

EN3 (Enfield Lock) Primary Free School Application Form



Proposed by CfBT Schools Trust and EN3



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Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: CfBT Schools Trust
Company address: [REDACTED] Reading, [REDACTED]
Company registration number: 7468210 Please see Appendix 1A for a copy of the company's Memorandum of Association and Articles of Association
Main contact
Name: [REDACTED] – [REDACTED]
Address: As above.
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors [3Trustees] and (b) any other members of the Governing Body [0] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Trustees
Name: [REDACTED]
Name: [REDACTED] Position: Trustee
Name: [REDACTED] Position: [REDACTED]
Members
CfBT Education Trust is the sole member. West of Wokingham Secondary Free School will site within CfBT Schools Trust. It will have a local governing body that is a committee of the Schools Trust Board.

Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? **Y**

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

CfBT Schools Trust is a UK based subsidiary of CfBT Education Trust
Company No. 867944
Charity No. 270901

CfBT Education Trust's involvement in the West of Wokingham Free School will abide by the Tripartite Agreement signed with the DfE in December 2010.

Other UK based subsidiaries of the Education Trust are as follows:

- **CfBT Advice and Guidance Ltd**

Company No. 3370728

Charity No. 270901-0

This subsidiary will have no direct input to the management of the Free School

- **Kings Monkton School**

CfBT subsidiary. This is an independent school based in Cardiff.

Charity No 681/6014

This subsidiary will have no direct input to the management of the Free School

- **St Mark's Academy**

CfBT co-sponsor since 2006.

URN 134003

This subsidiary will have no direct input to the management of the Free School

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

██████████

Printed Name: ██████████ – ██████████

Date: 26 May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations form Section 9 (which is in a separate downloadable form).

* The requirement of the Independent Schools Standards are not applicable for 16-19 Free Schools

Section 2: Outline of the school

Proposed school name:	Currently working under EN3 Primary School								
Age range:	4-11								
Proposed numbers in each year group at point of opening and explanation of how student numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018	
	Reception	23	23	23	23	23	23	23	
	Year 1	23	23	23	23	23	23	23	
	Year 2		23	23	23	23	23	23	
	Year 3			23	23	23	23	23	
	Year 4				23	23	23	23	
	Year 5					23	23	23	
	Year 6						23	23	
	Year 7								
	Year 8								
	Year 9								
	Year 10								
	Year 11								
	Year 12								
Year 13									
<p>For any state school in London, it's a rarity to have less than 30 pupils in a class. There are over 1200 pupils combined in just two primary schools in Enfield Lock Ward. We believe there are distinct advantages to having smaller class sizes and ultimately a smaller school. The EN3 group and the parents who support the school believe that smaller class sizes allow each child to receive more individual attention and therefore learn more. The teacher finds it easier to know each child well and what makes him/her tick academically. Smaller class sizes will ensure that no pupil is left behind and that their needs whether academic or personal are addressed fully.</p> <p>We will start in the first year of opening with one form of entry (reception class), and assuming our premises permit, we will also admit a Year one class. The school will increase by one class each year so that at full capacity there will be seven classes (Reception to Year 6). We anticipate high demand for our school, so as it gains a reputation in the area for its high standards, we may consider, subject to consultation, adding and addition class per year group, so that as many children as possible can benefit from the education on offer.</p>									

If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No
Is this an application for a single-sex school? If so, please tick the relevant box.	No
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	The school will be situated in the London Borough of Enfield, neighbouring authorities include: London Borough of Barnet; London Borough of Haringey; London Borough of Waltham Forest; Hertfordshire County Council and Essex County Council.

Being designated as a school with a religious character will allow you to admit students or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/ukxi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Section 3: Educational vision

3.1 Rationale

We want to provide real choice for parents in an educationally and socio-economically deprived area of Enfield.

Socio-economic factors

Of the 21 wards in Enfield, Enfield Lock and Enfield Highway are the 7th and 8th most deprived, putting them amongst the most deprived third of all wards in the Greater London Authority (data is taken from the 2009 ward profiles). The table below contains data supplied by the New School Network on the percentages of pupils on Free School Meals and with SEN at School Action Plus for the three primary schools in Enfield Lock as well as the primary school opposite our preferred site (which is actually just inside Enfield Highway). It also gives the Enfield, London and England FSM figures which demonstrate that the area we want to serve is socio-economic disadvantaged as well as educationally deprived.

	% FSM	% with SEN at SA+
Chesterfield Primary	50.3%	12%
Prince of Wales Primary	42.9%	4.9%
Keys Meadow	41.8%	8.0%
Eastfield Primary - Enfield	31.8%	4.5%
Average of 4 primaries	41.7%	7.0%
Enfield average	22.9%	
London average	21.7 %	
England average	15.0%	

Population Projection factors

GLA population projections for Enfield suggest the number of five year olds will increase by over 500 between 2010 and 2013. Whilst the spread of this increase across the borough is unknown it will continue to impact on places across all Authority schools. Since 2009 the Local Authority has increased the admission numbers at five schools, providing an additional 150 places.

The projections suggest demand for further places.

The proposed [REDACTED] site has been taken as the central point. Using the search function of the Primary School Performance Tables nine schools are identified as being within a one mile radius of the proposed site.

(Oasis Academy Hadley is excluded due its planned move to outside the identified area.)

Lack of choice driven by insufficient quality and oversubscription

Outcome of Primary School Admissions for September 2011

School	Total Applications (all 3 prefs)	Admission Number	Applications per place	Furthest Distance (Miles)	No of Appeal Refusals
Brimsgate	248	90	2.8	0.479	23
Carterhatch Infant	282	90	3.1	0.661	17
Eastfield	284	60	4.7	0.288	57
Keys Meadow	197	60	3.3	0.574	25
Prince of Wales*	214	90	2.4	0.509	18

The Local Authority was able to meet all the demand for places at **Chesterfield**, and **Suffolks**.

Freezywater St George's CofE and **St James** CofE are both one form entry. Although admissions information is not published for these voluntary aided schools both were full in every year group in the most recently available School Census (January 2010) and they are famously oversubscribed.

School Performance

Five of the primary schools boycotted the 2010 Key Stage 2 tests, but based on 2009 results 62% of pupils achieved Level 4 or above in both English and mathematics, some way below the national and overall Enfield figures of 72%. There is variability across the schools, with outcomes ranging from 90% to 45%.

The chart below shows outcomes in 2008, 2009 and where available 2010 for the nine schools. The schools are shown in order of proximity to the proposed site. Overall Effectiveness - most recent Ofsted outcomes.

	Date	Outcome
Eastfield Primary School	06/10 Interim Assessment	Outstanding
Chesterfield School	02/11 Full	Satisfactory
Freezywater St George's C of E Primary School	04/09 Full	Good
St James C of E Primary School	06/10 Interim Assessment	Good
Prince of Wales Primary School	09/10 Full	Satisfactory
Brimsdown Primary School	05/10 Full	Satisfactory
Keys Meadow School	09/09 Full	Good
Carterhatch Junior School	11/10 Full	Satisfactory
Carterhatch Infant School	11/10 Full	Good
Suffolks Primary School	11/09 Full	Satisfactory

The highest performing schools are the two Church of England schools: **Freezywater St George's** and **St James**. They are both also one form entry, were judged Good at their most recent Ofsted inspection and are consistently oversubscribed.

Although judged only satisfactory at its recent Ofsted, outcomes at **Prince of Wales Primary School** are Good. As a result the school is heavily oversubscribed, with 214 applications for the 90 places (up from 60 following an increase in places) available in September 2011.

Eastfield, the closest school, was judged outstanding at its recent Ofsted Interim Assessment, and is oversubscribed with 284 applications for its 60 places in September 2011.

Suffolks and **Chesterfield** were able to meet the demand for places in their schools but they both have results significantly below the current national and Enfield levels in terms of the proportion of pupils achieving Level 4 or above in both English and mathematics (they also boycotted the 2010 SATS) and they have Satisfactory Ofsted inspections.

Despite having results that are significantly below national and Enfield average levels, **Brimsdown**, **Carterhatch** and **Keys Meadow** are *still* oversubscribed; which is an indication of the lack of quality options there are for parents in this area.

3.2 EN3 primary school vision

The story from the community

Through spending much time talking to parents, the EN3 group knows that in the Enfield Lock area parents are looking for schools that provide academic rigour, regular homework and a strict but fair discipline code; often the kind of education they received in their home countries or what they would expect of a private school. The EN3 school's proposed code of conduct might not be out of place in a prestigious preparatory school. 'Well-groomed, correct uniform, good manners'. EN3 believe this is achievable in any school in any area. The culture and ethos of the school has to be pervasive. It has to permeate every area of school life.

Most Christians are taught the values of respect and honesty in their homes, so our Christian ethos will not surprise anyone because when they enroll their child in the school parents will know what they and their children can expect. As much as the school will be accountable to the inspectors, parents and staff will be accountable to each other.

The EN3 school will be oversubscribed because the pupils will be the school's ambassadors and word will spread very quickly of their character and achievement. Because it will be a small school, when we say that every child matters it will be absolutely true. Even as the application was being written, people were asking to register for the new school despite being told that there is an application process. It takes a leap of faith to buy into the vision of an academically-focused school without seeing any staff or premises. For the EN3 group, it's encouraging that their time, commitment and sheer passion for their local community will affect generations to come.

Education is an essential ingredient for future success. By taking the time to **build character** in every child through our ethos, code of conduct, curriculum and assemblies, we can teach all children to be **successful**. We will show pupils what their futures might look like by visiting Colleges, Universities and workplaces and inviting positive role models to spend time with the pupils.

The Enfield Lock area will have a new school to be proud of and perhaps emulate because we are not afraid to make our expectations clear and ensure they are followed. We won't compromise on a thorough grounding in Literacy and Mathematics. Children are too polarized; too many slip through the net, while many others attend supplementary school and private schools to help them pass their SATs. If all pupils were supported together at their local primary school and offered no excuses, neither would be necessary. We look forward to providing what the EN3 community deserves and to being measured for our success in achieving our vision.

Building Character, Teaching Success

A small, caring school firmly rooted in its strong Christian values and local community. In a disciplined, aspirational and stimulating environment, motivated teachers will stretch and challenge pupils, ensuring they all succeed academically and develop a rounded character. Our balanced and rigorous curriculum will inspire all pupils to become critical thinkers and lifelong learners.

Small

We have set out to create a small school where every child and parent will be known by name. This will be a one-form entry primary school where each class will ideally not exceed 23 pupils. We have made the decision to have a one form entry school with our eyes open to the disadvantages in terms of the diseconomies of scale, however we believe that being small will enable us to achieve the high academic standards we are aiming for, address each child's needs more personally and monitor progress more frequently. Furthermore, many of the local schools exceed 600 pupils and we want to provide diversity by offering more parents the option of a small school.

Caring

We believe that pupils learn by example, so if staff are gentle and considerate with the pupils, their parents and one another, the pupils will learn to be so too. We aim to:

- welcome all new parents into the school. When new pupils start each year they and their parents will be invited into school for an introductory evening. They will be invited to bring a traditional dish they cook at home to share with other families and staff. During the event the Headteacher will discuss their expectations with parents and engage them through activities, sharing concerns and questions. This will also be an opportunity to empower parents. It would be arrogant and naïve to expect to educate the majority of the pupils without the support of their parents. We therefore want them to realise how much we value them and encourage them to play an active role;
- appoint bilingual Parent Buddies for newly arrived families unfamiliar to the English school system;
- identify peer buddies for vulnerable pupils or those not able to form relationships easily;
- train and use volunteer mentors from local businesses to encourage pupils who may be experiencing difficulties in their learning or behaviour;
- use the SEAL frameworks weekly in P.S.H.E to ensure pupils care about themselves and each other and become engaged in their wider responsibilities as citizens.

Christian values

A Christian ethos will permeate everything we do at the school. Decisions will be made with recourse to underlying Christian values and we believe that these coherent and well understood foundations will enable us to build a successful school in which everyone is valued and nurtured.

We believe that education is not just about academic progress but spiritual and emotional development. Our focus will be on the 5 C's Be

Confident

Caring

Contributing

Committed

Courteous (see later section on Character)

We will hold assembly for 20 minutes every day and this will be our opportunity to develop moral and spiritual character through the recounting and discussion of Bible and other Stories that have a Christian message. Our collective singing time will include traditional and modern Christian hymns.

Every class will study R.E every week. We want to incorporate speaking and listening opportunities by allowing the pupils to discuss their own faith, whatever that is, and what it means to them. 75% of the R.E curriculum will focus on Christian values which are also shared by other major religions. The other 25% will be used to explore the other world religions. There will be no teaching on specific doctrines or denominations.

We believe that doctrine is the domain of the parent not the school.

We look to recruit a Chair/Assistant Chair of Governors who is a practising Christian. Likewise, we would like our teachers and staff to be Christians or sympathetic to our ethos. If possible we would also like to provide a quiet place within the school for prayer and reflection, to be used by any staff member or pupil.

Community

The school will be for the community. EN3 want to use it primarily for the pupils but also hire out facilities to organisations which promote music, sport or other educational and community opportunities. If a proportion of our pupils are included in these out-of-school clubs, or they can be run for our pupils, we will only charge a nominal fee to the providers so that the savings can be passed on to the pupils. It is our aim to incorporate clubs into our after-school childcare provision so that child and working tax credit can be used for high-quality childcare.

Our catchment area will be mixed and take into consideration the addresses of parents signing our petition. After securing our premises, we would like to achieve an equal balance between social housing estates and some owner-occupied streets in our catchment. We are committed to offering the highest quality of education to the neediest pupils thereby improving their life chances. Although the school will have a Christian ethos its admissions code will be completely inclusive.

While we expect everyone to support our Christian ethos, the school will admit pupils of any faith or background. We believe that this will allow our pupils to respect differences and learn from each other.

We want to build up a bank of CRB-checked volunteers from the local community who want to help around the school.

The school will provide opportunities for interested people to train on-site to become Teaching Assistants or to advance their careers.

We will measure our success in the following ways:

- all parents will be invited to join the PTA, which will hold at least three fundraising events per year to which the wider public are invited;
- the PTA will raise at least £2,000 every year to put towards resources which will benefit the pupils' learning;
- once the school is fully opened (i.e. located and making use of all its permanent site) school facilities will be available for public use in the evenings and weekends;
- all new pupil induction packs will contain a parental skills and time audit, devised, circulated, collected and analysed by the PTA. This will then be used to engage parents in various areas of the running of the school;
- we will survey up to 30 local businesses about their perceptions of the school and pupils, and use this as an opportunity also to engage them in the life of the school, possibly as mentors or partners in project work.

Disciplined Environment

'Good order is essential in a school if pupils are to be able to fulfil their learning potential. Poor and disruptive behaviour in the classroom reduces pupils' ability to concentrate and absorb information; and it unsettles pupils and causes immense stress for teachers. Pupils who are excluded from school because of their behaviour underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behaviour in schools can have far-reaching and damaging consequences for pupils and can limit their horizons: this is not a problem to be ignored.' **Behaviour and Discipline in Schools First Report of Session 2010–11, Volume I, House of Commons Education Committee.**

While all teachers would acknowledge the truth in this quote, we will take very deliberate steps to ensuring we achieve and maintain a disciplined and studious environment in our school.

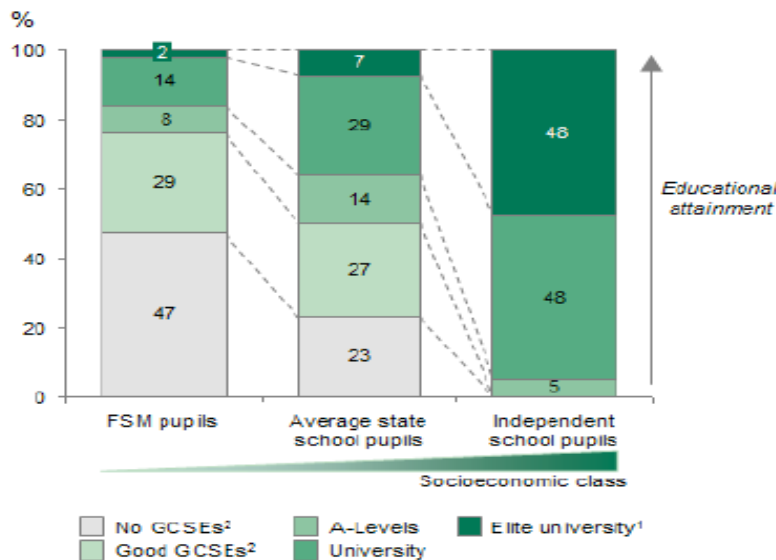
A significant proportion of the pupils we hope to teach will be coming to the school from homes and families where there is a **deficit** of firm, clear and fair rules and routines. We therefore expect to have to compensate for this in school in order to ensure all our pupils have access to the best teaching possible.

Before the school opens the Headteacher and teaching staff will agree routines and norms for uniform, moving around school, start and ends of lessons, break and lunchtime, sanctions and rewards etc that are applied every day and by all teachers. So for example we will expect pupils to stand behind their chairs at the start of every lesson and to stand when a visitor comes into the room. Our discipline code is outlined further in Section 4.5; it will exemplify Christian values of honesty, respect, love and forgiveness.

Aspirational Environment

We want to play our role in breaking the link between parental incomes and educational attainment. The graph below, taken from the Sutton Trust's Mobility Manifesto (March 2010), is one of many ways to illustrate the problem to which we intend to part of the solution.

Chart 3: Achievement levels by pupil background and school type



1. Defined as Russell Group or equivalents
 2. Good GCSEs defined as 5 Grades A-C, No GCSEs if this was not attained
 Source: BCG Analysis, UCAS, Sutton Trust, DCSF, ONS

We firmly believe that when pupils come from families with a poverty of aspiration and success it is part of the school's responsibility to build and teach these things. We have identified a number of ways in which we'll do this:

- during the “new parent” meeting that takes place before the start of each academic year we will encourage parents to explore the school's and their own understanding of the term high aspirations. As an introduction to this we will show all our parents graphs like the one above, thereby engaging them in the problem we face and motivating them to be part of the solution; we believe it would be arrogant and naïve to attempt to raise pupils' aspirations without first engaging their parents in the challenge;
- our high aspiration split into what's measurable in school and also something which is deeper and more subtle. In school we'll be able to measure if we're meeting high aspirations because we'll know whether our pupils achieve their academic targets. As explained below in the section on academic success, we aspire that all our pupils will gain Level 4s in English and Mathematics by the end of Key Stage 2; this is the measurable part.
- the part that will be harder to measure is how aspirational our pupils become while at the school, so rather than try to measure the outcome we will simply do a number of very deliberate things that we believe will raise their aspiration. These will include:
 - naming our houses after famous people who have achieved success from humble beginnings;
 - displaying (in at least 20 places) aspirational messages throughout the school; our vision; slogans, pictures of successful people from diverse backgrounds, university banners etc;
 - taking pupils on trips to universities and work places, and bringing in high achieving visitors and mentors to talk to pupils. For example, a trip to Oxford or to Canary Wharf could be used to raise pupils' aspirations. Each class teacher will be expected to run at least one trip per half term;
 - talking to KS2 pupils about **when rather than if** they go to university;
 - having a school uniform that looks more like that of an independent school;
 - teaching pupils very deliberately about the difference between standard English and language used on the street.

Stimulating Environment

Pupils learn best when tasks are varied and they are engaged by highly motivated staff. We will follow a clear structure during morning lessons and then adopt a more creative afternoon curriculum with topics studied as blocks rather than weekly. Unusual experiences which induce awe and wonder such as baby chicks in an incubator or handling historical artifacts. Classrooms will be clean and comfortable with calm colours, climate control and access to drinking water. We hope to be able to equip our school with ICT spaces that include probes, light sensors, voice recorders and digital microscopes.

Outdoors, in addition to the play area we want to have a community garden in which pupils can be supported by local volunteers to grow fruit, vegetables and flowers.

Motivated Staff

We believe that highly motivated staff will be attracted to our small school where every child and teacher is well known and pupils disciplined and polite. Our recruitment process will be rigorous. Teachers will be observed teaching in their current schools and rated on their engagement with the pupils and classroom management, subject knowledge and enthusiasm.

Furthermore, we will ask to see attendance records for the last three years for each applicant and teachers must have had at least two recent outstanding lesson observations in the last three years.

Great teachers will be attracted to teach at the EN3 free school by:

- the advantages of working in a small school;
- our real, funded and timetabled commitment (including 20% PPA time) to staff development and CPD;
- the opportunity to be part of CfBT's global teaching and research community;
- a commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support;
- a Headteacher and governing body that can and does identify and reward excellence;
- a no surprises approach to data monitoring and trusting teachers.

Academic Success

To close the attainment gap we will expect all pupils who are with us from Reception to achieve Level 4s in English and Mathematics by the time they leave in Year six unless there is an identifiable learning need which prevents this. If pupils have achieved Level 3 by the end of KS1 they will be expected to achieve Level 5 at the end of KS2. We will work tirelessly with Reception class to ensure as many pupils as possible achieve point six before entering Year 1.

This is because we believe that Reception is the time when we can most effectively close the gap; before it has widened too far and been allowed to start undermining pupils' confidence. Beyond these two fundamental measures of academic attainment we will encourage pupils to explore the wider curriculum as detailed further in Section 4.2.

We will have high expectations for each child and will ensure that every child will acquire focus objectives in Literacy, Mathematics and ICT at the end of every year. Money acquired from the pupil premium will be specifically used to provide one-to-one or small group booster sessions to pupils not on track to achieve their end of year benchmark level in reading, writing or Mathematics.

These sessions will be taught by qualified teachers and measured for effectiveness by frequent observations by the Senior Leadership team. We expect pupils to spend a maximum of one term in these intervention groups.

We recognise that our catchment area has many pupils who speak a language other than English so we want to assess newly-arrived bilingual pupils accurately so that work is matched to their cognitive ability. Gifted and talented pupils will be stretched academically through challenging open-ended investigations and projects which will benefit the school or community. We will build links with local secondary schools so that we can borrow resources or gain support from their teachers.

We aim to differentiate only by outcome for all pupils unless they are on the S.E.N register. The academic bar will be set high for those pupils who slip through the net. We believe that if you expect more, you get more.

Success will be a word we use often and something that we actively teach pupils. We will relate success to personal, sporting, creative and most importantly academic achievement. Our inspiration stems from the Harlem Success Academy in New York which admits pupils from deprived backgrounds and offers them a high-quality education where no child is left behind. They encourage all pupils to go **Beyond Z**:

Our kids know we have high expectations because we ask them to go “Beyond Z” everyday. In the timeless pupils’ book, On Beyond Zebra, Dr. Seuss urges his young readers to think what possibilities may lie beyond the letter “z” if you work hard enough, are creative enough, and are open to what might not immediately meet the eye. Each day, our scholars work hard to go “Beyond Z.”

(Taken from Harlem Success Academy website).

As a result of this, Harlem Success Academy ranked number 32 out of 3500 public schools in New York in 2009.

That’s what we want for our EN3 pupils. We want to give them an experience more often seen at private schools, where academic rigour is the norm. We will promote success by:

- focusing each lesson outcome on success criteria from which pupils can assess themselves and do so as routine;
- fostering healthy competition by regular testing of focus objectives (see 4.2 for details) taught traditionally; this will encourage self-discipline to learn certain facts by rote which we believe should be an important part of all pupils’ education, regardless of ability;
- training pupils in target setting from an early age then setting personalised targets for each child which relate to their personal and academic development;
- maximising assessment for learning opportunities through self, peer and group assessments;

- taking all our pupils to visit local secondary schools, colleges and universities to learn more about what we are preparing them for;
- adorning the walls of our school with symbols and slogans of success; the school motto and vision; pictures of role models; university banners; posters with motivational quotes; great student work; pictures of students achieving success etc;
- expecting our student to dress, behave and conduct themselves very differently to the way they might see is acceptable outside school.

All-round Character

The best schools build academic **and** social capital. We will provide experiences that nurture the development of the whole person – their spiritual, emotional, cultural and physical well-being.

Our Christian ethos is central to all we do therefore we have focused goals for personal development which will be represented in the 5C's; as displayed in prominent areas around the school including the Assembly Hall, and used repeatedly as key words by all staff. Merit certificates will be awarded for consistent adherence to the 5C's i.e. be:

Confident

Caring

Contributing

Committed

Courteous

Care

Through our buddy systems, pupils will be encouraged to care for each other's needs and respond to them sensitively. During playtimes, pupils will be asked to be alert to bullying incidents and report them to a trusted adult. Pupils will also be expected to care about their handwriting and presentation of work so that it of the highest standard.

They will also care about their appearance and the stipulated code of conduct. Our curriculum will present many opportunities to develop the caring side of our pupils. For example, in Science, they will care for plants and animals, and in Humanities or P.S.H.E. they will care about global issues which affect our planet. We want the pupils to care enough about others around them to be polite and honest at all times. We will repeatedly use phrases such as, "Are you caring about _____ feelings?"

Contribute

We understand contribute to mean giving of time, resources or ideas. Like the Harlem Academy of Success' mantra of 'Going beyond Z', we expect pupils to give of their time willingly to help around the classroom or school. In terms of their learning, we want to foster independent thinking and ideas so that they can contribute their ideas in lessons and these can be valued by their peers in class.

As a school with a Christian ethos, we want to emphasise giving as a positive quality. While accepting that pupils do not have money at their disposal, we want to reach out to the community by raising money for small local charities and providing a service such as singing Christmas carols at a care home or visiting sick pupils in hospital.

Commit

Commitment can be seen in the way pupils respond to their learning and the tasks given to them. We want to encourage perseverance of a task and a 'can do' culture. If pupils are given areas of responsibility, they will need to commit to the task and do it to the best of their ability.

If a child finds something difficult, they will be asked to commit and find ways to overcome the barrier and give extra time to it if necessary. Pupils and parents will sign a home-school agreement to commit to sending their child to school everyday unless sick. Minor coughs and colds should not prevent a child from attending school. Elected school council members, buddies and house captains should carry out their responsibilities in an exemplary way or they will be replaced by another pupil. (See Section 4.3 for more details).

Confident

We firmly believe that having a solid foundation in the core primary curriculum is the main way any primary school can build pupils' confidence; without it any confidence is too easily undermined. This will therefore be our primary concern. Independent schools are often extremely effective in building pupils self confidence; intrigued by this concept we intend to do some of the things independent schools do to try to instill the same self confidence in our pupils, for example, debating, public speaking, sports matches with other schools and providing rich and stimulating extra curricular activities that help us unlock the innate talents in each pupil. Public-speaking and debating will be planned into Literacy activities and an extra-curricular club. We will enter pupils into the borough competitions. During our book time activities, pupils will have an opportunity to role-play in front of their peers. Termly assemblies will focus on pupils learning pieces of work by rote, singing (sing up materials) and drama. It is also worth noting that a person can be shy but still confident so long as their innate talents or gifts have been identified, nurtured and appreciated.

Courteous

We place great value on good manners and will reward pupils for their courtesy. We will:

- expect staff members to eat dinner with the pupils so that table manners are learned and practiced;
- “train” our staff in how they can exemplify excellent manners for pupils through agreed methods of addressing one another and pupils, passing in the corridors, holding doors for one another etc;
- use assemblies and PSHE time to explore the importance of personal conduct and manners. Role play and video clips can be useful tools in sparking discussions about these areas;
- empower parents to help us ensure pupils meet our high aspirations for behaviour and personal conduct. If this cannot be made to be productive we will instead clearly delineate between behaviour that may be tolerated at home and what is appropriate in school and beyond;

To show that we have been successful in our aims to ensure our pupils learn to be courteous and well mannered we will expect our pupils to be known in the community for their confidence, courtesy and all-round character (see the section above on the Community for how we’ll measure this).

Balanced Curriculum

Section 4 outlines our curriculum (and extra-curricular clubs) in more detail. We will judge our success on whether or not all pupils achieve competency in the core primary curriculum. However, we realise that providing a balanced and enriching curriculum is an essential part of achieving this; learning about history or achieving success in a game of tennis can be the hook that motivates pupils to work hard and persevere in other areas.

While the emphasis will be on Reading, Writing, Speaking, Listening and Mathematics, as our sample timetables show we will be offering everything that is in the National Curriculum and more and cross-curricular project work will help bring learning to life by putting it into broader context.

Based on the ethnic mix in EN3, our school will be diverse and we aim to celebrate this through a culturally inclusive curriculum where social and emotional aspects of life are explored and used to inspire pupils to ask questions and contribute ideas. A history or geography topic will form the basis of some of the Literacy lessons. For example, Year 4 pupils may be asked to write a persuasive letter to the council about a local issue affecting residents. The Arts are frequently pushed out in a test-orientated climate. Thanks to our longer day there will be room in our curriculum for music, drama and art, thereby enabling us to identify the next Picasso or Stevie Wonder.

Rigorous Curriculum

This is what we believe will set us apart from neighbouring schools. We believe there is no contradiction within a curriculum that rigorously instills the basics of reading, writing and mathematics whilst at the same time offering a broad range of learning experiences.

We will;

- use tried and tested whole class teaching methodologies, promoted through very specific CPD for our teachers, supported by teacher led interventions to ensure all pupils are making progress;
- adopt a traditional approach to the teaching of grammar, spelling, handwriting and key mathematical facts with tests a matter of course everyday;
- run compulsory teacher-led booster classes for certain pupils to ensure they are keeping up with the class;
- set homework for all children and if it is not completed on time or presented neatly KS2 pupils will be required to complete it during their playtime;
- let teachers revisit topics as they see fit and make their own decisions about when the whole class is ready to move on from a concept;
- work with parents to promote reading, including, where necessary, teaching parents about the importance of their role. Research shows that the single most important thing a parent can do to help their child's education is to read with their child. Home-school diaries will be signed by parents and teachers to ensure that pupils are read to, heard reading and are reading independently.

Critical Thinkers

To help our pupils develop meta-cognitive awareness, we want to teach and encourage higher- order thinking according to Bloom's Taxonomy. Debating and discussion will be at the heart of the way we teach subjects such as humanities and R.E. and pupils will be encouraged to question the teacher and each other.

We want a 'talking' school where speaking and listening in class, through a well understood and courteous routine, is the norm. Our book times will incorporate Thinking Skills, Philosophy and Talk Partner strategies. Afternoon subjects will involve much collaborative group and partner work.

Lifelong Learners

Our approach to developing lifelong learners will begin with our teachers and specifically our approach to CPD which is described fully in section 6.5. It doesn't follow that you can teach pupils to be lifelong learners unless you are manifestly one yourself.

In fact we believe that the greatest legacy of education is a love of learning. By ensuring our teachers are appropriately developed and supported we can then expect them to make learning enjoyable and rewarding, thereby ensure that all pupils experience success at their first place of learning and playing our part in developing lifelong learners.

Excellence in partnership

As one of the earliest proposers of a free school, CfBT understands its responsibility to deliver excellence, and everything we do will be underpinned by the highest standards and expectations. We will settle for nothing less than a leading example of a free school and we believe our genuine partnership between the EN3 community group and education charity is an excellent example of what a free school proposer ought to be.

The school ethos will be based on the idea that primary-age children typically have a huge reservoir of potential and that there should be no ceiling to what they can achieve. We want to help our pupils become academically successful and self-confident young people with high levels of self-esteem and respect for others; we want to make sure they are well equipped to manage the transition to secondary school.

We will create our school with an ethic of partnership – a partnership between local parents and teachers and an international charity - designed to co-create a high performing school.

The strong relationship between CfBT and the EN3 Action Group, who first campaigned for the school, is based on genuinely shared objectives and a great working partnership approach. We have already been working together on all aspects of the project, including this Application, and will continue to do so as the school develops and opens.

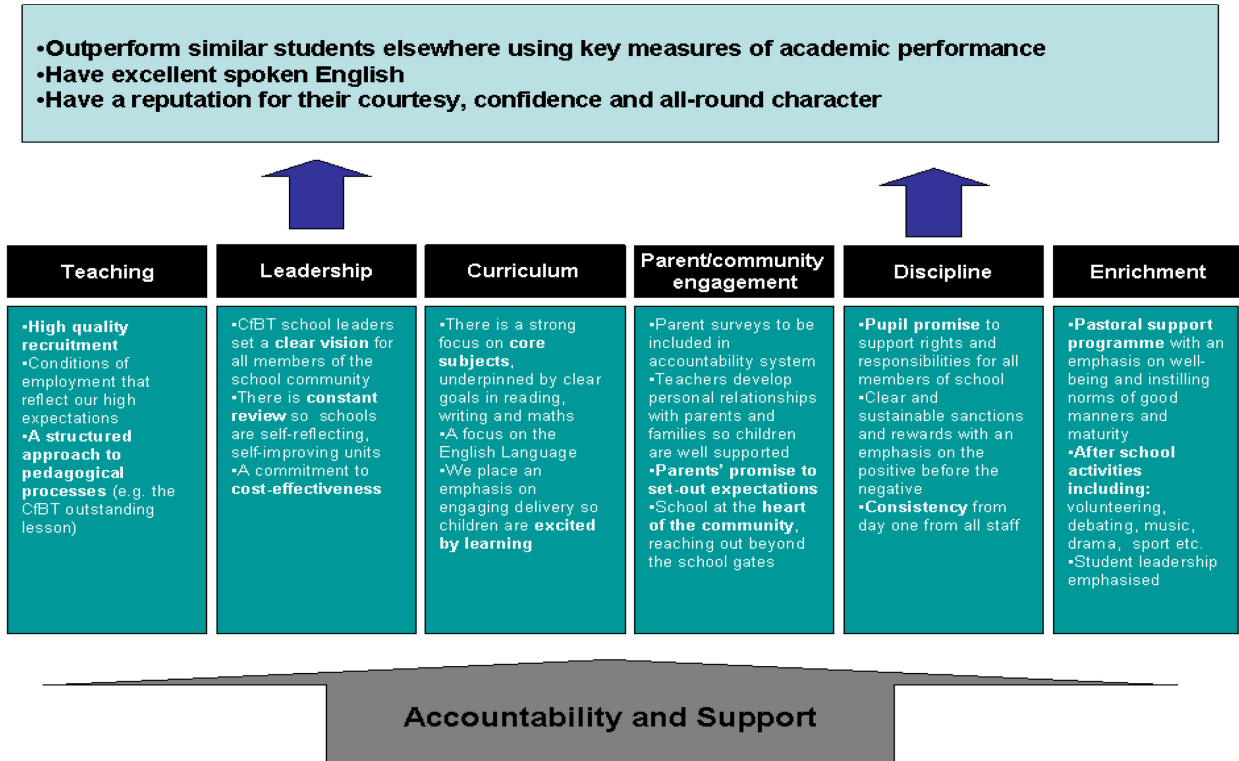
We also expect our school to be strengthened by an excellent relationship with Enfield Council. As described in Section 5 we have already spoken with Jacqueline Martyr who is the Policy Manager (Education, Children's Services and Leisure) and was very encouraging of our proposal and we have written to [REDACTED] and [REDACTED] who are [REDACTED] letting them know about our application and inviting them to a meeting.

The CfBT School Design

We are confident of achieving our goals because we know what works. In 2007 CfBT commissioned Professor Pam Sammons of Oxford University to conduct extensive research to highlight the key features of unusually effective government schools around the world.¹ We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right.

¹ <http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary%281%29.pdf>

The CfBT School Design has six pillars: *teaching, leadership, curriculum, parental/community engagement, discipline* and *enrichment*. These are highlighted in the diagram below, together with key features of our practice (more detail can be found underneath). The six pillars are supported by our robust accountability system and our offer of focused and effective professional development opportunities for staff.



Teaching

There are three aspects to our vision for teachers:

1. High quality recruitment
2. Conditions of employment that reflect our high expectations
3. A structured approach to pedagogical processes.

1. High quality recruitment

Our starting point is an evidence-based view that the single most powerful determinant of school effectiveness is the quality of teaching. For this reason we will put great stress on the need to recruit and retain outstanding teaching staff. We intend to do this through an energetic recruitment approach which highlights:

- Our provision of outstanding opportunities for professional and career development
- Our invitation to teachers to join a vibrant global community of primary practitioners. We will create a worldwide virtual community of primary practitioners linking together CfBT staff in the Middle East, Africa and Asia
- Our goal of using the school as an integral part of the CfBT research programme. CfBT spends over £1 million each year on an applied programme of educational research. We will make the EN3 Free School a research-engaged school with substantial opportunities for practitioner research (see sub-section at end for more detail).

2. Conditions of employment that reflect our high expectations

We envisage a staff contract that is more flexible about contact time but overall, still within national terms and conditions. There will be a contractual requirement that teachers will run booster classes and clubs (linked to their own passions), supervise breaks and eat lunch with children, but as described in section 6.5 they will also have 20% rather than 10% PPA time. Every teacher will be expected to take a share in whole school responsibilities but there will be no incentive allowances for these. To improve quality and reduce cost we will employ very few educational support staff and will have a very slim leadership structure (made possible by the small size of the school).

3. A structured approach to pedagogical processes

There are three key aspects of our approach to pedagogy:

- **The CfBT outstanding lesson** forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter.
- **A clear focus on assessment for learning:** Unusually effective schools tend to have particular strength in the area of Assessment for Learning. Amongst other practices, we will pay close attention to each child's performance in the core subjects and detailed records will be kept identifying 'next steps for learning'.

- **Catch-up and stretch support:** We will use assessment information to target under-achievement at all ability ranges. A pupil with the potential for a Level 5 currently at a Level 4 needs extra support just as much as a pupil with the potential for a Level 3 currently on a Level 2. Practices will include one-to-one learning and parental engagement. We will also have clear support processes for pupils with Special Educational Needs (SEN) or those who are particularly gifted (for more detail on each of these areas see Section 4).

Leadership

The second most powerful determinant of school effectiveness after teaching quality is the quality of leadership and management. The CfBT School Design sets out the key management processes that are used by the highest performing government-funded schools in the world (see below). These will be put into action at the EN3 Free School. Specifically:

- **Vision:** Our Headteacher will share and embed our high expectations vision for all pupils. It will be his/her responsibility to make sure all staff is inspired and ready to deliver our shared goals. The Headteacher will also share our vision beyond the school gates to the local community through regular and structured communication.
- **School self-evaluation:** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. The EN3 Free School will have the capacity for systematic self-review and our Headteacher will have the information needed to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad (or more detail see 'Accountability' below) which will be adapted for this context as described in Section 4.4.
- **A commitment to cost-effectiveness:** In our experience schools often pay insufficient attention to the careful use of resources and the need to maximise the educational 'return on investment'. Central to the idea of the EN3 Free School as a highly cost-effective school will be the approach to the management of the human resource. The 'contract' with staff will offer them exceptional opportunities and support (in particular action research support – see details at end of section) in return for an exceptional level of commitment. A staffing model will be put in place that is designed to ensure the best possible outcomes given the money available. Compared with maintained schools the staff profile will be weighted towards exceptionally talented and motivated early stage career teachers. There will be a flatter than usual – and therefore less expensive – management structure.

Curriculum

We believe there is no contradiction within a curriculum that rigorously instills the basics of literacy and mathematics whilst at the same time offering a broad range of learning experiences. Whilst we are determined to guarantee high standards in the core disciplines through precise teaching methodologies and sharply focused assessment processes, we want a broad offer with lesson time in areas such as music, PE, art, modern foreign languages, humanities and science.

Through our support for pedagogical excellence, we will focus on engaging delivery of the curriculum so children are excited by learning. This will include project-based learning as well as practical, experiential tasks. We will also explore the possibility of developing an international component to the curriculum to reflect our global outlook and embed rich subject content.

(For more detail on each of these areas see Section 4.2.)

Parent/community engagement²

The weight of evidence consistently demonstrates that one of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental involvement in their learning. The genesis of the EN3 Free School, fashioned in full partnership with a parent/teacher group, suggests we are already committed to this principle.

Specifically our parental partnership for learning will include:

- an expectation that each class teacher will build a proactive relationship with the family of each child with regular phone and face-to-face conversations sharing information and celebrating success;
- clear policy and advice on how parents can support learning through, for example, shared reading and opportunities for learning with the family;
- an emphasis on early communication of concerns so that problems can be dealt with before they escalate;
- a key role for parental feedback in the accountability arrangements in the school (see below);
- opportunities for parents to become involved in delivering after-school activities and clubs for pupils as well as wider members of the community.

To support our open approach the EN3 Free School will have a Parents' Promise (see below) which sets out what parents can expect and demand from us. And because engagement works both ways, we have also set out what we expect from parents. Having high expectations for family support for children is vital in creating a culture of learning in any school community. The draft Parents' Promise, highlighted below, will be consulted on and then form the basis of the school's parents policy.

² For parents, read parents and carers

EN3 Free School promises to	EN3 Free School invites parents to
Support and help you in your role as the child's first and most important educator	Help us by communicating with the school about your child's development needs
Listen to your views and take them into account when deciding school policy	Play a full part in the school's arrangements for consulting and involving you
Make sure you are kept informed about the work of the school and your child's progress	Support your child with work and help him or her to achieve any targets they are given
Address any concerns you may have and explain any decision or action that results from these	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that they can be resolved
Ensure that in all decision-making children's interests are foremost	Help us to decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of staff
Provide the best possible quality teaching in which children's learning can thrive	Contribute your own expertise and interests to the education delivered in the school

The EN3 Free School will not only be for parents and pupils, but will form a key part of the community. EN3AG is a group of local peoples with a stake in making our area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population.

Specifically, we will make good use of the school as a community hub with opportunities for local groups to hire and use our space. We are also committed to supporting the busy lives of working parents and it is our intention to offer an after school club until 6pm during term-time.

Discipline

The table below sets out our draft Pupils' Promise which, like the Parents' Promise above, details how we intend to ensure excellent relationships between pupils and the wider school community. It also forms the basis of our code of conduct which guarantees the highest standards of pupil discipline and places an emphasis on positive and consistent behaviour management. Our staff will emphasis the positive before the negative but will be very focused on ensuring small infractions are not allowed to fester and escalate.

EN3 Free School promises to	EN3 Free School expects pupils to
Treat you as a unique and special individual, with dignity and respect	Work hard and help your teachers to help you
Listen to what you have to say and take your views into account	Show respect and courtesy to everyone at all times
Ensure your school is a happy, safe, secure and pleasant place for you to learn	Respect other pupils' right to learn and stay safe
Protect your right to learn	Look after and care for the school environment
Help you to achieve as well as you can and celebrate your achievements	Work hard to achieve the best you can in all areas of school life
Help you to enjoy your work and get the most out of your time in school	Tell us if you have any concerns or worries so that we can help you
Prepare you to face the next stages in your life with confidence	Observe and follow the code of conduct drawn up by all members of the school community

More specifically, our approach to pupil discipline will be defined by two codes of conduct: one for the classroom and one for the school. These codes will be co-created with pupils and displayed around the school so staff and others can immediately highlight any misdemeanours. We will also have a clear approach to escalation, with the Headteacher responsible for brokering multi-agency support where necessary and a fair approach to exclusions that follows Enfield's appeals procedures (for more detail see section 4.5).

Enrichment

We believe there is no contradiction between demanding high achievement and looking after children's wider well-being. The EN3 Free School will therefore have a number of systems and processes in place to promote pupils' personal development, including weekly assemblies, dynamic PSHE and RE lessons and multi-agency support where necessary.

Our pastoral system will acknowledge the value of role modeling and the need to establish norms of manners and behaviour through child/adult interaction. We will make a point of ensuring lunchtime is an opportunity for pupils and staff to sit together and discuss matters in a calm and engaging way. We will also put in place a prefect system and a School Council.

We will encourage a wide array of extra-curricular activities to stimulate broad interests. In our experience, staff often bring their own passions to activities such as school choirs, plays and sports clubs. We have also seen great examples of volunteering and debating activities that have promoted confidence and character. We want to build on these to ensure pupils have excellent enrichment opportunities, and will draw on the support of EN3AG and other parents to deliver this. (For more detail see section 4.2.)

Accountability

Our approach to accountability is based on common practice in other industries around the world. Specifically, we will use a pupil progress data to hold individual teachers to account for their performance. From the Headteacher down, we will insist that staff deliver to our expectations and that there are no excuses for children not achieving.

We will use three sources of evidence to judge the performance of teachers and the school as whole:

- pupil-level data: occasional testing, assessment for learning feedback, surveys and School Council feedback
- teacher-level data: lesson observations, work scrutiny, surveys;
- parent/carer-level data: regular face-to-face and telephone contact, surveys.

The EN3 Free School will have an annual assessment cycle and at certain points during the year an accountability snapshot will be created, the amount of data may depend on the experience of the teacher as described in section 4.4. This snapshot will form the basis of the school self-review and will be used to make a judgment about performance. Where there are weaknesses, it will be incumbent upon the Headteacher to put in place interventions to improve outcomes. (The success or otherwise of these interventions will be closely monitoring by the Governing Body and school improvement specialist – see the ‘Governance’ section for more detail.) This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

It is important to note that our intention is not to over-test pupils. On the contrary, the reason for using a wide source of data to inform judgments is so that we are not over-reliant on summative assessments. However, we feel it is absolutely necessary for pupils (as well as their parents) to understand how they are performing and what they need to do to progress.

Termly academic review meetings will provide opportunities for the school to share with parents performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each pupil’s progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

Support

We are acutely aware of the need to attract and retain exceptional teachers. Effective systems and processes can not always control for the quality of the people in the classroom. We therefore propose to develop our staff through high quality professional development opportunities and support. In particular:

Training support individual to the school: In the 'Governance' section we highlight our provision for a school improvement specialist to provide challenge to the school and the Headteacher in particular. Their role will also be to broker additional support for staff, initially through the CfBT network. This might involve mentoring and training from our Lincolnshire School Improvement service, facilitated learning conversions between our staff and teachers from around the world where CfBT works or has links, and training sourced through CfBT's head office in Reading. As the school grows and more money becomes available for professional development we will look to provide further support tailored to meet the development needs of the school. We will also explore with Enfield Borough Council the possibility of drawing on their professional learning communities.

Distributed leadership: We will look to recruit staff with leadership potential and provide opportunities within the life of the school to exploit that potential. So for example, as the school grows we will ask staff to conduct whole school projects on areas of focus, liaise with other schools or lead on an aspect of school self-review. This approach is good for the professional development of individual teachers and a good way for the school to promote succession planning. To support our teachers as leaders we will also look to engage with effective leadership development programmes around the country, including courses offered by Universities and school improvement organisations.

Systematic induction, coaching and performance management:

In the first years of the school the Headteacher will take responsibility for supporting new staff through a structured induction programme. This will help embed our vision and school design and also provide opportunities for staff to contribute to the future planning of the school. Coaching, initially by the Head, and other senior staff as the school grows will be a key part of induction and ongoing support and will allow staff to have non judgmental professional learning conversation with colleagues. Our performance management processes will be rigorous and shaped by CfBT's professional development standards for teachers, which have been developed in light of our international engagements. Performance management will be data informed and focused on pupil outcomes.

A research-engaged, learning school: We are aware how fortunate we would be if we were to receive approval for the EN3 Free School. And we are clear about the need to demonstrate value that extends beyond the children we will be educating. We therefore propose providing additional support, funded through CfBT Education Trust's research programme, to develop, distil and disseminate best practice during the first year of the school's operation.

Our research and development team will work alongside staff to build highly effective, classroom-ready tools and techniques in key areas of school delivery. So for example, drawing on our database of educational experts we may engage [REDACTED], [REDACTED] at Plymouth University, to help staff codify and deliver excellence in mathematics teaching. The outputs could be curriculum support materials for the school and a wider report for the rest of the educational community.

We believe this approach will be attractive to practitioners and a key aspect of our recruitment drive. Teachers at our school will have the opportunity to engage in action research and contribute to wider debates about teaching and learning. In the longer term we hope to include our practitioners in global conversations with school systems around the world.

We will be working on the precise nature of this support over the coming months. However, it is our intention to produce a clear and replicable set of teaching processes that respond to the challenge highlighted in McKinsey's most recent report that suggests insufficient attention is paid to the actual transaction of learning in the classroom.³

Section 4: Educational Plan

4.1 Admissions

Our Ethos

The EN3 Free School aims to serve our local community by providing a high quality education within the context of Christian values. Although it will be a faith designated school it will incorporate no faith criteria in its admissions code.

We believe that parents who choose this school for their child will do so knowing that it is a school with a distinctive Christian ethos, and that the experience we offer to all children is underpinned by Christian values. This does not affect the right of parents who are not of the faith of this school to apply, and be considered, for a place there.

The school motto will be 'Building Character – Teaching Success'. This will be achieved in a Christian environment welcoming children from different faiths and backgrounds. The distinct Christian ethos means that the school will place an emphasis on spiritual development as well as academic, social and personal development.

The school will encourage all children to attend acts of collective worship. This does not remove the right that parents have to request that their child be withdrawn from these activities.

We have no formal links to any particular Christian church, denomination or organisation.

Admissions Criteria

The total admissions number is: 23 (1FE of 23 pupils per year).

The EN3 Free School will be part of the England-wide coordinated admissions process for state schools. This means parents/carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one we will manage applications ourselves but hope to be in close contact with Enfield Borough Council throughout the process and will take advice from them and the DfE on how best to run these processes alongside one another.

However, the governing body of the EN3 Free School, which will be constituted during the implementation phase, will be its own admissions authority. We intend for the admission policy to be in full accordance with the School Admissions code and Admission Appeals code.

Our proposed admissions policy is broadly in line with Enfield Borough Council's community schools' oversubscription criteria. The main change being that we would like to give precedence to children of the founders of the school and we will not have a designated area.

Specifically, where the number of applications for admission is greater than the published admissions number for any relevant age group, the Free School will consider applications against the criteria set out in the sub-paragraphs below. This does not apply to students with statements of Special Educational Needs where the EN3 Free School is named in the statement, who will be admitted first.

- a) Children in public care (looked after children).
- b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
- c) Children whose parents are founders of the school.
- d) Children with a brother or sister who will be attending the school at the time of proposed admission. The children concerned must be living at the same address.
- e) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school. (Travel by private car or public transport is not taken into account).

Our admission arrangements take into account the requirements of the Race Relations Act.

Notes

Founders of the school

Founders of the school are defined as the Proposers, and those who have provided specific assistance, advice, guidance or support to the Proposers in the preparation of the Application and subsequent submissions for the School. Assuming legislation regarding schools admission codes change to make it possible, we will use this as our second over subscription criteria, otherwise it will be removed.

When drawing up the admissions policy we will employ the following definitions, all of which are taken from *Enfield Primary Admissions Book 2011*¹.

Distances

All distances will be calculated by the admissions IT system using ADDRESS-POINTR. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1

¹http://www.enfield.gov.uk/downloads/file/3049/enfield_primary_admissions_book_2011

metres (10cm). The accuracy of each ADDRESS-POINTR is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, the place will be allocated randomly.

Tie-break

In the event of oversubscription in any of the above criteria, priority will be given to those living nearest to the school measured in a straight line from the front door of the child's home address (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly.

Confirmation of address and date of birth

Parents will be required to provide acceptable independent proof of their child's address, and also to present the child's birth certificate for inspection. They must make sure that the application form they complete is accurate and they must contact the school if there are relevant changes to their application after it has been submitted.

Places may be withdrawn if false information is entered on the application form. Parents who do not provide evidence of their child's address as requested, or provide conflicting or inconclusive information, may have the place withdrawn, even if it has already been accepted. When parents live separately, the address used should be the one that their child usually lives at and attends school from. If a child lives equally with both parents at different addresses, parents may be asked to provide acceptable proof that this is the case and should make clear which address should be used for the purposes of this application.

Address

The address you give must be your child's permanent address, that is, where the child usually lives. You must not use a business address, childminders' or relatives' address or any address other than the child's home. You will be asked to provide proof to support your address and the information you provide will be checked.

If you move home after making your application you must tell the Admissions Service straight away. Changes will only be accepted for admission purposes if satisfactory proof is provided that a move to a new address has taken place. Further information is available from the Admissions Service. If a place is offered on the basis of false information, the place will be withdrawn. This could happen even if your child has started at the school. When parents live separately, the application must be based on the address at which the child usually lives and as given on the Child Benefit documentation. When parents live separately but the child lives equally with both parents at different addresses, the child's home address will be taken to be the address of the main parent/carer eligible to receive Child Benefit and Child Tax Credit. If there are reasons why your child is not living with the main parent/carer, you and the other parent/carer must declare this individually by letter submitted with your application form for consideration by a senior officer in the Admissions Service. If this address is accepted, it will be used for applications to all schools, including voluntary aided schools.

Siblings

If your child has a brother or sister already attending the school you must state this on the application form and give the relevant details. A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with foster carers as a result of being looked after by a local authority. Priority under the sibling criterion will only be given to children who will have a sibling at the school at the time of admission.

Medical

Very few children are offered places under this criterion. Medical priority is usually given to children who have an exceptional illness or disability, which means that one school is more appropriate than another. If you think that your child should be considered under the medical criterion you must:

- state which school you are asking for your child to be considered on medical grounds;
- explain how the school concerned can meet your child's needs better than any other school;
- ensure that a suitable professional, for example a consultant, supports your request. This information must be provided with your application. In the case of Enfield community schools your request will be considered by a panel of senior local authority staff. Further advice may be sought at the discretion of the Co Directors of Education, Children Services and Leisure.

It is not usually possible to give a child priority on medical grounds after allocations have been made if medical information was not submitted at the time of application. Many children have some medical or special needs when they start school. The majority will not need to be given any additional priority of admission. It is still very important, though, that you tell the school of any medical or special needs your child may have before he or she starts school. For example, you should let the school know if your child has a nut allergy, is diabetic or has received support from the speech and language service. This will help to ensure that arrangements are made to meet your child's needs in good time for starting school in September.

Twins and triplets

No additional priority is given to twins or triplets. When it is not possible to offer places to twins or triplets, their names will be kept on the reserve list in the same way as other children. If only one place becomes available, the Authority will contact the parents concerned to ask whether or not they would like to accept the available place. The Authority will not be able to offer two or three places in these cases if there is only one vacancy available.

Reserve lists

We will maintain a reserve lists each year until 1st September. Places will be offered to children at the top of the reserve list as vacancies arise and the list will be ordered according to the oversubscription criteria so the arrival of a new applicant into the area could cause a child's name to move down the list.

Late applications

If a school is fully subscribed, **late applicants** will be placed on the waiting list according to the relevant criteria.

Children who are the subject of a direction by the local authority to admit or who are allocated to a school in accordance with an In-Year Fair Access Protocol will take precedence over those on a waiting list.

We intend to follow Enfield's Protocol for Exclusions (Managed Transfers and Reintegration), including their appeals process.

Key dates for Enfield's primary admissions process

The table below is taken from the information on primary admissions for parents in Enfield. We will manage our own admissions in year one and expect to encourage parents to follow the same timescale as Enfield does for its own admissions. We will take advice from Enfield BC and DfE on how best to run these processes alongside one another.

DATE	INFORMATION
15 January 2011	Closing date for the return of paper application forms or submission of an online application
4 April 2011	Letters sent by 1st class post advising parents and carers of result of application
4 April 2011	Parents who have applied online are able to access the outcome of their application from 5.00 pm
18 April 2011	Deadline for parents and carers to accept the school places offered.
13 May 2011	Closing date for lodging appeals for community schools
June 2011 – July 2011	Community schools appeals heard by independent panels

4.2 Curriculum and organisation of learning

School Calendar

We expect to employ excellent teachers at the EN3 Free School, and have therefore opted to base our school calendar around the traditional three terms because to do otherwise would reduce the size of the pool of teachers we might attract to working at the school (many will have pupils in schools working to the traditional calendar). Another reason is that our first intake of pupils may have siblings attending other borough schools.

The school day will run from 9.00 am to 4.30pm comprising of four sessions in the morning as children have higher concentration levels in the morning and two sessions in the afternoon, a playtime of 15 minutes, an assembly of 20 minutes and a lunchtime of 60 minutes. KS1 pupils will have an additional 10 minutes afternoon break. In light of their young age, reception class will be dismissed at 3.30pm unless pupils require booster lessons from the spring term. All other pupils may be released early at 3.30pm if they are on track with their progress in the core curriculum. If not, they will be required to stay the full school day for small group or one-to-one tuition until 4.30pm. We know the nature of pupils and that the vast majority will want to end their school day at 3.30pm, therefore we offer them an early release as an incentive to listen and study hard with their focus objectives. In addition there will be a variety of extra-curricular clubs on offer two days per week for Years 1-6.

Each term will be around 12 weeks long and there will be Inset training for teachers on the first two days of each term. This will be the senior leadership, EN3 Action Group, CfBT and the governing body's regular opportunity to realign practice with the school's core aims and ensure all staff members feel empowered in achieving the school's vision. We hold significant store by the value of good insets and CPD, something which is explored in more detail in Section 6.

In terms of teachers' contact time, as with pay scales, we intend to work broadly in line with the standard terms and conditions (1265 hours per year, spread over 190 teaching days, with five additional days for other duties) as they provide a valid and useful guide. We have planned our staffing structure based on a maximum of 80% contact time for all staff (including a weekly Key Stage meeting and the opportunity to observe another lesson every three or four weeks). This enables opportunities for group planning, marking and lesson planning etc on top of the standard 10% PPA time. Our preference is that the same class teacher will always teach Literacy and Numeracy sessions to ensure consistency in methods and assessment. The additional teaching to accommodate 20% PPA will be done by the 'supernumerary' teachers (one per key stage by the time the school is full); these teachers' time will also be useful in ensuring the school is adequately staffed during the slightly extended school day and in providing teacher-led support for small groups and individuals.

We believe that this extra time will enable teachers to embed and maintain best practice within the timetabled school day and increase teachers' motivation and commitment to our vision. The opportunities that 20%+ non contact time will provide our staff to improve as practitioners will be a key selling point in recruiting for the EN3 Free School.

Learning beyond the traditional school day

The Harlem Success Academy in New York boasts of high academic scores and owes part of its success to an extended school day. 'Going beyond Z' has enabled pupils from disadvantaged backgrounds to achieve academically. We will not compromise on Literacy and Numeracy but we know that there is room for subjects where other talents can be unlocked. There will be snacks and water available so that pupils remain alert towards the end of the day. We expect parents to sign a contract informing them of our hours and showing their commitment to allow teachers to go 'above and beyond' to help their children. After 3.30pm, teachers already employed by the school and private tutors will be offered an agreed hourly rate to teach small groups or one-to-one which will be funded by the additional pupil premium. This one hour will be solely dedicated to Literacy or Numeracy core activities. It is anticipated that most pupils will spend a maximum of one term in these intervention groups to attain the required core levels. If they fall behind again, they will receive extra help again. This targeted approach will ensure that no child is left behind.

Another advantage to lengthening the school day is that we can provide a range of exciting extra-curricular clubs for the pupils to choose from. We want our curriculum to extend learning opportunities beyond the confines of the school day. In this way we feel we can be true to our promise to build social as well as academic capital. Drawing on the strength of our partnership with the members of the EN3 Action Group, the many offers of volunteering as well as our expectation that teachers will bring passions and experiences to the job (and be contracted to share those in extra-curricular activities) we propose a number of optional extra-curricular activities such as:

Debating Club

Improves speaking and listening skills and develops critical thinking.

Drama Club

Increases confidence which benefits all areas of life. We hope to include opportunities for pupils to enter borough public speaking competitions and to take formal LAMDA or Guildhall qualifications.

Reading Club

Nurtures a love of reading and develops critical thinking and metacognitive skills.

Maths Club

Develops investigative skills and improves concentration.

Art Club

Increases motivation and productivity.

School Newspaper Club

Develops collaboration and negotiation skills. Improves writing.

Group music/choir Club

Musical learning impacts positively on academic learning and has the added advantage of being able to perform in the community.

Football Club

Develops co-ordination and teamwork.

Enfield Council provides an updated online list of tutors and clubs such as martial arts, singing etc which charge an hourly rate. Pupils may only need to pay a small amount each week to receive specialised instruction if the demand is high.

Some of these clubs will serve to stretch our gifted and talented pupils.

At full capacity, we plan to provide booster classes led by teachers or paid tutors from Monday – Wednesday for identified pupils. On Thursdays and Fridays there will be a selection of optional extra-curricular clubs (as listed above) for which a nominal fee will be charged. There will be opportunities to change clubs every term.

Separate to any of the activities mentioned above, a breakfast club will run from 8am to 9am and an after-school club will operate from 3.30pm to 6pm for working parents. These sessions will be charged for in order to break even. The whole after-school session will need to be paid for even if children are in booster classes and extra-curricular clubs. We believe that parents will see the added benefit of quality wrap-around childcare.

Lunchtimes are mainly reserved for students to eat and converse with staff, build relationships with peers and establish codes of manners.

The CfBT outstanding lesson

The CfBT outstanding lesson will be at the very heart of pupils' daily experience at the EN3 Free School. It contains a set of expected practices that should be delivered in every lesson of every day. Presented and explored in depth for each subject area to all staff during induction, it will become their key teaching aid. It is the centre-piece of our instructional practice and drives high standards in the core disciplines. The key features of the CfBT outstanding lesson include:

- a learning objective, linked to a curriculum scheme of work, that is shared with pupils at the beginning of the lesson and reviewed at the end;
- differentiated tasks that meet the needs of individual pupils, including those with special educational needs;
- success criteria for tasks that are clearly defined and shared with the class;
- a good balance between teacher-led activities and individual, paired and group work;
- significant opportunities for practical learning;
- homework tasks that are integrated into teaching;
- a good pace to the lesson with clear routines of behaviour.

Nationally recognised curriculum with flexibility to meet pupils' needs

The National Curriculum will be tailored to the needs of our pupils but with relentless emphasis on all pupils achieving automaticity in Literacy and in Numeracy especially in regards to the core disciplines. We will administer KS1 and 2 SATS for our own internal processes. Some tests will be externally marked.

We are inspired by the philosophy behind the 'Core Knowledge Foundation' more commonly used in the United States². Their idea is simple and powerful, 'knowledge builds on knowledge'. We aim to borrow ideas from their freely available sequence of core knowledge and adapt for use in the U.K. We will particularly use their planning format for Language Arts with an emphasis on reading aloud to pupils and building their listening stamina from an early age, questioning the pupils on the text and developing their knowledge of new words. We will call this 'Book Time'. Speaking and listening conventions will be emphasised during these sessions. In KS2, guided reading and independent reading activities will be completed during 'Book Time' which will include formal comprehension tasks.

Pupils must be taught skills to decode using synthetic phonics. We will use the highly successful *Read Write Inc* scheme which our teachers will receive training in.

A recent HMI Ofsted report, entitled 'Reading by six. How the best schools do it', featured twelve schools which were outstanding in the teaching of reading. Six of those schools were using *Read Write Inc.* phonics

Science and Art will be taught as block units to allow flexibility in planning, pupil voice and relevant trips.

A strong focus of our curriculum will be on cultural and global issues. Our pupils will come from a range of diverse backgrounds so it's important that we value their identity by discussing matters that interest, motivate and inspire them. We will refer to Newham Council's Cultural Inclusion Pack of resources. For example, when teaching about the Tudors, we can talk about the presence of different ethnic groups in Britain at the time as evidenced in paintings. We will refer to Oxfam's Curriculum for citizenship specifically designed for pupils growing up in the 21st Century to ensure that we consider global issues in our Literacy lessons. Our pupils' critical thinking skills will be developed through a more globally-focused curriculum where the 5C's can be taught through a concern for social justice, concern and equity.

Please see Appendix 4A for timetables and proportion of learning times.

² <http://www.coreknowledge.org/>

Discrete and structured morning teaching of English and Mathematics

This time will be 'sacrosanct', we will use mornings because pupils learn best then. Every morning during registration, pupils from Year 1 upwards will be required to learn key spellings using the look-cover-write-check method which will be linked to pre-cursive and cursive handwriting practice. This will be immediately followed by a short dictation test on which pupils will be scored.

Grammar

Parts of speech will be taught formally twice a week from Foundation Stage using the Grammar for writing materials. Pupils will be taught how to construct grammatically correct sentences and practise reading them aloud. Grammatically correct sentences will be copied during handwriting/spelling sessions. We want every child to speak and write in standard English.

Literacy/Humanities cross curricular

By Humanities, we mean Geography and History. In order to maximise learning times in the afternoon we will cover history/geography objectives during our Literacy lessons. It's important that we cover the genres of poetry, narrative and non-fiction writing however our content will sometimes be humanities based, focusing mainly on core skills and knowledge. Map-reading skills can be developed in instructional writing for example. Debating skills will always feature in weekly lessons so that children grow in confidence and learn to justify their opinions.

Reading activities

We place high importance on reading so our pool of parent volunteers will be asked to read daily with targeted pupils who may not have support at home. We will invite parents, especially fathers, to come into class and read books to the pupils in English and their home language. We want the pupils to see reading as an enjoyable activity. Every afternoon in KS1, there will be an interactive book activity incorporating strategies from Talk Partners and Philosophy for pupils. If studying plants, there will be a week's study of a non-fiction book on plants so that new vocabulary can be learned. At other time, books which excite the children and stimulate creative thinking will be chosen. In KS2, there will be active guided reading sessions, where independent learners will keep reading journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary. It is expected that every child will read aloud and be read to at home. Pupils will complete reading comprehension tasks for homework with their parents learning to find the evidence in the text for their answer. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. With this strong focus on reading from an early age, pupils will feel at ease with books and this will ensure that they are fully prepared for their KS1 and KS2 SATS tests.

Mathematics

Maths is a crucial part of the modern economy therefore we will treat it as a special subject which must be taught with rigour. As pupils need to gain skills to enable them to progress in the subject, we will assess the pupils on a weekly basis, revisiting previous work each time.

There will be a strong competitive element to lessons with displayed star charts showing who has learned their times tables. There will be a series of bronze, silver and gold badges to be worn by times table champions. We will plan practical lessons with a real-life application so that pupils know why maths is important. We will use a combination of textbooks and teacher-designed materials. Every lesson will begin with a lesson of mental arithmetic practising the four basic operations. Methods of computation will be taught formally. Continuous assessment will be in the form of pupils' jottings and statements of how they worked out the answer.

Pupils gifted in Maths will be given opportunities to complete open-ended investigations, riddles and puzzles or to solve real practical problems for the school e.g. marking down the position of evenly spaced frames boards on a display board.

Science

This subject not only induces awe and wonder but also stimulates critical thinking. We won't just teach about plants, we will grow and observe them outside and in class. Our science curriculum will focus on fair testing and we will try to link with other subjects where possible. We will follow the National Curriculum but consider the pupils' interests. The outdoor environment will be exploited fully in our lessons. As this subject will be taught in blocks, there will be ample time to experience the whole process of an investigation from planning to interpreting the results within a week.

RE

Whether we are religious or not there are signs of religion all around, the landscape is full of churches and of other places of worship. Belonging to an organised religion has an effect on many aspects of a person's life. Any of these may show the rest of the world that we are members of a belief tradition, clothes, food, names, times and ways of celebration and what is considered important in life.

Religious education promotes pupils' understanding of the multicultural and multi faith society that we live in today by enabling them to explore issues of belief and issues between faiths. Having learned about different faiths and beliefs, pupils are then encouraged to understand how we can interact with each other and explore inter faith issues of contemporary society.

RE will involve the study of major religions in each year group but because of our faith designation, 75% of the R.E curriculum will focus on the tenets of Christianity. This will mostly be taught through biblical principles emphasising our 5 C's of caring, confident, contributing, committed and courteous. The non-Christian areas of study will reflect the class community as much as possible so that pupils can talk about their faith to their peers. We will invite in a senior member of a faith group to our assembly once a term. We will use the Croydon Agreed Syllabus 2001 and adapt so that they include developments in the religious education world. We particularly like the cross-curricular links which could be made with Circle Time (PSHE) and Citizenship. (Appendix 4B: Agreed syllabus for R.E.)

R.E and Early Years

It is important for pupils to be introduced to the idea that some people have a faith and that some people do not and that the different practices that are part of belonging to a faith are all equally valid and that everyone's needs are treated fairly and equally. All of the most valid experiences in this age group come from the starting point of the pupils' own experiences. It is important that young pupils are encouraged to approach Early Years experiences related to religious education with open attitudes and interest. Within the setting, an environment where cultural and religious diversity is regarded as positive is important so that pupils develop their own ideas and feel free to talk about the place religious experience has in their own lives.

ICT

No other subject will make a greater impact on the 21st century than Information and Communications Technology. It is essential that our pupils are taught to use ICT efficiently and appropriately. In order to keep up with the fast pace of new developments, we will trial new hardware and educational software. We also want to try out hand-held voting systems to help with ongoing content knowledge assessment.

ICT will be taught as a discrete subject to ensure practice in the Core ICT skills and focus objectives. There will always be a cross-curricular link to other subjects. For example pupils will learn to cut and paste photos into a document when writing news reports in Literacy. Children will become comfortable with the keyboard from an early age and begin to learn how to touch type (focus objective). ICT will be integrated into every lesson with the use of an interactive board in each classroom.

Art/DT

Art and DT will alternate throughout the year and be taught in 2 week blocks alternating with Science. We will follow the QCA schemes of work but may adapt the content to link with our other learning. We will teach a balance of sequential skills and knowledge so that pupils are able to develop their artistic ability throughout their primary years. There will be a communal Art Gallery with modern snap frames for the display of pupils' best work and an area for exemplary 3D work.

PSHE

PSHE will always start and end with a Circle so we shall call it 'Circle Time'. This will be a time devoted to discussion of personal values using Philosophy for Children (P4C)³ approaches. It may also cross over with R.E /Citizenship content.

Circle Time will be a regular part of the weekly timetable across the School and is seen as a central strand to both the ethos of the School and in raising the children's positive sense of self. At Key Stage 1, the stimulus for Circle Time will be a story thereby increasing the pupils' questioning and reasoning skills.

At Key Stage 2, PSHE will be planned to complement Circle Time issues.

³ <http://www.philosophy4children.co.uk/>

Our aim is to encourage each child to be a self-confident, inquiring, tolerant, positive young person, a well-rounded character with an independent mind, a child who respects the differences of others. By the time the child leaves the school, we want each child to have that true sense of self-worth which will enable them to stand up for themselves and for a purpose greater than themselves, and, in doing so, to be of value to society.

We aim to do this through providing a wide range of extra-curricular activities and hope that parents will volunteer their time and expertise to make our extra-curricular choices as rich as possible.

Music

Singing has an important part to play in the curriculum. Some pupils can learn facts through songs. It is hoped to employ an experienced singing teacher for whole school singing sessions and to run a gospel choir extra-curricular club which can perform at community events. In KS2, pupils will have the opportunity to learn an instrument such as the recorder or guitar in large groups from 3.30pm – 4.30 pm. If they are involved in booster classes, these lessons will take priority. Enfield Council has compiled a large database of local tutors with their hourly rates.

MfL

We will teach Spanish as our Modern Foreign Language from Year 2 onwards. We expect a fair proportion of our pupils will be acquiring English as a second language so we want them to have a thorough grounding in the English Language and grammar so that they can apply their knowledge to learning another language more easily. Pre-literate learners of English will be withdrawn from MFL lessons for basic English Instruction from Year 2 onwards.

We will contact the London Borough of Enfield to locate a Freelance Spanish teacher or recruit an experienced Spanish Tutor to offer 5 hourly sessions per week. We have contacted a local tutor who will charge us £30 per hour including travel to teach one lesson per week.

Sport/PE

We will use local sports coaches for our P.E lessons which will provide some PPA cover for our teachers. There will be an emphasis on competitive team sports such as netball, football, hockey and Kwik cricket. We want our pupils to learn the rules of sports and to accept victory or defeat graciously.

Indoor PE will involve gymnastics and dance and will be led by the class teacher or cover teacher. This will also provide some of the 20% PPA cover time. Learning to swim is a necessary life skill so we will liaise with Albany Pool to arrange weekly classes for our KS2 pupils. Our proposed permanent site in [REDACTED] puts us within

5 minutes walking distance from the local swimming pool which is located within a leisure centre due to be extended and modernised.

School performances

Each class will be expected to produce an assembly at the end of the term. During the last seven weeks of the term, Friday assembly will be earmarked for sharing assemblies where pupils will speak confidently in front of their families.

The pupils will be given a script to learn their lines or lyrics at home so that no learning time is lost during the school day. The class practising the assembly will be allowed to use their interactive book session time for 3 days (leading up to the assembly) to rehearse for the event, which will also include a song, music and drama. Selected members of the class will be allowed to play their musical instruments as parents file into the assembly hall.

There will be a nativity play and carols performed by KS1 pupils at Christmas and an Easter play and celebration the week before Easter. The former will be practised in the 3 weeks leading up to Christmas during RE lessons and between 3.30 and 4.30 pm. There will be a conscious effort not to amend the regular timetable too much. Parents will be expected to play an active part in the preparation and making of costumes, scenery etc. The Easter play will involve pupils who are involved in our debating clubs or display talent in drama. This will be rehearsed in the 3 weeks leading up to the Easter Holidays between 3.30pm and 4.30pm.

During the 4 weeks leading up to the 2nd week in July, Year 6 will rehearse a Leavers' play which will involve the whole class. This will be rehearsed during part of the afternoons.

School Trips

Each class will go on one school trip per half-term with a full risk assessment taking place. As our class sizes are smaller than average, we will save money by using public transport. Grants and fundraising money will be used for theatre trips which will also relate to learning in class. For example, a trip to see 'The Gruffalo' will not be isolated but will be an enrichment of a study of the text during Literacy lessons. Pupils won't just 'go on a trip' but be expected to answer questions relating to the visit. They will be fully engaged during the visit as our teachers will have visited the venue before and organised age-appropriate activities or workshops. All learning will be followed up with appropriate activities in the classroom.

Extra-curricular clubs

Every teacher will be expected to run a weekly club for an hour which will be selected by the children. A nominal charge will be made for the clubs. There might be clubs like debating, school newspaper, football and book clubs which a suitably qualified parent/community member may also like to run.

Making the most of local provision

We aim to use the following to support the curriculum.

- Local Enfield Debating Competition hosted by English Speaking Union and Enfield Partnership for Excellence.
- Local faith leaders to speak in assemblies during their main festivals, Eid, Diwali, Hannukah, Easter, Christmas.
- Mad about Football for Football Training.
- Lea Valley High School for Sports facilities.
- Albany Park Playing Fields.

Special Educational Needs (SEN)

An inclusive school

The EN3 Free School is fully aware of its statutory obligations in relation to SEN and will of course comply with the SEN and Disability Act 2001 (and any subsequent revisions). We will participate in Enfield's local Fair Access Protocol arrangements and as section 4.1 demonstrates we will give priority in admissions to children with a statement that names our school.

Beyond this, the EN3 Free School's approach to inclusion will be based on bespoke nurturing and solutions that are shaped by the evidence of what raises pupils' automaticity in the core subjects. We believe that this approach, made easier by the smallness of the school, will build self-confidence and raise esteem.

We will make sure that, as a minimum, everyone succeeds in the core disciplines. Through individual education plans for children at School Action Plus (as well as statemented children), we will focus objectives on key areas of practice in Literacy and Numeracy. We will also support acceleration, helping those that need stretching or who might otherwise be coasting.

Our vision informs our approach to SEN. Specifically, we are aware that the most prevalent type of primary need among pupils with statements of SEN in primary schools is speech, language and communication (24.3%). That is why our focus on speaking and listening will benefit those pupils for whom communication and language may be difficult.

A small school

The small school theme runs throughout this application and has important implications for our provision for SEN. It means that we will not need to be prescriptive from the outset in how we manage pupils with particular needs. Instead, at the start of each year class teachers, the SENCO, Headteacher and Teaching assistants will come together and discuss what the most appropriate provision would look like for all pupils, and then how best to achieve it.

Research suggests that children who have the most ground to make up – who are often those with Special Educational Needs - do benefit from smaller class sizes⁴. We have therefore opted for class sizes of 23 where each child can receive individual and focused help throughout the lesson.

An inclusive curriculum

We believe that the best way to meet the needs of the majority of pupils with Special Educational Needs (SEN) and Additional Education Needs (AEN)⁵ is to expose them to high quality, differentiated classroom teaching together with their peers.

⁴ <http://www.classsizeresearch.org.uk/cs%20psychology.pdf>

⁵ Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

As such, as well as individual and group support (described below), we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all pupils can access the curriculum.

Our general approach across all subjects will be based on the principle of 'same topic, different activities'. In practice this may mean that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where children of different abilities approach the learning in different ways. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, using visual aids and technology to secure understanding.

More specifically, literacy and mathematics teaching in the EN3 Free School will be taught as a whole class but children will work at their level. Within a class, there may be four different levels and pupils will be grouped together according to their ability. As they progress, they will be placed in higher ability groups.

The role of the teacher is crucial to the success of all differentiation strategies. They will have responsibility for planning and resourcing differentiated tasks, appropriately grouping pupils to take into account needs, and balancing their time so all groups receive teacher support. It is our expectation that where teaching assistants or volunteers are employed, the onus will be on them to make sure they're meeting regularly with teachers to plan individual and group data-informed interventions.

All teachers will be expected to identify pupils at School Action, School Action Plus and pupils with statements on their lesson plans. They will also liaise with the SENCO to ensure class based interventions are graduated and in line with best practice

Our approach to personalised learning, and meeting individual needs, will include using outside space to contextualise learning and provide multi-sensory environments in which to learn e.g. extending learning about geography by exploring local plant life.

Targeted interventions

We believe that some pupils may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after school booster sessions as well). This will be facilitated by providing around 2FE teachers each year-more than would cover the basic timetable (with teachers teaching an 80% timetable). We will also expect staff to conduct before and after school sessions.

Extra support will be viewed as part of a pupil's learning time (whenever it takes place). There will therefore be the same expectations of punctuality, behaviour, attitude to learning etc.

We will provide this targeted support for pupils who are struggling in literacy and numeracy and those with particular special needs. We will review interventions each term in light of observational and summative assessment data.

Individual support might include additional phonics input in KS1 and reading comprehension in KS2. If necessary, reception and Year 1 pupils will work in smaller focused groups.

Clear lines of responsibility

We have made provision in the budget for a member of staff to have two TLR points and a reduced timetable allocation (by 20%) to ensure we have a SENCO from day one. They will have responsibility for:

- devising the school's SEN plan with regard to the SEN code of practice;
- training all staff in how to recognise SEN, and what processes to follow, to ensure all children are adequately supported;
- engaging parents of children with SEN, in particular when the support provided is at School Action Plus level and requires parental consent;
- maintaining a balance in the school between identifying and adapting provision for pupils with an SEN, while also ensuring the support is light touch, non-judgemental and in line with the equalities act 2010;
- keeping a relevant and up-to-date SEN register highlighting pupils on School Action and School Action Plus and those with a statement of special educational needs,
- developing Individual Education Plans and suggesting strategies for use with children at all levels of need;
- working in partnership with our feeder nurseries and children's centres to ensure pupils' needs are identified, and where necessary statements are written at the appropriate time;
- instituting 'individual education plans' with staff and parents (where appropriate);
- training staff in how to teach children with SEN;
- managing the SEN budget and line managing any TAs employed to support in this area;
- working with other agencies and the LA to broker additional support;
- managing the statementing process;
- ensuring SEN/AEN provision best meets the needs of pupils;
- liaise with the SEN link governor who has overall responsibility for the provision in the school.

To provide appropriate support to this member of staff (if they are not an experienced SEN specialist already), we may have to bring in an SEN expert on a consultancy basis. Their role (or that of the SENCO if they are already experienced or in possession of the National Award for SEN coordination) would initially involve:

- setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data;
- disseminating the first SEN register;
- inducting new staff members into the school's SEN practice;
- putting in place systems to ensure statutory compliance for pupils with a statement of SEN;
- ensuring the design of the building makes provision for access for disabled children.

This specialist or the SENCO will be brought in before the school opens so they can draw up a policy framework and find out about and accommodate the special educational needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN code of practice and will embed our approach, highlighting the key expectations of staff.

CfBT has strong experience in this area and provides extensive support for SEN provision to all schools in Lincolnshire on behalf of the County Council. We can therefore access considerable expertise in this field and will support the development of the initial SEN framework. Information about this service can be found at:

<http://www.cfbt.com/lincolnshire/specialeducationalneedsaddi.aspx>

Critical to effective SEN provision, particularly for those with complex needs, is multi-agency. We will therefore build a strong partnerships with Enfield Council.

In particular we will work with the Education Welfare Services as well as related departments such as Enfield Parent Partnership Service, Enfield Parents and Children, Health and Social services, Learning Support Services, SEN and Transport Service, Enfield Disability Action, local disability groups, CAMHS (Child and Adult Mental Health Services) and Health, Education Access & Resources Team (HEART) to ensure additional support and agencies are deployed where appropriate. We will also identify and work with Enfield's speech and language therapist and the Educational Psychological Service.

Strong links with the council and wider community will help us to support any pupils with a statement of SEN. These pupils' needs will be catered for on a case-by-case basis, coordinated by the SENCO teacher, and provision may include time with a teaching assistant or specialist teacher; additional school visits; or provision of special equipment to aid learning

Looked after children

The SENCO will also have designated responsibility for Looked After Children. Over a quarter of Looked After Children have a statement of special educational needs according to the latest figures from the Office for National Statistics for the Department for Education. We are committed that Looked After Children in our school receive the high quality of education they deserve. We will ensure that:

- the designated teacher for looked-after children has the opportunity to attend training offered by the local authority;
- there is a clear policy on professional development for all staff in contact with looked-after children and other vulnerable children;
- the designated teacher is sufficiently resourced to carry out the role effectively.

Stretch: Gifted and Talented (G&T)

We think that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision, and general expectations. As such we have allowed for the cost of appointing an Excellence or G&T coordinator. But instead of this being a permanent appointment it will be made each year.

The TLR will be awarded annually to aid in performance management and encourage innovation. The application task will involve the candidate listing their key targets in the role and the successful applicant will be paid according to agreed KPIs based on their application.

The G&T Coordinator will collate a gifted and talented (G&T) register identifying pupils with special abilities and aptitudes. However we will not have a target for how many children are identified as G&T in any area. During implementation it will be up to the Headteacher to establish an identification system that involves levels and class teacher assessments.

Again we anticipate that learning will primarily be stretched by differentiated activities in lessons and we would expect these pupils to be identified and planned for in lesson plans.

Some additional differentiation strategies might include:

- where appropriate pupils may take level 4 tests at the end of Key Stage 1 and level 6 tests at the end of key stage 2;
- project work that provides stretch for particular groups, for example, contextualised running a community initiative, school newspaper or mentoring or helping younger pupils thereby achieving our aim of a caring school not just within our walls but in the community;
- offering more cognitive challenge to develop problem-solving and thinking skills, higher order thinking and questioning skills;
- the community development/trips officer running a specific programme for gifted and talented pupils;
- extra-curricular clubs after school which might be run by a local lawyer or historian in order to enrich the children's experiences of school;
- develop links with subject department at the local Secondary School, Oasis Enfield and Lea Valley to provide specialist projects for the pupils;
- a weekly 'explorer's club', hosted by the Headteacher, where a small group of pupil 'experts' will be asked to present on issues of the day and discuss with their peers;
- mathematics/reading clubs at local secondary schools;
- producing the school newspaper each term.

EAL

We will ensure that pupils identified as having English as an Additional Language (EAL) are appropriately supported. Responsibility for coordinating their support will be given to a member of staff and their role will be to liaise with Enfield's EMA team to ensure best practice is shared, to collate an initial register and broker training where necessary. Again it will be incumbent on teaching staff to identify EAL pupils in lesson plans and put in place intervention strategies where necessary. Strategies may include:

- additional learning resources;
- practical learning activities;
- teaching Assistant support directed to pupils to ensure a thorough grounding in phonics and basic functional English;

- an additional EAL teacher if needed.

Like many London boroughs, Enfield is diverse and we are aware of a number of Gypsy, Roma and Traveller children as well as significant communities of ethnic minorities. We recognise that issues affecting these communities may impact on the pupils' achievement. Therefore we aim to address the needs of these groups by:

- training staff in the issues affecting these groups including social isolation and refugee status;
- providing a culturally relevant and affirming curriculum which celebrates the contributions of diverse groups;
- specialist support from Enfield's EMA Team (where necessary).

4.3 Organisation of pupils

This section describes how we will organise pupils to ensure their academic and personal well-being. We set out our approach to:

- Classroom groupings;
- Pastoral groupings;
- General pastoral support.

Meeting individual needs in inclusive classrooms

The small size of our school means we expect all teaching groups to be mixed ability. The school will be organised into single age classes with one form of entry at admission, in which all pupils have birthdays in the same school year (1st Sept to 31st Aug inclusive).

We will employ personalised pedagogy to ensure that we meet the individual needs of every pupil and there will be strong focus on differentiated teaching. Our general approach will be based on the principle of 'same topic, different activities' and pupil groupings will reflect different learning needs. This will be particularly crucial in the core subjects where groups will be structured by ability to ensure teachers can easily provide appropriate support for those who need remediation.

In practice differentiated teaching means that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where children of different abilities approach the learning in different ways. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, using visual aids and technology to secure understanding.

The role of the teacher is crucial to the success of these strategies. Teachers will have responsibility for planning and resourcing differentiated tasks, appropriately grouping pupils to take into account needs, and balancing their time so all groups receive appropriate levels of teacher support. It is our expectation that where teaching assistants or volunteers are employed, teachers will meet with them on a regular basis in order to plan individual and group, data informed interventions.

Our approach to personalised learning, and meeting individual needs, will include using outside space to contextualise learning and provide multi-sensory environments in which to learn e.g. extending learning about geography by exploring local plant life.

We believe that some pupils may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school (and after and before school) one-to-one and group support where appropriate. Withdrawal groups will be linked to attainment in the core subjects and progress will be carefully monitored every half term.

Pastoral support that builds character

As set out in Section 3, one of the central pillar's of the school's ethos is the 5 C's: Care Contribute Commit Be Confident Courtesy. We will emphasise these areas through key features of our pastoral system. Specifically:

- **Cross key stage buddying.** We will be a small, nurturing, community school with a cross key stage buddying system (as the school grows). This reflects our experience in supporting other schools, in particular the Reading Free School, where mixed age interaction is central to the approach. We believe that through this simple mechanism we can engender a culture of contribution and commitment to the school. Buddying will take place mainly in break and rest times, although we will explore the possibility for structured teaching time to be used for this purpose.
- **A house system.** As the school develops we will introduce a house system. All pupils will be a member of a mixed-age house and will have the opportunity to earn house points for excellence in relation to the school's vision. This system will enable pupils of different ages to work together to achieve a sense of belonging and will be a way of celebrating and rewarding group success. Houses will also provide opportunities for pupils to take on leadership roles such as house captains and will form the basis of school sports, fund raising and public speaking/debating competitions etc. In the first year our initial cohort will be divided into teams which will later form houses. This will help embed a culture of team working.
- **Pupil voice.** We will encourage a listening culture where the views of pupils are heard and acted upon. We want the pupils to develop citizenship and feel a sense of 'ownership' of their school; this will be achieved primarily through our school council which will meet weekly with a member of the Leadership team. This forum will be used to generate genuine feedback on areas such as curriculum development and delivery, the school building, and links with the local community. We will also exploit all appropriate opportunities for discussion with pupils about the school and its development.
- **Ethos driven assembly time.** The daily act of collective worship will take place during assemblies and will be a moment of reflection for all members of the school community. Collective worship will also be an opportunity to embed the 5C's through discussion of global issues, charity concerns, special festivals and celebration of achievement. There will also be a chance for reflection and a song. The Headteacher or Deputy will lead these sessions which will also provide an opportunity to celebrate success.
- **Success celebrated in very deliberate ways.** The walls in school will be decorated with examples of pupil work, aspirational mottos and extracts from the school's vision. Budget permitting, there will also be a large TV monitor in the school's entrance where recent success stories can be exhibited and also notices can be displayed for students and parents to read.

The class teacher as the centre of the pastoral system

The role of the class teacher will be central to our pastoral system. They will be the first point of contact for parents/carers and we will foster a strong relationship between class teachers and their pupils in very deliberate ways.

- **A pre-meeting before the start of the year:** Before the children enter they will all be invited, with their parents/carers, to meet their class teacher. The meeting will take place at an informal and personal evening with other children. To engender a community spirit everyone will be encouraged to bring a plate of food and to share a meal together. During the evening the class tutor will run through the ethos and vision of the school.
- **Inclusive and fulfilling developmental time in class:** Our timetable makes provision for non-academic support such as circle time and class discussion. This will provide an opportunity for teachers and pupils to share experiences and reflect on learning. It will also be the main mechanism for communicating to pupils key school wide messages.
- **Peer-to-peer support:** We will train teachers and pupils to deliver peer to peer support within non-academic class time. This will allow tutees to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with our subsidiary charity, Include.

4.4 Pupil Development and Achievement

We want the EN3 school and all its pupils to be successful. As such we are acutely aware of the need to establish very clear success criteria from the beginning. For us, success means achieving our vision. We are confident that, even after the school is only a year old (but more comprehensively once the school is full) we'll be able to gauge, and more importantly external stakeholders will be able to know, whether and how successful it is.

Despite their importance, self-evaluation systems have traditionally been poor in England's schools. CfBT will be robust in our use of tracking and data monitoring. We are also aware of the balance that needs to be struck between this, and trusting teachers as professionals enabling them to concentrate on doing what they know to be best for their students, see the sections below on intelligent accountability and the no surprises approach to monitoring for more details.

Below we describe the various ways we will measure success, at:

1. CfBT Schools Trust level;
2. School level; and
3. Pupil level.

1. CfBT Schools Trust Annual Assessment

CfBT Schools Trust will carry out an annual assessment of all schools including the EN3 Free School (likely to be in the spring term). The assessment will cover; pupil performance, customer satisfaction (pupils and parents) and resource management. These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators have also been weighted to give an overall score for the school. The school will self evaluate and then be externally moderated (by a senior manager from another CfBT Trust school).

The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of the assessment. CfBT has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management.

The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support provided in the following year.

Pupil Performance:60%		
Progress	30%	(18%)
Attainment	30%	(18%)
Quality of teaching and learning	30%	(18%)
Attendance and Behaviour	10%	(6%)
Customer Satisfaction: 20%		
Parent/carer satisfaction	30%	(6%)
Pupil satisfaction, including enrichment and enjoyment	50%	(10%)
Pupil recruitment and retention	20%	(4%)
Resource Management: (<i>Finance, HR, Premises, Health and Safety etc.</i>): 20%		
Budget balanced with appropriate reserves	40%	(8%)
Staff attendance, recruitment, retention and development	30%	(6%)
Premises maintenance and health and safety	30%	(6%)

2. The School Level Impact Report and Self-Review

Measuring what we value not valuing what we measure

Our vision describes four outcomes for children:

- achieving academic success;
- developing rounded characters;
- becoming critical thinkers and lifelong learners.

Sadly only the first one is directly measurable - through test results. We have therefore devised a list of proxy measures that we will also report on in the annual Impact Report. These proxies either measure a similar/related outcome or they measure how successful we've been at doing something that we believe will promote one of the three outcomes.

Some of the indicators the impact report will include (they are explored more in section 3) are:

- % not achieving Level 4s in English and Mathematics (i.e. number of explanation letters written by head);
- % achieving level 5s in English and Mathematics

N.B. Until the first cohort graduates from the EN3 school, interim progress measures based on progress towards targets will be reported for KS1 and 2 classes.

- staff alignment to the vision;
- how many and which CPD courses staff have completed;
- size of school/ pupil numbers;
- number of exclusions;
- attendance;
- trips list;
- how we have spent the pupil premium received;

- community engagements list;
- teaching staff turnover;
- average number of lessons each teacher has observed;
- parental satisfaction with the school.

Other measures that will be used for **internal** self review include:

- % of lessons graded outstanding, good, satisfactory, inadequate;
- number of sanctions by seriousness of the offence;
- termly progress in English and Mathematics;
- teachers' perceptions about the vision and how effectively it is achieved;
- performance against budget.

These measures will form the basis of our ongoing school self-evaluation, not to mention staff's performance management. For example, if we are not meeting targets (set by the SIP and Headteacher) on percentages of lessons graded good or better then we'll know that unless action is taken students will not go on to meet our ambitious attainment targets.

The EN3 school will consider that any child not achieving at least Level 4s in English and Maths by the end of Year 6 (having been there since Reception) as a very serious failure of the school. The Headteacher will be expected to write a personal letter to the governors, and the child's parents, explaining the reasons for the failure and various steps that were taken along the way to try to remedy the problem. Because we'll track progress in English and Mathematics every term, we hope never to have to send one of these letters.

We also intend for there to be no exclusions at the school and in the case of any exclusion, the Headteacher would be expected to write to the governors and parents to explain what process had been put in place to try to rectify this situation before it happened.

Performance against application

Internally, CfBT has developed an annual audit, which will be trialled at the Reading Free School to monitor our delivery and performance against the Business Case/Application. This involves questions, checks and KPIs for governors, SIP and CfBT to make use of at certain points in the year. We would expect to undergo the same process with the EN3 school in order to be sure we were delivering on our promises.

For example, we will use this to check that teachers really were being given and making use of the opportunity to observe a colleague teaching at least once every four weeks; that the list of pupils targeted for booster classes was being reviewed every half term; and that trusted, experienced teachers who were using tried and tested teaching techniques were not being unduly burdened with unnecessary data and monitoring requirements better suited to a deficit model than their own.

Intelligent Accountability

In the same way Ofsted inspections are being scaled back from schools that have been shown to be already outstanding and that maintain great results, we will apply the same logic to our teachers. We will run an intelligent accountability system for teachers in our school. Annual, robustly moderated or externally marked exams in Literacy and Mathematics will form the bedrock of this; they will be done more often where necessary (see section on 'no surprises' below).

Exam results will enable the school leadership team to know what level of external support each teacher needs because it will be clear from these what progress students in that teacher's classes have made over the course of a year. If a teacher's results indicate a high level of skill it will not be necessary to intervene in his or her lessons; on the other hand, if the teacher's results indicate a problem, intervention will be swift and targeted.

A detailed intervention strategy will be written up by the Headteacher once in post and this would be shared with new staff before they sign any contract. We envisage it involving the appointment of a mentor teacher to spend at least two periods per week helping the teacher. The mentor will work with the teacher to identify the problems, devise solutions and monitor progress. For example, there may be a problem maintaining discipline. Part of the solution may be for the teacher to introduce some new classroom routines. The mentor may assist in this for the first few times, then step back and only intervene when the teacher struggles to enforce the routine, until finally they are able to run the routine alone.

Mentors would have to report on their activities to the Headteacher/governing body and if the teacher failed to improve after a period (perhaps six weeks) additional supportive measures would be put in place up to a maximum of four months (assuming cooperation from both sides), beyond which a teacher would be dismissed.

Ultimately the Headteacher will be held responsible, by the governing body, for ensuring the school achieves its vision. One of the things the Headteacher Designate will do during the two terms leading up to opening will be to write out a complete and comprehensive list of tasks that will need doing throughout a year. They will then allocate these responsibilities into the job descriptions of all the various staff. KPIs will be established so that staff can be rewarded for good performance against these.

We believe it would be naïve at this point to detail a system of performance related bonuses. Instead we are clear that our Principal will be encouraged to use some of the 1% of income that has been kept aside for performance related bonuses, to ensure the retention of great staff, be that through CPD, training grants, a bonus or salary increase. Some will also be used by the governing body to incentivise the Headteacher against KPIs.

One difference we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are dependent on achieving certain pupil attainment - related measures.

Immediately this would raise the stakes of testing for staff and act as a deterrent to the kinds of staff we don't want to employ. On the flip side it could mean that we reward excellent performance with increments of more than one level up the pay spine.

3. Pupil level

A no surprises approach to data, tracking and assessment of pupils

We will have a very deliberate, "no surprises" approach to the use of data in this primary context. One of the big events in our teachers' calendar will be the end of year assessment in Literacy and Numeracy; the results of which will identify how successful their teaching has been over the year. However, we aim to ensure that there are no surprises at this time.

There are a number of ways to limit the chances of being surprised by end of year test results; one is to conduct and collect results of regular formative (as well as summative) assessments through the year; another is to use tried and tested teaching techniques and a third is to employ teachers who have a track record of success.

We will be nuanced and flexible in our use of these practises. Assessment is a fundamental part of good teaching; good teachers have always assessed where their pupils are in order to identify what to teach next.

Like a school with an Outstanding ofsted inspection that will be visited less regularly than otherwise; if we have teachers who have, through years of experience achieved a track record of success, we will employ and manage them as professionals, trusting them to use their precious time in the way they deem most appropriate to the children in their care.

Data is without doubt an essential tool in driving up and maintaining high standards in all schools and we would not expect to employ any teacher who *didn't* want and expect annual external validation (through a moderated assessment) of their pupils' progress through the year. Data use can also be an important part of a deficit solution to improving schools. i.e. where teachers are inexperienced or unknown to a school leadership, data is vital in enabling them to quickly and accurately build a picture of their ability to help pupils progress. Or where a teacher is untrusted or trying our new techniques data must be monitored so that trust can be gained or interventions/changes made. However we expect that at any one time the majority of teachers will be experienced, known and trusted, and employing tried and tested techniques that mean their pupils' results shouldn't need to be continually monitored from the outside. In these instances we would expect the annual externally marked (or internally moderated) assessment, coupled with these professional's own assessment and intervention strategies to be sufficient to ensure that pupils are meeting their ambitious targets for progress.

In a small school where the Headteacher visits every classroom every day, and all teachers and pupils are known to one another it is possible to be effective while adopting this type of nuanced and personal approach to data monitoring.

This is not to say that more regular external monitoring of pupil data won't take place, it will as a matter of course when staff are inexperienced, unknown, untrusted or using innovative techniques. It is likely to take the form of half termly assessments that track pupil progress in literacy and numeracy.

A software package such as Target Tracker will be used by all teachers to track and monitor the progress of pupils in their class against ambitious targets set on entry to the school. As described in section 4.2, our educational model is based around no child being left behind thanks to targeted booster classes with the teacher three nights per week. There should therefore be no excuses for any child not achieving their targets and teachers will be expected to work with the SENCO and Headteacher if they are concerned about any child falling behind.

Assessment for Learning

As described above formative assessment is at the heart of all good teaching and as such it is built into the CfBT outstanding lesson. We will also focus on assessment for learning techniques and so practices will include:

- teachers providing real-time, oral feedback on pupils' work to stimulate regular learning conversations in the classroom;
- comment-only, non-graded marking on selected pieces of work; some studies show that often pupils do not read comments when these are given in conjunction with levels⁶;
- involving pupils in peer and self-assessment. Pupils will be encouraged to make their own judgements about how far they have progressed.

At the EN3 school pupils will be continually assessed against the focus objectives (see appendix 6C) and APP criteria for Literacy and Maths and ICT, and National Curriculum level descriptors for Science.

For example, pupils will quickly become used to the routine of a weekly spelling test in which commonly misspelled words, high frequency words and relevant topic words will be prioritised. Words spelled incorrectly in the test will then be focused on again in subsequent lessons.

In mathematics for example, tables will be learnt through daily speed tests with a star chart of results displayed in class using bronze for 2,5,10 silver for 2, 3, 4,5,10 and gold for all tables learned. As described in Appendix 4C we expect all pupils to have committed all their times tables to their long term memory (learned by rote) by the end of Year 4.

At the end of the term, parents will be given a report card for their child who shows progress towards a target and will be followed by a 15 minute conference time with the parents to discuss the child's progress and attendance.

Reception-aged pupils will receive a progress report using Target Tracker⁷. Learning journeys can be produced as a web page for parents to take home.

⁶ Black, P. et al. (2002) *Working inside the black box, Assessment for learning in the classroom*, London: King's College

⁷ <http://targettracker.org/>

4.5 Behaviour and Attendance

Our principles

All over Enfield like many city schools, children have to walk unsupervised to school or use public transport. Many children have unfortunately gained a reputation for being loud and unruly in public. We want to redress the balance by: instilling a strong culture of respect, governing how all members of the school community act both in class and around the school. We are determined to build social as well as academic capital and not to miss the opportunity of starting a brand new school to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately, before any negative practices are allowed to become embedded in the life of the school.

Our approach to behaviour for learning is based on four key principles:

- **zero tolerance:** All misdemeanours whether minor or not will be followed by a consequence each and every time. Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning;
- **high expectations of work and behaviour:** The school will adopt a strong but fair approach to discipline and zero tolerance of bullying and any discriminatory behaviour. Both through the taught and informal curriculum the school will actively promote tolerance and respect of diversity; it will also seek to develop self-esteem in pupils through Circle Time and class activities;
- **a clear policy on rewards and sanctions:** We believe there should be an even balance between rewards and sanctions.
- **motivating pupils** by planning well-paced lessons, using stimulating activities which encourage attendance as well as stating our high expectations at the beginning of every lesson. (See 'Curriculum' section 4.2 for more detail).

These principles will be underpinned by a set of key processes and documents.

1. Codes of conduct for the classroom and the school

In the first instance every classroom will display the same Golden Rules that will bring a supportive consistency for children, parents/carers and staff. The Golden Rules will be referred to when misbehaviour occurs.

Rules will be positively framed and focus primarily on the routines of learning as well as other areas such as attendance, punctuality, equipment and smartness. Y1 –2 will display the traffic light behaviour system to monitor breaking of the Golden Rules. Everyday children will start on the green light and move from amber to red for unacceptable behaviour. The pupil can return to green if they correct their behaviour. Beyond year 2 teachers we will devise an appropriate warning and sanction routine for the whole school.

In addition the Headteacher will devise a code of conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as pupils' behaviour when they are out in the community.

This document will be clear and concise and will be displayed around the school. It will form a point of reference and reinforcement for all members of the school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns.

An example code of conduct, encompassing our 5 C's, is shown below.

Code of Conduct for Pupils

At all times:

Be courteous: We expect pupils to be respectful and polite at all times.

- Pupils will stand when the Headteacher, Deputy or adult visitors enter the class
- Each pupil will demonstrate good manners to staff, people in the community and visitors.
- Pupils will not talk when an adult is talking.

Be caring: We expect children to care about themselves and others

- Have consideration for others and respect other people and their property.
- Tell the truth at all times.
- Dress smartly and wear uniform that conforms to the school's uniform list.
- Take pride in your appearance:
 - a. Hair must be well groomed and of a natural colour. It should be off the face, and if sufficiently long, tied back neatly for safety and hygiene. Gel, shaven shapes or Mohican styles are not permitted.
 - b. Hair accessories should be (colour to be decided)
 - c. Make-up may not be worn with School uniform.
 - d. Jewellery may not be worn with School uniform, except for a cross and chain under the blouse or shirt, one pair of small stud earrings or sleepers or any symbol required by the pupil's faith as long it is under the blouse or shirt.

Be committed: We expect pupils to have high expectations of themselves and to strive for the highest possible attainment levels:

- Be punctual for school and all lessons.
- Attend school everyday unless ill (a minor cough or cold should not keep you away from School).

Be contributing: We expect pupils to offer to help around the school:

- Put all litter in the bin.
- Leave classrooms tidy at the end of the day.
- Help younger children when asked.

Be confident: Remember that a positive attitude assists all tasks:

- Speak clearly and confidently looking at the listener;
- Admit your mistakes and learn from them;
- Thank people for compliments.

As well as teachers, parents should also encourage the above behaviours.

Around School

- Take care of the building and furniture.
- Put all litter in the bin.
- Walk quietly and responsibly around the school at all times and care that others may be working.
- Eat and drink in the permitted areas only.
- Not to bring in toys, mobile phones or chewing gum.
- During school hours, pupils should stay within the school bounds.

In the local community

- Be good citizens.
- Take pride in your uniform
- Respect people and their property.
- Put litter in the bin.

Both our codes of conduct will be underpinned by the Pupil Promise (explained in the 'School Design' part of the 'Vision and Ethos' section) which sets out a rights and responsibilities contract for students. It shows what students can expect from teachers, but it also sets out what we expect from them.

Our School code of conduct will be reinforced daily by all staff members. We will praise all positive behaviour and refrain from giving over-praise for behaviour which should be the norm. Peers and staff members can nominate pupils for merit certificates if they notice particularly caring, contributing, committed, courteous or confident behaviour that goes 'above and beyond' we will recognise and reward that achievement in Assembly.

Bullying

Bullying will be taken very seriously and all instances dealt with promptly. Anti-bullying week will be recognised as it has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. We will have a 'Keepaneyeon' Procedure and encourage pupils to report bullying and not to be a bystander. Issues will be discussed regularly during Circle Time and assembly. Ultimately, within our Christian ethos, we will emphasise that we should be caring and respectful towards each other.

‘Keep Safe’ and ‘Keepaneyeon’ Procedures

In the event of a parent, member of staff or child reporting an instance of suspected bullying the following procedures will take place.

1. The ‘reporter’ will fill in a ‘Keep Safe’ form with the class teacher.
2. The designated teacher will immediately investigate and report back within the specified time.
3. The alleged bully and her/his parent will be informed as soon as there is reason to suspect that the allegations are true.
4. The lunchtime supervisors are also made aware through the ‘Keepaneyeon’ form which reminds them to touch the ‘bullied’ and the ‘bully’ 3 times each lunchtime, asking if they are ok.

Further action depends upon the circumstance.

Rewards

The school rewards system is designed to maintain appropriate behaviour and motivation both in the classroom and around the school. It is designed to recognise the 5 C’s and when pupils go ‘above and beyond’ normal expectations.

The following Rewards may be appropriate

- Verbal congratulations.
- Positive comments on work.
- Positive comments in the home/school diary.
- Pupils’ works displayed around school.
- House points will form a central part of the behaviour management system; in sufficient quantity they will lead to house as well as individual prizes.
- collective prizes could be awarded for success in the yearly house competition (which might include various sporting, art and debating competitions as well as individually awarded house points).
- Individual prizes might be carrots such as an end of year trip to a theme park.
- House points.
- Merit certificates.
- Recognition in an Assembly.
- Individual pupils selected as peer mentors/house captains.
- Share work with another class/Headteacher.
- Commendation award / Prize at End of Term assembly.
- Letter/phone call/postcards to parents.

Sanctions

Our school ethos is based on the assumption that all pupils will behave appropriately at all times. We will focus on recognising positive behaviours. However, should it become necessary to impose a sanction, the following may be appropriate.

The imposition of a sanction should always be accompanied with guidance to enable a pupil to learn an appropriate behaviour. Sanctions should always be fair and consistent and without prejudice. All pupils will be told that they are forgiven and should start again making the right choices next time.

The following sanctions may be appropriate:

- moving from green to amber to red on traffic light system;
- one-to-one discussion between pupil and teacher during the lesson or after the lesson, with referral to the deputy head if necessary;
- if an infraction occurs outside of lessons it will be referred to the class teacher;
- a reminder of acceptable behaviour according to our code of conduct and warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques;
- if behaviour continues and the child ends up on a red traffic light in any day the child will be in Headteacher's detention on Friday lunchtimes;
- entry will be made in a class behaviour book and detention book, if more than three entries a parental meeting will be arranged to discuss issues and embed strategies for improvement;
- payback through Headteacher's community service;
- individual behaviour plan with key targets that are reviewed regularly.

We are very clear that the difference between the success and failure of a behaviour policy is not its detail but the consistency with which it's enforced. The policy will therefore form a very central part of all staff induction and all teachers will be expected to display and follow it in their classrooms.

Please see Appendix 4D Positive Behaviour Policy.

A structured approach to escalation and multi-agency working

For more serious issues that may not be adequately dealt with by the strategies above, we will have a clearly set-out process for escalation. All serious concerns (either ongoing or one off) will be logged and levelled on a three-point scale, with level 1 being the lowest level and level 3 the most serious. Agreed strategies for dealing with each level will be established, with level 1 incidents most likely being dealt with by the classroom teacher and level 2 and 3 incidents being escalated to the deputy head (if it occurs out of class) with recourse to the Headteacher (in partnership usually with parents) if necessary, and on occasion other agencies. This structure will provide staff and students with a consistent framework within which to work.

The Headteacher or Deputy will review plans for students who are logged in the levels system on a weekly basis to monitor progress and, where necessary, broker additional support. For example, where there is a case of persistent lateness or non-attendance, the school may ask Educational Welfare Officers from Enfield to conduct home visits, put in place remediation plans including a Pastoral Support Plan and (as a last resort) pursue legal options.

The school will also draw on other multi-agency support for students causing concern. This might include officers from the council that specialise in emotional well-being and parenting support, as well as education psychologist input. From time to time we may need support from health services too, such as CAMHS (child and mental health services) and local GPs, as well as third sector support organisations. In all cases we will work in an open and collaborative manner to secure the best package for our students.

The Headteacher (or possibly the SENCO) will be the named child protection officer. This role will be to work with the child protection governor to ensure all statutory obligations are met, child safety is prioritised, and referrals are made (where necessary) and all staff is appropriately trained. We have spoken to a NSPCC Education Manager who is keen to explore how they can work with us to ensure all staff has appropriate child protection training.

Clear processes around exclusion

The EN3 Free School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we see exclusion as a failure of our approach and if ever it is used the Headteacher will be expected to write a letter to the parents and governors explaining what measures were taken to try to prevent it happening.

We intend to follow the law and guidance on exclusions just as maintained schools. This includes reporting our exclusions to the London Borough of Enfield. A local authority officer may attend a meeting to discuss the exclusion at the request of a parent. We will arrange our own independent appeals panels (or review panels).

It is not our intention to diminish the rights of students at risk from exclusion, nor is it our intention to have a different policy from our neighbouring schools. A draft extract from our policy is set out below.

Permanent Exclusions: The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed Term Exclusions: Fixed term exclusions will be used only when other sanctions and strategies detailed with a Behaviour Support Plan have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence
2. Sustained bullying (in all its forms)
3. High-level disruption to learning

Procedures

In all cases the Headteacher will gather evidence from pupils as well as the opinions of staff and governors regarding the issue. If the decision is taken to exclude, the following will take place:

- the pupil will be excluded for a minimum of two days in the first instance;
- parents/carers will be notified immediately by telephone and asked to come and remove their child;
- parents/carers will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt e.g. an appeal;
- arrangements will be made for a teacher or a member of the appropriate support services to visit the home the following day to discuss the reasons for the exclusion with parents and the child and to take school work for the child to complete;
- it may be that as a result of the exclusion there is a need to contact other agencies. If it is deemed that there are issues around safeguarding, appropriate referrals will be made;
- the Chair of Governors will be notified at the time the exclusion is decided, as will the Local Authority;
- the school will work with the parents and the child to ensure that an appropriate programme of support is put in place to deal with the issues around the pupil's behaviour on his/her return to school.

If the school wishes to progress to a permanent exclusion we will immediately contact the Local Authority to seek advice. We will arrange our own independent appeals panel.

A robust approach to attendance

All good Headteachers know that if children are not in school their chances of succeeding are drastically reduced. We will target poor attendance and lateness in a structured way, as detailed in an attendance policy that will be devised by the Headteacher. The Headteacher/deputy will be responsible for monitoring attendance during both morning and afternoon sessions.

From Year 1 all tutors will train classes in a highly efficient way of calling and recording the register. This can then be used every morning and afternoon saving a large amount of time that might otherwise be wasted and providing a clear and calm routine at the start and end of every school day. Using our data management systems, the Headteacher/deputy will regularly review figures for the pupils and put in place interventions. Persistent lateness or absence will be followed up with parents, possibly with a home visit and where necessary the school will take legal action through Education Welfare officers.

Both punctuality and attendance will form a major component of our code of conducts and we will use the same rewards and sanctions as those outlined above to ensure compliance. Specifically we will have termly celebrations in assembly for 100% attenders where a prize will be awarded for the House with the highest attendance.

We aim to pioneer a scheme where local businesses free their staff for one hour or more a week to mentor a pupil at the school. Mentors will be paired with our persistently late pupils, poor attendees and those on a behaviour support plan.

Our Attendance Policy will include:

1. School-based procedures;
2. School-based practice;
3. Proactive interventions;
4. Planning for support from outside the school setting.

The policy will be included in the school brochure so that parents know we give attendance and punctuality a high priority.

Uniform

Our School uniform will play a valuable part in contributing to the ethos of our school whilst setting and reflecting an appropriate and formal tone. The logo will contain symbols meaningful to the Christian faith.

We will use our school uniform to instil pride; supports positive behaviour and discipline; encourage identity with, and support for the school's ethos; ensure pupils of all backgrounds feel welcome; protect children from social pressures to dress in a particular way and nurture cohesion whilst promoting good relations between different groups of pupils.

Our uniform is a visual reminder of personal discipline, independence, good order and the School's high standards and expectations. Our Staff are also expected to abide by a strict and professional dress code. Jeans of any type will not be permitted. Above all, we believe that our uniform supports effective teaching and learning. Education is a formal experience and our uniform reflects that.

Approved Uniform

Whilst the dress code is strict, parents will be able to purchase garments from the High Street in the School's colours at a reasonable price. We are fortunate to have 2 companies in North Enfield who will embroider school logos onto the uniform. We plan to embroider them in bulk and pass the savings onto the parents or they can go separately if they choose and have the added advantage of including their child's initials under the school logo for free.

Precise tie colours will be decided by prospective parents, pupils and school staff before the school opens.

It is hoped that we will have:

- a grey woollen/acrylic jumper, cardigan, tank top with embroidered logo;
- grey Trousers, shorts skirt or pinafore;

- red check summer dress or shorts - matching socks and 'scrunchies' are acceptable;
- white shirt or blouse - long or short sleeved as wished;
- grey socks or tights (white socks may be worn with summer dresses only);
- sensible black shoes with uppers no higher than the ankle bone (no trainers or boots);
- heel maximum 25mm and sole maximum 15mm;
- clip-on tie;
- House Captains are permitted to wear a prefect badge on their tie when awarded to them by the school;
- sun hats may be worn but must be removed when indoors.

PE Kit

The kit is to be kept in a small drawstring bag. The kit will consist of:

- shorts;
- house-coloured T shirt (red, blue, green or yellow);
- tracksuit for outdoor PE in cold weather;
- black plimsolls for indoor PE;
- trainers;
- sports team kits if needed.

Art Overalls

- Art overalls will be provided by the school. Parents wishing to buy a personal art overall may do so.

4.6 Community engagement

The community has so much expertise out there which is such a valuable resource for a small school such as the EN3 Free School. Staffing levels will be quite low so we aim to tap into the wealth of expertise in the community. Children will regularly work with the community and gain immensely from the experience and expertise that lies there.

We recognise that community engagement and participation play an important role in preparing children for life in modern British Society. Pupils, families and the community will benefit from positive links when learning is at the core. Our curriculum will be relevant to the children and have a global perspective so there will be many opportunities to use our best resources – parents and the local community which is diverse.

The Council for Learning outside the Classroom (LOtc) believe ‘that every young person (0-19yrs) should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances’. We aim to consult their resources when planning our lessons or trips particularly within Science and Art/Design.

The school would like to recruit expert volunteers from the community to help us in our Science/Art/Music topics. It will be the norm for teachers to enlist help way in advance of topics being taught.

Building relationships

We have considered our vision and ethos when thinking about whom we should build links with. There will be a dedicated community engagement co-ordinator (Deputy Head) at the school whose role is to build positive and lasting links with the community.

‘For the community’

There is a distinct lack of extra-curricular activities for children in EN3. The best of the provision tends to be in the more affluent parts of the borough and is very costly. We want our school to share our facilities with new providers of drama, dance, music, art and sport. If a significant proportion of our pupils sign up for these activities we will charge a lower rental fee for our premises so the savings are passed onto the children. Groups which provide sport activities for families to participate in together will be prioritized as there is a borough-wide target to reduce obesity.

‘Christian values’

We aim to form informal partnerships with local churches that may lack the facilities to run workshops. There are sessions on money management, addictions, marriage as well as youth groups which would hugely benefit our parent population and the wider community. We could provide low-cost venues for groups to use at the weekends and during the week.

We have contacts with parent course providers who could use the school as a venue for parenting classes, not just for our parents but any local parent.

'Caring'

We would like to set up a mentoring scheme using business people from the local community to raise aspirations and also to befriend pupils who may need an extra boost in their ***'confidence'***.

'Contributing'

We want our pupils to leave our school desiring to make a positive contribution to their community. Therefore we will seek links with local charities to learn more about their work and also to provide the impetus to raise money for them.

There will be a large bank of parent volunteers to help around the school in activities such as reading, extra-curricular clubs, PTA activities, mentoring and class trips. It is hoped that interested parents will have the opportunity to advance their own education at school. We will run on-site ESOL classes Teacher Assistant training, ICT training and Literacy/Numeracy classes if there is enough demand.

We hope to recruit a parent volunteer to manage an on-site organic garden where the produce can be sold to the local community.

'Committed'

'Achieve success'

'Lifelong learning'

We hope to build positive links with our local colleges and Middlesex University. The university runs a buddying scheme for first year students. We hope to extend their service by inviting buddies to visit our pupils. We will arrange tours of colleges to raise the pupils' aspirations.

'Global perspective'

Our curriculum will be largely taught from a global perspective. In order to promote the Equalities Act, we hope to build links with local, national and international Schools via the Global Gateway. The aim is to build cross-cultural understanding. There is also scope within the R.E. curriculum to welcome other faith group leaders to share their belief system.

'Small school'

We are a small school so it is imperative that we belong to a local cluster of academies to share resources, facilities and community involvement. There are two Oasis Academies in EN3 which may be interested in this partnership. A link to a secondary school with the possibility of students having work placements at our school will be explored.

'Balanced curriculum'

We believe that local people are our best resource. To inspire learning, we want to invite community role-models.

Section 5: Evidence of demand and marketing

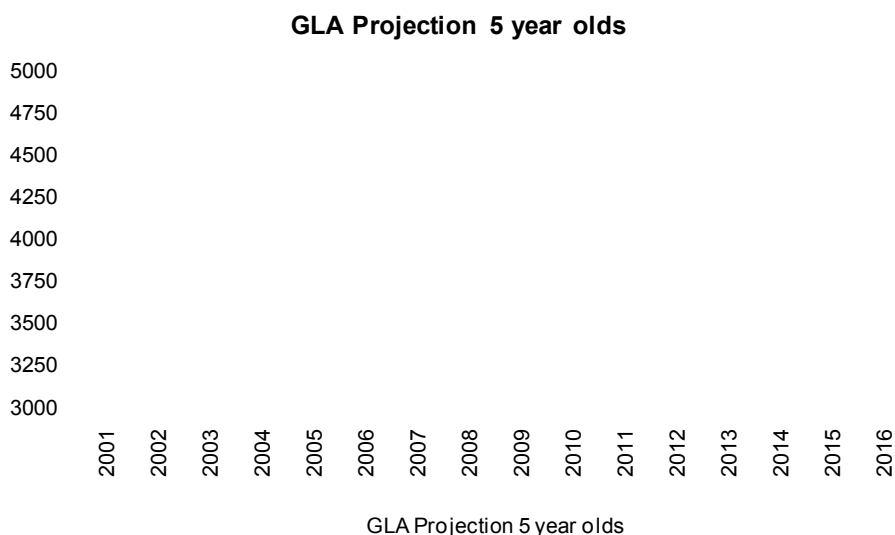
5.1 Demonstrating parental demand

The EN3 campaign

The Enfield Lock area (EN3) is one of the most deprived areas in the Borough of Enfield. During 2001-2006, the birth rate was considerably higher than the Borough's average and as a result the number of primary school places is currently outstripped by the number of children applying for school places. At the moment, schools which have achieved good KS2 SAT results and have good ratings by OFSTED have a long waiting list as these schools have not expanded to accommodate this increase in pupil numbers. As a result of this oversubscription and lack of local places some children are being offered places outside the EN3 area, which parents are appealing against.

Population Projections

GLA (Greater London Authority) population projections for Enfield suggest the number of five year olds will increase by over 500 between 2010 and 2013. Whilst the spread of this increase across the borough is unknown it will continue to impact on places across all Authority schools. Since 2009 the Local Authority has increased the admission numbers at 5 schools, providing an additional 150 places. The projections suggest demand for further places.



The vision for a new excellent primary school, which would address this issue of local parental choice and access to high quality local education, was pioneered by a parent living in the EN3 area, and has taught in local schools for nearly 20 years. She is a member of a local church, and this is where the idea for the new school was first presented (Feb 2011) and the first phase of consultation was undertaken. She was given 4 minutes to present her vision of a small school promoting high academic achievement and Christian values. She asked parents to sign a form indicating their interest in becoming involved either as Steering Committee members, parents or governors. Over 90 people expressed an interest in the proposed primary school from this single community group. It was evident from the feedback that parents wanted more choice, and were keen for their children to attend a school that promoted Christian values, and provided a high quality of education and smaller classes. They made it clear that there wasn't enough provision of quality schools for their children in the EN3 area.

Generating evidence of demand

Based on this initial positive endorsement of the free school idea, a Steering Committee was formed comprising six members of the community to develop the project further and work on the submission of a formal application to the DfE. The group included a parent governor from a neighbouring school, 2 teachers, an accountant, an architect, a project manager and a trainee primary teacher. Between the groups, they had local knowledge about the primary schools in the EN3 area, and were aware that all the high achieving church schools in the local area were oversubscribed, whilst the underachieving schools were often undersubscribed. They knew from speaking to parents that there was not enough high quality provision, and parents often did not get their first choice of school.

Overall Effectiveness - most recent Ofsted outcomes

	Date	Outcome
Eastfield Primary School	06/10 Interim Assessment	Outstanding
Chesterfield School	02/11 Full	Satisfactory
Freezywater St George's CofE Primary School	04/09 Full	Good
St James CofE Primary School	06/10 Interim Assessment	Good

Prince of Wales Primary School	09/10 Full	Satisfactory
Brimmsdown Primary School	05/10 Full	Satisfactory
Keys Meadow School	09/09 Full	Good

The highest performing schools, Freezywater St George's CofE and St James CofE are both one form entry, and judged good at their most recent Ofsted and as a consequence are all over subscribed (see Appendix 5A).

Although judged only satisfactory at its recent Ofsted, outcomes at Prince of Wales Primary School are good. As a result the school is heavily over-subscribed, with 214 applications for the 90 places (up from 60 following an increase in places) available in September 2011.

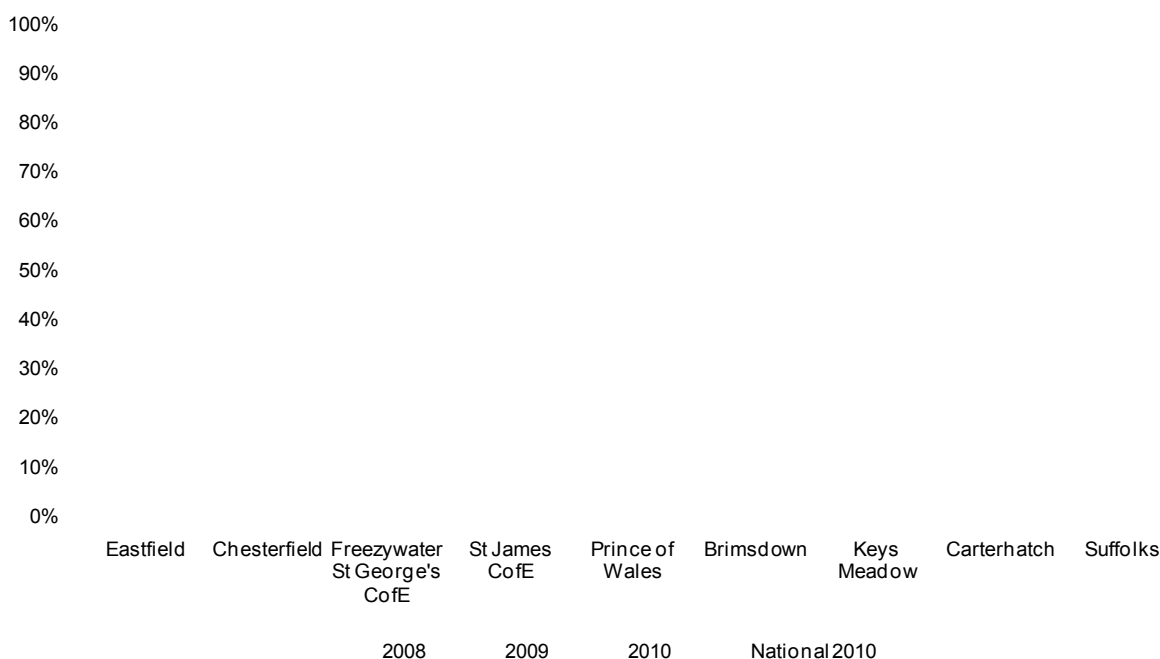
Eastfield, the closest school, was judged outstanding at its recent Ofsted Interim Assessment, and is oversubscribed with 284 applications for its 60 places in September 2011.

Recent results for the other nearby schools are well below current national levels in terms of the proportion of pupils achieving level 4 or above in both English and mathematics.

At the remaining school not over-subscribed, Chesterfield, pupil outcomes were judged inadequate at its very recent Ofsted.

The following chart shows outcomes in 2008, 2009 and where available 2010 for a number of schools in the local EN3 area. The schools are shown in order of proximity to the proposed EN3 Free School.

Key Stage 2 (2008-2010) - Proportion of pupils achieving level 4 or above in both English and Mathematics



Please see Appendix 5A for more details of school's intake and performance.

The EN3 group felt that in keeping with its Christian ethos, it was important that the new proposed school would be accepting of all children in the community it served. Therefore the school's admission code will be fully inclusive to attract children from different cultures and faith background, regardless of the school being a Christian faith school. They created a consultation and communication strategy to raise awareness of the free school proposal and demonstrated that there was sufficient parental demand for a new, excellent primary school in the EN3 area. Activities undertaken as part of this strategy included:

- visiting a number of churches, and faith community groups to outline our proposal for the new free school, its vision and ethos and how the church community could support the campaign and new school both before and post opening. The Lead Proposer visited the Seventh Day Adventist Church on 9th April 2011 to address the congregation. The Lead proposer sent an email to all local churches informing them of the Free School Proposal. The letter can be seen in (Appendix 5B Proposed Free School church letter). These were sent in January 2011. Furthermore, an email was sent to all local school heads informing them of our proposal and intended promotion of the school;
- the community leaders in the area were generally of the view that the school would be a wonderful vehicle for bringing different communities together as the ethos of the school will greatly complement the work they are doing within the area;

- developing a campaign website to provide interested parents and local community members with details of the proposed school. The website also enabled them to sign a community survey and parent petition. (See Appendix 5C Online parent petition form and data).
- meeting with the local MP, Nick de Bois on 15th October 2010 and at our Open day on 15th April 2011 Nick de Bois' twitter notes:

██████████

- hosting an open day in Enfield Highway Conservative Club within the target area on 15th April 2011. During the Open Day, were able to speak to parents, and hear and respond to their concerns on a one-to-one basis. We also produced a leaflet for all attendees which provided more information about the vision for the new school (See Appendix 5D EN3 campaign leaflet). 20 children were signed up for the proposed school on the day. The children were of varying ages as they didn't want to discourage parents who had several children and also they wanted to gauge the level of support for the school. Many parents were willing to choose the school for their older children as they were unhappy with the child's present school. The local MP, Nick de Bois attended the event to show his support and promptly posted photos on his webpage at ██████████ The screenshot can be seen. (Appendix 5E Nick de Bois Twitter comments on EN3 open day);
- delivering leaflets to local homes, and spoke to parents on the streets and in parks to promote the school and the Open Day. As a result many parents signed our paper petition;

- placing banners strategically in the local area before and after the open day to promote the event and to maintain interest. The details of the open day were replaced with the following *'Please sign our online petition at www.enfieldprimaryschool.org.uk if you want to see this school open in September 2012* '(see Appendix 5F)
- speaking to parents in the vicinity of other primary schools, and also nursery and children's centres to encourage their engagement in the campaign. Many parents signed the petition as a result of this;
- attending a large community event in our desired catchment area of Enfield Island Village on 29th April 2011 where there are many families with young children who signed our petition willingly happy to know that there was a proposed school advocating high standards, smaller class sizes and Christian values. Many parents were upset that they had not gained their first choice of school. Overall much positive interest was generated;
- speaking to local friends and family who had primary school age children, who said they would send their children to the proposed school and signed the petition.

As a result of the above activities, the following parents have identified the school as a choice for their child, if it was available in 2012:

Date of Birth	Current Year Group	No. of pupils	% of target in take of 23 per year group
1/9/08 – 31/8/09	Nursery	20	87%
1/9/07 – 31/8/08	Reception/Foundation	27	107%
1/9/06 – 31/8/07	Year One	25	108%
1/9/05 – 31/8/06	Year Two	16	n/a
1/9/04 – 31/8/05	Year Three	16	n/a
1/9/03 – 31/8/04	Year Four	15	n/a
1/9/02 – 31/8/03	Year Five	9	n/a
1/9/01 – 31/8/02	Year Six	5	n/a

Please see Appendix 5G: Evidence of demand for EN3 Free School by age and postcode for more detailed breakdown of responses received.

The data shows that there is sufficient demand/commitment from local parents (over 50% of the proposed intake) for one form of entry in Reception (Foundation) and Year One in 2012.

When parents were approached regarding the new school they were asked to provide their name, address, email address, and date of birth of children. On our online petition, the following questions were also asked:

1. Why would you send you child to this proposed school, and
2. What statements apply to you (please tick?)
 - There are not enough Church School Places in EN3,
 - I prefer smaller class sizes,
 - I prefer a school with a caring Christian ethos

It was clear that parents were encouraged by the principles of the proposed school. Details of these responses are available if required.

Below is the statement that was signed by parents on-line and as part of the awareness raising and consultation campaign:

“We the undersigned cannot get our children into a good local school. We cannot afford to pay an enormous mortgage to get into the right catchment area, let alone school fees, so options are limited. We believe as parents, we deserve an alternative. We believe that our children deserve the best possible education in a school which accepts all children. We therefore support the proposal to set up an excellent new Primary school with Christian values in the EN3 area of the London Borough of Enfield”.

Below are the main questions we asked as part of the community questionnaire:

1. Would you be interested in supporting a new Christian ethos Primary School in EN3?
2. Would you be interested in joining our campaign or assisting the school in any capacity?
3. Please describe any ideas you may have?
4. Do you think there should be more parental choice of Primary Schools in EN3?

We have received support from a wide section of the community including teachers, ex-governors, church ministers and professionals.

How we intend to make the school known and attractive to pupils from deprived or disadvantaged families.

The Enfield Lock area (EN3) is one of the most deprived areas in the borough of Enfield. Over 67% of parents living in Enfield Lock area are Christians and about 11% are Muslims. The EN3 group have sought to include parents from a diverse mix of social, cultural and ethnic backgrounds in our free school campaign. The EN3 area where we plan to locate the school has a very dense population and large pockets of deprivation. Please Appendix 5H: EN3 Ward data summary for more information about the socio-economic, demographic and ethnic composition of the area.

Ipsos MORI was appointed by the London Borough of Enfield in 2009 to conduct a series of five focus groups to understand the views of ‘new communities’ (i.e. communities who have lived in Enfield for 10 years or less)¹ These included our target groups of Congolese, Turkish and Somali parents. When asked about provision of services in the East of the borough, here are some of the comments stated in the report:

‘There is a difference between the affluent areas and the lesser or... the deprived areas. And they’re cleaned up more and they’re policed better.’

C2DE Male, East Enfield

‘You’ve got a lot of people that are on benefits and ... and they can’t afford to send their children to certain things so they’re on the street.’

C2DE Female, East Enfield

Others in the C2DE/ East group felt that an absence of school discipline was a contributory factor in what they saw as young people’s lack of respect.

The Congolese group also felt that children, and particularly ethnic minority children, needed more targeted education. They explained that cultural differences – the example that they used was that in French-speaking African countries it is normal not to make eye-contact whilst talking to people – meant that ethnic minority children were often unfairly thought of as being rude. There was a suggestion that this lack of targeted attention was also part of the reason for children’s boredom and poor school discipline, as they were not engaged enough by their teachers.

One of the Turkish/Kurdish respondents also felt that his children were not given enough support by teachers when they first arrived at school and were struggling to get used to the new area. He felt that this had taken away their will to learn.

¹ New and existing communities in Enfield Ipsos MORI April 2009

A member of the Congolese group commented that he felt that Enfield's large middle-class population got much of the best service. The EN3 group specifically asked a Congolese supporter of the Free School to make Congolese parents aware of the school. Furthermore, they made contact with a Congolese group broadcasting on resonance 104.4 fm radio station to publicise the school.

We were keen to reach the parents who live in these areas, and whose children are already attending, or likely to be allocated places in the schools that are underperforming and often undersubscribed. Our methods included:

- approaching parents who were picking up their children in the local under performing schools, ensuring we spoke to people of all the different ethnic groups as we leafleted the area;
- standing at a reasonable distance from local primary schools to attract parents collecting children from nursery classes.
- visiting all local parks to talk with parents from these target community areas;
- providing leaflets in Lingala (Congo), Somalian, and Turkish. This has proved highly successful as we have had parents from each of the aforementioned communities contact us, sign the petition or attend our open day;
- targeting areas through our leafleting that have high levels of social housing(Enfield Island Village), as well as private and leasehold housing;
- emphasising in all communications that the school will have a Christian ethos and will be fully inclusive.

Some of these statements include:

“Currently my child goes to school in Cheshunt because we could not get her into a faith school within our borough. They are all over subscribed. I do not drive and there is only one bus which we can take in the mornings from Waltham Cross”.

“The best gift any parent can give his or her child is the best of education that embodies Christian ethos, self discipline and respect. It comes as a blessing in disguise to have such a school in EN3 with smaller class size. The Enfield Free School comes as a total package for me and my family”.

“There are not enough school places in the area. Neither my son nor my daughter (for the nursery) were accepted into the closest school. As a result I am not able to use the free nursery education for my daughter and my son goes to the school beyond the Enfield Lock station barrier as a lot of children from the Island have to do as the paces are not provided in the schools on this side of the barrier.... According to the numbers provided by the Enfield Council there were combined 48 refusals for nursery places in 2011 in the 3 schools closest to the Enfield Island Village. Next year these children will be applying for reception class places. Will they be refused again? The community desperately needs more primary school places and a new school is a brilliant answer to that!”

We deliberately changed our website and email address from enfieldchristianschool to enfieldprimaryschool to encourage applications from a wider range of people.

5.2 Consultation

Formal consultation on the plans to open a new free school in Enfield Lock (EN3) will take place in the autumn of 2011 once the CfBT/EN3 Free School Application has been approved.

Formal consultation will be run in accordance with the requirements of Section 10 of the Academies Act 2010 and will take due regard of equality and diversity legislation.

Formal consultation will run for six weeks, nominally from 3rd October to 11th November 2011.

As part of the formal consultation process CfBT and EN3 will hold a minimum of two public meetings during October 2011 to allow interested parents and members of the local and wider community to come and talk to us about our plans for the school. They will enable the public to voice their opinions regarding what the school should look and feel like and to raise any concerns they have with any aspects of our proposal. We will offer two different time slots for individuals to attend to encourage maximum participation and community engagement. We will also be creating a prospectus for the school, giving important information to those parents who need to make choices for primary school allocations early in 2012.

To raise awareness of the event and our plans for the Free School, CfBT and EN3 will produce a short leaflet which will be circulated widely within the local community as per our communications and consultation strategy (see Appendix 5I). It will contain specific information regarding our Free School proposal including:

- 1 Vision and ethos
- 2 Curriculum
- 3 Site and building proposals
- 4 Catchment area
- 5 Admissions arrangements

We will look to undertake leaflet drops to every house within the proposed designated area, providing copies of the leaflet to all local education providers: nursery, primary and secondary schools, as well as putting copies into local community venues such as the [REDACTED], [REDACTED], Enfield Island Village public libraries, doctors'/dentists' surgeries, places of worship, Co-op supermarket, public houses, local hairdressers, fast food outlets, community centres, council-run halls, Albany Children's centre, Oasis Children's centre and Prince of Wales Children's centre.

Through the formal consultation process we will also ensure that all stakeholders have an opportunity to raise any concerns that may have regarding:

- potential access and local transport issues;
- impact on the local community of the school (e.g. noise);
- impact of the school on other local education provided (LA and independent) both within and beyond the Enfield Borough.

The formal consultant process will also enable us to gauge:

- the ongoing level of demand for places at the Free School;
- the level of support for the Free School within the wider community;
- public opinion regarding the name of the school;
- how the local community would like to engage with the school and make use of its facilities.

The public meetings and consultation period will be promoted via an announcement in the Enfield Advertiser and Enfield Independent. Editorials will also be published in Enfield North MP's newsletter, local Church newsletters, children's centre newsletters, and Jubilee Church newsletter.

Individuals receiving the leaflet will be encouraged to complete an online consultation questionnaire, which will be hosted on the EN3 website www.enfieldprimaryschool.org.uk; this will allow them to voice their opinions about the proposed Free School. Hard copies will also be made available on request and at the public meetings. Key stakeholders such as local schools will also be provided with a number of hard copy documents. Through the use of a questionnaire we hope to capture the opinions of those individuals who are unable to attend our public consultation meeting.

To ensure equality of access to the information provided, CfBT on request will provide large print version of the leaflet and will provide the information in languages other than English including Lingala (Congolese), Somalian and Turkish.

We will set a clear deadline for individuals and groups to provide feedback on our Free School proposal. At the end of this period of consultation all questionnaires returned, both hard and electronic copies, together with any feedback received at the consultation meetings will be collated and a short summary document produced and circulated to all parties expressing an interest in the Free School proposal and to the DfE. The consultation summary report will contain both quantitative and qualitative data. Information will be presented in a variety of formats including, maps, and tables and written comments. Where appropriate the document will indicate how EN3 /CfBT intend to respond to any suggestion/criticisms in both the short and long term.

We may also where appropriate arrange to have follow up meetings with key individuals where we feel more detailed feedback and discussions would be of value. A copy of the consultation report will be posted on the EN3 website.

The feedback received will be taken into account as we move forward with our plans for the school i.e. shared with the Headteacher, Governing Body and CfBT School Improvement Partner once appointed.

The website will host a number of other documents, in addition to the leaflet and questionnaire, that may be of interest in the short or longer term to members of the public and prospective parents, for example our admissions policy, progress updates regarding appointment of staff, site developments, approval of our business case etc.

EN3 and wider community engagement

The entire development of the Free School application has taken place with the full support and consultation of the EN3 campaign group and all the work on raising awareness and generating evidence of demand has been undertaken by the EN3 group alone. This group comprises of six people of which four live in the EN3 area. They have given up all of their spare time to make a difference to their community and improve the educational outcomes of children living in a deprived area. EN3 has had regular documented meetings as a whole group to allocate tasks, discuss progress as well as keeping in touch via email and face to face. A number of subgroups have been formed to focus on specific aspects of the programme such as the level of demand, the curriculum and the building. EN3 has offered CfBT immediate feedback on parent and resident issues which have been integral to the development of the plan. [REDACTED] was elected to have regular (often daily) contact with CfBT via email/telephone and weekly face-to-face meetings.

There has been real passion and community buy-in to the project, and the nature of the relationship between the EN3 group and CfBT has allowed the creation of a truly representative plan for the whole community who have been involved in its creation and therefore embrace the vision and ethos of the proposed Free School.

5.3 Marketing Strategy

EN3 Marketing Strategy

To date EN3 have deployed a number of strategies to raise awareness of and gain public commitment to the free school campaign in Enfield. These have included:

Word of mouth

The EN3 Steering Group members have spent significant time speaking to parents and grandparents outside schools, in the local high street, in parks, and at local community events. This has enabled them to engage with a diverse mix of cultures, ethnic groups and ages. They have also visited community groups to share the vision, and obtain support. This has been very successful as the group have also gained a lot of local knowledge. Within a very short time, they have managed to make a large number of people aware that a school is being proposed for EN3.

EN3 have also been able to raise awareness of the proposed school very effectively by word of mouth via Jubilee Church which has a membership of over 700 people, including the majority of members of the free school steering group. There is a large family presence in the church, and when the proposal was first discussed on 13th Feb 2011 with the vision described, the response was overwhelming. Many of the parents are from cultures which place a high importance on education. They favour a more traditional approach to the teaching of core knowledge and skills in Literacy and Maths. If they could afford private school or move to a more affluent part of Enfield that would be their choice. They were in full agreement with the vision of the proposed school.

One of the steering group members is a school governor, and local scout volunteer. She has engaged with many parents who are disappointed with the choices and quality of teaching in their children's schools, and many have expressed their support and passion for the new school through the petition.

EN3 have sent text and emails to the community members and parents who wanted to support the campaign updating them, and asking them to continue to share the school vision with other parents and sign the on-line petition. This is ongoing. During the warmer months of June and July, the EN3 group plan to attend local community events to publicise the school. The group were encouraged when one parent obtained support from seven other parents as a result of attending our open day. We can confidently say that the majority of parents we have approached have shared our passion for the new school. EN3 are in no doubt that the proposed school will be very much welcomed and extremely popular amongst local parents.

Some parents have even been moved to tears knowing that someone is offering them more choice of the type of school desired for their children. We tell parents that we want the proposed school to become a shining beacon in the local area.

Advertising

EN3 have strategically placed three banners in target areas Ordnance Rd, Enfield Island Village and Hertford Rd/Albany Rd junction to promote the proposal for the new school and invite the community to an open day to discuss our proposal in an informal environment. After the Open Day, we amended the banner wording and moved two of them to Hertford Rd/ Eastfield Rd junction and a different location in Enfield Island Village. (Please see Appendix 5F EN3 promotional banner).

Leaflets

EN3 also produced 5,000 leaflets which were delivered to a mix of tenure in the target area. These advised the community of the details of the open day, and summarised our vision for the school. On the back of the leaflet, key information about the school was translated into three community languages (Lingala, Turkish and Somali). The parent governor committee member was able to let the group know which languages to prioritise. (Please see Appendix 5D).

Media

The EN3 free school campaign has been the subject of two positive articles in the Enfield local press. Firstly on Monday 28th March 2011 an article titled “Enfield Primary School proposal group looks for backers” was published and on Wednesday 6th April 2011 in the Enfield Advertiser ran an article titled “Teacher’s vision for free school aims for a big change”. (Please see appendix 5G). The response to the two articles has been great. The local MP also reported on his visit to the Open Day.

To date there has been no public opposition to the campaign.

██████████
See Appendix 5J for a copy of the newspaper articles.

Website

The campaign website address is www.enfieldprimaryschool.org.uk. On this you will find biographies of the steering group members, a parent petition, a community survey, photos of the Open Day, the vision and any updates.

The website was promoted through the banners, posters and leaflets; currently there are **24** on-line signatures and comments that express the support for a new primary school with a Christian ethos. The community survey has also initiated **20** responses of support and in many cases where help could be provided. We have become aware that many local parents do not have regular access to the internet which is why we decided to use paper petitions and walk around the community. Our response to the paper petitions have been overwhelming and still continue to be signed. Our current number is 133 children which is a considerable number considering we have been canvassing support for 8 weeks. It also indicates the demand for more quality choice of schools in EN3. The EN3 also has a facebook page where the Enfield Primary Free school values and website are linked. They have also advertised the campaign on netmums.com.

Local Authority engagement

The Lead proposer made contact with the London Borough of Enfield on 12th April and had a 20 minute conversation. The Enfield Officer made it clear that she could not endorse any proposer group; however she felt that the EN3 group had done a lot of groundwork. When asked where schools were needed in the borough, the Enfield Officer stated it was the Eastern part of the borough from Edmonton up to Enfield Lock. She also stated that Enfield's interest is in the education and safety of children and they do not mind what school provides that.

Marketing Strategy for next phase of the campaign

Once the EN3 Free School Application has been approved, the marketing efforts of the group will focus on converting those initial pledges of support into confirmed places in the school.

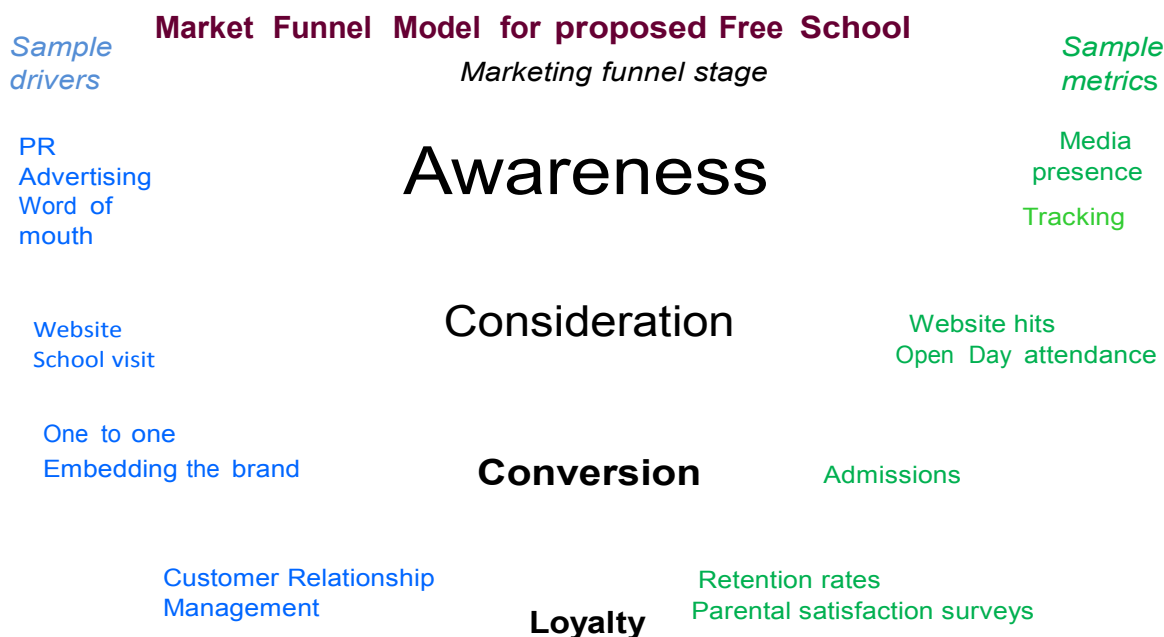
The objectives of the marketing strategy will be to ensure that the parents of every child living in the catchment area and locality are aware of the existence and accessibility of the school; consider it as a viable option for educating their children and make the decision to send their children to the EN3 Primary Free School based on its vision and ethos and commitment to deliver high-quality education.

This will be achieved using a tried and tested strategic approach which we call the Market Funnel Model.

This approach recognises how differing promotional mechanisms contribute in differing ways to marketing a school successfully, from driving awareness at a broad level to strengthening interest and understanding at a deep level which will result in pupils on roll.

At each level of this model we shall implement a wide range of tactical marketing and communication activity designed to recruit and retain pupils. The impact of these activities will be measured to ensure we are achieving the aims of our marketing strategy.

At each stage our marketing strategy will include, but not exhaustively, the following activities in order to realise the parental demand identified.



Awareness

The school will have a strong and clearly identifiable brand developed in consultation with parents, the local community and prospective pupils who will be involved in agreeing the school's name and logo which will be amongst the first tasks in building awareness for the school.

A large proportion of prospective pupils will come from Chesterfield Nursery, Albany Children's centre, Prince of Wales children's centre, Oasis Children's centre, and Jubilee Church members living in EN3 and reception children at schools which are not the parents' preferred choice. One of the most significant marketing tools will be our active engagement with these early year settings to ensure parents of children attending them are familiar with the ethos and existence of the school.

We will ensure we make best use of the contact data base generated via our initial awareness raising campaign as the starting point for this new wave of activity to ensure those parents and members of the local community have a more complete understanding of what the school will be offering from September 2012 via the production and circulation of a regular e-newsletter and updated information on our website. However we are aware that we also need to reach a wider group of parents than those 'early adopters', both those with children at the feeder schools and those who have chosen to educate their children at other local schools or at home. So we will continue to work closely with the school and other local education providers to ensure our database is updated whenever a new a contact is made. We will also update the website whenever a parent asks to be removed if they are no longer interested in the school.

We will also run a series of "open days" for prospective new children and their children prior to intake.

We shall maintain our already strong links with the local media in promoting the opening activities of the school e.g. appointment of the Headteacher and teaching staff, commencement of building works etc to create local excitement and interest in the school. And we shall supplement this 'free' advertising with paid for adverts in the local trade and specialist media Our Enfield is a bi-monthly magazine produced by the Council and delivered to every household in the Borough. It is also available in libraries and other Council buildings.

The local press will be invited to report on school organised activities, and by engagement with the local area and other local schools and early years settings, the school will be promoted by press coverage (i.e. sporting events, community projects, fund-raising events etc).

To back up and reinforce the school's physical presence and familiarity we will run a fully informative and regularly updated website accessible by parents, teachers, children and prospective parents, which will track opening progress and include details of the vision and ethos as well as a prospectus and practical enrolment information.

It is our intention to work with the Borough Council to ensure the school is provided as an option in the coming academic year and we shall engage with local estate agents and Housing Associations to encourage them to promote the school as a selling point for people looking to relocate to the area.

Consideration

The school will hold regular open days for prospective pupils and parents as well as offering visits to the school for all children who would be eligible to start the school in September 2012 (i.e. rising fours) and their parents at local early year settings. Once the school is open the local press will be invited to report on school activities, e.g. sporting events, community projects, fund-raising events etc to ensure the school has a regular presence in the local media. Opportunities will be sought to ensure that the Headteacher becomes an authoritative voice on education and learning in the locality and beyond in order to position the school as a school of choice. Links will be made with the wider community through the school facilities and wraparound care as well as local businesses and other education providers in order to root the school firmly in its local area. Parents and community stakeholders will be kept up to date with developments through regular newsletters and encouraged to participate in the school.

Conversion

In its engagement with the wider community and local groups the school's reputation will develop and be promoted. We hope that the school will be able to provide out of hours facilities to local groups which could benefit our pupils and their families such as youth clubs, scouts groups, clubs promoting the Arts and community groups and churches providing help and advice to the whole community.

Once parents, children and the wider community have committed themselves to the school, it will be of paramount importance that their experience meets their expectations. School staff will be 'customer' focused in their approach and we shall make every effort to ensure that all school stakeholders feel part of the school 'family' through regular communication and engagement activities and events.

Loyalty

A key part of ensuring we retain pupils and develop the school's brand and associated word of mouth reputation will be how we develop our parent and pupil loyalty. We intend to establish parent and school councils in order to listen to and act upon stakeholder feeling. We shall also conduct regular satisfaction surveys with parents and pupils. Key to success at this level will be the school's response to feedback and the school will be committed to valuing and acting on all feedback where practicable.

Section 6: Organisational capacity and capability

6.1 Capacity and capability of the Company

This proposal is made by CfBT SchoolsTrust in partnership with the EN3 action group.

Our partnership brings together expertise and experience in school effectiveness (CfBT) and a deep understanding of the needs of the community and commitment to put in place a school that meets those needs (EN3).

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE. CfBT Schools Trust is currently the sponsor of Oxford Spires Academy and from September 2011 Reading Free School (All Saints Junior School). This proposed Free School would become a member of the CfBT Schools Trust and would be supported within that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,500 staff worldwide, all of whom are involved in different programmes supporting and developing of educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 pupils. CfBT inspect all the schools in the North of England on behalf of Ofsted. CfBT Education Trust has a particular interest in supporting vulnerable young people and our subsidiary charity, include, provides education for over 1,200 excluded children. We also deliver education to young people in Young Offenders Institutions.

CfBT EducationTrust is the lead sponsor for St Mark's Academy in Merton and CfBT Schools Trust is the lead sponsor for Oxford Spires Academy in east Oxford. In Lincolnshire, we have been heavily involved in the setting up of eight new academies, four of which are operational. These include the Priory Academy which is one of the highest performing Academies in the country. CfBT is the preferred supplier of educational services for the Oxford Diocese Board of Education and through this established relationship is working to provide education services to all 280 schools.

CfBT is also working with up to ten schools in the Thames Valley supporting their conversion to Academy status.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997-2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the New Secondary Curriculum and on Learning Outside the Classroom.

CfBT Education Trust operates internationally, working with clients including the World Bank, and the European Union as well as the governments of Jamaica, Oman, Singapore and Australia. In Kenya we recently completed a national programme of health education training for every primary school. In Dubai and Bahrain we work with the government to review school quality.

The EN3 action group was set up by a local teacher, parents and community members concerned by the lack of parental choice for primary education in the Enfield Lock ward, to provide a forum for them to voice their concerns and develop a proposal to address the issue.

The EN3 now comprises six committed members who are passionate about their children's education and determined to ensure that proper provision is made for primary education in the Enfield Lock area. They have devoted considerable time and energy to their educational vision particularly with marketing the school to prospective parents and the local community.

Our partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section Three. We will draw upon the educational leadership and corporate functions of CfBT Schools Trust, as well as specialist skills and community support provided by EN3 action group members (as identified in table later in this section and in Appendix 6A). We will create a interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

We recognise that educational expertise alone is not enough for the successful start-up of a new Free School. We also intend to call upon the capacity of CfBT Education Trust as required in other key disciplines including:

- organisational development and human resources;
- communications, stakeholder management and press/public relations;
- project management;
- facilities, property development and building work;
- ICT;
- finance and procurement.

Any engagement of the Education Trust in the Schools Trust activity will be governed by the terms of the tripartite agreement signed with the DfE in 2010.

We also understand there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in our application, we believe we have the expertise and capacity to undertake this work in time for a school start date of September 2012.

CfBT Schools Trust Trustees.

The CfBT Schools Trust will operate as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with the Tripartite Agreement. The Chairman of the Board of Trustees of the Schools Trust will have authority to manage the Schools Trust within a framework agreed by the Board.

CfBT Schools Trust has currently appointed three interim Trustees: [REDACTED] [REDACTED] and [REDACTED] but intends the full Board should be in place by September 2011.

[REDACTED].

[REDACTED]

[REDACTED]



~~Redacted~~ ~~Redacted~~ ~~Redacted~~

CfBT would recruit a Headteacher of the highest calibre who would have responsibility for the day-to-day leadership of the school and its staff and pupils. The Headteacher in turn would be supported and challenged by the schools' Governing Body School Improvement Partner appointed by the Schools Trust.

EN3 Free School team expertise, experience and capacity

- **EN3 Action Group**

The EN3 action group brings a wealth of experience to the EN3 Free School team. Not only has it been instrumental in preparing the Free School Application, but will be significantly involved in its implementation and future management. Involvement will include regular meetings during implementation such as Steering Group meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and PTA once the school is open. Their experience and expertise is summarised below and provided in more detail in Appendix 6A.

<p>EN3 project leader</p>	
<p>- Evidence of demand support.</p>	
<p>EN3 Evidence of demand and marketing lead</p>	

<p>EN3 Evidence of marketing support</p>	

<p>EN3 Premises lead</p>	
	<p>Once the school is open she is interested in spending four hours per month establishing links with the community and international links with other schools in developing countries.</p>

<p>EN3 group supporter</p>	
<p>EN3 group supporter</p>	
<p>EN3 group supporter</p>	

All members of the EN3 are prepared to continue committing a considerable amount of their personal time to ensure the successful opening and running of the school. Two members of the EN3 will be elected to represent the wider group initially on the project Steering Group and then the school Governor Body. All EN3 members would like to be fully involved in the selection of the Headteacher and staff.

Other members of the group may stand as parent governors and will be elected via a ballot as soon as the school opens. We hope that other members of the EN3 team will volunteer to participate in the planned Parent Forum or join the school PTA.

By continuing this close working relationship and engagement of EN3 action group members in all stages of the decision making process both pre and post opening, the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

- **CfBT financial expertise**

The CfBT Schools Trust's [REDACTED] [REDACTED] will have overall responsibility for all financial aspects of Free School operations. She will therefore work with the CfBT Free School and EN3 teams and to ensure an achievable and sustainable budget is set for the new school. She will ensure that there is an effective finance transition process between herself and the Headteacher and school bursar, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated. (A pen profile for [REDACTED] can be found in Appendix 6A)

We have and will continue to use the Free Schools ready reckoner and DfE benchmarking site, as well as our experience of budget setting in our fee paying schools, Academies and Free School, to ensure our proposal costs are comprehensive and realistic.

Financial support to the Schools Trust and the EN3 Free School will also be provided by [REDACTED], a CfBT consultant with extensive financial expertise, [REDACTED] was also involved in planning the Reading Free School budget. His expertise in schools funding has been recognised by two large local authorities in appointments to undertake reviews of their schools funding arrangements. He is also chair of his local authority Schools Forum, the body responsible for allocation of funding to schools in a local authority. (A pen profile for [REDACTED] can be found in Appendix 6A)

We have budgeted for the appointment of a school bursar (building from one day per week in year 1 to full time in year 5) who will have responsibility for managing the school budget and supporting the Headteacher to monitor and manage the school's finances. The School's Trust Head of Finance will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board.

Through its Governor recruitment process CfBT will ensure that at least one of the appointed Governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Headteacher or escalated to the School's Governing Body or Schools Trust Board as appropriate.

In the appointment of the Trustees, at least one will be appointed on the basis of having very strong financial expertise.

EN3 have the support of [REDACTED], one of the pastors at Jubilee Church, Enfield. He has expressed an interest in becoming a community governor for the school. His considerable experience in financial and strategic planning in both small and large organisations will assist the other members of the Governing Body and the Headteacher. He is able to commit to 6 Governing Body Meetings annually and also lead assemblies twice a month.

Another local minister, [REDACTED] is also a supporter of the school and is well-placed within our catchment area to understand local needs. He is interested in becoming a community governor and his medical background will allow him to assist on health and safety issues as well as education. He is able to commit to 6 Governing Body Meetings annually and also lead assemblies twice a month.

Educational expertise

The CfBT Schools Trust will draw upon the expertise of the Education Trusts education and consultancy teams as required to ensure the successful implementation of the CfBT School Design during both the pre and post opening stages. In particular the following staff may provide educational advice to the EN3 programme. Further details on each individual's specialism and background can be found in Appendix 6A.

Education experts	
[REDACTED]	[REDACTED]
[REDACTED] Senior Consultant	[REDACTED]
[REDACTED] Headteacher Consultant	[REDACTED]
[REDACTED] Consultant	[REDACTED]

<p>██████████, Headteacher Consultant</p>	<p>██████████</p>
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These consultants will undertake work as required both during the set up of the school and once opened, on a not for profit basis, as per the Tripartite Agreement.

██████████ and ██████████ would also provide additional educational expertise to the Schools education teams as required.

• Other CfBT expertise

In addition to CfBT Education Trust’s Education and Consultancy teams the Trust has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the Reading Free School project, we will create an interdisciplinary team (comprising project managers, property advisors, communications advisors, education specialists, HR consultants and legal advisors) to drive forward a comprehensive approach and plan for the school as it is set up, recognising that the journey to achieving the vision begins at the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

<p>Educational Project Management expertise</p>	
<p>██████████,</p>	<p>██████████</p>
<p>██████████, – implementation and site development</p>	<p>██████████</p>
<p>██████████,</p>	<p>██████████</p>

Other Specialist Adviser

Pen profiles for all staff can be found in Appendix 6A

Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and EN3 we believe that we have almost all of the expertise required to set up and deliver the proposed Free School, except legal advice. However, based on our Reading Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted.

6.2 Hiring the Headteacher Designate

What quality and skills do we want our Headteacher to have?

CfBT has done considerable research into what takes schools from being good to outstanding¹. We found that at the heart of all good to outstanding schools is good leadership and the support for, and development of, good and outstanding leaders are crucial to school improvement².

CfBT is also proud of the work it does to support and challenge Headteachers and governing bodies in many different settings; as school improvement specialists across Lincolnshire's very successful portfolio of LA schools; and in our own independent schools and academies. It is our methodology and expertise in supporting and challenging Headteachers and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a Headteacher designate is appointed we would expect to use the database to identify the correct CfBT improvement partner that will be able to work with the Headteacher to ensure the vision is achieved.

School leadership wields a powerful influence on pupil outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to pupils, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unswervingly on securing the best possible outcomes for their pupils' academic and personal development.

To ensure the Headteacher we appoint to the EN3 School has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders including:

- moral confidence based on deeply held personal belief;
- significant relationships with a wide network of fellow professionals;
- a real understanding of how to learn from experience;
- a willingness to learn from students;
- clarity and confidence about what works in terms of professional learning;
- openness to learning from the example of other school leaders;
- confidence in learning how to learn.

As promoted by West-Burnham³ in his research.

¹ [REDACTED]

² Strategy for School Improvement CfBT 2009

³ Developing Outstanding Leaders: Professional Life Histories of Outstanding Headteachers NCSL (2009)

We will also be looking to recruit a Headteacher that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

The attached draft Job Description (Appendix 6B) illustrates our expectations regarding the roles and requirements of the Headteacher for the EN3 Free School.

What recruitment process will we use to attract the right candidate?

CfBT has significant experience of attracting, recruiting and developing educational leaders, teachers and educationalists for roles all over the world. Drawing on our understanding of teacher recruitment in this country, gathered from Local Authority schools in Lincolnshire and our fee-paying schools, Academies and Free School, we expect to be able to recruit an excellent Headteacher, Subject and Pastoral Leads and a range of classroom teachers in year one.

CfBT will employ a highly developed and rigorous process of vetting and selecting our Headteacher, derived from our School Design methodology.

The process will involve:

Co-designing a job description and person specification with the EN3 Action Group. Key features of the school's vision and ethos will be included, i.e. the promotion of Christian values, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting and pupils' personal development, open door policy). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

Advertising for maximum impact. We will use our preferred advertising agent WDAD (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in Enfield Advertiser and Enfield Independent, CfBT's website and the *Times Educational Supplement*. We will also use CfBT's and EN3's networks to generate interest.

Running a recruitment open day. In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants to find out a little more about the EN3 project, and meet CfBT and EN3 members.

Creating an initial application process so that candidates can be shortlisted. The first phase of the process will involve candidates filling in a standardised, CfBT Trust form covering experience and expertise. Candidates will also be asked to:

- write a personal statement highlighting their education vision.
- prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Headteacher of a Free School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of the EN3 Free School and our vision for its development,

Observing the candidates in their own environment. As our school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole school activity as appropriate to assess how they perform and interact with pupils and staff.

Candidates undertaking psychometric leadership traits and verbal and numerical reasoning test. Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

An interview process that reflects the job description and our goals for the school. The interview schedule will incorporate interviews with both CfBT and EN3 panels (including a presentation 'As Headteacher of the Free School, describe the three most important things you would do to ensure the school fulfils its vision as a Christian ethos school'); an in-tray/finance exercise and a final competency based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable would be as follows:

- September SoS approves EN3 Application
- 23 September: advertise in the TES and local Enfield press
- 7 October: deadline for applications
- w/c10 October: long-list produced and references requested/School visits take place
- w/c–17October: 2011: interviews take place
- w/c 17 October 2011: appointment made

Appointment during the w/c 17 October should allow for the Headteacher, to be in place by the start of the Spring or Summer Term 2012. Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment.

CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles.

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

We would seek, as soon as possible after appointment, to engage the Headteacher Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the schools catchment area, the local media;

- lead on the recruitment and induction of the school senior management team and staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school.

Other activities we would expect them to work on, alongside our dedicated implementation project team; would include:

- reviewing and confirming the Start Up funding bid;
- supporting the recruitment of other teaching and non teaching staff;
- planning with input from CfBT an appropriate induction and staff development programme;
- familiarising themselves with CfBT operating processes i.e. finance and MIS systems;
- preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school;
- preparing the school's Education Brief:
 - corporate strategy (Mission & values, strategic objectives and key performance indicators with targets);
 - curriculum strategy (Curriculum offering, development & delivery of curriculum, ICT for learning, community and business links);
- Supporting the development of the schools website and other promotion literature including the school prospectus;
- Ensuring organisation of learning tasks completed:
 - logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable);
 - devising school routines and the optimal child experience e.g. how will children enter and exit assembly;
 - assessment systems and reporting processes;
 - monitoring and evaluations arrangements;
- developing/signing off all relevant schools policies and ensuring compliance with legal requirements;
- building relationships with the governing body once appointed;
- ensuring Ofsted pre-inspection requirements are met.

6.3 Governance

As previously explained the EN3 School will join a family of schools in the CfBT Schools Trust.

The CfBT Schools Trust provides an opportunity to bring teachers and leaders into real and productive contact with high quality education research. As an organisation that invests heavily in research, CfBT is concerned by the patchy relationship that currently exists between vast amounts of education research and what happens on the ground.

The CfBT School Trust provides a unique opportunity to run schools that are truly evidence-based and research-engaged. It will also be a forum to promote and share best practice and has the potential to create efficiencies in business and school improvement support services, through joint procurement and shared activities.

In particular the trust will be responsible for:

- setting the strategic direction and policy framework for schools within it;
- holding local governing bodies to account for the performance of the school;
- exercising fiduciary responsibility on behalf of the DfE and the schools in the Trust;
- managing its legal and regulatory compliance obligations, and managing the risk.

The Trust will adopt a 'high autonomy/high accountability' model i.e. schools will be free to operate as they wish to meet the educational needs of their pupils, subject to being fully accountable for achieving high levels of performance. The converse will also apply i.e. where performance drops, the Trust will provide high levels of support. The Trust will therefore be a vehicle for enabling its member schools, including Free Schools, to maximise the freedoms which academy status offers, whilst minimising the risks associated with complete independence.

The Trust will be the employer, landlord, budget holder and ultimate performance monitoring body and will provide schools with related services. This does not mean that the Trust will provide full HR support, full property management, full financial management services etc – these responsibilities will still rest at school level. The Trust will, however, ensure that member schools are meeting their responsibilities in these areas, and will provide information, advice and guidance as required.

Each school within the CfBT Schools Trust will establish a local Governing Body, which will constitutionally be a committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half termly in a three term year) to discharge all their duties. There will be no standing subcommittees in order to operate efficiently and to ensure that the whole governing body take full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the EN3 action group, and CfBT Schools Trust will seek representation from local community and other stakeholder groups amongst governor nominations.

The Governing Body will compose the following membership:

- up to six with specific expertise, as required (see below) nominated by CfBT Schools Trust;
- two EN3 nominees;
- two parent representatives, elected by the parents of children at the school;
- one staff member, elected by staff at the school;
- the Headteacher as an ex-officio member.

The majority of governors will be appointed by the CfBT Schools Trust and will be drawn in the main from the local community, and selected to include representation from business and higher education. CfBT appointees should not generally be employees of the Schools Trust or Education Trust. Certainly no more than a quarter of the Governing Body will be made up of CfBT employees.

The EN3 governors will be nominated by EN3, and parent and staff governors will be elected by ballot. Nominated governors will be appointed as soon as possible following approval of the Application in order that the Steering Group (shadow governing body) can support the work of establishing the school including the appointment of the Headteacher. Elections for parent representatives will be held as soon as pupil places are confirmed. While the usual term of office for governors will be three years, one parent governor position will be for one year only and one for two years only in order that new parents have an opportunity to be elected in future years. The staff governor will be elected within the first weeks of the school opening.

Establishing a strong Governing Body is essential to ensuring the success of the school. Through the Governor recruitment and selection process CfBT will be looking to fulfil the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management
- Human resources management
- Legal (contract and procurement management)

- Education (including higher education)
- Health and safety management
- Property and facilities management
- Marketing

CfBT will work closely with EN3 to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own that may be suitable to be nominated for the role. If this activity does not generate sufficient interest CfBT will:

- advertise the opportunity via local volunteer Centres and leave leaflets and posters in local doctors' and dentists' surgeries;
- promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc;
- write to local employers and higher and further education providers including: Enfield Business Centre; Enfield Civic Centre; Middlesex University; Enfield College and businesses in Innova Park and Millmarsh Industrial Estates to see if any of their employees would be interested in taking on the role.

During the implementation phase of the programme CfBT will set up a Programme Board (Steering Group) whose membership will include both CfBT and EN3 representatives and the DfE as appropriate and the Headteacher Designate (once appointed). Until such point that a Governing Body can be appointed they will act as a shadow Governing Body for the school, and approve all key decisions relating to the set up of the school including:

- the recruitment of the Headteacher Designate and other members of the senior management team;
- creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of the EN3 Free School project.

During the Summer term 2012, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from the opening of the school in September 2012. As there will be two EN3 representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Programme Board to Governing Body. The school Headteacher will also be a member of both groups.

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and determine key policies in line with the overall strategic objectives of the Schools Trust. In order to fulfil these functions they will be expected to ensure:

- the school is delivering a high quality educational experience for all pupils in line with the vision;
- all pupils are making good rates of progress;
- the school budget is being managed effectively and is delivering value for money;
- the school is fulfilling its legal obligations with regard to child protection, health and safety etc.

A Parent Forum – volunteering and engagement

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment⁴.

Since the EN3 School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of EN3, we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with the School Association (parent/teacher association), ensuring that concerns, ideas and feedback reach both the Headteacher and Governing Body, and also ensuring that engagement with the wider community is promoted. From year 1, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Headteacher and Governing Body for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys, establishing and maintaining a volunteer rota. As highlighted in the 'Community Engagement' section, every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transportation for PE and other out-of-school activities.

⁴ Greater Manchester Challenge – Opportunities for Secondary Schools 2009-10 DCSF (2009)

Capacity and capability to run a school

Outstanding schools, such as the one we are planning to establish in Enfield, take very seriously the induction and continuing professional development of their workforce. In particular, they 'develop systems for identifying the needs and aspirations of the different parts of the workforce, including effective performance management, appraisal and reflection against professional and occupational standards'.⁵

A rigorous approach to performance management of the Headteacher

To support our ambition to have rigorous performance management processes, the CfBT Schools Trust will employ a school improvement specialist to act as mentor, adviser and critical friend to the Headteacher. This specialist will have significant primary phase expertise and experience of headship. This is likely to be sourced from CfBT's successful School Improvement Service in Lincolnshire where we have a significant track record in supporting school leaders to drive up performance, and the same person that mentors, supports and challenges All Saints Junior Free School, bringing the added benefit of facilitating the sharing of good practice between the two schools.

The school improvement specialist will spend at least 6 days per year with the EN3 Free School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Headteacher, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary.

We believe that this extra support is vital if we are to embed the key processes outlined in our School Design. The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Headteacher appropriately. The school improvement specialist will ensure that this expertise can be effectively accessed and channelled.

We have provided for school improvement support in the Schools Trust budget. However if the funding should prove to be insufficient, particularly in the early years, we will expect to support this work from CfBT Education Trust's wider resources. Our CfBT-wide commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The school improvement specialist will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body.

The Headteacher will in turn be responsible for the performance management of all teaching staff within the school. The Bursar will be responsible for the performance management of non teaching staff.

⁵ Strategy for School Improvement CfBT 2009

As explained in section 8 we have budgeted for up to 1% of YPLA income to be paid to the headteacher and staff as performance related bonus for excellent performance against KPIs linked to the vision. We wouldn't expect to pay this out each year as it is additional to good remuneration and should be used very specifically to reward exceptional achievement. The budget will be managed by the governing body and if retained from year to year can instead be used to help improve performance in areas that scored less well in the previous year's evaluation.

6.4 Financial oversight

In Section 6.1 we identified the financial capacity and expertise available within the Schools Trust and CfBT Education Trust namely:

- [REDACTED], our Schools Trust [REDACTED], will have overall responsibility for setting and overseeing the school budget in collaboration with Headteacher. She will prepare the initial budget for the Free School and ensure the Headteacher Designate, once appointed, understands the underlying budgeting assumptions used to set projected levels of income and expenditure.
- [REDACTED] is an educational financial consultant contracted by CfBT Schools Trust to support [REDACTED] and the Free School
- [REDACTED] and [REDACTED], CfBT Education Trustees with significant financial expertise and proposed as Trustees of the Schools Trust, would if appointed be responsible for ensuring the local governing body are holding the Headteacher to account appropriately on all issues regarding school finances.

CfBT will be seeking to appoint a Headteacher with proven business and financial acumen who, supported by a school bursar, will take day to day responsibility for the school budget.

We will also be looking to recruit a minimum of one governor with a strong financial management background who can support both the Headteacher, Bursar and the rest of the governing body on all financial aspects of school management.

Working with the school Bursar and Headteacher, the Trust Financial Director will be expected to:

- compile a **3-5 year(s) financial plan**, forecasting income, expenditure and reserves;
- undertake annual budget compilation and management tasks including: arranging an annual audit; publishing an annual report and accounts; accounting for VAT; assessing and valuing the school's assets;
- select and ensure fitness for purpose of CfBT's financial management IT systems and establish consistent and robust financial systems. CfBT currently uses the Crero programme in its two Academies;
- keep the CfBT Schools Trust Board informed about the financial health of the school and advise them of any financial risks.

CfBT has experience of undertaking all these tasks for both its Academies and its family of independent schools.

6.5 Leadership and staffing

Our approach to staffing

Most importantly the EN3 free school is looking to employ a Headteacher and staff who share our vision for the school and who have the experience and motivation to achieve it.

There are a number of reasons why we believe we'll be able to attract and train and then retain the best teachers;

- advantages of working in a small school;
- the school's Christian ethos;
- a real, funded and timetabled commitment to staff development and CPD;
- the opportunity to be part of CfBT's global teaching and research community;
- a commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support;
- a Headteacher and governing body that can and does identify and reward excellence;
- our no surprises approach to data monitoring and trusting teachers.

In order for the vision to be achieved we need all staff to buy into it. We want our children to become lifelong learners but realise that this would be an unrealistic expectation unless we help our teachers to carry on learning as well. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CPD). Without such staff development measures in place teaching can be very isolating – so we will provide support and time for teachers to work together. We have committed to doing this in a number of ways:

1. Two supernumerary classroom teachers (plus specialists) per Key Stage

We have devised a staffing structure based on there being an additional classroom teacher (in addition to the head) for each key stage (i.e. one for Reception and KS1 and another for KS2), as well as some part time specialists teachers. This is affordable thanks to the Pupil Premium and because we will not employ many educational support staff.

By having two extra full time teachers (as well as the Headteacher and some part time specialists) in school we will be able to accommodate; the longer, teacher-led school day; 20% PPA time for all staff; opportunities to team teach and observe one another; teacher support for individual pupils and small groups; teachers eating lunch with pupils; in house teachers covering absence; additional non-teaching time for the SENCO etc.

In practise it is likely to work such that the supernumerary teacher takes each of the three or four classes in their key stage for one morning or one afternoon per week; this will provide the classroom teachers with 10% PPA time. The other 10% will be covered by a combination of their supernumerary, the specialist music/PE teachers and the Headteacher.

It's our intention that the two supernumerary teacher's roles will be rotated each year such that each teacher becomes the supernumerary every three or four years.

2. Teachers being timetabled one period per week for curriculum team meetings

Having over-staffed the school with teachers we will timetable one hour per week for Key Stage teams to meet (covered by the Headteacher or Music/PE specialists). Exactly how the time is spent will be determined by the teams, in conversation with the Headteacher but example activities might include; planning together; moderating work; attending insets; discussing videos of one another's lessons etc.

3. Accommodating observation - The supernumerary teachers expected to take over one of their classroom teachers' lessons, of their choosing, every three weeks

Supernumerary teachers' timetables will be visible to all staff such that each week 2 classroom teachers will be able to ask their respective supernumerary to come and take their class for one period. During this time they will observe another teacher. This means that (once the school is fully established), in a 38 week year each teacher will get to observe 12 lessons or each of their colleagues twice.

The exact nature of observations and who they involved would be determined by line managers in conversation with individuals, and the format of feedback and monitoring would be firmly based on peer development and cross fertilisation of ideas, rather than grading and judgement. In order for this system to work teachers would need to be happy to run an open door policy to other teachers, which is another non-negotiable that would be discussed with candidates at interview.

Who will we employ each year?

Below is a spreadsheet (see the Financial spreadsheet for an Excel version in Section 8 - entitled Staffing and timetable) which summarises the teaching staff structure for each year from opening to the school being full in Year 6. Because our school day is slightly longer than normal we have thought about the school day dividing into 3 sessions of 2.5 hours each; they are referred to as 'thirds'. There are 15 'thirds' in a week and so a teacher on an 80% timetable could be expected to teach up to 12 sessions. The number of teacher sessions available has therefore been calculated and set against the number of timetabled teaching hours (including two observations per week by year 6, weekly key stage hour long meetings and 2 additional sessions during which the SENCO can carry out some of the responsibilities linked to their TLRs).

Number of classes	2	3	4	5	6	7
Number of teachers (inc head)	3.4	4.8	6	7	9	10
Specialist teachers	0.2	0.3	0.4	0.5	0.6	0.7
Total teachers	3.6	5.1	6.4	7.5	9.6	10.7
Thirds' available in a week at 80% timetable	43.2	61.2	76.8	90	115.2	128.4
Thirds' of teaching time to staff	30	45	60	75	90	105
Additional 'Thirds' for meetings etc	4	4	4	4	4	4
Total 'thirds' to staff	34	49	64	79	94	109
Surplus teaching periods	9.2	12.2	12.8	11	21.2	19.4
% surpluses	21%	20%	17%	12%	18%	15%

This table is underpinned by a more detailed version entitled “Payroll extra” in the financial spreadsheet (Please see Appendix 6C and Section 8). It breaks down exactly how we might expect to meet our staffing needs. Clearly at this stage the exact pay levels are not set in stone however, this table provides comfort that something like our preferred and intended combination is within budget.

Accountability

All teaching staff will be line managed by the Headteacher. Support staff will be the responsibility of the Bursar who will work alongside the Headteacher, and both of these individuals will report ultimately to the governing body (who will be assisted by the SIP).

As described above we intend to run a relatively slim leadership team. We believe this will be possible because the school is small and employs staff based on their ‘quality rather than quantity’.

Recruiting staff and the qualities we will look for

We are aware that some of the commitments in our vision are controversial to some teachers. There would be no point hiring such teachers to work in our school so we will always make our commitments clear in our job adverts and at interview, for example, at interview we will ask candidates about how they will uphold Christian values. Equally we believe that doing so will make our school more attractive to just the kinds of motivated and hard working teachers that we want to employ.

We believe our commitment to an 80% timetable, alongside the school being significantly smaller than most others in Enfield, will make the EN3 school extremely attractive to just the sort of self-reflective teachers we want to employ. It will also enable us to take on relatively cheaper, less experienced NQTs etc as we will quickly be able to improve their practise and induct them into the school’s vision.

Ultimately our Headteacher will be responsible for recruiting their own staff once they take up post, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments.

The Headteacher will have completed a psychometric test as part of their interview processes. Once appointed CfBT will work with the new Headteacher, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in a School Improvement Partner, Deputy Head and Bursar.

We would expect to see prospective candidates (for teaching jobs) teach a lesson before making any appointments. We would also be up front in discussing our vision with them, and additional things like the open door policy and slightly longer school day to ensure they felt comfortable and sufficiently in alignment. In addition we will be looking for people attracted by the unique opportunities we are offering; of increased PPA time and the chance to undertake action research with CfBT. We believe motivated teachers who are still keen to develop as well as to impart their knowledge are lifelong learners and just the types of teachers we want to employ in order to help us achieve our vision.

Recruitment timetable

An indicative timetable for the recruitment of two teachers would be as follows:

- Headteachers agrees job descriptions and person specifications for teaching staff by 23 March;
- 30 March 2012 advertise posts in the TES and local press;
- 20 April deadline for applications (assume Easter Holidays 2-13 April);
- w/c 23 April long-list produced and references requested;
- w/c 30 April school visits take place;
- w/c 14 -25 May 2012 interviews take place;
- w/c 28 May– appointment confirmed (assume May half term 5-8 June);
- Mid August 2012 staff take up roles;

Teaching and Learning Responsibilities (TLRs e.g. SENCO) will be awarded once all teaching staff are in post through internal advertisement and interviews.

An indicative timetable for the recruitment of the Bursar would be as follows:

- Headteachers agrees job descriptions and person specifications for teaching staff by 27 April;
- 11 May 2012 advertise posts in the TES and local press;
- 1 June deadline for applications;
- w/c 4 June long-list produced and references requested;
- w/c 14 2012 interviews take place;
- w/c 21 June – Appointment confirmed;
- Mid August staff take up roles.

Section 7: Premises

Area Survey

Within the Enfield Borough there are 65 Primary Schools, of these there is one Foundation Primary School, five Voluntary Aided Catholic Primary Schools, 12 Voluntary Aided Church of England Primary Schools and one Voluntary Aided Jewish Primary School. The EN3 research demonstrates the lack of excellent primary school provision in the Enfield Lock Ward area. Compared to the Borough average Enfield Lock ward has a large proportion of young children. A significant proportion of existing schools are over subscribed, while the remaining (see Appendix 5A for further details of local schools intake and performance data) are under performing. The school site will be chosen to establish strong community links and to facilitate genuine integration between staff and local residents.

Key Challenges

- Up to 1,000 new homes will be delivered in NE Enfield in the short to medium term. These future housing developments will require additional school places to be provided. However, land for this is limited. (NEEAAP).
- The area is deficient in terms of open space. Access to and the quality of this space is also poor. (NEEAAP).
- There is poor public transport accessibility throughout the area.
- Flooding is a problem in NE Enfield. Flood risk includes sewage flooding.

Key Facts

- The area is defined in the London Plan as an “opportunity area”, and is a priority for regeneration and transport improvements by the London Development Agency (LDA).
- The bus network is focussed along the A1010 and the A110, with services to Enfield Town, Edmonton Green and Waltham Cross.
- Hertford Road is the main community spine in the area, where centres and nodes of activity are located.
- Retail uses are focused along [REDACTED]. The environment quality of these is poor and the mix of uses is limited. (NEEAAP).
- There is a high volume of traffic on [REDACTED] (NEEAAP).
- The Core Strategy (Core Policy 24 – The Road Network) identifies priorities for improvements to the road network which will need to be examined and brought forward through more detailed analysis and further study in conjunction with Transport for London (TfL). These are: [REDACTED], [REDACTED] / [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].

Please see the map on page 4 of Appendix 7A which shows the location of the existing EN3 primary schools (Enfield Lock Ward data map).

7.1 Steps taken to identify a suitable free school site

Site Short-List

The catchment area of EN3 has been the main determining factor for the location of the school. The EN3 group considered partnering with existing service providers such as Oasis and therefore sharing some of their facilities until they had secured their premises, however it was felt that it was not viable. The proposals for the school premises are therefore in two categories: short-term options and long-term options.

Actions taken to identify potential sites included:

- informal discussions with the council planners;
- liaising with estate agents and viewing various properties;
- discussions with informed individuals in the community;
- pacing the streets within the catchment area;
- utilising PfS's Free Schools Kit.

Please see Appendix 7A pages 5-6 for details of the permanent and temporary sites considered for the Free School.

7.2 Details of the preferred site

Four sites have now been identified that could meet the needs of the school on either a short term or long term basis namely:

Short term site

- Kettering Hall

Address	Kettering Hall [REDACTED] [REDACTED]
Tenure	The site is owned by Enfield Borough Council - rent £100 per day
Size	Approximately 230sqm
Estimated capital budget requirements	£25,000 - £50,000

Long term site

- Oasis Hadley School Site

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> Middlesex <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>
Tenure	The site is owned by Enfield Borough Council
Size	3.1 hectares
Estimated capital budget requirements	Approximately £1.5million

More detailed specifications of the two sites identified as viable short-term and long term sites can be found in Appendix 7A: EN3 Action Group Premises Report. Pages 8-9 (Oasis Hadley School) and pages 11-12) Kettering Hall.

Site requirements

EN3 believes that the identified sites could be adapted to provide a suitable learning environment for local primary children – that is a learning environment that supports a curriculum full of awe and wonder. The group want to ensure that teaching spaces are inspirational and inclusive. The goal is to create a school site that will be cost effective, robust and a real part of the community. An important feature of the school will be that that learning takes place outside the school and in the community as well as in the classroom. This will give pupils the opportunity to demonstrate Christian values and ensure they become confident, committed and caring individuals who desire to contribute to the society.

Page 10 of Appendix 7A – Site requirements for more details of the learning environment EN3 would like to create to support the delivery of the new Free School's vision and ethos.

7.3 Sources of financing

At this stage no additional sources of funding have been identified, but the EN3 group hope to be able to tap into local Section 106 monies generated via local developments proposed within the Enfield Lock Ward.

Section 8: Initial costs and financial viability

Please see separate financial plan template excel spreadsheet.

EN3 Financial Assumption (exact text from the assumptions sheet within spreadsheet)

Pupil No Input

1. We plan to have class sizes of 23, and on the basis of the evidence of demand we will open with a Reception and Year 1 class in the first year, gradually building to a full school over six years.
2. FSM percentages and SEN numbers are based on the data in this table (Sourced from the NSN).

3. [REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]
Chesterfield Primary	[REDACTED]	[REDACTED]
Prince of Wales Primary	[REDACTED]	[REDACTED]
Keys Meadow	[REDACTED]	[REDACTED]
Eastfield Primary - Enfield	[REDACTED]	[REDACTED]
Average of 4 primaries	[REDACTED]	[REDACTED]

[REDACTED]



Start up Grant







Section 9: Suitability and Declarations

These forms have been completed and returned as instructed directly to the DfE Due Diligence Team.

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1A	CfBT Schools Trust Memorandum of Association
4A	Proposed school timetables
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5D	EN3 campaign leaflet
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5J	EN3 Campaign news articles from local press
6A	EN3 and CfBT pen profiles
6B	Draft Headteacher job description
6C	Staffing spreadsheet: Payroll extra
7A	EN3 Action Group: Premises Report

THE COMPANIES ACT 2006
& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE
AND NOT HAVING A SHARE CAPITAL

MEMORANDUM OF ASSOCIATION
OF
CfBT SCHOOLS TRUST

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 200813014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL

Regulation 2(b)

MEMORANDUM OF ASSOCIATION OF

CfBT SCHOOLS TRUST

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company

Name of each subscriber

Authentication by each subscriber

Name CfBT Education Trust

Signature: 

Dated 13/12/2010

Federation Model

THE COMPANIES ACT 2006

|

A COMPANY LIMITED BY GUARANTEE
AND NOT HAVING A SHARE CAPITAL

ARTICLES OF ASSOCIATION

OF

CfBT SCHOOLS TRUST

COMPANY NUMBER []

Federation Model

THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE
CAPITAL

ARTICLES OF ASSOCIATION

OF

CfBT SCHOOLS TRUST

INTERPRETATION

1 In these Articles -

- a "the Academies" means all the schools referred to in Article 5(h) and established by the Company (and "Academy" shall mean any one of those schools),
- b "Academy Financial Year" means the financial year of the Company
- c "Academy Trustees" means the Trustees appointed pursuant to Articles 51-52 and Academy Trustee shall mean any one of those Trustees,
- d "Additional Trustees" means the Trustees appointed pursuant to Article 61 and 61A,
- e "the Articles" means these Articles of Association of the Company,
- f "Chief Executive Officer" means such person as may be appointed by the Trustees as the Chief Executive Officer of the Company¹,
- g "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor,
- h "clear days" in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect,
- i "the Company" means save as otherwise defined at Article 6 9 the company intended to be regulated by these Articles and referred to in Article 2,

¹ Optional

Federation Model

- j "the Trustees" means save as otherwise defined at Article 6 9 the directors of the Company (and "Trustee" means any one of those directors),
- k "financial expert" means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000,
- l "Further Trustees" means the Trustees appointed pursuant to Article 62 ,
- m "Headteacher Trustees" means the Trustees appointed pursuant to Articles 52A-52B and Headteacher Trustee shall mean any one of those Trustees,
- n "the LAs" means all the local authorities covering the areas in which the Academies are situated (and "the LA" shall mean any one of these local authorities),
- o "Local Authority Associated Persons" means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989,
- p "Local Governing Bodies" means the committees appointed pursuant to Articles 100-104 (and "Local Governing Body" means any one of these committees),
- q "Member" means a member of the Company and someone who as such is bound by the undertaking contained in Article 8 ,
- r "the Memorandum" means the Memorandum of Association of the Company,
- s "Office" means the registered office of the Company,
- t "Principal Regulator" means the body or person appointed as the Principal Regulator under the Charities Act 2006,
- u "Principal Sponsor" means CfBT Education Trust, a company limited by guarantee and registered as a charity with number 270901, a subscriber to the Memorandum and Articles,
- v "Principals" means the head teachers of the Academies (and "Principal" means any one of these head teachers),
- w "Relevant Funding Agreements" means the agreement or agreements entered into by the Company and the Secretary of State under section 1

Federation Model

of the Academies Act 2010 for the establishment of each Academy, including any variation or supplemental agreements thereof,

- x "the seal" means the common seal of the Company if it has one,
- y "Secretary" means the secretary of the Company or any other person appointed to perform the duties of the secretary of the Company, including a joint, assistant or deputy secretary,
- z "Secretary of State" means the Secretary of State for Education or successor,
- aa "Sponsor Trustees" means the Trustees appointed in accordance with Article 50 and "Sponsor Trustee" shall mean any one of these Trustees,
- bb "teacher" means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at one or more Academies,
- cc "the United Kingdom" means Great Britain and Northern Ireland,
- dd words importing the masculine gender only shall include the feminine gender Words importing the singular number shall include the plural number, and vice versa,
- ee subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate,
- ff any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto

2 The Company's name is CfBT Schools Trust (and in this document it is called **"the Company"**)

3 The Company's registered office is to be situated in England and Wales

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OBJECTS

- 4 Subject to Article 4 1, the Company's objects ("**the Objects**") are specifically restricted to the following to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools ("**the Academies**"), offering a broad and balanced curriculum
- 4 1 In the event that the Company establishes, maintains, carries on, manages and develops Academies which are designated with a religious character, such Academy shall be conducted in accordance with the tenets, practices and teachings of the designated religion
- 5 In furtherance of the Objects but not further or otherwise the Company may exercise the following powers -
- (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Company,
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Company shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations,
 - (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property,
 - (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Objects and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants,
 - (e) to establish or support, whether financially or otherwise, any charitable trusts, associations or institutions formed for all or any of the Objects,
 - (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Objects and to exchange information and advice with them,
 - (g) to pay out of funds of the Company the costs, charges and expenses of and

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incidental to the formation and registration of the Company,

- (h) to establish, maintain, carry on, manage and develop the Academies at locations to be determined by the Trustees,
- (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils,
- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit,
- (k) to carry out research into the development and application of new techniques in education in particular in relation to the areas of curricular specialisation of each of the Academies and to their approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies,
- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Company, to borrow and raise money for the furtherance of the Objects in such manner and on such security as the Company may think fit,
- (m) to deposit or invest any funds of the Company not immediately required for the furtherance of its objects (but to invest only after obtaining such advice from a financial expert as the Trustees consider necessary and having regard to the suitability of investments and the need for diversification),
- (n) to delegate the management of investments to a financial expert, but only on terms that
 - (i) the investment policy is set down in writing for the financial expert by the Trustees,
 - (ii) every transaction is reported promptly to the Trustees, the performance of the investments is reviewed regularly with the Trustees,
 - (iii) the Trustees are entitled to cancel the delegation arrangement at any time,
 - (iv) the investment policy and the delegation arrangement are reviewed at

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- least once a year,
- (v) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Trustees on receipt, and
 - (vi) the financial expert must not do anything outside the powers of the Trustees,
- (o) to arrange for investments or other property of the Company to be held in the name of a nominee company acting under the control of the Trustees or of a financial expert acting under their instructions, and to pay any reasonable fee required,
- (p) to provide indemnity insurance to cover the liability of Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Company Provided that any such insurance shall not extend to any claim arising from any act or omission which the Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees in their capacity as Trustees,
- (q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Company,
- (r) to amalgamate with or acquire or undertake all of any of the property, liabilities and engagements of any body having objects wholly or in part similar to those of the Company,
- (s) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Objects
- 6 1 The income and property of the Company shall be applied solely towards the promotion of the Objects
- 6 2 Except as provided below, none of the income or property of the Company may be paid or transferred directly or indirectly by way of dividend bonus or

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otherwise by way of profit to any member of the Company. Nonetheless a member of the Company who is not also a Trustee may

- a) benefit as a beneficiary of the Company,
- b) be paid reasonable and proper remuneration for any goods or services supplied to the Company,
- c) be paid rent for premises let by the member of the Company if the amount of the rent and other terms of the letting are reasonable and proper, and
- d) be paid interest on money lent to the Company at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Trustees, or 0.5%, whichever is the higher.

6.3 Trustee may benefit from any indemnity insurance purchased at the Company's expense to cover the liability of the Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Company. Provided that any such insurance shall not extend to any claim arising from any act or omission which Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against Trustees in their capacity as directors of the Company.

6.4 A company, which has shares listed on a recognised stock exchange and of which any one Trustee holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Company.

6.5 A Trustee may at the discretion of the Trustees be reimbursed from the property of the Company for reasonable expenses properly incurred by him or her when acting on behalf of the Company, but excluding expenses in connection with foreign travel.

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- 6 6 No Trustee may
- (a) buy any goods or services from the Company,
 - (b) sell goods, services, or any interest in land to the Company,
 - (c) subject to the provisions of Articles 6 7 and 6 8, be employed by, or receive any remuneration from the Company (other than the Chief Executive Officer whose employment and/or remuneration is subject to the procedure and conditions in Article 6 8),
 - (d) receive any other financial benefit from the Company, unless
 - (i) the payment is permitted by Article 6 7 and the Trustees follow the procedure and observe the conditions set out in Article 6 8, or
 - (ii) the Trustees obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes
- 6 7 Subject to Article 6 8, a Trustee may
- a) Receive a benefit from the Company in the capacity of a beneficiary of the Company
 - b) Be employed by the Company or enter into a contract for the supply of goods or services to the Company, other than for acting as a Trustee
 - c) Receive interest on money lent to the Company at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Trustees, or 0 5%, whichever is the higher
 - d) Receive rent for premises let by the Trustee to the Company if the amount of the rent and the other terms of the lease are reasonable and proper
- 6 8 The Company and its Trustees may only rely upon the authority provided by Article 6 7 if each of the following conditions is satisfied
- (a) The remuneration or other sums paid to the Trustee do not exceed an amount that is reasonable in all the circumstances
 - (b) The Trustee is absent from the part of any meeting at which there is discussion of
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit, or
 - ii) his or her performance in the employment, or his or her performance

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of the contract, or

iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6 7, or

(iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6 7

(c) The Trustee does not vote on any such matter and is not to be counted when calculating whether a quorum of Trustees is present at the meeting

(d) Save in relation to employing or contracting with the Chief Executive Officer (a Trustee pursuant to Article 57) the other Trustees are satisfied that it is in the interests of the Company to employ or to contract with that Trustee rather than with someone who is not a Trustee. In reaching that decision the Trustees must balance the advantage of employing a Trustee against the disadvantages of doing so (especially the loss of the Trustee's services as a result of dealing with the Trustee's conflict of interest)

(e) The reason for their decision is recorded by the Trustees in the minute book

(f) A majority of the Trustees then in office have received no such payments or benefit

6 9 In Articles 6 2-6 9

(a) "company" shall include any company in which the Company

holds more than 50% of the shares, or

controls more than 50% of the voting rights attached to the shares, or

has the right to appoint one or more Trustees to the Board of the company

(b) "Trustee" shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Trustee or any person living with the Trustee as his or her partner

(c) The employment or remuneration of a Trustee includes the engagement or remuneration of any firm or company in which the Trustee is

(i) a partner,

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- (ii) an employee,
 - (iii) a consultant,
 - (iv) a director,
 - (v) a member, or
 - (vi) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Trustee holds less than 1% of the issued capital
- 7 The liability of the members of the Company is limited
- 8 Every member of the Company undertakes to contribute such amount as may be required (not exceeding £10) to the Company's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Company's debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves
- 9 If the Company is wound up or dissolved and after all its debts and liabilities (including any under section 483 of the Education Act 1996) have been satisfied there remains any property it shall not be paid to or distributed among the members of the Company, but shall be given or transferred to some other charity or charities having objects similar to the Objects which prohibits the distribution of its or their income and property to an extent at least as great as is imposed on the Company by Article 6 above, chosen by the members of the Company at or before the time of dissolution and if that cannot be done then to some other charitable object
- 10 No alteration or addition shall be made to or in the provisions of the Memorandum or Articles of Association without the written consent of the Secretary of State
- 11 No alteration or addition shall be made to or in the provisions of the Memorandum or Articles of Association which would have the effect (a) that the Company would cease to be a company to which section 60 of the Companies Act 2006 applies, or (b) that the Company would cease to be a charity

MEMBERS

- 12 The Members of the Company shall comprise

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- a The Principal Sponsor,
 - b 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose,
 - c The Chairman of the Trustees, and
 - d any person appointed under Article 16 ,
- 13 Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise
- 14 If any of the persons entitled to appoint Members in Article 12
- a) in the case of an individual, die or become legally incapacitated,
 - b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution, or
 - c) becomes insolvent or makes any arrangement or composition with their creditors generally
- their right to appoint Members under these Articles shall vest in the remaining Members
- 15 Membership will terminate automatically if
- a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution,
 - b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his or her own affairs, or
 - c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally
- 16 The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the

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Member(s) to be removed shall not be required) in writing agree to remove any such additional Members

- 17 Every person nominated to be a Member of the Company shall either sign a written consent to become a Member or sign the register of Members on becoming a Member
- 18 Any Member may resign provided that after such resignation the number of Members is not less than one. A Member shall cease to be one immediately on the receipt by the Company of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than one unless it contains or is accompanied by the appointment of a replacement Member

GENERAL MEETINGS

- 19 The Company shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it, and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Company and that of the next. Provided that so long as the Company holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Trustees shall appoint. All general meetings other than Annual General Meetings shall be called General Meetings
- 20 The Trustees may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Trustees to call a general meeting, any Trustee or any Member of the Company may call a general meeting

NOTICE OF GENERAL MEETINGS

- 21 General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting

The notice shall specify the time and place of the meeting and the general

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nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Trustees and auditors.

- 22 The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS

- 23 No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
- 24 If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Trustees may determine.
- 25 The chairman, if any, of the Trustees or in his absence some other Trustee nominated by the Trustees shall preside as chairman of the meeting, but if neither the chairman nor such other Trustee (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Trustees present shall elect one of their number to be chairman and, if there is only one Trustee present and willing to act, he shall be the chairman.
- 26 If no Trustee is willing to act as chairman, or if no Trustee is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
- 27 A Trustee shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
- 28 The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn

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the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.

- 29 A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands, a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded -
- (a) by the chairman, or
 - (b) by any Members having the right to vote at the meeting
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting
- 30 Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
- 31 The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
- 32 A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
- 33 A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the

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transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.

- 34 No notice need be given of a poll not taken immediately if the date, time and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time and place at which the poll is to be taken.
- 35 A resolution in writing agreed by such number of members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

- 36 On the show of hands every Member present in person and on a poll every Member present in person or by proxy shall have the following votes:
- (a) the Principal Sponsor, five votes
 - (b) the person appointed by the Secretary of State, one vote,
 - (c) any persons appointed under Article 16, one vote each, and
 - (d) the chairman of the Trustees, one vote
- 37 Not used
- 38 No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Company have been paid.
- 39 No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.

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- 40 An instrument appointing a proxy shall be in writing, signed by or on behalf of the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Trustees may approve) -

"I/We, _____, of _____, being a Member/Members of the above named Company, hereby appoint _____ of _____, or in his absence, _____ of _____ as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company to be held on 20[] , and at any adjournment thereof

Signed on 20[]"

- 41 Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Trustees may approve)-

"I/We, _____, of _____, being a Member/Members of the above-named Company, hereby appoint _____ of _____, or in his absence, _____ of _____, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company, to be held on 20[] , and at any adjournment thereof

This form is to be used in respect of the resolutions mentioned below as follows

Resolution No 1 *for * against

Resolution No 2 *for * against

- Strike out whichever is not desired

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting

Signed on 20[]"

- 42 The instrument appointing a proxy and any authority under which it is signed or a copy of such authority certified by a notary or in some other way approved by the Trustees may -

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- (a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Company in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or
- (b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll,
- (c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Trustee,

and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid

- 43 A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Company at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll
- 44 Any organisation which is a Member of the Company may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Company, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Company

TRUSTEES

- 45 The number of Trustees shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum
- 46 Subject to Articles 48-49 and 63, the Company shall have the following Trustees

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- a at least 3 Sponsor Trustees, appointed under Article 50,
 - b the Academy Trustee,
 - c the Headteacher Trustee,
 - d the Chief Executive Officer,
 - e any Additional Trustees, if appointed under Articles 61, 61A or 67A,
 - f any Further Trustees, if appointed under Article 62 or 67A ,
 - g Up to 2 Trustees, if appointed by the Secretary of State in accordance with the terms of any of the relevant funding agreements following the provision of a notice by the Company to terminate that relevant funding agreement
- 47 The Company may also have any co-opted Trustee appointed under Article 58
- 48 The first Trustees shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006
- 49 Future Trustees shall be appointed or elected, as the case may be, under these Articles

SPONSOR TRUSTEES

- 50 The Principal Sponsor shall appoint the Sponsor Trustees

ACADEMY TRUSTEES

- 51 Subject to Article 52, one of the chairs of the Local Governing Bodies shall be an Academy Trustee as long as he remains in office as such
- 52 If the number of Academies exceeds one, the chairs of the Local Governing Bodies shall elect one person from amongst their number to be the Academy Trustee for as long as he remains chair of the Local Governing Body The Trustees shall make all necessary arrangements for, and determine all other matters relating to, the election of the Academy Trustees in accordance with this Article Any election of the Academy Trustees which is contested shall be held by secret ballot

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HEADTEACHER TRUSTEES

52A Subject to Article 52B, one of the Headteachers of the Academies shall be a Headteacher Trustee

52B If the number of Academies exceeds one, the headteachers of the Academies shall elect one person from amongst their number to be the Headteacher Trustee. The Trustees shall make all necessary arrangements for, and determine all other matters relating to, the election of the Headteacher Trustees in accordance with this Article. Any election of the Headteacher Trustees which is contested shall be held by secret ballot.

PARENT TRUSTEES

53 Not used

54 Not used

55 Not used

56 Not used

CHIEF EXECUTIVE OFFICER

57 The Chief Executive Officer shall be a Trustee for as long as he remains in office as such.

CO-OPTED TRUSTEES

58 The Trustees may appoint up to 3 co-opted Trustees. A 'co-opted Trustee' means a person who is appointed to be a Trustee by being co-opted by Trustees who have not themselves been so appointed. The Trustees may not co-opt an employee of the Company as a Co-opted Trustee if thereby the number of Trustees who are employees of the Company would exceed one third of the total number of Trustees including the Chief Executive Officer.

APPOINTMENT OF ADDITIONAL TRUSTEES

59 The Secretary of State may give a warning notice to the Trustees where—

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- (a) he is satisfied—
- i) that the standards of performance of pupils at any of the Academies are unacceptably low, or
 - ii) that there has been a serious breakdown in the way any of the Academies are managed or governed, or
 - iii) that the safety of pupils or staff of any of the Academies is threatened (whether by a breakdown of discipline or otherwise)

60 For the purposes of Article 59 a 'warning notice' is a notice in writing by the Secretary of State to the Company delivered to the Office setting out—

- a) the matters referred to in Article 59,
- b) the action which he requires the Trustees to take in order to remedy those matters, and
- c) the period within which that action is to be taken by the Trustees ('the compliance period')

61 The Secretary of State may appoint such Additional Trustees as he thinks fit if the Secretary of State has

- (a) given the Trustees a warning notice in accordance with Article 59, and
- (b) the Trustees have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period

61A The Secretary of State may also appoint such Additional Trustees where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an "Inspection") an Academy receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades

62 The Secretary of State may also appoint such Further Trustees as he thinks fit if a Special Measures Termination Event (as defined in the relevant Funding

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Agreement) occurs in respect of any Academy

- 63 Within 5 days of the Secretary of State appointing any Additional or Further Trustees in accordance with Articles 61, 61A or 62, any Sponsor Trustees holding office immediately preceding the appointment of such Trustees, shall resign immediately and the Principal Sponsor's power to appoint Trustees under Article 50 shall cease

TERM OF OFFICE

- 64 The term of office for any Trustee shall be 4 years, save that this time limit shall not apply to the Chief Executive Officer Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected

RESIGNATION AND REMOVAL

- 65 A Trustee shall cease to hold office if he resigns his office by notice to the Company (but only if at least three Trustees will remain in office when the notice of resignation is to take effect)
- 66 A Trustee shall cease to hold office if he is removed by the person or persons who appointed him or, in the case of the Headteacher Trustee or the Chief Executive Officer, ceases to be employed by the Company
- 67 Where a Trustee resigns his office or is removed from office, the Trustee or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary
- 67A Where an Additional or Further Trustee appointed pursuant to Articles 61, 61A or 62 ceases to hold office as a Trustee for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Trustee in his place

DISQUALIFICATION OF TRUSTEES

- 68 No person shall be qualified to be a Trustee unless he is aged 18 or over at the date of his appointment No current pupil of any of the Academies shall be a Trustee
- 69 A Trustee shall cease to hold office if he becomes incapable by reason of

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- mental disorder, illness or injury of managing or administering his own affairs
- 70 A Trustee shall cease to hold office if he is absent without the permission of the Trustees from all their meetings held within a period of six months and the Trustees resolve that his office be vacated
- 71 A person shall be disqualified from holding or continuing to hold office as a Trustee if—
- (a) his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced, or
 - (b) he is the subject of a bankruptcy restrictions order or an interim order
- 72 A person shall be disqualified from holding or continuing to hold office as a Trustee at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Trustees Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- 73 A Trustee shall cease to hold office if he ceases to be a Trustee by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision)
- 74 A person shall be disqualified from holding or continuing to hold office as a Trustee if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated
- 75 A person shall be disqualified from holding or from continuing to hold office as a Trustee at any time when he is
- (a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999, or
 - (b) disqualified from working with children in accordance with section 35 of the Criminal Justice and Court Services Act 2000 or

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(c) barred from regulated activity relating to children (within the meaning of section 3(2)(a) of the Safeguarding Vulnerable Groups Act 2006)

- 76 A person shall be disqualified from holding or continuing to hold office as a Trustee if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction
- 77 A person shall be disqualified from holding or continuing to hold office as a Trustee where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993
- 78 After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Trustee if he has not provided to the chairman of the Trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997 before appointment or as soon as practicable thereafter. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Chief Executive Officer confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
- 79 Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Trustee, and he is, or is proposed, to become such a Trustee, he shall upon becoming so disqualified give written notice of that fact to the Secretary.
- 80 Articles 68-79 and Articles 97-98 also apply to any member of any committee of the Trustees, including a Local Governing Body, who is not a Trustee.

SECRETARY TO THE TRUSTEES

- 81 The Secretary shall be appointed by the Trustees for such term, at such remuneration and upon such conditions as they may think fit, and any Secretary so appointed may be removed by them. Notwithstanding this Article, the

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Trustees may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting

CHAIRMAN AND VICE-CHAIRMAN OF THE TRUSTEES

- 82 The Trustees shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Trustee who is employed by the Company shall not be eligible for election as chairman or vice-chairman
- 83 Subject to Article 84, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 85
- 84 The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—
- (a) he ceases to be a Trustee,
 - (b) he is employed by the Company,
 - (c) he is removed from office in accordance with these Articles, or
 - (d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman
- 85 Where by reason of any of the matters referred to in Article 84, a vacancy arises in the office of chairman or vice-chairman, the Trustees shall at their next meeting elect one of their number to fill that vacancy
- 86 Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting
- 87 Where in the circumstances referred to in Article 86 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Trustees shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Trustee elected shall not be a person who is employed by the Company

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- 88 The Secretary shall act as chairman during that part of any meeting at which the chairman is elected
- 89 Any election of the chairman or vice-chairman which is contested shall be held by secret ballot
- 90 The Trustees may remove the chairman or vice-chairman from office in accordance with these Articles
- 91 A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Trustees shall not have effect unless—
- i) it is confirmed by a resolution passed at a second meeting of the Trustees held not less than fourteen days after the first meeting, and
 - ii) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings
- 92 Before the Trustees resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Trustee or Trustees proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response

POWERS OF TRUSTEES

- 93 Subject to provisions of the Companies Act 2006, the Memorandum and the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Trustees who may exercise all the powers of the Company No alteration of the Memorandum or the Articles and no such direction shall invalidate any prior act of the Trustees which would have been valid if that alteration had not been made or that direction had not been given The powers given by this Article shall not be limited by any special power given to the Trustees by the Articles and a meeting of Trustees at which a quorum is present may exercise all the powers exercisable by the Trustees
- 94 In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Trustees shall have the following powers, namely

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- (a) to expend the funds of the Company in such manner as they shall consider most beneficial for the achievement of the Objects and to invest in the name of the Company such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Objects,
 - (b) to enter into contracts on behalf of the Company
- 95 In the exercise of their powers and functions, the Trustees may consider any advice given by the Chief Executive Officer and any other executive officer
- 96 Any bank account in which any money of the Company is deposited shall be operated by the Trustees in the name of the Company All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Trustees

CONFLICTS OF INTEREST

- 97 Any Trustee who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Trustee shall disclose that fact to the Trustees as soon as he becomes aware of it
- 97A A Trustee must absent himself from any discussions of the Trustees in which it is possible that a conflict will arise between his duty to act solely in the interests of the Company and any duty or personal interest (including but not limited to any Personal Financial Interest)
- 98 For the purpose of Article 97 and 97A, a Trustee has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Trustee as permitted by and as defined by Articles 6 5-6 9
- 98A The Trustees' duty under the Companies Act 2006 to avoid a conflict of interest shall not apply to any conflict of interest arising from or in connection with agreements between the Company and the Principal Sponsor (or any group company of the Principal Sponsor) for the supply of services to support the operation of the Company and the provisions of Article 97A shall not apply in the event of any such conflict (save that if the conflict gives rise to a Personal Financial Interest, Article 97A shall continue to apply)

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THE MINUTES

- 99 The minutes of the proceedings of a meeting of the Trustees shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting, and shall be signed (subject to the approval of the Trustees) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of
- (a) all appointments of officers made by the Trustees, and
 - (b) all proceedings at meetings of the Company and of the Trustees and of committees of Trustees including the names of the Trustees present at each such meeting

COMMITTEES

- 100 Subject to these Articles, the Trustees
- a) may appoint separate committees to be known as Local Governing Bodies for each Academy, and
 - b) may establish any other committee
- 101 Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Trustees. The establishment, terms of reference, constitution and membership of any committee of the Trustees shall be reviewed at least once in every twelve months. The membership of any committee of the Trustees may include persons who are not Trustees, provided that (with the exception of the Local Governing Bodies) a majority of members of any such committee shall be Trustees. Except in the case of a Local Governing Body, no vote on any matter shall be taken at a meeting of a committee of the Trustees unless the majority of members of the committee present are Trustees.
- 102 not used
- 103 not used
- 104 The functions and proceedings of the Local Governing Bodies shall be subject to regulations made by the Trustees from time to time

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DELEGATION

- 105 The Trustees may delegate to any Trustee, committee (including any Local Governing Body), the Chief Executive Officer or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation shall be made subject to any conditions the Trustees may impose, and may be revoked or altered.
- 106 Where any power or function of the Trustees has been exercised by any committee (including any Local Governing Body), any Trustee, the Chief Executive Officer or any other holder of an executive office, that person or committee shall report to the Trustees in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trustees immediately following the taking of the action or the making of the decision.

CHIEF EXECUTIVE OFFICER AND PRINCIPALS

- 107 The Trustees shall appoint the Chief Executive Officer and the Principals of the Academies. The Trustees may delegate such powers and functions as they consider are required by the Chief Executive Officer, the Principals and any other senior managers for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Trustees and for the direction of the teaching and curriculum at the Academies).

MEETINGS OF THE TRUSTEES

- 108 Subject to these Articles, the Trustees may regulate their proceedings as they think fit.
- 109 The Trustees shall hold at least three meetings in every school year. Meetings of the Trustees shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—
- a given by the Trustees, or
 - b given by the chairman of the Trustees or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Trustees, so far as such direction is not inconsistent with any direction given as mentioned in (a).

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- 110 Any three Trustees may, by notice in writing given to the Secretary, requisition a meeting of the Trustees, and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable
- 111 Each Trustee shall be given at least seven clear days before the date of a meeting –
- i) notice in writing thereof, signed by the Secretary, and sent to each Trustee at the address provided by each Trustee from time to time, and
 - ii) a copy of the agenda for the meeting,
- provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs
- 112 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof
- 113 A resolution to rescind or vary a resolution carried at a previous meeting of the Trustees shall not be proposed at a meeting of the Trustees unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting
- 114 A meeting of the Trustees shall be terminated forthwith if—
- (a) the Trustees so resolve, or
 - (b) the number of Trustees present ceases to constitute a quorum for a meeting of the Trustees in accordance with Article 117 , subject to Article 119
- 115 Where in accordance with Article 114 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so

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terminated

- 116 Where the Trustees resolve in accordance with Article 114 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Trustees shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly
- 117 Subject to Article 119 the quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be any three Trustees, or, where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Trustees then a majority of the quorum must be made up of Additional or Further Trustees
- 118 The Trustees may act notwithstanding any vacancies in their number, but, if the numbers of Trustees is less than the number fixed as the quorum, the continuing Trustees may act only for the purpose of filling vacancies or of calling a general meeting
- 119 The quorum for the purposes of—
- (a) any vote on the removal of a Trustee in accordance with Article 66,
 - (b) any vote on the removal of the chairman of the Trustees in accordance with Article 90,
- shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Trustees entitled to vote on those respective matters
- 120 Subject to these Articles, every question to be decided at a meeting of the Trustees shall be determined by a majority of the votes of the Trustees present and voting on the question. Every Trustee shall have one vote
- 121 Subject to Articles 117-119, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have
- 122 The proceedings of the Trustees shall not be invalidated by
- a any vacancy among their number, or

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b any defect in the election, appointment or nomination of any Trustee

123 A resolution in writing, signed by at least two thirds of the Trustees entitled to receive notice of a meeting of Trustees or of a committee of Trustees, shall be valid and effective as if it had been passed at a meeting of Trustees or (as the case may be) a committee of Trustees duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Trustees.

123A For the purposes of Article 123, a resolution which is approved by email in accordance with this Article 123A shall be deemed to have been made in writing provided that, following receipt of a response on any resolution from each of the Trustees, the Secretary shall circulate a further email to all of the Trustees confirming whether the resolution has been formally approved by the Trustees in accordance with this Article.

124 Subject to Article 125, the Trustees shall ensure that a copy of

- a the agenda for every meeting of the Trustees,
- b the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting,
- c the signed minutes of every such meeting, and
- d any report, document or other paper considered at any such meeting,

are, as soon as is reasonably practicable, made available at every Academy to persons wishing to inspect them.

125 There may be excluded from any item required to be made available in pursuance of Article 124, any material relating to—

- a a named teacher or other person employed, or proposed to be employed, at any Academy,
- b a named pupil at, or candidate for admission to, any Academy, and
- c any matter which, by reason of its nature, the Trustees are satisfied should remain confidential.

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- 126 Any Trustee shall be able to participate in meetings of the Trustees by telephone or video conference provided that
- a he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting,
 - b the Trustees have access to the appropriate equipment. If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate

PATRONS AND HONORARY OFFICERS

- 127 The Trustees may from time to time appoint any person whether or not a Member of the Company to be a patron of the Company or to hold any honorary office and may determine for what period he is to hold such office

THE SEAL

- 128 The seal, if any, shall only be used by the authority of the Trustees or of a committee of Trustees authorised by the Trustees. The Trustees may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Trustee and by the Secretary or by a second Trustee

ACCOUNTS

- 129 Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Company was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year

ANNUAL REPORT

- 130 The Trustees shall prepare their Annual Report in accordance with the Statement of Recommended Practice as if the Company were a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year

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ANNUAL RETURN

- 131 The Trustees shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return and its transmission to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust were a non-exempt charity and to the Secretary of State and to the Principal Regulator by 31 December each Academy Financial Year

NOTICES

- 132 Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the Trustees) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications
- 133 A notice may be given by the Company to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Company by the member. A Member whose registered address is not within the United Kingdom and who gives to the Company an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Company
- 134 A Member present, either in person or by proxy, at any meeting of the company shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called
- 135 Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be

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deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent

INDEMNITY

136 Subject to the provisions of the Companies Act 2006 every Trustee or other officer or auditor of the Company shall be indemnified out of the assets of the Company against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company

RULES

137 The Trustees may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Company and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of the foregoing, they may by such rules or bye laws regulate

- a the admission and classification of Members of the Company (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members,
- b the conduct of Members of the Company in relation to one another, and to the Company's servants,
- c the setting aside of the whole or any part or parts of the Company's premises at any particular time or times or for any particular purpose or purposes,
- d the procedure at general meetings and meetings of the Trustees and committees of the Trustees and meetings of the Local Governing Bodies in so far as such procedure is not regulated by the Articles,

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- e generally, all such matters as are commonly the subject matter of company rules

138 The Company in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Trustees shall adopt such means as they think sufficient to bring to the notice of Members of the Company all such rules or bye laws, which shall be binding on all Members of the Company Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in, the Memorandum or the Articles

AVOIDING INFLUENCED COMPANY STATUS

139 Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis

140 No person who is a Local Authority Associated Person may be appointed as a Trustee if, once the appointment had taken effect, the number of Trustees who are Local Authority Associated Persons would represent 20% or more of the total number of Trustees. Upon any resolution put to the Trustees, the maximum aggregate number of votes exercisable by any Trustees who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Trustees on such a resolution and the votes of the other Trustees having a right to vote at the meeting will be increased on a pro-rata basis

141 No person who is a Local Authority Associated Person is eligible to be appointed to the office of Trustee unless his appointment to such office is authorised by the local authority to which he is associated

142 If at the time of either his becoming a Member of the Company or his first appointment to office as a Trustee any Member or Trustee was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Trustee he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Trustee as the case may be

143 If at any time the number of Trustees or Members who are also Local Authority

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Associated Persons would (but for Articles 139 to 142 inclusive) represent 20% or more of the total number of Trustees or Members (as the case may be) then a sufficient number of the Trustees or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Trustees or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Trustees or Members (as the case may be) is never equal to or greater than 20% of the total number of Trustees or Members (as the case may be) Trustees or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first

- 144 The Members will each notify the Company and each other if at any time they believe that the Company or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act)

Appendix 4A: Proposed school timetables

There will be formal lessons from 9 am to 12.10pm with a strong focus on reading, writing, speaking and listening. We believe that a solid foundation in Literacy in the Early Years will enable easier progress throughout the primary school years. A number of our pupils may not be exposed to good models of English at home nor have access to books, so we make no excuses for wanting to make up for this potential deficit. It is also clear that the interested parents who have signed up for the school are very much in favour of rigour from reception age. We will use a successful Phonics programme (ReadWrite) which provides writing activities linked to the stories.

Afternoon sessions will be largely child-initiated and focus on topics such as ‘Treasure’ or ‘Food’. Book Time texts will also be based on these topics so that the pupils gain content knowledge. In addition, there will also be allocated times for ICT, P.E, R.E and circle time. Parents will have a choice whether to collect their children at 3.30pm as we know they may tire more easily. If parents choose for their child to stay until 4.30 pm, the class teacher will provide a snack break and opportunities for outdoor play. If any reception child falls behind in Literacy or Maths focus objectives, they will be required to attend booster classes led by the class teacher three times a week from the beginning of the Spring Term. In preparation for a longer school day in Year 1, during the last half of the summer term, all reception pupils will be required to stay until 4.30pm.

SAMPLE FOUNDATION STAGE TIMETABLE

	9.00	9.40	10.15	10.35	11.15	11.25	12.10	1.25	2.05	2.50	3.10	3.30
MON	PHONICS (CLL)	WRITING (CLL)	FRUIT TIME/ PLAYTIME	Book Time (CLL)	OUTDOOR PLAY	Maths (PSRN)	LUNCH	P.E (PD)	CI activities	SINGING/ STORYTIME	Assembly	
TUES	PHONICS	WRITING		Book Time		Maths		Circle Time (PSED)	CI activities		Singing Assembly	
WED	PHONICS	WRITING		Book Time		Maths		R.E (KUW)	CI activities		Assembly	
THURS	PHONICS	WRITING		Book Time		Maths		P.E (PD)	CI activities		Assembly	
FRI	PHONICS	WRITING		Book Time		Maths		ICT (KUW) (CLL)	Show/Tell/ (CLL)		Sharing Assembly	

Reception Class	% of week
Literacy-based activities	34%
Break times/ Assembly	33%
Maths	13%
Child initiated activities	10%
P.E	4%
PSED	2%
R.E	2%
ICT	2%

SAMPLE KS1 TIMETABLE

	9.00	9.20	10.20	10.35	11.15	11.25	12.25	1.25	2.25	3.00	3.10	3.30	3.45	4.30
MON	Handwriting/ Spelling/ Dictation	Literacy/ Humanities	SNACK/ PLAYTIME	Book Time	TAKE TEN	Maths	LUNCH	P.E	Art/ Science	BREAK	Assembly	SNACK/ PLAYTIME	Booster Classes	
TUES	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		Circle Time (P.S.H.E)	Art/Science		Singing Assembly		Booster Classes	
WED	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		R.E	Art/Science		Assembly		Booster Classes	
THURS	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		P.E	Music/Science		Assembly		School clubs (Teacher/ parent-led)	
FRI	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		ICT	Show/Tell Golden Time		Sharing Assembly		School Clubs (Teacher/ parent-led)	

KS1	% of week
Literacy/Humanities cross curricular	18%
Maths	16%
Reading activities (Book Time)	8.8%
P.E	5%
Assembly	4%
Science	3%
ICT	3%
R.E	3%
Art/DT	2%
P.S.H.E	2%
Show/Tell/ Golden Time	1%
Music	0.7%
Break times/Booster lessons/School clubs	34%

SAMPLE KS2 WEEKLY TIMETABLE

	9.00	9.20	10.20	10.35	11.05	11.15	12.25	1.25	2.25	3.10	3.30	3.45	4.30
MON	Handwriting/ Spelling/ Dictation	Literacy/ Humanities	SNACK/ PLAYTIME	Book Time	TAKE TEN	Maths	LUNCH	P.E	Art/ Science	Assembly	SNACK/ PLAYTIME	Booster Classes	
TUES	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		Circle Time (P.S.H.E)	Art/Science	Singing Assembly		Booster Classes	
WED	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		R.E	Art/Science	Assembly		Booster Classes	
THURS	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		P.E	Music/ Science	Assembly		School clubs (Teacher/ parent-led)	
FRI	Handwriting/ Spelling/ Dictation	Literacy/ Humanities		Book Time		Maths		ICT	MFL	Sharing Assembly		School Clubs (Teacher/ parent-led)	

KS2	% of week
Literacy/Humanities cross curricular	18%
Maths	16%
Reading activities (Book Time)	7%
P.E	5%
Science	4%
Assembly	4%
ICT	3%
R.E	3%
Art/DT	3%
P.S.H.E	2.5%
MFL	2%
Music	1%
Break times/Booster lessons/School clubs	31.5%

A breakfast club will operate from 8am until 9 am each morning offering healthy breakfast options. A fee will be payable. After-school childcare is a chargeable service and will operate from 4.30 to 6pm. The school day finishes at 4.30, however on Thurs/Fri optional enrichment groups take place. If a child does not attend these groups, they can be collected at 3.30pm.

Appendix 4B: Agreed Syllabus for R.E.

(Adapted from Croydon Agreed Syllabus 2001)

KEY STAGE 1 THEMES

Theme	Christianity	Christianity	Judaism
Authority	God Jesus	Prophets	God Moses
Inspirational writing	Bible Bible stories	Parables	Torah Stories from the Tenakh
Lifestyle and Identity	Sunday Environment Prayer	Christian values	Kosher Food Environment Prayer Purim Hanukkah
Special Times Places Events	Baptism Dedication Home worship	Celebrations	Home Worship Synagogue

KEY STAGE 2 THEMES

Theme	Christianity	Buddhism	Islam	Sikhism	Hinduism
Authority	God Jesus	Siddhata Gotama The Buddha Ganesha	Allah Prophet Muhammad Shahada	One God Guru Nanak Guru Gobind Singh	Brahman Krishna Lakshmi Ganesha
Inspirational writing	Biblical values	Three baskets Dhamma Mantra	The Qur'an	The Gurus Guru Granth Sahib The Mool Mantra	Vedas Bhagavad Gita Good Behaviour in the Divali Story
Lifestyle and Identity	Care, Service, Ten Commandments, worship, commitment, Prayer, Fasting	Sangha Meditation Five precepts	Five Pillars Care for the environment	The Langar Sewar The 5K's Turban	Home shrines Environment Prayer

Special Times Places Events	Church Community	Shrines Wesak	Mosque Community Ramadan Id-ul-fitr Hajj	The Gurdwara Baisakhi Divali	Divali Home Worship Mandir
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Appendix 4C: Focus objectives

By 'Focus Objectives', we mean the skills and knowledge needed to access the core curriculum the following academic year. These will be regularly tested. These objectives will be prioritized in booster lessons.

By the end of Year...	Literacy	Maths	ICT
Reception	<p>Make recognizable attempts at writing letters of the alphabet. Know 26 letter sounds Write a simple sentence with a full stop. Read 80% of reception high frequency words.</p>	<p>Count to 20 backward and forwards. Count amounts with one-to-one correspondence to 10. Read, write and order numbers to 10. Know addition and subtraction bonds to 10.</p>	<p>Use vocabulary to name parts of a PC. To select icons using the mouse. To use a simple painting program.</p>
Year 1	<p>Form all letters correctly. Blend and segment 3 and 4 letter words. Write a simple sentence independently with a capital letter and full stop using the connective and or because Read simple books independently</p>	<p>Know addition and subtraction number bonds to 20. Read, write, order and count out numbers to 20. Find 1 more and less than a given number. Know 2 and 10 times table.</p>	<p>To save and print work independently. To use the mouse to click and drag items. To use the key board to write own name.</p>

Year 2	<p>Joined –up handwriting Write a sentence independently using but because or and</p> <p>Read at or above stage 5</p>	<p>Know addition and subtraction multiples of 10 to 100. Read, write, order and count out numbers to 100. Identify 10 more and less than a given number to 100. Know 3, 4 and 5 times table by rote.</p>	<p>To save, retrieve and print work independently. To use more complex programs for drawing. To use the key board to write text.</p>
Year 3	<p>Consistent joined –up handwriting Write a sentence independently including an adjective and adverb Spell high frequency words accurately. Above stage 8 reader</p>	<p>Know addition and subtraction multiples of 100 to 1000 Read, write, order and count out numbers to 1000. Identify 100 more and less than a given number to 1000. Know 6,7 times table by rote.</p>	<p>To cut/paste images and combine with text.</p> <p>Type with 2 fingers on each hand. Level 1 (BBC Dance Mat)</p> <p>Send an email with an attachment</p>
Year 4	<p>Write a variety of different sentences including correct punctuation.</p> <p>Read chapter books.</p>	<p>Solve one step word problems Know how to add/subtract/divide and multiply using formal methods Know all times table by rote</p>	<p>Search for information to answer a question</p> <p>Combine text, images and sound</p> <p>Begin to touch type Level 2</p>
Year 5	<p>Use level 4/5 punctuation Summarise any text in their own words.</p>	<p>Solve 2 step word problems Use a calculator correctly to solve 2 step word problems</p>	<p>Touch type level 3</p> <p>Type 20 words a minute</p>

Year 6	Read, write, spell at level 4 or above	Solve more complex word problems	Touch type level 4 Type 30 words a minute using 2 hands
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Appendix 4D: EN3 Free School Positive Behaviour and Attendance Policy

Positive Behaviour is a necessary part of the provisions we make at EN3 Free School to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Roles and Responsibilities

All members of the community have a responsibility to ensure that everyone has a safe and secure environment in which to work and play and that pupils have the support and resources necessary to succeed socially and academically.

The following people have specific roles and responsibilities as outlined below:

Pupils' Responsibilities

- To do their very best at all times.
- To contribute to their own learning.
- To treat others, their belongings and the environment with respect and consideration.
- To consider the effects of their actions on others.
- Conduct themselves at all times in a manner that enables them to succeed in both the academic and social spheres and which does not prevent others from doing the same.
- Wear the correct school uniform ensuring it is neat and tidy and have the required equipment.
- Follow the Golden Rules and code of conduct of the school.

- Support and help pupils younger in years in their everyday lives in and around the school.

Staff Responsibilities

- To treat all children fairly and with respect.
- To help all children to succeed academically.
- Maintain a high level of discipline in the class.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To be a good role model.
- Remain patient and refrain from shouting.
- To form positive relationships with parents and children.
- To recognise and value the strengths of all children.
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.
- Ensure rewards and sanctions are awarded fairly and consistently and without prejudice.

Parents' Responsibilities

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all their child does in school.
- To support the school in implementing this policy.
- To be aware of the Golden Rules and the school's code of conduct.
- Support their children in attending school.
- Encourage their children to behave in accordance with the school's code of conduct.
- Make sure they are available for the school to contact in the event of an emergency, to discuss behaviour or school work.
- Assist the school with extra work that may be required should a pupil be experiencing difficulties, thus, enabling the child to succeed academically.
- Support the school in its ambition to provide the best possible education and care for their child.
- Provide the correct school uniform and required equipment.
- Treat all members of the school with respect and consideration.

The Leadership Team's responsibility:

- Ensure the safety of all pupils in their care.
- Deal with the more serious disciplinary matters for both staff and pupils.

Teaching Positive Behaviour

At EN3 Free School we believe that positive behaviour in children stems from learning core skills and abilities identified in the SEAL Programme and R.E Curriculum. The core skills and abilities are:

- Independence and organization
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co- operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty

We believe that all staff at school has a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- staff modeling the skills and abilities directly;
- setting appropriate boundaries for children's behaviour;
- showing empathy and understanding of children;
- listening to children;
- showing respect and understanding to everyone in the school community;
- providing feedback in an informative way to children;
- using positive consequences to encourage the learning of appropriate behaviour;
- using negative consequences to discourage the learning of inappropriate behaviour;
- teaching the skills and abilities through weekly Assembly/ Circle Time/R.E.

The school's Behaviour Policy should be reviewed annually. The Golden Rules are an integral part of our positive behaviour strategies.

Each Classroom will display the **Golden Rules**:

- Always offer to help.
- Be a good listener and take turns.
- Be honest.
- Strive for the best at all times.
- Respect other pupils and staff including their property and opinions.
- Celebrate your successes and those of others.

The Dining Hall will display the following rules:

- We line up calmly.
- We walk carefully through the hall.
- We speak quietly to those around us.
- We keep our table clean.
- We are polite to everyone.
- We use good table manners.

The Playground

- We are gentle.
- We are kind and helpful.
- We play well with others.
- We care for the playground.
- We listen.
- We are honest.
- We look out for children on their own.

Each class has a weekly Circle Time during which key skills are practised and pupils have opportunities to explore feelings, relationships and class issues. In addition to the positive and negative rewards and sanctions which apply to the whole school, Years 1-2 have a weekly Golden Time session. During Golden Time pupils may choose from a range of fun activities and free play. If a pupil breaks the Golden Rules they are moved down the traffic light system and lose one minute of Golden Time. They are warned that they will lose a minute of Golden Time if the behaviour recurs. If the pupil chooses to break the rule again they lose another minute of Golden Time. No pupil will have all their Golden Time removed.

At EN3 Free School, pupils will have opportunities to develop as independent learners who are responsible for their own decisions and act as role models to younger pupils so when pupils are in KS2, the traffic light system will no longer be used and other sanctions may be used if negative behaviour occurs.

Positive Consequences (Rewards)

At the EN3 Free School we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

The following Rewards may be appropriate:

- verbal congratulations;
- positive comments on work;
- positive comments in the home/school diary;
- pupils' works displayed around school;

- house points will form a central part of the behaviour management system; in sufficient quantity they will lead to house as well as individual prizes;
- collective prizes could be awarded for success in the yearly house competition (which might include various sporting, art and debating competitions as well as individually awarded house points);
- individual prizes might be carrots such as an end of year trip to a theme park;
- house points;
- merit certificates;
- recognition in an Assembly.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from negative behaviour, we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At one of CfBT's other schools this is achieved via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary.

Table 1 Behaviours

Level 1	Level 2	Level 3
Fidgeting / fiddling	Consistently shouting out	Serious assault
Telling tales	Poor effort	Vandalism e.g. extreme
Punctuality	Distracting others	damage to school
Dropping litter	Poor attendance	property / toilets
Noisy e.g.	Unprepared for work	Serious physical / verbal
talking/shouting	(continuously)	threats made to staff
Failing to keep on task	Non uniform/jewellery	Mobile phones in school
Leaving desks	Fighting	Drugs / solvents
Unkind remarks	Disregarding staff	Violent outbursts, verbal
Bad language (one off)	Instructions	/ physical
Time wasting	Bullying	Leaving school without

Telling lies Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy Any persistence of low level behaviours would move into the moderate level	Refusal to co operate Vandalism – graffiti etc Entering the building without permission Repeated incidents of any moderate behaviour – Deputy Head informed.	permission Threatening / aggressive behaviour Stealing Immediate reporting to Headteacher
Sanctions	Sanctions	Sanctions
Move down one colour on traffic light system (if in classroom) Frown Verbal Withdrawing attention Repeat activity properly Sit alone / stand out Warning cleaning up mess	Time deducted from Golden Time Standing out at wall at break time / lunchtime Reflect and write Loss of privileges Repeat activity properly	Send to Headteacher Letter to parents Headteacher's community Service during a school day Headteacher's Friday detention Involve parents Individual Behaviour Plan Behaviour analysis chart Weekly behaviour report Involve outside agency If persistent or severe Suspension or Expulsion by Principal after consultation with The Director of Schools and Nurseries who is in effect Chairman of Governors

In keeping with the aims of EN3 Free School, we encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children will be provided in the school prospectus and through curriculum overviews and weekly newsletters.

EN3 Free School will operate an 'open door' policy and parents will always welcome to make an appointment for a formal and informal discussion.

Procedures will be put in place when there is concern about a child's behaviour. If a child displays inappropriate behaviour of a moderate level he/she will be asked to reflect on what went wrong and to suggest ways in which the behaviour can be improved or avoided in future. Three repeated incidents would be recorded in a class behaviour book which will be located on the school P Drive. Should a pupil's behaviour continue to give concern s/he will be referred to the Deputy Head. A message may be sent in the pupil's homework diary or parents may be contacted. Serious incidents or reoccurring moderate offences may be referred directly to the Headteacher who will contact the parents. At each stage, the referral system allows the teacher to find out if there are any factors that may be contributing to the child's behaviour.

Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the SENCO who will work with the class teacher to develop an appropriate Individual Behaviour Plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary, parents will be asked to seek help from outside agencies.

Exclusions

In extreme cases, suspension or expulsion may be used as a final sanction. In such cases, the Headteacher must send a written report to the Chair of Governors and consultation between the two must take place before action is taken. The terms of reference for an expulsion or suspension will be published in the School's Terms and Conditions document. Details of an appeal, through the Trustees are also outline within the Complaints Procedure, which are common to all a schools within CfBT.

Evaluation

The effectiveness of the policy will be measured by:

- an reduction in the number of reported incidents in the class behaviour book and detention book;
- a reduction in the number of children being set a Headteacher's detention;
- a reduction in the number of children referred to the Deputy Head;
- pupil's questionnaire issued during the summer term.

Appendix 5A: EN3 primary school intake and performance data

School name (bold schools those within proposed designated area of new free school	Type of school	No of applications for 2010 reception places/No of places available	Ofsted inspection outcomes	2009 SATS outcomes	% FSM	% SEN at SA+
Alma Primary School	5-11 Community School 2FE NOR 469	116/60	Last Inspection 2011 <ul style="list-style-type: none"> • Overall effectiveness Grade 3 • Capacity for sustained improvement Grade 3 • Outcomes for individuals and groups of pupils Grade 3 	82 % pupils gained Eng L4+ 74 % pupils gained Maths L4+ 84 % of pupils gained science L4+ VA measure 100.7	49%	3.5%
Brimsdown Primary School	5-11 Community School 3FE NOR 685	155/90	Last Inspection 2010 <ul style="list-style-type: none"> • Overall effectiveness Grade 3 • Capacity for sustained improvement Grade 3 • Outcomes for individuals and groups of pupils Grade 3 	69% pupils gained Eng L4+ 64% pupils gained Maths L4+ 69% of pupils gained science L4+ VA measure 99.7	40%	7.5%

Chesterfield School	3-11 Community School 3FE NOR 830	The Local Authority was able to meet all the demand for places at Chesterfield	Last Inspection 2011 <ul style="list-style-type: none"> • Overall effectiveness Grade 2 • Capacity for sustained improvement Grade 2 • Outcomes for individuals and groups of pupils Grade 3 	75% pupils gained Eng L4+ 92% pupils gained Maths L4+ 96% of pupils gained science L4+ VA measure 100.9	50.3%	12%
Freezywater St. George CE School	5-11 VA 1FE NOR 210	n/a	Last Inspected 2007 <ul style="list-style-type: none"> • School judged as good with some outstanding features • Interim inspection in 2010 confirmed performance had been sustained 	83 % pupils gained Eng L4+ 76 % pupils gained Maths L4+ 90 % of pupils gained science L4+ VA measure 100.3	13%	6%
Key Meadow Primary	5-11 Community School 2FE NOR 460	135/60	Last Inspection 2010 <ul style="list-style-type: none"> • Overall effectiveness Grade 2 • Capacity for sustained improvement Grade 2 • Outcomes for individuals and groups of pupils Grade 2 	63 % pupils gained Eng L4+ 53% pupils gained Maths L4+ 63% of pupils gained science L4+ VA measure 99.6	41.8%	8%
Oasis Academy	5-11 Academy 2FE	n/a	No data available as school has only recently opened	n/a	35.5%	8.1%

Prince of Wales Primary	5-11 Community School 2FE NOR 454	140/60	Last Inspection 2010 <ul style="list-style-type: none"> • Overall effectiveness Grade 3 • Capacity for sustained improvement Grade 3 • Outcomes for individuals and groups of pupils Grade 3 	78% pupils gained Eng L4+ 80% pupils gained Maths L4+ 81% of pupils gained science L4+ VA measure 99.9	42.9%	4.9%
St James CE Primary School	5-11 VA 1FE NOR 210	88/30*	Last Inspected 2007, <ul style="list-style-type: none"> • School judged as good with some outstanding features • Interim inspection in 2010 confirmed performance had been sustained 	90% pupils gained Eng L4+ 90 % pupils gained Maths L4+ 100 % of pupils gained science L4+ VA measure 101	11%	7.5%
St Mary's Catholic Primary	5-11 VA 2FE NOR 397	n/a	Last inspected 2009 <ul style="list-style-type: none"> • Judged as a good school with grade 2 in all areas inspected expected Personal development and well being and Care, guidance and support which were judged as being grade 1 	96% pupils gained Eng L4+ 87% pupils gained Maths L4+ 98% of pupils gained science L4+ VA measure 101.4	12%	2%

St Matthews CE Primary	5-11 VA 1FE NOR 209	n/a	Last inspected 2009 <ul style="list-style-type: none"> Judged as a good school with grade 2 in all areas inspected 	86 % pupils gained Eng L4+ 83 % pupils gained Maths L4+ 90 % of pupils gained science L4+ VA measure 100.2	21%	5%
Eastfield Primary	5-11 Community School 2FE NOR 485	225/60	Last Inspected 2007, <ul style="list-style-type: none"> School judged as outstanding in all areas Interim inspection in 2010 confirmed outstanding performance had been sustained 	68% pupils gained Eng L4+ 86% pupils gained Maths L4+ 81% of pupils gained science L4+ VA measure 101.4	31.8%	8.1%
Enfield average					27%	7%

Freezywater St George's CofE and St James CofE are both one form entry (* information provided by school directly). Although admissions information is not published for these voluntary aided schools both were full in every year group in the most recently available School Census (January 2010).

When offer letter went out to parents of children due to start school in September 2011 we understand that their were still 200 children with out an allocated Reception/Foundation place.

In 2008/9 there were 141 appeals in the Borough, of these only 13 were found in favour of the parents.

Appendix 5B Proposed Free School church letter

Dear [REDACTED]

PROPOSED NEW GOVERNMENT FREE SCHOOL IN EN3

I have been a Christian for most of my life and currently attend Jubilee Church, Enfield. I believe that God has given us all a purpose to fulfill in our lives. As a teacher of 18 years, I have always wanted to shape young lives and feel that this is what God wants me to do for the rest of my life. I have always had a vision to set up a Christian-based school open to any child regardless of their background. At first, I thought this could only become possible through the private school sector however the recent change in government has afforded me an opportunity that can't be missed.

As you may know, as part of the new coalition government's 'Big Society' initiative, the Secretary of State for Education, the Rt Hon Michael Gove, has invited groups interested in setting up a new Free School to come forward and start developing their proposals.

Free Schools are all-ability, state-funded schools, set up in response to parental demand. The most important element of a great education is the quality of teaching and Free Schools will enable excellent teachers to create schools and improve standards for all children, regardless of their background.

These new schools will be academies, which are publicly funded independent schools, free from local authority control. They will enjoy the same freedoms as traditional academies, which include setting their own pay and conditions for staff, freedom from following the National Curriculum and the ability to change the lengths of their terms and school days. All Free Schools will be accountable like other state schools via inspections and tests.

I am proposing to open a one-form entry Free School in the Enfield Lock/Ordnance Road area in September 2012. What will set this school apart is that academic standards will be very high, there will be a strong but fair discipline code and class sizes will be smaller than average. I believe that demand for a school like this will be very strong.

I invite parents, teachers and community members of all backgrounds to help me set up the proposed school, which will base its ethos on Christian values very much like any other Church School. The only difference is that children of any or no faith will be admitted. Our aim is to set up a high-achieving school for the community therefore your views are very important at this stage of the process.

I kindly ask if you could read out or post this letter on your Church Noticeboard. I invite your members/parishioners to join our Steering Committee. In addition to ¹⁹²

this, I am kindly requesting permission to tie a banner to your church fencing as it would help to promote the proposed school. It will measure approx 8 ft X 2ft.

For more information or to sign the petition please visit:

██████████

I would love to hear from parents/carers who would consider sending their child to the proposed school.

If you'd like to chat about the proposal, please email me at

██████████

God Bless,

██████████

Lead Proposer

Appendix 5C: Online parent petition data

Timestamp	Your first name	Your last name	Your postcode	Please state why you would send your child to this school	Date of birth of children who will attend the school. This information is essential so we can plan which age classes should open first.	Please tick all that apply
40462.85615 [REDACTED] 40488.47567	[REDACTED]	[REDACTED]	[REDACTED]	My children have stayed at school in cheshunt - despite moving to enfield.	[REDACTED]	
40587.8184	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	EN3	We welcome this school setup in Enfield and we would like to bring our children in this christian foundation. We are trusting God that this may be accomplished. As an IT professional, I am also looking to volunteer if I can help in any way in my areas of expertise computer desktop and server support, networking and administration.	[REDACTED] [REDACTED]	here in Enfield school places are limited and overcrowded, bringing a new free school to our area can only benefit our children
40590.74557	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]		The best gift any parent can give his or her child is the best of education that embodies Christian ethos, self discipline and respect. It comes as a blessing in disguise to have such a school in En3 with smaller class size. The Enfield Christian School comes as a total package for me and my family.	[REDACTED] [REDACTED]	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40609.47088	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]		because of the Christian values and small size classes	[REDACTED]	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40609.55403	Thompson	Fomah	EN3 7WJ	The proximity to our house as well the values that will be instilled in my child	[REDACTED]	38910 There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40609.62071	[REDACTED] [REDACTED]	[REDACTED]				40303 smaller class sizes, I prefer a school with a caring Christian ethos
					FOR MY CHILD TO LEARN TO BE OBEDIENT, DISCIPLINE AND RECEIVE HIGH QUALITY	EDUCATION AND ALSO TO BE A FOLLOWER OF Christ's TEACHINGS, EVENTUALLY BECOMING A GOOD CITIZEN IN SOCIETY .

40609.88757			EN1	I would send my children to the school because I prefer small class sizes where my kids can have a one to one teaching.	07/10/2004 19/7/2007	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40613.85686			EN3	I want a good school with a small class.	28/05/2007, 11/11/2008, 23/02/2011	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40632.4302			n14	having just moved into the area I've been told its too late for my choice of schools because I missed the deadline. your school sounds ideal I bring my children up in a Christian environment and most school are too big so yours sounds ideal just wish you was opening this year Last Tuesday, 29th March 2011, I had to withdraw my daughter from school due to an incident and the negligence and failings of the staff at this school. I am now having to home school my daughter while I await a placement in a school so as to avoid getting in trouble and being reported for keeping her off. To date I am now in the process of trying to get the LA to look into my request for a place at a school where I can rest assured that my daughter will be safe and well cared for.	16/5/2007	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40638.78367			EN3	I am in no way thinking that my daughter should be any more important than the other children applying for a place at your school and would be extremely grateful if she were to be considered. I will be attending your meeting on Friday 15th April to show my support for your campaign. Thank you	11th February 2004	There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40639.87912			EN3	Currently my child goes to school in Cheshunt because we could not get her into a faith school within our borough. They are all over subscribed. I do not drive and there is only one bus which we can take in the mornings from Waltham Cross.		38181 There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40640.43034			EN3	I BELIEVE IN THE SCHOOL ETHOS AND WANT IT TO SUCCEED AS A CHRISTIAN AND ALSO A PARENT		37387 There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40643.49278			EN3	Because I am and my wife are both Christians and attend church regularly and teaching our daughter the word of GOD is something that we strongly believe in along with her academics.		39455 There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos

40643.9274	[REDACTED]	[REDACTED]	EN3	[REDACTED]	Like the idea of smaller class sizes.			39813 I prefer smaller class sizes
40644.96947	[REDACTED]	[REDACTED]	EN3	[REDACTED]	Because I want a good school for my kids with Christians values. School with disciple and values	7/12/2007 11/09/2010		There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40650.63872	[REDACTED]	[REDACTED]	EN3	[REDACTED]	would like him to have Christian value. discipline. And I admire the way the children in the Caribbean are taught. and they are so advanced in there education. and I would like the same for my son.	2006		There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40650.63872	[REDACTED]	[REDACTED]	EN3	[REDACTED]	would like him to have Christian value. discipline. And I admire the way the children in the Caribbean are taught. and they are so advanced in there education. and I would like the same for my son.	2006		There are not enough Church School Places in EN3, I prefer smaller class sizes, I prefer a school with a caring Christian ethos
40653.47792	[REDACTED]	[REDACTED]	EN3	[REDACTED]	Smaller class size			39245 smaller class sizes, I prefer a school with a caring Christian ethos
40674.4819	[REDACTED]	[REDACTED]	EN3	[REDACTED]	There are not enough school places in the area. Neither my son nor my daughter (for the nursery) were accepted into the closest school. As a result I am not able to use the free nursery education for my daughter and my son goes to the school beyond the Enfield Lock station barrier as a lot of children from the Island have to do as the paces are not provided in the schools on this side of the barrier. This creates huge congestion along the [REDACTED] According to the numbers provided by the Enfield Council there were combined 48 refusals for nursery places in 2011 in the 3 schools closest to the Enfield Island Village. Next year these children will be applying for reception class places. Will they be refused again? The community desperately needs more primary school places and a new school is a brilliant answer to that!			There are not enough Church School Places in EN3
40681.69201	[REDACTED]	[REDACTED]	EN3	[REDACTED]	There are only 60 places available per year for each school, priority is given with those who already have siblings placed in schools and according to distance, although I am very close to the schools in my area, I have been refused a place at a school of my choice as at just under a mile, I was "too far". Alternatives schools were suggested - but at driving distance, and applying to these schools would mean my daughter would be off the waiting list for the particular school of my choice! A fresh start in a new school, with a new approach would be ideal for my two younger children.	27 November 2007 5 August 2009		I prefer smaller class sizes, I prefer a school with a caring Christian ethos

**CAMPAIGN FOR AN EXCELLENT NEW
PRIMARY SCHOOL IN EN3**

**CAMPAIGN FOR AN
EXCELLENT NEW
PRIMARY SCHOOL IN
EN3**

**If you would like your child to
attend a school like this, please
sign our online Parent Petition.**

**The school can only open if there is
enough parental demand.**

GO TO

**COMPLETE THE PARENT
PETITION**

THANK YOU

Christian values

Small Class sizes

Excellent Teachers

*Building Character
Teaching Success*

Our vision

We are a committed group of community members, parents and teachers who want to see a New Excellent Primary School in EN3.

It will be a Free School, run by a trust sponsor and independent of Local Authority Control. It will be subject to inspections just like any other school.

It will be unique in that it will have a Christian ethos and welcome children of different faiths and backgrounds.

We want a school that strives for the highest standards possible and encourages children to go 'above and beyond'. They will gain confidence, commitment, a caring attitude and a desire to contribute to society .

We want the school to stand out in EN3 and have a reputation for excellence.

Our aims

We aim to submit our proposal application to the Department of Education by 1st June 2011. If approved, the school will admit its first intake in September 2012.

The school will have:

- **A Christian ethos which we expect parents to support.**
- **Smaller than average class sizes**
- **Excellent teachers**
- **An excellent headteacher**
- **High expectations of all pupils so that they achieve their full potential**
- **Termly progress reports to parents**
- **Strong links with parents and the community**
- **Breakfast and After-School Clubs for working parents**
- **Specialist Teachers for Art/Music/P.E**
- **A Forum where parents' views are heard**
- **A strong but fair discipline policy**
- **A smart uniform with a clip-on tie**

Our location

Our preferred location is the [REDACTED] area of Enfield EN3.

We will also consider other sites within the EN3 area.

It is important that our location is correct as children will need adequate indoor and outdoor learning spaces.

[REDACTED]

**CAMPAIGN FOR AN EXCELLENT NEW
PRIMARY SCHOOL IN EN3**

[REDACTED]

If you would like your child to attend a school like this, please sign our online Parent Petition.



Appendix 5E: Nick de Bois Twitter comments re EN3 open day

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

EVIDENCE OF PARENTAL DEMAND

Appendix 5G: Evidence of demand by age and postcode

We asked parents whether they would include our new school in the choices for their child if they could. We explained our school to the parents as follows:

**We the undersign, cannot get our children into a good local Christian school.
 We cannot afford to pay an enormous mortgage to get into the
 right catchment area, let alone school fees, options are limited.
 We believe as parents, we deserve al alternative. We believe that our
 children deserve the best possible education in a school which accepts all children.
 We therefore support the proposal to set up an excellent
 new Primary school with Christian values in the EN3 area of the London Borough of Enfield.**

**We would send our children to a school like the one proposed: Christian ethos,
 Smaller than average class sizes and High academic standards**

1 Sept 2008-31 Aug 2009	1 Sept 2007-31 Aug 2008	1 Sept 2006-31 Aug 2007	1 Sept 2005-31 Aug 2006	1 Sept 2004-31 Aug 2005
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3
N9 [REDACTED]	EN1 [REDACTED]	EN1 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]
EN3 [REDACTED]	EN1 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN1 [REDACTED]
EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]
EN1 [REDACTED]	EN3 [REDACTED]	EN1 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]
EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]
EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]
EN3 [REDACTED]	EN3 [REDACTED]	en3 [REDACTED]	EN3 [REDACTED]	EN3 [REDACTED]

EN3 [redacted]
EN3 [redacted]
en3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
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EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
N18 [redacted]

EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN1 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN1 [redacted]
EN1 [redacted]
N17 [redacted]
N9 [redacted]

EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
en3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
N9 [redacted]

EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN3 [redacted]
EN1 [redacted]

Total Children: 20

Total Children: 27

Total Children: 25

Total children: 16

Total Children: 16

Total number of children: 133

NOTE: Postcodes that are duplicated indicates children who have siblings

1 Sept 2003-31 Aug 2004

1 Sept 2002-31 Aug 2003

1 Sept 2001-31 Aug 2002

YEAR 4

YEAR 5

YEAR 6

EN3 [REDACTED]
 EN3 [REDACTED]
 EN1 [REDACTED]
 EN1 [REDACTED]
 EN1 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN2 [REDACTED]
 N9 [REDACTED]

EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN3 [REDACTED]
 EN1 [REDACTED]
 EN1 [REDACTED]

EN1 [REDACTED]
 EN2 [REDACTED]
 EN8 [REDACTED]
 EN3 [REDACTED]
 EN1 [REDACTED]

Total Children: 15

Total Children: 9

Total Children: 5

Appendix 5H: EN3 Ward data summary

EN3 – Enfield Lock Ward profile 2009¹

Enfield Lock Ward is situated in the north east of the Borough, bordered by the M25 to the north, the River Lee to the east, Turkey Street Ward to the west and Enfield Highway Ward to the south. It is covered by postal district EN3.

The total population of the ward at mid-2009, as projected by the Greater London Authority, was 14,650. This was the 5th largest population of all 21 wards in Enfield, about 7% above average size.

The population density within residential areas is about 165 persons per hectare, 36% higher than the borough average and the 6th highest of the 21 wards in Enfield. The 0-4 and 25-44 age profiles are the 2nd highest out of all 21 wards.

Age structure	No.	%	Borough Average %	Relative % difference
mid 90's				
0-4	1550	10.6	7.9	34.6
5-15	2400	16.3	13.8	18.1
16-24	1500	10.2	10.4	-2.3
25-44	5250	35.8	31.9	12.3
45-64	2850	19.4	23.1	-16.0
65-74	650	4.5	6.7	-32.5
75+	450	3.2	6.2	-48.9

Ethnically, there are relatively large numbers in the Other Black African, Kurdish and Somali ethnic groups living within EN3

Ethnic group	Enfield Lock	Enfield	difference to average
Black Caribbean	6.7	5.5	21.5
Other Black American	11.0	5.5	99.2
Somali	2.7	1.5	79.1
Turkish	6.1	4.6	34.8
Turkish Cypriot	2.7	3.4	-21.8
White British	48.9	46.1	6.1

¹ Enfield Corporate Policy and Research team- Enfield Council 2009

Social grades

The 2001 Census results showed that Enfield Lock had an above average proportion in the C2 group (Skilled Manual), with about 37% more people than would be expected compared to the Borough average.

Low income households

Enfield lock has the 10th lowest average household income of the 21 wards in Enfield, at £37,400 as estimated by CACI in 2009. The proportion of households having an income of less than £15,000 was put at 13.8% compared to a Borough average of 14.1%. This was the 10th highest proportion of the 21 wards.

Benefits claimants

At February 2009 the number of people claiming out of work benefit was 1,945, 21.1% of the estimated working age population. This compared to a Borough average of 15.8%

Deprivation score

Within Enfield it has been calculated to be the 7th most deprived of the 21 wards in the Borough. Within London it has been calculated by the Greater London Authority to rank 215th most deprived out of 628, thus within the most deprived 35%.

Housing

The estimated profile of the housing stock in the ward by housing tenure (sector) is:

Tenure	No. (% share)	Borough % average
Owner occupied	62.5%	69.3%
Private rent	15.6%	14.3%
Council	8.5%	9.2%
Registered social landlords	13.4%	7.2%

Appendix 5l

EN3 Free School Communication and Consultation Strategy

CfBT Schools Trust
EN3 Campaign Group

1. Purpose

The purpose of this strategy is to ensure consistent and coherent joint working between CfBT Education Trust and the EN3 Campaign Group in the co-ordination and delivery of PR and communication activity including consultation relating to the application, and subsequent decision, for Free School status. This plan does not cover project communication between the teams and through the governance structure, nor does it cover wider communication relative to implementation of the proposed school.

2. Current situation

CfBT, in partnership with EN3, is working on the submission of an application to the Department for Education (DfE), for Free School status to open a primary school in Enfield Lock. The proposed Free School will offer places to children in Years R/F (Reception/Foundation) to 6 (ages 4-11) and is expected to have Year group entry of 22-25 pupils, opening September 2012.

The application will be made on 1 June 2011 and a decision is expected in September 2011.

2.1 Background

The Enfield Lock area (EN3) is one of the most deprived areas in the Borough of Enfield. During 2001-2006, the birth rate was considerably higher than the Borough's average and as a result the number of primary school places is currently outstripped by the number of children applying for school places. At the moment, schools which have achieved good KS2 SAT results and have good ratings by OFSTED have a long waiting list as these schools have not expanded to accommodate this increase in pupil numbers. As a result of this oversubscription and lack of local places some children are being offered places outside the EN3 area, which parents are appealing against.

The vision for a new excellent primary school, which would address this issue of local parental choice and access to high quality local education, was pioneered by a parent who lives in the EN3 area, and has taught in local schools for nearly 20 years. She is a member of a local church, and this is where the idea for the new school was first presented (Feb 2011) and the first phase of consultation was undertaken. She asked parents to sign a form indicating their interest in becoming involved either as Steering Committee members, parents or governors. Over 90 people expressed an interest in the proposed primary school from this single community group. It was evident from the feedback that parents wanted more choice, and were keen for their children to attend a school that promoted Christian values, and provided a high quality of education and smaller classes. They made it clear that there wasn't enough provision of quality schools for their children in the EN3 area.

2.2 Community support

The EN3 group have undertaken a significant amount of awareness raising activity over the last year including: holding a number of public meetings; attending local church and community events; such as the Enfield Island village day.

As of 20th May 2011, **113** parents with pre or primary school aged children signatures of support for the Free School proposal had been gathered.

3. Communication objectives

The overarching objective of this strategy is:

- To raise the profile of, and support for, the partnership bid amongst identified stakeholders through targeted communication at local, regional and national level.

3.1. Measurement

Measurement of the objectives will be made by:

- Media monitoring (including online and social media);
- Web hits;
- Requests for comment/interview;
- Dialogue with key stakeholders;
- Numbers signing petition;
- Attendance at awareness raising promotion events.

3.2. Communication principles

To ensure consistency and coherence of communication the following principles should be followed:

- **Communication will be open and honest**
Every effort should be made to ensure stakeholders have as much information as possible. Where information is not available or known this should be conveyed honestly but positively. Questions or comments received should be replied to or acknowledged within 24 hours where practicable.
- **Communication will be timely**
Through an agreed timetable of communication activity every effort should be made to ensure all communication is timely and should provide stakeholders with enough time to respond or act as required. Particular attention should be paid to term dates and holidays.
- **Communication will be clear and concise**
All communication should be clear, easy to read and understand and free from unnecessary jargon and abbreviations.
- **Communication will be two-way**
Where relevant and required feedback, comment and opinion should be sought through communication and acted upon in a timely fashion when received.
- **Communication will be developed in collaboration and approved before issue**
All communication will be approved by the relevant person(s) from CfBT and EN3 before issue to any stakeholder.

3.3. Roles and responsibilities

Roles and responsibilities of the partnership group for PR and communication activity – see [Appendix A1](#) for contact details

Partner	Contact	Role/Responsibility
CfBT Education Trust	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] 	<ul style="list-style-type: none"> • Manage strategy development. Assist where required with national media • Manage national media. Assist where required on local media. Monitor and report on all media coverage • Final sign off of all joint communication
EN3	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] 	<ul style="list-style-type: none"> • Support strategy development. Assist where required on local and national media • Manage local media. Assist where required on national media • Final sign off of all joint communication

3.4. Spokespeople

Spokespeople ranked in order of preference or allocated to key specialism – see [Appendix A1](#) for contact details

Partner	Spokesperson
CfBT Schools Trust	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
EN3	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED]

4. Stakeholders

4.1. Stakeholder segmentation

Below is a breakdown of constituent stakeholders in segment groups. It is these stakeholder segments that this strategy will target.

Stakeholder Ref	Stakeholder Segment	Constituents
1	Parents/carers	<ul style="list-style-type: none"> • Existing parents/carers in current named pre schools and nurseries: Chesterfield Nursery, Albany Children's centre, Prince of Wales children's centre & Oasis Children's centre • Prospective parents/carers in community
2	Community	<ul style="list-style-type: none"> • Local Council wards: Enfield Highway, Turkey Street, Enfield Lock, Ponders End • Local Church Groups: Seventh Day Adventist, Baptist Church, Jubilee Church • Other Groups: - Communication and Somalian, Turkish and Congolese groups.
3	Local authority	<ul style="list-style-type: none"> • Enfield Lock Councillors <ul style="list-style-type: none"> • Christine Hamilton • Nneka Keazor • Ozzie Uzoanga • Enfield Highway Councillors <ul style="list-style-type: none"> ○ Alev Cazimoglu ○ Dino Lemonides ○ Toby Simon • Turkey Street <ul style="list-style-type: none"> ○ [REDACTED] ○ [REDACTED] ○ Ponders End ○ [REDACTED] ○ [REDACTED]
4	Government	<ul style="list-style-type: none"> • Nick de Bois– MP • Michael Gove – Secretary of State • David Bell – Parliamentary Secretary • Nick Gibb – Minister of State
5	Potential funders	<ul style="list-style-type: none"> • Potential funding for long term

		() through developer and local authority section 106 negotiations.
6	Local media	<ul style="list-style-type: none"> • Enfield Advertiser • Enfield Independent
7	National media	<ul style="list-style-type: none"> • Guardian • TES • Times
8	Specialist media	<ul style="list-style-type: none"> ○ Enfield North MP's newsletter, ○ local Church newsletters, ○ children's centre newsletters, ○ Jubilee Church newsletter.

4.2. Stakeholder prioritisation

The aim of this plan is to raise the profile of and support for the free school proposal amongst the stakeholder segments identified overleaf.

Situation analysis shows that the school, parents/carers, the local media, local councillors and the wider community are already well aware and highly supportive of the bid. The Borough is also aware of the bid and are considering their position with regard to support.

For maximum impact this plan must maintain levels of awareness and support amongst those stakeholders who are already well engaged and should prioritise increasing profile and support amongst those less engaged at present.

As a result this plan prioritises key stakeholders:

- The London Borough of Enfield;
- Local Councillors;
- Government;
- Local, national and specialist media – as a key channel;
- Local church leaders.

4.3. Key messages

The following key messages should be used in all communications:

- the partnership bid is driven by a demonstrable shortage of primary school places in Enfield Lock,
- the school will be a unique parent-driven partnership between the school, community and not-for-profit provider, supported by the local authority and well-positioned to succeed;
- the school will be a leading example of the free school ethos – an inclusive, supportive learning environment at the heart of a thriving community where children thrive.

5. Risks

There are no significant risks to successful delivery of this plan.

Media coverage can never be guaranteed and coverage of this bid nationally will depend on developments at schools already granted free school status and changes at Government and policy level. Local and regional coverage will be dependent on the daily/weekly news agenda.

6. Tactical Delivery Plan

Date	Stakeholder ref	Activity	Responsible
Preparation			
ongoing	1-8	Review and regular update of website (www.enfiedlprimaryschool.org.uk) – CfBT/EN3 info, consultation, public events, curriculum, pupils numbers, contact info etc	[REDACTED]
Ongoing	1-8	Site Development	[REDACTED]
Local media			
June 2011	6	Announcement of submission of application	[REDACTED]
Sept 2011	6, 8	Announcement of bid outcome	[REDACTED]
Post Sept 2011	6	Upcoming school events/activities	[REDACTED]
National Media			
On going	9	Placement of feature articles: <ul style="list-style-type: none"> • 'Big Society' approach to free school bid including community input Comment pieces: <ul style="list-style-type: none"> • Funding challenges • Community cohesion – links with research report coming out in autumn 2011 by CfBT • Partnership working 	[REDACTED]
Ongoing			
Weekly	1-8	Update website	[REDACTED]
Monthly	1-8	E-newsletter to key stakeholders	[REDACTED]
As occur	1,2,3	Content in parish and residents' newsletters	[REDACTED]
Weekly/ monthly		Monitor and circulate coverage	[REDACTED]

Appendix A1

Partnership group PR, consultation and communication contacts

Name	Phone	Mobile	Email
CfBT			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Appendix 5J: EN3 Free School press coverage

1. The Enfield Advertiser (Wednesday, 06 April 2011)

Teacher's vision for free school aims for a big change

By [REDACTED]

ENFIELD'S first independent free school could open next September if government officials give the green light to the dream of a brave teacher.

[REDACTED], 43, who currently works as an ethnic minority achievement co-ordinator at a school in the borough, is leading a proposal to open the school in the Enfield Highway or Enfield Lock area in September 2012.

Unlike the already approved Woodpecker Hall Academy, in Edmonton, that will be linked to its sister school Cuckoo Hall Academy when it opens in September, [REDACTED] new school would be run completely independently. Such a radical development is made possible by the coalition government's free school legislation passed last summer. It allows teachers or parents or any such group to apply to open new state-funded schools free from local authority control.

The proposal for the new school in Enfield must be submitted to the Department for Education by June, when officials will compare it with other bids before deciding whether to give it the go-ahead.

As part of the bid, [REDACTED] and seven members of the bid's steering group need to collect signatures from parents in the area as evidence of demand for such a school. The steering group, made up of parents, teachers and local residents, would form the governing body of the new school if it makes the grade with ministers.

[REDACTED] said: "I have always had the vision to have input in a school in which we could set our own values and curriculum. When Education Secretary Michael Gove set out his legislation I jumped at the opportunity.

"Our school would have smaller classes – the average class size is 30 but we would like ours to have between 20 and 22 children per class. I hope smaller classes will mean each child can be given more care and attention.

"We will be fully inclusive of all members of the community. Although there will be a Christian ethos, the school will be inclusive of all faiths and any family can apply. We also want the school to be a beacon in the community, so that facilities can be used by people from the area. There will be activities and after-school clubs and we will strive for the highest academic and behaviour standards.

"We want to introduce a mentoring system of volunteers, businessmen and women and forge links with other schools."

Mum-of-one [REDACTED] says she is inspired by St Luke's in Camden, that has already

been granted permission to open as a free school in September with just 15 pupils per class.

“As long as we show financial viability there should not be any objections,” said [REDACTED] “It is apparent, from speaking to parents, that they haven’t got their children into schools of their choice. We have got signatures from parents supporting us but we want more.

“I have no problem with the schools that are out there. All I can say is that if there is an opportunity for parents to have an input into their child’s school it is all good. We are looking for premises at the moment.”

[REDACTED] will host an information event at Enfield Highway Conservative Club, in Hertford Road, on Friday, April 15 from 3pm–8pm. Visit [REDACTED] for more information.

Enfield Primary School proposal group looks for backers

1:21pm Monday 28th March 2011

[REDACTED]

By [REDACTED]

»

A group is urging parents to back plans for a new free school in Enfield.

Supporters of the Enfield Primary School, which is planned for the EN3 area, are holding an open day next month when the proposals will be unveiled.

The group is currently looking for a suitable site in the [REDACTED] area and says it wants the school to focus on smaller class sizes and Christian values.

Teacher [REDACTED], who is leading the campaign, said: "We have about 90 people supporting us at the moment.

"But we need more parents to say they would send their children to the school as we need to show the demand to the Government.

"We're absolutely confident people will want to send their children to a school that has small class sizes and Christian values.

"Although there is a Christian ethos, we're committed to being totally inclusive of everybody."

The proposed school would open in September 2012, but the plan must be submitted to the Department for Education by the start of June.

Free schools are schools run by groups of parents, teachers, charities, trusts, religious and voluntary groups.

They will be set up as academies and be funded directly by the Government.

The idea was a key plank of the Conservatives' manifesto during the build-up to the General Election, but academies have been criticised for being expensive and diverting funding from existing schools.

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The open day will be on Friday, April 15 at the Enfield Highway Conservative Club, in [REDACTED], between 3pm and 8pm.

Appendix 6A: Pen profiles

Pen profiles of EN3 Steering Group members







Pen profiles of CfBT financial experts

[Redacted] [Redacted]

Pen profiles of CfBT Educational experts

[Redacted]

[Redacted]



[REDACTED]
Pen profiles of CfBT project managers

[REDACTED]
[REDACTED]
[REDACTED] **Pen profiles of other
CfBT Specialist Advisers**

[REDACTED]
[REDACTED] **Appendix 6B: Draft Free School
Headteacher Job Description for EN3 Primary School**

Job Description

In choosing the Headteacher we will look for a talented and inspirational leader, with the drive and vision to embrace the ideas of the Sponsors and who is committed to the highest achievement for all.

The successful candidate will take up the post as soon as possible to be completely involved in the planning process leading to the opening in September 2012.

The following job description is not final and it is expected that the Headteacher Designate through their involvement in the Free School planning will work closely with the EN3 action group and Academy Trust (CfBT) to develop this job description to ensure it reflects the needs and demands of the post.

Purpose of the post of Headteacher

The Headteacher will:

- Be accountable to the Academy Trust and Academy Governing Body. The Academy Trust will be an overarching body responsible for multiple Academies sponsored by CfBT. A local Governing Body will be closely involved in and accountable for overseeing the life of the school;
- Share the Sponsors' and communities' vision and demonstrate the capacity to work as part of a team in developing an outstanding Free School;
- Lead and manage the Free School to secure high quality education and high standards of achievement for all its pupils;
- Provide the vision and leadership needed to realise the Sponsors' and communities' ambitions for the Free School;
- Be accountable for a continuous improvement in the quality of education provided;
- Create the environment and manage the resources to promote value for money and secure the achievement of all pupils and staff;
- Be accountable for the safeguarding of pupils.

Strategic direction and leadership

The Headteacher will:

- Keep learning and achievement at the centre of strategic planning and resource management;
- Have a strategic view of how to successfully develop a new school and

- create a successful ethos and culture;
- Be responsible for the Free School's management and development and all its resources;
- Work in partnership with the Senior Leadership Team, Academy Trust and Free School Governing Body to engage pupils and staff in realising the Free School's vision;
- Advise the Academy Trust and Free School Governing Board on the formulation and implementation of policies;
- Manage a complex organisation effectively and ensure the successful implementation of radical change;
- Plan the opening of the new Free School and input to the design of any new or refurbished buildings;
- Harness and support members of the school community to create a caring, rich and exciting learning environment.

Teaching and learning

The Headteacher will:

- Deliver an innovative curriculum, based on excellence for all through personalised learning whilst meeting statutory requirements and the Free School's education vision;
- Ensure that the curriculum delivered matches the needs of all pupils and is supported by high quality teaching;
- Ensure that suitable strategies are implemented to raise standards continually;
- Develop radical approaches to meeting both the needs of pupils who enter the Free School with a low skill-base including those with identified special education needs and those of the more able;
- Keep pupils' learning and achievement at the centre of strategic planning and resource management;
- Achieve a sense of harmony, through the effective management of pupil behaviour; involve pupils in the Free School's decision-making processes by developing policies and practices that treat pupils as partners in the learning process;
- Ensure that there is an effective assessment, recording and reporting system of pupil progress;
- Monitor and evaluate the curriculum for both quality and value for money;
- Ensure pupils feel safe, supported and have all barriers to their learning and progress addressed/removed;
- Achieve robust systems of pastoral care and personalised learning to ensure every pupil feels valued, is known and supported during their time at the Free School.

Leading and managing staff

The Headteacher will:

- Lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved;
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance;
- Promote the Free School's ethos in which the highest achievements are expected from all members of the Free School community;
- Ensure that professional duties for all staff are fulfilled as specified in their terms and conditions;
- Lead, motivate, support, challenge and develop the Leadership Team and through them all staff;
- Provide effective induction, continued professional development and performance management in line with the Free School's strategic plans;
- Ensure all staff accountabilities are clearly defined and understood and are subject to rigorous appraisal, review and evaluation;
- Ensure the well being of staff.

Financial and facilities management

The Headteacher, assisted by the Finance Director, will:

- Plan and manage the Free School's finances and resources to ensure maximum benefit for pupils;
- Be responsible for the Free School campus, its buildings, equipment and grounds;
- Provide advice to the Academy Trust and Free School Governing Body on the formulation of the annual and projected yearly budgets in order that the Free School secures its objectives;
- Set appropriate priorities for expenditure and allocation of funds;
- Make a significant contribution to the specification of the new buildings so that they will best support the objectives set out in the educational vision for the Free School;
- Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the Free School;
- Manage and organise accommodation efficiently to ensure it meets the needs of the pupils and staff;

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- Ensure effective administration and audit control;
- Be accountable for health and safety requirements.

Partnerships

The Headteacher will:

- Work closely with the sponsors and the Governing Board to ensure that the development of the Free School is a success;
- Work closely with other Academies and Free Schools sponsored by CfBT, and engage across other areas of CfBT's work;
- Develop and encourage excellent relationships between parents/carers to support pupil learning;
- Identify and develop strong partnerships and relationships with primary schools;
- Identify, develop and promote strong links with the local community: education, business and non-profit sectors;
- Secure strong links with other key partners who are supporting the Free School's development.

Person specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application. Short listed candidates will be involved in a variety of activities directly related to the Person Specification that will form an evidence base.

	Essential	Desirable	Measured
Experience	<ul style="list-style-type: none"> - A minimum of 3 years senior management experience at Deputy level or above - Proven record of significant senior management achievement in improving educational quality - Proven track record of effective management of significant resources - Extensive experience in the primary phase of education - Experience of management of human and financial resources at senior level - Curriculum leadership - Successful establishment of links with the local community - Excellent track record as an effective innovator of education - Proven team worker - Committed to the highest standards in all areas of school life and evidence of driving up standards and school improvement - Developing pupil involvement in schools 	<ul style="list-style-type: none"> - Headship experience - Experience of working in at least two primary schools - Successful management of OFSTED inspection process 	<ul style="list-style-type: none"> - Application - Interview - Reference
Education & Qualifications	<ul style="list-style-type: none"> - Degree or Equivalent - Teaching qualification - Qualified teacher status - Recent and relevant management development / training 	<ul style="list-style-type: none"> - NPQH (or working towards it) - Recent and relevant short course experience 	<ul style="list-style-type: none"> - Application

	Essential	Desirable	Measured
Leadership & Management	<ul style="list-style-type: none"> - Successful management of whole school improvement strategies - Extensive experience of developing staff and of team building, and effective staff performance management - In-depth knowledge and understanding of current educational priorities - School development planning - Wide experience of leading effective forward planning - Successful leadership of innovation and change - Successful management of monitoring and evaluation strategies of quality of Teaching and Learning, pupil outcomes, quality of provision and efficiency - Experience of managing change, leading innovation and transformational learning and meeting challenges successfully - Motivation to work with children, particularly relating to safeguarding and promoting their welfare - Ability to form and maintain appropriate relationships and personal boundaries with children, staff and parents - Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline 	<ul style="list-style-type: none"> - Successful management of health and safety issues - Successful risk management strategies - Understanding of the role of governors - Understanding of senior-school liaison issues 	<ul style="list-style-type: none"> - Interview - Application - Reference - Presentation
Skills	<ul style="list-style-type: none"> - Outstanding leadership skills - Outstanding classroom practitioner - Strategic management, resource management, development planning; personnel management and financial management skills - Effective interpretation, analysis and use of data - Well developed interpersonal and communication skills (including 	<ul style="list-style-type: none"> - ICT Skills 	<ul style="list-style-type: none"> - Interview - Application - Reference - Presentation

	Essential	Desirable	Measured
Attributes	written, oral and presentation)		
	<ul style="list-style-type: none"> - Able to develop and maintain good relationships with staff, parents, pupils, governors and the community - Able to deal sensitively with people and achieve positive outcomes 		- Interview

Appendix 6C: Payroll extra

[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]



