BREAK				
11.30 – 12.30	Science	P.E	I.C.T.	Extended Writing	MFL
12.30 – 1.30	LUNCH				
1.30 – 3.00	Topic	Science	Topic	P.E	Topic
3.00 – 3.30	Spelling / Silent Reading				
3.30 – 5.30	Additional Programme (Enrichment including Literacy Booster, a small meal and Independent Learning)				

From Year 3 all pupils will be placed into sets for maths.

Key Stage 3

Rationale:

- Continued emphasis on English Baccalaureate;
- Introduction to a broad curriculum ahead of option choices.

Curriculum Area	Weekly time allocation (hrs)
English	4 (Yr 7) 3 (Yr 8)
Mathematics	3 (Yr7) 4 (Yr8)
Science	3
History	1 (Yr 7) 2 (Yr 8)
Geography	2 (Yr 7) 1 (Yr 8)
MFL (French, German or Spanish)	2
ICT	2
Design and Technology	2
Religious Education	1
Art	1
Music	1
PE	2
PHSE	1
Enrichment Programme (+ Literacy)	3.3

Typical Key Stage 3 Timetable

It should be noted that the Key Stage 3 Curriculum will be reviewed before opening to incorporate the Government KS3 Curriculum Review findings in 2013

Time	Period	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	AM Mentoring /Assembly / Registration					
9.00 – 10.00	1	Maths	Eng	Sci	ICT	Eng
10.00 – 11.00	2	Sci	Maths	His	Geog	MFL
11.00 – 11.30	AM			BREAK		
11.30-12.30	3	Geog	MFL	Maths	Eng	D + T
12.30 - 1.30	4	D+T	ICT	Music	PE	Sci
1.30 - 2.20	LUNCH					
2.20 – 2.30	PM Registration					
2.30 – 3.30	5	Eng	Art	RE	PHSE	PE
3.30 – 5.30	Additional Programme (Enrichment including Literacy Booster, a small meal and Independent Learning)					

Key Stage 4

Rationale:

- Minimum 8 x GCSE take up;
- Early Accelerated Learning – offered to G&T students;
- Allowing focus on areas of individual strengths;
- Making the English Baccalaureate available to all pupils;
- “Depth not breadth” approach;
- Vocational (BTEC) option limited within subject areas. These will only involve BTEC courses currently supported by The DfE following the Wolf Report.

Curriculum Area	Weekly time allocation (hrs)
English	4
Mathematics	4
Science (Double)	5 (7 if Triple chosen)
Humanities Option (History / Geography)	3
MFL Option (French / German / Spanish)	3
Further Option Choices (D+T, Music, R.E., Art, P.E)	2
ICT	1
P.E.	2
PHSE (Social, Moral, Cultural Development)	1
Enrichment Programme	3.3

Typical Key Stage 4 Timetable

(Based on options of Double Science, History, French, Music)

Time	Period	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	AM Mentoring /Assembly / Registration					
9.00 – 10.00	1	Maths	Eng	Sci	Maths	Sci
10.00 – 11.00	2	Eng	Sci	His	French	Eng
11.00 – 11.30	AM BREAK					
11.30-12.30	3	His	Maths	PE	Eng	PHSE
12.30 - 1.30	4	ICT	French	Music	Sci	Maths
1.30 -2.20	LUNCH					
2.20 – 2.30	PM Registration					
2.30 – 3.30	5	Sci	His	French	Music	PE
3.30 – 5.30	Additional Programme (Enrichment including Literacy Booster, a small meal and Independent Learning)					

Key Stage 5

The longer school day will be particularly beneficial for Year 12 and 13 students. It will enable students to accommodate a unique, personalised curriculum. This will lead to:

- Full preparation for life and work;
- Enhanced qualifications;
- Leadership development;
- Key skills development;
- Enhanced creativity.

As the Sixth Form grows and develops, stronger partnerships will be formed with:

- A range of U.K Universities;
- The Russell Group of Universities;
- University of Warwick Gifted and Talented Programme;
- Other Sixth Forms in the borough – part of LBBD 6th Form Consortium;
- Barking and Dagenham College;
- Havering Sixth Form College.

Rationale:

- To provide access to the best University courses;
- Excellent performance in 3 'A' Levels is better than mediocre in 4 or 5;
- To cater for varying abilities and vocational routes;
- Only vocational options that clearly relate to job opportunities will be offered.

The following subjects would be offered at Key Stage 5.

Each AS and A2 subject will be delivered in 5 one hour lessons each week.

Each BTEC subject will be delivered in 10 lessons - one hour lessons each week.

'A' Level (AS / A2)	Vocational
Physics	Applied Science (BTEC)
Biology	Business Studies (BTEC)
Chemistry	ICT (BTEC)
English Literature	Health and Social Care (BTEC)
English Language	Drama (BTEC)
Geography	Dance (BTEC)
History	ASDAN
Mathematics	Duke of Edinburgh Award
Additional Mathematics	
ICT	
Design and Technology	
French	
Spanish	
Art	

PE	
Music	
Media	
Sociology	
Psychology	

Further courses will be considered according to need and relevance to job opportunities and progression to Further Education.

The possibility of working with other Sixth Form providers may be explored in order to secure courses for our students. Such a consortium system already operates in the borough.

In addition PHSE and Careers will be covered on the curriculum. Private Study will be timetabled. Independent work will be provided by each subject area and will be completed in Private Study time. Private Study will be supervised in the Virtual Online Learning Centre.

Typical Year 12 Timetable (with vocational options)

Time	Period	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	AM Mentoring /Assembly / Registration					
9.00 – 10.00	1	Sociology	Careers	BTEC (Bus St)	Private Study	Sociology
10.00 – 11.00	2		History	BTEC (Bus St)	BTEC (Bus St)	History
11.00 – 11.30	AM BREAK					
11.30-12.30	3	History	Sociology		BTEC (Bus St)	PHSE
12.30 - 1.30	4	BTEC (Bus St)	BTEC (Bus St)	History	Sociology	BTEC (Bus St)
1.30 - 2.20	LUNCH					
2.20 – 2.30	PM Registration					
2.30 – 3.30	5	BTEC (Bus St)	BTEC (Bus St)	Sociology	History	BTEC (Bus St)
3.30 – 5.30	Additional Programme					

Typical Year 13 Timetable (no vocational option).						
Time	Period	Mon	Tues	Wed	Thurs	Fri
8.30 – 9.00	AM Mentoring /Assembly / Registration					
9.00 – 10.00	1	Maths	Private Study	Chem	Careers	Maths
10.00 – 11.00	2	PHSE	Biology	Private Study	Private Study	Biology
11.00 – 11.30	AM BREAK					
11.30-12.30	3	Biology	Maths			Chem
12.30 - 1.30	4	Chem		Biology	Maths	Chem
1.30 - 2.20	LUNCH					
2.20 – 2.30	PM Registration					
2.30 – 3.30	5	Private Study	Chem	Maths	Biology	Private Study
3.30 – 5.30	Additional Programme					

Year 12 and 13 students will be used extensively in the Enrichment Programme to help run activities and to supervise Independent Learning Time. This has 3 significant benefits:

- Year 12 and 13 develop highly beneficial leadership skills for life;
- Younger pupils have meaningful interaction with positive role models;
- Year 12 and 13 will gain experiences that are going to strengthen their university application.

It is envisioned that Year 12 and 13 will have significant leadership roles in the school. This will extend to the appointing of Prefects who will be used in supervisory, monitoring and mentoring roles. They will also be called upon to represent the school in events such as Open Evenings and Parents' Evenings.

In order to influence the school in a positive way we will enhance the image of our Sixth Form and provide the best experience available by focusing on areas such as the following:

- **Common room:** It is important to have a space where Year 12 and 13 can go and not be with the rest of the school to feel distinct and mature;
- **Clothes:** No standardised uniform will be designated but a smart, formal dress code will be implemented. This will be similar to what would be expected in an office environment. This makes Year 12 and 13 feel distinct and begin the transition to the world of work;
- **Work experience:** this will be carried out at the end of Year 12 and will help to embed the realities of the world of work and develop maturity and responsibility.

Year 12 and 13 will link with Apex Youth run by Bethel – London’s Riverside Church.

Please follow this link:



Apex Youth run a weekly youth event at the church, conduct mentoring, engage in missions activities in the UK and abroad, run weekends away and Summer Camps. They are highly involved in local schools and we would plan to utilise their services and support to further enlarge the experience of our students.

Transition Key Stage 2 to Key Stage 3.

The difference between Year 6 and Year 7 will be seamless.

The most significant advantage of an all-through school is that the transition from Key Stage 2 to Key Stage 3 can be totally seamless. There is clear evidence that changing schools at this point of development can cause pupil’s progress to suffer, stall or even regress Please follow link to DfE Publications

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-RB019>

What Makes a Successful Transition from Primary to Secondary School? Findings from the Effective Pre-school, Primary and Secondary Education 3 - 14 (EPPSE) project. (Jan 2008)

In the cited article key areas are identified as possible causes of a reduction in progress and even stress in pupils. These are:

- Social adjustment to new and unfamiliar people;
- Institutional adjustments to new modes of organisation;
- Curriculum interest and continuity.

The London Riverside School would address these three areas in the following ways:

Barriers to Progress through Transition	How it will be addressed
Social adjustment to new and unfamiliar people.	Vertical grouping through the house and enrichment programme will ensure that relationships will already be established between Key Stage 2 and 3 Pupils.
Institutional adjustments to new modes of organisation.	Organisation of groupings will stay as similar as possible between Key Stages. Specialist teaching will be phased in from Year 5 and we will aim to change teaching methods gradually over the transitional years.
Curriculum interest and continuity.	A “seamless” curriculum will be established through Heads of Faculty responsible for subject areas throughout the whole school.

Another area where problems can occur in transition is in the effective passing on of information and records. With the centralisation of records (SIMS) and with Heads of House taking responsibility for some pastoral duties this will not be an issue.

Additional Programme (3.30 – 5.30 pm)

Rationale:

- To influence pupils to achieve more we need to understand more of their life, both their academic needs, personal interests, achievements and potential.

Typical Timings	Activity	Main Supervision (In conjunction with Staff oversight)
3.30 – 3.50	Break	Duty Staff
3.50 – 4.30	Enrichment	Enrichment providers
4.30 – 5.00	Tea	Canteen / Duty Staff
5.00 – 5.30	Independent Learning	Invigilators

The Additional Programme is seen as an essential tool to help all pupils achieve and reach their potential in many areas.

It is designed to meet the following objectives:

- Allowing the curriculum to focus more on academic subjects with emphasis on English Baccalaureate;
- Facilitates independent study and quality of study;
- The development of relationships with pupils in an “out of classroom” setting;
- Allowing formal personalised training and encouragement in areas of gifting and talent;
- Enable the school to have more influence on pupils by having more of their time;
- Develop a positive outlook of school by pupils by developing less academic skills;
- To provide an opportunity for vertical groupings to provide exposure with positive role models;
- To provide leadership development in pupils helping to organise and run activities;
- To develop and provide a daily opportunity for independent work;
- To complete homework in a calm, supportive environment;
- To provide experience for Year 11, 12 and 13 pupils that will support and strengthen their university application;
- Freeing up home time for quality ‘family activities’.

The Additional Programme will be in place from Years 1 – 13. At Key Stage 1 there will be an opt-out option if required, following discussion and agreement with parents. A home-school agreement will cover all aspects of this programme including:

- Safeguarding;
- Travel arrangements;
- Dietary requirements;
- Expected behaviour and sanctions;
- Expected outcomes.

Enrichment activities will be age appropriate and will call upon expertise in the school, community and church. Some activities will also be student led by older pupils. This develops a sense of responsibility and provides positive role models for younger students.

The programme will commence in the 2nd year of the school opening. It will use a ‘duty system’ to help manage break, tea, enrichment and independent learning. Invigilators, and in some cases prefects from Yr 12 and 13 will be used for independent study supervision. This will provide value for money and, again, provide role models for younger pupils and leadership development opportunities for older pupils. It is believed that pupil-teacher interaction during the Additional Programme will be significant in helping to develop trust and relationships. This has clear benefits for teaching and learning. Teacher contracts will reflect the extra hour’s responsibility. A termly list of options will be published with pupils opting for their preferred

choice. This will allow community providers to be booked. A list of community providers will be drawn up six months prior to opening. This will be established through a rigorous selection process including criminal record checks (CRBs) to ensure safeguarding.

Pupils who are falling behind in their expected progress in English and/or Mathematics will attend the relevant “Booster” option.

The following list is not exhaustive but indicates the activities that will be provided:

Activity	Provider
English Booster	Teachers / TAs
Mathematics Booster	Teachers / TAs
Instrumental Music Tuition	Church / Community
Fitness	Community
Dance	Church / Community / Pupils
Arts	Church / Community / Pupils
Sport	Community
Cooking	Church / Community
Community Languages	Community / Pupils
Bible Studies	Church
Reading / Library	TAs / Community (parents) Pupils
Singing	Church / pupils
ICT	Teachers / Pupils
Drama	Church / Community
Duke of Edinburgh	Community
Pre Driving	Community
First Aid	Community
Mentoring	TAs / Church / Pupils
Paired Reading	Church / Pupils
Leadership Development	Community / Church

We will meet the needs and interests of all students through:

- Diversity in the curriculum – Academic and Vocational as outlined above. Every student has a Personal portfolio and a personal mentor who has an in depth knowledge of their abilities and their career aspirations for guidance from 4-18. There will be personal mentoring available at the school;
- Students can choose from varied Learning Pathways, Academic/ Vocational or a combination of both with the support of a Personal Adviser, Connexions, Careers mentor, visiting speakers, FE / HE days, university visits, Excel exhibitions, Employment mentors and outside agencies;
- A rich and varied Enrichment and Extra-curricular daily program will be an inherent part of the school day to meet the needs and interests of all students. This will be tailored to individual needs and talents of pupils as the school grows. Expertise within the church has already been identified for this.

How the curriculum delivery will improve outcomes.

Curriculum delivery	How it improves outcomes
All through	<p>Pupils in Years 7 and 8 will experience no dip in performance.</p> <p>Stronger relationships developed between pupils and staff.</p>
Enrichment activities	<p>Freeing up lesson time for more academic areas.</p> <p>Motivation due to positive view of school life.</p> <p>Education regarding health / lifestyle issues in a relevant way.</p> <p>Opportunity to obtain formally recognised vocational qualifications.</p>
Extended opening	Greater level of life engagement to have more influence.
Focus on EBAC in Key Stage 4	Providing qualifications that will be of most benefit for progression into Sixth Form, university and career paths.
Christian ethos and framework to curriculum	Provide moral guidelines for living a full, productive and healthy life.
Form class sizes of 26	<p>Allow greater level of individual academic attention.</p> <p>Facilitate greater level of differentiation for SEN / G&T.</p> <p>Allow more meaningful pastoral care and mentoring.</p>
Vertical groupings (House, Enrichment, Independent study)	Providing role models for younger pupils and leadership development and experience for older pupils.

D2. Provide a coherent and feasible school timetable and calendar.

Calendar

Key features of our calendar with rationale are set out below:

Key Features	Rationale
Term times set by Local Authority will largely be followed.	To allow effective working with other schools. To ease organisation for families where siblings may be in other schools, particularly until school is full.
INSET will be carried out during twilight sessions as opposed to whole days, which will become teaching days.	To ease pressure on families to find or pay for childcare. More gets done.
Summer term will finish 4 days earlier than LA date – Due to days saved by twilight INSET	Families take advantage of lower prices for holidays. Tying in with our desire for more quality family time.
A Whole School Review Day will be included.	A day off timetable when all pupils attend with parents for 20 min interview with tutors. Effort and achievement, academic and otherwise, is discussed and targets set. These tie in with whole-life involvement and home-school relationship development.

Term lengths

The school year will be 38 weeks and 1 day* long.

There will be 190 teaching school days each year.

* Whole school review day.

Autumn - Follow LEA term dates with one week half term holiday.

Spring - Follow LEA term dates with one week half term holiday.

Summer - Follow LEA dates but finish one week early with one week half term holiday.

School day

The following table summarises the teacher contact times per day for pupils

during each Key Stage. This includes tutorial time (+ mentoring) and assemblies but not break or lunch.

Stage	Teaching time per day	Enrichment
Reception	5 hrs 30 mins	40mins
Key Stage 1	5 hrs 30 mins	40 mins
Key Stage 2	5 hrs 30 mins	40 mins
Key Stage 3	5 hours 40 mins	40 mins
Key Stage 4	5 hours 40 mins	40 mins
Key Stage 5	5 hours 40 mins*	40 mins

* Non-contact time (9.00am – 3.30pm) being included as supervised independent study.

The rationale for the school day is to enable resources and staff to be utilised across all key stages and so take full advantage of the all-through nature of the school.

The predominant model is that lessons will be based on a one hour session. In Key Stages 1 and 2 morning lessons will be 1 hour and in Key Stages 3-5 all lessons will be one hour. Reception will follow timings given in the Curriculum Plan.

The variation on the model in Reception and Key Stages 1 and 2 will help stagger lunch break and cater more effectively for age appropriate learning strategies.

Teaching sessions in the morning are to be synchronised across Key Stages 1-5.

This will facilitate, among other things, the use of specialist teachers in Key Stage 2 and Primary teachers in Key Stage 3. The synchronisation will also enable lessons to be covered with less disruption in the case of teacher absence.

The day will be organised as follows:

Time	Activity	Compulsory /
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		Optional with reasons
8.00am – 8.30am	Breakfast	Optional - May be useful for working parents but many parents like to have breakfast with their children
8.30am – 3.30pm	Lessons with breaks and lunch as outlined in Curriculum Plan	Compulsory – To ensure complete engagement with learning programme. Years 12 and 13 to stay on site in Virtual Learning Centre
3.30pm – 5.30pm	Additional Programme	Optional for reception and Key Stage 1 – School day may be too long for children Compulsory for Key Stages 2 to 5 – To engage with enrichment activity and develop independent learning skills.

The school buildings will be for the exclusive use of school until 6.00pm each night.

This is with the exception of one evening per week, which will be available for Parent's Evenings etc.

The school buildings will be hired out for community use after 6.00pm. This would be used as a source of income but also fully ties in with our vision of being community focused.

Enrichment Providers will have a reduced rate or be offered hire for free in return for providing Enrichment free. This is a way of providing value for money.

Organisation of Pupils

Pupils will be organised in the following ways.

Grouping	Vertical / Horizontal	Rationale	How this links with and supports the educational vision
Tutor Groups of 26	Horizontal	Size facilitates effective mentoring. Horizontal to enable age specific issues and tasks to be covered more efficiently (e.g. Options, UCAS applications, PHSE topics).	Every pupil will feel a real sense that they are being developed and cared for according to their individual needs.
A house system: Roe Epsilon Alpha Lambda	Vertical	To develop relationships between all ages. To provide effective role models to younger students. To develop a sense of responsibility and leadership in older students. To encourage and facilitate teamwork. To provide a sense of healthy competition for many activities in the school (talent shows, competitions, sports, collecting activities, good deeds etc) Reinforced by house points system and regular house assemblies.	Providing a sense of community in which each individual is valued and has a role to play.
Year Groups	Horizontal	To develop a sense of belonging with	Strong relationships will

		<p>pupils of the same age. As pupils progress through school they will meet issues and challenges already handled by their peers.</p> <p>This allows age-specific issues to be addressed more easily.</p>	<p>be developed between pupils in each year group as they will stay together for the whole time in the school.</p>
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House Names:

- Roe;
- Epsilon;
- Alpha;
- Lambda.

These are taken from Ancient Greek letters and designed to be a constant reminder of the REAL agenda.

D3: Set out a clear strategy for ensuring that the needs of

pupils with differing abilities are met.

The 2011 School Census identified that over 20% of pupils in Barking and Dagenham have Special Educational Needs, which is higher than the national average. The number receiving support through early intervention measures via the Common Assessment Framework is now well over 1,000, having trebled over the last year. In addition Barking and Dagenham has seen a significant increase over the last 12 months in pupils with Speech, Language and Communication Needs (15.6% increase 2010 Vs. 2011). At The London Riverside School we appreciate that every pupil will have their own individual learning needs and many pupils will need additional support or opportunities to ensure they reach their full potential. We believe our decision to base the school on class sizes of 26 will enable Special Educational Needs to be addressed in a meaningful and individually tailored way.

The child may have Special Educational Needs (SEN) where they have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age but they could also be a child who is Gifted and Talented. It is important that these needs are identified as early as possible. Early identification and intervention for young children with special needs often leads to better school adjustment and performance. Our commitment is that:

- Our Access and Inclusion Policy has been written with regard to:
 - Statutory requirements and the Code of Practice Jan 2002;
 - The SEN and Disability Act 2006;
 - The special educational needs code of practice.
- It is written for and adopted by the whole school community: staff, students, parents and governors;
- All students will receive a broad and balanced curriculum, relevant to the needs of the individual;
- Access to the curriculum is facilitated by whatever means necessary to ensure that children can reach their full potential and enhance their self-esteem. This includes physical education and playtime;
- Students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring all contribute to the social and cultural activities of the school;
- Early identification, assessment and intervention of SEN are recognised as key to meeting the needs of individual students;
- The school will work closely with parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum;
- We will meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources and a dedicated LSU;
- We will remove barriers to learning and participation that can hinder or exclude students with SEN;
- We believe that all practitioners are teachers of students with SEN

and differentiate according to the needs of the students in their care;

- We believe in Equal Opportunities and try to meet the physical, emotional and intellectual needs of all our students;
- Students who make slower progress will be given carefully differentiated learning opportunities to help them progress;
- Monitoring the progress of all students is an ongoing process that enables early identification of any students who may require additional or different provision to be made;
- An inclusive environment is created and fostered where all members of the school community respect and care for each other;
- Staff in the school are aware of the importance of identifying and providing for those students who have SEN;
- We ensure that parents/carers are aware of the SEN provision available in the school and that they are encouraged to be actively involved in their child's progress.

Our strategy is based upon identification, assessment, provision, resources, training, evaluation and review. These are detailed below:

Identification

A pupil is identified through liaison with schools, screening tests, parental referral, teacher referral and self-referral. The Local Authority – LBBD, identifies pupils with Statements of Special Educational Needs. This information will be gleaned and acted upon with new Year 7 pupils until steady state is reached.

It will be the responsibility of the Form Tutor to carry out a mentoring session with each of their students on a termly basis. This will last approximately 10 minutes and will take place during morning tutorial on a rotational basis. Support tutors will be attached to each form to allow this to happen. Using assessment data on SIMS performance, progress and challenges across the whole curriculum will be discussed. Individual targets will be agreed and recorded. At this stage any potential barriers to learning will be identified by the tutor and recorded for review by the SENCO. The importance and urgency of this is reflected in the staffing structure with the SENCO in position at start-up.

It will be the responsibility of Faculty Heads to identify gifted and talented pupils in their respected areas of the curriculum. We believe specialist knowledge is essential for this. This will be updated on a yearly basis. Faculties will then be responsible for providing stretch, challenge and motivation for these students. They will report to the Senior Leadership Team the following information:

- Numbers and names of pupils identified;
- Strategies in place to stretch, challenge and motivate;
- Targets and expected progress;
- Review of previous targets and progress.

Baseline assessment and half-termly formative and summative assessment

through the use of SIMS recording, tracking, assessing and reporting systems are used to inform students and parents of individual progress and attainment.

Using the new SEND Framework and the student "Personal File" each pupil is fully known by the Tutor at outset. Records of personal achievement and academic attainment will be regularly maintained and updated in the student profile – Personal File.

The school will pride itself on a State-of-the-art Virtual Learning Centre which encourages Lifelong Learning, Creativity, E-learning and independent study.

The Virtual Learning Environment (VLE) creates a direct home parent link so that parents can at any time access up-to-date knowledge of their son/daughter's progress through current performance data.

Lifelong Learning for learners of every age and stage is accessible through the VLE Learning platform.

Pupils who have been identified as having SEN are placed on the school's Special Educational Needs Register in one of three categories:

- School Action;
- School Action Plus;
- Statements of SEN.

The parents/guardians of pupils placed in the categories School Action and School Action Plus will be notified in writing.

Assessment

Assessment within school comprises:

- Use of the Common Assessment Framework (CAF);
- Individual diagnostic tests;
- Consultation with specialists, where appropriate;
- The setting and monitoring of targets as part of an Individual Education Plan (IEP).

Provision

A range of provision is offered to meet pupils' needs, including:

- School Action:
 - In-class support provided by Learning Support Assistants and the Curriculum Team Leader for Learning Support;
 - Targeted support for literacy and numeracy;
 - Individual support for emotional or behavioural difficulties
 - Use of ICT, special desk etc.
- Individual Education Plans (IEPs);
- School Action Plus:
 - Specialist support from other agencies, as required.
- Use of ICT to support teaching and learning eg:

- Keyboard shortcuts instead of a mouse;
 - Sticky keys;
 - A foot-controlled mouse;
 - A head-controlled mouse or a wireless mouse;
 - Screen filters to cut down glare;
 - Increased font sizes for screen;
 - Font used in printed material should not be smaller than 12 pt (24pt for screen presentations);
 - Clear font type (normally sans serif, such as Arial or Comic Sans);
 - Appropriate contrast between background and text, and/or a talking word processor to read out text.
- We will appoint an Access and Inclusion SENCO to be in place at start-up. They will lead a team of 19 staff (when at full pupil capacity). This includes:
 - Learning support teachers;
 - Teaching Assistants;
 - Learning mentors.
- The SENCO responsibilities are:
 - Overseeing the day-to-day operation of the SEN policy;
 - Co-ordinating provision for children with SEN;
 - Ensuring there is liaison with parents and other professionals in respect of students with SEN;
 - Managing Teaching Assistants, the SEN team of teachers and co-managing the Learning Support Centre with the Enrichment Learning Area;
 - Advising and supporting other practitioners in the school;
 - Contributing to the CPD of the staff;
 - Ensuring that the appropriate learning passports are in place, that relevant background information about students with SEN is collected, recorded and updated;
 - Liaising with external agencies including the LBBB and educational psychology service, EWO, health and Children and Young people's services;
 - Instigate and co-ordinate the formulation of our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved;
 - Multi-agency co-operation in partnership with the LBBB such as the health and social service departments;
 - Work on a regular basis with the following:
 - LBBB Multi-agency teams;
 - Educational Psychologist;
 - Behaviour Support and Development Team;
 - Learning Support and Development Team.
- Parents/guardians are encouraged to:

- Be aware of the school's provision for their child;
- Support their child in meeting targets;
- Inform the school of any relevant home circumstances;
- Attend reviews and parents' meetings.

Resources

Dedicated and pupil specific resources are allocated by the school's delegated budget and specific provision attached to pupils with statements of SEN. Expenditure is reported annually to parents as part of the Governors' Annual Report to Parents.

Training

The Learning Support Department (LSU) will provide regular training and provision for its own staff and external staff and access appropriate training from other sources as required. This will come under the responsibility of the SENCO and will grow as the school grows. It will consist of Teaching Assistants and Learning Assistants and so will rise from 1 in 2013 to 20 in 2019/2020

Evaluation

The Assistant Head Curriculum responsible for Learning Support will report annually to the Governing Body, via the Head teacher, on:

- The analysis of attainment data for pupils on the SEN register;
- Any movement of pupils on the SEN register;
- The achievement of targets on pupils' IEPs.

The Curriculum Team Leader will review the policy annually for SEN and Learning Support, the Special Needs Co-ordinator (SENCO) and the governor designated by the Governing Body to take a special interest in SEN.

D4. Tell us how your definitions and measures of success

will deliver your aspirations for pupil achievement.

Our targets have been set in line with our fully committed goal of being the best school in Barking and Dagenham by 2020.

As outlined previously this is in terms of academic performance and pupil experience.

Academically, 5 key principles are to be applied to ensure this goal is met. These are:

- Regular assessment (formative and summative) of progress in all areas;
- Progress to be compared to expected target levels to provide desired outcome for individual pupils and school;
- Intervention strategies to be applied where needed (individual and group);
- Clear feedback of **all** relevant information to pupils and parents.
- Assessment for learning strategies to be applied throughout.

This will be the direct responsibility of a member of SLT to ensure these strategies are implemented and to monitor their effectiveness in delivering whole school targets.

The overall targets for The London Riverside School, to be reached by the 2nd year of external assessment are:

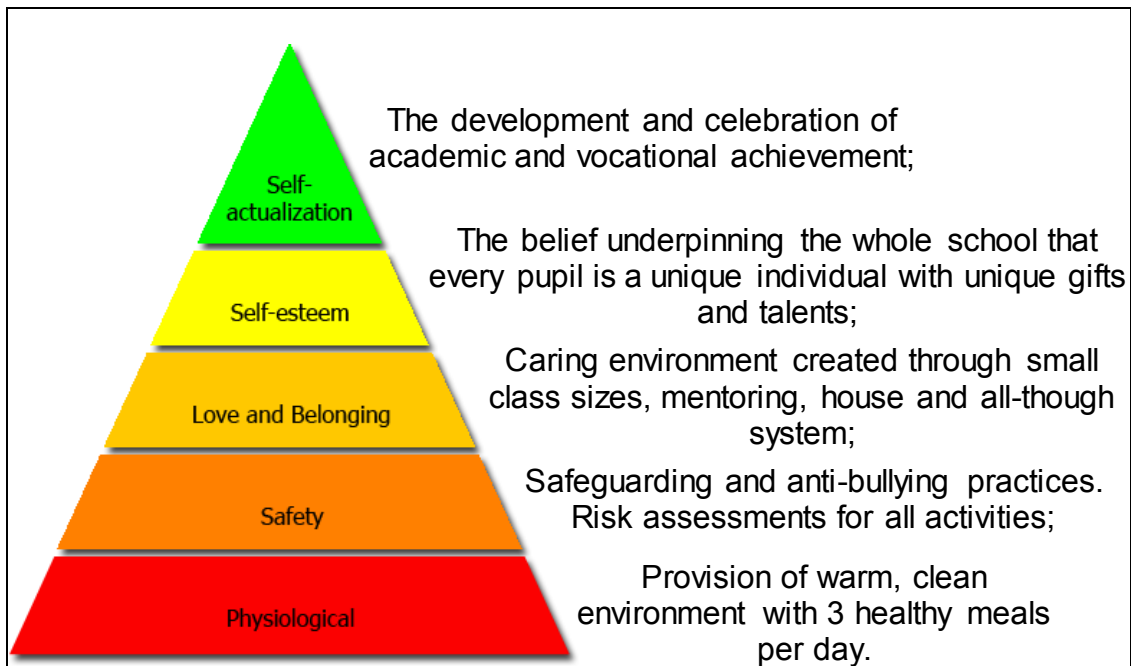
Phase	Target	Date achieved
Primary	95% L 4+ in English and Maths	2021
Secondary	80% 5 A*-C GCSEs (inc. Eng and Maths) 50% A*-C in EBAC Subjects	2020
Post 16	95% AS (or equivalent) A-E 100% A2 (or equivalent) A*-E	2021 (AS) 2020 (A2)
All	100% Pupils gaining formal vocational qualification	2021

Academic success is a priority for the school to achieve our goal of being the best school in Barking and Dagenham. However, we will definitely not judge success on academic performance alone. The moral and spiritual development of each pupil under our care, we believe, not only underpins and facilitates academic achievement but prepares pupils for a fulfilling and productive life where a positive impact on society can be made.

Using the model of Maslow's hierarchy of needs we will ensure that each pupil climbs the ladder by providing the required support at each stage. This is drawn from many, already outlined strategies but is summarised below.

How achieved:

Maslow's
Hierarchy
of Needs



Our performance against these aims will be monitored in 4 ways:

- Collating student, parent and other stakeholder’s opinions using online questionnaires such as “Survey Monkey”;
- Looking at attendance and behaviour figures, and any other relevant data as an indication of general pupil wellbeing;
- Assessing destinations (university / career) of students when they leave;
- Ofsted, borough and other inspection services.

It is fully understood that to reach overarching academic aims and goals targets need to be set on a year-by year basis. These would start to operate during the 2nd year of opening. The ambitious nature of these targets is fully understood but deemed to be totally achievable with the nature of our ethos, curriculum model and pastoral model.

These are outlined on the following pages:

Year:	Reception
Minimum Pupil Targets:	(Baseline Assessment).
Whole School Target:	Completion.
Why appropriate:	To assess future progress.
How going to achieve:	Class teacher to carry out.
How going to measure:	Standard baseline assessment tools.

Year:	Year 1
Minimum Pupil Targets:	Level 1a English and Maths.
Whole School Target:	95% Level 1a English and Maths
Why appropriate:	English and Maths deemed most significant measure at this point.
How going to achieve:	By following outlined curriculum and teaching and learning models with significant Assessment for Learning and motivating and engaging lessons.
How going to measure:	Formative and summative teacher assessment; Self-assessment; Assessment for Learning.

Year:	Year 2
Minimum Pupil Targets:	Level 2b English and Maths.
Whole School Target:	95% Level 2b English and Maths.
Why appropriate:	English and Maths deemed most significant measure at this point.
How going to achieve:	By following outlined curriculum and teaching and learning models with significant Assessment for Learning and motivating and engaging lessons.
How going to measure:	Formative and summative teacher assessment; Self-assessment; Assessment for Learning.

Year:	Year 3
Minimum Pupil Targets:	Level 2a English and Maths.
Whole School Target:	95% Level 2a English and Maths.
Why appropriate:	Reflecting national dip often seen in this year.
How going to achieve:	By following outlined curriculum and teaching and learning models with significant Assessment for Learning and motivating and engaging lessons.
How going to measure:	As Years 1 and 2 but also formal tests for end of key stage.

Year:	Year 4
Minimum Pupil Targets:	Level 3b English and Maths
Whole School Target:	95% Level 3b English and Maths
Why appropriate:	Continuing focus on high performance in English and Maths underpinning rest of curriculum.
How going to achieve:	Again following curriculum and teaching and learning models; Significant Assessment for Learning and use of specialist teachers (English, Maths and Science).
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning.

Year:	Year 5
Minimum Pupil Targets:	Level 3a English and Maths
Whole School Target:	95% Level 3a English and Maths
Why appropriate:	Continuing focus on high performance in English and Maths underpinning rest of curriculum.
How going to achieve:	Again following curriculum and teaching and learning models; Significant Assessment for Learning and use of specialist teachers (English, Maths and Science).
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning.

Year:	Year 6
Minimum Pupil Targets:	Level 4b English, Maths and Science
Whole School Target:	95% Level 4b English Maths and Science
Why appropriate:	Would establish school as top performing in borough in line with target.
How going to achieve:	Again following curriculum and teaching and learning models; Significant Assessment for Learning and use of specialist teachers (English, Maths and Science).
How going to measure:	As years 4 and 5 with addition of external exams for end of key stage.

Year:	Year 7
Minimum Pupil Targets:	Level 4a English, Maths, Science, Humanities and Modern Foreign Language.
Whole School Target:	80% Level 4a English and Maths, Science, Humanities and Modern Foreign Language.
Why appropriate:	In line with target of 2 levels of progression in Key Stage 3. Introduction of EBAC subjects in preparation for GCSE.
How going to achieve:	As outlined for Primary Phase but not expecting dips due to transition
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning.

Year:	Year 8
Minimum Pupil Targets:	Level 5b English, Maths, Science, Humanities and Modern Foreign Language.
Whole School Target:	80% Level 5b English, Maths, Science, Humanities and Modern Foreign Language.
Why appropriate:	In line with target of 2 levels of progression in Key Stage 3. Introduction of EBAC subjects in preparation for GCSE.
How going to achieve:	As outlined for Primary Phase but not expecting dips due to transition
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning.

Year:	Year 9
Minimum Pupil Targets:	Level 6c English, Maths, Science, Humanities and Modern Foreign Language.
Whole School Target:	80% Level 6c English, Maths, Science, Humanities and Modern Foreign Language.
Why appropriate:	In line with target of 2 levels of progression in Key Stage 3. Introduction of EBAC subjects in preparation for GCSE.
How going to achieve:	Setting to be used from Year 9 onwards and standard teaching and learning, Assessment for Learning and engaging lessons.
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning.

Year:	Year 10
Minimum Pupil Targets:	Five A*-C GCSE including English and Maths. A*-C EBAC
Whole School Target:	70% Five A*-C GCSEs (including English and Maths) 40% A*-C EBAC
Why appropriate:	Would establish school as top performing in borough. EBAC subjects would provide solid academic basis upon which to make Post-16 choices.
How going to achieve:	All previously mentioned strategies in place plus significant intervention for under achievement due to life impact of results. Use of appropriate BTEC options.
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning; Mock exams; External exams.

Year:	Year 11
Minimum Pupil Targets:	Eight A*-C GCSE Five A*-C GCSE including English and Maths A*-C EBAC
Whole School Target:	80% 5 A*-C GCSEs (Including English and Maths) 50% A*-C EBAC
Why appropriate:	Would establish school as top performing in borough. EBAC subjects would provide solid academic basis upon which to make Post-16 choices.
How going to achieve:	All previously mentioned strategies in place plus significant intervention for under achievement due to life impact of results. Use of appropriate BTEC options.
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning; Mock exams; External exams.

Year:	Year 12
Minimum Pupil Targets:	Four AS (or equivalent) A-E
Whole School Target:	95% AS (or equivalent) A-E
Why appropriate:	To provide best possible results to enable access to top universities.
How going to achieve:	All previous strategies plus outstanding specialist teachers and lessons with focus on independent learning.
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning; Mock exams; External exams.

Year:	Year 13
Minimum Pupil Targets:	Three A2 A*-E (or equivalent)
Whole School Target:	100% A2 (or equivalent) A-E
Why appropriate:	To provide best possible results to enable access to top universities.
How going to achieve:	All previous strategies plus outstanding specialist teachers and lessons with focus on independent learning.
How going to measure:	Formative and summative teacher assessment; Self assessment; Peer assessment; Assessment for Learning; Mock exams; External exams.

It is important to note that the targets mentioned are benchmark figures to enable the school to reach its aspirations and aims. On an individual basis progress and value-added performance will also be considered for all pupils. These will be assessed as follows:

Key Stage	Expected progress
1	3 sub levels from Baseline Assessment
2	5 sub levels from Key Stage 1
3	2 Levels from Key Stage 2
4	In line with Fischer Family Trust 'D' band progression
5	In line with ALPS expected grades

Performance against expected progression will be monitored on SIMS. As

assessment data is recorded a 'traffic light' system informs of current progress as below. This will be used during mentoring, Parent's Evenings etc.

Surname Forename	Gender	Ethnicity	Gifted/Talented	EAL	Biology GCSE Target Grade Year 11 Summer Term	Biology Interim Assesm't Year 11 Autumn Term	Bio GCSE grade/prog Year 10 Autumn Term
AH	M	Other Pakistani		Y	A*	=	A
AH	F	White - British			A*	=	A*
AR	M	Indian		N	A	=	A
AS	F	Bangladeshi		Y	A*	*	A*
AK	M	Sri Lankan Tamil		Y	A*	=	A
AF	M	Other Pakistani	Y	Y	A*	=	A*
CR	M	Indian		Y	A*	=	B
CH	F	Indian	Y	Y	A	=	B
CA	F	White - British			A	=	B
GC	F	Black Caribbean			A*	*	A*
HL	M	White - British			A	=	A*
IT	M	Bangladeshi	Y	Y	A*	=	B
MM	M	Indian	Y	Y	A*	=	B
ML	F	White - British			A	=	D
MW	M	Black - Nigerian	Y		A*	=	A*
NR	M	Indian		Y	A*	=	A
PA	F	Indian		Y	A*	=	A*
PJ	M	Indian		Y	A	=	B
PT	M	Turkish/Turkish Cypriot		Y	A*	=	A
OT	F	Sri Lankan Tamil		Y	A*	=	A
RA	M	Bangladeshi		Y	A*	=	A
SH	F	Indian		Y	A	=	B
SJ	M	Other mixed background	Y		A*	=	A
SN	F	White - British			A	=	B
SA	M	Sri Lankan Tamil	Y	Y	A*	=	A
SR	M	Any other ethnic group			A	*	C
SAB	F	Other Asian		Y	A*	=	B
VN	M	Sri Lankan Tamil		Y	B	=	A
WW	M	Other Pakistani		Y	A*	=	B
WM	M	Black Caribbean			A	=	A
ZT	M	Other Pakistani		Y	A*	=	A*

Assessment, Recording and Reporting.

The recording and reporting of performance

Assessment	Recording	Reporting
Teacher (summative and formative) AfL, Self and peer assessment. End of Key Stage formal testing. Mock exams. External exams. Vocational assessment (Enrichment). Tutor mentoring – targets and review	All assessments data, targets and reviews on SIMS. Pupil progress cards for each subject.* Wall Charts. VIVO points (online rewards package). All data accessible through Virtual Learning Environment (VLE).**	Termly summative report sent home. Whole school performance review day. Whole-school Achievement assemblies. VLE (Fronter) attainment chart accessible to parents Praise letters home.

* This will be a personal record card that each pupil has for each subject. It will be in the form of a chart on which they record their latest performance assessment of any kind. It builds over time into a graph clearly showing progress as improving, levelling off or falling.

** It is proposed that there will be a direct link, either through manual input or electronic, between SIMS and the Virtual Learning Environment (Fronter). In this way parents and pupils can log on at any time to look at performance data. This will be password protected.

This will be effectively a "continuous report" and very powerful to communicate up to date information. Action by parents and pupils can therefore be initiated much sooner. Waiting for a Parents' Evening or even a termly report often produces a delay and means valuable time is missed.

Roles and responsibilities for assessment, recording and reporting are outlined below.

Assessment	Responsible for completion and recording	Responsible for reporting
Self	Pupil / Class teacher	Pupil / Class teacher
Peer	Pupil / Class teacher	Pupil / Class teacher
AfL	Class teacher	Class teacher
Summative	Class teacher	Class teacher
Mock exams	Department	SLT member*
External	Department	SLT member*

A Deputy Head will hold responsibility for all assessment, recording and reporting in the school. They will have an overview of the whole system. This

will not be an administrative task but a positive and dynamic tool to raise achievement.

When results from external exams are available RAISE online will be used as a key indicator as to our performance and will inform future strategy.

All the targets and strategies above are suitable to measure the delivery of the London Riverside School's educational vision of real aspiration, as they require academic excellence through high expectation and high standards.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Our admissions policy will be in line with our stated description as:
“A fully inclusive community school run with Christian ethos and values”.

To this end:

- The London Riverside School is non selective;
- The London Riverside School will adopt the new DFE School Admissions Code, School Admissions Appeals Code and admissions law as it applies to maintained schools;
- The school will work in partnership with the London Borough of Barking and Dagenham regarding admissions and will be part of the borough admissions procedure. This has been discussed with the LA;
- The selection process will be fair and transparent.

If oversubscribed

The London Riverside School Admissions Policy will be fair and transparent if the school is oversubscribed. Places will be allocated according to criteria in the following order:

1. Looked after children;
2. Children with SEN;
3. Other siblings currently at the school;
4. Distance (walking on pavement) from school as measured from the centre of the main gate of the school to the centre of the front door of the applicants dwelling;
5. Children of parents currently attending Bethel London’s Riverside Church.

16-19 Phase Admissions

4-16 admissions policy applies.

In addition the following criteria will be used:

- 5 A*- C GCSE Grades including English and Mathematics;
- Entry requirement for specific courses will need to be met. In most cases these will be at least a GCSE grade “B” in the relevant subject(s). Some subject areas may additionally specify specific grades in related subjects e.g. English for History, Mathematics for Physics.

The following breakdown of admissions is envisioned:

- 90% from The London Riverside School;
- 10% from other schools.

The London Riverside School Admission policy will be published on the school website / Bethel Church website / the VLE / the School Prospectus / annual reports / and on view in reception.

D6. Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Attendance

Rationale:

- Attendance is good when pupils feel cared for, motivated, valued and encouraged;
- Good attendance is vital for good academic performance.

How we will ensure very good attendance.

The overarching and most effective strategy for ensuring excellent attendance is by creating a motivational, caring, positive and encouraging environment within in the school.

This will be achieved by:

- Engaging and relevant lessons;
- Creating opportunities to celebrate achievement on every level;
- Pastoral care enhanced by smaller class sizes;
- Motivational enrichment programme;
- Mentoring on an individual basis.

Monitoring

The SIMS system will be used to record and monitor attendance.

Attendance will be monitored on a day to day basis by a member of the administration staff. A text message will be sent to parents/carers of all pupils absent each day requesting confirmation of reasons for absence. Administration staff will monitor overall attendance.

The overall school target will be 95% and pupils falling below this will be noted.

Any individual pupils falling below 90% will trigger action by the Head of Year.

Action will include investigating reasons for poor attendance and compiling strategies for improving it. It will be the Head of Year's decision whether to draw on the services of outside agencies at this point (e.g. Education Welfare Officer).

Attendance will be monitored by SLT and reported to Governors on a termly basis.

Below is our Attendance and Punctuality Policy:

Regular high levels of attendance and punctuality are expected of each pupil. The London Riverside School will have a strong partnership with parents/carers to ensure good attendance and punctuality that promote good levels of progress and achievement.

Registration procedures

Pupils are registered at the start of every lesson using the SIMS system. The

official morning registration is taken during the Registration period before the beginning of Period 1. The official afternoon registration is taken during the Registration period before the beginning of Period 5.

Unauthorised absences include:

- Any absence that cannot be justified;
- Absence from school without prior notice;
- Missing lessons, having registered;
- Family holiday where approval from the Principal has not been granted.

Authorised absences include:

- Illness or other unavoidable cause;
- Emergency medical or dental treatment;
- Transport failure where travel to the school is not within walking distance;
- Work placement, training placement or college placement;
- Participation in a school-approved performance or sporting activity;
- Education off-site approved by the school;
- Exclusion;
- Study leave at the discretion of the Headteacher;
- With the school's approval, death of a close family member;
- With the school's approval, a college or job interview.

Partnership between School and Parents/carers

The school will promote clear communications and strong partnerships with parents/carers:

- Establish clear links between the home and the school;
- Make clear to parents what they should do when their child is absent from school and encourage same day action by parents to contact the school;
- Intervene quickly where a pattern of lateness or non-attendance is emerging;
- Hold and maintain accurate and up to date information
- Establish with parents whether absences are authorised by the school or remain unauthorised;
- Ensure that phone calls are made on the same day by school staff to parents/carers when absences are unexplained or without prior notice.

Intervention and Support for good attendance and punctuality

Where a pupil builds up a pattern of absence that is unauthorised and without a note from the parent/carer, the school will work closely with parents/carers, mentors, teachers and external agencies to establish regular attendance. The Vice Principal in discussion with the parent/carer, student, teacher and mentor will agree an appropriate course of action to take. In extreme cases the LA Education Welfare Officer will be involved in order to support the parents/carers and pupils. The EWO may take legal action where this is appropriate.

Persistent absence

Where there are medical reasons for a pupil failing to attend school for a long

period of time (over 14 days) medical evidence stating that a pupil is unfit to attend school must be supplied to the school to enable support from the school and the LA to be sought.

Truancy and/or lateness

Pupils who miss lessons with no written parental consent or teacher authorisation are truanting. They will be required to make up the time and work that they have missed in their own time.

Governors

Governors have a responsibility to oversee the school policy relating to attendance and recommend changes, and to receive regular up-dates on pupil attendance. The Principal will report annually on the effectiveness of the Policy. Governors will report to parents/carers on both attendance and punctuality as part of their annual report.

Data Gathering

SIMS will be used to determine:

- Individual attendance records per day;
- Individual attendance records per week;
- Individual attendance records per term;
- Individual attendance records per year;
- Year Group attendance records per day;
- Year Group attendance records per week;
- Year Group attendance records per term;
- Year Group attendance records per year;
- Patterns of absence or lateness;
- Differences relating to gender, time of day etc.

Behaviour

Rationale:

- Our rewards and discipline policy will be applied within our overarching ethos of Christian values.

5 Key principles will inform our discipline and rewards system.

Key Principle	Rationale	How it will be implemented
1. Strong positive relationships will be established between staff and pupils	Where pupils are immersed in a supportive and genuinely caring atmosphere their behaviour is influenced	<ul style="list-style-type: none"> • Modelled by SLT; • Skills encouraged through INSET; • Developed during Enrichment and meal times (pupils eat with tutor at various times); • Reinforced during mentoring sessions.
2. The celebration of good behaviour/achievement will always out-weigh the imposition of discipline.	To maintain a positive, encouraging ethos. To show that good behaviour really pays off.	<ul style="list-style-type: none"> • Wall charts; • Regular achievement assemblies with 'significant' rewards; • Regular letters home; • Use of VIVO online rewards system; • Best work displays in each classroom; • Celebration of good work/behaviour by class teacher; • Presentation evenings.

Key Principle	Rationale	How it will be
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		implemented
3. A non-negotiable set of good values will be firmly established by Senior Leadership and modelled by all staff and prefects.	The consistent message of values such as caring for others and respect being implemented by all staff provides a powerful example.	<ul style="list-style-type: none"> • School rules will be clearly displayed in every classroom and school area; • Rules will relate to community values and things that stop good teaching and learning; • SLT will model values; • Implication of sanctions by staff will be monitored by SLT.
4. Lessons will be motivating and engaging	Bad behaviour is far less common if pupils are enjoying lessons and find them relevant.	<ul style="list-style-type: none"> • Good practice will be modelled and encouraged through INSET; • Regular lesson observation; • Performance management targets.
5. There will be a zero – tolerance approach to poor behaviour and firm and consistent sanctions will deal it with.	Pupils respond in a positive way to clear, consistent boundaries that are well communicated to all.	<ul style="list-style-type: none"> • Sanctions will be applied in an impartial and robust manner; • A points system will be applied with documented sanctions for each offence; • Points system will be cumulative within a time frame.

A prefect system will operate for Year 11,12 and 13 students. Prefects will be able to engage with the rewards and sanctions system. They will also be expected to be outstanding role models around the school. This will benefit these students in providing real responsibility and leadership experience and will significantly strengthen their job and university applications.

Good behaviour, effort and achievement.

On a day to day basis the rewards for good behaviour, effort and achievement will be administered through the VIVO online system (<https://www.vivomiles.com/>)

This is a system that awards “VIVO Miles” – similar to air miles that can be cashed in for real rewards (e.g. from the Argos catalogue)

It is easy to use and keeps effective and clear records of both student performance and extent of engagement by staff. Results are displayed in pupil-friendly graphs and a sense of healthy competition is generated. The school can decide reasons for the rewards and tariffs. This has been seen in current operation in a local Secondary School with positive outcomes.

All staff and prefects can award VIVO miles.

Unacceptable behaviour and effort.

Unacceptable behaviour and effort is the responsibility of all staff and it will not be tolerated. The ethos and atmosphere of the school will enforce and support this on every level.

The following categories will be used when dealing with unacceptable behaviour:

- Low level incidents;
- Classroom incidents;
- Curricular issues;
- Pastoral issues.

Low level incidents

Ensuring behaviour is good will be the responsibility of all staff and prefects. Low level issues will be challenged with zero-tolerance and consistency.

These will include issues such as:

- Dropping litter;
- Running in corridors;
- Lack of politeness;
- Mild swearing.

Classroom behaviour.

A 3-strike system will operate in the classroom situation. This will be published in every room and enforced consistently. Where unacceptable behaviour/effort is seen action will be taken in the following order:

1. A reminder of acceptable behaviour will be given;
2. Some action will be taken at the discretion of the class teacher (change seating position, detention etc.);
3. Pupil sent to Time-Out room.

Time Out

The Time Out room will be a designated room where pupils will work in silence. An experienced member of staff will monitor this room. To send a pupil to Time Out a red card will be sent with another pupil to the main office. A member of staff on duty will then collect the student.

Time Out will operate from 2014 when the first Year 7 pupils are admitted.

Being in time out will generate an immediate letter home. Records of Time Out attendance will be closely monitored and further action taken when necessary.

Curricular and Pastoral issues

Additional unacceptable behaviour and effort will be dealt with on 2 levels – Curricular and Pastoral. Curricular issues will be those directly affecting teaching and learning. Pastoral will be character and community issues.

Incidents will be categorised as follows:

Curriculum	Pastoral
Lack of effort in class	Any issue outside the classroom
Not completing independent learning	Assault (against pupil or staff)
Low – level disruption in class	Bullying (including cyber-bullying)
	Theft
	Any incident involving illegal substances
	Incidents involving alcohol or tobacco
	Any incidents of a sexual nature
	Vandalism
	Referrals from faculty areas
	Defiance
	Uniform issues
	Rudeness / strong language
	Abuse (against pupil or staff)
	Time-out referrals
	Mobile phone use

Curriculum sanctions will include the following. These will be recorded and monitored by each department. Referral to the pastoral system will occur when curricular sanctions are exhausted:

- Detention;
- Phone call home;
- Letter home;
- Removal from class;
- Referral to Pastoral system.

The Pastoral System will be points based. Each offence will attract a specific

tariff with clearly defined sanctions for each.

These will be as follows:

Offence	Points Tariff
Rudeness (mild)	5
Rudeness (severe)	10
Assault (against pupil or staff)	30
Bullying (including cyber-bullying)	30
Theft	10
Racist incidents	30
Any incident involving illegal substances	30
Incidents involving alcohol or tobacco	10
Incidents of a sexual nature	30
Vandalism (mild)	10
Vandalism (severe)	20
Incidents involving weapons (on site)	30
Incidents involving weapons (off site)	20
Referrals from faculty areas	5
Defiance	5
Uniform issues	5
Very strong language	5
Abuse (against pupil or staff) (mild)	5
Abuse (against pupil or staff) (severe)	20
Time-out referrals	5
Mobile phone use	5

Points will be cumulative throughout each week with the following sanctions. At the end of each week points totals will be reduced to zero but offences will be taken into consideration for further incidents.

Number of Points	Sanction
5	Parental Letter
10	One day internal exclusion (Time-Out room)
15	Three day internal exclusion (Time-Out room)
20	One day fixed term exclusion (external)
25	Three day fixed term exclusion (external)
30	Five day fixed term exclusion (external)

It must be noted that these are only guidelines for sanctions. No two incidents are exactly the same and will not be treated as such. Heads of Year will have the freedom to make a professional judgement, with clear and transparent justification, on a case by case basis.

This system will be recorded and administered through SIMS.

It will also be the responsibility of the Head of Year to initiate further support

for pupils that may arise from incidents.

Following a five day fixed term exclusion Governors will be involved and ultimately permanent exclusion will be an option. This would be seen as a failure by the school and all measures will be implemented to prevent this.

Bullying

As can be seen bullying in any form will result in a fixed term external exclusion. The strong sanctions reflect how seriously this offence will be viewed as it goes directly against our Christian ethos of respect for all and the intrinsic value of each individual. This will have particular focus with the advent of cyber-bullying.

In addition specific strategies will be in place to reduce bullying incidents. These will include:

- An anonymous system for reporting bullying;
- Anti-bullying messages in PHSE and Citizenship;
- Anti-bullying messages in assemblies;
- A poster campaign around the school;
- An opportunity during tutor-time to mentor and discuss issues;
- Encourage open dialogue between parents, pupils and school.

Below is our Anti-Bullying Policy

To promote quality relationships between individuals and groups, pupils are encouraged to develop mutual respect and responsibility for each other, respecting the unique contribution that every individual can make to the community.

Through the development of a caring and supportive environment underpinned by Christian values, bullying will be actively discouraged.

Aims of the policy:

1. To ensure the consistent application of a clear policy to which staff, pupils and parents are committed;
2. To develop coherent strategies to deal with bullying as and when it arises;
3. To ensure the welfare and well being of all pupils;
4. To establish a caring and supportive environment underpinned by Christian values.

Identification of Bullying:

All school staff should be watchful, observing social relationships between pupils both in the classroom and in all other areas of the school.

All cases of pupils' distress or unexplained periods of absence must be investigated.

Pupils should be encouraged to identify cases of bullying and report them to a member of staff.

Parents should alert the school of their concerns by contacting the Assistant Headteacher or their child's mentor.

Records must be kept up to date to help identify victims, perpetrators and patterns of bullying.

Structure of responsibility:

- Initial responsibility lies with the member of staff who is made aware of an incident;
- All incidents should then be reported, without delay to the Head of Year;
- The Head of Year will report and record all incidents;
- The Head of Year will take the necessary action required to deal with the incident;
- Repeated incidents will be discussed with the Headteacher.

Support/Action

In order to discourage bullying and to support victims, it is essential that swift, firm and standardised action is taken.

First Steps:

- Take the incidents or reports of bullying seriously. Do not dismiss the complaint;
- Assess the situation and take the necessary action required as quickly as possible. Deal with any minor incidents, reporting both the incident and the action that you have taken to the Headteacher;
- More serious incidents must be reported to the Headteacher, in detail, without delay.

Next Steps:

- The Head of Year will disseminate the relevant information about an incident, and the action taken to the relevant members of staff and parents;
- Members of staff may include: the Headteacher, mentors or, on occasions, all staff, if there is a situation where everyone should be vigilant;
- Parents will always be informed of their child's involvement in bullying and their co-operation will be expected;
- Response to bullying will depend on the nature of and frequency of the offence;
- A victim will be supported by their mentor who will endeavour to build up the victim's confidence and self-esteem.

Gang activity

Gang activity is an increasing reality in our borough and cannot be ignored. Gang activity is already active in local schools. This will not be tolerated in The London Riverside School. To counteract this we will draw on the support of The Cruz Project. This is a project of Bethel –London's Riverside Church and has been fully funded by the Home Office for the next 2 years. The Cruz Project aims to:

- Divert current gang members away from the gang culture into positive activities that build community cohesion;
- Mentor individuals that need a positive influence in their lives;
- Educate young people in regards to the dangers of gang culture;
- Link in with the gang member's environment by building relationships with their families, parents, girlfriends and peers;
- Develop the leadership skills of gang leaders in a positive way so they

- become a positive influence on their friends;
- Provide support to gang members who want to exit a gang;
- Help parents who have children in gangs or who are in danger of joining;
- Provide resources to help them have better opportunities in life.

Pupil-Voice

For behaviour, bullying and well-being pupil-voice will be an important tool in establishing the effectiveness of strategies. Feedback from pupils will be gained in the following ways:

- **On-line surveys;**
- **Anonymous questionnaires;**
- **Student panels;**
- **Prefect Committees.**

Strategies will be assessed and modified in the light of all feedback

received.

How these strategies are informed by our educational vision and how are they linked to raising standards and educational outcomes.

All strategies and policies will be subject to regular evaluation. This will initially be on a termly basis. The time between evaluation exercises may increase as the school grows depending on feedback and performance. Data and feedback from all stakeholders (pupils, parents, enrichment providers, Governors etc.) will be used to carry out each evaluation. Such feedback will be asked for through questionnaires.

Strategy	Informed by Educational vision.	Raising standards and educational outcomes.
Wellbeing	As a school run with Christian ethos and values we will value and care for each pupil with a desire to see them achieve their full potential.	We believe that happy and content children learn. Within such an environment talents can be explored and developed and academic abilities maximised.
Attendance	To be more of an influence in pupil's lives we need more of their life. Attendance is therefore a critical factor in changing the aspirations of our pupils	Educational outcomes can only be raised if attendance is good. Not being in school can only have a negative influence on performance.
Behaviour	Christian values and ethos dictate a caring and firm approach to discipline with clear boundaries and sanctions.	Where there is good order in classrooms pupils are encouraged to focus and engage with learning. Clear boundaries give pupils a sense of security.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

We are a church based in the heart of Dagenham and have been working with the community for over 80 years. A significant aspect of our work over this time has been with children and youth. Click www.bethel.org.uk and follow the links for youth and children. We have a track record of successfully bringing together people from all different backgrounds, breaking down community cohesion barriers, making a positive change in people's lives and supporting the needy in our community on a large scale. As a result of our influence, we have seen positive outcomes and change in the lives of children and young people especially those affected by the gang culture. The London Riverside School will build on this foundation by providing a REAL positive educational experience.

In terms of health, education and employment Barking and Dagenham is low down in comparative league tables but high on measures of deprivation. This is evidenced by data that states that 27.3% (2001 National Census) of the population are "economically inactive" and with the borough in the bottom half of LEA performance league tables this is the reality. Based on the Index of Multiple Deprivation 2007 average rank, the borough is ranked 11th highest of all Local Authorities nationally. The borough has 17 wards of which 5 are ranked within the 10% most deprived wards in England and a total of 14 wards are ranked within the 20% most deprived. Something has to change! We believe we can make a REAL difference to these statistics and aim to do so through The London Riverside School.

The academic achievement of our primary and secondary schools is shown visually in the two graphs in Section C. Barking and Dagenham has been making gains in performance when compared to national statistics. The Education Authority, however, is still well down in terms of Key Stage 2, and Key Stage 4 performance:

- Barking and Dagenham is currently 123rd out of 152 Local Authorities for pupils gaining Level 4 in English, Writing, Reading and Mathematics in 2011. Please follow link

<http://www.education.gov.uk/rsgateway/DB/SFR/s001018/index.shtml>

- Barking and Dagenham is currently 90th out of 152 Local Authorities for pupils obtaining 5 A*- C GCSEs including English and Maths in 2011. Please follow link

<http://www.education.gov.uk/rsgateway/DB/SFR/s001034/index.shtml>

The demographics of Barking and Dagenham are changing. The latest census information clearly indicates a rising population (as shown in the table included in section C).

The current population of Barking and Dagenham in 2011 is 177,850. This population level has increased by more than 10,000 since 2001 and is set to reach over 188,000 in 2014 and 207,000 in 2021.

Further analysis of this shows us:

- 10% of the population of Barking and Dagenham are aged under 5 in 2011 and 30% are under 20;
- The relative size of the children and young people age group is now significantly larger than the national equivalent of the 0-19 population;
- The population of 0-19 year olds increased by 6,000 from less than 47,000 in 2001 to 53,000 in 2011;
- The 0 to 4 population rose by almost 6,000 from just over 12,000 in 2001 to the current level of 18,000 (a 50% increase);
- The population aged 0-19 is set to reach over 61,000 by 2021.

The borough, due to people moving into the area and an increased birth rate is seeking more and more primary and secondary places. Over the last three years the borough has had to create almost 8000 new primary places. [REDACTED], [REDACTED] has said, "We are in a most serious position as we have a statutory responsibility to provide a school place for every child. We are lobbying government, expanding schools on existing sites, converting office provision and exploring options such as conversion of retail premises and split shift provision because demand is so great. Application for primary places has risen by 12% in the past year alone, this is not a one-off blip" says [REDACTED], "families are moving out of inner London in large numbers, and that is likely to continue." The Council created 19 new forms of entry to reception class for September 2011, having received 550 more applications this year than previous. Figures for 2012 and 2013 indicate we will need at least another 500 new reception places in the next two years. The increase in demand is continuing at the moment and the Council will have to create additional classes during the course of the year.

On the 18th of October last year the Council held a cabinet meeting and the strategy for ensuring sufficient schools places up until 2017 was discussed. The opening line was "There is a projected continuing growth of demand for school places (Basic Need including SEN places) which is unprecedented in the last forty years. This growth exceeds LBBB school place capacity across all age ranges. Further primary school places are needed this year and every year to 2016/17 and possibly to the end of the decade. From 2012 further secondary school and sixth form places are needed every year to the close of this decade." The report goes on to say "Current strategy is to fulfil the Council's statutory obligation to provide a school place for every child in the Borough by expanding existing school sites: this has a limited life due to sites becoming fully developed. The resources made available are sufficient only to procure temporary buildings in most cases for these sites. It is proposed additionally that (a) alternative sites and premises be reviewed (b) Alternative school providers (e.g. Free Schools) be sought on a case-by-case basis. The

report also confirms the additional number of school places required:

“Projected growth in demand for school places requires:

- At least 23 additional forms of entry at Reception (excluding nursery) over the coming 5 years;
- At least 34 forms from September 2012 at Year 7, over the coming 5 years;
- At least 400 sixth form places, over the coming 5 years where we need to support the increased staying on rate, the Raising of the Participation Age (RPA) as well as overall school population growth”.

The full report is available here: <http://moderngov.barking-dagenham.gov.uk/documents/s37383/School%20Places%20Strategy%20Report.pdf>

A further challenge to the borough’s educational provision is the change in ethnicity:

- The overall white population fell from 85% in 2001 to 69% in 2011;
- Nearly 60% of pupils in local schools are non White British;
- 27% of the 3-5 age group of school pupils are Black African;
- 16% are from an Asian background.

Increasing diversity offers considerable opportunities but the pace of change poses a number of real challenges for the community. An increase in the number of immigrants, especially those from Africa and the Caribbean have increased the demand for a school like ours, which is run with Christian ethos and values. This is because of the importance Afro-Caribbean’s place on the church in the community.

Being an existing organisation has enabled us to consult and meet with many people who will help us ensure our school meets the needs of the community. These have included:

- The Local Authority:
 - Meeting held with [REDACTED]: [REDACTED] on 3rd February 2012. Letter of strong support enclosed (Annex D4 - 1);
 - Councillor Rocky Gill – Cabinet Member for Education. Letter of support enclosed (Annex D4 - 2).
- Our MP:
 - John Cruddas – various informal meetings held and full verbal support given.
- Parents:
 - We have spoken with many parents as detailed in section E1;
 - Our community project also allows us to meet with 1000’s of local residents. This has resulted in much support for the school detailed in section E1. Much of this support is also from parents of children outside of the age group needed for our first two years.

- Young People:

- Our current projects for children and young people allow us to meet and work with over 1000 children and young people each week. They have all been very excited by the prospect of us opening a new school and started to input lots of ideas.
- Other Churches:
 - We have been in contact with other churches as detailed in Section E2.

A Deputy Head will be given community engagement responsibility. It will be their role to ensure that continual feedback is sought from these sectors of the community and that this feedback is reflected in our school's evaluation and improvement systems. This information will be sought in the Spring term through direct meetings and questionnaires. The findings will be on our website in the summer term and incorporated into our school improvement plan during the autumn term.

Our school facilities will be fully utilised outside of school time. We will enable the community to take advantage of our school halls, classrooms, sports facilities and catering. This will benefit many of the community organisations that cannot afford their own premises and it also helps to ensure the school remains financially viable by having an additional income stream. Our sporting facilities will allow more people from the borough gain access to physical activities. This is important when 1 in 8 five year olds are currently obese in the borough compared to 1 in 10 nationally, a quarter of 11 year olds are obese in the borough compared to a less than a fifth nationally and only 6.6% of our adults are physically active.

We have plans to work with other schools in the following ways:

- We will become part of the boroughs Sixth Form Consortium of schools;
- The school will offer Teacher training to partner Primary and Secondary schools;
- The school will share practice and research with all local schools, including the local Special School.

The school will work with other community organisations by:

- Allowing them to use our school facilities outside of school times;
- Linking with Bethel – London's Riverside Church's community projects. They offer over 32 different community projects helping 1000's of local residents. They will offer volunteering opportunities, work experience, creative arts, full use of their youth and children community services, referrals to them from parents who would benefit from their community services, pastoral care and mentoring;
- Our coffee shop will have direct access to the public without them entering the school grounds. The coffee shop will provide a meeting place for professionals during the day, provide a source of healthy lunches to local workers from the large industrial areas, a place for parents to meet and socialise and a source of income for the school;
- The opening of the Virtual Learning Centre to the public out of school hours until 10PM. The school will use this during the day for lessons

requiring ICT. It will be a place for 6th Formers to study in their free time. The Virtual Learning Centre will be a purpose built State of the Art building that:

- Supports high quality Teaching and Learning through new student driven Applications;
- Supports high quality Teaching and Learning through new technologies;
- Supports high quality Teaching and Learning through E-Learning;
- Supports high quality Teaching and Learning through new student and staff driven Research;
- Supports Curriculum development through new technologies
- Supports Community Learning through new technologies and social engagement.

The recently opened Learning Centre inside Dagenham Library has proved to be very successful. The photographs below were taken on a Saturday and clearly show the demand for a centre like this.



D8: If you are intending to be designated as a school with religious character, show how the needs of all children

(whether of a particular faith or none) are fully provided for within the education plan.

The school will:

- Recognise both the Christian calendar and other Faith events;
- Respect specific dietary needs of other Faith groups;
- Provide a place of quiet reflection for all pupils;
- Respect basic traditions of dress.

The school will be a fully inclusive community school run with Christian ethos and values. It will be built on the common and established principles of respect for all, belief in the intrinsic worth of everyone and freedom of everyone to make their own choices. The school will be open to pupils of all backgrounds, including those of other faiths or no faith.

Running throughout the school, and as a guide to values and decisions, Christian principles will be important and central. The Christian ethos will be reflected in activities such as assemblies and the teaching of Religious Education.

Christianity is reflected in the curriculum by:

- Themed curriculum to represent Christian values, traditions and calendar;
- Tutorial time to relay Christian themes and messages;
- PHSE will be based on Christian principles;
- Through enrichment activities we will develop a Debating Society and Christian Union.

Holiday activities such as conferences, camps, excursions and missions to places such as Watoto (<http://www.watoto.com/>).

How will the school be welcoming to pupils of other faiths and none?

Our description statement is clear regarding pupils of other faiths and none –

“We are a fully-inclusive community school run with Christian ethos and values”.

We will therefore not discriminate in any way as to cultural and faith tradition.

We will, however, go further and make it clear that pupils of other faiths and none are actively welcomed. This will be done in the following ways:

- Active engagement with all other faith groups to encourage positive relationships and on-going discussion. (already initiated through phone calls and letters);
- Clear policies regarding diet, dress and tradition.

For example:

Diet

The school will provide healthy meals for

	all our pupils eg. Fresh fruit and salad will be available every day. The school will make suitable arrangements for children of other faiths regarding their food and diet.
Uniform	The school is committed to providing high standards of uniform, which will be clearly stated in the school brochure. The school recognises that adjustments need to be made in respect of religious or cultural beliefs.
Religious jewellery	Jewellery is not permitted in school unless it forms part of a religious worship community.

- The use of Pupil-Voice to assess and evaluate pupil opinion;
- Monitoring and evaluation of the performance of different faith-tradition pupils.

Section E: Evidence of demand and marketing— part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	78	41		53%	78	34		44%
Year 1					78	41		53%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7					78	50		64%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	78	41		53%	234	125		53%

Section E: Evidence of demand and marketing— part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

We asked parents whether they would choose our new school as their first choice for their child if the school opened. We explained our school to parents as follows:

The REAL vision and ethos of the school was communicated. We explained, "The London Riverside School will be a fully inclusive community school run with Christian ethos and values."

It was emphasised that the school would be open to pupils of all faiths and none. Many parents, in discussion, reacted very favourably to the idea of a Christian ethos in the school. It was clearly pointed out that this embraced time-tested principles such as the fundamental value of each pupil as an individual, respect for each other, the freedom to hold and express beliefs and the right to learn in a safe and encouraging environment.

One clear admissions criteria "Distance from the school" was emphasised. This would be measured as walking distance along the pavement from the door of the family home to the main school gate. We very strongly made clear that adherence to a faith, whether Christian or other, or no faith, will not influence admission in any way. This reflects our very clear vision that we are to be 'all inclusive' and we are a school that will serve the local community.

In discussion, details about the school day, extended opening, pupil relationships, independent learning, real education, aspirational approach and life involvement were outlined.

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
15/11/2002		✓		RM10
31/12/2009		✓		RM10
10/05/2009	✓			RM9
23/10/2008	✓			RM9
15/06/2009	✓			IG11
27/05/2010		✓		RM10
27/06/2009	✓			RM13
09/03/2003		✓		RM10
05/03/2009	✓			RM8
22/12/2008	✓			RM10
15/12/2002		✓		RM10
13/10/2002		✓		RM10
29/06/2009	✓			RM9
11/04/2003		✓		IG11
04/05/2007			✓	IG11
17/01/2005			✓	RM10
20/04/2007			✓	RM10
13/02/2002			✓	RM12
18/04/2006			✓	IG11
10/11/2007			✓	RM9
23/02/2005			✓	RM10
23/05/2004			✓	RM8
10/10/2002		✓		RM9
17/09/2001			✓	RM9
08/11/2002		✓		RM9
25/12/2009		✓		RM9
11/01/2010		✓		RM8
07/04/2003		✓		RM10
29/06/2002			✓	RM10
05/02/2009	✓			RM10
22/08/2009	✓			RM8
16/12/2009		✓		IG11
26/12/2008	✓			RM13
25/06/2002			✓	RM10
08/12/2008	✓			RM10
05/01/2009	✓			RM10
21/02/2009	✓			RM9
07/10/2008	✓			RM9
02/10/2007			✓	IG11
12/06/2009	✓			IG11
11/08/2002			✓	RM10

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
04/08/2003		✓		RM10
04/12/2003			✓	RM9
27/05/2003		✓		RM9
15/10/2002		✓		RM10
12/01/2008			✓	RM9
27/05/2010		✓		RM10
11/11/2009		✓		IG11
14/07/2002			✓	IG11
06/10/2002		✓		RM10
15/07/2007			✓	RM10
15/06/2009	✓			IG11
24/11/2002		✓		RM10
05/06/2003		✓		RM9
12/08/2005			✓	RM10
17/11/2002		✓		RM8
22/04/2004			✓	RM10
04/10/2009		✓		RM9
03/05/2004			✓	RM9
14/04/2010		✓		RM9
10/01/2010		✓		RM10
28/07/2003		✓		RM9
29/11/2002		✓		RM9
20/02/2009	✓			RM9
28/05/2003		✓		RM8
16/06/2003		✓		RM9
05/02/2002			✓	RM9
27/12/2010			✓	IG11
07/01/2010		✓		RM15
10/03/2011			✓	RM15
19/01/2002			✓	RM9
05/07/2009	✓			RM9
17/01/2011			✓	RM9
18/09/2002		✓		RM9
14/02/2009	✓			RM9
04/01/2003		✓		RM10
03/07/2010		✓		RM12
03/01/2003		✓		RM9
30/12/2002		✓		RM8
06/01/2003		✓		RM10
07/04/2010		✓		RM9
08/08/2010		✓		RM10

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
23/11/2002		✓		RM10
24/09/2009		✓		RM7
19/07/2010		✓		RM8
26/10/2001			✓	RM9
15/05/2002			✓	RM10
06/06/2002			✓	RM8
15/04/2003		✓		RM9
31/12/2003			✓	RM10
09/12/2004			✓	RM10
21/02/2002			✓	RM10
05/12/2001			✓	RM10
29/02/2008			✓	RM16
20/10/2010			✓	RM16
09/03/2011			✓	RM9
29/10/2002		✓		RM9
07/04/2010		✓		RM9
11/08/2003		✓		RM10
27/07/2005			✓	RM10
22/03/2009	✓			RM10
09/06/2010		✓		RM10
06/08/2011			✓	RM10
25/08/2003		✓		RM9
04/10/2010			✓	RM9
27/04/2001			✓	RM10
29/12/2002		✓		RM10
20/12/2009		✓		IG11
01/09/2001			✓	RM9
01/09/2009	✓			RM8
21/04/2002			✓	RM9
23/08/2002			✓	RM9
10/10/2001			✓	IG7
12/02/2003		✓		E6
28/07/2008			✓	RM10
28/05/2009	✓			RM10
16/11/2001			✓	RM9
28/05/2009	✓			RM10
19/09/2008	✓			RM10
03/09/2010			✓	RM10
02/04/2009	✓			RM10
08/09/2009	✓			RM10
09/01/2009	✓			RM10

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
31/12/2010			✓	RM10
15/10/2009		✓		RM10
22/01/2009	✓			RM10
05/02/2008			✓	RM9
22/12/2008	✓			RM10
27/05/2010		✓		RM10
22/04/2004			✓	RM10
22/08/2009	✓			IG11
21/09/2002		✓		RM9
03/12/2002		✓		RM10
29/10/2002		✓		RM9
16/06/2008			✓	RM10
18/06/2005			✓	RM9
24/01/2008			✓	RM9
13/06/2003		✓		RM13
31/05/2002			✓	RM9
08/06/2001			✓	RM13
09/08/2002			✓	RM9
24/12/2002		✓		RM10
12/03/2010		✓		PRM10
03/03/2010		✓		RM10
21/11/2010			✓	RM10
20/08/2010		✓		RM9
29/05/2010		✓		RM10
08/04/2004			✓	RM9
13/04/2005			✓	RM9
17/08/2008			✓	RM10
23/07/2000			✓	RM9
21/04/2002			✓	RM10
13/04/2003		✓		RM9
12/01/2003		✓		RM9
26/12/2008	✓			RM9
15/02/2002			✓	RM9
08/11/2002		✓		RM9
26/04/2003		✓		RM10
29/04/2003		✓		RM10
26/02/2002			✓	RM10
14/09/2009	✓			RM10
25/07/2003		✓		RM10
01/01/2001			✓	RM10
29/05/2002			✓	RM10

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
07/02/2005			✓	RM10
29/02/2008			✓	RM10
20/10/2010			✓	RM10
30/10/2009		✓		RM10
18/02/2008			✓	RM10
08/08/2004			✓	RM10
05/01/2007			✓	RM10
26/11/2009		✓		RM10
23/06/2008			✓	RM10
26/03/2006			✓	RM10
25/05/2008			✓	RM9
14/04/2010		✓		RM9
14/04/2010		✓		RM9
15/06/2009	✓			IG11
11/05/2006			✓	IG11
19/07/2009	✓			RM9
05/06/2002			✓	RM8
27/08/2005			✓	RM8
02/10/2003			✓	RM8
13/07/2003		✓		IG2
13/01/2002			✓	RM10
10/03/2002			✓	RM13
14/09/2003		✓		RM13
20/03/2001			✓	RM10
24/02/2001			✓	RM10
06/03/2002			✓	RM6
05/07/2009	✓			RM9
06/04/2002			✓	RM9
15/05/2002			✓	RM10
26/02/2003		✓		RM10
15/02/2002			✓	RM8
12/01/2008			✓	RM10
01/09/2001			✓	RM9
22/10/2004			✓	RM9
03/01/2003		✓		RM9
21/12/2000			✓	RM9
02/03/2009	✓			RM8
21/09/2001			✓	RM8
13/07/2004			✓	RM8
02/05/2005			✓	RM9
01/06/2008			✓	RM9

Date of Birth	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Postcode
14/06/2008			✓	RM9
25/05/2009	✓			RM10
20/1/2005			✓	RM10
20/11/2001			✓	RM10
18/11/2004			✓	RM10
04/08/2003		✓		RM10
20/03/2001			✓	RM10
03/02/2001			✓	RM9
08/01/2002			✓	RM8
22/06/2002			✓	RM9
03/12/2008	✓			RM9
01/06/2004			✓	IG11
22/04/2006			✓	IG11
05/09/2007			✓	IG11
12/05/2008			✓	RM8
27/05/2005			✓	RM8
13/03/2009	✓			RM8
18/02/2008			✓	RM10
30/01/2009	✓			RM10
12/04/2007			✓	RM10
21/04/2010		✓		RM10
30/10/2003			✓	RM10
16/07/2008			✓	RM10
19/03/2006			✓	RM8
13/02/2008			✓	RM8
06/04/2008			✓	RM9
08/11/2008	✓			RM10
14/01/2003		✓		RM8
15/11/2002		✓		RM8
10/02/2002			✓	RM10
04/10/2002		✓		RM10
04/08/2008			✓	RM10
17/10/2006			✓	RM10
25/09/2009		✓		RM10
30/10/2009		✓		RM10
20/12/2009		✓		IG11
27/09/2010			✓	RM9
30/01/2010		✓		RM9

In summary:

	Joining school in 2013/2014	Joining school in 2014/2015	Support received but child's age outside of first two years admissions	Total
TOTAL	41	84	118	243

We engaged directly with the community in many ways. We:

1. Completed direct discussion/questioning on Dagenham Heathway (Main Shopping area) using the sample survey document below. This allowed us to reach a variety of people from all different backgrounds. In surveying and questioning, no criteria for inclusion were applied. Therefore we believe a full and representative section of the community has been actively engaged.
2. Direct discussion/ questioning of parents in Tenacious Kidz (children's after school club) using the sample survey document below.
3. Information flyers being given out directly to Year 4 and 5 pupils in local schools (sample flyer below).
4. Webpage information (accessed via Church website). [REDACTED]
5. Full page and ¼ page adverts in local paper (Barking and Dagenham Post).
6. Leafleting of 8000 homes in local area.
7. Direct discussion with church attendees (650 people).
8. Distribution of leaflets by church attendees (sample flyer below).
9. Distribution via local Café (sample flyer below).
10. Contact and discussions held with other faith groups (please see section E2 for further details).

Below is a map of where the majority of parental support has come from and some of the key places in which we engaged with the community.



Below is a sample of the survey document we used in points 1 and 2

above.

SCHOOL SUPPORT SURVEY

THE LONDON RIVERSIDE SCHOOL

*We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school. **The London Riverside School will be a fully inclusive community school run with Christian ethos and values. It will be aspirational, believing in the potential of all pupils and aiming to help them reach their full potential through real life engagement.***

Name	Postcode	Child's date of birth	I would select The London Riverside School as first choice for my child(ren) <i>Please sign</i>	OR: I am interested in finding out more information	Email address

Below is the flyer used in points 3, 6, 8 and 9

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base

Making the school attractive to pupils from different backgrounds and abilities.

From its conception the school has branded itself as:

“A fully inclusive community school run with Christian ethos and values”

The very essence of the school is that it is open to all and so must be able to attract and motivate pupils of all abilities, interests and backgrounds. It must do this, however, while still setting a rigorous standard for academic achievement. We believe this will be achieved in the following ways:

- **The development of relationships that will allow each student to flourish as an individual.**

The Christian ethos is one in which every child does matter and will be treated as a valued person. Relationships will be formed with tolerance, patience and care. These relationships will seek to bring out the best in each pupil so they have the best chance to achieve their highest potential. Having more of each pupil’s time, each day, is an essential part of this. With the school timings being set up, as they are, this will be achieved. The all-through element of the school enhances and strengthens this;

- **The Enrichment Activities will cater for individual talents.**

Most pupils flourish when they find an area in which they can succeed. The Enrichment Programme will not only seek and discover areas of giftedness but is also highly adaptable, being changed on a termly basis and drawing on expertise in the community. This means that any emerging individual talents can be catered for. We believe this would be highly attractive to pupils who may not excel academically;

- **Smaller class sizes.**

Class sizes of 26 can only benefit all students. This enables weaker students to get more one-to-one attention from the class teacher and teaching assistants. It also enables better differentiation for both ends of the ability scale;

- **A focus on the English Baccalaureate subjects will appeal to higher achieving students.**

More able students will have a challenge to rise to. With a non-compromising approach to academic excellence, higher achieving students will be stretched and motivated;

- **Providing extended opening will appeal to working parents and provide a safe, organised environment, which pupils may be lacking.**

Through the work of our current after-school club (Tenacious Kidzcare)we are very aware of the pressures that working families are under. Further details of Tenacious Kidzcare can be found at:

([REDACTED])

We are also aware through our youth work of the living conditions of many of our children in the area. In 2005/6 Barking and Dagenham received the highest reported domestic crime incidents per 1000 population than any other London Borough (<http://www.met.police.uk/crimefigures/index.php>). In the year up to December 2011 there were 1674 such incidents reported.

The result of this is that working at home can be a real challenge and for some students school is a place of safety and security. We are providing extended opening to help cater for such students and a quiet, organised environment in which to do homework (independent study).

Using the school resources for the community.

We are describing ourselves as a community school and as such are making a commitment to the community around us. This commitment will be with a view of improving resources, cohesion and opportunities in the community.

This will be implemented in the following ways:

- **A quality Coffee shop/Cafeteria will be incorporated in the school buildings. This will be open for use by the school and also for the community during the day. There will need to be an access point made for the community to ensure they do not enter the school grounds when using the coffee shop. Strong measures will need to be implemented to ensure the security of the school is not compromised. This would be building upon “The Coffee House” that currently operates in the church on Sunday evenings. Paid personnel and volunteers may staff the coffee shop. This would be seen as a community project of the church;**

Coffee Shop facilities are limited in Dagenham. This will be a high quality facility for which we believe there is demand in the community. We would offer a place to meet and socialise, a place to hold informal meetings and a place to buy a healthy lunch to eat in or to take away.

The only local places that currently offer this service serve “fast food”. It would be run on a commercial basis and would be a source of income for the school. This would also be an outlet for work experience, pupil enterprise and workplace learning opportunities.

- **The inclusion of a ‘Virtual Learning Centre’ open to the public during extended hours. This has been seen to work in the recently opened Dagenham Library;**
<http://www.lbbd.gov.uk/LeisureArtsAndLibraries/Libraries/Pages/DagenhamLibrary.aspx>

It is envisioned that this would be managed by a Librarian and drinks and light snacks would be available to be purchased in the Coffee Shop / Cafeteria.

- **The use of expertise in the community to run Enrichment Activities;**

A rigorous selection process will be used to bring in competent and relevant experts and instructors currently operating in the community. These will complement activities run by the school. These will be in the areas below.

Activity	Provider
English Booster	Teachers / TAs
Mathematics Booster	Teachers / TAs
Instrumental Music Tuition	Church / Community
Fitness	Community
Dance	Church / Community / Pupils
Arts	Church / Community / Pupils
Sport	Community
Cooking	Church / Community
Community Languages	Community / Pupils
Bible Studies	Church
Reading / Library	TAs / Community (parents) Pupils
Singing	Church / pupils
ICT	Teachers / Pupils
Drama	Church / Community
Duke of Edinburgh	Community
Pre Driving	Community
First Aid	Community
Mentoring	TAs / Church / Pupils
Paired Reading	Church / Pupils
Leadership Development	Community / Church

A Deputy Head will be responsible for the establishment and coordination of the Enrichment Programme. This will tie in with a Community Engagement role.

- **The hiring out of halls and sports facilities.**

As is common practice in local schools the school hall, sports hall and sports pitches, if appropriate, will be available for hire by community groups outside school times. A competitive rate will be set and this will be under the coordination of a Facilities Manager.

Demand

A discussion with [REDACTED], [REDACTED] took place on 03.02.2012. She confirmed the need for more school places in the area. She has given us her full support (Annex D4 - 1)

Attracting Pupils from other faiths and none.

The distinctive of the school is that it will run with Christian ethos and values. This must be influential in setting the character of the school. The London Riverside School, therefore, will have the characteristics outlined below:

- Respect for the individual – Each individual has the right to form and hold his or her own views and opinions;
- Tolerance – There will be no discrimination on the basis of faith or religious belief;
- Intrinsic value of the individual – Each pupil, no matter what their background of faith has talent and gifting that will be celebrated and enables them to make a positive contribution to the life of the school.

We believe such an approach is attractive to pupils from all faiths and none. In our selection criteria there will be no designation to adherence of any religious belief and distance from the school will be the main determining factor.

This will outwork in the school in the specific areas outlined below:

Needs of pupils of a religious belief and none.	School Policy Statement	Example to illustrate policy
Diet	Required diets will be catered for	Halal meat will be available
Uniform	Uniform will be adjusted for specific pupils in line with standard religious regulations. The school will specify colour of uniform.	Hijabs will be allowed in a specified colour to fit in with school dominant colour.
Religious jewellery	Where these are worn as a matter of choice they will not be allowed.	Sikh Kara (Bangle) allowed.
Religious education	This will cover all	In Year 7 4/6 topics

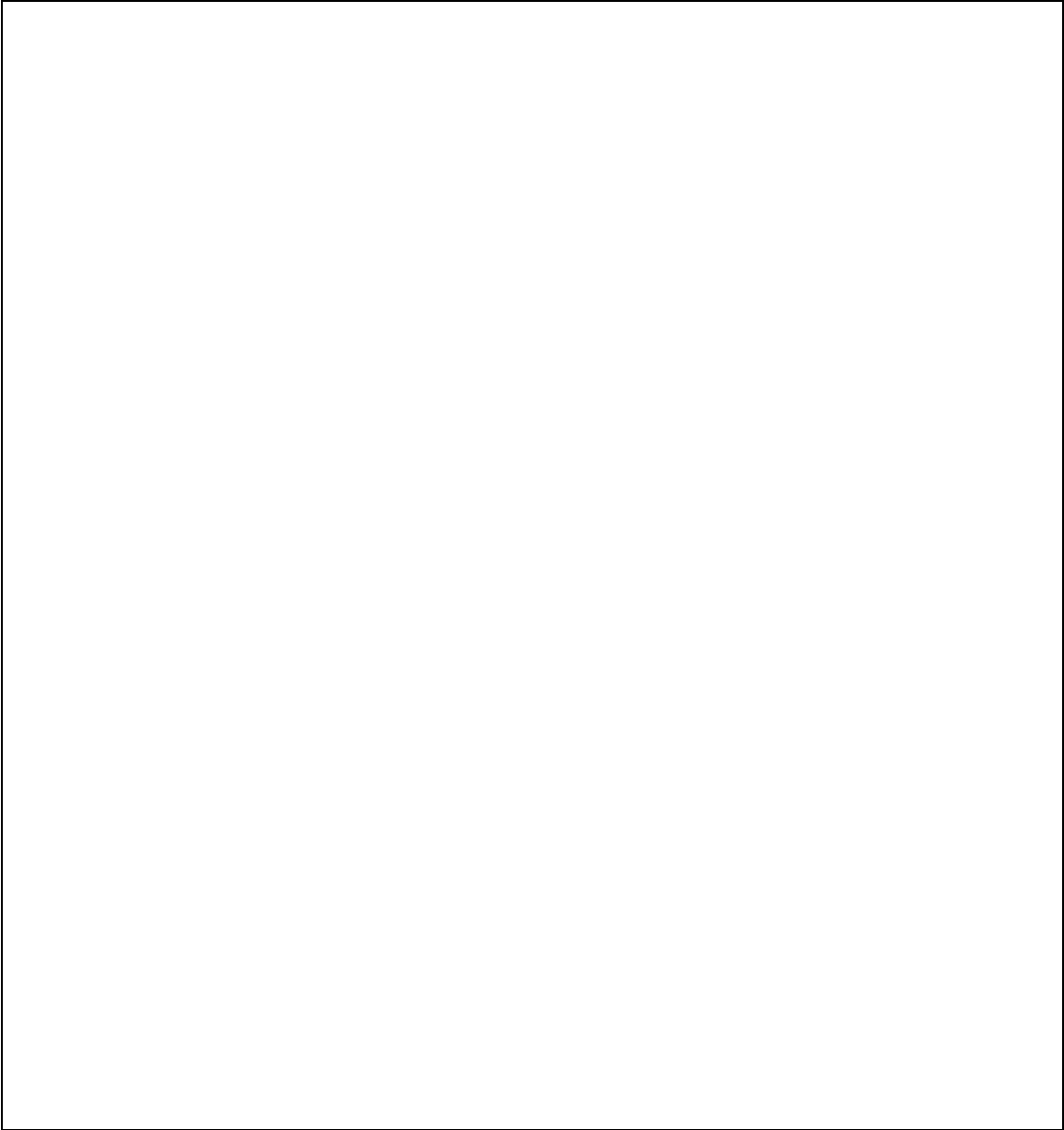
curriculum	world religions but will specialise in the Christian religion.	will be on Christianity and 2/6 topics on other world religions.
Collective worship	Will be broadly Christian in nature.	Will loosely follow Christian calendar.

Active engagement with other faiths in establishing demand.

We have made positive approaches to other faith groups in our community. This has involved contacting them, explaining the school in terms of ethos, admissions and asking for any questions. We have offered to meet with the leaders in person and to speak with their congregations to provide further clarification and answer any questions that they may have. These are outlined below.

Faith Group	Date of Contact	Person Contacted	Details of conversation.
Muslim	20.01.2012	(██████████)	Our free school proposition was discussed. We highlighted our vision and that it would be run with Christian ethos and value. We asked if he had any concerns with our proposition. He confirmed, "As long as we can ensure the education is open to all I am very happy with the school". We left all contact details in case they had any questions in the future.
Jewish	We have attempted to contact the nearest Synagogue, which is in Becontree, several times on the telephone.	We have not been able to make contact.	We have sent details outlining The London Riverside School however we have not received a response.
Sikh	We have attempted to contact the nearest temple, which is the Gurdwara Sikh Temple. This is in Barking.	We have not been able to make contact.	We have sent details outlining The London Riverside School however we have not received a response.

Faith Group	Date of Contact	Person Contacted	Details of conversation.
Hindu	The nearest temple is the Vishwa Hindu Parishad Temple, which is in Ilford. We have made several attempts to contact them by telephone.	We have not been able to make contact.	We have sent details outlining The London Riverside School however we have not received a response.
Other Christian	We met with the leaders and representatives of six other local Christian Churches as part of a breakfast meeting.	<ul style="list-style-type: none"> • [REDACTED]: Harmony Christian Fellowship; • [REDACTED]: St Elizabeth's Church; • [REDACTED]: St George's Church; • [REDACTED]: Power House; • [REDACTED]: St Mark's Church; • [REDACTED]: St Cedd's Church. 	The full vision of our school was explained. Everyone present at the meeting was very excited by the prospect of a school opening in our Borough run with Christian ethos and values. Questions were asked mainly around the ages of pupils that would be accepted and the size of the classes.



Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

The following tables identify the relevant skills and time commitment associated with key people involved in The London Riverside School. For each person the skills are evidenced by a relevant example of their experience or achievements.

Name:	██████████
Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

Name:	██████████
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Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
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Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Time Commitment (Hours per week):	██████████

Name:	██████████
Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

Name:	██████████
--------------	------------

Professional Qualifications:	
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

We will be using the services of [REDACTED], managing partner of Krypton Consulting Ltd [REDACTED]

[REDACTED] has been a [REDACTED]. We have also have support from [REDACTED] who is the [REDACTED]. She will support [REDACTED] in his role and provide the day-to-day financial management for the school's finances. [REDACTED] provides experience from a business angle.

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
--------------	------------

Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

Name:	██████████
Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

The members of the company are:

- [REDACTED] whose full details are in Section F1. [REDACTED];
- [REDACTED] whose full details are in Section F1. [REDACTED];
- [REDACTED]. Full details below

The London Riverside School has used the support of Cocentra / Gleeds ([REDACTED]) to help them develop this application. It is envisaged that if our application is successful we would use their recruitment services to ensure that all necessary expertise is secured to help us manage the opening and operation of our school.

Below are details of other people with relevant areas of expertise identified by The London Riverside School.

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]

Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

Name:	██████████
Professional Qualifications:	██████████
Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

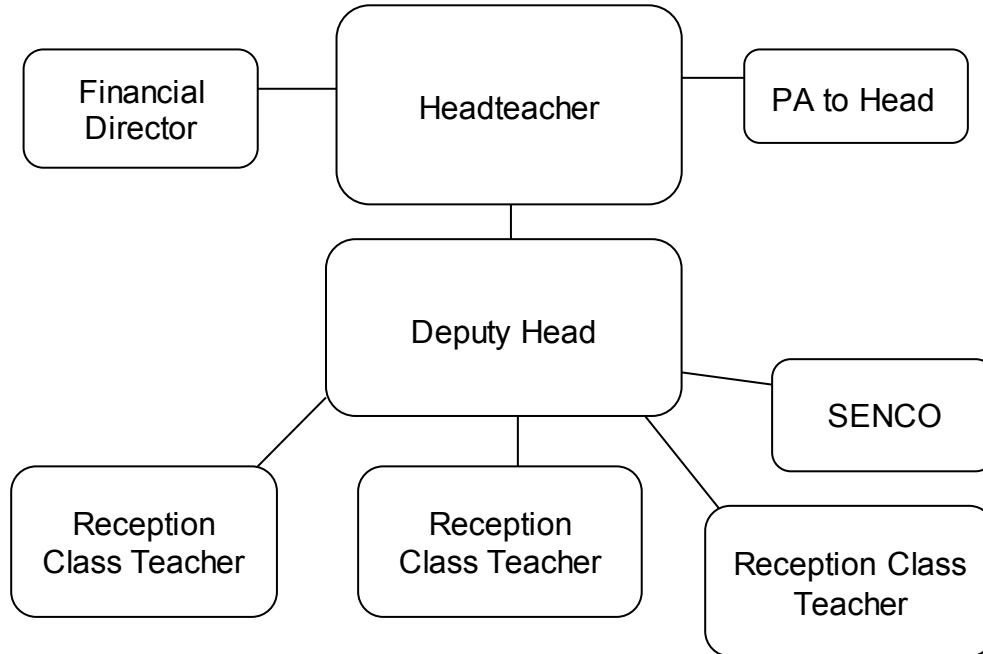
Name:	██████████
Professional Qualifications:	

Role in School:	██████████
Current post:	██████████
Skills:	██████████
Example of experience / achievements:	██████████
Time Commitment (Hours per week):	██████████

F4: Show how your staffing structure will deliver the planned curriculum.

The following organisational diagrams show how staffing will change as the school grows. Roles having the most influence on teaching and learning are focused upon. The specific responsibilities of each role, as the school grows, are given below each diagram. All roles are full-time.

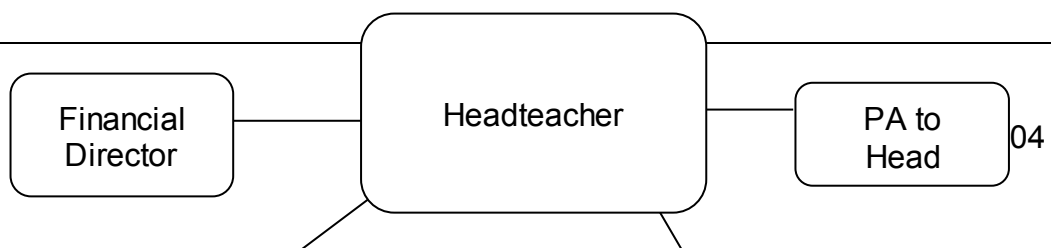
2013/2014 First year of opening



Role	Responsibilities
Headteacher	Implementing and embedding of the vision in terms of REAL agenda and Christian ethos and values. Report regularly to Governors To develop policies and strategies, which comply with all statutory legislation. To manage the budget with a view to the future expansion of facilities. To work with LA and architects Recruitment of new staff. Marketing of school in local community. Monitoring of performance levels. To cover lessons allowing 10% release time.
Role	Responsibilities
Deputy Head	To act as Head of Year for first year dealing with all pastoral issues. Oversee curriculum development

	<p>and delivery. To deputise for the Headteacher. Forge community links in preparation for Enrichment Programme. To cover lessons during 10% release time. Assemblies Prepare curriculum for 1st term of 2014 (Yr 1 and Yr 7)</p>
SENCO	<p>To write and implement policies in accordance with Statutory requirements and the Code of Practice Jan 2002 and the SEN and Disability Act 2006. Liaising with parents of children with SEN Providing in-service training in SEN provision. Liaising with outside agencies. Coordination of provision for pupils with SEN. Preparing for expansion of SEN department.</p>
Class Teachers	<p>To prepare and deliver the Reception curriculum. To carry out baseline assessments of pupils. To identify SEN and refer to SENCO To assess, record and report to parents on pupil progress and development.</p>

2014/2015 Second year of opening

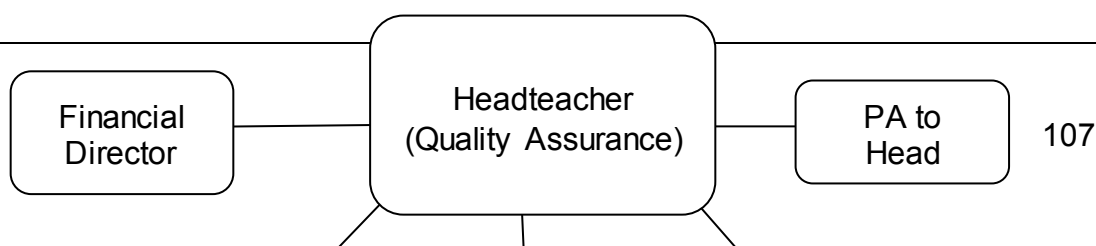


Role	Responsibilities
Headteacher	<p>Implementing and embedding of the vision in terms of REAL agenda and Christian ethos and values.</p> <p>Report regularly to Governors</p> <p>To develop policies and strategies, which comply with all statutory legislation.</p> <p>To manage the budget with a view to the future expansion of facilities.</p> <p>To work with LA, architects and builders regarding new facilities.</p> <p>Recruitment of new staff.</p> <p>Marketing of school in local community.</p> <p>Monitoring of performance levels.</p> <p>To cover lessons allowing 10% release time.</p>
Role	Responsibilities
Deputy Head (Primary, Pastoral, Community)	To act as Head of Year for Reception and Year 1 dealing with all pastoral issues.

	<p>Oversee teaching and learning in Primary Phase. To deputise for the Headteacher. Forge community links. Prepare, Initiate, coordinate and monitor the Enrichment Programme for Year 7. To cover for class teacher (10% release + sickness etc.) Assemblies Monitor SEN provision.</p>
Deputy Head (Secondary, Curriculum)	<p>Overseeing teaching and learning in Secondary Phase. Overseeing the whole school curriculum – Primary and Secondary. Line Management for Heads of department. To deputise for Headteacher. To cover for class teacher (10% release + sickness etc.) Assemblies. Responsible for assessing, recording and reporting.</p>
<p>Heads of Department English Mathematics Science Humanities Arts ICT Modern Foreign Languages</p>	<p>To develop schemes of work for curriculum areas. To introduce and administer department structures and policies. To monitor performance levels in department. To line manage department members.</p>
Head of Year 7	<p>To liaise with feeder schools regarding new intake. To liaise with SENCO regarding pupils with identified SEN. Coordination of pupil records. Coordination of PHSE programme Coordination of Year 7 tutor team.</p>
Role	Responsibilities
SENCO	<p>Overseeing day to day implementation of SEN policies. Liaising with parents of children with</p>

	<p>SEN</p> <p>Providing in-service training in SEN provision.</p> <p>Liaising with outside agencies.</p> <p>Coordination of provision for pupils with SEN.</p> <p>Preparing for continued expansion of SEN department.</p>
Class Teachers	<p>To prepare and deliver the Reception, Year 1 and Year 7 curriculum.</p> <p>To carry out baseline assessments of pupils.</p> <p>To identify SEN and refer to SENCO</p> <p>To assess, record and report to parents on pupil progress and development.</p> <p>To liaise with Teaching Assistants regarding pupils with SEN.</p>
Tutors	<p>To deliver PHSE Programme.</p> <p>To carry out mentoring of pupils.</p>
Teaching / Learning Assistants	<p>To liaise with class teachers regarding pupils with SEN.</p> <p>To support SEN pupils.</p>

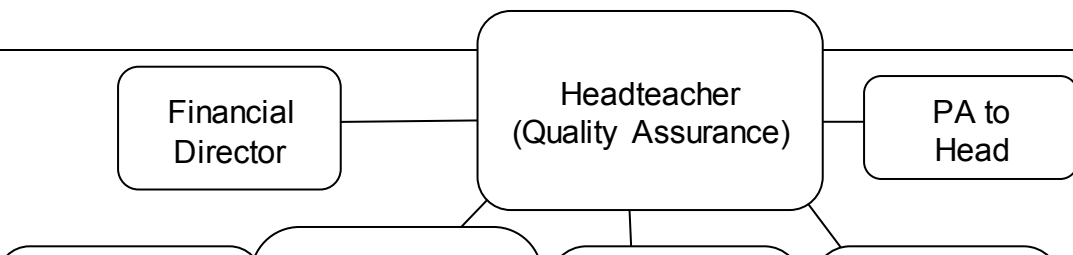
2016/2017 Fourth year of opening



Role	Responsibilities
Headteacher	<p>Continued embedding and evaluation of the vision in terms of REAL agenda and Christian ethos and values.</p> <p>Report regularly to Governors</p> <p>To implement policies and strategies, which comply with all statutory legislation.</p> <p>To manage the budget.</p> <p>To ensure maximum use is being made of available facilities.</p> <p>Recruitment of new staff.</p> <p>Marketing of school in local community.</p> <p>Monitoring of performance levels.</p>
Deputy Head (Primary, Pastoral,)	<p>Oversee teaching and learning in Primary Phase.</p> <p>To deputise for the Headteacher.</p> <p>Line management for Heads of Year.</p> <p>Assemblies</p>
Role	Responsibilities
Deputy Head (Secondary, Curriculum)	<p>Overseeing teaching and learning in Secondary Phase.</p> <p>Overseeing the whole school</p>

	<p>pupils.</p> <p>To identify SEN and refer to SENCO</p> <p>To assess, record and report to parents on pupil progress and development.</p> <p>To liaise with Teaching Assistants regarding pupils with SEN</p>
Tutors	<p>To deliver PHSE Programme.</p> <p>To carry out mentoring of pupils.</p>
Teaching / Learning Assistants	<p>To liaise with class teachers regarding pupils with SEN.</p> <p>To support SEN pupils.</p>

2021/2022 Full School Steady State



Role	Responsibilities
Headteacher	<p>Continued embedding and evaluation of the vision in terms of REAL agenda and Christian ethos and values.</p> <p>Report regularly to Governors</p> <p>To implement policies and strategies, which comply with all statutory legislation.</p> <p>To manage the budget.</p> <p>To ensure maximum use is being made of available facilities.</p> <p>Recruitment of new staff.</p> <p>Marketing of school in local community.</p> <p>Monitoring of performance levels.</p>
Deputy Head (Primary, Pastoral,)	<p>Oversee teaching and learning in Primary Phase.</p> <p>To deputise for the Headteacher.</p> <p>Line management for Heads of Year.</p> <p>Assemblies.</p>
Role	Responsibilities
Deputy Head (Secondary, Curriculum)	Overseeing teaching and learning in Secondary Phase.

	<p>Liaising with parents of children with SEN Providing in-service training in SEN provision. Liaising with outside agencies. Coordination of provision for pupils with SEN.</p> <p>Preparing for continued expansion of SEN department.</p>
Class Teachers	<p>To prepare and deliver the Curriculum to all year groups. To carry out baseline assessments of pupils. To identify SEN and refer to SENCO To assess, record and report to parents on pupil progress and development. To liaise with Teaching Assistants regarding pupils with SEN</p>
Tutors	<p>To deliver PHSE Programme. To carry out mentoring of pupils.</p>
Teaching / Learning Assistants (20)	<p>To liaise with class teachers regarding pupils with SEN. To support SEN pupils.</p>

Key features of the staffing structure to deliver the planned curriculum are as follows:

Feature of Staffing Structure	How it aids delivery of planned curriculum.
-------------------------------	---

Deputy Head	Responsible for all monitoring, tracking, reporting and target setting, embodying our commitment to AfL and progression across all Key Stages. This role would also involve developing pupil profiles, individual tailored learning and intervention.
Deputy Head - Community	A high profile role dedicated to the developing and maintenance of community links shows our commitment to involving the community in enrichment activities.
Head of Department	This role will span all Key Stages. It will be responsible for the development of an all-through, cohesive and challenging curriculum, for all pupils. This will enable effective tracking and seamless transition. This role would also oversee the Virtual Learning Centre, offering educational opportunities to the local community.
Subject teachers	Specialised teachers will be used in the Key Stage 2 phase in EBAC subjects. Timetabling will be structured to enable this.
Enrichment Providers	These will be specialised people in the school, church and community who can inspire, motivate and instruct pupils in their area of expertise. It is felt this is key to having a positive impact on pupils.
Mentors	These are drawn from school staff, the church and the community. For pupils to achieve academic excellence selected students need more focused and specialised support.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

Principal Designate

The key qualities we are looking for in a Principal Designate are:

- Someone who can implement the vision and the ethos of the school;
- Has experience of All Through Schools (scarcity understood);
- A Proven track record – ideally from start up;
- Understands the needs of the local community;
- Has experience of the local community;
- Is able to motivate and inspire;
- Integrity;
- Ability to analyse and evaluate;
- Emotionally resilient.

How will you attract the right candidates?

- Emphasise the exciting and unique nature of the project;
- Explain the opportunity to develop and tailor a new school building and the set up of facilities to meet our vision;
- Explain the potential for life change in local children;
- An opportunity to create a legacy;
- Highlight the generous start up salary.

What recruitment process will you use?

- We will use Cocentra's recruitment services.

What role will the Principal Designate play in setting up the school?

- Implementing and imbedding the vision in terms of the REAL agenda, Christian ethos and values;
- To develop policies and strategies, which comply with all statutory legislation;
- To manage the budget with the view to the future expansion of facilities;
- To work with architects and Local Authority in helping to design and build the new facilities;
- Recruitment of new staff;
- Marketing of the school in the local community;
- Monitoring and quality assurance of performance levels;
- Provide regular reports to Governors.

Timeline

- In order for the Principal Designate to start two terms ahead of our proposed start date, recruitment would have to begin in August 2012. We envisage that the Principal Designate would likely be an existing Headteacher. Therefore notice for their current position would need to be given before the start of February 2013.

Other Staff (Teaching)

The recruitment of teaching staff will be co-ordinated by the Principal Designate.

Timeline

Recruitment would start in Easter 2013 so that existing teachers would be able to apply. Existing teachers would need to give notice to their current schools by 31st May 2013. Starting recruitment in Easter would ensure we can attract as many candidates as possible.

We would consider using the services of Cocentra/Gleeds who have clear expertise in the recruitment of staff and [REDACTED] who has served in an advisory capacity for our bid so far.

Cocentra have already won 3 existing DfE projects to open schools in 2012 and are experienced in completing all necessary tasks in short timescales.

Other Staff (non-teaching)

The recruitment of non staff will also be co-ordinated by the Principal Designate.

Governors

Below are the current Govenors of the school:

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]

Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience / achievements:	[REDACTED]
Time Commitment (Hours per week):	[REDACTED]

Name:	[REDACTED]
Professional Qualifications:	[REDACTED]
Role in School:	[REDACTED]
Current post:	[REDACTED]
Skills:	[REDACTED]
Example of experience /	[REDACTED]

achievements:	
Time Commitment (Hours per week):	

It is clear that the roles of the Directors are going to change as they become Governors. We would aim to prepare them for this, possibly using outside agencies such as the LA or Cocentra.

Crucially they will be required to get the funding agreement signed with the Secretary of State.

The role of our Governing Body before opening:

- Recruitment of the Principal Designate;
- Form part of the Steering Group;
- Oversee the writing of statutory policies;
- Agreeing educational objectives with the Principal;
- Setting conditions of service, personnel policies and procedures;
- Reviewing admissions, appeals and exclusions policy;
- Approval of key operational policies;
- Fostering links in the local and wider community.

The role of the Governing Body after opening:

- Monitoring the performance of the Principal;
- Challenge and Support the Principal;
- Administration, monitoring and auditing of the school's finances and significant contracts, ensuring value for money;
- Reviewing admissions, appeals and exclusions policy;
- Staff discipline appeals;
- Assessing and supporting the Principal;
- Oversight of health and safety, risk management and safeguarding;
- Fostering links in the local and wider community;
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes.

The skills and capabilities Governors need:

- Leadership;
- Education;
- Finance, business and accountancy;
- Legal (including employment law);
- Strategic planning;
- Safeguarding;
- HR/Health and Safety;
- Estates/buildings;

- Marketing/PR;
- Pastoral.

How many governors will you have, with what roles and responsibilities?

We currently have three governors. They are currently covering the following roles and responsibilities:

- Finance, business and accountancy.
- Education, safeguarding and pastoral.
- Leadership, strategic planning, buildings and marketing.

Once the school is open we will expand the Governors to ensure we have parental representation, legal expertise and a wider range of experience and knowledge. We are planning to have 8-10 Governors in total. As the school develops we will have committees of governors that will oversee:

- Finance;
- Discipline (Pupil / Staff);
- Buildings;
- Curriculum;
- Pastoral.

How we will recruit governors:

- We will invite nominations from interested parents. We will hold a parental election to determine the outcome;
- Invite nominations from staff of the school. Again an election will determine the outcome;
- The members will be appointing a Governor with legal experience, ideally from the steering group.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

Please see below the structure, lines of accountability and methods of escalation between the company members, the governors and the principal. This is also our structure chart.



The methods of escalation will be:

On a day-to-day basis the Principal will have overall responsibility. The Principal will report once a term to the Governing Body. This will be done through their own report during the Governors' meeting. This report will be discussed and decisions made. The information from these meetings will be made available to Members. Members will be present at the AGM. If the members feel necessary they can call a meeting when deemed necessary. If there are matters of an urgent nature the Principal will communicate with the Governors in addition to the termly meetings.

The organisation of our Company and Governors has been made in a way to ensure that we have a wide coverage of knowledge and experience whilst ensuring there is no conflict of interest between parties. To ensure any potential conflicts are avoided we have implemented a Conflict of Interest Policy. This ensures any potential conflicts of interests can be raised and tackled before the integrity of the school could be disputed.

Roles and responsibilities of:

Stakeholder	Function	Description of Role and responsibilities	Timing
Company Members and Governors	Project Lead	Formulate aims and objectives, policies and targets	Pre and Post opening.
	Finance, business and accountancy	Overall responsibility for all financial decisions.	Pre and Post opening.

	Education, safeguarding and pastoral	Overall responsibility for all education, safeguarding and pastoral matters.	Pre and Post opening.
	Leadership, strategic planning, buildings and marketing	Overall responsibility for leadership, strategic planning, buildings and marketing matters.	Pre and Post opening.
	Legal	Responsible for all legal matters	Pre and Post opening.
	Community Engagement	Engage with community including parents	Pre and Post opening.

Stakeholder	Function	Description of Role and responsibilities	Timing
School staff	Principal Designate	Implementing and imbedding the vision in terms of the REAL agenda, Christian ethos and values. To develop policies and	Pre and Post opening.

		<p>strategies, which comply with all statutory legislation.</p> <p>To manage the budget with the view to the future expansion of facilities.</p> <p>To work with architects and Local Authority in helping to design and build the new facilities.</p> <p>Recruitment of new staff.</p> <p>Marketing of the school in the local community.</p> <p>Monitoring and quality assurance of performance levels.</p> <p>Provide regular reports to Governors.</p>	
	Finance	Responsible for the day to day finances of the school.	Pre and Post opening.

Stakeholder	Function	Description of Role and responsibilities	Timing
Professionals	ICT	Responsible for sourcing, implementation and management of ICT.	Pre and Post opening.
Others	Marketing	Responsible for producing all literature.	Pre and Post opening.

		Designing a marketing strategy.	
	Pastoral	Engage with parents, partners and all stakeholders to create a high performing school.	Pre and Post opening.
Project Management	Building and land	Managing the delivery of all building project outcomes.	Pre and Post opening.
	Academic	Support the Steering Group on educational issues.	Pre opening.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Two sites are being proposed for the building of The London Riverside School. It is currently envisioned that the school will start on [REDACTED] ([REDACTED]) while the preferred site ([REDACTED]) is developed. It is not deemed practical, at this time, to develop the [REDACTED] site from the time of receiving approval to the time of opening.

Start-up site:

[REDACTED],
Dagenham,
Essex,
[REDACTED]

Preferred Site (2nd year of school)

[REDACTED],
Dagenham,
[REDACTED]

Reasons for choosing both sites

[REDACTED].

[REDACTED]. The site occupies an area of $\frac{3}{4}$ acre with the building providing 1019 m². [REDACTED].

[REDACTED]

This site would be modified to accommodate 3 Reception classes. The

current activities of the church would be relocated.

Starting on this site would allow the school to capitalise on the trust built up by the many community projects that have run and are currently located in the building.

Starting on a small site will be beneficial to establishing good relationships between pupils and staff and the establishing and embedding of a clear Christian ethos.

In the 2nd year of opening the school would move to the [REDACTED] site. The distance between the two sites is not thought to be restrictive (Straight line distance – 1.06 miles) See Below:



This site is the preferred site for the following reasons

- It is located close to the site of a large housing development;
- A size of 3.3 acres will accommodate a school of 1274 pupils;
- It has excellent transport links:
 - [REDACTED];
 - Local buses;
 - Dagenham Dock tube station;
 - Local cycle tracks;
- The site is currently derelict and available for immediate development;
- A Feasibility Study and Site Check have already been carried out on this land in 2009;

Current use of Proposed Sites.

[REDACTED]. It is the location for all the offices and community projects that are currently running. These include:

[REDACTED] Site

This site is currently derelict but was, [REDACTED].

Freeholders of Sites

Site	Freeholder
[REDACTED]	Bethel – London’s Riverside Church
[REDACTED]	The London Thames Gateway Development Corporation / London Development Agency

Description of Sites

[REDACTED]
This is a $\frac{3}{4}$ acre site and is situated on [REDACTED]. The current owners acquired the site in 1965 and [REDACTED].

The site consists of a large (300 seat) auditorium along with 2 smaller halls, offices and a kitchen. It recently underwent a £300,000 renovation and is a modern, practical facility.

The site currently has a car park and land around it that could enable some expansion of the building and also a safe outdoor space for pupils to play.

Size (m ²)	Maximum Number of Pupils
1019	78

[REDACTED] from [REDACTED], as part of last year’s application inspected the above site. He agreed that opening with thirty reception and thirty-year seven pupils would be feasible. This site is more than

big enough to accommodate additional form groups.

██████████

In 2009 ██████████. This process was completed by DLG and included an analysis of the Church's needs, culminating in a detailed accommodation schedule and a diagrammatic understanding of the spatial relationships required to optimize the building's value to the church. The process also included a detailed analysis of the proposed site. This combined research enabled DLG to prepare an outline block model proposing how the building could be arranged in its context. Outline costs and a timeframe were then prepared based on this model. A further opportunity had arisen through the availability of a temporary building through the Diocese of Westminster, which may be relocated to the new site to facilitate the church's move from their current premises. The internal area of which is approximately equal to the Church's "office" type accommodation required in the original detailed accommodation schedule. However, its availability is imminent due to the timetable for the schools full redevelopment. The report evaluated:

- Site issues for the new site;
- The potential for relocating the volumetric school onto the site;
- The cost/programme for relocating the volumetric school on site;
- An indicative proposal for the medium and longer term for this site to show its feasibility.

The site was assessed for the church, however the church has now found a site that is more suitable for its needs. We feel that the ██████████ site including the proposed design from the feasibility report (pictures below) would be ideal for The London Riverside School.

██████████

25,500 (Total land)	1448
13,500 (Building)	

Availability of the land and Nature of Tenure

Site	Availability	Nature of Tenure
██████████	Available to be modified for school use. ██████████	Freehold
██████████	Currently advertised as available for purchase.	Freehold

Why the sites are suitable and how they support the delivery of our

vision.

Site	Why Suitable	How it will support delivery of vision
<p>██████████</p>	<ul style="list-style-type: none"> • Will accommodate start up numbers; • Will build on established good relationships in the community. 	<ul style="list-style-type: none"> • Will allow Christian ethos and values to be established and embedded early on due to small scale; • Will provide direct access to mentoring and other Enrichment activities.
<p>██████████</p>	<ul style="list-style-type: none"> • Allow expansion of the school to full capacity; • Close to existing and planned housing developments; • Will generate income from the hire of facilities; • Good transport links. 	<ul style="list-style-type: none"> • Allow community engagement project; • Will accommodate a purpose built facility to enable full range of the curriculum to be developed; • A new development; • Can incorporate a sense of excellence from the start.

There are 4 other sites that are feasible for The London Riverside School,

These are outlined below with some indication of why the option discussed above is currently the favoured one.

Site	Location	Positive reasons for choosing	Reasons why not the preferred option
[REDACTED]	[REDACTED], Dagenham	Central location. Less disruption.	Green-belt land
[REDACTED] site	[REDACTED], Dagenham	Accessible and close to local amenities.	2 Secondary schools very close. Size restrictive.
[REDACTED], Dagenham	[REDACTED]	Large site	Not currently close to housing (but housing planned).
[REDACTED] Site [REDACTED]	[REDACTED] Dagenham East	Very large size	May be contamination issue – may not be suitable for children.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annexes

Annex A – 1

Letter of support from AOG UK.

Annex D4 -1

Letter of support from [REDACTED].

Annex D4 -2

Letter from [REDACTED] – [REDACTED].

Annex A - 1



Annex D4 - 1

[REDACTED]

[REDACTED]

Date: 3 February 2012

To whom it may concern,

Barking and Dagenham education authority strongly support the wish of the Bethel Church to develop free school provision in our Borough.

In meetings with the church, we have asked them to consider opening three forms of entry at reception in 2013. This will help us to address our well documented primary capacity needs.

We believe that the 3-19 model proposed is inspirational and ambitious and we are committed to working in partnership with the school to drive this vision forward.

We have asked the church to consider opening year 7 classes from 2014, because this would fit with identified need across the Borough.

We do hope the Bethel application will be successful.

With best wishes

Yours sincerely

[REDACTED]

[REDACTED]



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