

active**education**

Inspire | Empower | Achieve

Active Education Academy Trust Free School Proposal

River Bank Primary School
Luton

Department for
Education

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED] and [REDACTED]
2.	Address: [REDACTED] Luton [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <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 </p>
6.	<p>If Other, please provide more details:</p> <p>Active Education Academy Trust is an independent charitable company that has been set up with the backing and support of Active Luton.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	<p>If Yes, please provide more details:</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>We commissioned [REDACTED] from Cocentra to advise and support us through the application process. Should we be successful, [REDACTED] will also provide support for the interview process. [REDACTED] has acted as a critical friend, challenging us at all times to ensure that our vision is realised through all aspects of the school we are proposing.</p>

Details of company limited by guarantee	
11.	Company name: Active Education Academy Trust
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Luton <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>
13.	Company registration number: 7650619
14.	Does the company run any existing schools, including any Free Schools? <div style="float: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
15.	If Yes, please provide details:
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 4
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name: Active Luton

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]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: Active Luton (Charity number 111804)

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

[REDACTED]

Related organisations

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

Yes
 No

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

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

Cocentra (Company 4417785)

Lead education partner during proposal/set up phase.

Provision of leadership, management, IT and governance advisory services after opening.

Project Management and Education Services – Cocentra are on the Lot 2 Education Advisers DfE Framework.

	<p>Active Luton (Charity 1111804 / Company 5458934) Premises management and logistics during the proposal/pre-opening phase. Community consultation and partner engagement. Provision of support services and premises advisory services after opening.</p> <p>Active Education (Division of Active Luton) Curriculum design, local advocacy and marketing during the proposal/pre-opening phase. Provision of curriculum advisory services after opening.</p> <p>We understand the requirement that if our application is successful, commercial organisations working with River Bank Primary School will have to be procured on the basis that they are the best bidder.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Not Applicable</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	<p>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:</p> <p>N/A</p>	
29.	<p>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:</p> <p>N/A</p>	

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: N/A
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Please tick to confirm that you have included all the items in the checklist.	✓ <input type="checkbox"/>
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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: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

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:	River Bank Primary School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
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 NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
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:	N/A

10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Luton
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Hertfordshire County Council Central Bedfordshire Unitary Authority
13.	<p>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.</p> <p>N/A</p>	

Section C: Education vision

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

C1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

My introduction to River Bank Primary School June 2020 – A day in the life of a prospective Family Worker

It doesn't seem like two minutes ago that I was looking through the jobs section of the local newspaper and saw the advertisement for a family worker at River Bank Primary School; a Free School that opened in 2013, just around the corner from where I live in the Biscot Ward of Luton. The first thing that stood out to me from the advert was the mission statement; inspire, empower, achieve. It was clear from the advert that this was a values based school that wanted to use PE and Sport to motivate and enthuse the pupils, and that prided itself on the high educational standards it achieved. It seemed just up my street and so I sent off for further details and completed my application form.

A couple of days after the closing date I was contacted by a really polite and friendly sounding lady who said that I had been selected for an interview, I could hardly believe my luck! The day of the interview arrived and I walked to the school. Upon arrival the first thing that struck me was that there were welcoming signs in a variety of languages in the reception area, along with a beautiful display of pupils art work based on the values of the upcoming Olympic games. There was also a display cabinet with a number of trophies in it and a roll of honour board. I also saw a whole school certificate for last terms attendance displayed by the reception desk. I was most impressed as it showed the school as having an attendance rate of 98%.The school was obviously very proud of its successes and quite rightly so.

I was made to feel completely at ease by the receptionist that met me and, as I was a little early, I sat in the foyer for about 5 minutes watching the flat screen TV mounted on the wall, which was showing a slide show of things that had been going on in the school and the pupil's achievements. It was also promoting upcoming activities and opportunities for the pupils and the community, it was really informative. Looking at the pictures that were being displayed it was obvious that the pupils were given the opportunity to participate in a wide range of activities. There were even some pictures of a group of gifted and talented pupils at the airport where they had taken part in a project called 'Flying for Success'; I wish I'd had the same opportunities as these children when I was at school!

I was then greeted by [REDACTED], [REDACTED], who was extremely friendly and immediately made me feel at ease. He gave me a tour of the school which was amazing. The classrooms were so bright and airy, with stunning displays on the wall and in the corridors. The children were so smartly dressed and polite and it was obvious from looking at them that they were really proud of their school. They seemed so genuinely pleased to be there. The other thing that really stood out to me was the amount of teacher pupil interaction that was going on in the class and how engaged everyone was in the learning. Honestly, everyone looked like they were really enjoying themselves and happy in what they were

doing, a rare sight in some schools these days!

As we moved around the school I was very interested to see the different group sizes and styles of class that were going on. In one class there was a really small group of pupils working with just one teacher, whilst in another there was a much larger group with several members of staff with them. I asked the Headteacher about this and he explained that the school was very flexible and used a range of strategies and approaches to ensure that the learning needs of all the pupils were met. This included varying how pupils were grouped for certain activities. We also went into a couple of classes where the pupils were working on ipads and kindles. I joked that I wished I knew how to use them and was told that the school ran lots of adult education classes for the community both during the day and in the evenings and at weekends so if I wanted to learn then I could go on a course. What a great opportunity for the community!

Another thing I noticed was that one of the reception groups was being led by some children from year 6 who were listening to them read. I was amazed by their ability to coach, encourage and provide insightful feedback to the younger children, who seemed to be so inspired by their older role models and really motivated by them. There was a real sense of community and team work everywhere you went around the school. It just seemed so harmonious!

██████████ also took me around the sports facilities which were just great, and the playgrounds (there seemed to be a separate area for each year group!) were just amazing. I particularly liked the friendship benches. He told me that the pupils had been involved in a competition to design the playground markings and that the winning ones had been transferred onto the actual playground. He also told me that every lunch time the play leaders supervise some structured activity for the pupils on the playground and that, as a result they have very few incidences of misbehaviour. He also told me that all the staff are involved in the delivery of some type of club either at lunchtime or afterschool for the pupils. They also bring in a variety of specialist coaches so that they can offer a wider variety of activities for the pupils and that there is something for everyone. They even run breakfast clubs in the morning where the pupils can participate in an activity and have a healthy breakfast. The cashless payment system was something that I'd not seen before and, apparently, there is even capacity to pay online. ██████████ explained that the ethos of the school was very much based on a sense of holistic health and well-being and how this was fundamental to the children achieving their full potential.

The whole ethos of the school just mirrored my passion and beliefs; a school that teaches the values associated with PE and school sports and is so obviously committed to ensuring the best for every pupil, even down to the healthy food options available in the dining rooms.

We'd almost finished the tour when ██████████ got called away for an urgent telephone call. I was amazed however that he simply asked two year 6 pupils from a nearby class if they could take me on the final part of the tour and then back to reception. I would never have been able to do that at their age, I was far too shy! These pupils were so confident and talked passionately about the school and all the things they got to do. They told me about a residential trip they had recently been on, the school council and the house system and how proud they were to be part of it. After everything I had seen, I so wanted the job and just hoped that I would do well in the interview.

Well I must have done ok as I was offered the job and have now been working here for the

past month. I love my work, I love the people I work with, I love the children and I love the fact that on a daily basis we make a real difference not only to the pupils but also to the families and the wider community that I work with. And the really great thing is, that it's not just me that feels like this but every single member of staff in the school, even down to the site agent who has the job of keeping the place open such long hours. It feels like one big family and I love it!

Rationale

Data received from the Planning and Admissions Officer for the Local Authority shows that there is a requirement for a new school to be developed in central Luton to ensure there are sufficient high quality local school places for its growing primary population. The full details are further evidenced in section D7. The shortage of school places has a disproportionate impact on Luton's most vulnerable pupils, living in some of the most deprived areas in the country. Discussions with the Local Authority have highlighted their concern that a shortfall of school places will adversely impact on community cohesion and will put them in breach of their statutory obligations to secure sufficient school places.

Despite a major expansion programme, additional school places are still required to meet this increased demand and a new school will need to be built. Our vision is to build a community based Primary School for children aged 4 to 11.

Active Education has a proven track record in supporting all phases of education to make sustainable improvement, using Physical Education and School Sport as the vehicle and tool. We have provided curriculum advice, support and Continuing Professional Development (CPD) opportunities to all Luton schools in relation to Physical Education and School Sport for the past 15 years. CPD courses have included such programmes as Literacy In Action and Numeracy In Action, both showing a positive impact on increasing motivation and raising academic achievement. Through this work, we have a clear understanding of what outstanding looks like and how this can be achieved.

There is one other school of this type in the local area and we were instrumental in supporting the staff to use PE and School Sport as a specialism within the school to raise standards. The school using this model has been transformed.

In 2006 before the school entered into the pilot, it was in 'serious weaknesses' with unsatisfactory attendance and a large number of incidences of misbehaviour. In 2010 however Ofsted judged it as being outstanding with outstanding behaviour and attendance. Similarly it's SAT's results had significantly improved with them all being considerably higher than the national averages as shown in the table below.

	2006	2010
English L4+	77%	91%
English L5	24%	29%
Maths L4+	74%	90%
Maths L5	17%	43%
Science L4+	80%	93%
Science L5	39%	47%

Further improvement has been seen in the 2011 results, most notably in English with 93% of

pupils achieving L4+ and 39% achieving L5.

The Headteacher, in part, has attributed this to the specialism and our partnership working with them.

“The importance of an action plan was crucial to the success of this initiative. [REDACTED] demonstrated the importance of analysis of data and challenged the school to set targets higher than the Fisher Family Trust (FFT) D. These targets inspired, motivated and challenged the whole school community; our results are a celebration of all that can be achieved through partnership working.”

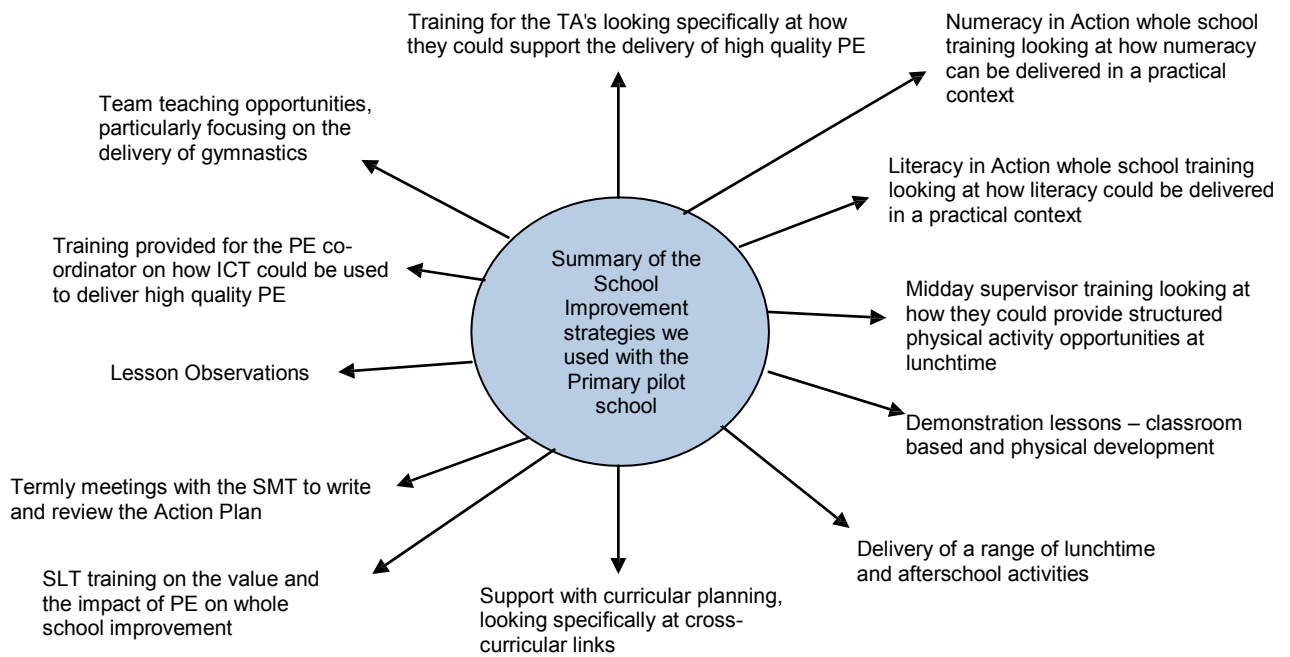
Throughout the pilot we acted as critical friends to the school, challenging the Headteacher and staff on the targets set and supporting them in writing an annual action plan linked to the School Improvement Plan and Self Evaluation Form (SEF). CPD opportunities were provided to all staff in order to embed the specialism into other curriculum areas to ensure a cohesive curriculum was being delivered. This also helped with ensuring that all staff were fully aware of what the school was trying to achieve and why and had a sense of ownership of it. It also gave them a clear understanding of the impact that PE and school sport could have on the pupils and their self esteem and motivation.

“The CPD opportunities provided by [REDACTED] and her team have led to the sustainability of activities introduced through the pilot programme. The extensive programme showed us how to be inclusive, dramatically improving the SEN provision within the school. Through the work of Active Luton we were supported, inspired and motivated to challenge our expectations of the pupils; the impact is evidenced in our outstanding SATs results”

This whole school approach was instrumental in ensuring that the specialism was effectively embedded within the ethos of the school. We also worked closely with the PE co-ordinator, looking specifically at the quality of teaching and learning within their own lessons and provided demonstration lessons and team teaching opportunities to ensure the quality of their own teaching was of a consistently high standard.

“As [REDACTED], I was given enormous support, guidance and challenge, benefitting from the expertise within Active Luton and also the extensive network of professionals that the partnership provided access to. Over the last five years we have developed a blue-print for success and my new post at Denbigh Primary School gives me another opportunity to make an impact. I am delighted to think that I may soon have another school in my area with an inspirational approach to teaching and look forward to the prospect of us working in partnership in the future”.

A summary of the school improvement strategies we used to support the school are illustrated overleaf.



“The attendance and behaviour statistics are testimony to the fact that the children enjoyed coming to school, felt part of a team, believed in themselves, were confident, could speak up for themselves and were ready to have a go at anything. The pilot transformed the pupils from passive learners to active learners in every sense of their development. The pilot transformed the learning culture and ethos of the school along with the careers of many of the Foxdell team. I attribute becoming headteacher at Denbigh to its success.”

██████████, ██████████

We also supported the specialist sports colleges, from inception, with the delivery of their development plans. Using the specialism and with our support, these schools collectively have seen their results increase to a greater extent than the other remaining high schools in Luton as shown in the table below.

	2006	2010
5 A* - C Specialist Sports colleges	54%	88%
5 A* - C remaining Luton schools	54%	71%
5 A* - C (including English and Maths) Specialist Sports colleges	37%	60%
5 A* - C (including English and Maths) remaining Luton schools	40%	52%

As a result, we have visible evidence of the impact that PE and School Sport can have on raising standards, achievement and self-esteem, and supporting social and emotional development. The White paper (2010) itself acknowledges the fact that children need access to high quality physical education. This is also supported by the findings of the 2009

Ofsted report on Physical Education in schools that found that *“pupils’ personal development was enhanced considerably through lessons and enrichment activities.”* In addition data from a recent Dutch review (2011) of 14 previous studies from different parts of the world that looked at the relationship between physical activity and academic performance suggests *“there is a significant positive relationship between physical activity and academic performance”*.

Our school will be located within the Biscot Ward of Luton, a wonderfully diverse community which also has a unique set of circumstances. There are many social issues in this area, often related to health inequalities, high levels of obesity and inactivity, deprivation and disadvantage.

In terms of the Index of Multiple Deprivation for Luton there are 6 Lower Layer Super Output Areas (LSOA) within the top 10% most deprived in England, 2 of these are within the Biscot Ward.

In terms of health deprivation and disability there are also 5 Luton LSOAs in the top 10%, one of which is in Biscot Ward. Health impact assessments in Luton also show that the areas of Luton with the lowest life expectancy include the Ward of Biscot.

Data from the Child Weighing and Measuring Programme shows us that there is a prevalence of childhood obesity within this particular Ward, both in Reception and Year 6.

Data from the Active People survey highlights that levels of adult participation in sport are lower than the National average, lower than the Regional average and also lowest in comparison with our 15 'nearest neighbours'.

The vision for our school, the associated curriculum and programme of extended opportunities, is designed to address these issues and thus contribute to the overall health and well-being of the community that is so in need. We will raise awareness of the importance of, and promote the value of sport and physical activity in ensuring high educational standards and addressing the wider agendas of health improvement, community well-being and life-long learning.

Our Vision, Ethos and Mission

Participation in Physical Activity has a proven, positive impact on the health and well-being of a community. Our vision is to work within an area of health and social deprivation, increasing participation in physical activity so raising aspirations and improving the life chances of the young people and of the community.

Physical Education and School Sport will be at the heart of the school and the wider community. It will be used as a key tool to raise standards and drive forward the whole school agenda, addressing the wider issues such as health and well-being, behaviour, confidence and self-esteem, providing a model of excellence and an enrichment of the curriculum.

The specialism will be embedded within the ethos of the school and will be integrated into every aspect of it through the associated sporting values, aptitudes and skills that impact on learning. Through this vehicle, we will foster a sense of self worth, respect, responsibility, motivation, pride, confidence, teamwork, co-operation, competition, fairness and community

cohesion. We recognise and understand that the community which we serve has a uniquely diverse set of characteristics and needs; we will engage in networking with them, particularly focusing on hard to reach groups, to provide a range of adult community learning opportunities on the school site to meet their needs. We will place our school at the heart of the community and develop a multi-agency approach to ensure that it becomes a hub for activity, working with the local Children's Centres and pre-schools, through to the provision of activity for the elderly.

We will ensure that all pupils have access to a range of appropriate sporting and cultural enrichment and extended opportunities by providing the pupils with a voice within the school and listening to their needs. We will structure the school week, including Saturday mornings, to ensure that children are not denied access to this range of opportunities due to religious or cultural beliefs and worship but that these are fostered and valued within the school.

Our vision is to create the best Primary School which provides an outstanding educational platform that meets the needs of every 21st Century learner that it comes into contact with and transforms their lives. An inspirational school where everyone wants and strives to achieve their personal best, where everyone is accountable and where everyone has a responsibility for learning. A school that offers value for money, without compromising high quality teaching and learning.

Our school will become a model of best practice that is shared with others to raise standards across all Luton schools.

Our school will be an outstanding, values based, school that provides the pupils and wider community with the best possible opportunities to develop their knowledge, skills and attributes, to secure both educational and personal achievement and success and to transform their lives.

A school where all children are able to achieve their own personal best and are taught the values of belonging, the importance of team work, collaboration, respect, motivation and determination, so that they strive to improve, have pride and achieve high academic standards.

We will endeavour to close the attainment gaps between boys and girls and BME children through the innovative range of strategies we will utilise to deliver the curriculum as exemplified in Section D. We will maintain a relentless focus on the monitoring of pupil progress in order to ensure that we can be confident that every child is on a trajectory to reach their academic potential by the end of Key Stage 2. We believe that all children, other than those with significant special needs have the potential to reach expected national standards in English and Maths by the end of Key Stage 2.

Target Setting

Targets of 90% level 4+ in English and in Mathematics will reflect the ambition we have for our pupils. For the majority of children we believe the high quality of teaching and the overriding culture of high expectation that will pervade the school will ensure that these targets are met.

Our robust tracking based on moderated teacher assessment and externally marked summative assessments will allow us to identify in a timely way those children who are not

on a trajectory to reach national expectations or in the case of more able pupils, to reach level 5 or 6.

Maintaining high attendance will be high priority, with an expectation that no more than 3% of total sessions will be lost over the course of the year. Other than in the case of serious illness it is not anticipated that any child who attends the school will be classified as a persistent absentee (15% of total sessions lost).

We will ensure value for money, delivering an appropriate curriculum and associated staffing structure that is financially viable, thus ensuring the long term sustainability of the school. Our aspirations for the achievement of individual pupils, and the school as a whole are further explained in Section D.4

A sense of family will be at the heart of our school and embedded within its ethos, along with the role that parents have to play in shaping the future of the school. Ongoing consultation and collaboration with parents and the wider community will ensure that the school is always meeting the ever-changing needs of the pupils.

Our school will ensure that all pupils are given the best possible opportunities to succeed through the setting of aspirational targets and high standards and will be the launch pad for the rest of their lives, opening many windows of opportunity.

Our school will be fully inclusive. We will celebrate the variety of backgrounds and different cultures that exist within Luton and we believe that diversity will be a strength of our school. We will use this to energise the curriculum and enrich the learning experiences of our children through participation in events such as the Luton Carnival, the biggest one day carnival in the UK, and the Luton Mela. We will provide all pupils with a high quality innovative 21st Century curriculum that meets their specific learning needs in the context of an ever-changing technological society. We will consult with staff, pupils, parents and the wider community to ensure that it meets the needs of the pupils irrespective of ability, gender, ethnicity, social and cultural backgrounds.

We will work in partnership with other schools across the town, including the Primary Specialism pilot school, to share best practice. We know that this school has a range of proven strategies of how to embed the specialism within other curriculum areas and how to engage effectively with the community so we will learn from one another, working collaboratively to achieve the best outcomes for our pupils and drive up academic standards.

We will share highly effective practice with other schools across the town, and in neighbouring authorities and beyond, via the existing network of meetings that occur, the use of the schools website and town wide learning platform, and through existing partners and their websites, such as the Youth Sport Trust and Association for Physical Education (AfPE). Through these mechanisms, we will develop sustainable school-to-school support and demonstrate to them how they could also use the delivery of a specialism to drive up the quality of provision and standards.

We aim to be recognised nationally for best practice, being at the forefront of educational innovation, and see the Free School programme as giving us the freedom to deliver this vision.

We firmly believe that underpinning the ethos of the school will be a sense of community,

where pupils learn to respect and celebrate one another's differences. A key feature of our school will be the house system, where pupils from all year groups are given the opportunity to develop a sense of belonging, work collectively together and support one another, taking pride in being part of a team with a clear identify within the school. We will encourage and foster in them, and the wider community, a sense of cultural understanding and inclusivity to ensure that the school plays a key role in promoting community cohesion and an environment that fosters harmony and celebrates differences.

Our mission statement is: 'Inspire, Empower, Achieve'.

We want to improve the life chances and raise the aspirations of our pupils through the high expectations we set, inspiring achievement and using innovative teaching pedagogy to ensure the diverse learning needs of all the pupils are met and that learning is put into a context that is meaningful and enjoyable.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		120	120	120	120	120	120	120
Year 1			120	120	120	120	120	120
Year 2				120	120	120	120	120
Year 3					120	120	120	120
Year 4						120	120	120
Year 5							120	120
Year 6								120
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

In establishing demand for our proposed Free School, extensive consultation has taken place with parents, community groups and a wide range of organisations and individuals as exemplified in Section E.

We have received overwhelming support from the community with parents and community organisations confirming their desire to see a school with:

- High academic standards
- Strong values
- A commitment to raising aspirations and improving life-chances
- A commitment to community cohesion
- An emphasis on health and well-being
- A community facility for the **whole** community
- An extensive programme of out of school hours activities
- A willingness to collaborate with neighbourhood schools and community organisations

Consultation has included communication with the many diverse communities of Luton, including adults with a first language from the following countries; Poland, Russia, India, Pakistan, Bangladesh, Austria and Romania to name but a few.

Examples of comments received during the consultation process include:

Having fun is so important, that's why they enjoy coming to this pre-school.

We need a school where all communities and cultures can mix.

I would like to see swimming from an early age with extra sessions for ladies and girls.

We need a school with a big area so that children have space.

Homework that parents can do in order to help their child, please.

An emphasis on health and well-being is really needed in this area. I'm also glad to see that you'll be taking the children on trips.

Yes please to cricket, it teaches so many important life skills.

The proposed location is ideal; we really need a community facility and lots of activity for our children.

I'd definitely want my child to go to a school with extra activities for children so that mothers can spend their time in the class or course they want to attend.

I'd like to see a school that offers lots of trips.

A school with lots of after school activity is really important.

Involving parents is so important, I'd like parents evenings on a regular basis.

Breakfast and after school clubs are great.

I'm very happy with the proposal; much prefer a school with a good mix. We need the school to focus on values.

In addition to satisfying the demand of the local community, the development of River Bank Primary School will also be meeting a clear local requirement for additional primary school places in the town.

Our proposed numbers have been developed as a result of information gathered through community consultation and review of the requirement for primary school places within the Central Luton area.

They are further based on looking at the birthrates in the catchment areas of schools in the surrounding area, (see information D7) and comparing this figure against the combined capacities of these schools. Even allowing for some children moving away and some who may wish to attend a faith school or an independent school, we are still looking at more than enough pupils to fill the proposed 120 places per year group.

Through community consultation we are presently showing demand for places in 2013 as 98% of proposed school roll and 2014 as 65%. Some 36 parents have also registered their interest for admission 2015 onwards.

Section D: Education plan – part 2

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

D.1 Set out a viable curriculum plan with appropriate focus on core areas of learning

Our curriculum will be based on the most recent and relevant research relating to Primary Education, building on the most effective features of high quality early years learning and providing children with the core skills needed to unlock their potential.

Our curriculum will be motivational, inspirational and enjoyable, relating to the needs and interests of the children, giving pupils the knowledge, skills and understanding they require to succeed in life and develop into successful local and global citizens. It will be responsive to an ever-changing technological society, being sufficiently adaptable and flexible to be able to reflect changes in understanding concerning how children learn, so ensuring it is always 'fit for purpose' and meets the needs of all the pupils.

There will be a balance between structure and flexibility with the curriculum itself being designed to communicate to people from all backgrounds and experiences, preparing pupils for life in the 21st Century.

We will work with the staff and Governors to develop a curriculum policy that is based on a clearly identified and agreed set of aims, and sets out the expectations for the curriculum.

We will endeavour to provide a high quality education through the development of a curriculum that:

- Helps pupils to acquire knowledge, skills and understanding achieving the highest standard of which they are capable
- Promotes the social, emotional and personal well-being of pupils
- Develops positive attitudes, self-esteem, and values

Our curriculum will reflect the needs and interests of the children and recognise that all children are different. Our curriculum model will not be a 'one size fits all' approach but will be personalised and adapted for different children, to ensure that they develop into secure, successful, confident learners with a love of learning and a thirst for knowledge. We need to encourage children to be enquiring learners and provide them with a range of opportunities to foster a sense of curiosity. We need to ensure that the transitions from the various stages of learning are smooth and stress free.

Our Foundation Stage Curriculum will reflect a balance between child initiated and adult led activities and the spectrum that lies between, as exemplified on page 21, reflecting the recent **Dame Claire Tickell Review** of the Early Years Foundation Stage (EYFS) curriculum guidance (2011) and the subsequent consultation process.

We will provide the pupils with independent learning opportunities, giving them choices in their learning and matching their interests to the learning objectives. The teaching of reading will be a priority and children will, through structured adult led sessions, acquire the phonic knowledge associated with phases 1 – 3.

Opportunities for learning outdoors will be a strong feature of our curriculum in Foundation Stage and Key Stage 1 and we will seek to nurture and capitalise on the genuine thirst for learning that children have in these formative years.

To ease the transition from Early Years into Key Stage 1, our Year R and Year 1 team will work particularly closely to ensure continuity in learning.

Our Key Stage 1 and 2 Curriculum will be based on the knowledge, skills and understanding set out in the National Curriculum, reflecting key findings from the **Cambridge Primary Review**, and aspects of the **Rose Review**. We will adapt the actual National Curriculum programmes of study taught, to ensure they respond to the aims of the school and the needs and interests of the pupils. We will liaise closely with our Secondary Partners, taking into consideration recommendations made by the government as a result of the current Key Stage 3 curriculum review so that our curriculum prepares our pupils for their future. We will ensure that the curriculum we provide supports pupils with the transition to Key Stage 3, providing them with the knowledge, skills and understanding they will need to build upon, to be successful in future learning e.g. the English Baccalaureate.

Our curriculum will reflect the value of teaching areas of learning as discrete subjects and the benefits that come when learning takes place within a wider context that involves children drawing on skills and knowledge from a number of areas. Using cross curricular themes as the underpinning structure of the curriculum delivery model, for part of the week, provides the opportunity of bringing greater relevance and coherence to children's learning. For exemplification purposes, we have included an example of the timetable for a typical week for a Foundation Stage, Key Stage 1 and Key Stage 2 class overleaf.

Exemplar Timetable for a Reception Class

	08.45-09am	9am – 9.10	9.10 – 9.30	9.30-11.25	11.25-11.45	11.45-12.45	12.45-12.50	12.50 – 2.45pm		2.45-3.15
Monday	Welcome, self registration	'Wake and Shake' type activity (10 mins)	Phonics (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors), including snack (115 mins)	Circle/ reflection time (20 mins)	LUNCH	Registration	Group based numeracy (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors) (95 mins)	Circle Time/ Assembly (15 mins)
Tuesday	Welcome, self registration	'Wake and Shake' type activity (10 mins)	Phonics (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors), including snack (115 mins)	Circle/ reflection time (20 mins)	LUNCH	Registration	Child initiated and adult led activities across all areas of learning (indoors and outdoors) (70 mins)	Physical activity (45 mins)	Circle Time/ Assembly (15 mins)
Wednesday	Welcome, self registration	'Wake and Shake' type activity (10 mins)	Phonics (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors), including snack (115 mins)	Circle/ reflection time (20 mins)	LUNCH	Registration	Group based numeracy (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors) (95 mins)	Circle Time/ Assembly (15 mins)
Thursday	Welcome, self registration	'Wake and Shake' type activity (10 mins)	Phonics (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors), including snack (115 mins)	Circle/ reflection time (20 mins)	LUNCH	Registration	Child initiated and adult led activities across all areas of learning (indoors and outdoors) (70 mins)	Physical activity (45 mins)	Circle Time/ Assembly (15 mins)
Friday	Welcome, self registration	'Wake and Shake' type activity (10 mins)	Phonics (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors), including snack (115 mins)	Circle/ reflection time (20 mins)	LUNCH	Registration	Group based numeracy 12.50-1.10 (20 mins)	Child initiated and adult led activities across all areas of learning (indoors and outdoors) (95 mins)	Circle Time/ Assembly (15 mins)

The timings within this timetable are flexible to meet the needs of the children and accommodate events in the school. Routines will need to change during the year and adapted to suit the needs of the children. All routines should link to the EYFS core areas of learning and principles. Every second of every day is a learning opportunity.

Exemplar Timetable for a Key Stage 1 Class (Summer Term)

	08.30-08.45	8.45 – 9.05	9.05 – 10.10	10.10-10.25	10.25 – 11.50		11.50-12.05	12.05-1.15	1.15-1.20	1.20 – 3pm		3.00-3.15
Monday	Registration (inc 'Wake and Shake' type activity)	Phonics (20 mins)	PE (65 mins)	Break (15 mins)	Numeracy 10.25-11.25 (60 mins)	Language, Oracy & Literacy 11.25-11.50 (25 mins)	Guided Literacy (15 mins)	LUNCH	Registration	Theme (100 mins)		Circle Time/ Assembly (15 mins)
Tuesday	Registration (inc 'Wake and Shake' type activity)	Phonics (20 mins)	Numeracy (65 mins)	Break (15 mins)	Theme (85 mins)		Guided Literacy (15 mins)	LUNCH	Registration	Language, Oracy & Literacy 1.20-2.20 (60 mins)	PSE 2.20-3pm (40 mins)	Circle Time/ Assembly (15 mins)
Wednesday	Registration (inc 'Wake and Shake' type activity)	Phonics (20 mins)	Numeracy (65 mins)	Break (15 mins)	Expressive Arts & Design (85 mins)		Guided Literacy (15 mins)	LUNCH	Registration	Theme (100 mins)		Circle Time/ Assembly (15 mins)
Thursday	Registration (inc 'Wake and Shake' type activity)	Phonics (20 mins)	Language, Oracy & Literacy (65 mins)	Break (15 mins)	Numeracy 10.25-11.10 (45 mins)	Expressive Arts & Design 11.10-11.50 (40 mins)	Guided Literacy (15 mins)	LUNCH	Registration	PE 1.20-2.20 (60 mins)	Theme 2.20-3pm (40 mins)	Circle Time/ Assembly (15 mins)
Friday	Registration (inc 'Wake and Shake' type activity)	Phonics (20 mins)	Numeracy (65 mins)	Break (15 mins)	Theme 10.25-11.05 (40 mins)	Language, Oracy & Literacy 11.05-11.50 (45 mins)	Guided Literacy (15 mins)	LUNCH	Registration	Theme (100 mins)		Circle Time/ Assembly (15 mins)

This timetable is based on a theme that is designed to cover the curriculum content associated with Science and Technology, Place and Time and Faith and belief. The Theme would also offer opportunities for the application of key skills being taught in other subjects, particularly Maths and English.

Exemplar Timetable for a Key Stage 2 Class

	08.30-08.45	8.45 – 11.50			11.50-12.05	12.05-1.15	1.15-1.20	1.20 – 3pm		3.00-3.15	
Monday	Registration (inc 'Wake and Shake' type activity)	Maths 8.45-9.35 (50 mins)	Break 9.35-9.50 (15 mins)	Expressive Arts & Design 9.50-11.50 (120 mins)		Guided Literacy (15 mins)	LUNCH	Registration	Language, Oracy & Literacy 1.20-2.10 (50 mins)	Theme 2.10-3.00 (50 mins)	Circle Time/ Assembly (15 mins)
Tuesday	Registration (inc 'Wake and Shake' type activity)	Theme 8.45-10.35 (110 mins)		Break 10.35 - 10.50 (15 mins)	Maths 10.50-11.50 (60 mins)	Guided Literacy (15 mins)	LUNCH	Registration	PE 1.20-2.20 (60 mins)	Language, Oracy & Literacy (MFL) 2.20-3.00 (40 mins)	Circle Time/ Assembly (15 mins)
Wednesday	Registration (inc 'Wake and Shake' type activity)	Science & Technology 8.45-10.45 (120 mins)		Break 10.45-11.00 (15 mins)	Language, Oracy & Literacy 11.00-11.50 (50 mins)	Guided Literacy (15 mins)	LUNCH	Registration	Maths 1.20-2.20 (60 mins)	PSE 2.20-3.00 (40 mins)	Circle Time/ Assembly (15 mins)
Thursday	Registration (inc 'Wake and Shake' type activity)	Language, Oracy & Literacy 8.45-9.35 (50 mins)	Break 9.35-9.50 (15 mins)	Theme 9.50-11.50 (120 mins)		Guided Literacy (15 mins)	LUNCH	Registration	Maths 1.20-2.20 (60 mins)	Theme 2.20-3.00 (40 mins)	Circle Time/ Assembly (15 mins)
Friday	Registration (inc 'Wake and Shake' type activity)	Maths 8.45-9.35 (50 mins)	Break 9.35-9.50 (15 mins)	PE 9.50-10.50 (60 mins)	Language, Oracy & Literacy 10.50-11.50 (60 mins)	Guided Literacy (15 mins)	LUNCH	Registration	Theme 1.20-3.00 (100 mins)		Circle Time/ Assembly (15 mins)

This timetable is based on a theme that is designed to cover the curriculum content associated with Place and Time and Faith and belief. The Theme would also offer opportunities for the application of key skills being taught in other subjects, particularly Maths and English.

We firmly believe that the acquisition of literacy and numeracy skills underpins access to the opportunities that engage and develop independent, motivated learners. Our curriculum will ensure that these fundamental skills are taught discretely but also applied across the other areas of learning in order to promote high levels of functional literacy and numeracy by the end of year 6. Systematic synthetic phonics will be taught in the Foundation Stage and Key Stage 1 as part of a wider range of strategies to foster a love of reading.

We believe that the majority of our curriculum should reflect the knowledge, skills and understanding contained within the National Curriculum but that there should also be elements that are determined more locally and informed by the needs and interests of our children and the wider community that the school serves. Our curriculum model will be flexible enough to ensure that it maximises the particular talents of our workforce at any particular point in time.

We are determined that the curriculum framework does not become a 'straight-jacket' that stifles the creativity and enthusiasm of our staff and children. We will ensure that, throughout the school, there are opportunities for 'general' class and subject specific teaching.

Our curriculum model will place a strong emphasis on developing children as independent learners, creating a culture where all children take greater responsibility for their own learning. The use of ICT will be embedded throughout all areas of learning and in wider aspects of the school's life. As such, it has not been identified as an area of learning in its own right. All staff will be skilled in the delivery of this curriculum area.

The curriculum we offer will provide:

Breadth: by providing a broad range of experiences that ensure that learners are able and confident to communicate effectively with others; make informed choices and gain an understanding of the world.

Balance: by giving each area of learning and experience, appropriate attention in relation to others and the curriculum as a whole. Balance should be viewed over the entire period of education through the effective management of continuity and progression.

Relevance: by enabling the learners to see the curriculum as being relevant to both present needs and future aspirations. Relevance is related to the needs, expectations and aspirations of the learner, parents/carers, teachers and communities.

Differentiation: by being carefully matched to learners, developing abilities, interests, attitudes, special needs and stages of development.

Continuity: each stage of education will build systematically on the foundations already laid and maximise learning. Pupils will be encouraged to look forward to the next stage and, the new situations they meet will be those which challenge and offer new opportunities appropriate to their age, stage and maturity.

Progression: where further learning is based on the assessment of what pupils know, understand and can do. This will prevent needless repetition, providing challenge and raising standards of achievement.

Coherence: the preparation of schemes of work for individual classes and year groups across a term, a year and a key stage will reflect the detail of the overall curriculum guidelines.

Opportunities for speaking, particularly dialogic talk, and listening, will be very important to the success of the children and will be embedded within the core of our curriculum. Research has shown that this is especially important not only for language impoverished children but for all children, due to the impact it has on their learning, depth of learning and ability to retain information.

We will establish links with other schools locally, nationally and internationally and use these links to enhance the teaching, and pupils' understanding, of different cultures, religions, and customs, again putting the learning into a context that is meaningful and real.

Pedagogy

We will use a range of pedagogical approaches and the specialism to engage, inspire and motivate children. Not only will we teach children the key skills that they require but we will also provide them with opportunities to practise their skills, consolidate them and apply them in other contexts across the curriculum. The context in which the learning is placed is fundamental to making it enjoyable and real and should reflect the interests of both the children and the staff.

We are fully conversant with the different models, such as **Kolb and Fleming**, that exist concerning learning styles and consequently understand that pupils learn in a variety of ways and that some may have a preferred learning style. To cater for all the learning needs of the pupils in their class, we will ensure that teachers use a range of teaching styles.

Auditory learners learn better through hearing sounds and voices therefore to ensure their needs are met we will encourage staff to emphasise instructions verbally, allow pupils to work and talk through ideas out loud, provide opportunities for discussion and group work, encourage pupils to talk through processes they are using as they work, as well as evaluation activities and the use of audio tapes and videos, storytelling, songs, chants, memorisation and drills.

Opportunities to meet the needs of the **visual learners**, who learn better through seeing pictures, diagrams, moving images and colour will be met through the use of demonstrations, wall display posters, visual aids and flash cards.

For the **kinaesthetic learners** in a class, we will ensure that teachers provide opportunities for them to learn through movement and touch and, where possible, learn in a practical manner.

We recognise that the quality of teaching and pedagogy utilised by staff is fundamental to the success of all children achieving their potential. We will strive to ensure that our pupils

are exposed to the highest quality teaching and teaching methods.

All staff will be expected to use a range of assessment data to inform learning and teaching and to adapt the curriculum to reflect individual and group learning priorities. Learning objectives will be shared with pupils at the start of the lesson so that they know and understand what it is they are trying to achieve and how they can be successful in doing so. The lesson objectives will be embedded throughout the lesson and referred to throughout questioning.

All teachers will be expected to plan lessons in a well-organised and imaginative way, providing effective opportunities for learning and a broad range of experiences, which will contribute to the learners' development. We will expect the planning to exploit the potential of a variety of learning spaces, flexible use of time, other adults and a range of stimuli. Planning for guided/group work will be explicitly linked to targets for different groups and the learners will have opportunities to make choices about their learning.

In order to differentiate and meet the needs of all learners, teachers will use a combination of carefully defined learning objectives and success criteria, to clarify expectations of pupils working at different levels, using a variety of teaching styles and employing strategies to overcome potential barriers to learning. Whole class teaching will be fully inclusive and learners will be encouraged to utilise strategies that encourage independence. Learning will be personalised through resources, which will be well matched to learners' needs and interests, and a variety of teaching strategies. As a result we will see the pupils making steady progress, achieving the personalised targets being set. Targets will be monitored by the class teachers through regular informal and formal assessment opportunities, including self and peer assessment, and ongoing feedback. Section D.4 exemplifies our approach.

Questioning will be used to develop deep learning and creative thinking; dialogic talk will be used to enable pupils to explore their own questions, develop sustained learning conversations and co-construct meaning, using evaluation and reasoning to inform their responses. Higher order questioning will be used to encourage and promote thinking and talking about learning.

Feedback on progress will be provided to learners, in both oral and written format, in relation to the success criteria. During an activity they will be encouraged to evaluate and improve their own work, against the success criteria, and will be given opportunities to give feedback to their peers.

At all times we will expect the teaching in our school to be stimulating, enthusiastic and consistently challenging. Lessons will begin purposefully and maintain appropriate pace throughout. Visual, auditory and kinaesthetic approaches such as demonstrations, modelling, investigation, practical activity and problem solving will be used effectively to engage all learners in active learning and provide for the variety of learning styles.

Our school will be designed and constructed to ensure the most up to date ICT infrastructure is available to support the agile working of children, staff and other users of our school. A robust wireless network and lap top access will underpin our curriculum vision.

As a school we will embrace technologies that are now so much an everyday part of children's lives. The use of ICT will be an integral part of a River Bank child's learning and will not be seen as something special, done every now and again.

In the classroom, teachers and other adults will be encouraged to choose only those technologies that will enhance learning and not to simply use it for its own sake. In line with current government thinking we will ensure that the teaching of ICT is exciting and relevant. The use of technology will be embedded into the planning and will focus on the application of ICT in a meaningful context. Learners will be encouraged to demonstrate their ICT capability, transferring and applying knowledge, skills and understanding in different contexts, to support learning across the curriculum.

As a result of the emphasis on independent learning and the use of ICT within our curriculum, e-safety will be taught discretely at appropriate times of the year. We will also run workshops for parents so raise their awareness of issues such as cyber bullying. We believe that such a programme will increase the confidence and level of responsibility that pupils display in using technology at school but importantly also in the use of their own technologies.

An easily accessible and informative website and the use of a learning platform (VLE) will allow us to develop our partnership with parents and allow children to continue their learning beyond the school day and outside of the school gates. We will monitor the challenges faced by children in the access of home learning opportunities and work with outside agencies such as the E-learning Foundation, to ensure that no River Bank pupil is disadvantaged by the 'digital divide'.

Within all lessons, teachers will be expected to teach "good speaking" and "good listening" skills, including taking turns. Opportunities for speaking for a range of purposes and audiences across the curriculum will be planned, including opportunities to use first language where appropriate. Learners will also be given opportunities to listen and respond purposefully in a variety of contexts across the curriculum.

Teachers will be expected to plan a range of opportunities for learners to work collaboratively towards a single goal across the curriculum and be encouraged to use their speaking and listening skills. Composition of the groups and the deployment of adults will be planned in such a way as to meet the objectives of the task.

Proposed Curriculum Content

In line with the recommendations made from the *Dame Tickell review of the Early Years Foundation Stage curriculum guidance (2011)* our curriculum for the foundation stage will be centred on the three prime and the four specific areas of learning and development.

The following gives a brief overview of the key issues that each area of learning will address.

Personal, social and emotional development

Pupils will be given opportunities to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have

confidence in their own abilities.

Physical development

Pupils will be provided with opportunities to be active and interactive, and to develop their coordination, control, and movement. The children will be helped to understand the importance of physical activity, and to make positive, healthy decisions in relation to food and lifestyle choices

Communication and language

Pupils will be given opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

Literacy

Pupils will be encouraged to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. The children will be given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.

Mathematics

Pupils will be provided with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

Understanding the world

Pupils will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

Pupils will be supported to explore and play with a wide range of media and materials, as well as provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our curriculum will provide the pupils with a firm foundation from which they will make a seamless transition into Key Stage 1.

At Key stage 1 and 2 we will deliver our curriculum through 8 areas of learning. This will consist of 4 core areas and 4 domains. The following gives a brief outline of the knowledge and key skills that will be taught through the core areas within our Key Stages 1 and 2 curriculum.

Mathematics

This area of learning will introduce children to concepts, skills and thinking strategies that are useful in everyday life and support learning across the curriculum. It will provide pupils with a way of handling information and making sense of data in an increasing technological world.

Essential knowledge

Pupils will build secure knowledge of:

- The ways that numbers are used and what they represent
- How numbers can be used for quantification and comparison and applied in different contexts
- How to use geometry to explore, understand and represent shape and space
- How likelihood and risk can be understood, quantified and used in everyday life
- The range of ways mathematics can be used to solve practical problems, model situations, make sense of data and inform decision-making.

Key Skills

In order to make progress the pupils will learn to:

- Generate and explore ideas and strategies, pursue lines of mathematical enquiry and apply logic and reasoning to mathematical problems
- Make and test generalisations, identify patterns and recognise equivalence and relationships
- Develop, select and apply a range of mental, written and ICT-based methods and models to estimate, calculate, classify, quantify, order and compare
- Communicate ideas and justify arguments using mathematical symbols, diagrams, images and language
- Interpret findings, evaluate methods and check outcome

Breadth of learning

- Pupils will experience mathematics as a creative activity and be introduced to its role in the world around them. They will develop their mathematical understanding through focused, practical, problem-solving activities in mathematical, cross-curricular and real world contexts. Pupils will be given opportunities to meet people who use mathematics in their work. They will also be given the opportunity to use a wide range of practical resources, including ICT. Working individually, and with others, they will explore ideas and pursue lines of mathematical enquiry.
- Pupils will be taught to think and work logically, creatively and critically as they solve problems, make sense of information, manage money, assess likelihood and risk, predict outcomes and construct conjectures and arguments.
- Pupils will be taught to visualise quantities, patterns and shapes, developing strategies for working things out in their head as well as on paper and using ICT. They will be given opportunities to make choices about the strategies they use to solve problems, based on what they know about the efficiency and effectiveness of different approaches. They will be introduced to the mathematical language needed to explain, refine, and evaluate their own and others' work

Languages, Oracy and Literacy

This area of learning will include spoken language, reading, writing, literature, wider aspects of language and communication, a modern foreign language, ICT and non-print media.

Essential knowledge

Pupils will build secure knowledge of:

- How language is used to express, explore and share information, ideas, thoughts and feelings

- The power of language and communication to engage people and influence their ideas and actions
- How creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects
- How languages work, their structure and conventions, variations in use and changes over time
- How languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times

Key skills

In order to make progress the pupils will learn to:

- Listen, read and view in order to understand and respond
- Discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
- Speak, write and broadcast in order to present ideas and opinions
- Evaluate, analyse and critique in order to review, refine and comment
- Interact and collaborate in order to share understanding of what is said, read and communicated

Breadth of learning

- The pupils will learn to develop and apply their speaking and listening skills to suit a variety of audiences and for different purposes. They will tell and listen to stories and explore ideas and opinions in both formal and informal contexts. They will have opportunities to express themselves creatively in improvisation, role-play and other drama activities. Pupils will learn to use digital and visual media and to support communication both face-to-face and remotely.
- Pupils will read widely for pleasure and learn to become critical readers of an extensive range of texts. Their reading will include information and reference texts as well as literary non-fiction. Media texts and online social and collaborative communications will also be included. Pupils will be given opportunities to work with writers, playwrights and poets in and beyond the classroom.
- Through writing, the pupils will develop an understanding that is essential to thinking and learning. They will come to see writing as an enjoyable, creative and rewarding experience. They will learn to write for purpose, including stories, poems, play scripts, story boards, lists, captions, messages, reports, reviews and commentaries, for a range of audiences and in a range of forms. They will explore writing using different media including web-pages and multimodal formats in English and in other languages.
- Pupils will engage with at least one modern foreign language and, where appropriate, those used in their community. They will look at the patterns, structures and origins of languages in order to understand how language works. They will have opportunities to listen to, and join in with, conversation in other languages and build up the capacity to communicate on simple everyday matters. Pupils will gain an understanding of how learning other languages can help them appreciate and understand other cultures as well as their own.

Science and Technology

This area of learning will develop children's ability to explore and understand the natural and made worlds. It will build on their natural curiosity, inventiveness and wonder and help them to make sense of the world around them. They will learn to appreciate how science

supports the development of technology and how technological needs lead to new scientific discoveries, shaping how we live in our rapidly changing society.

Essential knowledge

Pupils will build secure knowledge of:

- The power of creative ideas and approaches in science and technology to explore and explain our world, solve problems and bring about positive change
- How information and valid evidence underpin ideas and practice in science and technology
- How science and human needs interact to create new knowledge, technologies and products
- How the natural and made worlds are interdependent and interrelated so that actions in one may have consequences in the other.

Key skills

In order to make progress the pupils will learn to:

- Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products
- Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement
- Apply practical skills to design, make and improve products safely, taking account of users and purposes
- Communicate and model in order to explain and develop ideas and share findings and conclusions
- Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes

Breadth of learning

- Pupils will be encouraged to investigate science and design and technology, to share their expertise in subjects that interest them and respond to relevant and current issues, locally and in the national media. They will be given opportunities to apply their knowledge and understanding in real life contexts, relating it to the world around them and visiting places to learn about science and design. Children will also be given opportunities to work with experts and enthusiasts to find out how science and design and technology are used and applied in day-to-day life.
- Pupils will explore a range of familiar and less familiar contexts, environments and products in experiments and designing and making activities. They will develop practical skills that will help them to carry out investigations and to make functional products from their design ideas.
- Pupils will be encouraged to think creatively and inventively about how things work, identify patterns and establish links between causes and effects. They will be given opportunities to test their ideas through practical activities, applying their knowledge and understanding to review their own and others' ideas and investigations. They will also use design and technology contexts to develop scientific understanding and apply their scientific knowledge to inform their designing and making.
- Pupils will carry out their own investigations, using their scientific knowledge and understanding to decide what kind of evidence to collect and what equipment and materials to use. They will be encouraged to suggest the results they expect and explain their observations and the significance and limitations of the conclusions they draw.

- Pupils will also be given opportunities to develop their own design ideas, creating and improving designs for products, mechanisms, structures, systems and control. They will explore and investigate different materials, and use them to provide functional solutions to meet user needs, evaluating and refining their products as they work.

Physical Development

This area of learning lays the foundation for long-term well-being and contributes to pupil's mental, social, emotional, economic and physical development. If pupils are to enjoy healthy, active and fulfilling roles, they must learn to respond positively to challenges, to recognise and manage risk and to develop their self-confidence and physical capabilities.

Essential knowledge

Pupils will build secure knowledge that:

- Healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest, to promote well-being
- Physical competence and performance can be improved through practice, control and dexterity as well as creative thinking and commitment
- Good interpersonal relationships promote personal well-being and are sustained through a positive sense of personal identity and respect for similarities and differences
- Personal well-being depends upon high aspirations and the development of financial and enterprise capability
- Challenge and risk can be managed through well-informed choices that lead to safe, full and active lives.

Key skills

In order to make progress the pupils will learn to:

- Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- Generate and implement ideas, plans and strategies, exploring alternatives
- Move with ease, poise, stability and control in a range of physical contexts
- Find information and check its accuracy including the different ways that issues are presented by different viewpoints and the media
- Communicate clearly and interact with a range of audiences to express views on issues that affect their well-being.

Breadth of learning

- Pupils will be taught the knowledge, skills and understanding they need to help them achieve physical, mental, intellectual, social, emotional and economic well-being.
- Pupils will learn about the importance of healthy lifestyles. They will participate in a range of activities that promote physical skillfulness and development through indoor and outdoor activities including creative play. They will take part in physical activities that involve competing with and outwitting opponents, accurate replication of actions, optimum performance and creative problem solving. Children will all be given the opportunity to learn to swim and refine skills within aerobic activities and ball games. As a result of taking part in activities, pupils will be able to identify what types of activities they enjoy and how to get involved. They will also learn about the importance of healthy lifestyles.
- Through a range of activities and experiences, pupils will be given opportunities to collaborate and to compete individually, in pairs, groups and teams. Through these

activities, they will learn about their capabilities, their limitations and their potential.

- Pupils will learn how to solve problems and to embrace and overcome challenges.

From these broad principles the school will develop detailed schemes of work that will describe the appropriate progressions in the skills, knowledge and understanding.

To ensure the breadth and balance however, we would advocate the following time allocation to each of the areas of learning as illustrated below:

Areas of Learning	Taught hours per week (discrete and topic based teaching)					
	Yr 1	Yr 2	Yr3	Yr 4	Yr 5	Yr 6
Mathematics	5*	5*	5*	5*	5*	5*
Languages, Oracy and Literacy	6*	6*	6*	6*	6*	6*
Physical Development	2	2	2	2	2	2
Science and Technology	2	2	2 ½	2 ½	2 ½	2 ½
Personal, Social and Emotional Health and Well-being	2	2	2	2	2	2
Expressive Arts and Design	2	2	2	2	2	2
Place and Time	2	2	1 ½	1 ½	1 ½	1 ½
Faith and Belief			1	1	1	1
Additional teaching time available with content/focus at the discretion of the teachers	4	4	3	3	3	3
Total Taught time per week (hours)	25	25	25	25	25	25

*The total taught time for Mathematics and Languages, Oracy and Literacy comprises the time allocated to each area of learning through discrete timetabled sessions plus the time available within the theme based sessions applying the key skills, knowledge and understanding into a real learning context.

Within our curriculum we will run themed days/weeks such as PE days, International Days and Health weeks where children will be taken off timetable and visitors invited into the school to deliver a range of enrichment activities, linked to the theme, to enhance the children's learning and put it into a context that is meaningful and fun.

A day in the life of a Year 4 Pupil

I walk to school with my friends, which I can do as the school is just down the road from where I live. We arrive for 7.45 as it's Wednesday and year 3/4 Dance club. The club is run by [REDACTED] who is one of the Physical Development team in the school and it's really good. We learn all different kinds of dances and are practising a friendship dance that we are going to perform in assembly next week which we are really excited about. At 8.15 we all head to the canteen for our breakfast. I'm having weetabix today although I normally have a piece of toast and a yogurt. [REDACTED], [REDACTED] always talks to us about the importance of starting the day with a healthy breakfast and there is so much choice here, it's really great.

At 8.30 I make my way to the year 4 learning zone and my classroom. [REDACTED], one of my friends is in another class, but I don't mind as I'll get to see her later and she is in the same house as me which is brilliant!

My form tutor, [REDACTED] is there to greet me and the rest of my class. I hang up my coat, put my book bag in the box and fill up my water bottle before sitting down at my table. [REDACTED] calls the register before we all stand up to do some classroom aerobics to get us all mentally prepared for our learning today. I can't stop laughing as I can't seem to co-ordinate my hands and feet today but [REDACTED] says not to worry and I don't mind. We're reminded that our value for this month is respect and we talk a little about what this means and what each of us could do today in order to live that value.

Our theme this term is rivers and over the past couple of weeks we have been investigating the River Lea which runs alongside our school. Our first session today is science and technology. Last week we had a visitor from Anglian Water who told us about the complicated processes our water goes through before it comes out of the tap. Today we are going to investigate how we can use filtration to clean some dirty water. We are told we will be working in groups. I'm going to be in a group with [REDACTED], [REDACTED] and [REDACTED]. We all know that we will have to respect the different ideas that everyone has, and we are reminded by [REDACTED] to work together as a team and take turns.

At the end of the lesson we are offered a piece of fruit, today it's bananas, my favourite. We get a healthy snack every day, sometimes a piece of fruit or a vegetable, it's a really good way of trying new foods so I take a banana and go out to play for break. [REDACTED], our Teaching assistant joins us. I meet up with some of my friends from the other classes, including a group of children I know from year 3 and 6 who are in my house. We play a game of tag and hopscotch on the playground and chat about what we've been doing this morning. We spot a Year 3 boy sitting on the friendship bench so we go over and invite him to join in our games.

After break we go back to our classroom for Language, Oracy and Literacy. Our class is split into different groups for this activity and I am in the red group. Our lessons tend to be quite active which is really good as it helps me to understand and remember what it is I'm trying to learn much better. We have been looking at information texts about important rivers in different parts of the world. I have been working with Stefan and we have to write the section on the River Ganges for our class book on rivers of the world. It's really exciting as we are going to publish the book on our school website. Today we are using our notes that we have made over the last couple of lessons and beginning to organise and sequence the information. I know we are going to need to use paragraphs, headings and subheadings and bullet points to present our information clearly. At the end of the lesson, I'm sure [REDACTED] will use the visualiser to share some of our work with the rest of the class.

After this we have guided literacy. We have this every day before lunch and in these lessons we get an opportunity to work in our smaller groups and either read or write with an adult, although on some days some of the year 6 children come into our class to hear us read.

At lunchtime I go into the dining hall and eat my school dinner. Today it's chicken curry and rice, with apple crumble and custard for pudding. School dinners are really nice and we get a menu plan sent home every half term so you know what is on offer each day. It's also really good as we have cashless catering in the school which means I don't have to worry about losing my dinner money each day!!

After lunch I head along the corridor to [REDACTED] room where recorder club is being held. My friends are all going to Football club but I don't mind going on my own as I'm sure to know the other children who will be there, and even if I don't, I know they'll be nice to me because everybody is in this school, we're like one big family! I'm getting quite good on the recorder and really enjoy this club which is for all years to attend.

After lunchtime is over I line up in the playground with the rest of my class and [REDACTED] leads us back into our classroom where [REDACTED] takes the register again. This afternoon is maths and we are learning about fractions. We go to the hall as we often do for maths and [REDACTED] explains what it is we will be learning today. He asks us to run around and when he calls out a fraction and a number we have to get into a group of that size. The first one he calls out is three quarters of twelve so I quickly get into a group of 9. [REDACTED], also puts some word problems involving fractions on the interactive whiteboard in the hall that we have to solve and get into the correct group sizes. Learning in this way is so much fun, sometimes you even forget that you're learning!

After our really fun maths session we head back to our classroom for our PSE lesson. Our theme for this half term is 'getting on and falling out'. Last week we started talking about what makes a good friend and drew up a list of associated qualities. This has made me think about whether or not I'm a good friend and what I could do to be an even better one. I have also decided to try to be extra nice to my sister and share my toys with her and help my mum at home more by tidying up and making my bed every day.

Today is my house assembly so at 3pm [REDACTED] escorts me and the rest of the children from my class who are in the same house as me to the hall. Each house, and there are four of them in the school, has an assembly on a different day of the week which is led by our head of house. My Head of house is [REDACTED] who is one of the Deputy head teachers. I sit next to a boy in year 5 and a girl from year 2 and listen to [REDACTED] about the importance of being respectful and get very excited as all the children who had 100% attendance last half term are called up to receive a certificate. I hear my name being called out and go out to receive a certificate; I have been given an achievement award for living the value of perseverance. I can't wait to show my parents and put it on the wall in my bedroom with all my other awards.

School finishes at 3.15 and I wait by the school gates for my friends to walk home. I could go to French or drama club tonight if I wanted but I'm really tired today so have decided to go straight home instead. What a great day I've had, I can't wait to tell my mum all about it!

D.2 Provide a coherent and feasible school timetable and calendar.

Length of School Day, Term and Year

To meet the needs of the local community we will operate a standard school year of 190 days with 5 additional days for staff training. This will be divided into 3 terms in line with the other local schools in the community. We will also follow guidance, and structure the school day so that pupils in both Key Stages 1 and 2 receive approximately 25 hours taught time per week, whilst also trying to maximise the flexibility of the school day in order

to effectively allow staff to deliver the curriculum. This is illustrated below for the Foundation stage and Key Stage 1 and overleaf for Key Stage 2.

Timings of a typical school day for Reception	
8.45-9am	Welcome and self registration
9am-9.10	'Shake and Wake' activity
9.10-9.30	Phonics
9.30 – 11.25	Morning session to include snack
11.25-11.45	Circle time/reflection time
11.45 – 12.45	Lunch
12.45 – 12.50	Self registration
12.50 – 2.45pm	Afternoon session
2.45 - 3.15	Assembly/circle time
3.15 - 4.15	Extended opportunities

Timings of a typical school day for Key Stage 1	
8.30 - 8.45	Registration/'Shake and Wake' activity
8.45 – 9.05	Phonics
9.05-10.10	Session 1
10.10-10.25	Break
10.25-11.50	Mid morning Session(s)
11.50-12.05	Guided Literacy
12.05 - 1.15	Lunch
1.15 - 1.20	Registration
1.20 - 3pm	Afternoon Session(s)
3pm - 3.15	Assembly/circle time
3.15 - 4.15	Extended opportunities

Timings of a typical school day for Key Stage 2	
8.30 - 8.45	Registration/'Shake and Wake' activity
8.45 – 11.50	Sessions 1 and 2 to include a 15 minute break
11.50-12.05	Guided Literacy
12.05 - 1.15	Lunch
1.15 - 1.20	Registration
1.20 - 3pm	Sessions 3 and 4
3 - 3.15	Assembly/circle time
3.15 - 4.15	Extended opportunities

We will advocate the use of 'Wake and Shake' type activities, structured physical activities that can be performed for short periods of time in the classroom, within the sessions to re-energise and focus the children. However, we will give staff the flexibility within the structure of the school day to meet the needs of the pupils and deliver an effective and innovative curriculum.

There will be an expectation and a contractual obligation that staff will attend a daily staff briefing at 8am and then be in their classroom to greet children from 8.15, and will remain in school until 4.45pm, when meetings are required. All staff will be expected to contribute to the extended opportunities programme, which may be at lunchtime or after school.

Staff may also be contracted for an additional 10 days per academic year in order to support school improvement planning, the delivery of the extended opportunities programme, provision of Saturday morning school, supporting delivery of holiday activity and providing 1:1 tuition and other 'catch up' programmes. This provision may involve community support workers as well as school staff.

One example of a 'catch-up' programme that we would like to offer is the 1:1 holiday tuition programme that we have successfully delivered in the past. Pupils from years 5 or 6, identified by their class teacher, will attend a week long coaching camp or holiday programme of their choice during which they receive 10 hours (2 hours per day) of individualised targeted tuition from a qualified teacher. For the remainder of the week they participate in the physical activity being provided by a qualified coach as a reward for taking part in the programme. This has been shown to have a positive impact on both the attitude and attainment of the pupils involved.

After school on Fridays, a range of non-compulsory sporting and health-related activities will be offered to the staff to encourage them to also lead healthy active lifestyles and provide them with a range of opportunities to socialise with their colleagues.

Organisation of Pupils

In line with our admissions policy, pupils will be grouped in classes of no more than 30 pupils. The pupil: teacher ratio will, however, be significantly reduced through the employment of Higher Level Teaching Assistants, Teaching Assistants and additional teachers as exemplified within the staffing organogram on page 110.

To ensure the pupils develop socially and emotionally into confident learners who have a love for learning, we believe it is imperative that they spend some degree of time during the school day as a class, with a dedicated class teacher, engaged in a range of learner initiated and independent learning activities. Grouped in this way the teacher will be able to nurture the pupils and develop a strong bond and relationship with each and every one of them, becoming a skilled orchestrator of their learning and grouping the pupils in a variety of ways depending on the objectives of the learning taking place.

English and Maths will be taught as discrete subjects although the knowledge and skills learnt through these subjects will also permeate all other areas of learning. The other areas will be taught through a creative curriculum approach to ensure that all pupils are offered a truly rounded educational experience in a manner that is pupil driven and promotes active learning. This will include lots of investigative work in order to ensure that all pupils fulfil their own potential and that standards are raised across the school.

A key feature of our school is the House system, whereby all children are assigned to one of four houses when they join the school. This will encourage a sense of belonging, and community cohesion, as children from all of the year groups will be integrated into the houses. We will ensure that when establishing the Houses and giving them an identity, such as a name, we involve the community, Headteacher designate and staff.

The role of Head of House will be undertaken by senior staff, as part of their pastoral role and highlighting the importance placed on the House system. When fully staffed the positions will be held by Deputy and Assistants Heads, with all being in post by September 2017. Prior to September 2017 the posts will be held by the Headteacher and Year Heads as required.

Within the week there will be opportunities for pupils to be organised into vertical learning groups based upon the house to which they belong and be taught by subject specialists a range of skill based learning opportunities such as Music, Art and Modern Foreign languages.

The use of specialists will ensure that teachers who have a real passion and enthusiasm for their subject and have in-depth specialist subject knowledge teach the pupils. As a result, these teachers will deliver high quality lessons that will motivate and inspire the pupils to succeed and add to their enjoyment of learning.

Through this organisation of learning we will foster a sense of family and belonging and encourage children to act as positive role models for their peers, working in harmony and supporting one another. In this way, using the House system, pupils can be grouped in a variety of ways to ensure that their organisation meets the needs of the learners and the desired learning outcomes and is ultimately 'fit for purpose' whilst being flexible and

adaptable.

It is proposed that the design of our school building is developed to encourage collaborative working through learning zones within and across year groups. Ideally there will also be specialist areas with appropriate resources to further enhance the work of the specialist staff.

For a number of extended learning opportunities, both cultural and sporting, that occur beyond the school day, pupils will be organised through the house system and will participate and compete in house based groups. On some occasions these will also be age based, encouraging pupils from different classes to work collaboratively, whilst on others they will be vertically based groups, and on other occasions ability based; whichever method of organising the pupils most suits the intended learning outcomes.

Extended Opportunities

Our vision is to create a school that uses Physical Education and School Sport to raise standards and address the wider issues of health and well-being, behaviour, confidence and self-esteem. A key feature of our school, to ensure that this vision is realised, will be the provision of a rich and varied menu of sporting and cultural opportunities to pupils ranging from drama, dance, gardening, cooking and music, both before and after school, during lunchtimes and on Saturday mornings. The activities provided will be based on pupil demand and need, as identified through the sports and school councils, the parents and the wider community. We will ensure that there is a balance between enriching, enhancing and enabling activities that will cater for the interests of all pupils within the school. Some activities will be targeted at specific pupils whilst others will be open and accessible to all.

We will ensure opportunities are provided for all year groups including foundation through to year 6 and will use a range of staff, coaches, young leaders, external providers and members of the community to deliver them. From September 2014 we will appoint a designated member of staff to oversee and co-ordinate this provision to ensure that the activities are fully accessible to children and cater for their wide range of interests.

All children will be expected and encouraged to attend a minimum of 1 extended opportunity per week. To facilitate and support this provision, we will ensure a budget is in place to provide the required funding needed for one additional opportunity per child per week for the duration of each academic year so that no cost is incurred by the child to access this provision. In addition to these term-time opportunities, we will run a range of affordable activities in the holidays for the children to access. To ensure that all pupils have equal access to all extended opportunities provided, we will utilise the Pupil Premium where required to narrow the gap.

Competition will be a key feature of our extended opportunities programme and we will ensure that all pupils have access to a variety of intra and inter school competitions. We will support our gifted and talented performers to ensure pathways are in place to allow them to compete at the highest possible level.

We will also provide a comprehensive programme of recreational and adult learning opportunities, accessible to parents/carers and members of the wider community. These

will be developed in consultation with the community, to ensure that the activities being provided meet the local needs. We will ensure that there are opportunities for paired and family learning such as Lads and Dads, family cooking, reading together and healthy lifestyle clubs.

We will make our facilities available to community groups who can provide additional opportunities for our pupils and the wider community during the day, in the evenings and at the weekend, so contributing to the range and diversity of the opportunities on offer as exemplified below.

Example of a typical Extended Opportunities programme

	Before school	Morning session	Lunchtime activity	Afternoon session	Afterschool clubs	Evening use	
Monday	Breakfast Club Yr5/6 Basketball	Adult Ed – literacy Totz around – baby movers	Yr 1/2 multi – skills Art Club Speed stackers	Adult Ed- Supporting your child in Maths	Yr 3/4 Gym Yr 5/6 Netball Chess club Computer club	Adult Ed- Ladies Keep fit Adult Ed- Desk top publishing course	
Tuesday	Breakfast club Yr 1/2 Dance 5/6 Table Tennis	Adult Ed – ICT Totz 'around – Lets Dance	Yr 3/4 Multi skills Gardening club Drama club	Adult Ed – Supporting your child in English	Yr 5/6 Gym Cooking club Sewing club	Adult Ed - Arabic Martial Arts	
Wednesday	Breakfast club Yr 3/4 Dance Literacy leaders	Adult Ed – Basic numeracy Active Retired Club	Yr 5/6 Multi skills Yr 3/4 Football Recorder club	Adult Ed- ICT	Yr 1/2 Gym Yr 5/6 Netball French Club Drama Club	Adult Ed- Mens keep fit Adult Ed – English course	
Thursday	Breakfast club Yr 5/6 Dance Yr 3/4 Basketball	Adult Ed- Healthy lifestyles club	Yr 3/4 Football Speed stacking Recorder club	Adult Ed- Needlecraft club	Yr 5/6 Netball Cooking club Art club	Adult Ed – Healthy lifestyles club	
Friday	Breakfast club Literacy leaders	Totz around – musical movers Adult Ed – Cookery club	Choir Gardening club Cheerleading club	Adult Ed – First aid course	Staff health and well-being	Community Group - Duke of Edinburgh's Award	
	9-10	10-11	11-12	12-1	1-2	2-3	3-4
Saturday	Lads and Dads Club	Totz around – Lets dance	Family cooking		5-11 activity drop in club		Totz around - Baby movers
Sunday	Family reading	Family fun drop in session		Healthy lifestyle club			

D.3 Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

We believe that all children are special and that meeting every pupil's needs is a shared responsibility.

We will work in partnership with parents in order to support their child's needs and will follow the revised code of practice (2002) when carrying out our duties towards all pupils with special educational needs.

At the heart of our school will be a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. We will provide an inclusive, broad and balanced curriculum that caters for all children, including those with special educational needs and disabilities, pupils from disadvantaged backgrounds, those for whom English is an additional language, children who are in care, learners with social, emotional and behavioural difficulties and those identified as gifted and talented.

When planning, teachers will be required to set differentiated learning challenges and respond to the children's diverse learning needs. There will, however, be a minority of children with particular learning requirements that create barriers to their learning and progress. These requirements are likely to arise as a consequence of a child having a special educational need. Teachers will take account of these requirements and make provision, including changes in teaching styles, where necessary, to support individuals or groups of children so enabling them to participate effectively in curriculum and assessment activities. Children will not, however, be regarded as having a learning difficulty solely because the language they speak is different from the language in which they are taught.

Children may have special educational needs either throughout, or at any time, during their school career. We will ensure that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

We will use ICT to support the learning and achievement of all the pupils and will work closely with other local schools with specialist SEN provision in order to share resources and best practice. We will work with parents, the local authority and if necessary the Primary Care Trust to ensure that each of our children has access to the appropriate assistive technologies, such as touch screens and speech recognition, to support their learning and maximise their potential.

In addition to working closely with the local authority advisory teachers and educational psychologists, our inclusion manager will develop links with local and national organisations that have particular expertise relating to specific needs e.g. Dyslexia Action, the National Autistic Society and the Dyspraxia association. In essence we will work with parents to source the best possible advice in meeting an individual child's needs.

We further believe that more able, gifted children have special educational needs and we will strive to ensure that the needs of these children are provided for and met and that the pupils themselves are stretched academically in order to reach their full potential.

We will:

- Create an environment that meets the special educational needs of each pupil
- Ensure that the special educational needs of pupils are identified, assessed and provided for in accordance with the Code of Practice
- Enable all pupils to have full access to all areas of the curriculum
- Set clear expectations for all partners in the process

The responsibilities of the SENCo/Inclusion Manager will include;

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating the provision for children with special educational needs
- Liaising with and advising fellow teachers
- Contributing to the management of learning support assistants
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychologists and health and social services as required
- Overseeing the records of all children with special educational needs

Identification, Assessment and Provision

We believe that the identification, assessment and provision for children with special educational needs is the responsibility of the whole school. In addition to the governing body, the Headteacher and the Inclusion Manager (SENCo), all other members of staff have an important role to play. Class teachers will be responsible for the day to day provision for any children within their class identified as having a special educational need, whilst the heads of year will be responsible for ensuring the needs of all pupils with a special educational need within their year group are met through liaising with the class teachers and inclusion manager at regular intervals. The Inclusion manager will co-ordinate the provision for all children in the school with a special educational need and will liaise with their line manager to ensure that this information is shared with the senior management team, Headteacher and Governors. Initially however the Headteacher will take on the roles and responsibilities of the Inclusion Manager, along with the Assistant Head in 2014 until the appointment of the Inclusion Manger in 2016 in line with the recruitment timeline on page 108 and the financial plan as illustrated in section G.

Early identification is vital and the school will adopt a graduated response to children's special educational needs, as outlined in the Code of Practice, which recognises there is a continuum of special educational needs. The class teacher will make the initial identification and inform the Inclusion Manager and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher will collate evidence (work samples, Learning Support Assistant reports, test results etc) and if a lack of progress is evident, record their concerns on an initial concerns checklist to be shared with the Inclusion Manager. The Inclusion Manager, together with the class teacher, will then decide whether it is appropriate to place the child on the SEN register and what type of intervention is appropriate.

We acknowledge that the identification and assessment of the special educational needs of

children for whom English is not their first language, requires particular care. Where there is uncertainty about an individual child, teachers will be encouraged to look carefully at all aspects of a child's performance across different subject areas to establish whether the problems they have in the classroom are due to limitations in their command of the language that is being used, or arise from a special educational need.

School Action

The Inclusion Manager will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. They will work closely with the parents, teacher and child to produce an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon up to five individual targets that match the child's needs and which have been discussed with the child and the parents. Wherever possible, the child will also take part in the review process and be involved in setting the targets. It is crucial that the support staff are fully involved as they are often in a position to notice when a small target has been achieved. Any other members of staff who may have contact with the pupil, should also be given copies of the IEP. The child's progress will be carefully monitored and IEPs reviewed termly.

The triggers for School Action intervention include:

- Concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The Inclusion Manager will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues, and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering the individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and, importantly, the outcome of this action.

School Action Plus

At School Action Plus, external support services will usually see the child so that they can:

- Advise teachers on new IEPs with fresh targets and accompanying strategies
 - Provide more specialist assessments to inform planning and the measurement of a pupil's progress,
 - Give advice on the use of new or specialist strategies or materials
- and in some cases
- Provide support for particular activities

This external support has been budgeted for within the financial plan, section G

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- Has continued to make little or no progress in specific areas over a long period despite the previous intervention and support
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite individualised behaviour management
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Any external support services utilised will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions will be recorded in the IEP and this will continue to be the responsibility of the class teacher.

School Request for a Statutory Assessment

If a child demonstrates significant cause for concern, a request will be made, to the LA, for a statutory assessment. Evidence will be provided about the child's progress over time, their special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place through School Action and School Action Plus. This information may include:

- IEPs for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support

- teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare

Statutory Assessment of Special Educational Needs

It has been agreed with the LA that where the evidence presented to them suggests that the child's learning difficulties have not responded to the relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to our school, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs, is such as to require the LA to determine the child's special educational provision through a statement.

A statement of special educational needs will:

- Include the pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupils special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents and the child and will include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented at least in part, and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual Review of a Statement of SEN

All statements must be reviewed at least annually, with the parents, the child, the LA, the school and professionals involved, invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. Any special provisions that need to be made for pupils due to take SATs will be discussed as early as possible in order to process the necessary procedures.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review, in primary school, of pupils with statements. This is to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Disabled Pupils

Under Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001) we will:

- Not treat disabled pupils less favourably because of their disability
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers
- Draw up plans to show how, over time, we will increase access to education for disabled pupils
- Comply with the Disability Equality Duty (DED)

As a school we will :

- Promote equality of opportunity between disabled pupils and others within the school
- Eliminate discrimination and harassment of disabled pupils that is related to their disability
- Promote positive attitudes towards disabled people
- Promote and encourage participation by disabled pupils
- Develop a range of strategies to meet the needs of our disabled pupils.
- Ensure that all staff are aware of this Act and what they are expected to provide in order to allow pupils with a disability to access the curriculum.
- In consultation with disabled pupils, the staff and parents develop, implement and publish a disability equality scheme. This will be published within our school prospectus and on our website with hard copies being freely available in the reception area of the school.

Gifted and Talented Pupils

We believe that every pupil should have an equal opportunity to develop and achieve their full potential. Very able children need just as much support, guidance and encouragement as the less able, and raising the standards attained by the most able helps to raise the expectations of all pupils so raising whole school standards.

The identification of gifted and talented pupils is a crucial part of ensuring that the needs of these pupils are recognised, and that the right kind of provision and guidance is in place to meet their needs. In line with our vision of high aspirations and achievement, we will begin the process of identifying gifted and talented pupils from the outset. Pupils will be identified via a process of vigorous assessment and monitoring as exemplified in Section D.4 along with the provision of challenging opportunities that will enable them to reveal their ability. The range of indicators that may be used so support the identification process include:

- Information when pupils transfer from the EYFS/end of Key Stage 1
- Results of National curriculum tests/SATs
- Results of standardised test e.g. NFER
- Results of internal school tests and exams
- Teacher assessments
- Information from EAL staff and teaching assistants

- Classroom observation
- Peer and self nomination
- Parental nomination
- Nomination from external sources such as sports coaches, music teachers or providers of extended opportunities.

As a school we will ensure that the identification and nurturing of talented pupils is seen as being as important as that for the gifted. We fully understand the impact that the recognition of talents can have on confidence, self-esteem and motivation and how this, in itself, can raise the academic aspirations and achievement of the individual pupils themselves.

In addition to their full entitlement to the curriculum, the gifted and talented will be given access to a range of extension and enrichment activities both within and beyond the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning, and challenge through differentiation by content, learning process and outcome. We will ensure that teachers have secure subject knowledge and an excellent understanding of progression, particularly in relation to achievement at the higher levels. The gifted and talented will normally work within their peer cohort, but specific opportunities will be provided for them to work with their intellectual peers to allow extra challenge to take place.

We will utilise a range of organisational and in-class strategies to ensure the needs of these pupils are met such as:

- The coherent management of pupil groupings informed by accurate teacher assessment and linked to appropriate next steps in learning
- Mentoring and additional provision for pupils of exceptional ability, including access to the Key Stage 3 curriculum, through developing links with neighboring secondary schools to utilise the expertise of the specialist secondary school staff.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Subject specific differentiation and extension
- The provision of personalised learning pathways
- Sharing a range of flexible learning strategies to meet the needs of able pupils and able underachievers (to include specific strategies i.e. higher order thinking skills, problem solving)

In addition we will provide a range of extra-curricular activities such as:

- A range of school clubs from curriculum subject based, to sporting and cultural
- Enrichment days and master classes
- Day and residential visits
- The use of specialists e.g. visiting artists, authors, teachers from partner schools and coaches

We will signpost children who have been identified as being talented in subjects such as music, art, drama and PE, to appropriate community based clubs that can extend them further and provide them with an increased range of opportunities. We will also ensure

clear pathways exist for children identified as being gifted and talented in Physical Education and Sport through the development and implementation of a gifted and talented ladder of development, a gifted and talented in PE and Sport policy and the use of clearly defined identification criteria (Appendices 1, 2 & 3). We will open our school to other children in Luton who are identified as gifted and talented in PE and sport through the provision of multi-skills clubs and academies. We will work closely with our Secondary partners to ensure that information relating to pupils is transferred to them and opportunities made available for the pupils to continue fulfilling their potential.

Supporting Learners with EAL

Our curriculum will recognise the linguistic diversity of the community that our school is likely to be serving. It is important that we acknowledge that for a vast majority, English will be an additional language. This will present both challenges and opportunities. However, the route to success for all children, including EAL, is a language rich curriculum that develops their skills in English with an emphasis on oracy and dialogic talk, and talking to learn. We will encourage pupils to use their literacy skills to support their learning.

Research has shown that pupils who are literate in their first language tend to make faster progress than pupils who are not. We will assess pupil's proficiency in their first language to ascertain their cognitive development and academic achievements. When doing this we will ensure that the staff involved have a clear understanding of the nature of the conceptual and linguistic development and where possible, share the same dialect as well as the same first language of the pupils. For some pupils whose first language skills are more highly developed than their English skills, it may be appropriate to support their conceptual development through the use of their first language.

We will assess pupils' English language competence in order to decide what support is required to ensure full engagement with the school's curriculum. Wherever possible, we will ensure that a trained adult who shares the pupil's first language, due to the enhanced quality of the assessment information this approach will obtain, carries out this assessment.

- We will support EAL pupils in a variety of ways and seek to ensure that within our team of teaching assistants we have individuals who can speak the home languages of our pupils, so that they can support in lessons if deemed appropriate.
- We will encourage the use of home languages for content learning, discussion and the development of new concepts. Support for the first language will enhance, not hinder, the acquisition of English.
- Wherever possible we will pair pupils with a proficient speaker of their home language, exploit previously used language and link it to their own experiences.
- We will provide visual support such as artefacts, pictures and IT provision to support comprehension and will encourage the use of bilingual and/or picture dictionaries.
- Wherever possible we will include links within the curriculum to the culture and language of the EAL pupils and present curriculum content in a variety of ways, including pie charts, graphs, pictograms, tables and grids to try and make the learning more accessible.

We will ensure that EAL learners make good progress at all times and develop into confident learners. It is our expectation that this will be achieved, as it is for all learners,

through pupils accessing good and outstanding teaching. This will include appropriately differentiated activities and outcomes, clear feedback and planning that takes into account assessment.

Supporting Looked after Children

To ensure that the needs of Looked after Children are met we will ensure that although the class teacher is fully aware of any specific social and emotional needs of the child which have arisen as a result of them being separated from or unsupported by their natural parents the child themselves is not made to feel any different from any other pupil in the class. The ethos of the school and the house system will be used to promote the social and emotional well-being of the child and help to address any feelings of isolation and low self-esteem they may have. As for all pupils, we will ensure that high expectations are set for all Looked after Children within the school. Additional support will, however, be provided by the Inclusion Manager to ensure strong communication links are established with the carer(s) so that the child can be encouraged and supported outside of school.

Supporting Learners on FSM

The contextual characteristics of a child will not influence our expectations of that child's attainment but we will target our resources to ensure that vulnerable children are provided with the support to reach their potential. We will pay particular attention to ensuring that gaps in attainment do not exist between FSM and non FSM.

In addition to the range of strategies employed by the school to support learners, additional learning resources will be made accessible to children in receipt of Free School Meals such as laptops, books, specific physical activity equipment via the Pupil Premium that will allow them full access to the curriculum and extended learning opportunities on offer to them.

We will ensure that momentum in learning is not lost during extended holiday periods by deploying significant proportions of the pupil premium to provide high quality holiday programmes that combine exciting and creative learning opportunities with a range of recreational activities. We will seek to work with other local schools, and existing community groups, to increase the variety of opportunities available.

D.4 Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

We believe success should be measured in relation to our ambition that all children will reach their full potential both academically and in relation to their personal, social and emotional development. Other than children with severe and complex special needs, we would expect all children in Key Stage 2 to make at least 2 levels progress in relation to their Key Stage 1 baseline.

We will establish an accurate development baseline via the Early Year's Progress Tracker for all children on entry to our school when they join us in reception and use this to establish aspirational, age related expectations for attainment at the end of Foundation stage. We will use this end of Foundation Stage data to inform the setting of challenging personal and whole school targets for the end of Key Stage 1.

Within our school we will assess pupils' progress and use assessment data to drive forward school improvement and enable us to identify our own strengths and weaknesses in order to determine our current effectiveness and to identify future areas for development. It will also be used to drive forward pupil progress and raise standards, by enabling us to monitor and track individuals and groups of pupils, identify underachievement, modify plans and improve the quality and effectiveness of teaching and learning. Assessment will be integral to all teaching, coaching and learning undertaken within the school and will be used by teachers to inform pupils' learning and bring about improvement. The school will use both formative and summative assessment to track pupils' progress. Teachers and school staff will be expected to share learning objectives and success criteria with pupils at all times and ensure that, through the use of ongoing formal and informal formative assessment, pupils are clear as to what they, themselves need to do to improve.

Teachers will use questioning as a teaching strategy to ascertain pupils' prior knowledge, to create opportunities for clearer/new understanding of concepts and ideas, to focus on problems, ideas, concepts, strategies and issues, to extend pupils' thinking skills and to promote reasoning, problem solving, evaluation and formulation of hypotheses.

All teachers will give positive and developmental feedback to pupils, both verbally and in writing, and use this as a tool to motivate the pupils, ensuring that they know what is expected of them and how to improve their work.

Teacher, peer, including vertical peer, and self-assessment will be key features of our school and will be used to engage the children in the analysis and constructive criticism of their work. This will help them understand the progress they have made and identify the next steps in their learning, encouraging them to take ownership of their learning, increasing their self-esteem and enabling them to become more self-motivated and independent.

Staff will set aspirational targets with the pupils, as illustrated in the table below, and report on progress made in relation to National Curriculum levels achieved. By engaging them in this process, pupils will develop a sense of ownership and take responsibility in achieving such targets.

	FSP Attainment	KS1 Target	KS2 Target	Examples of interventions used (For exemplification only. The school provision map will identify the appropriate intervention for the age and stage of the child)
Low Attainer	Below 4	1b/1a	3/4	Early Literacy Support, Springboard Maths, 1-1 Tuition, Social and Emotional Skills Group, Every Child Counts, Toe by Toe
Low Middle Attainer	4/5	2C/2B	4+	1-1 Tuition, Overcoming Barriers materials Paired reading with mentors, Talking Partners
Middle Attainer	6/7	2A	4/5	1-1 Tuition, IMPACT in learning Programme
High Attainer	8/9	3+	5/6	1-1 Tuition, Master classes held in conjunction with local secondary schools

Whole School Targets

Key Stage 1 Cohort		Key Stage 2 Cohort	
Reading	80%(L2B+)	English	90% (L4+)
Writing	70 (L2B+)	Maths	90% (L4+)
Maths	80% (L2B+)	Science	90% (L4+)
Attendance	96.5%	Attendance	97.5%

Whole School Progress Targets

	Key Stage 2 Cohort
English	95%
Maths	95%

In addition to ongoing formative assessment, teachers will use summative assessment at the end of a unit of work and for reporting purposes. This will be recorded using a standardised whole school assessment sheet and then transferred on. To ensure that this assessment data is purposeful and leads to raised standards, it must be shared with colleagues and, in particular, passed onto the next year's teacher, to inform future planning. It is the responsibility of the Year Leaders to ensure this information is shared amongst colleagues. Through the use of a Management Information System, such as "Classroom Monitor" as exemplified below, assessment information can be inputted and then manipulated to identify any trends and consequently any intervention strategies that may be required to narrow the gap between groups of, and individual, pupils.





With access to teaching which is consistently good and outstanding, pupils will achieve the progress described. For others, targeted interventions, as indicated, will be required in order to ensure that potential is realised. Our carefully structured intervention mapping will ensure the children who are falling behind their target trajectory provided with additional support in order to bring them back on track. Our family support team will work with those leading learning to overcome barriers that may require closer liaisons with home and family.

Year Leaders will monitor progress through regular work scrutiny, analysis of teacher assessment data and moderation exercises. Each term the Lower and Upper School Managers will hold pupil progress meetings with each class teacher in each year group. The focus for the meetings will be children who appear to be deviating from the trajectory needed to achieve their targets. The outcomes of these meetings will see adjustments to the provision map and possible retargeting of resources.

The assessment data recorded must indicate where pupils are in relation to National expectations and identify individual pupils who require additional support, either because they are under attaining or under achieving. Where individual children have been identified as requiring additional support the class teacher, in consultation with the Inclusion Manager (SENCo) and parents, if appropriate, will put together an Individual Education Plan (IEP) for that particular child. We will also develop systems for tracking the well-being of pupils based on those already used within the Early Years Foundation Stage.

We will ensure that every member of staff, irrespective of their role, is accountable for raising pupil standards and has a part to play in ensuring pupils meet and exceed their targets. Every member of staff will take on the role of mentor for a small group of pupils. Staff will be held accountable as part of their performance management. Targets set for staff will relate to the school development plan and specifically to pupil progress, and be linked to some aspects of pay progression. The Senior Leadership Team will hold half termly progress meetings with all teachers and review every pupil's progress within the school. This will be shared with both the pupils and their parents, with new targets set to identify how further progress can be made. On a termly basis this information will be reported to the Governors.

To enhance and promote pupil development and achievement within the school, we will ensure that there are comprehensive and appropriate curriculum plans and schemes of work in place that will support quality teaching and learning. These will ensure progression and continuity between classes, year groups and key stages, avoiding duplication and

repetition and maximising the learning opportunities in lessons. Assessment will be an intrinsic element of these plans; not onerous but purposeful and meaningful to all involved and fundamental to raising standards. We will ensure that assessment information is used to inform the learning programmes for individuals and groups.

We will report pupil progress and achievement to parents via written, summative reports that will detail where their child is currently in relation to National expectations and highlighting what needs to be done to allow them to progress to the next level. We will work with the local community to ensure that these reports are in a format and language that is accessible to the parents of our children. We will also develop an online mechanism to allow parents to track the progress that children make on a more regular basis. Parents will be given a unique password to gain access onto the Virtual online learning environment where they will be able to see data relating to their own child in terms of attendance, successes, the range of extended opportunities that their child could participate in, any sanctions that have been issued and a summary of general progress. In addition, we will hold an annual parents' evening where parents/carers will be invited into the school to discuss their child's progress with their class teacher and supporting staff. Again we will consult with parents to decide what is the best time and format for these events. We will, however, have an open door policy for parents when dropping their children off, until 8.45am, so should they have any concerns over their child, they can pop into the classroom and discuss it with the class teacher.

Celebrating success is key to the ethos of our school and, integral to the house system will be whole school reward system. Children will be awarded commendations on a weekly basis that will also contribute to their house total. These will be presented in a special whole school assembly with children invited to collect their award from the Headteacher. House points and commendations will be recorded by the class teacher and displayed in classrooms. A whole school prize system will be developed so that children are rewarded and given a prize at certain points when they achieve a certain number of house points. This reward system will be developed in consultation with the children so that they are clear as to what they need to do in order to achieve a commendation but also to ensure that the rewards and prizes are appropriate and meaningful to them. We will also hold regular celebration events where parents are invited in to the school to celebrate some of the children's key academic, sporting and cultural achievements across the year.

We are fully aware of our statutory obligations with regard to assessment at Key Stage 2 and will ensure that all pupils in Year 6 participate in this process. In addition to this, we will fully participate in the statutory assessment process at Foundation Stage and Key Stage 1 also.

In addition to pupil achievement being measured in relation to National expectations and statutory assessments, we will measure achievement in a variety of additional non-academic ways. We expect all pupils to participate in at least 6 Level 1 and/or Level 2 competitive opportunities per year. We expect all pupils to experience a minimum of 6 educational visits or visitors to the school per year and to be given the opportunity to participate in a residential experience during their time at school. We also expect every child to participate in an extended learning opportunity (sporting or cultural) on a weekly basis and for all pupils to participate in a community-based project during their time at school.

D.5 Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Our Admissions policy reflects the ethos of our school and the desire to support communities experiencing health and social disadvantage. The Policy underpins the Government's aim to *“create a schools system shaped by parents which delivers excellence and equity, developing the talents and potential of every child, regardless of their background; a system where all parents feel they have the same opportunities to apply for the schools they want for their child”*.

Our admission policy and arrangements are in accordance with admissions law, as it applies to maintained schools, and the School Admissions and Appeals Code.

Our proposed Published Admission Number (PAN) is 120.

In accordance with the Education Act 1996, children with a Statement of SEN are required to be admitted to the school named in the Statement. If there are more applications than places available the following over subscription criteria will be applied in their numerical order.

1. Looked After Children
2. Medical or social needs: children for whom it can be demonstrated that they have a particular medical or social need to go to this school.
3. Children who have a sibling on the roll of the school at the time of admission.
4. On the safest walking route distance between home and school, using the standard measuring system agreed with Luton Borough Council, with those living closer to the school being accorded higher priority.

The admissions criteria will be applied separately and sequentially until all places are filled. Priority is not given within each criterion to children who meet other criteria.

Further information:

Rule 2 – this rule allows for exceptional and compelling circumstances of individual families and children to be taken into account. The Governors will determine whether the professional evidence is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school, and clearly demonstrate why it is the only school that can meet the child's needs. The professional evidence must make it clear why only one school is appropriate. Evidence must come from a professional involved directly with the child and family, such as a Doctor or Social Worker.

Tie Breaker

In the event of (a) two or more children living at the same address point (e.g. children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tie-breaker will be random selection, witnessed by an independent body.

The above criteria will be applied using an equal preference scheme, without reference to the ability or aptitude of the child. All applications will be considered on an equal preference basis, whereby all first, second and third preference applications are considered equally against the School's Admissions Criteria.

If an application is received after the closing date it will be considered after all of the on time applications.

We recognise and will work as part of the local co-ordinated scheme operated by the Local Authority.

If parents are unsuccessful in obtaining a place at the school they have the legal right to an independent appeal once in each academic year, and should contact the school directly for further details on the process to follow.

The school will also hold a 'continuing interest' list throughout the year, and if unsuccessful in gaining a place at the school, parents should contact the school directly to place their name onto this list. Should a place become available the above criteria will be applied to all applicants on the list regardless of the time they have been on the list. We will work with the Local Authority to ensure that the approved procedures are followed.

The above set of admission rules will also be applied to applicants during the year i.e.'In Year' Applications should there be available places.

D.6 Describe how your approach to behaviour management, pupil well being and attendance will improve pupil outcomes.

The vision and ethos of our school is one where all children are taught the values of belonging, the importance of team work, collaboration, respect, motivation and determination, so that they strive to improve, have pride in all they do and achieve high academic standards underpin our approach to behaviour management. Fundamental to this ethos and vision is a sense of family which will be promoted and fostered through the pastoral care provided by the staff, and class teachers in particular, and the House system which will promote and encourage children from all year groups to work together and support one another. Through this support network we will foster pupil well being.

Attendance

We firmly believe that good attendance is of paramount importance if children are to fulfil their potential and make the most of the educational opportunities available to them. All children have the right to a stimulating, enjoyable and high quality full-time education, regardless of age, aptitude, ability, gender and cultural background. We acknowledge that irregular attendance can seriously disrupt continuity of learning, undermine educational progress, can lead to underachievement and low attainment and impedes the children's ability to develop friendship groups within the school. We expect all children to attend school at all times and firmly believe that this is fundamental to developing a love for learning, and achieving the high academic standards expected of them.

Working with staff, parents and the pupils themselves, we will ensure that everyone is both fully aware of the policies and procedures related to attendance and of our schools commitment to ensuring that all pupils attend on a regular basis. Our school will raise and maintain levels of attendance by providing pupils with a stimulating and enjoyable learning experience where they will want to come to school to learn and where they feel safe,

secure and valued.

We will celebrate and reward pupils' successes and achievements and ensure that attendance is monitored effectively, with reasons for absence recorded promptly and consistently. We will set high expectations of our pupils to be positive role models within the school and to maximise the educational opportunities available to them.

We will use Physical Education and a variety of sporting opportunities as a reward for pupils and an incentive for them to attend on a regular basis.

All parents will be expected to sign a copy of our Home School Agreement before their child starts with us, agreeing to work in partnership with the school and clearly outlining our respective roles and responsibilities.

Procedures for Recording and Monitoring Attendance

The class teacher will take a register according to who is present and absent from school first thing in the morning.

At 8.45 the register will be taken to the school office and any pupil arriving after this time will be required to enter via the main school entrance. Pupils arriving late will have their name, class, time of arrival and reason for lateness recorded. In addition the school will text parents of those children arriving late, unaccompanied.

At 9.30 a designated member of the office staff will contact the parents of children not in school, via the telephone, to ascertain why this is the case. If no contact can be made, the Family Worker along with another member of staff will visit the family home.

The latest technology available such as the Sims Primary Core Package, will be used to support the registration of pupils and their attendance. The use of this technology will enable the effective monitoring of attendance to take place and the identification of patterns to emerge and be tracked.

Reasons for absence may be offered verbally by phone but must be followed by a letter on the child's return to school. We will then decide if we wish to authorise the absence or record it as unauthorised. This decision will be made within the guidance set out in the 1996 Education Act, which identifies a clear set of circumstances whereby a child's absence can be authorised.

The Senior Leadership team will be informed of any children who are causes for concern or who are absent for extended periods, with support sought initially from the Family Worker and then from the Education Welfare team for those who are persistently absent.

Data concerning classes and individuals will be analysed for monitoring purposes and weekly attendance statistics displayed on the school notice boards.

Attendance will be monitored closely by the Governing Body and the Headteacher will be set whole school targets. Certificates for attendance will be presented weekly, termly and annually in whole school assemblies and annual awards events. In addition the school will communicate to parents in a variety of ways such as by phone, letter, e-mail and

newsletters to promote good attendance.

We will provide a series of breakfast clubs offering a healthy breakfast along with participation in a range of activities that the children have indicated they would like to participate in, as a tool to encourage increased attendance and punctuality. These will also be offered as rewards for children and classes who have the highest rates of attendance over a week, half term and the year.

Under normal circumstances, any holiday requests will be refused. Leave will only be approved in exceptional and extenuating circumstances and only if the pupil's average attendance rate is 95% or above. In these circumstances the Headteacher will only be able to authorise up to ten days leave in any one academic year. Requests for extended leave will be actively discouraged and considered on an individual basis. Only one period of extended leave will be considered for approval during the pupil's time at the school which also excludes any time during SATs year.

Attendance will be measured and monitored on a half termly basis. For any pupils causing concern then a letter will be sent home and the parents invited into the school to meet with the class teacher to devise some strategies. If however an individual pupils attendance falls below 90% then the parents will be invited into the school to meet with a senior member of staff and the Family Worker to discuss any issues that may be contributing to this and agree some strategies to ensure their attendance is improved. The child's attendance will then be monitored closely for a minimum of half a term. Where it continues to be a cause for concern or falls below 85%, support will be sought from external agencies, who will work closely with the school and family to address the issue.

Behaviour

Our school will have the highest expectations of the behaviour of all members of the school community and will set extremely high expectations with regard to pupil behaviour.

Politeness, good manners and courtesy will be seen as a priority in our school, with all members of the school community playing a key role. We firmly believe that all children should have an equal opportunity to access the school curriculum, and strategies will be in place to ensure that they are not prevented from doing so by their own, or others, behaviour.

We firmly believe that all children have attributes that are worthy of celebration and believe that all individuals behave better when they feel good about themselves. Our approach to behaviour and discipline, therefore, will focus on the positive, using positive language whenever possible and be inextricably linked to a whole school reward system.

Our approach to rewards and sanctions and their application will be consistent. There will be a whole school approach that is developed in consultation with, and understood by, all children, staff and parents, that promotes and rewards positive behaviour and fosters a sense of worth, yet deals fairly and firmly with incidences of misbehaviour. Our approach will also be responsive to changes in society.

As a school, we will not tolerate bullying of any description. Every incident, no matter how small, will be dealt with as a priority. We want to create a nurturing, safe environment

where children feel it is safe to learn and parents know and believe that something will be done about any incidents of bullying that occur. All of the above will be enshrined within our Anti-Bullying Policy, one of the many policies to be written in the pre-opening phase i.e. before September 2013.

Information gathered from confidential questionnaires completed by students and parents will be used to address any areas of concern they have, related to behaviour and/or bullying of any form. We will also work with local and National organisations such as the Anti-Bullying Alliance to provide support and advice to pupils, parents and staff if required. We will work with parents, community organisations and local agencies to create a healthy, safe and respectful environment in school, after school and on the way to and from school. We are also fully aware of our requirement to ensure that, along with a number of other policies, an anti-bullying and safeguarding pupils welfare policy are in place prior to the school opening.

Agreed Strategies for Promoting Acceptable Behaviour

We will use a range of agreed strategies to promote acceptable behaviour. Much reinforcement will be informal, through praise, written or spoken, through gestures or a smile. Praise has a reinforcing and motivational purpose and helps children feel valued. This type of positive feedback is incredibly important to children and is fundamental in promoting high standards. Children will achieve more, be more motivated and behave better, when staff commend and reward their successes rather than focussing on their failure.

Within the classroom, strategies such as table points, stickers, behaviour ladders and 'star of the week' may be adopted to promote good behaviour. In addition, children may be rewarded with the weekly opportunity to have lunch sitting at a special table, attend a special lunchtime activity club of their choice, have an extra PE lesson that week or have a letter sent home which is celebrating their positive behaviour.

Our code of conduct will ensure that rewards are applied and awarded on a consistent basis, that positive behaviour is enforced and reinforced and that all adults in the school use the reward system and take responsibility for the behaviour of the pupils.

House Points

In addition to informal rewards, our school will operate a formal whole school system of positive reinforcement based on the award of house points, commendations and awards. Children will be awarded house points for achievement, effort, 100% attendance, excellence in sport and making good progress.

Achievement Awards

These will be awarded to pupils who have tried especially hard with academic progress or have achieved a particular objective. In addition they can be awarded to children who set good examples in a variety of social skills. These certificates will be presented in a Whole School Assembly.

PSHCE and Circle Time

The school will develop a cohesive six-year programme where all aspects of good behaviour, including relationships, personal safety and social skills will be discussed and promoted. A weekly session will be time tabled for this important activity, which will allow teachers to follow an appropriate scheme of work and to respond to incidents and concerns as they occur.

The school will develop teaching materials which promote social and emotional literacy in both pupils and staff, through self awareness, managing feelings, motivation, empathy and social skills. Within each unit of work there will be a whole school focus for noticing and celebrating achievement. Children may be nominated by peers, teachers or parents and will be recognised at a weekly achievement assembly with the presentation of a certificate.

Assemblies

The school will have a planned programme of assemblies, which will be led by members of the staff with pupils contributing. All assemblies will be used as opportunities to promote acceptable social behaviour and for reinforcing our aims for the pupils' personal development.

The Ethos of the School

All staff will be expected to uphold and practically demonstrate the positive ethos of the school. Positive behaviour will be praised and unacceptable behaviour challenged and noted. Children will be encouraged to respect each other as well as all adults, to apologise when necessary and to display good manners at all times. We will recognise and acknowledge that the way we as adults behave towards each other, will strongly influence the behaviour and attitude of the children we teach. Children will be encouraged to use an adult's title and surname when addressing them and use Sir/Miss if they do not know their name.

Prefect System

The school will operate a 'prefect system' as a means of rewarding the responsible and reliable children from Year 6 who will be chosen by the staff to undertake a range of duties in and around the school. Their role will involve them helping to supervise children and being personal examples of good behaviour and appearance.

School and Sports Council

The school and sports councils will be the forum for the development of citizenship by involving pupils in decision-making about the organisation of school events, dealing with behaviour issues and providing an opportunity for consultation.

The School Environment

The staff and governors will work together to create a safe stimulating school environment,

which promotes a wide range of play opportunities. This will contribute to reducing the number of behaviour incidents at playtimes and lunch times.

Play Leaders will be employed, rather than Mid-Day Supervisors, and will be trained to support the children in the use of playground games and equipment at lunchtime. As shown within the finance plan, Pay leaders will be recruited in line with the number of classes within the school.

We will establish a 'Friendship Stop' in the playground and nominate two buddies on a daily basis to be on duty there, to support children who are feeling lonely and in need of friendship.

Strategies for Dealing with Unacceptable Behaviour

We will set high expectations for the pupils and staff in terms of their behaviour and attitude. However, it is important to acknowledge that there will be incidences of unacceptable behaviour and ensure that strategies are in place to deal with these promptly and effectively.

Peer Mediators

Selected children from Year 6 will be trained each year as mediators and will assist children in resolving minor problems on the playground.

Reprimands

An oral warning from a teacher will often be a sufficient response for dealing with a minor situation. It is useful in the classroom situation to have a planned pupil management strategy such as a 'three ticks on the blackboard' system which is consistent across the school and agreed in consultation with the staff.

Pupil Referral

If a teacher feels that they need support in dealing with a pupil they should refer the child to the Year Leaders. Only in exceptional cases should a child be sent directly to an Assistant Headteacher, the Deputy Headteacher / Headteacher. Parents will be informed when a child is regularly referred to the Deputy Headteacher/ Headteacher.

If dealing with an unusual or persistent situation, staff may consult with the Inclusion Manager for additional advice and, if necessary, an outside agency will be involved. Prior to the appointment of the Inclusion Manager this process will be managed by the Headteacher.

It is important that there is consistency in the operation of any behaviour management policy.

There are two mutually supporting axioms, which we will strive to use.

1. Early intervention can prevent the establishment of unacceptable behaviours.
2. It is better to encourage and develop positive responses through praise and reward than to try to eradicate unacceptable responses through punishment.

In class and around school, all staff will seek to praise and reward all pupils who demonstrate positive behaviours.

Stage 1 - Simple Lapses

A multitude of simple, low level interventions will be used as rule reminders or to indicate disapproval of a specific behaviour. Where tactics like this don't work, the children will be treated calmly, offered opportunities to redeem their lapses, and provided with appropriate 'choices and consequences'. Children will be made aware of the consequences of their behaviour, and particularly, that contact will be made with parents if the next sanction has to be used. A series of choices/consequences will be clearly articulated to the child.

Stage 2 – Time Out

Initially this will be within the class, with the pupil being removed to an individual work area away from their friends, rivals or audience. If this does not resolve the issues then they will be sent to another class. A list will be given to each class teacher of the appropriate classroom to send any pupils from their class, should the need arise. The pupils will be accompanied by another pupil or Teaching Assistant and sent with enough work for the remaining duration of the lesson. When given as a sanction, a 'Time Out' will last until the end of the lesson.

After discussing with colleagues and parents, a further range of sanctions may be used if deemed appropriate.

Detention

These will take place at either break or lunchtime under the supervision of the class teacher or family worker. In all circumstances, appropriate activities will be undertaken during the detention.

Staff on lunchtime duty will use notebooks to record any major incidents. The Headteacher will monitor these books and pupils who persist in anti-social behaviour will, as a last resort, receive a playtime detention. Play Leaders (Midday Supervisors) will also be able to use the sanction of giving pupils 'time out' by sending them to a designated area within the school. Where this has been used, the reasons for it will be reported to the appropriate member of the teaching staff at the end of lunchtime.

A senior member of staff will be on duty at lunchtime in order to deal with any incidents that the midday supervisors feel they cannot manage.

On Report

Following meetings with parents to discuss concerns over an individual pupil's behaviour it may be agreed necessary to put a child "On Report". This will involve the completion of a simple monitoring sheet for each lesson, on a weekly basis. The Headteacher and parents will sign the report sheet at the end of each day. The Inclusion Manager, once on post, will also be involved in this procedure, which will normally operate for a period of 4-6 weeks, after which a review will take place.

Exclusion – Fixed Term and Permanent

The Headteacher may, after examining the circumstances of a serious allegation, decide that exclusion is appropriate, and will then follow the statutory procedures.

Record Keeping

It is important that all serious incidents are noted in order that a record is available for interviews with parents or to support the decision for a fixed term exclusion.

Records of pupil's misbehaviour will be retained and kept in a loose-leaf file. This will provide essential evidence that appropriate behaviour management techniques have been used.

Home/School Liaison

When a child's behaviour is a cause for concern, it is important that the school involves the parents. Where necessary, parents will be contacted by phone or informed by letter and copies added to the child's school record.

Where there is a minor concern, a home/school diary will be used to inform parents. This will be sent home on a daily/weekly basis.

A parent/teacher/Headteacher meeting will also be arranged to discuss the child's behaviour problem if there are ongoing incidents.

A Home/School Agreement will emphasise the joint responsibility of the school and the family in maintaining high standards of behaviour. There will also be a clear statement of the school's expectations for pupil behaviour in the School Prospectus.

Bullying

In dealing with a bullying incident we are aiming to help both the victim and bully fully understand the situation which has developed. We will strive to help them both consider ways of avoiding or resolving the difficulties they are experiencing or are responsible for. Staff dealing with incidents will have to make a judgement about whether they are dealing with a bullying incident or a fall out or dispute between pupils. If the member of staff feels that the incident involves bullying, they will be required to take immediate action then pass it on to a member of the senior leadership team. The Headteacher must be informed of all reported bullying incidents.

Procedures for Dealing with a “Bullying” Incident.

1. A clear account of the incident will be recorded and given to a member of the SLT or the Headteacher.
2. The senior member of staff will interview all parties and carefully record the outcomes.
3. Preventative and restorative measures will be used as appropriate and in consultation with all parties.

4. Class teachers will be kept clearly informed
5. Parents of both the victim and the bully will be informed.
6. A review meeting will be held two weeks later.
7. The success of any strategies used will be evaluated.

Dealing with the Victim of Bullying

Although our primary concern is to protect the victim, our discussions with victims should also identify how they might avoid or resolve difficulties in the future. It is vital that we support the victim by:

- Offering an immediate opportunity to discuss the experience with an adult of the victim's choice.
- Reassuring the pupil that something can and will be done to stop the bullying.
- Explaining how the incident will be dealt with.
- Offering continuous support over a period of time as appropriate.
- Restoring confidence and self-esteem.
- Exploring the causes and effects of the incident
- Exploring how the situation could have been avoided or resolved e.g. assertive behaviour.

It is critical that once a victim has spoken out they have immediate access to a named member of staff to discuss any future incidents or concerns.

Dealing with the Bully

We will:

- Ensure that the bully is dealt with fairly
- Describe the reasons for the meeting
- Remain calm and non judgemental
- Ensure that the pupil has a chance to explain their view of the incident
- Assure the pupil that all incidents of bullying are taken seriously
- Explain that, regardless of reasons, the school disapproves of all acts of bullying
- Explain how the incident will be dealt with
- Explore the causes and effects of the incident
- Explore how the incident could have been avoided

Investigating incidents of bullying is time consuming and needs to be carried out in private. Poor management of incidents is likely to lead to an even greater reluctance of victims to speak out. The Headteacher must be made aware of all serious incidents. Completed forms will be kept in an appropriate folder in the school office.

Preventative Responses to Bullying

We will use a range of strategies to prevent bullying. These include:

Mediation: This involves collaborative problem solving by the bullied and the bully in the presence of a Senior Teacher. It concentrates on the future rather than dwelling on the past and apportioning blame. It acknowledges feelings as well as facts. Bullies often take out their negative feelings on others which may be exacerbated by the reaction of others. Mediation can enable all parties to move on in a positive supportive way.

Restorative Justice: Restorative justice brings victims and bullies together to decide on a

resolution to a particular incident. It's about putting victims' needs at the centre of the

school's actions and finding positive solutions to bullying by encouraging bullies to face up to their actions. A Senior Teacher will be present during this consultation.

Anti-Bullying Monitors: Research has shown that victims are much more likely to report incidents of bullying to their peers rather than an adult. It is sensible to involve children and young people in the handling of bullying. Trained anti-bullying monitors from each class will be appointed to offer peer support.

Circle of Friends: The class meets with the class teacher who explains that it is unusual to talk about a pupil who is not present but that the pupil and their parents are supporting this. Following ground rules the class presents ways that they might help the pupil and a 'circle of friends' is set up to give support, working with the class teacher.

Befriending, or the buddy system: This is when a volunteer is selected to befriend a pupil who is having difficulties. The Inclusion Manager will train and appoint four buddies from each class in Years 4, 5 and 6 to pair with pupils in need. They will also regularly check that the system is working and address any concerns promptly.


Racial Harassment

This can be a feature of many types of anti-social behaviour. All racist incidents will be recorded and the culprit's parents informed of their child's unacceptable attitude. Challenging racist behaviour and attitudes, and the promotion of acceptance towards all cultures and beliefs, will form an important part of our PSHE policy.

Racial Equality

We will strive to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and celebrate diversity. We will also celebrate the similarities that we share as members of the human race.

We will recognise:

- The importance of celebrating festivals from diverse faiths
- That minority ethnic groups include Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish
- The important contribution immigrants and their descendants have made to Britain.
- The importance of Global Citizenship
- The importance of strong home/school and wider community links
- Our duty under the Race Relations (amendment) Act 2000 to promote race equality actively
- 

D.7 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

Data produced by Luton Borough Council Planning and Admissions team shows that demand for Primary school places within Luton is immense, with the Central area, defined as Biscot, Dallow and Saints Wards, showing the greatest need.

The information below highlights the present position with regard to primary school places.

Overall Shortage of Primary School Places

The table below summarises the projected shortfall of school places, for Reception Year intakes between 2011 and 2015 for Luton.

Year R Intake	Projected Pupils on Roll	Total number of places (if no expansion)	Shortfall (if no further expansion)	No. of additional places required	Total No. of places (with expansion)	Places remaining (with expansion)	% Surplus
Sept 11	3258	3174	-84	210	3384	126	3.7
Sept 12	3209	3174	-35	0	3384	175	5.2
Sept 13	3348	3174	-174	90	3474	126	3.6
Sept 14	3381	3192	-189	60	3534	153	4.3
Sept 15	3420	3192	-228	0	3534	114	3.2
			Total	360			

This table includes places provided by Moorlands Free School, which opened in September 2011.

Given that generally 5% is regarded as an appropriate level of surplus, the low level of surplus places is noticeable in the above table. Consequently we believe that it would be prudent to further increase the number of additional primary school places, particularly given the net gain of pupils during the academic year (there was a net gain of 354 primary pupils between January 2009 and January 2010 and a net gain of 475 pupils between January 2010 and January 2011).

Nature of the primary school population increase

The pressure on primary school places has two dimensions:

- Localised - The shortage of primary school places is most acute in the central areas and south of the town.
- Overall - There is a shortage of places for Year R intakes; there is an 18% projected increase in Year R cohort size between January 2011 and September 2015.

The growing number of Reception Year pupils is principally due to a sharply increasing

birth rate.

The number of Luton-resident live births has increased dramatically since 1999/2000: the number of live births in 2009/10 i.e. feeding into the September 2014 Year R intake) was 34% higher than the number in 1999/2000.

Pressure on Places in Central Luton

For some years now the Council has been increasing the number of school places in central Luton to cater for population pressure. For example Downside Infant and Junior Schools were two form entry schools in 2001. From September 2011 the schools have been amalgamated and extended to accommodate five forms of entry. Downside Primary School will soon be one of the biggest primary schools in the country accommodating 1050 children.

Opportunities for school expansions in Central Luton have now been exhausted unless they are part of wholesale, expensive redevelopment of existing sites, i.e. through demolition of an existing school and re-building an expanded multi-storey school. The scale of the problem requires a new school to be built to ensure the availability of school places within walking distance of pupils' homes.

Failure to create an additional school in central Luton will have a negative impact on:

- Community cohesion (see below).
- The emotional wellbeing, attendance, punctuality and attainment for some of our most vulnerable pupils living in the 10% most nationally deprived wards (see below).
- Schools in central areas of Luton being unable to fully serve their community, with children and parents (many of whom are vulnerable) being denied access to appropriate local services.

Creating permanent school places in the central area of Luton will enable Luton's most vulnerable children to easily access education and prevent the escalation of a group of children needing targeted support in the future.

Current localised shortage of school places - impact on parents and children

As mentioned above there are insufficient local school places for primary aged children in central and southern areas of the town. This situation creates the following difficulties for families:

- Where a place cannot be offered within two miles of the family home children (under 8 or on a low income) are being bussed to alternative schools and, as a consequence, being separated from their community and friends. There are currently 52 primary school children being transported to schools on the periphery of Luton as there is not a school place available within the statutory walking distance.
- It is not always possible to agree places for all catchment area children whose parents have applied on time in the normal admissions round.
- In some families siblings are attending different schools, creating practical problems for parents.
- Parents of children bussed to school find it difficult to engage with their child's

school and to feel part of the school community because of where they live.

- There is an increased turnover of pupils at schools receiving transported children. This turnover is due to pupils moving to schools closer to their home as and when places become available.
- Transferring school is difficult for pupils and impacts on their education.
- Settling in new pupils is also resource intensive for schools where there is a high turnover of children.
- A long journey to school, or siblings attending different primary schools, often has a negative impact on a particular school's level of attendance and its pupils' punctuality.

The localised pressure on school places is occurring in areas of Luton such as Biscot and Dallow that are ranked in the top 10% most nationally deprived areas¹.

Environmental Impact

The shortage of school places has an adverse impact on the environment. Car owners, unable to secure local school provision or with children split between two schools, often travel to school by car increasing congestion at the start and finish of the school day.

Community Cohesion

The community is concerned that the lack of school places may undermine community cohesion within the town, with certain ethnic groups at risk of being blamed for creating/exacerbating the problem. In the last few years Luton has witnessed a large influx of families, including refugees, asylum seekers and people relocating from London and abroad. This has added to an already ethnically diverse community. Over 30% of the total population (over 50% of the pupil population) are from ethnic minority communities. Luton's diverse population is quite distinct from surrounding areas and the Eastern region as a whole. Luton's population is also, a young one, partly due to a high local birth rate. Luton has significant levels of socio-economic deprivation and many children face language barriers in accessing learning.

The critical issues facing Luton include the need to continue to raise attainment and to support community cohesion. Luton has a strong reputation for innovative work in developing preventative strategies and for inclusion in education, and partner agencies are committed to co-operating to improve outcomes for Luton children and young people.

The Case for developing a School within Biscot Ward

The table overleaf give the Reception Year pupil projections for schools within the Biscot, Saints and Dallow wards. These projections clearly illustrate the need for an additional school.

¹ Source – Index of Multiple Deprivation for 2007 and Income Deprivation Affecting Children Index for 2007 published by Department for Communities and Local Government.

Year R Projections for Schools in the Biscot, Saints and Dallow Wards

	Admissions Number	2013/14	2014/15	2015/16	2016/17	2017/18
		Denbigh	90	93	105	106
William Austin	150	212	205	232	237	244
Norton Road	60	79	92	97	94	96
Dallow	90	94	83	91	97	100
Maidenhall	90	92	81	71	92	95
Beech Hill	120	110	130	97	121	123
Foxdell	90	92	113	92	106	109
Total	690	772	809	786	852	875
Shortfall of places		82	119	96	162	185

In addition the two nearest neighbouring schools in other wards are also under pressure in terms of Year R pupil projections.

	Admissions Number	2013/14	2014/15	2015/16	2016/17	2017/18
		St Matthews	120	130	128	135
Bushmead	120	147	139	156	147	153
Total	240	277	267	291	286	296
Shortfall of places		37	27	51	46	56

Oversubscription in Central Luton

All the schools in the above wards are oversubscribed; the table at Appendix 4 shows the number of pupils on roll and provides waiting list numbers.

Oversubscription – Reception Year Intake

The tables below summarise the admissions picture for the Reception Year intakes between 2009-2011

Sept 2009 Reception Year Intake

	PAN	Oversubscribed?	No. of pupils on waiting list (end of summer term)
Denbigh	90	Yes, could not accommodate all local children	77
William Austin	150	Yes, could not accommodate all local children	58
Norton Road	60	Yes, with late applications	5
Dallow	90	Yes	44
Maidenhall	90	Yes	42
Beech Hill	90	Yes	44
Foxdell	90	Yes, with late applications	14
Total	660		284

Sept 2010 Reception Year Intake

	PAN	Oversubscribed?	No. of pupils on waiting list (end of summer term)
Denbigh	90	Yes, could not accommodate all local children	40
William Austin	150	Yes	31
Norton Road	60	No	0
Dallow	90	Yes	10
Maidenhall	90	Yes, with late applications	3
Beech Hill	120	Yes	5
Foxdell	90	No	0
Total	690		89

Sept 2011 Reception Year Intake

	PAN	Oversubscribed?	No. of pupils on waiting list (end of summer term)
Denbigh	90	Yes, could not accommodate all local children	51
William Austin	150	Yes	32
Norton Road	60	Yes, with late applications	1
Dallow	90	Yes	42
Maidenhall	90	Yes	35
Beech Hill	120	Yes	25
Foxdell	90	Yes	21
Total	690		207

Summary

In summary, there is a requirement for a new school to be developed in central Luton to ensure there are sufficient good quality local school places for its growing primary population. The shortage of school places has a disproportionate impact on Luton's most vulnerable pupils, living in some of the most deprived areas in the country. Discussions with the local authority have highlighted their concern that a shortfall of school places will adversely impact on community cohesion and will put them in breach of their statutory obligations to secure sufficient school places.

Preferred Location

The preferred location for our Free School is within the Central area of Luton, more specifically within the Biscot Ward of Luton, bordered by Hightown, Saints and Dallow Wards. This area is experiencing great pressure on school places, as highlighted above, and community concerns are growing as to how the lack of places can be addressed.

Review of the sites also took into account the community demand for places and the proximity to areas of greatest population density.

Initial research demonstrated opportunities at green field/brown filed sites as follows:

- Green Field - Hightown Ward
- Green Field - Saints Ward
- Green Field - Saints Ward
- Brown Field – Biscot Ward

Having undertaken a thorough review of the potential sites, including their present use, the likelihood of planning approval, proximity to areas of greatest need and the availability within required timescales as illustrated in the scoring matrix below, we narrowed our search down to two potential sites at [redacted] and [redacted].

Scoring is based on 10 being extremely likely and 0 being extremely unlikely. The scoring has been discussed and agreed with representatives from Luton Borough Council Planning Team and the Council's Basic Needs Strategy group.

Potential Sites	[redacted]	[redacted]	[redacted]	[redacted]
Proximity of Area of demand	8	8	9	8
Ease of planning Approval	1	8	1 on fields 8 on community centre buildings	10 planning confirmed
Availability within required timescales	1	1	4	10
Size of site	9	9	9	9
Accessibility	7	10	7	10
Potential quality of learning environment	5	10	10	10
TOTAL	31	47	30/48	57

Following consultation with the local community, local schools, Children's Centres and the Local Authority, our final preferred location was established as [redacted].

Our predicted numbers are based on looking at the birthrates in the catchment areas of schools in the surrounding area, (see information above) and comparing this figure against the combined capacities of these schools. Even allowing for some children moving away and some who may wish to attend a faith school or an independent school, we are still looking at more than enough pupils to fill the proposed 120 places per year group at the

proposed school on the [REDACTED] site.

There are many social issues in this area, related to health inequalities, deprivation and disadvantage. The vision for our school, the associated curriculum and programme of extended opportunities is designed to address these issues and thus contribute to the overall health and well-being of the community. We will raise awareness of the importance of, and promote the value of sport and physical activity in addressing the wider agendas of health improvement, community well-being and life-long learning.

Significant areas of Luton fall within the top 20% most deprived areas of the Country, including areas within Biscot Ward. In terms of the Index of Multiple Deprivation for Luton, there are 6 Lower Layer Super Output Areas (LSOA) within the top 10% most deprived in England, 2 of these areas are within Biscot Ward, 2 Dallow and 1 Hightown. In terms of Health Deprivation and Disability there are also 5 Luton LSOAs in the top 10%, one of which is in Biscot Ward.

[REDACTED]

Health Impact Assessments in Luton have highlighted significant issues and show that there is a 10 year variance in terms of life expectancy across the local communities. Areas of deprivation have significantly lower levels of life expectancy and we believe that increased participation in physical activity, along with key healthy eating and lifestyle management messages, will contribute to addressing this anomaly. The areas of Luton with the lowest life expectancy include the Wards of Biscot, Dallow and Hightown.

~~Redacted~~

There are also significant issues with obesity across Luton with levels of childhood obesity being above the average for the East of England and also above the National average. It is clear from the analysis of the Child Weighing and Measuring Programme data that there is a prevalence of childhood obesity in Biscot Ward and the neighbouring areas.

Number of reception
year children who are obese
(resident in Luton
and attending Luton schools), 2007-08

Source: NCM

Number of
year 6 children who are
obese (resident in Luton
and attending Luton
schools), 2007-08

Data for the Active People survey also shows that levels of adult participation in sport are lower than the National average, lower than the Regional average and also lowest in comparison with our 15 'nearest neighbours'.

Female participation is particularly low with 60% of females undertaking zero activity and only 13.8% achieving the national indicator of 3 or more 30 minute sessions per week.

Consultation has shown barriers to participation by women include:

- Lack of a 'safe' place to participate
- Cultural acceptance of available activity
- Lack of awareness of what is available and where
- Lack of female leaders/coaches

We believe that the site of our school is well placed to address many of the barriers for activity, creating a safe environment where culturally acceptable activities can take place at a time to meet the needs of our school community.

Education Sector

Our school will work with other local **schools, Children's Centres and PVI's** in a spirit of partnership and collaboration, so enriching provision within Luton. Partnerships will include joint projects and sharing of expertise; we are keen to see staff moving between schools, where appropriate, to contribute and develop their particular skills.

We have worked with Luton schools across all phases, developing positive relationships. Our work is held in high regard locally and has also been recognised at Regional and National level. We strongly believe that maintaining positive relationships and sharing good practice is vital to the success of Luton's young people. We will endeavour to establish strong links with any newly designated Teaching Schools and/or Initial Teacher Training institutions.

The **University of Bedfordshire** will also work with us, sharing the aspiration of raising aspirations, raising attainment and transforming lives. A number of potential areas of collaboration have been discussed including:

- Joint research projects
- 'Sewing the seeds' programme aimed at raising aspirations
- Workforce Development
- Provision of mentors and classroom support

It has been agreed that our joint vision is to enable all learners to engage with higher education and that this should be built into the curriculum being progressive and systematic with continued reinforcement. Opportunities for joint posts and secondment will also be explored as the partnership develops. Confirmation of support can be found in Appendix 14.

“The University of Bedfordshire shares your vision and ambition to raise aspirations, raise attainment and transform the lives of the young people of Luton.”

██████████ – ██████████

Community Facilities

Lack of accessible community facilities has been highlighted as an issue of the local community. This is of particular importance to the older generation who are keen to be able to access community activity in the day time. It is our intention to provide a school that is at the heart of the community, with facilities available to community groups. In developing the programme of extended opportunities for our pupils, we have also built in opportunities for the wider community.

In recognition of our commitment to community access we are proposing that we establish a **community use agreement** that clearly outlines and confirms our commitment. Please see Appendix 5 for a draft version of our proposed community use agreement.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	120	118		98%	120	78		65%
Year 1	0	0			120	118		98%
Year 2	0	0			0	0		
Year 3	0	0			0	0		
Year 4	0	0			0	0		
Year 5	0	0			0	0		
Year 6	0	0			0	0		
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

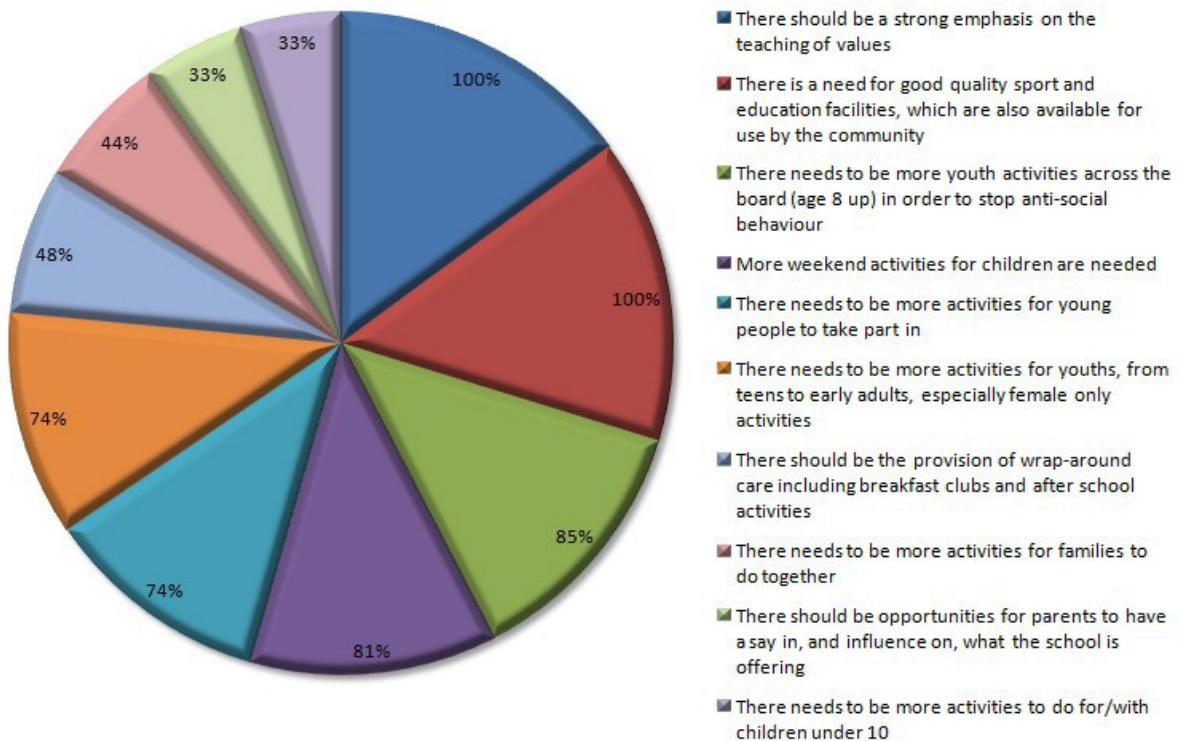
Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E.1 Provide evidence of Demand from Parents with children of the relevant age of each new year's group in each of your first two years of operation. Include confirmation from parents that they would select your Free school as one of the choices for their child.

The proposed location for our Free School is within the Biscot Ward of Luton and bordered by Hightown, Saints and Dallow Wards.

Following on from attending a community Ward meeting we initially consulted with the wider community regarding their views on some of the key issues raised at the meeting concerning the provision of opportunities in the ward to ascertain if there would be general support for a Free school of our kind. The results of this questionnaire (copy of which can be found in Appendix 6) were very favourable and are summarised below.

Strongly Agree/Agree



We also undertook a comprehensive consultation process as outlined below to ensure that there was demand and support for our school both from the immediate community and within the town as a whole.

River Bank Primary School Consultation Process

Who	When	How	Purpose/outcome/evidence
Local Members of Parliament/Councillors			
[REDACTED],	November 11 January 2012	Meeting	To inform and seek support To provide an update on the application.
MP for Luton South, Gavin Shuker	December 11 February 12	Meeting	To inform and seek support. Progress update
MP for Luton North, Kelvin Hopkins	December 11 February 12	Meeting	To inform and seek support. Progress update.
[REDACTED],	January 12	Meeting	To inform and discuss proposal.
Local Authority consultation:			
[REDACTED],	November 11	Meeting	To inform and seek support.
[REDACTED],	January 12	Meeting	To inform and give short presentation outlining our proposal
[REDACTED],	November 11 February 12	Meeting	To inform and seek support. To update on progress and seek support with site requirements and capital funding.
[REDACTED],	November 11 February 12	Meeting	To inform and seek support. To update on progress.
[REDACTED] ([REDACTED])	February 12	Meeting	To inform and seek support, including financial support for capital project.
[REDACTED],	January 12	Meeting	To inform and give short presentation outlining our proposal

Housing and Community Living			
Senior Primary Advisors	Monthly from November 11	Meeting	To update and provide formal briefings
Corporate Directors Management Team for Children & Learning	November 11	Meeting	To inform and ask for support with data gathering
Senior officers within Community Development	January 12	Meeting	To inform and seek support with community consultation
Communications and Press Department	January 12	Meeting	To respond to press comments and seeking press/public relations support
[REDACTED],	December 11	Meeting	To inform and gain support and information regarding the recruitment of a Headteacher.
Admissions and Planning Manager	November/ December 11 February 12	Meeting	Seeking information regarding admissions policy and data on Primary school places
Education providers:			
Strategic Headteachers group	November 2011	Meeting	To inform Headteachers of application and overview of proposed school
Early Years Physical activity Strategy Group	November 2011	Presentation	To provide group with an overview of our proposal and vision
Luton PE and Sport Strategic Group	December 2011	Presentation	To provide group with an overview of our proposal and vision
County PE and Sport Strategic Group	December 2011	Meeting	To inform group of proposal and vision of school
Primary/infant Headteachers of closest schools to proposed site	December 2011	Informal meeting	To inform Headteachers of proposal and allay any concerns they may have including evidence of need for places.
[REDACTED] and [REDACTED]	February 2012	Meeting	Discuss application and explore potential for future partnership working.

Community groups:			
Bury Park Community Centre	December 2011	Meeting	To inform and seek support with community consultation. Venue given free of charge for community event.
Inspire Radio	27 th January 2012	Telephone conversation and email	Spoke with Inspire and followed up with email to advertise free event
, plus 3 trustees.	January 2012	Meeting	To inform and seek support.
,	January 2012	Meeting	To inform and seek support. Article concerning Free School subsequently published free of charge in magazine
Bury Park Community	January 2012	Free school consultation event and U5's physical activity fun day	Consultation/Fun day was held at the community centre to provide an opportunity for members of the community to discuss the proposal
Meeting	13 th December 2011	Face to face drop in visit	Met with and talked about River Bank primary. Left her with consultation forms and she agreed to give to adult learning parents attending classes in that
Public Health	November 2011 January 2012	Meetings	To inform and seek support. To update on progress.
PCT	12 th December 2011	Telephone Conversation	Spoke to re consultation. Your Say Youre Way data. Health Trainer contact details and Sainsbury contact details
Health Trainer	12 th December 2011	Telephone Conversation	Arranged meeting to discuss consultation, particularly with respect to LU3 1 and LU3 2 and Health Trainer role.
Health Trainer	4 th January 2012	Face to Face Meeting	Met with re. consultation and advice in area

██████████ and	17 th January 2012	Healthy Under 5's Team	Spoke with ██████████ and ██████████ re. Bury Park Event and discussed possible healthy snack
Luton Cultural Services Trust	January 2012	Meeting	To inform and seek support with community consultation and future provision of services, for example schools library service, visits to Wardown Museum and Luton Discovery Centre.
Hightown Ward Community Event – Hightown Methodist Church	February 2012	Community Meeting	To discuss plans and seek support from the community
Community Magazine	23 rd February 2012	Community Curry Networking Evening	Opportunity to network with members of the local community and discuss proposal
Marsh Farm Futures – Futures Fun Factory indoor play park	January 12 February 12	Attendance at free play sessions to speak with parents of pre-school children	To talk face to face with parents of pre-school children, explaining our plans and seeking views/opinions.
Early Years Settings – Children's Centres, pre-schools, Nurseries:			
██████████	12 th December 2011	Telephone Conversation	Spoke with ██████████ re. Early Years Forum for South and Central - suggested attending with short presentation. She suggested
██████████ – Grasmere Nursery	12 th December 2011	Face to face drop in visit with settings manager	Spoke with ██████████ about consultation for LU3 1 and LU3 2 - delivered a short presentation (informal) about River Bank. Agreed consultation approach and delivery of free early years Physical Activity session
██████████ Denbigh Pre-school	12 th December 2011	Face to face drop in visit with settings manager	Spoke with ██████████ about consultation for LU3 1 and LU3 2 - delivered a short presentation (informal) about River Bank. Agreed consultation approach and

			delivery of free early years Physical Activity session
Denbigh Children's Centre	12 th December 2011	Face to face drop in visit with settings manager	Spoke with [REDACTED] about consultation for LU3 1 and LU3 2 - delivered a short presentation (informal) about River Bank. Agreed consultation approach and delivery of free early years Physical Activity session
Midwives and CC Managers quarterly meeting @ Marsh Farm CC	13 th December 2011	Meeting Face to Face	Short presentation outlining River Bank ethos and vision. Short discussion about rising birth rate in Luton and left consultation forms.
NCMA (National Childminding Association) [REDACTED]	13 th December 2011	Meeting Face to Face	Met with [REDACTED] and [REDACTED] at Marsh Farm CC. Short informal talk about River Bank and Consultation. Unable to give me childminders contact details due to confidentiality – [REDACTED] agreed to send out on our behalf to CM's in LU3 1 and LU3 2 and CM's with parents/children in this area. NCMA have lost all physical delivery funding so agreed free session to be delivered at Participation and play
[REDACTED] Curriculum Advisory Support team	14 th December	Long telephone conversation	Agreed best way forward for consultation is to send email via [REDACTED] and [REDACTED] to all PVI settings in LU3 1 and LU3 2 with consultation forms attached. The setting will receive free physical activity session for under 5's. Agreed to leave email until after Christmas Confirmed x12 settings in LU3 1 and
Pastures Way CC [REDACTED]	14 th December 2011	Telephone Conversation	Contacted CC re. Expression of Interest consultation and the success of their work. Gained advice.
[REDACTED]	15 th December 2011	Meeting at Leagrave CC Ofsted	Met and talked briefly and informally about River Bank consultation. Confirmed that

			Celebration Lunch	I will be sending consultation questionnaires to the 6 CC in LU3 1 and LU3
Beech Hill CC	15 th December 2011		Face to face drop in visit with settings manager	Spoke with [REDACTED] about consultation. Delivered a short presentation (informal) about River Bank. Agreed consultation. [REDACTED] gave some sound advice re consultation best practice approach for this community. Following the success of Beech Hill expression of interest consultation she suggested a community event and holding a communication display at Sainsbury. She felt form filing is not always best option and invited us to 'drop into' stay and play groups and collection time at pre-school. Suggested translators attend any community events. Head had a few questions and concerns and these were directed to [REDACTED] who followed up with meeting
Cubs CC	15 th December 2011		Face to face drop in visit with settings manager	Spoke with [REDACTED] about consultation and delivered a short presentation (informal) about River Bank. Agreed AL will deliver free early years Physical Activity session – Discussed with [REDACTED] links between The Training Depot (New Bedford Rd) and community event at Bury Park Community Centre
	Feb 11		Meetings X3 with parents at collection and drop off times.	Community language speaker in attendance as support for parents.
Limbury CC	15 th December 2011		Face to face drop in visit with settings manager	Spoke with [REDACTED] about consultation - delivered a short presentation (informal) about River Bank. Agreed

			consultation approach.
Curriculum Advisory Support team	3 rd January 2012	Email	Email sent to Settings with consultation forms attached return date deadline of 6 th Feb latest.
PVI settings	17 th January 2012	Drop in Visit	Delivered Bury Park Community fun day flyers to all x12 PVI settings and x6 CC
Greenside CC	24 th January	Dropped in when passing	Dropped in and collected completed consultation forms
The Training Depot	25 th January	Dropped in passing	Collected batch of completed consultation forms
Denbigh Pre school	27 th January	Delivering Activity	Collected batch of completed Forms
All settings	27 th January 2012	Post	Asked [REDACTED] to send x50 consultation forms in post to agreed x12 PVIs and x6 CC's again to refresh memory as we approach
Contacted Sainsbury	27 th January 2012	Telephone conversation and email	Spoke to Sainsbury to ask to have stall outside venue. Fully booked that week but will follow up on future event
Jigsaw Pre school	27 th January	Telephone message	Received message from Jigsaw re. Bury Park event and River Bank support.
	Feb 12	Meetings with parents at collection and drop off timers.	Community language speaker in attendance as support for parents.
Bury Park Community Centre	28 th January 2012	Face to Face community event	Community event at Bury Park invited Health Trainers to support with interpreters to translate where necessary in Urdu and Bengali
Adult Learning	30 th January 2012	Telephone call	Arranged meeting for Thursday 2nd Feb 12.15 Marsh Farm
Initial consultation deadline	6 th February and 7 th February 2012	Drop in	Collect consultation forms from settings.
CC Partners	6 th March	Network	Due to present short talk in

Meeting High Town Sports and Arts Centre – All CC's in Luton and CC Manager	2012	Meeting	Active Education and River Bank Primary school (formal)
Little Gems	20 th February 2012	On site meeting to discuss plan.	Meeting to discuss plans and potential link to radio promotion. Open sessions for parents to be arranged.
Beech Hill Nursery	22 nd February 2012	Meetings X3 with parents at collection and drop off times.	Community language speaker in attendance as support for parents.

The Questionnaire

An information pamphlet explaining what we wanted to do, the ethos of the school and the next steps along with a questionnaire (Appendix 7) were developed and circulated to parents within the community of pre-school aged children via the Early Years team with support from the Health Trainer team, family workers and Children's Centre managers. We also held a family open day at the local Community centre where we provided a range of fun family based physical activities for children and their parents to participate in whilst answering any questions they had regarding the Free school. The Health trainers, including an Urdu and Bengali speaking Health Trainer, were also in attendance at this event to support with the completion of the questionnaires.

In addition to this we also set up a link to the questionnaire and information booklet via the Active Education website so that parents could complete and submit them electronically if they so wished.

The survey itself asked 11 questions as outlined below:

1. River Bank Primary will offer a broad and balanced curriculum with a strong emphasis on physical activity, health and well-being. Does this type of school appeal to you? Please circle as appropriate.
2. A sense of family will be at the heart of our school. Does a school with this value appeal to you?
3. Evidence shows that Physical Education can be used to raise standards (through teaching respect for others, teamwork and co-operation), improve behaviour and develop self-esteem. Would you be interested in sending your child/ren to a school that uses Physical Education to improve standards?
4. Does a school that provides a wide range of additional sporting and cultural opportunities for your child/ren before and after school appeal to you?

5. Underpinning the ethos of the school will be a sense of community, where pupils learn to respect and celebrate one another's differences. Does this appeal to you?
6. River Bank Primary school will be open to the community during the day, in the evenings and at the weekend for a range of opportunities. Does this appeal to you?
7. Would you be interested in sending your child/ren to our free school, River Bank Primary, which will place physical activity, health and well-being at the heart of the school?
- 8. Based on the information you have seen about our Free School and the fact that there will not be enough school places in the Biscot ward, will River Bank Primary School be your first choice for your child/ren in 2013?**
9. If not, in the space provided below, could you please give us some indication of why not?
10. Would you like to be involved any further with our application? If so, in what capacity?
11. Do you have any suggestions for things you would like to see being offered by our Free School? Please outline below.

Evidence of Demand

Based on the responses to the completed questionnaires we received the table below illustrates the parents who have indicated that they would like to send their children to our Free School.

		2013 Intake	2014 Intake	Future Intake
1.	LU3		LU3	LU3
2.	LU3		LU3	LU3
3.	LU3		LU3	LU3
4.	LU4		LU3	LU3
5.	LU3		LU3	LU1
6.	LU3		LU3	LU1
7.	LU3		LU2	LU3
8.	LU2		LU3	LU3
9.	LU3		LU3	LU3
10.	LU3		LU3	LU3
11.	LU3		LU1	LU3
12.	LU3		LU2	LU1
13.	LU3		LU2	LU2
14.	LU4		LU2	LU2
15.	LU3		LU2	LU3
16.	LU4		LU3	LU2
17.	LU4		LU3	LU3
18.	LU4		LU2	LU3
19.	LU4		LU2	LU3

20.	LU4		LU3	LU3
21.	LU4		LU4	LU3
22.	LU4		LU2	LU6
23.	LU4		LU2	LU3
24.	LU2		LU2	LU3
25.	LU2		LU2	LU1
26.	LU3		LU2	LU3
27.	LU4		LU2	LU4
28.	LU2		LU4	LU4
29.	LU3		LU5	LU4
30.	LU3		LU5	LU4
31.	LU3		LU3	LU4
32.	LU3		LU4	LU1
33.	LU4		LU2	LU1
34.	LU4		LU2	LU1
35.	LU4		LU5	LU1
36.	LU3		LU3	LU1
37.	LU2		LU3	
38.	LU3		LU2	
39.	LU4		LU3	
40.	LU2		LU3	
41.	LU1		LU3	
42.	LU2		LU3	
43.	LU2		LU2	
44.	LU2		LU3	
45.	LU3		LU3	
46.	LU3		LU3	
47.	LU2		LU3	
48.	LU2		LU3	
49.	LU3		LU1	
50.	LU4		LU1	
51.	LU2		LU3	
52.	LU2		LU2	
53.	LU4		LU3	
54.	LU2		LU6	
55.	LU3		LU4	
56.	LU2		LU4	
57.	LU2		LU3	
58.	LU1		LU1	
59.	LU2		LU2	
60.	LU2		LU2	
61.	LU2		LU2	
62.	LU2		LU3	
63.	LU2		LU3	
64.	LU2		LU3	
65.	LU2		LU1	
66.	LU2		LU4	
67.	LU2		LU4	

68.	LU2		LU4		
69.	LU2		LU4		
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72.	LU2		LU3		
73.	LU2		LU1		
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105.	LU2				
106.	LU4				
107.	LU1				
108.	LU3				
109.	LU3				
110.	LU4				
111.	LU4				
112.	LU3				
113.	LU3				
114.	LU3				
115.	LU1				

	116	LU4				
	117	LU4				
	118	LU4				
	TOTAL	118		78	36	

The postcode mapping, as highlighted on page 90 and Appendix 8, provided further evidence in terms of our review of potential locations.

[REDACTED]

E.2 Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

Consultation and Community Engagement

We have, and will continue to consult, engage and communicate widely with our local community, being fully cognisant of the Equality Act 2010. The community school, that we are striving to create, will be supportive and inclusive, meeting the needs of all groups within the local area. Extensive consultation has commenced and will be ongoing up to, and beyond, the point of opening.

The team at Active Education recognises the importance of embedding the school at the heart of the community, a fundamental principle for the ethos of our school.

Supporting the health and well-being of pupils, their families and our own workforce is integral to the work of Active Education, raising achievement and attainment within our school and community.

Our team has connections with a wide range of community groups and organisations and with many of the statutory service providers. As an organisation we are commissioned by many of the Luton Children's Centres and Schools (Infant 73%, Junior 73%, Primary 60%) to provide both curriculum support and extended opportunities.

We are also commissioned by a number of other organisations, including NHS Luton, to deliver adult and child weight management programmes and Adult Community Learning to deliver adult learning opportunities linked to health and well-being. Such a breadth of work has, therefore, assisted us in engaging with a broad range of partners. Strong links with community sports clubs also enable our partner schools to extend and enrich the opportunities available to young people and their parents/carers.

Parents/Carers

Consultation with parents/carers has been and will continue to be crucial to the success of our school. We will ensure that all parents have a voice by representation on the Governing Body. Class representatives will meet regularly with the parent governors to ensure that concerns, issues and general feedback has the opportunity to be aired. We intend developing a network of support for parents/carers associated with our school and also across the wider partnership of schools. The school Family Workers will be fundamental to this, particularly in engaging hard to reach parents.

Recognising the importance of positive relationships with parents/carers, the Active Education Team has a number of innovative programmes designed to get the whole family involved.

Ranging from weekly 'Totz Around' physical activity sessions, to special events such as 'Lads and Dads' and 'Family Fun', our teacher lead programmes create a sense of enjoyment and well-being for all participants. Our team can also support activities such as healthy lifestyles programmes, family days and adult weight management programmes, as well as community fun days and sport events.

We presently have a programme of 23 sessions/week taking place across the town in a

variety of early years settings, including children's centres, Private Voluntary and Independent settings (PVI's) and community sports facilities (Appendix 9). It is our intention to maintain the support for partners whilst also developing daily sessions within our school.

Nurseries, PVI and Childminders

Active Education has positive relationships with nurseries, PVI's, child minders and community midwives through the work it undertakes in early years settings. We are integral to the early years physical activity strategy group, taking the lead role on the development and implementation of the Luton Early Years Physical Development Strategy and associated Active Education Delivery Plan (Appendix 10). This work is identified as a priority within the Early Intervention Strategy for Luton and receives funding through the Early Years Intervention Grant.

We will maintain and further develop this area of work, embedding the importance of physical development at the earliest possible age. We will do this because we recognise the importance that the development of physical literacy has on achievement, confidence, self-esteem and standards later in life.

Many of these activities will take place on the school site, creating a safe environment for community participation and engagement.

We will continue to foster strong links with the Children's Centres whose remit encompasses our catchment area. Working with the Centres, and other agencies, will ensure that our school contributes to providing the range of local services that our community needs to maximise its potential.

Local Authority

Active Luton, our parent organisation, has strong links with a number of departments within the local authority. These range from colleagues within services with direct links to schools, to services such as carers, adults with learning disabilities, youth services, the community cohesion teams and health inequalities officers.

It is our intention to ensure that the Local Authority is fully aware of the work of our Free School. We will ensure that our school staff are positively engaged with those LA services that are of benefit to our school.

Through our links with the Luton Forum we are fully supportive of the Luton in Harmony campaign and see this as an important element with our school. Luton has a richly diverse community; we wish to celebrate our diversity and develop greater understanding with our communities. We intend linking the promotion of Luton in Harmony to other highly successful campaigns such as 'Kick It Out', the Football Associations Anti-Racism programme.

***“The values and principles of your group, alongside the overt commitment to social cohesion, raising aspirations and inclusion are closely aligned with those of the Local Authority.*”**

I also note, with thanks, your willingness to consider working with the Local Authority on a school location which aligns with the LBC priority for primary school places.

I hope that we can continue to work together.”

C’Ilr Hazel Simmons – Leader of Luton Borough Council

Community Sports Clubs

Active Education will continue to build on our extensive network of partners, developing strong links with local community sport clubs. Such links will aid the development of school – club links and the smooth transition from school to community sport.

The Luton Sport Network is fully supportive of our application with its member clubs keen to offer taster days and coaching sessions to our pupils. We see the transition from school to community sport as a key area of work, encouraging young people to play an active role in community sport and for their parents/carers to become involved in volunteering and leadership roles. It is our belief that encouraging greater involvement in community activity will enhance and develop community integration and understanding.

Strong relationships are also in place with the senior sports clubs in Luton, including Luton Town Football Club, Luton Town Cricket Club and Luton Rugby Club. Each of these clubs has been involved with our team in developing and supporting programmes aimed at engaging and motivating young learners particularly those at risk of underachieving. The involvement of high profile sports people has also had an impact on both behaviour and attendance.

Health Services

Strong relationships exist with colleagues in Public Health, and we have delivered a number of child and adult weight management programmes on their behalf. As our proposed Free School site is within an area of health inequality, in terms of obesity and life expectancy, relationships with NHS Luton and other community health providers will be key in addressing these issues and contributing to the well-being of our community.

Schools

We have worked with Luton schools across all phases, developing positive relationships. Our work is held in high regard locally and has also been recognised at Regional and National level. We strongly believe that maintaining positive relationships and sharing good practice is vital to the success of Luton's young people. We will endeavour to establish strong links with any newly designated Teaching Schools and/or Initial Teacher Training institutions.

Consultation with neighbouring schools has commenced and agreement has been reached that River Bank Primary School will be welcomed within the Neighbourhood structure, enabling collaboration and support to be mutually available.

Local Business

London Luton Airport is one example of a corporate partner working with the Active Education team. The '**Flying High**' project takes place at the airport with small groups of gifted and talented children working on practical applications of literacy and numeracy skills. Supported by various teams within the airport staff, pupils have made rapid progress. It is our intention to develop links with other businesses across the town, giving all pupils the opportunity to apply their learning in practical situations. We believe that this also raises awareness of opportunities, raises aspirations and provides additional motivation for learning.

Diverse FM, the local community radio station are also committed to working with the school pupils, encouraging the development of literacy, particularly the spoken word.

Community Organisations

Positive relationships are in place with a rich diversity of community organisations. Of great importance will be our engagement with religious organisations and the local Mosques. We will offer our premises to community organisations to reach out to them and ensure that the school is seen as a welcoming and safe environment at the heart of our community.

The local community centre in Bury Park will be instrumental in ensuring that positive relationships are maintained with community groups.

Marketing Strategy

In developing the marketing strategy and plan for our school we will focus on our vision of a school at the heart of the community, inspiring, motivating and empowering young people to achieve their goals, as well as raising aspirations and expectation across all ages and abilities.

The importance of an active lifestyle will continue to be promoted across the community, with an increasing number of Totz Around early years activity sessions focussing on the proposed catchment area. Engagement with parents/carers will be gained through attendance at Early Years settings and community provision for pre-school children.

We will develop a database of parents/carers who share our belief that a school offering a broad and balanced curriculum, with a strong emphasis on English, Maths, Physical Activity, health and well-being is highly desirable. We will remain in regular contact with parents/carers, through emails, letters, text messages and telephone calls keeping them informed of progress with the development of our school and promoting community based physical activity opportunities.

A web link has been set up to the existing Active Luton website so that parents can download information regarding our Free School and also complete the questionnaire online.

An interactive web site will be developed at an early stage, ensuring that the wider

community are able to access information about our school, give feedback on our proposed plans and offer support during both pre and post opening stages.

The construction phase of the school will present many potential public relations opportunities as we reach key milestones. We will develop a 'countdown clock', engaging the local press and community representatives as appropriate. Our web site will also contain a story board with regularly updated images of the construction activity.

A variety of leaflets and flyers have been produced and will be updated on a bi-monthly basis, carrying the key messages about our vision, in a simple, clear format. Leaflets will be made available to community groups, pre-school settings, health professionals, local retail outlet and sports facilities. Active Luton staff will also have leaflets available within the sports facilities and at classes attracting parents of young children.

Active Luton has recently established an 'Active Women' programme, aimed at increasing participation levels across women from ethnic minority and disadvantaged communities. The programme has developed activities based around the catchment area of our proposed school. Marketing material and information will be provided to all participants, keeping them informed and sharing our vision of a healthy, happy and active community.

It is our intention to produce a school prospectus, to be ready in line with the Local Authority school places allocation process. The prospectus will provide an opportunity to raise awareness, build our image, focus on our unique aspects, and project our school as an integral part of the community. Within our prospectus we will make mention of our high profile supporters, both individuals and organisations, and long-term, will develop our 'alumni register' highlighting the successes of our former pupils, so raising aspirations of those presently within, or looking to join, the school.

In summary, our marketing strategy will include the following elements:

- An interactive dynamic website with regularly updated content and capacity to submit and respond to feedback. **Summer 2012**
- Email, letters, text messages and phone calls to engage with those on our database. **Summer 2012**
- Use of social media, such as Twitter and Facebook **Summer 2012 ongoing**
- Opportunities for prospective parents to get involved in the school, including bringing their pre-school children along to part. **Autumn 2013 ongoing**
- An extensive programme of community outreach **Spring 2012 ongoing**
- Conventional marketing techniques such as leaflet drops, editorial and advertising in the local media and presence and local events
- Targeted marketing, working closely with local agencies such as children's services, other local nurseries, GP's practices, health visitors and sports centres. **Spring 2012 ongoing**
- Production of school prospectus. **Spring 2013 with annual updates**

Examples of marketing material and press releases are included in Appendix 11.

Section F: Capacity and capability

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

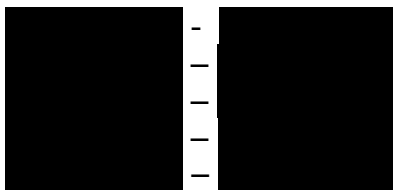
F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

This proposal is underpinned by a core team of 5 people from organisations with extensive experience of and an outstanding reputation in education and public service delivery, along with an in-depth knowledge of the communities that the River Bank Free School will be serving

Additional support is provided by individuals with extensive experience as school governors, school teaching, business management and corporate governance. The wider team provides both support and challenge, ensuring that our shared vision is reflected in all aspects of our school.

As a team we will create and develop an exciting new school for the community of Luton, raising aspirations, achieving high academic standards and addressing issues around the health and well-being of the community.

The core team consists of:



Education Expertise



██████████.

New Schools and Free Schools experience

██████████.

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

Oversight of the financial management will be undertaken by the ██████████. Active Luton is a company limited by guarantee with charitable status, having a turnover of approximately £11m.

██████████.

██████████.

██████████.

Additional support with financial planning and financial modelling has been offered by the **University of Bedfordshire** who have extensive knowledge and expertise in this area.

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

Company Directors

Along with the education expertise of ██████████, outlined above, the other two Company Directors have a wealth of relevant expertise and experience.

██████████ – ██████████

██████████.

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Each of the company directors has committed to attending regular evening meetings throughout the development of the proposal and the implementation phase of the development.

The team above are further supported by a number of individuals with specific areas of expertise. All are committed to supporting the development of our Free School and passionate about raising the aspirations and life chances of the young people of Luton.

██████████ – ██████████

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██████████.

Additional support has been offered by the **University of Bedfordshire** in terms of **Premises Management**. Such support is also available through **Gleeds** due to our working relationship with **Cocentra**.

Skills Required

The support team outlined above have expertise and experience within the following areas:

- Education across all phases
- Corporate Governanace
- Project Management
- Facility Development
- Premises Management
- Accountancy
- ICT
- Marketing
- Human Resources
- Business Management
- Legal
- HR
- Community engagement and partnership working

Each member of the support team is aware of their role in the process of application and implementation of our Free School plans. Time has been allocated within individual work programmes to ensure that key milestones are achieved. As the application progresses, the allocation of resources will be reviewed and amended as required.

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

To ensure that our curriculum is motivational, inspirational and enjoyable and relates to the needs and interests of the children, giving them the knowledge, skills and understanding they require to succeed in life and develop into successful local and global citizens the recruitment of high quality, skilled, inspirational and highly motivated staff is essential.

We will seek to appoint a staff team with a breadth of knowledge and expertise including a number of subject specialists who will be given the opportunity to teach their specialism to the pupils and support other staff in developing their subject knowledge and confidence within these key areas. We will also appoint a team of physical activity specialists to ensure that our ethos and vision for a school where physical activity,

health and well-being are at its heart is realised.

Staff will be recruited in a phased approach to reflect the capacity and needs of the school and its pupils, **in line with the financial plans as illustrated in Section G.**

The proposed staffing structure has been designed around the vision, ethos and curriculum of our school and the key roles and responsibilities of staff described below.

Senior Leadership Team

Headteacher (in post January 2013)

- Responsible for the delivery of high quality education and support, sharing of good practice and embedding the school at the heart of the community.
- Leadership and Management
- Direct Line management responsibility of the two deputies
- Responsible for SEN within the school until the appointment of the Inclusion manager (2016)
- Responsible for behaviour within the school until the appointment of the Deputy head (2015)
- Responsible for performance management of Deputies
- Overall responsibility for school self evaluation
- Overall responsibility for school improvement planning

Deputy Head 1 (in post 2015)

- Responsible for Behaviour Management across the school
- Responsible for health and safety
- Responsible for Community Engagement and Partnerships and the promotion of Community Cohesion
- Responsible for achievement across the school
- Direct line management of the Inclusion Manager, Extended Opportunities Team Leader, the Physical Development Team Leader, and the Assistant Head (Lower School)
- To contribute to relevant sections of the school self evaluation
- To take responsibility for a school improvement priority as required
- Undertake the role of Head of House

Deputy Head 2 (in post 2017)

- Responsible for Teaching and Learning across the school
- Responsible for assessment
- Responsible for attendance
- Direct Line manager of Assistant Head (Upper School)
- To contribute to relevant sections of the school self evaluation
- To take responsibility for a school improvement priority as required
- Undertake the role of Head of House

Assistant Head – Lower School Coordinator (in post 2014)

- Responsible for liaison with Early Years providers
- Responsible for transition to key stage 1

- Shared responsibility for transition to key stage 2
- Responsible for reviewing and monitoring attendance across the foundation stage and key stage 1
- Responsible for monitoring and tracking achievement and attainment across the foundation stage and key stage 1
- Direct line management of Head of Reception, Head of Year 1 and Head of Year 2
- Contribution to the management of the Learning support assistants
- Performance management responsibilities
- To contribute to relevant sections of the school self evaluation
- To take responsibility for a school improvement priority as required
- To ensure the care and well being of all staff and children within the phase team
- Undertake the role of Head of house
- Class teacher responsibility 0.5

Assistant Head – Upper School Coordinator (in post 2017)

- Shared responsibility for transition from Key Stage 1
- Responsible for transition to key stage 3 and liaison with High Schools
- Responsible for reviewing and monitoring attendance across key stage 2
- Responsible for monitoring and tracking achievement and attainment across key stage 2
- Performance management responsibilities
- Direct line management of Head of Year 3, Head of Year 4, Head of Year 5 and Head of Year 6
- Contribution to the management of the Learning support assistants
- To contribute to relevant sections of the school self evaluation
- To take responsibility for a school improvement priority as required
- To ensure the care and well being of all staff and children within the phase team
- Undertake the role of Head of house
- Class teacher responsibility 0.5

Middle Leaders

Heads of Year (in post a term before their year group starts in the September)

- NQT Mentoring within year group
- Model outstanding practice as a class teacher
- Coordinating provision for children with Special Educational Needs within year group
- Liaising with and advising fellow teachers re SEN issues
- Monitoring the attainment and progress of their year group
- Ensure consistency of assessment judgements
- Overseeing curriculum policy to ensure progression and continuity
- Monitoring of Attendance targets
- To ensure the care and well being of all staff and children within the year group team
- Class teacher responsibility (0.8)

Inclusion Manager (in post 2016)

- Overseeing the day-to-day operation of the school's SEN, G&T and EAL policies
- Co-ordinating the provision for children with special educational needs, including responsibility for the schools provision map
- Liaising with and advising fellow teachers
- Contributing to the management of learning support assistants
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychologists and health and social services as required.
- Overseeing the records of all children with special educational needs, including IEPs
- Lead on the application for statements of SEN
- Responsibility for ensuring appropriate provision for newly arrived pupils

Teaching Staff

Class Teachers (in post each September as new year group starts)

- Plan and prepare lessons with regard to individual need and with reference to school policies and national requirements
- To manage and organise additional adults working with the pupils
- To be an effective and reflective classroom teacher able to demonstrate and share effective classroom practice
- To write pupil progress reports as agreed in the schools policy
- To establish a partnership with parents /carers, involving them in their child's learning through regular communication, afterschool clubs, workshops and homework activities
- To co-ordinate assessment and record keeping for the class in line with the school policy
- To provide feedback to pupils in line with the schools marking policy
- To ensure the maintenance of good order and discipline among all pupils and safeguard their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere
- To work with the inclusion manager to ensure that the needs of all children are met

Additional Teachers (in post 2015 and 2017)

- Raise standards of achievement by providing support for pupils, teachers and the school
- Support access to learning for pupils and provide general support to the class teacher in the management of the pupils and the learning environment
- Helping pupils who need extra support to complete tasks, individually and in groups
- Supervise whole classes occasionally to cover the short-term absence of teachers

Physical Development Team (Team leader in post 2015, co-ordinators in post 2013, 2016 and 2018)

- Delivery of high quality PE and School sport lessons
- Implementing the school sport programme effectively
- Providing PPA cover for teachers
- Supporting the professional development of other staff

Support Staff

Higher Level Teaching Assistants (in post each September as a new year group starts)

- Complement teachers' delivery of the National Curriculum
- Contribute to the development of other support staff and pupils
- Support school policies and strategies
- Plan collaboratively with teaching staff
- Assist teachers with the management and preparation of resources
- Supervise whole classes occasionally to cover the short-term absence of teachers
- Raise standards of achievement by providing support for pupils, teachers and the school
- Utilise advanced levels of knowledge and skills when working with children
- Encourage children to become independent learners
- Support the welfare and inclusion of pupils in all aspects of school life
- Work in collaboration with SENCO to support groups and individuals
- Oversee the work of small groups within classroom setting

Teaching Assistants (including EAL/SEN) (in post each September until 2018)

- To work under the direct supervision of the teacher/senior member of staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of the pupils and the learning environment
- Planning, delivering and evaluating teaching and learning activities
- Preparing the classroom for lessons
- Helping pupils who need extra support to complete tasks, individually and in groups
- Observing pupil performance and reporting on observations to the teacher
- Supervising art and craft activities and displaying work
- Looking after children who are upset or have had accidents
- Playing educational games with children and encouraging younger children to learn through play
- Setting up information and communication technology (ICT) resources and supporting teaching and learning through the use of ICT
- Listening to pupils read, reading to them, or telling them stories
- Helping with outings and sports events, and
- Carrying out routine administrative tasks

Lunchtime Play Leaders (in post each September as a new year group starts)

- Effectively supervising pupils in the dining hall and other parts of the school
- Helping pupils with a variety of tasks, such as cutting up their food and changing

clothes

- Helping to clear away food and stack tables and chairs after pupils have left the dining hall
- Ensuring pupils keep out of areas that are out of bounds, and don't leave the school premises
- Dealing with misbehaviour and reporting any problems they are unable to resolve to the duty teacher or head teacher
- Tending to pupils who are sick or injured, ensuring they receive appropriate medical attention, and reporting any serious accidents
- Being aware of responsibilities under child protection legislation, and reporting concerns to a senior supervisor or the Headteacher
- Leading structured physical and play activities at lunchtimes.

Extended Opportunities and Family Support co-ordinator (in post 2014)

- Provision and delivery of a range of extended opportunities both within and beyond the school week
- Provision of high quality holiday programmes
- Promoting physical fitness and healthy lifestyles
- Making sure all pupils you work with are included and involved.

Non Teaching Support Staff

Family Support Staff (in post 2013 and 2016)

- Overcome barriers to learning to help parents support their children's learning
- Work with parents to increase their involvement in their child's education, both at school and at home
- Help improve behaviour and attendance
- Arranging and running classes or events for parents
- Promoting attendance at parent evenings
- Giving one to one assistance to parents
- Contacting parents of absent pupils
- Arranging access to education welfare services or other relevant specialist services for parents who may not have access
- Arranging and conducting home visits

IT Technician (in post 2016 and 2018)

- Managing and developing the school's website and intranet
- Managing the school's network
- Providing technical support for teachers and pupils
- Installation and testing of new software
- Maintaining peripheral equipment, e.g. scanners, printers, whiteboards, projectors, and liaising with external suppliers for the repair of equipment under warranty or maintenance contract.
- Promoting the use of ICT across the curriculum.

Premises Manager (in post 2013)

- Managing access to the premises and maintaining security
- Carrying out basic repairs
- Planning site use and development
- Championing health and safety around the school, and supervising external

contractors.

Business Manager/PA (in post April 2013)

- Management of finance and HR
- Administration relating to admissions and data
- Welcoming visitors to the school and dealing with their enquiries
- Answering the telephone
- Administration relating to pupil attendance
- Marketing and PR
- Word processing
- Managing post
- Drafting letters, memos, reports, newsletters
- Monitoring stationery supplies.

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

The recruitment and appointment of our Headteacher designate is arguably the most important decision that we will make in establishing our Free School.

Evidence shows that effective, inspirational School Leadership raises achievement of pupils and reduces educational disadvantage.

Effective school leaders improve teaching and learning through their influence on staff motivation, commitment and working conditions.

It is essential that the Headteacher appointed, shares our vision, values, culture and ethos, with a strong belief in the value of PE and School Sport in raising achievement and improving the health and well-being of the community. The ability to articulate our vision and to engage with a wide variety of partners will be essential to the success of our school. They will play a key part in shaping the development of the new facilities, ensuring that the school is developed in such a way that our vision for collaborative learning and community use of facilities is realised. It is imperative, therefore, that they are in post no later than April 2013. This will enable them to add the finishing touches in terms of fixtures, fittings and equipment to create a stimulating, exciting, learning environment.

Our Headteacher will be required to lead by example, setting high professional standards, and possess the personal qualities and communication skills to inspire and motivate those working around them. Teamwork and a willingness to share best practice will be crucial to the success of our school, and for the development of all young people across the town. They will play a major role in raising achievement and reducing health inequalities in a socially disadvantaged area of Luton.

It is essential that the successful applicant is engaged in the outreach work for our school. Establishing and developing positive relationships with Community Organisations will be essential to our success.

The full Headteachers Job Description and Person Specification can be found in Appendix 12 however the core purpose of the post is to provide professional leadership and management of the school, promoting a secure foundation from which to achieve high standards in all areas of the school's work. The Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of every pupil. They must establish a culture that promotes excellence, equality and high expectations of all pupils and staff.

Principal Duties and Responsibilities:

Shaping the Future

- Working with the governing body and others to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school community.

Leading Learning & Teaching

- Continuously raising the quality of teaching and learning through setting very high standards for all pupils.
- Establishing a culture that promotes independent learning, excellence and equality for all pupils through monitoring and evaluating the effectiveness of learning outcomes.

Developing Self and Working with Others

- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Maintaining a culture of high expectations for self and others and taking appropriate action when performance and behaviour is unsatisfactory.
- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Managing the Organisation

- Creating an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensuring that policies and practices take account of national and local circumstances, policies and initiatives.
- Overseeing the management of the school's financial and human resources effectively and efficiently to achieve the school's vision, educational goals and priorities to ensure value for money.
- Ensuring a safe and healthy environment for all, including adherence to all relevant policies and legislation.

Securing Accountability

- Building upon the strong ethos of the school, enabling everyone to work collaboratively, sharing knowledge and understanding, celebrating success and accepting responsibility for outcomes.
- Working in harmony with the governing body (providing information, objective

advice and support) to enable the school to meet its statutory requirements and continuously improve.

Strengthening Community

- Enhancing the existing school culture and curriculum, taking account of the richness and diversity of the school's communities.
- Working with and through others to secure the commitment of the wider community to the school by developing and maintaining effective partnerships with other schools and key stakeholders.

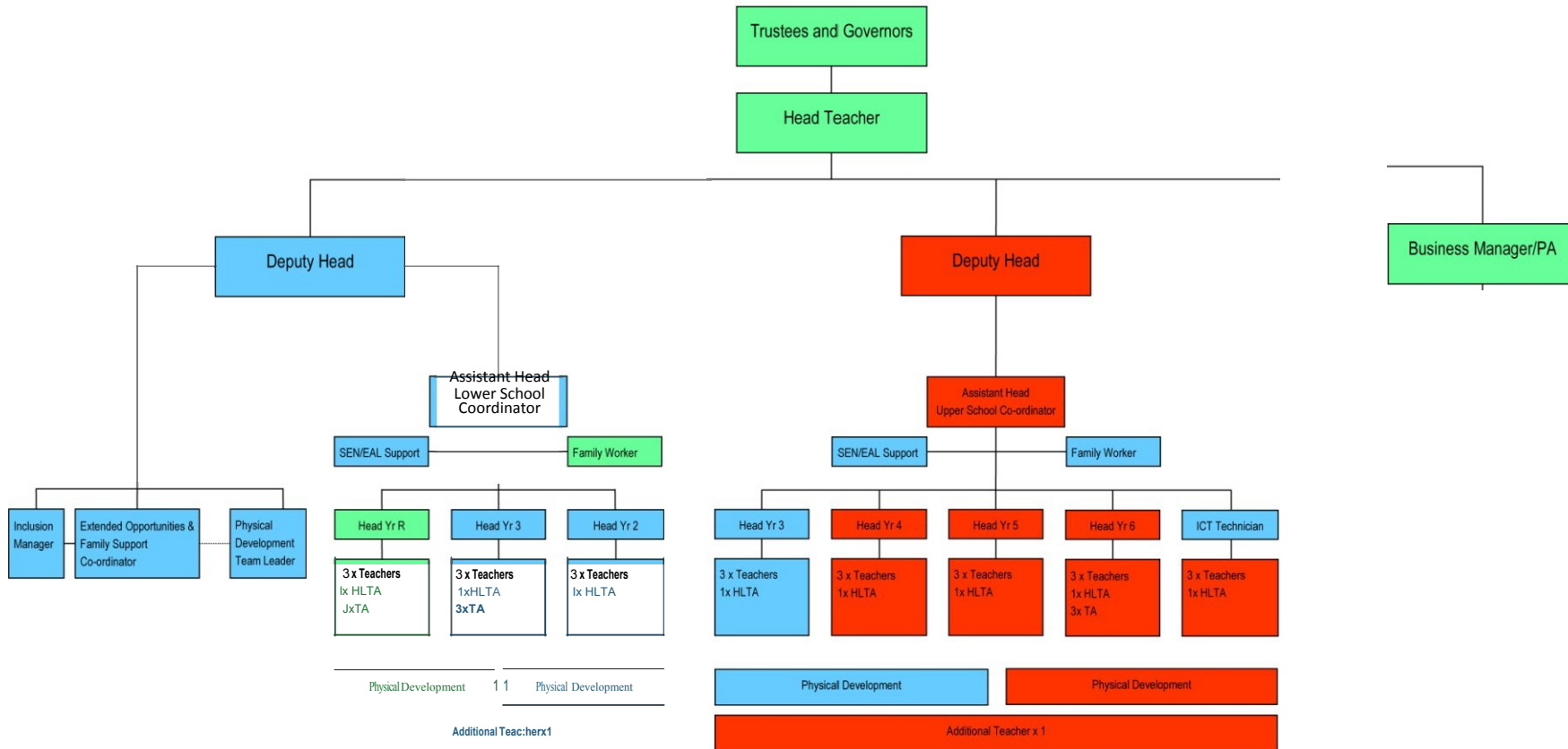
The recruitment of additional school staff will follow a phased approach in line with the growth of the school and the financial plan as illustrated in the timeline overleaf.

Date of Recruitment	Posts
January 2013	Headteacher Designate
April 2013	Head of Year R Business Manager/PA
September 2013	3 x Year R Teachers 1 x 0.2 teacher cover for HoY 1 x Higher Level Teaching Assistant (HLTA) 3 x Teaching Assistants (TAs) 1 x Physical Development Coordinator 1 x Family Worker 1 x Admin Assistant/Senior Midday Supervisor 4 x Lunchtime Play Leaders Premises Manager
April 2014	Assistant Headteacher – Lower School Co-ordinator Head of Year 1
September 2014	3 x Year 1 Teachers 1 x 0.2 teacher cover for HoY 1 x Higher Level Teaching Assistant (HLTA) 3 x Teaching Assistants (TAs) 2 x SEN/EAL support staff 1 x Extended Opportunities & Family Support Co-ordinator 1 x Admin Assistant 4 x Lunchtime Play Leaders Finance Assistant
April 2015	Deputy Head 1 Head of Year 2
September 2015	2 x Year 2 Teachers 1 x 0.2 teacher cover for HoY 1 x 0.5 teacher Asst Head Cover 1 x Higher Level Teaching Assistant (HLTA) 3 x Teaching Assistants (TAs) 1 x Physical Development Team Leader

	1 x Additional Lower school Teacher 2 x Admin Assistant 4 x Lunchtime Play Leaders
April 2016	Head of Year 3
September 2016	Inclusion Manager 3 x Year 3 Teachers (inc 0.2 cover HoY and 0.8 cover Head Inclusion) 1 x Higher Level Teaching Assistant (HLTA) 1 x SEN/EAL support staff 1 x Family Worker 1 x Physical Development coordinator 1 x 0.5 ICT Technician 4 x Lunchtime Play Leaders
April 2017	Deputy Head 2 Assistant Headteacher – Upper School Co-ordinator Head of Year 4
September 2017	2 x Year 4 Teachers 1 x 0.2 teacher cover for HoY 1 x 0.5 teacher Asst Head Cover 1 x Higher Level Teaching Assistant (HLTA) 1 x SEN/EAL support staff 1 x Additional Upper School Teacher 4 x Lunchtime Play Leaders
April 2018	Head of Year 5
September 2018	3 x Year 5 Teachers 1 x 0.2 teacher cover for HoY 1 x Higher Level Teaching Assistant (HLTA) 1 x SEN/EAL support staff 1 x Physical Development Coordinator 4 x Lunchtime Play Leaders 1 x 0.5 ICT Technician
April 2019	Head of Year 6
September 2019	3 x Year 6 Teachers 1 x 0.2 teacher cover for HoY 1 x Higher Level Teaching Assistant (HLTA) 4 x Lunctime Play Leaders

The Organogram overleaf (Appendix 13) illustrates the staffing structure of the school from its opening phase in 2013 to full capacity in 2019.

River Bank Primary School Staffing Structure



Key

Staffing Structure September 2013

Staffing Structure September 2016

Staffing Structure September 2019

and

and

and ■

F.6 Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

Ultimate accountability for success will rest with the appointment of a dynamic, responsive and strategic Governing Body supported by a forward thinking, inspirational, and visionary Headteacher.

Due to the key role that the Governing Body will play in ensuring that the vision, values and ethos of the school are translated into reality, we will ensure that we appoint committed individuals who have the breadth of knowledge, skills and experience that the school will need to guide and shape it in the initial stages and over the coming years.

Governors appointed will have the skills and expertise required and a focus on needs of school as whole rather than particular stakeholders or interest groups Governor recruitment will be undertaken through the schools network, the local media and initiatives such as 'Trustee Bank' and Voluntary Action Luton.

Initially the Interim Governing Body will be established by the Members of Active Education Academy Trust, drawing on the Support Team established to submit this application, in accordance with the Memorandum and Articles of the Company. (transition and handover from interim to substantive

The Interim Governing Body will oversee the initial set up of the school and be responsible for the recruitment and appointment of the headteacher. It is envisaged that the interim body will be in place for approximately 18months to ensure a smooth transition and handover from interim to the substantive structure.

The Interim Body will support the headteacher in the recruitment of additional staff and the creation of the policies and practices that the school will follow once it opens, ensuring that they reflect the vision and ethos of the school.

Once the key staff are in post, we will expand the Interim Governing Body by approaching members of the community, and individuals who from a variety of backgrounds, including education, business, legal and human resources. We will identify individuals who have good communication skills, can work together as a team, are effective decision makers, can challenge without being threatening, and are constructive in the feedback they give. We will seek to identify individuals with a 'can do' attitude who will relish the opportunity to shape the future of the school and make such a difference to so many children in Luton.

This Body will support the headteacher in the recruitment of additional staff and the creation of the policies and practices that the school will follow once it opens, ensuring that they reflect the vision and ethos of the school.

Over the first 12 months of operation, the substantive Governing Body will be formed, including the election of parent Governors. This Body will take responsibility for the strategic direction of the school. They will monitor and evaluate performance and determine the key policies, holding the headteacher accountable for the school's

success and ensuring that at all times the school is fulfilling its promises to the pupils, parents and wider community. They will need to ensure that the school is delivering value for money whilst also fulfilling its legal obligations. They will need to have a clear understanding of the characteristics of an outstanding school and be constantly challenging the headteacher and members of staff to ensure that our school is the best in Luton, yet is always striving to be better.

To ensure that we get the skills and experience we require and that there is representation from both the staff and the community, our structure and Governance will be as follows:

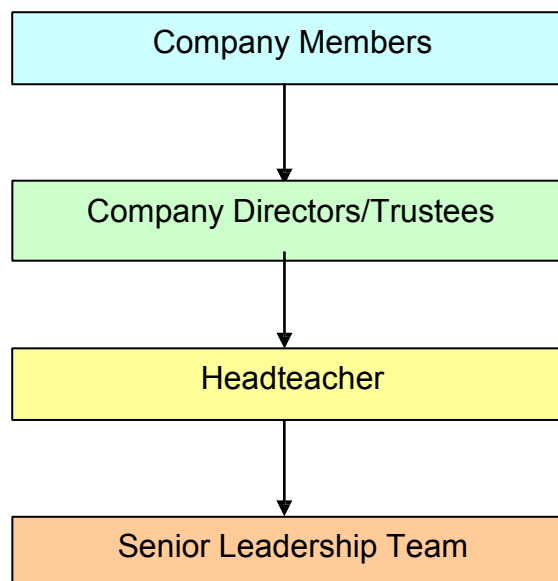
Company Members:

- 3 x signatories to the Memorandum
- Up to 3 persons who may be appointed by Active Luton (registered charity number 1111804)
- 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose
- Chairman to the Governors
- Any person appointed by unanimous approval of the Members

School Governors/Directors/Trustees:

- Up to 8 Governors, appointed by the Members through an appropriate nomination process, taking into account identified skills gaps e.g. legal, human resources, marketing along with representatives of the local community and other partners/stakeholders e.g. public health
- Up to 2 staff Governors
- 2 Parent Governors
- Headteacher

The lines of accountability and escalation are illustrated below.



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.

With full occupancy and 90% sensitivity the school is able to generate a small surplus each year. It is anticipated that initially the surplus generated would be used to establish reserves in line with the agreed reserves policy of the Trust in order to maintain the financial viability and sustainability of the school should unforeseen circumstances arise.

Once reserves are at the level agreed by Directors, free reserves will be expended in accordance with the agreed aims and objectives of the school. Examples of how this money may be spent include:

- Reduced ratios through employment of additional teachers and HLTAs
- Part time posts increased to provide additional support eg Family Workers
- Increased programme of intervention strategies
- Increased programme of educational visits and visitors
- Increased targeted subsidy for off site visits
- Increased programme of extended opportunities
- Increased partnership working with the University of Bedfordshire, for example longitudinal research on the impact of our ethos on raising standards, health and well-being related research including areas such as childhood obesity, provision of learning mentors and 1:1 support.

Site Acquisition and Capital Costs

Detailed discussions have taken place with the Local Authority, regarding preferred sites, site acquisition and potential capital costs.

Agreement has been reached as follows:

- The land associated with the Bath Road site will be **gifted to Active Education Academy Trust**.
- Whilst being our preferred location a brown field site requires significant work in terms of site clearance and preparation. **These costs will be met by the Local Authority and [REDACTED]**

It is estimated that using the Adapt School Solution model the total build costs would be [REDACTED] of which the [REDACTED] from their capital programme.

Further details of the Adapt School Solution are given in section H. This has been proposed after research and discussion and particularly focuses on value for money.

The commitment from the Local Authority is highlighted below.

“Thank you for discussing your proposal to establish a Free School in Luton with us. Our commitment to a financial contribution is a direct result of your convincing explanation of the vision, ethos and educational aspirations for your school and the increased opportunity for parental choice along with the potential to make a significant contribution to meeting the pressing need for pupil places. We see you as an organisation which has credibility with Luton schools and a focus on addressing health and social disadvantage can only be of benefit to the community.”

██████████ – ██████████

Section H: Premises

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

There is a requirement for a new school to be developed in central Luton to ensure there are sufficient good quality local school places for its growing primary population as illustrated in Section D. The shortage of school places has a disproportionate impact on Luton's most vulnerable pupils, living in some of the most deprived areas in the country. Discussions with the local authority have highlighted their concern that a shortfall of school places will adversely impact on community cohesion and will put them in breach of their statutory obligations to secure sufficient school places.

Preferred Location

The preferred location for our Free School is within the Central area of Luton, more specifically within the Biscot Ward of Luton, bordered by Hightown, Saints and Dallow Wards. This area is experiencing great pressure on school places, as highlighted above, and community concerns are growing as to how the lack of places can be addressed.

Review of the sites also took into account the community demand for places and the proximity to areas of greatest population density.

Initial research demonstrated opportunities at green field/brown filed sites as follows:

- Green Field - Hightown Ward
- Green Field - Saints Ward
- Green Field - Saints Ward
- Brown Field – Biscot Ward

Having undertaken a thorough review of the potential sites, including their present use, the likelihood of planning approval, proximity to areas of greatest need and the availability within required timescales as illustrated in the scoring matrix overleaf, we narrowed our search down to two potential sites at [REDACTED] and [REDACTED].

Scoring is based on 10 being extremely likely and 0 being extremely unlikely. The scoring has been discussed and agreed with representatives from Luton Borough Council Asset Planning Team and the Council's Basic Needs Strategy group.

Potential Sites	██████████	██████████	██████████	██████████
Proximity of Area of demand	8	8	9	8
Ease of planning Approval	1	8	1 on fields 8 on community centre buildings	10 planning confirmed
Availability within required timescales	1	1	4	10
Size of site	9	9	9	9
Accessibility	7	10	7	10
Potential quality of learning environment	5	10	10	10
TOTAL	31	47	30/48	57

Following consultation with the local community, local schools, Children's Centres and the Local Authority, our final preferred location was established as ██████████.

Our predicted numbers are based on **evidence of demand** and data relating to evidence of **increasing birthrates** in the catchment areas of schools in the surrounding area, (see information above) and comparing this figure against the combined capacities of these schools. Even allowing for some children moving away and some who may wish to attend a faith school or an independent school, we are still looking at more than enough pupils to fill the proposed 120 places per year group at the proposed school on the Bath Road site

Site Acquisition and Capital Costs

Detailed discussions have taken place with the Local Authority, regarding preferred sites, site acquisition and potential capital costs.

Agreement has been reached as follows:

- The land associated with the Bath Road site will be **gifted to Active Education Academy Trust. This has been estimated at** ██████████
- Whilst being our preferred location a brown field site requires significant work in terms of site clearance and preparation. ██████████

The Local Authority planners have also confirmed that they are happy with the proposed change of use for the site.

Research has been undertaken with a view to gaining best value for money by reducing/minimising build costs. Of particular interest is the Adapt modular build, using a recognised offsite and standardised form of construction solution.

The Adapt School Solution directly responds to the **James Review** from the School Capital Review team and meets the requirement for streamlining procurement and reducing cost while maintaining quality. This solution route brings together two of the leading specialists in school design and construction; Wates one of the UK's largest construction companies, in partnership with Capita Symonds, thus combining design and educational input. All aspects of school design, procurement, construction, operation and maintenance have been reviewed, and the use of standardisation in design and construction provides efficiencies throughout the lifetime of the project.

It is estimated that using the Adapt School Solution model, the total build costs would be circa [REDACTED] of which the [REDACTED] from their capital programme.

The above costs include floor and wall finishes, ICT infrastructure throughout and fixed furniture such as sinks, storage cupboards, shelving and display boards.

An example of an Adapt School Solution is shown below.



Primary New Build - Adapt School Solutions

Delivering a quality building which is fit for education, fully flexible and tailored for client requirements.

A design for a 4FE primary school providing spaces for 840 children with a good range of external spaces, including grassed areas is estimated as follows:.

Programme - 52 weeks

BREEAM Minimum Rating – Very Good

Building Area – 1,957m²
[REDACTED]

Annexes

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

Appendix 1	Key Stage 2 Policy of Gifted and Talented in Physical Education and Sport
Appendix 2	Key Stage 2 Talent Identification Criteria
Appendix 3	Luton School Sport Network Gifted and Talented Ladder of Development
Appendix 4	Pupils on Roll and Waiting List numbers for adjacent school
Appendix 5	Proposed Community Use Agreement
Appendix 6	Initial Consultation Questionnaire
Appendix 7	Parental Survey/Questionnaire
Appendix 8	Postcode Mapping of Demand
Appendix 9	Current Programme of Early Years Sessions
Appendix 10	Active Education Early Years Delivery Plan 11-12
Appendix 11	Examples of marketing material produced to date
Appendix 12	Headteacher Job Description and Person Specification
Appendix 13	Staffing Organogram
Appendix 14	Additional letters of support

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