

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

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

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

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

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

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

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

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

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

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

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

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

**It is essential that the hard copies are identical to the version you email.**

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

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

### **Data Protection**

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

## Application checklist

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



# **Riverside Co-operative Free School**

*Excellence for All  
on Barking Riverside*

**Barking and Dagenham  
Co-operative  
Learning Partnership**

## Section A: Applicant details

Main contact for this application								
1.	Name: [REDACTED]							
2.	Address: [REDACTED] Bedford [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input checked="" type="checkbox"/> Other							
6.	<p>If Other, please provide more details:</p> <p>The Barking &amp; Dagenham Co-operative Learning Partnership brings together partners from the local community, from parents, from all phases of education in the locality, from the voluntary sector, from the local University, from the health service and from local employers, drawing on the long-established ethical framework of the Co-operative movement.</p> <p>All the above organisations are currently assisting the Partnership on a Pro Bono basis and will continue to do so.</p>							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
8.	If Yes, please provide more details:							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No							
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:							

	<p>The Co-operative College, the education arm of the Co-operative movement in the UK, has provided support and advice on legal and governance issues.</p> <p>If successful, we envisage the school becoming a full member of the national and international Co-operative Schools' network. The Co-operative College will also work with the school to develop a stakeholder forum to further embed the school in its local community.</p>
<b>Details of company limited by guarantee</b>	
11.	<p>Company name:</p> <p>Barking &amp; Dagenham Co-operative Learning Partnership</p>
12.	<p>Company address:</p> <p>, Dagenham, Essex </p>
13.	Company registration number: 7643294
14.	<p>Does the company run any existing schools, including any Free Schools?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
15.	<p>If Yes, please provide details:</p> <p>At the request of the Local Authority – the London Borough of Barking and Dagenham - to meet the urgent need for secondary school places in the Barking Riverside area, the Partnership has agreed to set up temporary Foundation Trust provision for 120 Year 7 students in September 2012, utilising spare classrooms in the newly-opened George Carey Primary School. 267 parents expressed a preference for the provision. 120 students have been allocated places and will begin Year 7 at the provision in September.</p> <p>Planning is well-advanced, with the secondment of an experienced local Vice-Principal as Head of School and the recruitment of six high-quality teaching staff.</p> <p>This provision will establish a focus for secondary education in the Riverside area ready by the time the Free School, if our bid is successful, comes on stream and is in a position to supersede it in 2013.</p>
<b>Company members</b>	
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that</b></p>	

**establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.**

16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	<b>1. Name:</b> [REDACTED]
	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]



**Company directors**

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

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

1. Name:  
[redacted] – [redacted]

2. Name:  
[redacted] – [redacted]

3. Name:  
[redacted] – [redacted]

**Additional Proposed Directors:**

The following individuals have been proposed as additional Directors (and members of the Shadow Governing Body) and have accepted and will be confirmed in their appointments shortly:

[redacted], [redacted]

[redacted], [redacted]

[redacted] and [redacted]

[redacted], [redacted]

[redacted], [redacted]

[redacted] [redacted]: [redacted], [redacted]

[redacted], [redacted] – [redacted]

19.	Please provide the name of the proposed chair of the governing body, if known:  <div style="background-color: black; width: 100px; height: 15px; margin: 5px 0;"></div>				
<b>Related organisations</b>					
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. <table border="0" style="float: right; margin-top: 10px;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	No				
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>1. The Co-operative College, an educational charity. We wish the school to become a Free School supported by the Co-operative College, which will also provide legal and financial advice. Riverside Co-operative Free School will benefit from belonging to the Co-operative Schools' network.</p> <p>Charity Registration No: 1060008</p> <p>Support from the college is currently and will in future be provided on a paid consultancy basis.</p> <p>2. Lifeline: Provider of Alternative Education , Mentoring and Childcare.,.</p> <p>Lifeline provides mentoring and support for young people as well as teaching experience and expertise in voluntary sector community and youth work.</p> <p>Charity Registration No. 1084634</p> <p>Support from Lifeline is currently provided pro bono and will in future be provided partly pro bono and partly as a potential provider of paid commissioned services.</p> <p>We understand that were any contracts to be awarded to any of the above by the Riverside Free School would be subject to procurement regulations.</p>				

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	None	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:  N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:  N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

██████████

**Position:**

██████████

**Print name:**

██████████

**Date: 22.02.12**

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

## Section B: Outline of the school

1.	Proposed school name:	Riverside Co-operative Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2023
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	London Borough of Barking and Dagenham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Havering
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

# Executive Summary

## Who are we?

The Barking and Dagenham Co-operative Learning Partnership was formed two years ago in East London, bringing together a range of partners, including parents from the local community, local Primary, Secondary and Special School Headteachers, Barking and Dagenham College of Further Education, the University of East London, voluntary sector training provider Lifeline, the local Health Trust and local employers.

The Partnership is:

- Focused on improving the educational opportunities and life chances of the young people of the London Borough of Barking and Dagenham, one of the most disadvantaged Local Authorities in the country
- Founded on the principles of the global Co-operative Movement, with its values of fairness and community involvement
- Committed to working as a full member of Barking and Dagenham's existing family of schools and in partnership with the Local Authority

## What is the context?

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country. Based on student numbers already in primary schools, there will be a need for four new 10 form-entry secondary schools in the Borough within the next seven years.

Barking and Dagenham is one of the 10% most disadvantaged boroughs in the country and the ward where we hope our school will be situated is in the top 5% of deprived wards nationally.

Barking Riverside, the proposed location for our Free School, is a distinct community on the southern edge of the Borough, defined by the A13 trunk road to the north and the River Thames to the south. It is particularly isolated and deprived, consisting of a neglected 1930s council estate and an extensive run-down industrial zone.

However, the Riverside area is also designated for major re-development and regeneration, with early phases of a substantial house-building programme already completed and plans for an eventual 12,000 new dwellings on reclaimed industrial land.

For some years parents in the area have had difficulty finding secondary places in over-subscribed local schools. This is now being exacerbated by a rapidly growing primary school population in the community – the established local primary school has just expanded from three to four forms of entry, a brand new three-form entry primary school has just opened, and a further one is planned.

### **What are we trying to do?**

We propose to set up a ten-form entry mixed secondary 11-18 Co-operative Free School in the Barking Riverside area. We are proposing a cost-effective new-build on a remediated brown-field site already designated for a secondary school.

### **What are our core beliefs?**

Our motto “Excellence for All” sums up our aims. Our Free School will deliver academic outcomes significantly above the national average on all key measures and develop personal qualities of confidence and resilience, to enable our students to lead successful lives and contribute positively to society.

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of students.

Our innovative curriculum model is based on the concept of three distinct mini-schools within the school, providing appropriately for students of differing aptitudes and abilities:

Highly Academic Mini-School– Approximately 50% of the cohort

Mixed Academic/Applied Learning Mini-School – Approximately 30% of the cohort

Supported and Inclusive Learning Mini-School - Approximately 20% of the cohort

We will ensure maximum flexibility for students to transfer between mini-schools as their needs change and develop.

Although innovative, this model has a proven track record in a successful local secondary school – Sydney Russell - and is very popular with parents.

The school will reflect the Co-operative movement’s values of Self-Help, Democracy and Equality. At the heart of the Co-operative vision for education is the engagement and participation of parents and the wider local community.



## What is our track record and readiness to deliver?

The Barking and Dagenham Co-operative Learning Partnership is able to draw upon the expertise of a range of experienced local Headteachers, educational consultants, financial managers and school building project managers.

A Project Team is working intensively on the Free School plans, centred on a successful [REDACTED] with [REDACTED] (including a [REDACTED] re-build) and an [REDACTED] with [REDACTED].

The Partnership has already set up a Shadow Governing Body, selected a Shadow Chair of Governors and identified a preferred Executive Headteacher Designate and Head of School Designate. It has entered into a collaboration agreement with a successful local secondary school – Sydney Russell - to act as Partner School to the Free School and provide a range of expertise and additional capacity.

At the request of the Local Authority, to meet the urgent need for school places in the Barking Riverside area, the Partnership has agreed to set up temporary Foundation Trust provision for 120 Year 7 students in September 2012, utilising spare classrooms in the newly-opened George Carey Primary School. Planning for this provision is well-advanced, with the secondment of an experienced local Vice-Principal as Head of School and the recruitment of six high-quality teaching staff.

## Why should we be approved as a Free School?

The Riverside Co-operative Free School will:

- Meet a pressing basic need for secondary school places in its locality
- Serve a highly disadvantaged community
- Reflect proven local demand for this particular Free School provision
- Expand the range of choices available to Barking and Dagenham parents
- Provide an innovative but proven model of educational provision to ensure “Excellence for All”
- Provide value for money in terms of both capital and running costs

The Barking and Dagenham Co-operative Learning Partnership is:

- Rooted in the community, representing parents and a range of stakeholders
- Broad-based and sustainable
- Committed to working in partnership with local schools and the Local Authority
- Able to draw upon a wide range of proven educational, financial and school building expertise
- Ready and able to deliver, run and sustain a new Free School efficiently and effectively

## Section C: Education Vision

### 1.0 WHY ARE WE SEEKING TO ESTABLISH RIVERSIDE CO-OPERATIVE FREE SCHOOL?

The Barking and Dagenham Co-operative Learning Partnership was formed two years ago in East London, bringing together a range of partners, including parents from the local community, local Primary, Secondary and Special School Headteachers, Barking and Dagenham College of Further Education, the University of East London, voluntary sector training provider Lifeline, the local Health Trust and local employers.

The Partnership is seeking to establish a Free School on Barking Riverside in order to:

- Respond to parental demand for a high-quality local secondary school in the disadvantaged and isolated area of Barking Riverside in East London, where currently parents struggle to find places in over-subscribed schools.
- Develop innovative educational provision, delivering “Excellence for All” using ‘mini-schools’ based on aptitude and ability.
- Help meet the rapidly rising basic need for secondary school places in the London Borough of Barking and Dagenham and the Barking Riverside area in particular.

#### 1.1 Location

Barking Riverside, the proposed location for our Free School, is a distinct community on the southern edge of the London Borough of Barking and Dagenham, defined by the A13 trunk road to the north and the River Thames to the south. It is particularly isolated and deprived, consisting of a neglected 1930s council estate and an extensive run-down industrial zone.

However, the Riverside area is also designated for major re-development and regeneration, with early phases of a substantial house-building programme already completed and plans for an eventual 12,000 new dwellings on reclaimed industrial land. Barking Riverside is part of the Thames Gateway development - one of the most significant regional developments in the UK. Its purpose is to regenerate the deprived East Thames area, through urbanisation of brown-field, former industrial land that flanks the Thames, in order to create new homes, communities and jobs

## 1.2 Disadvantage

Barking and Dagenham is one of the 10% most disadvantaged boroughs in the country

The particular disadvantage of the Barking Riverside community is stark, both in economic and social terms – this is in many ways a ‘forgotten’ community which has been denied access to quality provision of services. Thames Ward, where we hope our school will be situated, is in the top 5% of deprived wards in the country (ranking 386th of 7,932) and has 44% of children under 16 living in poverty.

## 1.3 Shortage of school places

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country and has been recognised as having the greatest need for new school places of all London boroughs. Based on student numbers already in primary schools, there will be a need for four new 10 form-entry secondary schools in the Borough within the next seven years.

Without the provision of new secondary school places, the shortfall in Year 7 places in the Borough will be 4 forms of entry in 2012, 19 forms of entry by 2016 and 42 forms of entry by 2020. On Barking Riverside the 0-19 population is projected to increase by 160% between 2011 and 2021.

Year	Forecast demand for Year 7 places based on current primary school rolls	Current Capacity on entry to Year 7 (September 2011)	Capacity required to meet Year 7 demand (including 5 per cent buffer)	Shortfall in Y7 places
2008-09	2,226	2,350		
2009-10	2,133	2,350		
2010-11	2,108	2,350	2,213	
2011-12	2,248	2,350	2,360	
2012-13	2,372	2,370	2,491	-121
2013-14	2,463	2,370	2,586	-216
2014-15	2,525	2,370	2,651	-279
2015-16	2,595	2,370	2,725	-355
2016-17	2,796	2,370	2,936	-566
2017-18	2,922	2,370	3,068	-698
2018-19	3,165	2,370	3,323	-853
2019-20	3,366	2,370	3,534	-1164
2020-21	3,442	2,370	3,614	-1244

Source: London Borough of Barking and Dagenham

#### 1.4 The community's desire for a local secondary school

There is currently no secondary school in the Barking Riverside area. For some years parents have had difficulty finding secondary places in over-subscribed local schools, forcing many children to undertake long journeys to schools some considerable distance from their homes, often not one of their parents' choices.

For the last seven years, no more than 10% of Year 6 students from Thames View Junior School – the established local primary school - have obtained a place at their nearest secondary school. The problems are now being exacerbated by a rapidly growing primary school population in the area – Thames View has just expanded from three to four forms of entry, a brand new three-form entry primary school – George Carey - has just opened, and a further one is planned.

#### 1.5 Developing innovation and delivering quality

The Barking Riverside community needs and deserves a secondary school which will utilise innovative but proven methods of curriculum delivery to ensure that all the young people achieve the very best outcomes they are capable of, both in academic terms and in terms of developing the key character traits of confidence and resilience which will enable them to succeed.

Riverside Co-operative Free School will organise learning in 'mini-schools' based on aptitude and ability. This will enable curriculum structure, pace and teaching styles to be appropriately targeted at students' needs, so that all can make rapid progress towards challenging academic targets.

The curriculum and styles of teaching and learning will also focus on developing the key character traits and skills of confidence, oracy and resilience (CORe) to enable our students to lead successful lives and contribute positively to society.

## 2.0 WHAT WILL BE THE KEY FEATURES OF THE SCHOOL?

- 11-18 age range, mixed gender
- 10 form entry – starting with 4 form entry in 2013, building to 10 form entry by 2017
- Non-religious in character
- Open to all, following the local Admissions Policy based on distance from the school
- Close links with an established successful local Partner School – Sydney Russell - to provide additional expertise and capacity
- Collaboration with the existing family of schools in the Borough and with the Local Authority
- Located in a cost-effective new build on Barking Riverside

### 3.0 WHAT WILL MAKE THE SCHOOL DISTINCTIVE?

#### 3.1 A strong ethos, underpinned by the principles of the global Co-operative movement

Although non-religious in character, the school will benefit from the same strong sense of purpose and over-arching set of values as successful church schools.

As a Co-operative Free School, supported by the national chain of Co-operative Trust, Academy and Free Schools and advised by the Co-operative College, the school will both practise in its own operations and seek to develop in its students the key Co-operative values of self-help, self-responsibility, democracy, equality, equity and community solidarity. Through the adoption of these values our students will gain a better understanding of their role as citizens and how they can help build a fairer society, both in the UK and globally.

The emphasis on these ethical and moral aspects is particularly important for the Barking Riverside community because of the need to support community cohesion in a rapidly changing and growing population.

#### 3.2 Innovative structures, with the school divided into three 'mini-schools' on the basis of students' aptitudes and abilities

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of students.

Our innovative curriculum model is based on the concept of three distinct mini-schools within the school, providing appropriately for students of differing aptitudes and abilities:

Highly Academic Mini-School– Approximately 50% of the cohort

Mixed Academic/Applied Learning Mini-School – Approximately 30% of the cohort

Supported and Inclusive Learning Mini-School - Approximately 20% of the cohort

We will ensure maximum for students to transfer between mini-schools as their needs change and develop.

Although innovative, this model has a proven track record in our successful local Partner School – Sydney Russell - and is already very popular with parents. Sydney Russell will provide consultancy expertise in operating this model to ensure it develops successfully at Riverside Free School.

Sydney Russell is one of the top four schools in the Borough, with results at or above the national average on every key indicator, despite serving a similarly disadvantaged intake to Riverside's. During the tenure of the current Headteacher, GCSE 5+ A\*-C has risen from 17% to 95%, GCSE 5+ A\*-C including English and Maths has gone up from 10% to 59% and A' Level Average Point Score Per Student has risen from 176 to 752. Parental preferences for transfer at Year 7 have increased from 375 in 2004 to 951 in 2011.

We believe this model will work particularly well for the Barking Riverside community because the mix of disadvantage and a widely spread prior attainment profile is best addressed with very clearly differentiated pathways.

### 3.3 A curriculum focused on achieving academic success for all but also on developing the key character traits of confidence and resilience

Our innovative mini-school structure will enable us to provide an appropriately differentiated curriculum for every child, and for teachers to adjust the pace and style of their lessons so that all students make rapid progress towards meeting challenging academic targets.

We will also ensure that, through the taught curriculum and through a wide range of enrichment activities, we provide the framework for students to develop the key character traits and of confidence and resilience. We believe that these traits are vital for success alongside academic achievement and that many students from disadvantaged communities in particular need help to build and sustain them in order to lead fulfilled lives and contribute positively to society.

We believe this is particularly important for students from the disadvantaged Barking Riverside community because, even with good academic results they will be competing for University and employment opportunities with students from more favoured backgrounds who will have tended to have picked up these key character traits by osmosis during their upbringing.

### 3.4 Teaching and Learning centred on interactive and dialogic approaches, to encourage student engagement and develop oracy and self-confidence

Our pedagogy will focus particularly on interactive and dialogic approaches in the classroom, using techniques such as interactive whole-class teaching, advanced assessment for learning processes and as much concentration on speaking and listening as on reading and writing.

Our classroom strategies will be designed to actively engage students in their learning and to develop their self-confidence and oral skills. We want our

students to have the confidence to express themselves clearly and fluently in any context, so that they can feel at ease wherever they aspire to be.

We believe this is particularly important for our students in order to explicitly develop independent learning skills and their ability to perform confidently in any situation they might find themselves in – skills which do not tend to develop naturally in disadvantaged communities such as Barking Riverside.

### 3.5 Intensive development of students' leadership skills

In line with Co-operative principles, we will develop students as active participants in the leadership and management of the school. As well as the usual school council and senior student (prefect) roles we will involve them in a Student Senior Leadership Team, shadowing the adult Senior Leadership Team, and in a Student Middle Leaders Team, carrying out key roles such as running the Student Council.

Most importantly, we will involve students in the continual improvement of teaching and learning, through the development of Student Learning Consultants, linked to subject departments to help improve lesson planning and delivery.

We believe this is particularly important for our students because the development of leadership skills – and the opportunity to practise them – will help them compete on a level playing field with those from more favoured backgrounds who may have had such skills developed through their upbringing.

### 3.6 Insistence on the highest standards of behaviour, uniform and mutual respect

We will have a zero-tolerance approach to disrupted learning, to bullying and to disrespectful behaviour. We will achieve this by using innovative but proven approaches to preventing and dealing with challenging behaviour.

We will expect all our students to wear our uniform correctly and with pride, as a symbol of their commitment to the ethos and values of their school.

We believe this is particularly important for our students in the disadvantaged community we hope to serve, because it will give them a firm foundation of good behaviour and pride in themselves to help them resist any temptations to indulge in anti-social, criminal or gang-related activity.



### 3.7 Strong involvement of the community, particularly through a local Co-operative Stakeholder Forum

We will set up a Co-operative Stakeholder Forum, using a model developed by Co-operative Trust Schools across the country, which will draw representatives from the following constituencies: students, parents, staff, community organisations and individuals.

The Stakeholder Forum will give the School a distinctive character and ensure that it is rooted in and accountable to its local community.

## 4.0 OUR ASPIRATIONS FOR ACHIEVEMENT

4.1 Riverside Co-operative Free School will provide an ethos where aspirations are raised and students encouraged to achieve their goals and ambitions through following appropriately differentiated pathways and through rigorous, high-quality subject teaching.

Our targets reflect the vision for Riverside School of “Excellence for All”. We seek to raise aspirations and enable all students to achieve challenging academic targets.

4.2 Our main academic targets for the school are that the number of students achieving five good GCSEs (A\*-C including English and Maths) 5 or more A\*- C GCSEs and the English Baccalaureate will be at least 10 percentage points above the national average in the first results, expected in 2018 and that all students will achieve 5 or more A\*-G at GCSE. At 16+ our target is to comfortably exceed national averages for points per student and per entry by the first set of Y13 results, expected in 2020.

On the basis of current national average figures, these targets would stand at:

	Current National	Target	for
Riverside			
5+ A*- G GCSE	94%	100%	
5+ A*-C GCSE	80%	90%	
5+ A*-C inc En & Ma GCSE	59%	69%	
EBacc	18% (50% likely by 2018)	60%	
A'Level Points Per Student	746	780	

4.3 For individual students the target will be to meet or exceed national expected levels of progress from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

4.4 However, we also aspire to develop our students as thoughtful, creative and enterprising young people who are ready to play an active role in their communities as contributing citizens. In particular, we seek to develop the key character traits and skills of confidence, oracy and resilience (CORE). We will measure progress in these areas by means of a four point scale – Basic/Developing/Effective/Outstanding - with the target that all students reach the Effective standard by the time they leave the school and a significant proportion are judged Outstanding.

#### 4.5 Other Targets and Success Criteria

We will set a range of other targets for success, including:

Student Attendance

Achievement and Progress of Key Groups

Exclusions

NEETs

Parental Satisfaction

Proportion of lessons graded Good or Outstanding

For more detail on each of these targets please see Section D: Education Plan  
– Part 2, Paragraph 4.3

## 5.0 HOW OUR CURRICULUM WILL REFLECT OUR ETHOS

### 5.1 Academic Curriculum

Students will be banded by ability and placed in one of three mini-schools, with a curriculum appropriate to stretch them, so that all students meet challenging targets.

Our aim is to ensure that at all stages and for all aspects of learning there will be a clear structure, a rigorous pace of learning and precise differentiation whilst maintaining the flexibility to switch pathways.

The curriculum will vary according to the pathway:

- Highly Academic Mini-School: Approximately 50% of the cohort

A traditional academic curriculum, with the expectation that students will achieve the very highest GCSE grades. All students following this pathway will achieve the English Baccalaureate.

- Mixed Academic/Applied Learning Mini-School: Approximately 30% of the cohort

A mixed academic and vocational/applied curriculum, with the expectation that students will generally achieve at least Grade Cs at GCSE. At least two thirds of students following this pathway will achieve 5 or more A\*-C grades at GCSE including English and Maths and at least one third will be expected to achieve the English Baccalaureate.

- Supported and Inclusive Learning: Approximately 20% of the cohort

In Key Stage 3, one teacher for half the week, concentrating on developing literacy, numeracy and social/emotional skills. In Key Stage 4, core GCSEs plus an individual programme including college or work-based learning. All students in this pathway will be expected to achieve 5 or more A\*-G at GCSE and at least half will be expected to achieve 5 or more A\*-C.

We believe this model will work particularly well for the Barking Riverside community because the mix of disadvantage and a widely spread prior attainment profile is best addressed with very clearly differentiated pathways. It reflects our ethos of high achievement for all and ensuring an equitable fair approach to provision.

## 5.2 Wider Curriculum – CORE

We will also ensure that, through the taught curriculum and through a wide range of enrichment activities, we provide the framework for students to develop the key character traits and skills of confidence, oracy and resilience. We believe that these traits are vital for success alongside academic achievement and that many students from disadvantaged communities in particular need help to build and sustain them in order to lead fulfilled lives and contribute positively to society.

We believe this is particularly important for students from the disadvantaged Barking Riverside community because, even with good academic results they will be competing for University and employment opportunities with students from more favoured backgrounds who will have tended to have picked up these key character traits by osmosis during their upbringing.

## 5.3 Enrichment

Our enrichment programme will reflect our ethos by giving every student further opportunities to develop key skills and personal qualities to prepare them for adult life.

The main opportunities for encouraging these qualities outside the taught curriculum will lie in a structured programme of enrichment activities taking place after the core school day, between 3.30 and 5.00 pm on Tuesdays, Wednesdays and Thursdays.

All students will be required to take part in a minimum of two enrichment activities per week. All options will be available to girls and boys and to students from all three mini-schools. However, guidance towards the most appropriate choices may be necessary for certain students, particularly the Gifted and Talented students and those needing intensive extra support.

For further details see Section D, Education Plan Part 2, Paragraph 1.10

## 6.0 LOCATION

Proposed location of Riverside School: on [REDACTED], Barking Riverside



## Section D: Education Plan – Part 1

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

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

<b>Year Group</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Yr 7</b>	120	120	180	240	300	300	300	300	300	300	300
<b>Yr 8</b>		120	120	180	240	300	300	300	300	300	300
<b>Yr 9</b>			120	120	180	240	300	300	300	300	300
<b>Yr 10</b>				120	120	180	240	300	300	300	300
<b>Yr 11</b>					120	120	180	240	300	300	300
<b>Yr 12</b>						72	72	108	144	180	180
<b>Yr 13</b>							58	58	86	115	144
<b>Total</b>	120	240	420	660	960	1212	1450	1606	1730	1795	1824

We are aware that, compared to most Free Schools, Riverside is proposing a slower build-up to capacity, with what will be the standard 10 forms of entry not beginning until Year 5 of operation.

The reasons for this are linked to our proposed new-build accommodation on a brown-field site, with a hoped-for completion date of September 2015. For at least the first two years of operation, therefore, we will have to be housed in temporary accommodation, using spare classrooms at George Carey Primary School. This spare accommodation is only able to house four forms of entry.

Whilst we are hopeful that construction can be completed ready for September 2015, we have been prudent in recognising that even this will be a very tight timetable and have therefore built in an assumption that there may well be slippage in this programme. The staggered build-up to 10 f.e. gives the flexibility to cope with any delay by the use of temporary demountable accommodation.

There is of course ample scope for reviewing this, accelerating the move to the standard intake number if all goes precisely to plan and the new school is ready for occupation in 2015.

The London Borough of Barking and Dagenham has one of the fastest-growing

school-age populations in the country. Based on student numbers already in primary schools, there will be a need for four new 10 form-entry secondary schools in the Borough within the next seven years – see table below.

Source: London Borough of Barking and Dagenham

Year	Forecast demand for Year 7 places based on current primary school rolls	Current Capacity on entry to Year 7 (September 2011)	Capacity required to meet Year 7 demand (including 5 per cent buffer)	Shortfall in Y7 places
2008-09	2,226	2,350		
2009-10	2,133	2,350		
2010-11	2,108	2,350	2,213	
2011-12	2,248	2,350	2,360	
2012-13	2,372	2,370	2,491	-121
2013-14	2,463	2,370	2,586	-216
2014-15	2,525	2,370	2,651	-279
2015-16	2,595	2,370	2,725	-355
2016-17	2,796	2,370	2,936	-566
2017-18	2,922	2,370	3,068	-698
2018-19	3,165	2,370	3,323	-853
2019-20	3,366	2,370	3,534	-1164
2020-21	3,442	2,370	3,614	-1244

In the Barking Riverside area there is particular pressure on secondary school places. For some years parents in the area have had difficulty finding secondary places in over-subscribed local schools. This is now being exacerbated by a rapidly growing primary school population in the community – the established local primary school has just expanded from three to four forms of entry, a brand new three-form entry primary school has just opened adjacent to the proposed site for our Free School, and a further one is planned. The surrounding nearest primary schools have also recently expanded: Gascoigne from 3 to 5 and Eastbury from 3 to 4 forms of entry.

The nearest existing secondary schools to the proposed site of the Riverside Co-operative Free School are Barking Abbey, Eastbury and Jo Richardson Community School. All these schools are heavily oversubscribed:

	Year 7 Places Available	Parental Preferences for 2012
Barking Abbey	270	1,393
Eastbury	300	666
Jo Richardson	240	1,019

In addition, the planned housing development of 12,000 new dwellings on Barking Riverside, whilst not needed in order to demonstrate current demand, will eventually generate an additional requirement for 480 additional places per



year group, using the standard planning calculation of 4 places per year group being generated for each 100 new homes.

## Section D: Education Plan – Part 2

### 1.0 CURRICULUM PLAN

#### 1.1 Mini-School Structure

The Riverside Co-operative Free School will be particularly distinctive in offering three clear pathways, differentiated by academic aptitude and ability, delivered in three 'mini-schools', with different curricula. This structure has operated successfully for many years at Riverside's Partner School, Sydney Russell, and is very popular with parents and students. Sydney Russell will support Riverside Free School in setting up and operating this model.

We believe this model will work particularly well for the Barking Riverside community because the mix of disadvantage and a widely spread prior attainment profile is best addressed with very clearly differentiated pathways.

We believe that delivering the curriculum at Riverside School through the mini-school differentiated pathways offers the best way for:

- achievement to be maximised
- each student to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- students to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained
- students to develop confidence and self-esteem, whilst competing with their peers
- pastoral programmes to be appropriately differentiated
- allowing efficiently for smaller group sizes for those needing additional support

Although innovative, this model has a proven track record in our successful local Partner School – Sydney Russell - and is already very popular with parents. Sydney Russell will provide consultancy expertise in operating this model to ensure it develops successfully at Riverside Free School.

Sydney Russell is one of the top four schools in the Borough, with results at or above the national average on every key indicator, despite serving a similarly disadvantaged intake to Riverside's. During the tenure of the current Headteacher, GCSE 5+ A\*-C has risen from 17% to 95%, GCSE 5+ A\*-C including English and Maths has gone up from 10% to 59% and A' Level Average Point Score Per Student has risen from 176 to 752. Parental preferences for transfer at Year 7 have increased from 375 in 2004 to 951 in 2011.

## 1.2 Student Allocation to Mini-Schools

On entry in Year 7 students will be placed in one of three bands of ability, based on their Key Stage 2 SATs results, cross-checked against online literacy and numeracy tests.

For the purposes of planning, the assumption will be made that on average approximately 50% of students will be placed in the Highly Academic pathway, 30% in the Mixed Academic/Vocational pathway and 20% in the Supported and Inclusive pathway.

These proportions are based upon two main indicators:

- Firstly, the proportions of students in the Local Authority achieving English and Maths KS2 SATS Levels 3 or below, Level 4 or Level 5. See Table below:

2011 Barking & Dagenham	Level 3 or below	Level 4	Level 5
Maths	22%	47%	31%
English	20%	55%	24%

These figures confirm the assumption of approximately 20% of students needing to be placed in the Supported pathway – all the Level 3s and below.

The lower half to two-thirds (approximately) of Level 4s generate the assumption of 30% in the Mixed Academic/Vocational pathway.

The top third to a half (approximately) of the Level 4s plus the Level 5s generate approximately 50% in the Highly Academic pathway.

- Secondly, many years' experience at the Partner School, Sydney Russell, which has a very similar intake to that likely at Riverside Free School, have shown these proportions to be based on accurate assumptions.

However, these proportions are not fixed and can be adjusted each year according to the needs and prior attainment of the actual cohort.

In order to place students in the appropriate mini-school we will look first and foremost at each student's Key Stage 2 English and Maths SATS results.

For many students placement will be very straightforward:

- Students with two Level 5s or one Level 5 and one Level 4 will be placed in the Academic pathway.

- Students with Level 3s or below in English and Maths will be placed in the Supported pathway
- Students with one Level 4 and one Level 3 will be placed in the mixed pathway

However, for students with two Level 4s a closer look at their prior attainment and potential is needed, to decide whether they are best placed initially in the Academic or Mixed pathways. In these cases, we will look in detail at their SATs results at mark level, taking particular notice of disaggregated Writing and Reading scores before making a decision.

In addition, all students will attend an evening induction session in July prior to the September of entry into Year 7 during which they will sit MidYis online Literacy and Numeracy tests. These are long-established national commercial online tests. The results of these tests will be used to cross-check the initial decisions on pathway allocation made using SATS results, to highlight any anomalies which merit closer investigation.

In all cases where decision on placement is not clear cut we will err on the side of initial placement in the higher pathway.

We will take particular care over the placement of EAL students. A high ability student with limited English language would be placed in the Highly Academic pathway. Average ability students with EAL would also be placed in the Highly Academic pathway initially to benefit from the higher standard of modelled English. Lower ability students with EAL will be placed in the Supported pathway with a programme tailored to maximise their progress and achievement. In all cases where appropriate, intensive one-to-one coaching will be provided for EAL students.

For students with specific barriers to learning such as Dyslexia, Dyspraxia or ADHD we will base placement in a pathway on their underlying overall ability and ensure that they are provided with additional support to succeed.

For academically Gifted students, when year group sizes allow, one then eventually two Gifted Tutor Groups will be identified within the Highly Academic pathway. These students will follow an enhanced academic programme including GCSE courses with enhanced options such as an additional modern foreign language, a musical instrument to exam standard and early entry in certain subjects where appropriate.

### 1.3 Movement between Mini-Schools

There will be ample flexibility for students to move between mini-schools as their needs and aptitudes develop and change.

Once a term students and their parents will receive a formal assessment against their targets in each subject. These progress reports will be analysed by Heads of Year and the Deputy Head in charge of Student Support to identify any students who would benefit from a change of pathway, either because they are performing above the expected level for their current mini-school or are showing signs of needing additional support. Movement between pathways will mainly take place at the start of a new academic year but may sometimes be appropriate at the start of a new term within the year. If numbers justify it, an additional Tutor Group may be created within a pathway to ensure there is no artificial limit to the numbers in any mini-school.

#### 1.4 Tutor Group Structure

Once allocated to a mini-school students will be placed in a mixed tutor group within that pathway. Tutor Group sizes will vary between mini-schools – 32 in the Highly Academic pathway, 26 in the Mixed pathway and 20/21 in the Supported pathway.

A typical Year 7 Tutor Group structure at full capacity with a year group of 300 would look like this (300 students divided into 11 Tutor Groups):

##### Highly Academic Mini School

7HR – 32 Students

7HI – 32 Students

7HV – 32 Students

7HE – 32 Students

7HS – 32 Students

##### Mixed Academic/Vocational Mini-School

7MI – 26 Students

7MD – 26 Students

7ME – 26 Students

##### Supported/Inclusive Mini-School

7SC – 20 Students

7SH – 20 Students

7SO – 20 Students

Tutor Groups will be organised in a traditional Year Group structure with a Head of Year and Deputy Head of Year for each Year Group.

#### 1.5 Groupings for Lessons

All lessons will take place only with students in the same pathway.

Some subjects in some years will teach in Tutor Groups, others will set in their subject within the mini-school. These decisions will be arrived at in consultation

between Heads of Subject and the Deputy Head in charge of Curriculum/Teaching and Learning.

In the Highly Academic and Mixed pathways, students will be placed in smaller than Tutor Group-sized groups for practical subjects such as Science, Design Technology and Art.

#### 1.6 Highly Academic Mini-School– Approximately 50% of the cohort

Students following this pathway are bright with high potential and will therefore benefit from following a traditional academic curriculum, with the expectation that they will achieve the very highest GCSE grades – mainly A\*, A and B - moving on to A' Levels in the Sixth Form and University entrance. All students following this pathway will achieve the English Baccalaureate.

At GCSE all students will be expected to study the core GCSE subjects – English, English Literature, Maths and Science - plus at least one Modern Foreign Language and a Humanity and most will take all three separate Sciences. This pathway is ideal for Gifted and Talented students and those with above-average prior attainment. All students following this pathway will be expected to achieve the English Baccalaureate.

### Subjects and Periods Per Week for Highly Academic Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEAR 7</b>			<b>YEAR 8 + 9</b>		<b>YEAR 10 + 11</b>
English	3		English	3	English
Maths	4		Maths	4	Maths
Science	3		Science	3	Science
French	2		French	2	Civics
German	2		Geography	2	PE
Geography	2		History	2	
History	2		PE(inc. Dance)	2	History or Geography
Civics (inc RE, PSHE and Citizenship)	1		Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)
Technology	1		ICT	2	French or German
ICT	1				
PE(inc. Dance)	2		<b>+ 2 options at 2 periods each chosen from:</b>		<b>+ 2 GCSEs at 3 periods each from:</b>
Art	1		Design Technology		Art
Music	0.5		Computer Science		German
Drama	0.5		Art		Business Studies
			Music		History
			Drama		Dance
			Dance		ICT
			R.E.		Media Studies
			German		Economics
					Music
					P.E.
					Product Design
					Triple Science

Total number of GCSEs taken by students in the Highly Academic pathway = 8 (or 9 if Triple Science taken). We believe that 8 subjects is sufficient to provide breadth but enables maximum levels of achievement.

All students in this pathway will take a combination of subjects leading to the English Baccalaureate.

Lessons in the Highly Academic pathway will be characterised by the highest academic expectations, fast pace and the early development of students as independent inquisitive learners taking responsibility for their own and other's learning. The atmosphere will be one of competitive but co-operative endeavour where students thrive under pressure.

The skills of speaking and listening will be developed to the highest level, with regular opportunities for student presentations to the whole class, lively debate and focussed group work.

The key character traits of confidence and resilience will be developed through the approaches to teaching and learning outlined above, with students helped to develop high levels of self-confidence and the strategies to deal with set-backs in a positive frame of mind.

#### 1.7 Mixed Academic/Vocational Mini-School– Approximately 30% of the cohort

Students following this pathway are generally of average prior attainment but with significant potential and will therefore benefit from following a mixed academic and vocational/applied curriculum, with the expectation that they will achieve at least Grade C at GCSE, moving on to A' Levels or Level 3 vocational courses. At least two thirds of students following this pathway will achieve 5 or more A\*-C grades at GCSE including English and Maths and at least one third will be expected to achieve the English Baccalaureate. All will be expected to achieve 5 or more A\*-C at GCSE.

At Key Stage 4, students will study the core GCSEs – English, English Literature, Maths and Science - and then choose two applied learning or vocational courses alongside additional GCSE options.

In addition the Young Apprenticeship programme will be offered through the Barking & Dagenham Apprenticeship scheme to allow Key Stage 4 students to get a taste of work and experience the reality of the workplace. Some students may also have the opportunity to transfer for full or part time learning to the new Skills Centre, an offshoot of the local FE College, where a range of vocational options are planned.

This pathway is ideal for students with average prior attainment. All students following this pathway will be expected to achieve 5 or more A\*-C grades at GCSE including English and Maths and at least half will be expected to achieve the English Baccalaureate.



Subjects and Periods Per Week for Mixed Academic/Vocational Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEAR 7 + 8</b>		<b>YEAR 9</b>		<b>YEAR 10 + 11</b>	
English	4	English	4	English	4
Maths	4	Maths	4	Maths	4
Science	3	Science	3	Science	3
French	2	French	3		
Geography	2	P.E .	2	P.E.	1
Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1
PE(inc. Dance)	2	ICT	2	<b>+ 2 Vocational Level 2 Options for 3 periods each from:</b>	
ICT	2			Art	Media studies
History	2	History or Geography	2	ICT	Performance Studies.
Technology	1				
Art	1	<b>+ 2 options</b>		<b>+ 2 GCSE Options</b>	
Music	0.5	<b>at 2 periods each from:</b>		<b>at 3 periods each from:</b>	
Drama	0.5	Product Design		Art	History
		Food Tech.		Business Studies	ICT
		Art		Child Development	Media Studies
		Music		Dance	Music
		Drama		Drama	P.E.
		History		Food Tech.	Performance Studies
		Dance		Geography	Product Design
		P.E.		French	
		R.E.			
		Geography			

Total number of GCSEs taken by students in the Mixed Academic/Vocational pathway = 8 (including two vocational equivalents). We believe that 8 subjects is sufficient to provide breadth but enables maximum levels of achievement.

At least half of the students in this pathway will be expected to take a combination of subjects leading to the English Baccalaureate.

Lessons in the Mixed Academic/Vocational pathway will be characterised by challenging expectations, a steady pace to enable consolidation of learning and the phased development of students as independent learners taking responsibility for their own learning. The atmosphere will be one of collaborative endeavour where students feel challenged but supported to meet their targets.

The skills of speaking and listening will be developed to a high level, with regular opportunities for student presentations, debate and focussed group work.

The key character traits of confidence and resilience will be developed through the approaches to teaching and learning outlined above, with students helped to develop high levels of self-confidence and the strategies to deal with set-backs in a positive frame of mind.

#### 1.8 Supported and Inclusive Learning Mini-School – Approximately 20% of the cohort

Students following this pathway are of below-average prior attainment and will therefore benefit from following a supportive curriculum tailored to their needs. All students in this pathway will be expected to achieve 5 or more A\*-G at GCSE and at least half will be expected to achieve 5 or more A\*-C.

In Key Stage 3 they will have one teacher for half their week, concentrating on developing literacy, numeracy and social/emotional skills. In this Literacy Focus Group structure, a single teacher will cover the curriculum areas of English, History, Geography and Civics but use these primarily as vehicles for improving literacy, numeracy and social/emotional skills. There is an added benefit for these students in building a close relationship with one teacher on a primary school model.

In Key Stage 4 most will study the core GCSEs – English, English Literature, Maths and Science - and then have an individual programme tailored to their needs, which might include college or work-based learning alongside vocational or applied qualifications, leading to employment or further training. This pathway is ideal for students entering the school with additional learning needs.

## Subjects and Periods Per Week for Supported/Inclusive Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEARS 7 + 8</b>		<b>YEAR 9</b>		<b>YEAR 10 + 11</b>	
Literacy Focus Group (inc English, History, Geography Civics) Taught by one teacher	8	Literacy Focus Group (inc English, History, Geography, Civics) Taught by one teacher	8	English	4
Maths	5	Maths	4	Maths	4
Science	3	Science	3	Science	4
French	2	French	3	Civics	1
PE (inc. Dance)	2	PE (inc. Dance)	2	PE	1
ICT	2	ICT	1		
Technology	1			Voc. L2 ICT	3
Art	1	<b>+ 2 options at 2 periods each from:</b>		Voc. L2 Media Studies	2
Music	0.5				
Drama	0.5	Product Design		<b>+ 2 GCSE Options at 3 periods each from:</b>	
		Food Tech.		Art	P.E.
		Art			
		Music		Child Development	Performance Studies
		Drama		Food Tech.	Product Des

Total number of GCSEs taken by students in the Supported/Inclusive pathway = 8 (including two vocational equivalents). We believe that 8 subjects is sufficient to provide breadth but enables maximum levels of achievement.

All students following this pathway will be expected to achieve 5 or more A\*-G grades at GCSE including English and Maths.

Lessons in the Supported/Inclusive pathway will be characterised by clear structure and expectations, a pace appropriate to support students who need to reinforce basic learning and reach key threshold levels of learning. Teachers will almost always be supported by at least one Teaching Assistant, often more.

Students will be helped to build upon their learning and gradually develop as more independent learners. The atmosphere will be one of supportive collaboration where students feel that their needs are being effectively met and all are making progress together.

The skills of speaking and listening will be continually practiced with regular opportunities for focussed group work and teacher student oral interaction.

The key character traits of confidence and resilience will be developed through the approaches to teaching and learning outlined above, with students helped to improve their often low levels of self-confidence and self-esteem and given guidance to deal with set-backs in a positive frame of mind.

## 1.9 Post-16 Curriculum

Riverside Free School will become part of a well-established and successful local 16+ consortium – the Southern Consortium - comprising four schools, which already has around 900 16-19 year-old students.

The majority of provision Post-16 will be at A' Level (five hours teaching time per week, per course) with a wide range of subjects available – approximately 15 on the Riverside site and a further 15 across the Southern Sixth Form Consortium. There will also be a small number of Level 3 and Level 2 Vocational courses offered on site, again with a wider range available across the consortium. In addition, there will be an extensive enrichment programme offered, to include the Extended Project and visits to Higher Education Institutions.

Riverside students will benefit from the wide subject choice available through the consortium and will enjoy a rich curriculum which prepares them for independent learning and living when they leave school.

We will ensure that all young people receive personalised careers guidance to steer them towards positive training and employment goals and ensure that the number of NEETs is kept at an absolute minimum.

Barking & Dagenham College of Further Education is a key partner, represented on both the Board of Trustees and the school's Shadow Governing Body, offering access for young people on a full and part-time basis to vocational pathways with high quality facilities and learning opportunities.

Current Southern Consortium Level 3 Offer – As will be available to Riverside Free School students:

AS Accounts  
AS Applied Art and Design  
AS Applied Business  
AS Applied Dance  
AS Art  
AS Biology  
AS Business Studies  
AS Chemistry  
AS Dance  
AS Drama  
AS Drama & Theatre  
AS Economics  
AS Electronics  
AS English Literature  
AS Film Studies  
AS French  
AS Geography  
AS German  
AS Government & Politics  
AS History  
AS ICT  
AS Law  
AS Mathematics  
AS Media Studies  
AS Music  
AS Music Technology  
AS OCR Applied ICT  
AS Photography  
AS Physics  
AS Product Design  
AS Psychology  
AS Religious Studies (Philosophy & Ethics)  
AS Sociology  
BTEC Diploma in Business Studies  
BTEC Diploma in Performing Arts  
BTEC Diploma in Sports Science  
BTEC Extended Diploma in Applied Science  
BTEC Extended Diploma in Business  
BTEC Extended Diploma in Health and Social Care  
BTEC Extended Diploma in ICT  
BTEC Extended Diploma in Sports Science  
BTEC Subsidiary Diploma in Textiles  
BTEC Subsidiary Diploma in Acting  
BTEC Subsidiary Diploma in Art & Design (Multi Media)  
BTEC Subsidiary Diploma in Business

BTEC Subsidiary Diploma in Dance  
BTEC Subsidiary Diploma in Engineering  
BTEC Subsidiary Diploma in Hospitality and Catering  
BTEC Subsidiary Diploma in Media Studies  
BTEC Subsidiary Diploma in Music  
BTEC Subsidiary Diploma in Music (Composing)  
BTEC Subsidiary Diploma in Science  
BTEC Subsidiary Diploma in Sport  
BTEC Subsidiary Diploma in Sport  
BTEC Subsidiary Diploma in Sports Science  
BTEC Subsidiary Diploma in Travel & Tourism  
BTEC Subsidiary Diploma in Travel and Tourism  
OCR Applied ICT (2 year course)  
OCR National Extended Diploma in Art  
OCR National Extended Diploma in ICT  
OCR National Extended Diploma in Media

Current Southern Consortium Level 2 Offer – As will be available to Riverside Free School students:

Art  
Beauty  
Business  
Childcare (Cache)  
Engineering  
Hairdressing  
Hospitality & Catering  
ICT

Current Southern Consortium Level 1 Offer – As will be available to Riverside Free School students:

ESOL  
SEN (Workskills)  
BTEC Engineering (with Functional Skills)

#### 1.10 Enrichment Curriculum

In addition to academic targets the Riverside Free school will expect students to achieve success in “soft” targets which show how confidence, resilience and oracy are being developed.

We believe this is particularly important for students from the disadvantaged Barking Riverside community because, even with good academic results they will be competing for University and employment opportunities with students from more favoured backgrounds who will have tended to have picked up these key character traits by osmosis during their upbringing.

The main opportunities for encouraging these qualities outside the taught curriculum will lie in a structured programme of enrichment activities taking place after the core school day, between 3.30 and 5.00 pm on Tuesdays, Wednesdays and Thursdays.

All students will be required to take part in a minimum of two enrichment activities per week chosen from the list below, from different columns. All options will be available to girls and boys and to students from all three mini-schools. However, guidance towards the most appropriate choices may be necessary for certain students, particularly the Gifted and Talented students and those needing intensive extra support.

Academic Extension and Support	Music	Sport and Arts
Mandarin German French Latin Reading Recovery Maths Support Computer programming Chess Debating Politics Film Club Book Club	Brass Band Jazz Band Choir Vocal Group Guitar String Group Recorder Group Song Writing Woodwind Group Keyboards Rock Band Musical Appreciation	Craft Club Drama Art and Animation Dance Basketball Fitness Badminton Gymnastics Table Tennis Netball Tramplining Football Rugby Cricket Golf Tennis Athletics

Note: The list above is a proposed offer for when the school is operating at full capacity. In the years leading up to this a reduced set of options will be available.

In addition access to learning resources, library, ICT and Homework Support will be available every day before school from 7.30 am and during Breaks and after school till 5.00 pm Monday – Thursday.

A range of other enrichment activities will be available during the year, including:

- Duke of Edinburgh's Award Scheme
- Volunteering
- Residential visits, in the UK and overseas
- Field trips
- International dimension: links with schools overseas

Visits to galleries, museums, theatres and concerts  
Individual music lessons  
Music, Dance and Drama Performances

Student attendance, participation and achievement in enrichment activities will be recorded and will contribute to their annual assessment on a four-point scale for Confidence, Oracy and Resilience (CORe).

We have allocated significant sums - [REDACTED] a year when at capacity – to ensure that the enrichment programme can be properly funded. We intend to employ the services of a range of external coaches and tutors to deliver the programme, as well as tapping into the enthusiasms and expertise of staff.

## 1.9 ICT

We believe that ICT can have a major impact on achievement but only if it is available as and when needed, without the need for preparation or booking of specialist rooms

Our vision for ICT at Riverside Free School is therefore based on providing 32 PC workstations in every general-purpose classroom, together with appropriate numbers of workstations in practical areas, eg eight in each Science laboratory.

This model has already been successfully implemented at our Partner School – Sydney Russell. We have allocated significant sums in our budget proposals - [REDACTED] a year when at capacity - to bring this vision to reality.



## 2.0 SCHOOL TIMETABLE AND CALENDAR

### 2.1 Structure of the School Day and Year

Riverside Free School intends being part of the Southern Consortium Sixth Form partnership and to develop close links with the wider family of secondary schools in the borough and its feeder primaries. Therefore, the basic core structure of the school day and year and term dates will be in line with local agreements.

However, in addition to the core operating hours and term dates, we will provide extension activities, some compulsory some voluntary, at the end of the core school day and during weekends and holidays.

### 2.2 Timings of the Core School Day

Registration	8.40	9.00	
Period 1	9.00	10.00	
Period 2	10.00	11.00	
BREAK	11.00	11.30	30 Minute Morning Break
Period 3	11.30	12.30	
Period 4	12.30	1.30	
LUNCH	1.30	2.00	30 Minute Lunch
Period 5	2.00	3.00	

The timings of the core day will be the same for all three mini-schools. This is essential in order to enable maximum flexibility in the allocation of staff on the school timetable.

### 2.3 Calendar for Academic Year 2013-14

- Term 1 - Monday 2 September 2013 to Friday 25 October 2013
- Term 2 - Monday 4 November 2013 to Friday 20 December 2013
- Term 3 - Monday 6 January 2014 to Friday 14 February 2014
- Term 4 - Monday 24 February 2014 to Friday 4 April 2014
- Term 5 - Tuesday 22 April 2014 to Friday 23 May 2014
- Term 6 - Monday 2 June 2014 to Tuesday 22 July 2014

Following years will follow a similar pattern.

## 2.4 Extended School Day and Year

We propose to extend the school day for students, opening at 7.30 am every day and, on three days a week (Tuesdays, Wednesdays and Thursdays) continuing till 5.00 pm to enable a wide range of sports, clubs and extended learning opportunities. A full range of after-school clubs, homework clubs, breakfast clubs and arts activities will be provided, e.g. dance, drama, arts, crafts, sports activities.

Over time, the school will develop a range of weekend and holiday opportunities in association with other local providers, offering both academic extension activities and activities designed to provide breadth and challenge to prepare students for the demands of 21<sup>st</sup> century life. These will build on the extended day enrichment activities listed in 1.10 above in the light of the popularity of the various options.

## 2.5 Organisation of Tutor Groups in Year Group Structure

Once allocated to a mini-school students will be placed in a mixed tutor group within that pathway. Tutor Group sizes will vary between mini-schools – 32 in the Highly Academic pathway, 26 in the Mixed pathway and 20/21 in the Supported pathway.

A typical Year 7 Tutor Group structure at full capacity with a year group of 300 would look like this (300 students divided into 11 Tutor Groups):

### Highly Academic Mini School

7HR – 32 Students

7HI – 32 Students

7HV – 32 Students

7HE – 32 Students

7HS – 32 Students

### Mixed Academic/Vocational Mini-School

7MI – 26 Students

7MD – 26 Students

7ME – 26 Students

### Supported/Inclusive Mini-School

7SC – 20 Students

7SH – 20 Students

7SO – 20 Students

Tutor Groups will be organised in a traditional Year Group structure with a Head of Year and Deputy Head of Year for each Year Group.

## 2.6 Groupings for Lessons

All lessons will take place only with students in the same pathway.

Some subjects in some years will teach in Tutor Groups, others will set in their subject within the mini-school. These decisions will be arrived at in consultation between Heads of Subject and the Deputy Head in charge of Curriculum/Teaching and Learning.

In the Highly Academic and Mixed pathways, students will be placed in smaller than Tutor Group-sized groups for practical subjects such as Science, Design Technology and Art.

## 2.7 Pastoral System

The Pastoral System at Riverside School will concern itself with exactly what our academic organization concerns itself with: the learning of our students. We will start from the premise that academic success is actually what most students want from school - and so the task of our Pastoral staff will be to take this demand seriously.

We will take the welfare of each child seriously because we recognize that social and emotional wellbeing are prerequisites for good learning and through our pastoral organization each student will feel known and cared for.

At Riverside School we will operate a year team structure and all of our students will be members of a tutor group. Form Tutors will move up with their form through years 7 to 11. This will give them a base and a key member of staff who knows them.

When students start at Riverside they will be placed in a pathway banded according to ability. This system will ensure that students settle quickly and happily into new surroundings and adapt to the demands which are made on them in their studies.

At the heart of this process will lie the learning conversation between student and tutor in which the central question will be "Are you making better than expected progress?" This discussion will create an agenda for action.

The role of Pastoral staff at all levels in will be to be concerned with the personal and academic welfare of students. The form tutor will be parents' first point of contact, as the form tutor will have an overview of their progress and will be able to guide and support them through the many decisions faced during secondary education.

We regard Year 7 as a foundation year in which the Form Tutor's role is to ensure that students settle quickly into their new environment. In Years 7 and 8

the tutors will deliver a pastoral programme through daily tutor periods. In addition to this there will be a Civics (PSHEE and Citizenship) course which will be taught for one period a week by a specialist team rather than the tutors.

The Pastoral system will be overseen by the Deputy Head (Student Support) who will take a strategic view of students' social and academic progress. The day to day work of the tutors will be co-ordinated by Heads of Year.

The Head of Year will have oversight of a whole year group and will be responsible for supporting, guiding and monitoring their academic, personal and social progress. They, too, will move through the school with their year group. At Riverside being a Year Head will be much more than resolving disputes, dealing with any poor behaviour and challenging bullying, important though these are. The key role of our pastoral team will be to support the work of departments by ensuring students arrive at lessons ready to learn. All year groups will be supported by a Learning Mentor.

Parents will meet their children's teachers and tutors at Parent Consultation Evenings and Performance Reviews, but will be encouraged to contact individual staff if they have any particular concerns. A full written report will be sent home once a year with a summary progress report in the other two terms.

### 2.7.1 The Role of the Tutor

The Form Tutor's role will be central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

The form tutor will:

- Set the "tone" for the day; create a positive ethos; establish/encourage good student/teacher, student/student relationships; develop both a Tutor Group and a school spirit and identity.
- Encourage high standards of work, behaviour and dress in students, and liaise with the Year Head; reward achievements positively and implement, where necessary, appropriate sanctions.
- Promote, maintain and monitor attendance and punctuality. Ensure any absence of more than three days is checked with the Year Head. Alert Year Head to any patterns of, or suspicious, absences.
- Actively supervise students in Assemblies. Form Tutors will be encouraged to help with the organisation and to participate in all aspects of the assembly.
- Monitor and intervene in the effective use of the Student Planners.

- Monitor and review students' academic progress across the curriculum using the data provided.
- In consultation with the Year Head follow through concerns and issues about learning with subject areas and parents,.
- Keep parents fully involved regarding students' progress.
- Know all members of the Tutor Group and maintain the individual profile of each student.
- Be a good role model.
- Create positive relationships and foster mutual respect.
- Be consistent and fair, and act as a mediator for the students in the group.
- Have very high expectations of the individual Tutor Group members.
- Focus students' minds on achievement through learning.

### 2.7.2 Tutorial Programme of Study

A tutorial programme of study will be developed for each tutor period and will create the foundation of promoting student well-being in addition to PSHEE and Citizenship lessons.

The tutorial programme of study will be meticulously planned yet flexible enough to meet the needs of different tutor groups and individuals. The sessions will be led through the structured assemblies programme. The tutorial programme for each year will be shared with all teachers to create the opportunity to develop these themes during lessons. The programme is centred on SEAL and the five priority outcomes of Every Child Matters.

#### Sample Tutorial Programme

Monday: Assembly

Tuesday: Literacy Focus

Wednesday: Revision books/Learning Conversation

Thursday: Debate/Learning Conversation

Friday: Numeracy Focus

### 2.7.3 The Learning Conversation

The term 'learning conversation' can describe many teacher-student interactions; reviews, mentoring, one-to-ones. In this programme it will be a very specific form of interaction between an adult and a small group of learners.

Learning conversations are periodic, small group discussions to develop an ongoing dialogue with learners about their progress and preferences in learning. They are a forum for reviewing how, as well as what, learners learn and so will help:

- the negotiation of targets and choices in learning;
- learners to plan, organise and reflect on their learning more effectively;

- learners to make the best use of opportunities for learning in a range of settings and at home;
- schools to personalise provision more closely.

The Learning Conversation is a new and distinctive process for discussing learning with learners. However, it builds on successful, established learning approaches, such as:

- mentoring;
- academic reviews;
- tutoring.

It combines a more precise and effective language for learning with a form of conversation in which coach and learners are partners in a dialogue about learning. It builds on tried and tested classroom initiatives including:

- guided learning;
- shared starters;
- plenary reviews and reflection.

The Learning Conversation offers a supportive forum. Learners can build on their capacity and motivation to learn. Group interaction develops students' self image and understanding of themselves as learners. Learners are coached within a small group and encouraged to negotiate targets and make informed choices about learning. This can help them to raise their confidence, motivation and engagement and to transfer their learning to different subjects and contexts.

In short it is about accelerating learner maturity and developing reflective and self-directed learners.

The Learning Conversation is not simply about group discussions amongst learners. For the teacher, mentor, assistant or older peer student, their coaching role within in the group is critical to:

- extend the range of conversation;
- introduce concepts and vocabulary;
- challenge perceptions;
- talk as a learner;
- make links between the discussion and applying learning skills in and beyond school.

A key role is to listen and build on what the learners say. The coach uses conversation to elicit as much as possible from learners, enabling them to construct their own understanding and to carry this forward into action.

In summary The Learning Conversation features:

- cyclical small group discussions about progress and learning;
- a number of sessions forming an ongoing dialogue;
- groups usually involving between two to four learners;
- conversation lasting 20 to 30 minutes;
- an explicit focus on learning skills, strategies and attitudes;
- attention to the personal learning needs and characteristics of the individuals involved;
- agreement of a portable target to apply in different subjects and contexts.

### 3.0 MEETING THE NEEDS OF STUDENTS WITH DIFFERING ABILITIES

The differing needs of most students will be met by the differentiated three pathways at Riverside School but there will be some for whom additional support will be needed.

#### 3.1 SEN Strategy at Riverside Free School

Our inclusive policies and practices at Riverside School will meet the needs of all students with SEN and Disability. We will follow all Government guidelines, including in the Code of Practice, The Disability Discrimination Act 2005 and the Disability Equality Duty.

Our aim is for all students with SEN to achieve the highest standards of which they are capable and to reduce the gaps in attainment between different groups of students. Our Special educational needs provision will cater for the requirements of students with learning difficulties and physical and sensory disabilities. Riverside School will promote access for, and encourage positive attitudes towards, disabled people. Students with disabilities will be able to participate fully in the life of the school and will have a key role in developing school policies which recognise their particular needs. This will involve utilising additional, temporary and/or extended support which we will keep under constant review.

#### 3.2 SEN aims of Riverside Free School

We will:

- ensure that all students have access to a broad and balanced curriculum.
- ensure all staff are responsible for supporting their achievements and well being.
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure the identification of all students requiring SEN provision as early as possible in their school career.
- ensure that SEN students take as full a part as possible in all school activities.
- ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision.
- develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEN legislation
- maintain effective links with local primary schools and external agencies



### 3.3 Inclusion Team

The Assistant Headteacher with responsibility for Inclusion will be a member of the Leadership team and will manage an inclusion team consisting of:

- The school's SENCo,
- Looked After Children Co-ordinator,
- EAL Co-ordinator,
- Gifted and Talented Co-ordinator,
- Learning Support Centre Lead
- Literacy Focus Lead.

### 3.4 The Role of the SENCo

Responsibilities will include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for students with SEN.
- Liaising with and giving advice to fellow teachers.
- Managing Learning Support Assistants.
- Overseeing students' records.
- Liaising with the parents.
- Making a contribution to Inset.
- Liaising with external agencies, Local Authority support services, Health and Social Services, Careers Service and voluntary bodies.

The effective co-ordination of staff by the SENCo will entail making colleagues aware of:

- The roles of all participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEN students.
- The commitment required by staff to keep the SENCo well informed about students' progress.
- Mechanisms that exist to allow teachers access to information about SEND students.
- What exactly constitutes a "level of concern" and at which point School Action is initiated.
- Mechanisms that exist to alert the SENCo to such "levels of concern".
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

Additionally, parents will be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### 3.5 The Role of the Governing Body

The Riverside Free School's Governing Body's responsibilities to students with SEN will include:

- Ensuring that provision of a high standard is made for SEN students.
- Ensuring that a "responsible person" is identified to inform Governors about all aspects involved with teaching and supporting Statemented students.
- Ensuring that SEN students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEN policy.
- Reporting to parents on the school's SEN Policy including the allocation of resources from the School's devolved/delegated budget.

### 3.6 The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities will include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN students.
- Collaborating with the SENCo to decide the action required to assist the student to progress.
- Working with the SENCo to collect all available information on the student.
- In collaboration with the SENCo, develop learning targets for SEN students.
- Working with SEN students on a daily basis to deliver the individual programme agreed in conjunction with the SENCo.
- Developing constructive relationships with parents.
- Being involved in the development of the School's SEN policy.

### 3.7 Early Identification

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress

For students with identified SEN the Head of School, SENCo, literacy and numeracy coordinators and pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months.
- Use evidence obtained by teacher observation/assessment and tracking.
- Use performance in N.C. judged against level descriptions.
- Assess student progress in relation to Literacy and Numeracy targets.
- Identify the student's skills as well as areas that require support.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve students in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach.

### 3.8 Assessment

Assessment is the process by which students with SEN can be identified. Assessment tools to be utilised at Riverside School will include:

- Screening/diagnostic tests such as the Lexia Lucid Rapid Assessment for Dyslexia.
- Reports or observations.
- Records from feeder schools, etc.
- Information from parents.
- National Curriculum results.
- External exam results.
- Student portfolios.

At Riverside School we will adopt a whole-school approach to SEN policy and practice. All teachers are responsible for identifying students with SEN and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage.

### 3.9 The Range of Provision

Students identified as having SEN are, as far as is practical, fully integrated into mainstream classes. Through systematic collaboration with our Primary feeder schools there will be an early identification of needs. Appropriate provision and improved accessibility to specialised resources will be made available as required and every effort will be made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2002 makes it clear that all teachers are teachers of students with special educational needs.

The main methods of provision made by Riverside School will be:

- Full-time education in classes in the appropriate pathway, with additional help and support by class teacher/subject teachers and teaching assistants.
- Differentiated Curriculum: Supported and Inclusive Learning Pathway. In Key Stage 3 these students will have one teacher for half their week, with each class supported by a Teaching assistant, concentrating on developing literacy, numeracy and social/emotional skills.
- In Key Stage 4 most will study the core GCSEs and then have an individual programme tailored to their needs, which might include college or work-based learning alongside vocational or applied qualifications, leading to employment or further training.
- Support from specialists within class or as part of a withdrawal programme.
- The school will provide tailored personal support for individual SEND students with more complex needs, via the school's SEN specialist staff. In the first two years of the school's existence, while overall numbers are low, specialist SEND support will be bought in according to individual need from local providers such as the partner school or the local authority.
- Attendance at a Learning Support Centre within the School, full or part-time.

### 3.9.1 Classroom and other facilities

- Each classroom will be inclusive. We will endeavour to build classrooms that are large enough to give easy access for wheelchairs and which enable students to use ICT either from desktop or handheld technology; low-level IT stations will be installed.
- Where students have sensory disabilities there will be hearing loops available and teaching materials will be devised which address suitable print size, colour and design.
- Students with dyslexia or dyspraxia will gain confidence through positive use of technology, for example, to address spelling and presentation difficulties. Large print and magnified computer screens will be made available for visually impaired students so that they can remain with their peers in most teaching environments.
- However, specialist programmes will also be included for individuals when necessary. Other specific difficulties such as ADHD or autism will have access to quiet rooms in order to provide an appropriate working environment.
- In considering initial design briefs for the new Riverside School we have taken account of SEND and allowed for a range of teaching spaces to meet their varied learning needs.

### 3.10 Links with External Agencies/Organisations

Riverside School recognises the important contribution that external support services make in assisting to identify, assess and provide for, SEND students.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational Psychologists.
- Medical Officers.
- Speech Therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.
- Child and Family Consultation Service.
- Counsellors.
- Trinity Special School: we will build on this partnership with Trinity School so that our teaching staff can learn best practice and benefit from shared training opportunities in a SEND environment.

### 3.11 Monitoring

Riverside school will continuously measure an individual's progress by referring to:

- student progress against the targets ('P' Scales, NC Levels or GCSE/Vocational grades) set by the school
- Issues raised by teachers
- Issues raised by parents

We will operate a system of half-termly assessments on all our students. These Tracking Assessments (1-5 per year) assess progress towards individual targets in each subject area. Every subject teacher is aware of the students with SEND.

### 3.12 Interventions

Riverside School will advocate a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through School Action, School Action Plus and meeting the needs of Statements.

The SENCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it will be provided through School Action Plus. Where

concerns remain despite sustained intervention the School will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Riverside Free School will also recognise that parents have a right to request a Statutory Assessment.

The steps taken to meet students' individual needs will be recorded. The SENCo will maintain the records and ensure appropriate access to them.

In addition to the usual school records, the student's profile will include information from:

- previous school/phases.
- parents.
- Teachers regarding progress and behaviour.
- Student's own perceptions of difficulties.
- health/social services.
- other agencies eg Careers Service.

### 3.13 School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties.
- Have sensory/physical problems.
- Experience communication and/or interaction problems.

If Riverside Free School decides, after consultation with parents, that a student requires additional support, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in future planning. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be consulted on, and closely informed of, the action and results.

#### Intervention for School Action

The SENCo in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.

- Access to Local Authority support services for advice on strategies, equipment, or staff training.

### 3.14 School Action Plus

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that a student:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate the School may well require direct intervention/support from a specialist/teacher.

### 3.15 Statutory Assessment

The School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The following information will be available:

- The student's assessment data/NC Levels.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.

- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

### 3.16 Statement of SEN

A Statement of Special Educational Needs will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement.
- Shorter term targets, established through parental/student consultation and implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

#### 3.16.1 Reviews of Statements

Statements will be reviewed annually. The SENCo will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- A representative of the LA if required.
- Any other person the LA considers appropriate.
- Any other person the SENCo considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to personalised targets.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Riverside School recognises that where a student with a Statement of SEND continues to attend after compulsory education, i.e. after age 16, the Statement may be maintained until age 19.



### 3.17 English as an Additional Language

Although the majority of families in the Riverside area who are not of UK origin are fluent in English, and many have lived in the area for some time, there are some new arrivals for whom language will be a potential barrier.

Particular care is taken with students whose first language is not English. Prior attainment data will be searched for and baseline assessments completed. Teachers will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate pathway.

A high ability student with limited English language will be placed in the highly academic pathway track. Average ability students with EAL will also be placed in the highly academic pathway to benefit from the higher standard of modelled English. Lower ability students with EAL will be placed in either the Supported and Inclusive pathway or the Mixed Academic/Vocational pathway with a programme tailored to maximise their progress and achievement.

We will buy in from local providers the support of EAL teachers who can provide intensive personalised teaching and small group work until the student is sufficiently proficient and where appropriate intensive one-to-one coaching will take place.

We will support families with access to translation services to ensure that learning entitlement is fully delivered.

### 3.18 Gifted and Talented Students

The school motto "Excellence for all" is evidence that Riverside School is committed to providing an education that appropriately extends children of all abilities. Developing and extending the Gifted and talented is a whole-school responsibility. All staff will be encouraged to develop teaching strategies and resources which benefit Gifted and Talented students. We aim to ensure that Gifted and talented students achieve their potential and that the curriculum challenges the most able in all subject areas. Students will be engaged through a range of activities, which enrich the curriculum, and are linked to the extended day opportunities.

A gifted and talented student is one who demonstrates a significantly higher level of ability than most students of the same age in one or more curriculum area or any of the following:

- Physical talent (Sport of any kind)
- Artistic talent (visual and performing arts)
- Mechanical ingenuity
- Leadership
- High intelligence

The Gifted and Talented cohort will be identified through:

- Analysis of KS2 transfer data. Through effective Primary School Liaison Gifted and Talented students will be identified early.
- Assessments administered by Riverside School in the students' first half term.
- MidYis and Yellis online Literacy and Numeracy test results
- GCSE estimated grades (where appropriate)
- GCSE results (where appropriate)
- Teacher nominations via Heads of Department
- Pastoral nominations via Heads of Year.

Riverside School will aim to ensure that those students who are exceptionally able in any area(s) are suitably challenged in their work. Students will develop confidence and resilience through applying themselves to extended projects and challenges both in school and in the community/at home. The qualities which underpin the Co-operative ethos will be valued and encouraged so that students develop a sense of selflessness and equity.

A Gifted and Talented Co-ordinator will be appointed with responsibility for identifying and developing programmes of study for Gifted and Talented students. Accurate records will be kept to enable student target setting and progress to be closely observed and regularly monitored to ensure that Gifted and Talented students make the expected progress.

Very able students may be put on accelerated courses and given the opportunity to take examinations early as well as following a Gifted and Talented extension programme. This is not necessarily of benefit in all subjects and the student's potential course of post-16 study will need to be taken into account before deciding on early entry.

Riverside School will provide the following for our Gifted and Talented students:

- Individually targeted differentiated work at higher cognitive levels to provide education appropriate to the needs of each child.
- University Visits and attendance at summer schools
- Theatre Visits and attendance at cultural events
- Participation on student senior leadership team
- workshops/residences with professional practitioners,
- Cross curricular events
- Activities with other schools and National organisations to allow our Gifted and Talented students to work with peers of similar abilities on particular projects.
- Opportunities for extension and enrichment at department/subject level

When year group sizes allow, one then eventually two G&T Tutor Groups will be identified within the Highly Academic pathway. These students will follow an enhanced programme of GCSE courses with enhanced options eg an

additional modern foreign language, a musical instrument to exam standard, early entry in certain subjects where appropriate.

Our planned extensive outdoor and indoor sporting facilities will provide excellent opportunities for all students and in particular for those with talent for individual and team sports. It is hoped that once the school is established there will be regular links with West Ham Football Club, offering sponsorship for talented young footballers as well as encouraging supporters from the community to take a lively interest in the game. We expect this will encourage family participation as many locals are already West Ham supporters.

All students will be encouraged to learn to play a musical instrument and those who show aptitude and potential will be supported by the Community Music Service whose peripatetic teachers will be based at the partner school, Sydney Russell. In partnership with this school it is expected that Riverside students will have excellent access to opportunities for music and drama, taking part in regular shows and concerts, planned and performed across the two institutions.

All trips and visits to encourage global citizenship will be open to all students, irrespective of academic ability. We plan to widen the horizons of all young people in the spirit of the Co-operative tradition underpinning the new school.

The Gifted and Talented co-ordinator will review samples of work across the curriculum at least once every academic year per student in the identified cohort. The success of the programme will be judged on the SATs and GCSE results achieved by students in the Gifted and Talented cohort.

### 3.19 Safeguarding and Child Protection, including Children in Care

The Deputy Headteacher (Student Support) will have the key safeguarding role. The Riverside School will be committed to providing a safe and secure environment for students, staff and visitors and promoting a climate where students and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

We will appoint a Lead Student Protection Officer and eventually when at full capacity a Deputy Student Protection Officer. This Safeguarding and Child Protection Team will have particular responsibility for monitoring and supporting the progress of Children in Care.

At Riverside Free School the designated safeguarding and child protection team will:

- be the focal point for school staff that have concerns about an individual student's safety and the first point of contact for external agencies who are pursuing Student Protection investigations.
- undertake appropriate training and refresher training at two-yearly intervals.

- make sure all Children in Care are aware that the designated members of staff are their first port of call if they need help, advice or guidance.
- take the lead responsibility for helping staff promote the learning and achievement of all Children in Care
- identify the young person's strengths and weaknesses and any barriers to learning.
- seek advice and guidance from the lead SENCo if the child is on The SEND register.
- promote high expectations and aspirations for how Children in Care learn.
- oversee not only the child's academic needs but also their personal and emotional needs.

### Vulnerable Students

- Particular vigilance will be exercised in respect of students who are included on the Student Protection Register and any incidents or concerns involving these students will be reported immediately to Social Services.
- If the student in question is a Child in Care, this will also be brought to the notice of the Designated Teacher with responsibility for students in public care.
- If a student discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family this will be referred to the Designated Person as a child protection issue.
- Riverside Free School acknowledges the additional needs for support and protection of students who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and students who are excluded from school.
- We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other students.
- Governors will be apprised of our policies and encouraged to attend the Child Protection session of the relevant induction programme

### 3.20 Use of ICT

All three pathways will involve the creative and innovative use of new technology. All classrooms will be equipped with ICT hardware so that every student will have easy access to a computer and the internet. Teachers will be fully conversant in using ICT to develop and present lessons which can be accessed either in the classroom or remotely for those who are absent from school and for parents to participate in their child's homework.

ICT will enable the use of individualised support packages with students who either need additional help with basic skills or stretching by exploring

challenging new areas of learning. For example, 'My Maths', an online Maths resource is extremely effective at supplementing classroom teaching with additional explanations and exercises; Latin Online is a marvellous resource for engaging Gifted and Talented students with a new and exciting challenge.

## 4.0 HOW OUR DEFINITIONS AND MEASURES OF SUCCESS WILL DELIVER OUR ASPIRATIONS FOR STUDENT ACHIEVEMENT

Our targets reflect the vision for Riverside School of “Excellence for All”. We seek to raise aspirations and enable all students to achieve appropriate targets within the curriculum and pastoral structures of the school, in terms of both academic success and the development of the key traits of confidence and resilience. Our targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking.

### 4.1 Academic Targets

Our main academic targets for the school are that the number of students achieving five good GCSEs (A\*-C including English and Maths) 5 or more A\*- C GCSEs and the English Baccalaureate will be at least 10 percentage points above the national average in the first results, expected in 2018 and that all students will achieve 5 or more A\*-G at GCSE. At 16+ our target is to comfortably exceed national averages for points per student and per entry by the first set of Y13 results, expected in 2020.

On the basis of current national average figures, these targets would stand at:

	Current National	Target for Riveside
5+ A*- G GCSE	94%	100%
5+ A*-C GCSE	80%	90%
5+ A*-C inc En & Ma GCSE	59%	69%
EBacc	18% (50% likely by 2018)	60%
A'Level Points Per Student	746	780

Breaking this down by the three mini-schools, this equates to:

	Approx % of Cohort	5 A*-G	5 A*-C	5 A*-C EM	EBacc
Highly Academic	50%	100%	100%	100%	100%
Mixed Academic/ Vocational	30%	100%	100%	66%	33%
Supported/ Inclusive	20%	100%	50%	0%	0%

For individual students the target will be to meet or exceed national expected levels of progress from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

These are challenging targets, which will require Riverside Free School to add a high level of value to the prior attainment levels of the students entering the school. As the table below shows, our likely attainment profile on entry will be below the national average, particularly at the top end of the ability range, so to set targets 10 percentage points above national average is undoubtedly challenging.

2011 KS2 SATs	Level 3 or below	Level 4	Level 5
Maths – Barking and Dagenham	22%	47%	31%
Maths - National	19%	45%	35%
English – Barking and Dagenham	20%	55%	24%
English - National	18%	53%	29%

We feel these challenging targets are appropriate to Riverside’s students because although they will find them stretching they will if achieved give them the qualifications they need to succeed in a competitive world

We also feel that these are achievable and realistic, through the innovative structures and high-quality teaching at Riverside Free School coupled with the strong Co-operative ethos and the continual development of confidence, oracy and resilience.

#### 4.2 Personal Development Targets - Confidence, Oracy and Resilience – CORE

We also aspire to develop our students as thoughtful, creative and enterprising young people who are ready to play an active role in their communities as contributing citizens.

In particular, we seek to develop the key character traits of confidence, oracy and resilience – CORE. We will measure progress in these areas by means of a four point scale – Basic/Developing/Effective/Outstanding - with the target that all students reach the Effective standard by the time they leave the school and a significant proportion are judged Outstanding.

We have developed a set of criteria under which we will assess CORE. The high-level descriptors are:

	Confidence	Oracy	Resilience
Basic	<p>Finds difficulty in coping with new situations and dealing with new people.</p> <p>Has to be supported to feel able to deal with new learning challenges.</p>	<p>Finds difficulty in communicating clearly orally even on a one to one basis.</p> <p>Has limited listening skills.</p> <p>Is unclear about or unable to effectively use appropriate registers in more formal situations.</p> <p>Can only communicate simple ideas orally.</p> <p>Finds it very difficult to present to even a small group orally</p>	<p>Easily discouraged when faced with difficulties or challenges.</p> <p>Avoids challenging or new situations.</p>
Developing	<p>Developing strategies to cope with new situations and deal with new people.</p> <p>Able to deal with new learning challenges if close to current level of understanding</p>	<p>Can communicate clearly orally on a one to one basis and is developing the skills to do this effectively with small groups</p> <p>Is developing listening skills and is able to effectively process straightforward information delivered orally.</p> <p>Is becoming more adept at using appropriate registers in more formal situations.</p>	<p>Developing the resilience to cope with day to day difficulties or challenges.</p> <p>Willing to attempt some new challenges or situations.</p>
Effective	<p>Confident in dealing with most new situations and people.</p> <p>Able to cope</p>	<p>Can communicate confidently and clearly orally using appropriate registers in most formal</p>	<p>Generally able to cope with significant challenges or setbacks.</p>



	<p>confidently with new learning challenges even if somewhat outside their current level of understanding.</p> <p>Confident enough to take on leadership roles with encouragement.</p>	<p>situations</p> <p>Has well-developed listening skills, able to process quite complicated ideas presented orally.</p> <p>Can communicate complicated ideas orally effectively.</p> <p>Is able to present effectively to large groups orally (eg a whole class).</p>	<p>Able to work co-operatively with others to overcome setbacks and challenges.</p>
Outstanding	<p>Very confident in dealing with even very challenging new situations and people.</p> <p>Able to cope confidently with new learning challenges even if well outside their current level of understanding.</p> <p>Confident enough to take on leadership roles without needing to be asked or supervised.</p>	<p>Can communicate confidently and clearly orally using appropriate registers in even the most formal situations.</p> <p>Has highly-developed listening skills, able to process very complicated ideas presented orally.</p> <p>Can communicate complex ideas orally very effectively.</p> <p>Is able to present effectively to even very large groups orally (eg a school assembly).</p>	<p>Never gives up, even in the face of major challenges or setbacks.</p> <p>Able to inspire and motivate others to overcome setbacks and challenges.</p>

Students will be expected to self-assess their current state of development under each of the three headings by giving examples and evidence in their regular Learning Conversations with their Form Tutor, with agreed current Levels recorded by the Form Tutor electronically and by the student in their

Planner. Examples and evidence could be taken from activities in lessons, from the enrichment programme or from activities undertaken outside school.

Once a year current Levels will be reported to parents.

### 4.3 Other Targets and Success Criteria

#### 4.3.1 Student Attendance

Excellent attendance is fundamental to the success of our students and therefore of the school. We will aim to out-perform the national average figures for overall absence and persistence.

In terms of current national averages, this ambition would produce the following targets:

	Current National	Target for Riverside
Overall absence: percentage	6.52%	5%
Persistent absence: 15% +	9.5%	8.5%
Persistent absence: 20% +	4.7%	3.5%

#### 4.3.2 Achievement and Progress of Key Groups

Riverside Free School will be committed to ensuring that all students, whatever their background, gender or ethnicity reach their full potential, including Looked After Children.

Given the disadvantaged nature of the community we will serve, we will take particular care to ensure that students eligible for Free School Meals achieve to the highest level.

Our target, therefore will be that all key groups will perform at least at the overall national average for the main achievement and progress indicators.

#### 4.3.3 Exclusions

We are confident that our extensive behaviour management strategies will minimise the need for exclusions whilst maintaining very good behaviour. We are therefore setting ourselves the target of zero permanent exclusions and only half the national rate of fixed term exclusions. These targets are already met at our Partner School using similar strategies

	Current National	Target for Riverside
Perm Exclusions % of School Pop	0.08%	0%
Fixed Term as % of School Pop	8.59%	5%

#### 4.3.4 NEETs

We are determined to give our students the best possible preparation for success in their next steps in life after Riverside School, both in terms of their academic qualifications and the key traits and skills of confidence, oracy and resilience. We are therefore setting ourselves an ambitious target to reduce significantly our NEETs figure compared to the Local Authority average.

	Current Local Authority	Target for Riverside
% of 16-18 Yr Old NEET	6.9%	4%

#### 4.3.5 Parental Satisfaction

We will carry out an annual survey of parental opinion on the quality of education provided by the school, using the standard Ofsted parental survey form.

Our target will be to achieve at least 80% Agree or Strongly Agree verdicts for all questions.

#### 4.3.6 Proportion of lessons graded Good or Outstanding

The quality of teaching is fundamental to the success of our students and of the school. We will therefore set ourselves the target of the annual percentage of formal lesson observations achieving Good or Outstanding grades under Ofsted criteria reaching 80% or better.

### 4.4 Monitoring and Evaluation of Delivery

There will be a rigorous system of monitoring and evaluation focussing on Whole School, Departmental, Year Team and individual staff performance. These processes will focus on both academic and non-academic targets.

#### 4.4.1 Whole School:

Autumn Term senior leadership internal review of examination results against targets, with analysis by subject, by levels of progress and by student groups (gender, ethnicity, Free School Meals etc)

Whole School self-evaluation completed by senior leadership, with input from middle leaders and other stakeholders, feeding into concise whole-school development plan with measurable targets

Termly meeting between senior leadership and external 'critical friend' to provide objective review of whole-school progress using Ofsted criteria

Internal analysis of RAISEOnline and other published achievement data by senior leaders

Termly reports to Curriculum and Standards Sub-Committee of the Governing and to the full Governing Body.

Use of Senior Student Leadership Team and other sources of Student Voice to inform evaluation through the students' perspective.

#### 4.4.2 Departmental and Year Team:

Structured annual departmental and year team self-evaluation processes, based on Ofsted criteria and grading, feeding into concise annual departmental/year team development plans including measurable targets.

An annual cycle of internal Ofsted-style inspections of Departments and Year Teams by senior leaders to apply objective judgements to the self-evaluations

Termly meetings of each Head of Department and Year with the Head of Site to review current Ofsted gradings, latest internal and/or external student achievement data, student voice data and progress towards development plan targets

#### 4.4.3 Individual staff:

Senior leadership annual review of individual teacher examination results by class group, giving Ofsted grades for achievement and for accuracy of prior teacher assessment of student progress.

A programme of classroom observations using Ofsted criteria, by middle and senior leaders, coupled with student voice data.

A rigorous annual performance management cycle for each individual member of staff

Robust support and competency procedures to address any under-performing staff in a timely manner

#### 4.5 Tracking, monitoring, assessing and reporting of individual student progress

There will be a robust and rigorous system of on-going tracking, monitoring, assessing and reporting of individual student progress, to include:

Staff training in the use of 'assessment for learning' techniques in the classroom, with monitoring of its effective use through classroom observations and student voice feedback.

All students set challenging individual end-of-Key-Stage target grades for each subject, based on meeting or exceeding expected levels of progress.

Half-termly "assessment tasks" in each subject, graded by teachers by National Curriculum level (Key Stage 3), GCSE grade (Key Stage 4) or A'Level Grade (Key Stage 5) and inputted onto Management Information System

Half-termly "progress judgements", inputted onto Management Information System, by each subject teacher for each student they teach, on the basis of whether, in their overall professional judgement, taking into account all aspects of a student's work, progress and attitude, they judge he or she is on track to 1) Exceed their end-of-Key-Stage target or 2) Achieve their end-of-Key-Stage target or 3) Miss their target by one level or grade or 4) Miss their target by two grades or levels or more.

Tracking, monitoring, assessing and reporting of individual student progress in terms of confidence and resilience will be measured according to a 4 point scale through teacher assessment. This is in order to track the development of students' ability to operate confidently and successfully in the wider world – a skill set which just as important as academic success.

There will also be an ongoing teacher-assessed record of participation and engagement across a wide range of school activities and community service. The form tutor is responsible for maintaining an aggregated record for all such "non-academic" achievements.

Student attendance and behaviour will be monitored through separate systems – see Section 6 below.

Half-termly individual 'learning conversations' between form tutor and each student in their form, based on assessment task and progress judgement data for each subject pulled from management information system, resulting in targets for improvement being set for the student for the coming half-term.

Assessment task and progress judgement data analysed half-termly by Heads of Subject and Heads of Year to determine any issues they need to address.

Parents receiving half-termly report cards on their child listing end-of-key-stage targets and current progress judgements for each subject .

Parents receiving annual summary reports end-of-key-stage targets and current progress judgements for each subject and written reports from their child's form tutor.

A progress review day once a year during which each parent and child has a timed meeting with the form tutor to discuss progress and agree targets for improvement.

An annual parents' evening for each child for conversations between parent, child and subject teachers.

The use of on-going assessment data to target intervention programmes, both academic and pastoral, to ensure no child falls behind.

## 5.0 OUR ADMISSIONS POLICY

### 5.1 11-16 Admissions Policy

As a Free School, the new school will be its own admissions authority. However, Riverside School will buy into the services of the Local Authority for Admissions, Waiting Lists and Admissions Appeals. Riverside will be included in the Local Authority's Secondary Admissions Booklet and will follow the application process for schools in the Borough. It will adopt the Local Authority's admissions policy, participate in the Pan-London co-ordinated admissions scheme and follow the local authority timetable for applications.

Riverside School will:

- abide fully by the Schools Admissions Code of Practice.
- not make provision for selection by ability as set out in section 101 of the School Standards Framework Act (1998).
- admit students with a statement of Special Educational Needs (SEN) who name the school as the one they wish to attend, even if the school is over its planned admission number
- give highest priority to looked after children
- take part in any mandatory Admissions Forum set up by the Local Authority and have regard to its advice.

Criteria for admission will be fair and transparent, in line with the Local Authority, and will be based on the shortest distance from home to school as the main criterion.

Admission will be open to any student, providing a place is available, under the admissions policy. As the school will not have a religious character there will be no priority given on religious grounds to any student.

Riverside School will adhere to the 2010 School Admissions Code which states 'schools are required to admit children with statements of special educational need where the school concerned is named on the statement' even if by doing so the school exceeds its planned admissions number.

#### 5.1.1 How to apply for a school place

Parents/ carers residing in the London Borough of Barking & Dagenham have the choice to either complete the Common Application Form, or can submit an on-line application.

Parents/ carers may list up to 6 preferred schools that they wish their child to be considered for within and/ or outside the borough and rank them in order of preference

### 5.1.2 How preferences will be processed

All applications are processed using the equal preference system which is a model system where all preferences listed by parents on the Common Application Form or submitted on line are considered under the oversubscription criteria for each school without reference to parental rankings.

Each preference is considered as if it were the only preference. For each preference the admissions criteria are used to see if a place can be offered. If a place can be offered at two or more schools which a parent has listed, the place will be given at the school ranked highest on the application form.

The offer to be made will be the highest preferred school named on the Common Application Form that the child qualifies for under the various admission criteria. It is important, therefore, that parents/ carers list their Preferences in true priority order.

Applications for places received after October 20<sup>th</sup> preceding the year of entry will not be considered until all of the applications received by that date have been dealt with unless the parents/ carers have just arrived in the borough and the delay has been created by factors outside of their control.

### 5.1.3 Children with disability

It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification. These activities include admissions and Riverside School will make reasonable adjustments, as necessary, to ensure that this is the case.

### 5.1.4 Children with statements of special educational need where Riverside School is named on the statement

Riverside School will admit students with a statement of Special Educational Needs (SEN) who name the school as the one they wish to attend, even if the school is over its Planned Admission Number.

### 5.1.5 Oversubscription

In the event of over-subscription for places at Riverside School, admissions will be based on the following criteria, in the order set out below:

Priority 1: Children who are in the care of the local authority:

(A looked after child, as defined by Section 22 of the Children Act 1989, is a child who is in the care of a local authority, or provided with accommodation by a local authority.)

Priority 2: Children who live closest to the school, measured in kilometres in a straight line (as the crow flies) between the home address and Riverside



School, determined using a computerised geographical information system, from the centre of the child's home to the school's main gate.

Applications from out-borough residents will be considered using the same admissions criteria. The law requires that no distinction be made between applicants resident in Barking & Dagenham and those who are resident outside the Borough when these criteria are applied.

#### 5.1.6 Tie Breaking

In the event that two applicants have equal weighting despite the governing body applying the criteria above, lots will be drawn by an independent person nominated by the School Governors.

#### 5.1.7 Year 1 Admission Process

If Riverside Free School has not had its opening confirmed by the DfE in time for the deadline for participation in the Local Authority's normal Admissions process for its first year of operation (2013) the Riverside Governors will negotiate a special arrangement with the Local Authority. This has already been discussed and agreed with the Local Authority.

The following wording will be inserted in the Borough's secondary transfer parental information booklet:

"Barking and Dagenham Co-operative Learning Partnership plans to open a new secondary Free School in the Barking Riverside area in September 2013. The Riverside Co-operative Free School will use the same admissions criteria as for the Local Authority's community schools.

However, at the time of publication Riverside Co-operative Free School had not had final approval from the Department for Education.

If you would like to apply for a place at this new school, please list the Riverside School on your common application form in the order you prefer. If it emerges that the school is not going to open in September 2013, the Local Authority will e-mail you to let you know by 6 October 2012 (or write to you if you filled in a paper form). You will then be able to go online and change your preferences or send us a new paper form."

This amended process will allow parents to indicate a preference for Riverside School whilst not disadvantaging them if the school does not go ahead in September 2013.

#### 5.1.8 Waiting List

Riverside School's waiting list will be administered by the Local Authority.

Once offers of school places have been made for the agreed number of

students in each year of operation, a waiting list will be opened. Parents must fill in an application form to be placed on this list.

The waiting list is kept open until 3 December each year. Waiting lists are deleted at the end of each term (in December, April, and July). If places become available before these dates they are offered to children on the waiting list using the admission criteria

If at the end of each term an offer has not been received from the waiting list, parents need to write to the Local Authority in time to place their child's name on the fresh waiting list for the next term.

#### 5.1.9 Fair Access

Riverside School will participate in the arrangements operated by the Local Authority and to agreed with local Secondary Headteachers in regard to the local Fair Access Protocol which requires schools to admit a fair percentage of students who are deemed "hard to place" .

#### 5.1.10 Appeals

Riverside School's admissions appeals process will be administered by the Local Authority in line with all the requirements of the relevant current legislation.

The Appeal Panel is independent of the council and Riverside School. It is made up of 3 people who know about providing education in Barking and Dagenham.

The Appeal Panel will not include anyone who has been involved in allocating school places for the local education authority, or anyone who has any knowledge of the case.

They will hear the appeal against the decision not to offer a child a place at Riverside School

## 5.2 16+ Admissions Policy

Students may apply to join Riverside School Sixth Form as part of the Southern Sixth Form Consortium and will be interviewed to discuss their subject choices and career intentions.

Providing their GCSE results meet the criteria for study at KS5 they will be admitted to the Sixth Form, and the Southern Consortium.

GCSE achievement	Course Choices Available	Additional recommended courses
Mainly A* and A's Including grade C and above GCSE English and Maths	4 AS Subjects	Additional AS Subject
Mainly A's and B's Including grade C and above GCSE English and Maths	4 AS Subjects	Additional AS Subject
Mixture B's and C's Including grade C and above GCSE English and Maths	4 AS Subjects 4 subjects, combination of AS, Applied and BTEC Awards	Additional Studies Subject
Mainly C's (at least 4 or more) Including grade C and above GCSE English and Maths	BTEC or OCR Diploma BTEC Certificate plus a BTEC Award or Applied AS subject	Additional Studies Subject
Mixture C's, D's and E's Including at least 4 grade C's Including grade D/C and above GCSE English	BTEC or OCR Diploma	GCSE English GCSE Maths
Mainly D/Es	BTEC or OCR Diploma Level 2 subject	GCSE English GCSE Maths
Less than above	Level 1 course	

**Note:** The following subjects require a GCSE grade B in the subject in order to progress to AS level: Biology (or Science BB), Chemistry (or Science BB), Physics (or Science BB), French, German, Maths. ICT requires a GCSE grade C in Maths.

## **6.0 HOW OUR APPROACH TO BEHAVIOUR MANAGEMENT, STUDENT WELLBEING AND ATTENDANCE WILL IMPROVE STUDENT OUTCOMES**

### **6.1 High Expectations**

The Riverside Co-operative Free School will set the highest expectations of behaviour and attendance.

It will be made clear to prospective students and their parents that the school is focussed relentlessly on achieving outstanding academic success, with each child fulfilling their potential, and that if this is to be achieved there is no room or time for disruptive behaviour, negative attitudes to learning or anything other than 100% attendance.

From day one the school will expect students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

All students and their parents/carers will be expected to sign a Home School agreement, outlining the expected behaviour for our school. This will be maintained on school trips and travelling between home and school.

Observing school uniform every day will be an important factor in the behaviour and attendance policies at Riverside School.

### **6.2 Stakeholder Involvement**

In line with the Co-operative ethos, students themselves will have a stake in drawing up and monitoring the behaviour policy of the school. Students, in partnership with staff, parents and Governors, will help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct. The Proposed Behaviour Policy in 6.6 below will provide a starting point for discussion.

### **6.3 Positive Attitude to Learning**

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours the school will

- Provide, through the Mini-School system, a differentiated curriculum which is appropriate to each child's aptitudes and abilities, therefore maximising the likelihood that each child will feel appropriately provided for, challenged and supported.
- Insist upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.

- Through the provision of an effective pastoral system, based on Year Groups, Heads of Year and Form Tutors and with the support of learning mentors and external agencies, provide every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involve students themselves in the life of their school, through an effective school council, a Student Senior Leadership Team shadowing the school's SLT and Student Learning Consultants attached to each department to give feedback on teaching and learning, so that students see their education as a joint endeavour with the staff of the school.
- Support students in the Supported and Inclusive Learning Mini-School – approx 20% of the overall intake – to develop their emotional and social skills through a structured programme delivered as part of their Literacy Focus Group lessons, taught by one teacher for eight hours per week to give these students stability and a key adult to relate to.
- From Year 8 onwards, designate one of the Supported and Inclusive Learning Mini-School tutor groups as an Academic Support class, to give any students who *do* display any negative behaviours a very structured behaviour modification programme across their whole week, supported by a Teaching Assistant and by a form teacher specially trained to improve attitudes and behaviour.
- Set out clear, simple expectations for classroom behaviour, which ensure that no lessons will be disrupted by poor behaviour, even of a very low level nature.
- Set up a 'three strikes and out' lesson relocation system, whereby any student who breaks a classroom rule is given two clear warnings and then if he or she persists is relocated to a supervised silent room for the remainder of the lesson and given an after-school detention.
- If necessary, but very rarely, move any student who is not displaying the appropriate positive attitude to learning from the Highly Academic or Mixed Academic/Applied Learning Mini-Schools to the Academic Support class, until they have proved worthy of return to their original mini-school.
- Establish close relationships with parents as key partners in maintaining positive attitudes to learning.
- Introduce a high-status, high profile school uniform, including a traditional blazer in a distinctive colour, and insist upon all students wearing the uniform correctly at all times, in order to foster a sense of community, identity and professionalism.
- Base a School Police Liaison Officer (as with all schools in the LA) at the school to offer advice and support to students and parents and assist with maintaining the security of the site.

- Ensure that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed above and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.

#### 6.4 Exclusions

The school will set up an internal exclusion system (one, two or three days) for any student who breaks the school's code of expectations in more serious ways – such as being rude to a teacher - than can be dealt with by other means such as relocation or detention.

Sparing use will be made of short fixed term exclusions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term exclusions of up to 5 days will take place at the student's home, with work provided by the school. Riverside School will buy into the support services of the Local Authority's Student Referral Unit for cases of fixed term exclusions over 5 days, when students will attend the PRU.

The school will expect not to use permanent exclusion, except in the unlikely event of a totally unexpected, completely exceptional and one-off serious incident.

#### 6.5 Rewards

We will set up a structured reward system, focused on academic progress and reward students who have demonstrated a positive approach to learning and cooperation with the school's code of conduct.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they will be rewarded and praised.

Examples of incentives and rewards to acknowledge positive behaviour, attitude and attendance:

- Merits
- Postcards home to student and parents
- Headteacher awards
- Roll call of merit in Year and School assemblies and tutor groups
- Points collected for discount to social events such as the Summer Prom or school trips
- Honours boards in prominent places in the school to show student success in various fields
- Displays of photographs of teams, groups and individuals representing the school in a range of activities.
- Prizes awarded in annual ceremonies

- 100% attendance certificates awarded each term
- Badges to be awarded denoting good behaviour, attendance and achievement.

## 6.6 Riverside Co-operative Free School – Proposed Behaviour Policy

*What follows is a proposed draft Behaviour Policy, which will be subject to discussion with key stakeholders including students staff and parents.*

### 6.6.1 Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting good behaviour and discipline,
- promoting self-esteem, self-discipline,
- proper regard for authority and positive
- relationships based on mutual respect,
- ensuring fairness of treatment for all,
- encouraging consistency of response to both positive and negative behaviour,
- promoting early intervention,
- providing a safe environment free from disruption, violence, bullying and any form of harassment,
- encouraging positive relationships with parents and carers

### 6.6.2 Roles and Responsibilities

- The Governing Body in consultation with the Executive Headteacher, Head of School, staff and parents will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.
- The Head of School is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head of School, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Governing Body, Executive Headteacher, Head of School and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture,

religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.

- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### 6.6.3 School Code

We expect students to share in the responsibility for their learning and progress:

- by coming to school every day; arriving promptly at school and at all lessons.
- by wearing only school uniform and not wearing outdoor clothing in lessons and assembly.
- by bringing to school and carrying to all lessons pens, pencil, ruler, rubber, diary, reading book, PE kit on the appropriate days, and all appropriate books and equipment for each lesson; by carrying all books and equipment in a strong bag or brief case which can be fastened.
- by co-operating with teachers and other adults and obeying instructions.
- by completing all the learning activities set to the highest standard possible.
- by undertaking all the assignments (homework) set and taking time to read, organise, revise, research, practise, and in any other way enhance school work at home.
- by participating in tutorial and profiling activities and personal record of achievement.

We expect students to show respect and consideration for others:

- by behaving appropriately in lessons.
- by moving about the building quietly and carefully, using the left-hand side of corridors and stairs.
- by lining up and waiting quietly outside classrooms until invited to enter.
- by deploring and avoiding violence, including pushing, kicking or fighting (even in fun).



- by refraining from insults, verbal abuse and bad language (including swearing, sexist or racist comments).
- by not bringing on to school premises any object which could be dangerous or harmful (e.g. aerosol sprays, penknives, cigarettes, matches and lighters, personal stereos, radios).
- by being aware of health and safety issues and reporting quickly anything likely to be disruptive.
- by reporting any instances of bullying, intimidation or theft.

We expect students to share in the care of the building and school equipment:

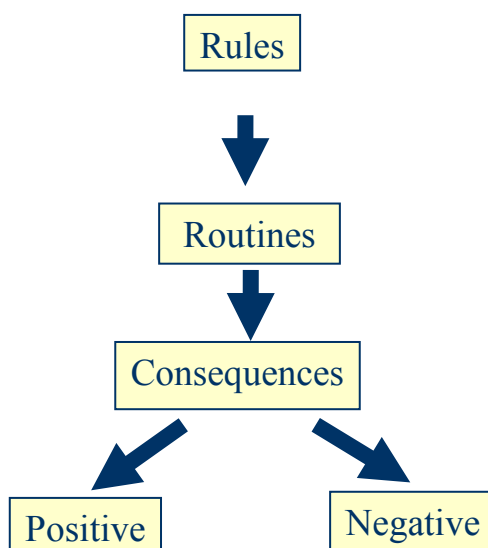
- by not dropping litter and by picking up any dropped by others and putting it in a bin
- by eating and drinking only in the playground or designated dining areas
- by refraining from vandalism of any kind to the building or its contents; by reporting any vandalism seen
- by taking proper care of school equipment, including books and paper. We expect students to promote the good name of the school in the community:
- by behaving well and with consideration for others in the local area, particularly when coming to and leaving school
- by not congregating in groups outside the school or blocking the pavements; by refraining from use of bad language, smoking, or other undesirable behaviour when identifiably a member of the school
- by queuing properly to get on buses or coaches and once on, sitting quietly
- by showing the highest standards of behaviour and courtesy when participating in any school journey, extracurricular activity or event or when representing the school in, for instance a team, or on work experience. - by achieving the highest standards of success in all aspects of school work.

#### 6.6.4 Positive Behaviour Management Framework

Rationale:

Consistency of delivery and expectations are a key element of ensuring that students are given clear guidelines of what is required, both academically and behaviourally. The behaviour management process at Riverside School is aimed at creating a positive and pleasant environment in which students can learn and teachers facilitate learning.

## Classroom Behaviour Plan



The management of behaviour has to encourage students to accept responsibility for their own behaviour and learning. At all stages of the process the students have to have choices and accept the consequences of these choices.

### 6.6.5 Rewards

Purposes for Reward System:

- There are to be no 'invisible' students. We have to find the time to praise the students in our lessons that are doing what we want them to do.
- All research shows that praise and recognition impacts more upon behaviour and learning than punishment.
- No matter how short time is we need to make contact with every student.

Guidelines for Positive Behaviour Management – Rewards

1. One merit every lesson for every student unless they have received two warnings.
2. The system will also allow staff to award a commendation for special effort, achievement or excellence. A commendation will add an additional merit to the students account.
3. Every week tutors will receive a report to show their tutor group detailing:
  - Ongoing merit total and total percentage of merits gained towards the qualifying target needed to go on end of year trip/event
  - Graphical representation of merit percentage for that week for each Form within the year group.

- Attendance totals for that week for each Form within the year group.
4. The form in each year group with the most merits/highest attendance for that week will be awarded the weekly prize. Tutors and their form will decide how the prize is allocated within the tutor group.
  5. The prize will be one free voucher per year group for the end of year trip or event specific to the year group. When students get to Year 11 , one free entrance to the Summer Ball will be given out weekly to the form with the most merits/best attendance. For most other year groups it will be free participation to end of year trip as appropriate.
  6. If a student has gained free entrance for the end of year trip/event, but does not qualify or is not given permission to go by either their parents or the school, then the free entrance will return to the form to be reallocated.
  7. Heads of Year and other Senior Staff can award bonus merits to specific tutor groups. This is a tutor group award and not linked to individual student accounts. This bonus system will ensure that the competition for the weekly class reward remains healthy.

#### 6.6.6 Sanctions

Purposes for Sanctions:

- For students to realise their role in the learning partnership.
- To provide a secure learning environment.
- To encourage personal development in order to function as a civilised member of society.
- For students to accept responsibility for their own behaviour

Students who break the learning code are given clear warnings:

- 1st warning
- 2nd warning (lose merit)
- Relocation

Arriving late after the late bell will be a first warning.

Warnings should be clear and allow time for student to take up.

e.g. "██████████, that's your first warning. You were talking whilst I was speaking. That breaks our learning code".

This warning system is for low level high frequency behaviour. Serious incidents are dealt with separately by requesting senior staff support.

Low level high frequency behaviour includes:

- Talking
- Being noisy
- Not working
- Disturbing other students
- Interrupting etc.

Staff can relocate a student by completing the relocation sheet on their computer desktop and then sending the student directly to the relocation venue, where a staff member will be expecting them.

Relocations are recorded on a database in order to monitor students and support staff. Six detentions result in a one day internal exclusion

### Detention Procedures

Detentions are held after school in a central venue or with an individual staff member. Relocation detentions are run centrally after school and staff supervise on a rota basis. Each after school detention will be led by a Head or Deputy Head of Year. To bring the power of the institution to bear upon students in relocation detention a rota has been drawn up to involve all staff.

Information on students who fail to attend relocation detention will be passed to the Head or Deputy Head of Year for follow up. Information on students who misbehave or disrupt relocation detention will be passed to the Head or Deputy Head of Year for follow up.

Detentions can also be set by staff with departments or year teams for:

- Failure to do homework
- Lateness
- Anti-social behaviour

Detentions longer than 15 minutes and up to a maximum of one hour must be recorded in the students' diary. 24 hours notice needs to be given. As a general rule the school does not recommend whole class detentions.

Students who fail to attend a subject detention are referred in this first instance to the Head of Department who is required to reset the detention. If a student fails to attend a rescheduled detention, Heads of Department are to refer the student to their Head or Deputy Head of Year

There are academic panels which decide on the support and sanction given to students being regularly relocated. Sanctions and strategies available to panel are:

- Request meeting with parents
- Place student on report
- Issue an inclusion

- Departmental isolation
- Referral to Learning Support Centre
- Referral to outside agencies
- Removal of privileges e.g. participation in school visits
- Frequent reporting throughout the day to named member of staff
- Change of teaching group

#### 6.6.7 Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (eg swearing, sexist or racist abuse) to a member of staff must be reported to a member of SLT immediately in addition to taking whatever immediate action seems desirable or possible.

Persistent or serious infractions of the School Behaviour Policy may result in students/parents/carers being requested to appear before the Governing Body's Inclusion Committee.

All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT

No teacher may send a student home for disciplinary reasons without the permission of the Head of School or Deputy Head Teachers.  
Corporal punishment is prohibited

#### 6.6.8 Exclusions

There are four categories of exclusion:

- One day Internal Exclusion. This takes place in school in a designated venue. Students work in that venue all day and are supervised by a member of support staff. Only SLT and Heads of Year can set a one day Internal Exclusion.
- Fixed term Internal Exclusion. This can be between 2-4 days and takes place in school in the Learning Support Centre where specialist support is given to the student to resolve the situation and prevent a reoccurrence. Only SLT can set a fixed term Internal Exclusion.
- Fixed term Exclusion. Only the Executive Headteacher or the Head of School acting for the Executive Headteacher can set a fixed term Exclusion. Ratification of these exclusions has to been done by the Governing Body's Inclusion Committee. If the exclusion is for 5 days or more the student will attend the Local Authority's Student Referral Unit

- Permanent Exclusion. This is when the Executive Headteacher has made a decision that a student may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour policy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to exclude has been made, Parents are notified as quickly as possible. This may initially by telephone call followed by a letter. If the student is being looked after by the Local Authority, The Social Service department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their

## 6.7 Anti-Bullying

Riverside School will take all forms of bullying extremely seriously and will do all in its power to prevent bullying and deal rapidly and effectively with any instances of bullying.

Our Draft Anti-Bullying Policy outlines what Riverside School will do to prevent and tackle bullying. The final policy will be drawn up through the involvement of the whole school community.

### **Draft Riverside School Anti-Bullying Policy**

The school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate

## Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messaging); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

## Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

## Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying.
- Actively create “safe spaces” for vulnerable children and young people.

## Involvement of students / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties

- about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

#### Liaison with parents and carers

##### We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

#### Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

#### Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

##### It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head of School, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community.
- Students to abide by the policy.



## 6.8 Maintaining High Levels of Attendance

Riverside school will adhere to national legislation by keeping an accurate attendance register and we aim to achieve at least 95% attendance.

It will be our aim to secure high attendance to meet our goals and support our ethos. The attendance policy will reflect the school's ethos and values so that students will want to attend regularly

Rewards and incentives will form the basis of the school's attendance policy. Each student and each tutor group will be set an attendance target, which will encourage them to keep absences to an absolute minimum. Students will be encouraged to arrive punctually at school and support the overall performance of their Tutor group. Weekly performance of Tutor groups will be read out in Assemblies and rewards given. If attendance falls below 95% it will be considered to be a serious issue

All Form Tutors (led by Head of Year) and subject staff are responsible for maintaining accurate records of attendance. We will employ administrative assistance to monitor attendance patterns and carry out first-day-of-absence calling to parents. We will buy into an Access and Attendance service to provide professional support to deal with any persistent absentees. A designated member of the leadership team will have overall responsibility for managing all aspects of attendance and punctuality.

In order to ensure high levels of attendance, in addition to all the aspects of the school's curriculum, teaching and organisation which will make it a place students *want* to attend the school will:

- set very clear expectations about the high levels of attendance required for academic success: 100% should be the norm, with anything less than 95% triggering concern.
- ensure Form Tutors make use of an efficient electronic registration system, integrated within the Management Information System.
- employ a dedicated attendance administrator (part-time in the first instance) to carry out all the administrative functions related to attendance
- employ a trained Attendance Officer (part-time in the first instance) to deal with any persistent absentees, or those in danger of becoming so, and work pro-actively with their parents.
- telephone parents on the first morning of any absence.
- take a particularly robust approach to any students who are persistently absent from school, including home visits by the Attendance Officer, the involvement of other agencies as appropriate and the setting and monitoring of clear targets for improvement. With the final sanction of taking parents to court

## **7.0 OUR UNDERSTANDING OF THE LOCAL COMMUNITY AND ITS NEEDS, AND OUR PLANS FOR SHARING FACILITIES WITH OTHER SCHOOLS AND THE WIDER COMMUNITY**

### **7.1 Understanding our community**

The London Borough of Barking & Dagenham is one of the 10% most deprived Local Authorities in the country, the 9th most deprived of the 33 in London and the 21st of the 354 nationally. The Index of Multiple Deprivation (2004) shows that six of the Borough's 17 wards are amongst the 10% most deprived in England – including Thames View, the ward in which the proposed Free School is to be situated. The ethnic composition of the area has changed dramatically over the last 15 years, in common with the rest of Barking and Dagenham, in the case of Barking Riverside moving from an almost exclusively White British population in the 1990s to a very mixed picture in 2012 with approximately 50% from minority ethnic backgrounds, predominantly from a Black African heritage.

In essence, therefore, almost all potential students for the Riverside Co-operative Free School come from deprived or disadvantaged households. However, we believe that our education vision and curriculum organisation demonstrate our high expectations for all students irrespective of the level of deprivation they have experienced. The school motto of “Excellence for All” encapsulates this belief.

The track record of Sydney Russell, our partner school, demonstrates that high achievement is possible for students from disadvantaged backgrounds and that parents support these aims and ambitions for their children. In the Achievement Tables for 2011, whereas nationally only 34% of deprived students achieved 5 or more A\*-C GCSE including English and Maths, for Sydney Russell School this figure was 52%.

East London and the Thames Gateway is described as “the priority area” for development in the London Plan and Barking and Dagenham lies at the heart of this region. Barking Riverside, the area where our new Free School will be built, will have 10-12,000 new homes built over the next 20 years. The Borough also has the lowest average house prices in London, a factor which is causing an increase in population from inward migration from overseas as well as migration of inner London residents in search of more affordable accommodation.

The school will serve both the current rising population of young people and the anticipated numbers moving to new housing in this regeneration area.

### **7.2 Working with other schools and educational establishments**

From the very outset we have worked in close collaboration with the local family of primary, secondary and special schools, the local college of further

education, the local university and local voluntary sector providers. All of these are represented on the Barking and Dagenham Co-operative Learning Partnership and have played a full role in shaping and developing the Free School vision and application.

Moving forward, whilst retaining our distinctive Free School ethos, we intend to play a full part in collaborative arrangements with all our educational partners.

We are very pleased to have obtained specific endorsement of our Riverside Co-operative Free School bid from local Primary Special and Secondary Schools and Barking and Dagenham College of Further Education. We are particularly pleased to have had our bid endorsed by eight Borough Secondary Schools.

Please see signed letter of endorsement below.

February 2012

We are pleased to write in support of the Barking & Dagenham Co-operative Learning Partnership's bid to set up Riverside Co-operative Free School. In partnership with other stakeholders we are committed to the educational and community principles of the Partnership and of the wider Co-operative Movement.

We welcome the development of a new, inclusive school on Barking Riverside to join the family of schools in the Borough of Barking & Dagenham. We are convinced that the proposals outlined in the bid will provide the highest quality provision and outcomes, both for the proposed school's students and for the wider community.

As local stakeholders we have enjoyed successful experience of partnership working to enhance local delivery of services to the community. The development of the new school will help to meet the rising demand for school places from the growing population in the borough.

We strongly endorse the free school bid from the Barking & Dagenham Co-operative Learning Partnership and look forward to a successful outcome.

[Redacted signature area]

### 7.3 Working with our Partner School – Sydney Russell School

We have committed ourselves to a close working partnership with a successful, well-established local secondary school – Sydney Russell. Acting as our Partner School, Sydney Russell will give us access to a range of expertise, in particular during the first five developmental years of the Free School.

Sydney Russell is one of the top four schools in the Borough, with results above the national average on almost every indicator. During the tenure of the current Headteacher GCSE 5+ A\*-C has risen from 17% to 95%, GCSE 5+ A\*-C including English and Maths has gone up from 10% to 59% and A' Level Average Point Score Per Student has risen from 176 to 752. Parental preferences for transfer at Year 7 have increased from 375 in 2004 to 951 in 2011.

Sydney Russell has successfully used for many years most of the organisational structures that we are proposing in this bid, with proven success. We will be able to draw on their experience to help us set up our own structures, whilst of course remaining distinctive in our own right as a Co-operative Free School.

Sydney Russell has agreed to act as a Partner School to Riverside Free School, sharing expertise on a pro bono basis for general advice and support.

Riverside Free School will also make use of consultancy support from Sydney Russell on a not for profit basis, where Riverside will either pay cover costs for Sydney Russell staff to work with Riverside or pay Sydney Russell staff at standard additional hours rates to do additional work with them.

Examples of likely areas for consultancy support include:

- Finance
- Curriculum Development
- NQT Induction
- Schemes of Work
- CPD

### 7.4 Working with the wider community

A long-standing and well-respected representative of the local community – [REDACTED] - has been closely involved with the Free School bid from the outset and has accepted the post of [REDACTED] as well as a [REDACTED]. She provides an excellent conduit into the growing community of [REDACTED] and Riverside.

As Riverside School develops we will seek to form close and productive

relationships with arrange of local voluntary and community groups.

## 7.5 Promoting good community relations

A core part of our vision is to promote community cohesion in the Barking Riverside area with the new school at the heart of its community. This commitment chimes with the ethos and values of the Co-operative movement, to which we will be firmly allied as a Co-operative Free School. Our policies and practices will be in line with the Equality Act 2010.

Riverside Free School will provide a much-needed educational service both to the new and to the established residents of this disadvantaged community. Community cohesion has special significance given that the new school will provide education for all local families, whether from the long-established White British community, the more recently settled ethnic minority communities or those who will be are moving to the new housing developments.

This will entail forging a strong ethos and developing a shared identity, which extends into the wider community. We believe that the strong inclusive ethos and democratic values of the Co-operative movement will mean that the school is particularly well placed to support community cohesion.

The school will become a focus for change in the community by supporting family and workforce development and providing excellent opportunities for sporting and social activities both after school and at weekends, involving all members of the community.

The local stakeholders supporting the Free School proposal can already claim to have a strong track record of existing work in a variety of key partnerships for inclusion, raising aspirations and celebration of ethnic, cultural and faith diversity. Our work in the local community shows that already many people are excited at the job opportunities afforded by Riverside. In particular local parents have expressed interest in training opportunities to become Teaching Assistants and to further their experience as Special Needs support workers and catering assistants. We believe that the school will be a highly attractive place for young teachers to begin their career.

All students at the Free School will have the responsibility to help others through social enterprise and opportunities to engage in community work. They will be encouraged to participate in local activities and support charities in this country and overseas. The influence of the values and ethics of the Co-operative Movement will have an impact in this area. All students will understand themselves to be part of an achievement culture, meeting high standards through self-help, responsibility, democracy and equality.

## 7.6 Sharing facilities with other schools and the wider community

Riverside Co-operative Free School plans to move into purpose-built new accommodation by 2015, which will provide the highest quality of education with extended operating hours. We will ensure that our facilities are cost-effective by being well-used with a full range of services reflecting the diverse needs and interests of the whole community. We intend to achieve these goals by offering a varied menu of activities and access to the premises for evening and weekend use.

Extended services form a key part of our strategy to promote excellence by developing personal skills and learning through a wide variety of interests for and with the whole family.

We intend to achieve these goals in practice by offering a varied menu of activities. The community will have shared access to the school library, pooling key learning resources. All facilities will be designed to be inclusive, with ample provision for children's sports and play, which will be fully accessible for children with SEN or who are disabled.

By working in partnership with Barking & Dagenham College of Further Education, the local Adult College and the University of East London a wide range of Adult Education and Access courses will be provided on the school site outside school hours to maximise use of resources and facilities.

## Section E: Evidence of Demand and Marketing – Part 1

### 1.0 EVIDENCE OF DEMAND FROM PARENTS WITH CHILDREN OF THE RELEVANT AGE FOR EACH NEW YEAR GROUP IN EACH OF OUR FIRST TWO YEARS OF OPERATION

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>	120	121		101%	120	154		128%
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

#### Evidence of Demand in Advance of Proposed Free School

In addition, we are able to demonstrate demand via the Foundation Trust provision which the Barking and Dagenham Co-operative Learning Partnership has been asked to set up by the London Borough of Barking and Dagenham for 120 Year 7 students on Barking Riverside for September 2012.

This provision, set up under the same principles and operating methods as our proposed Free School, has attracted 267 parental preferences. 120 students have been allocated to the provision and will begin their Year 7 there this September.

#### Rising Planned Admission Number

We are very confident that we will be able to generate sufficient demand to meet our rising Planned Admission Numbers, to 180 in 2015, 240 in 2016 and 300 in 2017 because of:

- The strength of community support for our 2012 Foundation Trust provision, as shown by the 267 parental preferences for 120 places submitted via the 2011/12 primary transfer process
- The dramatically rising student numbers in the Borough, generating the need for 12 additional forms of entry at Year 7 by 2015, 18 by 2016 and 23 by 2017.



## 1.1 Survey Details

We surveyed parents of students in the relevant age groups attending the three closest existing primary schools to our proposed Free School site. We did this by distributing information leaflets setting out details about Riverside Co-operative Free School and asking parents to sign up to the following statement:

I am a parent of a child attending xxx Primary School. I have read the details about Riverside Co-operative Free School in this flyer and/or on [www.riversidefreeschool.com](http://www.riversidefreeschool.com) and would like to register my support for the ethos and objectives of Riverside Co-operative Free School. When my child reaches the age to transfer to Secondary School I will choose Riverside Co-operative Free School as my first preference.

Parent's Full Name:

Home Postcode:

Tick Child's Year Group:

Nursery/Reception/Year 1/Year 2/Year3/Year 4/Year 5/Year 6

Parent's Email (Optional):

Please see full text of leaflet below:

*Many youngsters from Thames View and nearby areas have to travel long distances to find a secondary school place – and the shortage of places is set to get worse.*

- *The community desperately needs its own high-quality secondary school.*
- *The Barking and Dagenham Co-operative Learning Partnership was formed two years ago to help turn this dream into a reality.*
- *The Partnership includes members of the Thames View community and local Headteachers.*
- *The Partnership is putting in a bid to the Government to develop Riverside as a Co-operative Free School.*
- *If the bid is successful it will speed up the planning and funding of the permanent buildings the school will need.*
- For more info please email [REDACTED] or visit [REDACTED]

***How can you help?***

***We particularly need support from parents who have Primary School children.***

**Please complete the form overleaf and return it to your child's school.**

*Every form completed will get us closer to our goal.*

*I am a parent of a child attending Eastbury Primary School. I have read the details about Riverside Co-operative Free School in this flyer and/or on [www.riversidefreeschool.com](http://www.riversidefreeschool.com) and would like to register my support for the ethos and objectives of Riverside Co-operative Free School. When my child reaches the age to transfer to Secondary School I will choose Riverside Co-operative Free School as my first preference.*

**Parent's Full Name**.....

**Home Postcode**.....

**Tick Child's Year Group:** Nursery/ Reception /Year 1 /Year 2 /Year 3/ Year 4 /Year 5/Year 6

**Parent's Email (optional)**.....

**PLEASE RETURN COMPLETED FORMS TO EASTBURY PRIMARY SCHOOL**

### **About Riverside Co-operative Free School**

- *Mixed, 11-18 Secondary School, open to all students regardless of background or religion.*
- *Set up and run by The Barking and Dagenham Co-operative Learning Partnership, which was formed two years ago, bringing together a range of partners, including members of the community, local Primary and Secondary Headteachers, Barking and Dagenham College, the University of East London, training provider Lifeline and the local Health Trust.*
- *The Partnership follows the principles of the global Co-operative Movement - based on fairness and community values - and is committed to working as a full member of the Borough's family of schools, in close partnership with the Council.*
- *Dedicated to ensuring excellence for all students.*
- *Different pathways for different students, to match the needs of each individual:*
  - i) *Highly Academic Pathway - a traditional academic curriculum, with the expectation that students will achieve the very highest GCSE grades, studying three separate sciences and at least one language, moving on to A' Levels in the Sixth Form and the best universities.*
  - ii) *Mixed Academic/Applied Learning Pathway - a mixed academic and*

vocational/applied curriculum. At age 14-16, students will study the core GCSEs and then choose at least one applied learning or vocational course alongside additional GCSE options.

iii) *Supported and Inclusive Learning Pathway - tailored to the needs of those who need extra help. From 11-14 they will have one teacher for half their week, to develop literacy and numeracy. From 14-16 they will have an individual programme which might include college or work-based learning alongside vocational qualifications, leading to employment or further training.*

- *A Sixth Form which will be part of the highly successful Southern Consortium, with students progressing to university entrance and professional qualifications.*
- *The creative and innovative use of computers and new technology.*
- *The very highest standards of uniform, discipline and mutual respect*
- *Experienced leadership, to ensure that the school gets off to the best possible start.*

## 1.2 Location of parents expressing a first preference for Riverside School

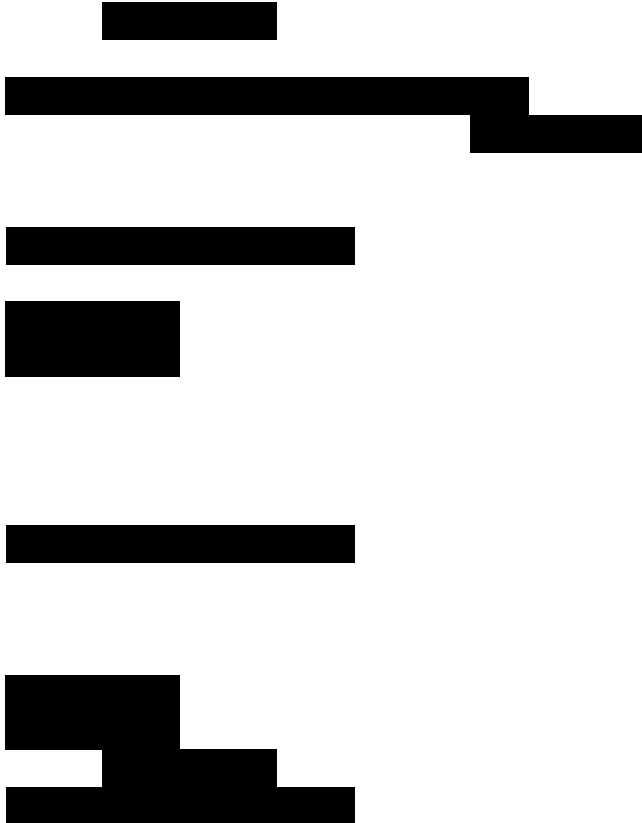
Analysis of postcodes of parents returning pro-formas confirming they would choose Riverside Free School as their first preference:

Postcode	Current Year 4	Current Year 5
IG11	146	115
RM10	4	1
RM9	1	3
RM8	2	
IG3	1	
E6		1
E13		1
TOTALS	154	121

As will be seen from the analysis above and the map below which plots the postcode boundaries, the vast majority of parents expressing a first preference for Riverside Free School live close to the school, in the same postcode – IG11 - as the preferred location for the school.

A similar pattern is apparent amongst the 120 Year 7 students starting this September in the Partnership's Foundation Trust provision on Barking Riverside, in that 106 out of the 120 have IG11 postcodes.

Map showing location of postcodes nearest to proposed site of Riverside Free School – Postcode boundaries edged in red



Riverside Free School Proposed Site ( [redacted] )

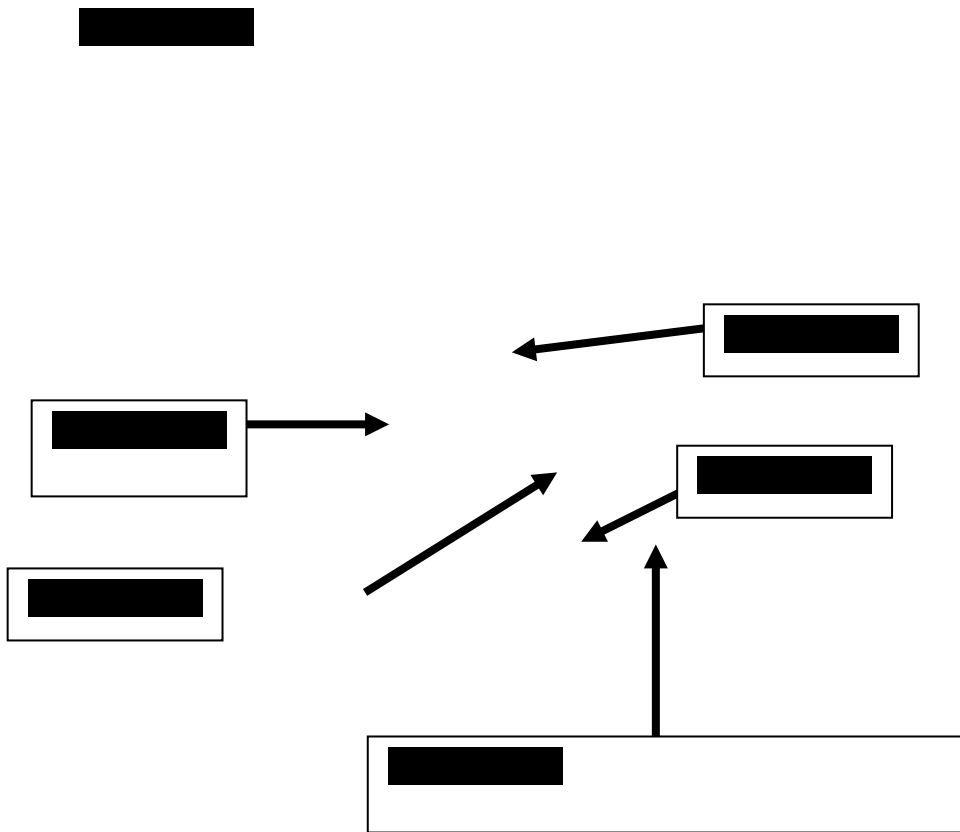
### 1.3 Engagement with the community

We have worked with the local community and local Primary schools to market the new school and discuss the plans with local parents. We have provided a stand at a Junior School Fair where over 100 parents signed petitions in support of the new school and where questions and answers were given to members of the public throughout the day.

We have held assemblies and carried out surveys in three local potential feeder Primary Schools – Eastbury, Thames View and Gascoigne - and have held public meetings and “drop-in” question and answer sessions for prospective parents in the catchment area of the school.

See Primary School location map below.

Map showing location of nearest Primary Schools to proposed site of Riverside Free School



We have canvassed public opinion via the local media and an interactive website.

The local weekly paid-for newspaper – The Barking and Dagenham Post – has run an intensive four-week campaign in support of our bid.

## Section E: Evidence of Demand and Marketing – Part 2

### 2.0 HOW WE INTEND TO REACH OUT TO THE WIDER COMMUNITY, INCLUDING, WHERE RELEVANT, CHILDREN FROM A RANGE OF BACKGROUNDS, FAITHS AND ABILITIES

#### 2.1 Attractiveness of the school

We believe that the school is already attractive to the parents of students of different backgrounds and abilities including students from deprived or disadvantaged families. Through our information-sharing meetings and other means of canvassing support we know that there is a huge interest in this school and we have had positive feedback from parents representing many different ethnic, social and faith groups.

The demographic make-up of our school's potential catchment area means that almost all potential students for the Riverside Co-operative Free School come from deprived or disadvantaged households - although the new housing being built in the Riverside locality is starting to change the area with a mix of owner-occupied and social housing. All feedback from residents indicates that they view the school as a much-anticipated beacon of excellence, which will directly affect the learning experiences and life chances not only of the children of Riverside but also the wider surrounding community.

This proposal has been developed following extensive discussion and consultation with this local community and other key stakeholders. We have carried out one-to-one and group consultations and have received strong support for our particular Free School and its distinctive features, in particular the grouping of students by ability in three mini-schools.

██████████, a well-established local resident and representative of the local community, has a key role in our group as ██████████ and also a ██████████. ██████████ provides an excellent conduit into the growing community of Barking Riverside through strong local contacts.

Our school will be open to children of any, all or no faiths. It is an attractive opportunity for families in the Riverside/Thames View area to send their children to a school close to home and where they can benefit from new facilities and a family-friendly environment.

We have held meetings in the Community to answer specific questions about the school's character and development and we will continue to do so as the school plans develop. Once the school is operational a Co-operative Stakeholder Forum will be established at an early stage to engage members of the community in active participation.

## 2.2 The school as a resource for the wider community

We plan to use the school extensively as a resource for the wider community and this will be the management responsibility of an Assistant Headteacher once the school is operating on its permanent site. In the short term the management of after-school arrangements will be shared by the George Carey and Riverside Free School staff (with oversight from their respective Heads) to ensure that opportunities are maximised for inclusive activities spanning the full age range of students on site and from the wider adult community.

In addition the school will work collaboratively with the University of East London to offer degree modules with accreditation to attract local residents who wish to access learning opportunities close to home.

## 2.3 Discussions with the local authority about student admissions and the need for more school places in the area.

We have engaged in regular detailed discussions with the Local Authority about student admissions and the rapidly rising basic need for secondary school places in Barking and Dagenham as a whole and in the Riverside area in particular.

The table below shows the shortfall of secondary school places in Barking and Dagenham over the next eight years. By 2020 there will be the need for four additional 10 form-entry secondary schools

Year	Forecast demand for Year 7 places based on current primary school rolls	Current Capacity on entry to Year 7 (September 2011)	Capacity required to meet Year 7 demand (including 5 per cent buffer)	Shortfall in Y7 places
2008-09	2,226	2,350		
2009-10	2,133	2,350		
2010-11	2,108	2,350	2,213	
2011-12	2,248	2,350	2,360	
2012-13	2,372	2,370	2,491	-121
2013-14	2,463	2,370	2,586	-216
2014-15	2,525	2,370	2,651	-279
2015-16	2,595	2,370	2,725	-355
2016-17	2,796	2,370	2,936	-566
2017-18	2,922	2,370	3,068	-698
2018-19	3,165	2,370	3,323	-853
2019-20	3,366	2,370	3,534	-1164
2020-21	3,442	2,370	3,614	-1244

Source: London Borough of Barking and Dagenham

## Pressure on secondary places in the Barking Riverside area

In the Barking Riverside area there is particular pressure on secondary school places. For some years parents in the area have had difficulty finding secondary places in over-subscribed local schools. This is now being exacerbated by a rapidly growing primary school population in the community – the established local primary school has just expanded from three to four forms of entry, a brand new three-form entry primary school has just opened adjacent to the proposed site for our Free School, and a further one is planned. The surrounding nearest primary schools have also recently expanded: Gascoigne from 3 to 5 and Eastbury from 3 to 4 forms of entry.

The nearest existing secondary schools to the proposed site of the Riverside Co-operative Free School are Barking Abbey, Eastbury and Jo Richardson Community School. All these schools are heavily oversubscribed:

	Year 7 Places Available	Parental Preferences for 2012
Barking Abbey	270	1,393
Eastbury	300	666
Jo Richardson	240	1,019

Parents in the Barking Riverside area felt particularly let down when Jo Richardson School was built six years ago north of the A13, as they had understood that it would be located on the site now earmarked for Riverside Free School. Strong public feeling was aroused at the time and the community is vociferous in its determination for a local secondary school for local children. Travel to alternative schools is difficult, given the heavy traffic on the major trunk road the A13.

In addition, the planned housing development of 12,000 new dwellings on Barking Riverside, whilst not needed in order to demonstrate current demand, will eventually generate an additional requirement for 480 additional places per year group, using the standard planning calculation of 4 places per year group being generated for each 100 new homes.

Our school adds choice and diversity to the existing provision and seeks to help address the shortfall in secondary places brought about by the sharp demographic rise in the Borough as a whole and in particular in the locality of Barking Riverside..

### 2.3.1 Outcomes of discussions with Local Authority - Foundation Trust Provision being set up for 2012

The Local Authority has shown its confidence in the Barking and Dagenham Co-operative Learning Partnership, and its support for the key principles and characteristics of our Free School bid, by asking the Partnership to set up temporary Foundation Trust provision for 120 Year 7 students in September 2012 to help meet the urgent existing need for school places in the Barking



Riverside area. The Partnership agreed to this request.

This provision will be accommodated in spare classrooms in the newly-opened George Carey Primary School. It was included in the Local Authority's Primary/Secondary Transfer process for this year and was based on the same key principles and characteristics as outlined in our Free School bid.

The parental demand for our type of school is shown by the total of 267 parental preferences registered by the closing date. 120 students have been allocated places and will begin their Year 7 at the provision this September.

Planning is well-advanced, with the secondment of an experienced local Vice-Principal as Head of School and the recruitment of six high-quality teaching staff.

This provision will establish a focus for secondary education in the Riverside area ready by the time the Free School, if our bid is successful, comes on stream and is in a position to supersede it in 2013.

The Shadow Governing Body has appointed an [REDACTED], [REDACTED], who will be seconded from his post as [REDACTED] for 2 days a week.

#### 2.4 Marketing Riverside School

The marketing plan for the Riverside Co-operative Free School has been developed in the light of rapidly rising school rolls overall in the Local Authority and an ongoing shortage of secondary school places. However, we are aware that there is no room for complacency and that the school, as a radical new concept, will need active explanation and marketing to its target audience.

- The school has a website providing full information about the new school and interactive communication channels with opportunity for asking questions or registering support
- The Local Authority will include the school's recruitment information in its Primary Transfer booklet, which is distributed to all Year 6 parents each Autumn Term
- The school will advertise in the local press and other media to make parents of potential students aware of the recruitment cycle
- The school will take Primary School Assemblies to raise awareness amongst potential students
- An Annual Open Evening will be held for potential parents and students
- Open Days will be held for parents of potential students to tour the school in operation

We are in regular dialogue with the local authority which welcomes the contribution that Riverside Co-operative Free School will make to help meet the urgent rising rolls in the Borough's school population.

The Local Authority will be represented on both the Co-operative Learning Partnership as a Member and the Governing Body of Riverside Free School when formally constituted.

#### 2.4.1 Barking and Dagenham Post Newspaper

The local press, in the form of the paid-for weekly Barking and Dagenham Post newspaper, has been extremely supportive of our Free School bid, running a high-profile four-week community campaign in support of the bid, with full page coverage each week. They have also pledged to continue helping to publicise the Free School as it develops.

## Section F: Capacity and capability

### INTRODUCTION

#### Structures Established

We are fortunate in having a committed group of people working on the planning and setting up of our Free School, with strong educational, financial and project-planning expertise.

We have:

- Established The Barking & Dagenham Co-operative Learning Partnership, a Company limited by guarantee
- Set up the Riverside Free School Shadow Governing Body
- Created a Riverside Free School Project Team
- Identified a preferred [REDACTED] – [REDACTED]
- Identified a preferred [REDACTED] – [REDACTED]

The Company, the Project Team and the Shadow Governing Body for the proposed free school include members with strong education leadership and management expertise.

#### List of Individuals Involved in the Development of Riverside Free School

Name	Organisation/ Role	Role in Free School Development	Expertise available to assist Riverside Free School	Time available and basis on which given
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	Educational Financial 16+ Provision	2 days a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	Educational Financial 16+ Provision	2 days a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Educational Financial	1 day a week (more as required)  Paid consultancy

[REDACTED]	[REDACTED]	[REDACTED]	Educational Financial	Half a day a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Financial Marketing Training	Half a day a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Educational Financial SEN	Half a day a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Educational	Half a day a week (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Educational Financial Human Resources	Half a day a week (more as required)  Pro bono

[REDACTED]	[REDACTED]	[REDACTED]	Financial Human Resources	Half a day a fortnight (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Education 16+ Provision	Half a day a fortnight (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Education 16+ Provision Finance	Half a day a fortnight (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Education 16+ Provision	Half a day a fortnight (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Education	Half a day a fortnight (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Finance Human Resources Legal	Half a day a month (more as required)  Pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Finance Human Resources Premises	Half a day a week pro bono
[REDACTED]	[REDACTED]	[REDACTED]	Buildings Finance	Half a day a week (more as required)  Pro bono

All individuals with full-time roles outside the Riverside Free School development have undertaken to manage their time flexibly in order to free up the time commitments they have made to the project both in the development and post-opening phases.

### **Pen Portraits of Key Individuals Involved in the Development of Riverside Free School**

[Redacted]

[Redacted] . [Redacted] . [Redacted] . [Redacted] .

[Redacted]

[Redacted] . [Redacted] . [Redacted] . [Redacted] . [Redacted] .

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[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .



## 1.0 ACCESS TO APPROPRIATE AND SUFFICIENT EDUCATIONAL EXPERTISE TO DELIVER OUR VISION

### 1.1 Project Team

We have created an effective Project Team, centred around:

██████████ – ██████████

██████████ - ██████████

with advisory support from:

██████████ - ██████████

The Project Team members all have ██████████ experience. They have met regularly for the past 2 years and have steered the development of the Company, the Trust and the Shadow Governing Body as well as leading negotiations with the Local Authority, the local community and external bodies.

#### Time Commitment

The project team has met regularly for the past 2 years. The core team members – ██████████ and ██████████ – are currently devoting a minimum of two days a week each to work on developing the Free School proposal. ██████████ is currently devoting one day a week to work on Riverside School.

If the Free School proposal is approved, ██████████ and ██████████ will continue devoting a minimum of two days a week each to the project in its pre-opening phase, with scope for increasing this as required. ██████████ will also continue devoting one day a week.

### 1.2 Availability of Wider Expertise

We are able to call upon advice and guidance from members of The Shadow Governing Body (see table above) which includes ██████████, ██████████ and ██████████ and an ██████████ who are all experienced in managing complex educational institutions with multi-million pound budgets, school rolls of up to 1700 and workforces of over 200 teaching and non-teaching staff.

### 1.3 Partner School

We have committed ourselves to a close working partnership with a successful, well-established local secondary school – Sydney Russell. Acting as our Partner School, Sydney Russell will give us access to a range of expertise, in particular during the first five developmental years of the Free School.

Sydney Russell is one of the top four schools in the Borough, with results above the national average on almost every indicator. During the tenure of the current Headteacher GCSE 5+ A\*-C has risen from 17% to 95%, GCSE 5+ A\*-C including English and Maths has gone up from 10% to 59% and A' Level Average Point Score Per Student has risen from 176 to 752. Parental preferences for transfer at Year 7 have increased from 375 in 2004 to 951 in 2011.

Sydney Russell has successfully used for many years most of the organisational structures that we are proposing in this bid, with proven success. We will be able to draw on their experience to help us set up our own structures, whilst of course remaining distinctive in our own right as a Co-operative Free School.

Sydney Russell has agreed to act as a Partner School to Riverside Free School, sharing expertise on a pro bono basis for general advice and support.

Riverside Free School will also make use of consultancy support from Sydney Russell on a not for profit basis, where Riverside will either pay cover costs for Sydney Russell staff to work with Riverside or pay Sydney Russell staff at standard additional hours rates to do additional work with them.

Examples of likely areas for consultancy support include:

- Finance
- Curriculum Development
- NQT Induction
- Schemes of Work
- CPD

## 2.0 ACCESS TO APPROPRIATE AND SUFFICIENT FINANCIAL EXPERTISE TO MANAGE OUR SCHOOL BUDGET

### 2.1 Project Team Financial Expertise

The Project Team has a wide range of financial expertise and experience:

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED].

### 2.2 Financial Expertise from within the Shadow Governing Body

The Shadow Governing Body currently includes, in addition to [REDACTED], [REDACTED], both of whom have a strong track record in [REDACTED] – [REDACTED] and [REDACTED].

In addition, the Governing Body is fortunate to include [REDACTED]: [REDACTED], who is the [REDACTED] and [REDACTED] ([REDACTED]) who is a [REDACTED].

We also have financial expertise from [REDACTED] - [REDACTED], [REDACTED] and [REDACTED] - who all have financial management experience through being [REDACTED]: [REDACTED] and [REDACTED].

[REDACTED]

### 2.3 Additional Financial Expertise

Membership of the Co-operative Schools network also gives us access to financial and legal services to support the start-up and continuing business management of Riverside Co-operative Free School. Our association with the Co-operative College and Company status provides legal and financial support as well as educational advice to the project.

Riverside Co-operative Free School will also benefit from the business and financial expertise of its Partner School, Sydney Russell. In particular, the school's [REDACTED], [REDACTED], is available to offer help and advice in setting up financial systems and controls.

We plan to appoint a full time Business Manager by Easter 2013 to help implement the budget and operational plans for the Free School. The post will be advertised on the recruitment website of the National Association of School Business Managers and in the local press.

As the school is established we will seek to recruit parents and members of the community to the Governing Body with business and financial expertise. We will also set up the Stakeholder Forum and draw on the many talents of the locality which the school will serve, thereby meeting any gaps in expertise which may arise.

At this stage we are confident that we already have the expertise on the Project Team, the Shadow Governing Body and the wider team of supporters within the locality to provide sound and experienced advice as well as commitment of time and energies.

### **3.0 ACCESS TO OTHER RELEVANT EXPERTISE TO MANAGE THE OPENING AND OPERATION OF OUR SCHOOL.**

### 3.1 Filling Gaps in Direct Expertise

#### Property and Construction

We have access to the expertise of [REDACTED]

#### ICT

ICT will be strength of our new school both in the classroom and in support for our administration and back-office systems. We have kept abreast of plans in the local family of schools for a managed service for ICT and we expect that Riverside Free School will also buy into this partnership system. We will buy into the Local Authority's ICT support and consultancy services. The Riverside Free school will also be able to benefit from learn the experience of Sydney Russell School's Building Schools for the Future state of the art ICT investment.

#### Website and Marketing

We have engaged the services of a website design company to set up and maintain a website for Riverside Free School. This is already proving effective in marketing the school.

## **4.0 HOW OUR STAFFING STRUCTURE WILL DELIVER THE PLANNED CURRICULUM**

### 4.1 Senior Leadership Structure – as at full capacity

Executive Headteacher (Part-time, equiv to 2 days per wk)	- Strategic direction, development, evaluation and support, inc all legal responsibilities of Headteacher
Head of School (Full time)	- All day to day operational matters
Deputy Heads x 2:	- Curriculum/Teaching and Learning - Student Support
Assistant Heads x 3:	- Teaching and Learning/CPD - Inclusion, student tracking, support and intervention - Curriculum Planning and Pathways
Business Manager:	- Finance, Resources and Organisation
Premises Manager:	- All aspects of facilities management

#### 4.2 Senior Leadership Structure prior to and at point of opening

In the first year of operation (September 2013) we intend to admit only 120 students and employ six teaching staff, sharing accommodation with the newly-opened George Carey Primary School. We therefore intend to start with a very slim leadership team, consisting of Executive Headteacher (part-time, equiv to 2 days per wk), Head of School, Head of Year and Business Manager.

We have identified [REDACTED] as our preferred [REDACTED] for a proposed fixed-term five year contract from September 2012 - working for the equivalent of two days a week - to steer the school through its pre-opening and opening phase and beyond for the first three full years of operation (five years in total). Riverside Co-operative Free School will be linked with Sydney Russell as its Partner School, an established successful local school and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing any skills gaps.

In addition we intend to appoint a full-time Head of School (an existing Deputy or Assistant Headteacher seconded from a local school) for a fixed-term three year contract from April 2013 to take responsibility for all day-to-day operational matters. We have identified a preferred candidate for this post – [REDACTED], [REDACTED]. These fixed-term appointments will be reviewed regularly, and in particular at the end of the secondment periods, by the Governing Body to decide the best permanent way forward.

This model will bring the advantages of local knowledge and experience, as well as being a cost-effective means of ensuring sound leadership during the formative years of the school.

Members of the Governing Body with significant educational expertise will play a direct role in recruitment, selection, interviewing and performance management of Senior Leadership, in order to ensure that we secure the highest possible calibre of candidates from the outset. Our goal is to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school. This applies at all levels of responsibility, as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework.

#### 4.3 Executive Headteacher Roles and Responsibilities

The Executive Headteacher will be responsible to the Governing Body for:

- All Headteacher legal responsibilities for the Riverside Co-operative Free School

- Overall strategic direction and development of the school

- All strategic aspects of the educational organisation of first the temporary and then the permanent school provision, including:

- Curriculum
- Staffing
- Teaching and Learning
- Student Achievement
- Marketing and Student Recruitment
- Pastoral Organisation
- Policies and procedures
- Evaluation and Quality Assurance
- Budget
- Management Information Systems
- ICT
- Line Management of Head of Site

- Relations with external partners, including the local community, the Local Authority, local schools and colleges, DfE, Voluntary Sector Providers, employers etc

- Ofsted: Preparation for and management of external inspections

- Buildings: Education input into the planning of first the temporary, then the permanent school accommodation

#### 4.4 Head of School Roles and Responsibilities

The Head of school will be responsible to the Executive Headteacher, and through him to the Governing Body, for all aspects of the day to day operation of the school, including:

- Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensuring a school-wide focus on student achievement, using data and benchmarks to monitor progress in every student's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the student community.
- Ensuring a culture that supports and facilitates student engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies and partners to ensure the well being of children.
- Safeguarding and promoting the welfare of children

#### 4.5 Arrangements for Senior Leadership in transitional period between opening and full capacity



We will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency (see Table 4 below) reaching a 'steady state' position from September 2018, when there will be 1,200 students on roll. During this period we will fill any skill gaps in the leadership team by buying in consultancy expertise, either from the local Partner School or from high quality external providers.

#### Senior Leadership team composition during transition to full capacity

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NO'S	120	240	420	660	960	1212	1450	1606	1730	1795	1824
Executive Head	1	1	1	1	1	1	1	1	1	1	1
Site Head	1	1	1	1	1	1	1	1	1	1	1
Deputy Head			1	2	2	2	2	2	2	2	2
Assistant Head		1	1	2	2	3	3	3	3	3	3
Business Manager	1	1	1	1	1	1	1	1	1	1	1
Premises Manager		1	1	1	1	1	1	1	1	1	1

#### 4.6 Middle Leadership Structure at point of opening

In Year 1 overall pedagogical and pastoral direction and leadership for subject teachers will be provided by the Head of School. Subject specific support will be provided by buying in regular consultancy expertise, either from the Partner School or from high quality external providers. Pastoral leadership on a day to day basis will be provided by a Head of Year.

#### 4.7 Arrangements for Middle Leadership in transitional period between opening and full capacity

In Year 2 (2014) we will begin to appoint subject leaders and continue to employ pastoral leaders, starting with the Head of English and Maths and Head of new Year 7 that year, adding Heads of Science and Head of new Year 7 in

2015 (Year 3) and then gradually building up to full middle leadership capacity as shown in Table 5 below.

We will be looking to develop the leadership capacity of our own staff so that as many as possible are able to take on middle leadership roles as they become available, but where necessary to recruit the highest quality leaders we will look outside the school as well.

During the transition to full capacity we will fill any skill or capacity gaps in the middle leadership by buying in consultancy expertise, either from the Partner School or from high quality external providers.

#### Middle Leadership during transition to full capacity

	Sept 2013	Sept 2014	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
STUDENT NOS	120	240	420	660	960	1212	1450	1606	1730	1795	1824
Subject Lead Large Dept		2	3	3	3	3	3	3	3	3	3
Subject Lead Medium Dept		1	4	6	8	12	12	12	12	12	12
Post of Responsibility				6	10	12	20	22	26	26	26
Head of Year	1	2	3	4	5	6	6	6	6	6	6
Deputy Head of Year				1	2	3	4	5	6	6	6

Posts of responsibility will mainly be focused on curriculum areas – eg Deputy Head of Department or in charge of a Key Stage in a subject area. However, there will as the school grows be a number of cross-curricular posts, such as responsibility for Careers Education or University Entrance.

#### 4.8 Subject Teachers

We plan to recruit mainly newly or recently qualified, flexible ambitious subject teachers who show the potential for rapidly taking on additional responsibilities – six for Year 1 (2013) and a further six for Year 2 (2014). Overall pedagogical direction and leadership for these teachers will be provided during these first

two years by the Head of School. Subject specific support will be provided, during these first two years and as needed during the rest of the transition period, by buying in regular consultancy expertise, either from the Partner School or from high quality external providers.

As the school moves towards full capacity we will gradually increase the number of subject teachers, ensuring effective curriculum coverage whilst achieving a cost-effective Student Teacher Ratio of just under 1:16. They will be supported by a growing team of middle leaders and post-holders, who will provide effective support and challenge to ensure high student achievement.

#### 4.9 Support Staff

High quality support staff are vital to the success of a school. We will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching staff.

The Business Manager will have overall senior leadership responsibility for all support staff, with middle leaders within each category of staff taking day to day line management responsibility – one for Teaching Assistants, one for Learning Mentors, one for Technicians and one for Site Supervisors. The Business Manager will have direct line management responsibility for administrative staff and for the Site Manager, who in turn will line manage all facilities related staff.

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity (see Table 6 below) and as with other staff, any skills or capacity gaps during this period will be dealt with by buying in expertise, either from the local partner school - the base school of the Executive Head - or from high quality external providers.

#### Support Staffing during transition to full capacity

Sept Sept Sept Sept Sept Sept Sept Sept Sept Sept

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
STUDENT NOS	120	240	420	660	960	1212	1450	1606	1730	1795	1824
Senior Admin Staff			1	1	2	2	3	3	3	3	3
Admin Staff	1	2	3	4	5	6	7	9	9	9	9
Teaching Assistants	1	2	4	6	10	12	15	15	18	18	18
Learning Mentors	1	2	2	2	3	4	5	6	6	6	6
Caretakers		1	2	2	2	2	3	3	3	3	3
Technician	1	2	2	3	3	3	4	5	5	5	5
Site Supervisor		1	2	2	4	4	5	5	6	6	6

Notes: Senior Admin Staff = Finance Officer, Exams Officer, Data Manager  
 Site Supervisors = Non-teaching staff who assist in supervising students

## 5.0 PLANS FOR RECRUITING A HIGH QUALITY PRINCIPAL DESIGNATE, OTHER STAFF AND GOVERNORS

### 5.1 Preferred Candidates

Our Senior Leadership structure is based on an Executive Principal overseeing strategic developments (equivalent of two days per week) and a full time Head of School responsible for day to day leadership and management.

We have identified preferred candidates for both these posts: [REDACTED] as [REDACTED] and [REDACTED] as [REDACTED].

### 5.2 CV for [REDACTED], Preferred Candidate for [REDACTED]

Current or most recent employment:

[REDACTED], [REDACTED], [REDACTED], [REDACTED] ([REDACTED])

Previous employment:

[REDACTED] [REDACTED]

Education:

[REDACTED] [REDACTED]

[REDACTED].

(See Annex 4 for Personal Statement from [REDACTED] outlining experience and personal qualities relevant to the post)

5.2 CV for [REDACTED], Preferred Candidate for [REDACTED]

Current or most recent employment:

[REDACTED], [REDACTED], [REDACTED], [REDACTED] ([REDACTED])

Previous employment:

[REDACTED] [REDACTED]

Education:

[REDACTED] [REDACTED]

(See Annex 5 for Personal Statement from [REDACTED] outlining experience and personal qualities relevant to the post)

5.3 Plans for recruiting high quality members of staff

We plan to appoint a full time Business Manager by Easter 2013 to help implement the budget and operational plans for the Free School. The post will be advertised on the recruitment website of the National Association of School Business Managers and in the local press.

We plan to recruit mainly newly or recently qualified, flexible ambitious subject teachers who show the potential for rapidly taking on additional responsibilities – six for Year 1 (2013) and a further six for Year 2 (2014).

We are confident that our Governing Body has sufficient experience and expertise of interviewing and appointing staff. We will recruit via advertisement in the Times Education Supplement, stressing the attraction of a new school with the potential for taking on early additional responsibilities but with the support of an established Partner School.

#### 5.4 Plans for recruiting high quality governors

The Partnership has already established a high quality Shadow Governing Body which has met regularly to develop a strategic approach to establishing the new school. We have been fortunate in securing the commitment of a strong group with wide experience of education and business.

This body will eventually comprise 15 members with the following representation:

- Parent Representatives = 4
- Appointed by the Company (Trust) = 5
- Community Representatives = 2
- Staff representatives including Executive Principal = 2
- Local Authority representatives = 2

Current Members of the Shadow Governing Body:

[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])  
[REDACTED] ([REDACTED])

When the Governing Body is formally constituted all the above will become Directors of the Company.

## **6.0 DEMONSTRATE A CLEAR UNDERSTANDING AND DESCRIBE THE RESPECTIVE ROLES OF THE COMPANY MEMBERS, GOVERNING BODY AND PRINCIPAL DESIGNATE IN RUNNING YOUR SCHOOL**

### 6.1 Company Members

We have established a Company, Limited by Guarantee: Barking & Dagenham Co-operative Learning Partnership. The Company (Trust) has three members, who are also the current directors.

This Body will have overall legal responsibility for the running of the school and the decisions made affecting its operation.

The Company (Trust) currently meets monthly and ratifies any decisions made by the Shadow Governing Body. The Trust will confirm the eventual appointment of the Executive Headteacher and Head of School. In the longer term the Trust will meet less frequently but will still retain overall legal responsibility for the School.

The Company (Trust) will be responsible for ensuring that Co-operative values and ethos continue to underpin the work of the school.

### 6.2 Governing Body

The Governing Body will comprise 15 members, eventually representing Parents, Staff, Trustees, the Community and the Local Authority.

The Partnership has already established a high quality Shadow Governing Body which meets monthly.

The Governing Body will have a raft of legal and statutory responsibilities but the essence of its role will be largely strategic in the running of the school, which will include:

- setting up a strategic framework for the school
- setting its aims and objectives
- setting policies and targets for achieving the objectives
- reviewing progress and reviewing the strategic framework in the light of progress.
- acting as a “critical friend” to the Executive Principal by providing advice and support.

To facilitate its work the Governing Body will establish sub-committees, including for staffing, curriculum and finance. There will be representation of staff on each of these committees and there will be a regular cycle of reporting to the Governors by Senior staff including Heads of Departments.



### 6.3 Executive Principal

The Executive Principal will be responsible for the internal organisation, management and control of the school and for advising on and implementing the governing body's strategic framework. In particular, the Executive Principal will be responsible for formulating aims and objectives, policies and targets for the governing body to consider adopting; and reporting to the governing body on progress regularly.

The Executive Principal is accountable to the Governing Body and through them to the Trustees. The Executive Principal will line manage the Head of School, who is responsible for the day to day management of the school.

### 6.4 Conflicts of interest

Any Governor 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 Governor shall disclose that fact to the Governors as soon as he becomes aware of it. A Governor must absent himself from any discussions of the Governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Governing Body and/or Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

### 6.5 Diagram showing structures and accountabilities

The diagram below shows that the Trust has responsibility for holding the governing body to account. The Trust is the body which ultimately has the power to make decisions and oversee the prudent management of the school.

Our Co-operative Trust will eventually have 7 members though currently only three have been appointed and are also the Company Directors.

The Trust will appoint the Governors formally once the Governing Body is officially constituted. Currently the Shadow Governing Body has sought to develop plans for the Riverside Free School and support the Core team to market the Fee School and develop the application.

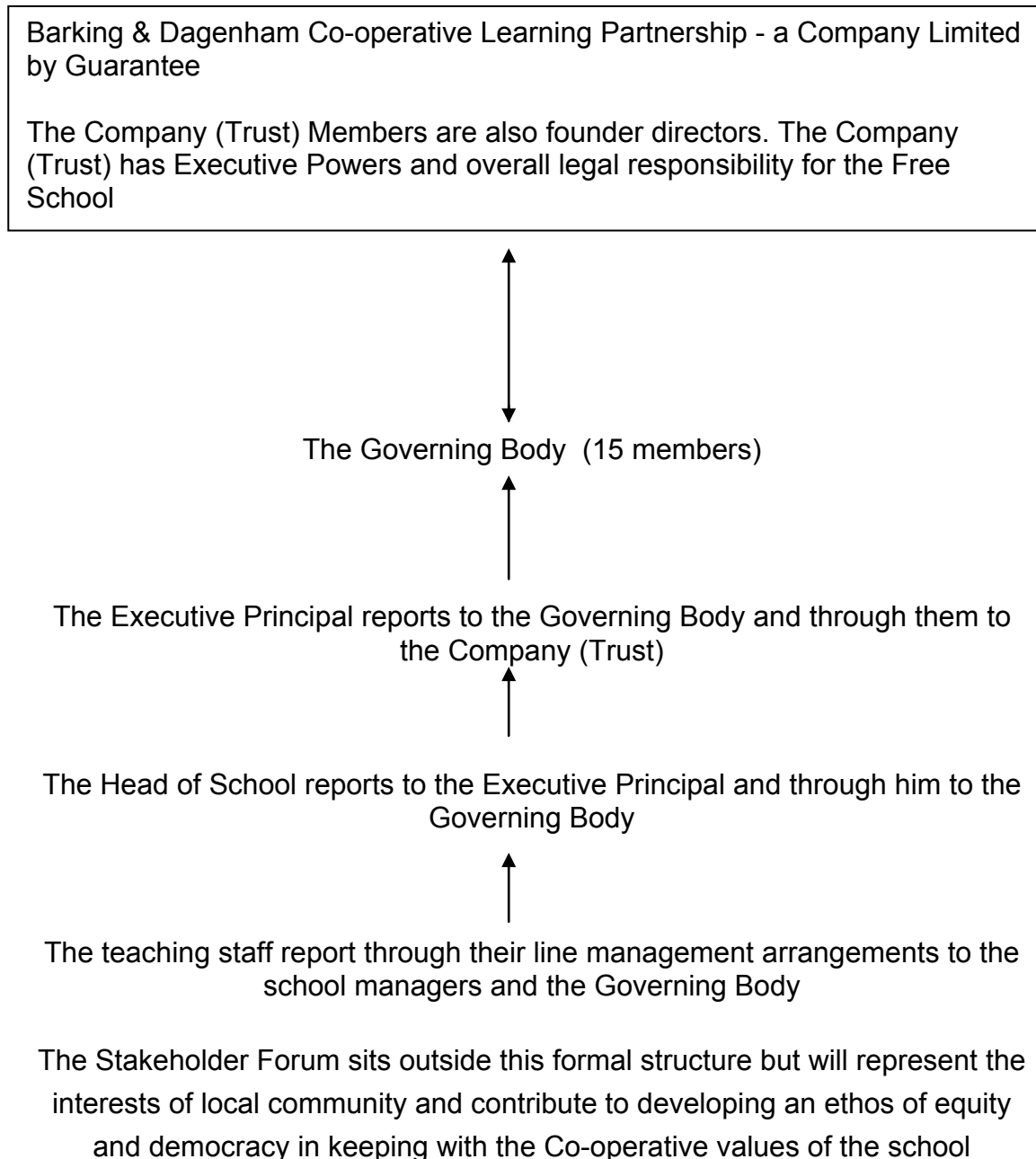
When formally constituted the Governing Body will meet regularly, at least twice a term in the first year though could become a termly cycle once the school is established.

The Governors will report regularly after each meeting to the Trust,

Committees will be set up by the Governing Body for Finance, Staffing, Curriculum and Inclusion. ( see 6.2)

The Governing Body will also relate to the Stakeholder Forum – a key component of the Co-operative Trust. The Forum will comprise members of the community, parents and students of the school. As a sounding board for local opinion and a democratic body, the stakeholder forum has an important influence in shaping the ethos of the school and maintaining its roots in the community it serves.

Diagram showing relationship between key partners



## Section G: Initial costs and financial viability

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

### 1.0 OVERVIEW

#### 1.1 Economies of Scale

When at full capacity Riverside Co-operative Free School will be a very large school, operating in a highly efficient way, generating economies of scale which will enable significant annual investment in resources, the environment for learning, ICT, alternative curriculum provision at Key Stage 4 and extensive extra-curricular activities, which smaller-scale schools find it much harder to fund.

#### 1.2 Build-up to capacity

Year Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Yr 7	120	120	180	240	300	300	300	300	300	300	300
Yr 8		120	120	180	240	300	300	300	300	300	300
Yr 9			120	120	180	240	300	300	300	300	300
Yr 10				120	120	180	240	300	300	300	300
Yr 11					120	120	180	240	300	300	300
Yr 12						72	72	108	144	180	180
Yr 13							58	58	86	115	144
<b>Total</b>	120	240	420	660	960	1212	1450	1606	1730	1795	1824

We are aware that, compared to most Free Schools, Riverside is proposing a slower build-up to capacity, with what will be the standard 10 forms of entry not beginning until Year 5 of operation.

The reasons for this are linked to our proposed new-build accommodation on a brown-field site, with a hoped-for completion date of September 2015. For at least the first two years of operation, therefore, we will have to be housed in temporary accommodation, using spare classrooms at George Carey Primary School. This spare accommodation is only able to house four forms of entry.

Whilst we are hopeful that construction can be completed ready for September 2015, we have been prudent in recognising that even this will be a very tight timetable and have therefore built in an assumption that there may well be slippage in this programme. The staggered build-up to 10 f.e. gives the flexibility to cope with any delay by the use of temporary demountable accommodation.

There is of course ample scope for reviewing this, accelerating the move to the standard intake number if all goes precisely to plan and the new school is ready for occupation in 2015.

### 1.3 Comparators

Our collaboration agreement with our Partner School, Sydney Russell, has enabled us to check our income and expenditure figures in detail against a nearby school which is almost a mirror-image of Riverside when at proposed capacity, in terms of size, intake characteristics, operating structures and key costs. This has provided a very realistic cross-checking opportunity. For a number of costs which are sensitive to student numbers, we have taken as a starting point Sydney Russell's current figures and adjusted them approximately pro-rata for the years prior to full capacity.

In addition, we have used the DfE Financial Benchmarking Site to benchmark our budget proposals against a group of similar schools. It was not easy to find substantial numbers of close matches, mainly because of our large size.

We eventually settled on the following set of characteristics:

No of Students (FTE): Between 1200 and 2000

School Phase / Type: Secondary

Percentage Eligible for Free School Meals: Between 20 and 40

Urban/Rural Schools: Urban > 10k - less sparse

Does the school have a 6th Form? : Yes

Number in 6th Form: Between 150 and 300

London Borough: Inner/Outer

London Weighting: Inner

This produced a group of 14 comparator schools. We were particularly interested in benchmarking our budget proposals against this group in terms of percentage of total budget spent on Teaching Staff and Total Staff.

The comparator group figures were as follows:

Percentage of total budget spent on Total Staff Costs:

Average – 69%

Lower Quartile – 69%

Median – 75%

Upper Quartile – 79%

Percentage of total budget spent on Teaching Staff Costs:

Average – 54%

Lower Quartile – 50%

Median – 58%

Upper Quartile – 61%

Our budget figures produce the following percentages:

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total Staff Costs as % of Income inc Start Up Grant	58	68	64	65	62	64	65	64	65	65	65	65
Total Staff Costs as % of Income exc Start Up Grant	77	80	69	69	65	65	65	64	65	65	65	65
Teaching Staff Costs as % of income inc Start Up Grant	47	53	48	50	48	50	50	49	50	50	50	50
Teaching Staff Costs as % of income exc Start Up Grant	63	62	53	53	50	51	51	50	50	50	50	50

On Total Staff Costs of around 65% once numbers stabilise, we are slightly below the Lower Quartile of the comparators. However, two of the 14 comparator schools have costs below 65%. This may be affected by the potentially slightly lower proportion of staff costs likely for academies compared to community schools.

On Teaching Staff costs of around 50% once numbers stabilise, we are in the lower quartile. However, three of the 14 schools are at or below 50% and again this may reflect the academy effect.

We also benchmarked ourselves against national figures for Student Teacher Ratio:

	2000	2005	2006	2007	2008	2009	Nov 2010
Secondary schools							
PTR	17.2	16.7	16.6	16.5	16.2	15.9	15.6

Source: DfE School Census, School Workforce Census and 618g survey (overall teachers)

Our budgeted staffing produces the following student-teacher ratios:

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total Student Numbers	120	240	420	660	960	1212	1450	1606	1730	1795	1824	1824
Number of Teachers (FTE)	9	17	28	43	62	78	93	102	110	114	116	116
Riverside Student Teacher Ratio	12.8	13.8	14.8	15.2	15.4	15.5	15.5	15.7	15.7	15.7	15.7	15.7

Once stable student numbers are reached, therefore, we are very much in line with national Student Teacher Ratios.

We are confident, therefore, that our proposals are very realistic and can deliver the school structures, operational methods and outcomes that we have laid out.

## 2.0 'STUDENT NUMBER INPUT' TAB

### 2.1 Free School Meals

We have taken the Local Authority average from the DfE Achievement Tables 2011 – 28%. This is likely to be a conservative estimate, because the two nearest secondary schools (Eastbury and Jo Richardson) have individual percentages of 40% and 31%.

### 2.2 No of Students on School Action/School Action Plus

We have taken the Barking and Dagenham Local Authority average from the DfE Statistical First Release, 'Special Educational Needs in England: January 2011' - 5.2 % at School Action Plus and 14% at School Action.

### 2.3 Y12 and Y13

We have assumed a 60% staying-on rate from Y11 to Y12 and an 80% staying-on rate from Y12 to Y13, which is in line with the four nearby secondary schools in the Southern Sixth Form Consortium which we intend to join.

The Rate Per Student - £4,716 – is derived from the DfE 16-19 Funding Ready Reckoner for Barking and Dagenham.

## 3.0 'EFA GRANT INCOME' TAB

### 3.1 Insurance and Rates

For our first two years of operation, whilst sharing accommodation with George Carey Primary School, we will be paying only a small share of their premises costs. We have therefore included nominal sums of £10,000 each for Insurance and Rates, covered by equivalent income for 2013/14 and 2014/15

For 2015 onwards, when we assume we are in our permanent new build, there is a very large jump because we are moving into a 10 form entry new build. We have taken current figures from our comparator Partner School.

## 4.0 'OTHER INCOME' TAB

Barking Riverside is a very disadvantaged community and the scope for fund-raising and income-generation is limited. Whilst we will be trying very hard to maximise revenue from sources other than Grant Income, we have been very prudent in our estimates.

The main realistic source of additional income would come from lettings of accommodation out of school hours. This income stream would not be available until we moved into our new building – 2015 at the earliest. We have therefore only put in income from 2015, and then only very conservative estimates, building up gradually from £5,000 pa to £20,000 pa net. This is in line with lettings income at our comparator Partner School.

## **5.0 'PAYROLL' TAB**

### 5.1 Pension Rate

Employers' pension contribution rate for teachers is the current national rate from Teachers' Pension Agency – 14.1%.

For non-teaching staff, rate is current London Borough of Barking and Dagenham employer's rate – 13.6%.

### 5.2 National Insurance Rate

Employers' National Insurance contribution percentages taken from look-up tables from London Borough of Barnet for individual salaries, which take into account the differential percentages for different bands of income.

### 5.3 Staffing structures, categories, numbers and rate of build-up

For explanation of rationale behind structures, categories, numbers and rate of build-up please see Section F: Capacity and capability, Sub-section 4.0: How Our Staffing Structure Will Deliver The Planned Curriculum.

## **6.0 'NON-PAYROLL COSTS' TAB**

### 6.1 Costs which are based primarily on comparator Partner School figures

For the following expenditure headings, we have taken as a comparison current and historical costs from our comparator Partner School:

- Educational and administrative equipment, resources & materials
- Attendance Officer Service
- Energy Costs
- Water
- Other Premises Costs (inc Waste, Alarms, Security, Insp & Testing)
- Postage and Telephones
- Cover for absent staff
- Cleaning
- Financial Services inc payroll
- Human Resources
- Exam Fees and Invigilation



Grounds Maintenance  
Insurance  
Business Rates  
Premises Maintenance & Repair  
Premises Improvement & Remodelling

Our collaboration agreement with our Partner School, Sydney Russell, has enabled us to check these figures in detail against a nearby school which is almost a mirror-image of Riverside when at proposed capacity, in terms of size, intake characteristics and key costs. This has provided a very realistic cross-checking opportunity. In all cases, if in any doubt about the accuracy of the parallel between the schools we have erred on the side of allocating more money than Sydney Russell.

For the following costs from this list, which are sensitive to student/staff numbers, we have taken as a starting point Sydney Russell's current figures (equivalent to Riverside's size in 2021) and adjusted them approximately pro-rata for the years before and after 2021:

Educational and administrative equipment, resources & materials  
Attendance Officer Service  
Energy Costs  
Water  
Other Premises Costs (inc Waste, Alarms, Security, Insp & Testing)  
Postage and Telephones  
Cover for absent staff  
Cleaning  
Financial Services inc payroll  
Human Resources  
Exam Fees and Invigilation

For the following costs from the list above, which do not vary significantly in line with student/staff numbers, we have adopted figures in line with Sydney Russell's current and historical costs, with some allowance for build-up of costs in line with size for Premises Maintenance and Improvement:

Grounds Maintenance  
Insurance  
Business Rates  
Premises Maintenance & Repair  
Premises Improvement & Remodelling

Additional notes:

Attendance Officer Service - buy back from Local Authority Attendance Service

Cover for absent staff – mainly to cover long-term sick, maternity, jury service etc; day to day cover is provided by Cover Supervisors, shown as employees under Payroll tab

Exam Fees and Invigilation – no significant costs until first year group reaches Year 11 in 2017

Insurance and Business Rates – see 3.1 above

Energy Costs; Water; Other Premises Costs (inc Waste, Alarms, Security, Insp & Testing); Cleaning; Grounds Maintenance; Premises Maintenance & Repair; Premises Improvement & Remodelling – These premises-related costs are very low in Years 1 and 2 of operation when we will be sharing accommodation with George Carey Primary School and paying only a share of their building costs.

## 6.2 Costs related to key aspects of Riverside School's distinctiveness

### ICT Equipment

We have allocated significant on-going sums to ICT, partly because we will be building up provision from scratch and partly because our vision for our new build ideally includes 32 workstations in every general-purpose classroom – a model already implemented at our Partner School. We believe that ICT can have a major impact on achievement but only if it is available as and when needed, without the need for preparation or booking of specialist rooms.

### Extended schools activities

We have allocated significant sums to these activities because they form a key part of our strategy to develop students' wider skills - particularly oracy, confidence and resilience - through the opportunity to participate in the widest possible range of additional activities.

### Purchase of External Course Provision for Y10 & Y11 Students

Appropriate External Course Provision, utilising College, Skills Centre, Voluntary Sector or other providers is central to our vision of providing a differentiated curriculum. Some students in the Mixed Academic/Vocational pathway will have the opportunity to transfer for full or part time learning to the new Skills Centre, an offshoot of the local FE College, where a range of vocational options are planned.

Students in our Supported/Inclusive Mini-School are offered an individual programme tailored to their needs in Key Stage 4, which might include college

or work-based learning alongside vocational or applied qualifications, leading to employment or further training.

We have therefore allocated significant sums to this cost heading.

### 6.3 Other Costs

Education Consultancy from SRS (Sydney Russell School) and elsewhere

In the early years of the school's operation, as internal management capacity is being built up, Riverside Free School will need to draw upon the expertise of its Partner School and others to provide support in such areas as curriculum development, newly-qualified teacher programmes and improving teaching and learning.

In later years, resources will be needed to purchase consultancy support in such areas as subject reviews, School Improvement Partner-type challenge and support and Ofsted inspection preparation.

Significant sums have therefore been allocated to this heading.

#### Start -up costs for new entrants

All income received under the Start Up Grant for new students each year has been allocated under this heading to purchase resources and equipment.

#### Staff Recruitment Costs

These costs are based on likely recruitment needs each year, with teacher recruitment costed at £2,000 per post – the going rate for national advertisement as reported by our Partner School.

#### Staff Training and Development

We believe strongly in the importance of staff development and training, both for teaching and non-teaching staff, in order to continually improve performance and help develop and retain our workforce. Significant sums have therefore been allocated to this heading.

#### ICT Managed Service

We intend to buy into what we understand is a proposed collaborative ICT managed service which is being developed jointly by the Borough's secondary schools. Our costings are based on information from our Partner School.

## Professional Services

An estimate of likely annual costs for services such as legal and surveying, based on figures from our Partner School.

## Catering

We are committed to providing a comprehensive catering service to our students and staff, initially by buying into the Local Authority's Catering Service. We have allocated some prudent sums to allow for some subsidy of such provision as a Breakfast service and refreshments for after-school activities.

## Educational Psychology + SEN Support Services

We have allocated significant sums under this heading because of our commitment to providing individual support to students with a range of special needs. We will use this money to buy in support as appropriate from services such as Educational Psychologists, Speech Therapists, Physiotherapists, Hearing impairment services, Visual impairment services, Child and Family Consultation Service, Counsellors, Trinity Special School.

## Depreciation

We have allocated significant sums under this heading, mainly in order to be able to refresh our large proposed investment in ICT.

## Contingency

We have allocated 4% of income to this heading, in order to allow a flexible response to any contingencies that may arise.

This is in line with recommendations for a 3-6% surplus – but we have chosen to show it here rather than on the bottom line as a surplus to avoid build up of large surpluses over time.

## **7.0 'START-UP GRANT' TAB**

We have tried to minimise our call on Start Up Grant, although the sums are still significant because of the sheer size of the school.

We have claimed over an 11 year period for start-up funding for each year's new student entrants. We feel this is fair because the same funding is available whether concentrated in a few years of student number build-up or spread out over a longer period as in our case. As noted above, all this funding has been allocated in our budget for start-up costs for the new teaching groups each year.

However, for Senior Staff Diseconomies we have asked for funding for just the first 5 years of operation, not the full 11 years it will take us to reach full capacity. We accept that after building to a roll of 960 by Year 5 we should be big enough to stand on our own feet.

For Senior Staff Diseconomies we have only requested consideration of three staff salaries. During the five year period when funding is requested we will operate a very lean management structure with all senior staff expected to show flexibility and take on a range of roles and tasks.

## **8.0 'INCOME AND EXPENDITURE ACCOUNT' TAB**

We believe that we should aim to spend all the funds available to us each year on the students currently on our roll. We have therefore aimed at ending each year with only a small overall surplus. Flexibility is accounted for in the 4% allocated to Contingency each year.

## **9.0 REDUCED INCOME SPREADSHEET**

### **9.1 Overview**

Firstly, we have to say that any decrease in numbers at Riverside Free School is an extremely unlikely scenario, given the fact that - based on students already in Borough Primary Schools - there will be a need for four new 10 form entry secondary schools in Barking and Dagenham within the next seven years – excluding additional likely demand created by extensive planned house-building.

However, we do understand the need to test the ability of our budget plans to stand up to the unexpected!

The approach we have taken in drawing up a reduced income budget plan is to attempt to protect our core task of providing the highest quality mainstream teaching and learning as well as we possibly can, concentrating savings in areas that, whilst highly desirable and adding value, are not absolutely essential. In this we are helped by the overall large size of the school, in that the economies of scale enabled by size provide more headroom for savings to be made outside core activities.

## 9.2 'Student Number Input' Tab

### Student Numbers

As requested, all student number figures have been cut by 10%

### Free School Meals

We have kept the Local Authority average from the DfE Achievement Tables 2011 – 28%. This is already likely to be a conservative estimate, because the two nearest secondary schools (Eastbury and Jo Richardson) have individual percentages of 40% and 31%.

### No of Students on School Action/School Action Plus

We have kept the Barking and Dagenham Local Authority average from the DfE Statistical First Release, 'Special Educational Needs in England: January 2011' - 5.2 % at School Action Plus and 14% at School Action but have re-calculated the actual numbers according to the reduced overall student population.

### Y12 and Y13

We have kept the assumption of a 60% staying-on rate from Y11 to Y12 and an 80% staying-on rate from Y12 to Y13, which is in line with the four nearby secondary schools in the Southern Sixth Form Consortium which we intend to join. However, actual numbers have been re-calculated from the lower student populations coming through from Year 11.

## 9.3 'EFA Grant Income' Tab

Insurance and Rates income has been left unchanged, as has the associated expenditure– see 3.1 above.

#### 9.4 'Other Income' Tab

This has been left unchanged. We only originally put in income from 2015, and then only very conservative estimates, building up gradually from £5,000 pa to £20,000 pa net. This is in line with lettings income at our comparator Partner School.

#### 9.5 'Payroll' Tab

We have tried to protect staffing for as long as possible, despite the drop in income, because we wish to protect our core business of delivering quality teaching and learning at all costs.

In particular, any savings in teaching costs are very difficult for the first four years of reduced numbers, in that the actual reductions are not sufficient to easily collapse classes and make consequent cuts in teaching periods required.

However, from Year 5 of operation (2017/18) it does become possible to identify savings in teaching costs without affecting group sizes, as the 10% reduction in student numbers starts to generate reductions of 30 students.

From 2017/18 onwards, therefore, we have built in a phased reduction in teaching staff recruitment – one less than originally planned in 2017/18, three less in 2018/19, four fewer in 2019/20, six in 2020/21 and 8 in 2021/22. After this date student numbers broadly stabilise.

These revised teacher numbers still ensure that our student teacher ratio never rises above our original PTR of just under 1:16.

We have made some minor cuts in recruitment of support staff as follows:

Delay move from 3 to 4 Learning Mentors in 2016/17  
Delay move from 3 to 4 administrative staff in 2015/16  
Delay move from 4 to 5 administrative staff in 2016/17

Again, the strategy has been to avoid cutting if at all possible where support staff interact directly with students.

#### 9.6 'Non-Payroll Costs' Tab

Most of our cost-cutting has come in this section. However, we have tried even here to protect as far as possible spending which directly impacts on core student achievement.

Many cost headings in this section are in essence 'fixed' and either substantially outside our control or not much affected by variations in student numbers – such as Cleaning, Grounds Maintenance, Exam Fees and Energy Costs.

We have instituted the following cuts across all 12 years of the budget profile:

- 20% cut in Educational and administrative equipment, resources & materials
- 50% cut in Premises Improvement & Remodelling
- 25% cut in Maintenance and Repairs
- 50% cut in ICT Equipment
- 50% cut in Depreciation, with a maximum allocation of £50,000 per year
- 50% cut in Contingency, with a maximum allocation of £50,000 per year
- 25% cut in Education Consultancy
- 10% cut in Extended schools activities
- 10% cut in Ed Psychology and SEN Support Services

We have instituted the following cuts across the indicated years of the budget profile:

50% cut in Staff Training and Development for 8 years, from 2014/15-2021/22

In addition to the above, further cuts have been instituted in 2014/15, 2015/16 and 2016/17 and 2017/18 to deal with particular pressures in these years, as detailed below:

2014/15:

- Additional £2,000 cut in Depreciation
- Additional £7,500 cut in Educational and administrative equipment, resources & materials
- Additional £8,000 cut in Education Consultancy
- Additional £5,000 cut in Premises Maintenance
- Additional £2,500 cut in Premises Improvement

2015/16:

- Additional £20,000 cut in Educational and administrative equipment, resources & materials
- Additional £5,000 cut in ICT Equipment
- Additional £10,000 cut in Premises Maintenance
- Additional £4,000 cut in Premises Improvement

2016/17:

- Additional £10,000 cut in Premises Improvement & Remodelling
- Additional £10,000 cut in Depreciation
- Additional £15,000 cut in Education Consultancy
- £30,000 cut in Premises Maintenance
- Additional £10,000 cut in Educational and administrative equipment, resources & materials
- Additional £10,000 cut in Premises Maintenance



2017/18:

Additional £12,000 cut in Educational and administrative equipment, resources & materials

#### 9.7 'Start-Up Grant' Tab

No change in the basis on which Start Up Grant has been requested, but figures have been re-calculated to take account of lower student numbers.

#### 9.8 'Income and Expenditure Account' Tab

As a result of our cost-cutting measures, we have continued to be able to end each year with a small overall surplus.

We have also maintained a Contingency within the budget of no less than 2% of income, which from 2020/21 rises back to normal levels of a 3-4% Contingency.

## Section H: Premises

### 1.0 TEMPORARY INITIAL ACCOMMODATION

We have reached agreement with the Diocese of Chelmsford and the Local Authority to share accommodation in our first two years of operation with the George Carey C of E Primary School which opened in the Riverside area in September 2011. We therefore intend to open Riverside Free School in 2013 with 4 forms of entry with co-location at George Carey School. This school will form one of our key feeder primary schools and we expect this close association at the start of both schools to foster positive relationships with students, parents and teachers to facilitate excellent transition at Secondary transfer.

The cost-effective temporary solution outlined above, with the potential for temporary demountable accommodation adjacent to George Carey if further time is needed, would give time to plan and construct permanent buildings on the preferred permanent site on a phased basis.

### 2.0 PREFERRED PERMANENT SITE

The preferred permanent site is on Barking Riverside, close to the Thames. This is a large site which has been designated for several years as a site for the new secondary school at the heart of a new district community (which outside the London area would constitute a small new town).

The ultimate vision for the Riverside Co-operative Free School is to be accommodated in purpose-built new buildings housing 1,500 11-16 yr olds and 300 Sixth Form students, on a brown-field site which has been earmarked at the heart of the proposed District Centre for the Barking Riverside development, a key component of the Thames Gateway urban regeneration project.

The establishment of a new school on the earmarked site not only makes a significant contribution to choice and diversity in the Local Authority and meets existing and rising demand for student places, it is also *the* critical component to enabling the overall Barking Riverside development to come to fruition. This is due to an existing Section 106 Planning Agreement that limits development to 1,500 homes unless a secondary school is established on the earmarked site. Should this condition be fulfilled the development can continue, providing an eventual further 10,000 new homes and associated regeneration developments including industrial and commercial units providing significant new employment opportunities.

## 2.1 Details of our preferred site

### Reasons for choosing this site:

The site is perfectly located to serve both the existing established community and the planned housing developments of Barking Riverside. It has already been designated as the site for a school under a Section 106 Planning Agreement. It is planned that the school forms the centre of a district hub which is envisaged growing around the Free School to create a campus eventually including a Special School, a Primary School and a Health Centre alongside a Supermarket.

### The address of the proposed site:

██████████,  
Barking  
Essex  
(██████████)

### The current use of the proposed site:

It is a fully remediated empty brown-field site which has already been earmarked for construction of a secondary school on the scale put forward in this proposal.

### The current freeholder of the proposed site:

The owner of the site is ██████████ - a Company set up to develop the Barking Riverside area of the Thames Gateway.

### Brief description of the site including size (in sq m) and the proposed student numbers:

The overall earmarked available site for the secondary school covers 2.35 hectares, which is sufficient to provide 16,000 sq m of internal floor-space over three storeys and associated external areas, including all-weather sports pitches – 6,400 sq m – and a multi-use games area – 1,930 sq m. This is sufficient for a Secondary School for up to 1,900 students aged 11-18.

### The availability of the site and the nature of the tenure:

The site is currently available and the tenure is a 999 year lease.

## 2.2 Alternative potential site

Our second option for a school site is [REDACTED].

This site was explored because it is located in the heart of the existing Thames Value estate and already contains primary school facilities. The site is owned by the Local Authority and a secondary school building on this site might be able to share facilities with the adjacent Infant and Junior schools.

The site was reviewed, alongside others, for Secondary school buildings in 2002 when the Jo Richardson Secondary School (8FE) was being planned. Difficulties in terms of town planning, access – highway restrictions - and services meant that the development of Jo Richardson school eventually took place on the North side of the A13 i.e. well away from Thames View and Barking Riverside.

The available site on Thames View would be too small for a 10FE school, and taken together with the planning restrictions – this is in a low rise residential area - would mean that the option of building upwards would be severely limited. Experience from testing local opinion on the Jo Richardson proposals confirms the view that there would be substantial public objections that would cause delay to achieving a planning consent. Development of a secondary school here would also inhibit the use of the site for further expansion of the existing primary schools: demand for primary school places in the local area continues to rise and is likely to exceed all the new capacity created in the next few years.

This site also cannot be further developed into the district hub which is envisaged growing around the Free School on its preferred site (a campus including Special School, Primary School and Health Centre alongside a Supermarket); and finally, this site would not be well-positioned to serve the planned new house-building which is to take place to the east of the preferred site.

## 2.3 Other possible options

Former, now unused industrial buildings – factory and warehouse-type structures - in the [REDACTED] area of [REDACTED], Barking ([REDACTED]) have been considered.

There are a number of such properties currently vacant and derelict. The site owners may be open to purchase options – but they are looking to obtain residential values (which are higher than for a school) due to their riverside location, which would render purchase poor value for money. The dilapidation of the buildings in the area as a whole and the air of dereliction of the area makes this option more expensive, since there will be demands to make

environmental improvements in order to make a school less unattractive and forbidding to parents and their children.

2.3 Capital investment: detail any sources of funding available to support site acquisition.

██████████.

# Annexes

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

## Annex 1 CV - Personal Statement, [REDACTED], Preferred Candidate for [REDACTED]

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

- [REDACTED]  
- [REDACTED]  
- [REDACTED]  
- [REDACTED]  
- [REDACTED]

[REDACTED]. [REDACTED].

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED]. [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]. [REDACTED].

[REDACTED].

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]





**Annex 2 CV - Personal Statement, [REDACTED], Preferred Candidate for [REDACTED]**

[REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] . [REDACTED] .



