

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 60 Queens Road, Reading RG1 4BS
3.	Email address: [REDACTED]
4.	Telephone number: 0118 902 1602
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;">No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input checked="" type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;">Yes</span>
10.	If Yes, please provide more details: <ul style="list-style-type: none"> <li>• Bromley Bilingual Primary School</li> <li>• The WREN (Reading)</li> </ul>
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;">Yes</span>
12.	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: Wokingham Borough council have provided assistance with: <ul style="list-style-type: none"> <li>• demand sections;</li> <li>• site evaluations/properties</li> <li>• ad hoc help with marketing such as leaflets production.</li> </ul>
Details of company limited by guarantee	
13.	Company name: CfBT Schools Trust
14.	Company address: 60 Queens Road, Reading RG1 4BS
15.	Company registration number and date when company was incorporated: Company registration number: 7468210 Date of incorporation: 13/12/2010
16.	Does the company run any existing schools, including any Free Schools? <span style="float: right;">Yes</span>
17.	If Yes, please provide details: CfBT Schools Trust Academies/Free Schools: <u>Free Schools</u>

	<ul style="list-style-type: none"> <li>• All Saints Junior School</li> <li>• Oakbank School</li> <li>• Enfield Heights Academy</li> </ul> <p><u>Academies</u></p> <ul style="list-style-type: none"> <li>• Oxford Spires Academy</li> <li>• Meadow Park Academy</li> <li>• Benjamin Adlard School</li> <li>• Danum Academy</li> <li>• Boston West Academy</li> <li>• Ely College</li> <li>• Mount Street Academy</li> <li>• Queensbury Academy</li> <li>• Stamford Queen Eleanor’s School</li> <li>• The Deepings School</li> <li>• Grampian Primary School</li> <li>• Sir John Gleed School (from 1/1/13)</li> </ul> <p><u>CfBT Education Trust Academies/Independent schools</u></p> <ul style="list-style-type: none"> <li>• St Mark’s Academy</li> <li>• Kings Monkton School</li> <li>• International School of Cape Town</li> <li>• St Andrew’s School</li> <li>• Danesfield Manor</li> <li>• Langley Manor Preparatory School</li> <li>• Oakfield Preparatory School</li> </ul>
<p><b>Company members</b>  <b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that 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.</b></p>	
18.	Please confirm the total number of company members: Two
19.	Please provide the name of each member below (add more rows if necessary):
	<p>CfBT Education Trust is one member. The chair of CfBT Schools Trust is the other.</p> <p>In common with the other academies in CfBT Schools Trust, Evendons Primary School will have a Local Governing Body with certain powers delegated to it from the Board of CfBT Schools Trust.</p>
<p><b>Company directors</b>  <b>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.</b></p>	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	<p>1. Name: [REDACTED], [REDACTED]</p>

	<b>2. Name:</b> [REDACTED]		
	<b>3. Name:</b> [REDACTED]		
	<b>4. Name:</b> [REDACTED]		
	<b>5. Name:</b> [REDACTED]		
	<b>6. Name:</b> [REDACTED]		
21.	Please provide the name of the proposed chair of the governing body, if known: Not known at this stage.		
<b>Related organisations</b>			
22.	<table border="1"> <tr> <td>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.</td> <td>Yes</td> </tr> </table>	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
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		
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>CfBT Schools Trust is a UK-based subsidiary of CfBT Education Trust Company No. 867944 Charity No. 270901</p> <p>CfBT Education Trust’s involvement in Evendons Free School will be subject to the Tripartite Agreement signed between CfBT Education Trust, CfBT Schools Trust and the Department for Education in December 2010.</p> <p>Other UK registered active subsidiaries of CfBT Education Trust are as follows:</p> <ul style="list-style-type: none"> <li>• <b>CfBT Advice and Guidance Ltd</b> Company No. 3370728 Charity No. 270901-1 This constituent charity will have no direct input to the management of the Free School.</li> <li>• <b>Kings Monkton School</b> This is an independent school based in Cardiff. Company No. 894179 Charity No. 525759 This associated charity will have no direct input to the management of the Free School.</li> <li>• <b>St Mark’s Church of England Academy Trust</b> Company No. 5875416 CfBT co-sponsor since 2006, lead sponsor since October 2011. URN 134003 This associated charity will have no direct input to the management of the Free School.</li> </ul>		

24.	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 (egg Pentecostalism, Deobandism, Reform Judaism, etc). None
<b>Existing providers</b>	
25.	Is your organisation an existing independent school wishing to convert to a Free School? No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here: N/A
29.	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
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>CfBT Schools Trust is a Multi-Academy Trust (Company Registration Number: 7468210) offering academies and free schools the ability to maximise the freedoms and benefits that academy status brings without the isolation of being an individual trust.</p> <p>As a Trust our <b>Vision</b> is to create a collaborative family of schools which inspire learners towards personal and academic excellence.</p> <p>Our <b>Mission</b> is to enable children and young people to achieve excellent outcomes.</p> <p>Our <b>Guiding Principles</b> are that:</p> <ul style="list-style-type: none"> <li>• schools use evidence-based practice and data to ensure that measurable outcomes are met or exceeded;</li> <li>• high-performing schools within the Trust have substantial levels of autonomy. Where evidence indicates that a school requires support we will challenge and, if necessary, intervene;</li> </ul>

	<ul style="list-style-type: none"> <li>• we use powerful methods of professional learning including action research and school-to-school improvement support;</li> <li>• we believe in recruiting and retaining the best staff and encourage our schools to take a global view of learning, drawing upon the resources of our international networks.</li> </ul> <p>Our <b>Values</b> include:</p> <ul style="list-style-type: none"> <li>• excellence in learning outcomes, our people and our solutions;</li> <li>• integrity in the way we build trust and bring purpose to our work as an education charity;</li> <li>• accountability through rigorous and transparent assessment of our performance.</li> </ul> <p>CST has been involved in the DfE Free School Programme since its inception in 2010. In 2011 we were responsible for opening one of the first 24 Free Schools in the country, All Saints Junior School, an inclusive 1FE junior school situated in the heart of Reading. In 2012, we opened a further two schools: Oakbank, an inclusive 4FE secondary school to the west of Wokingham; and Enfield Heights Academy, a 1FE inclusive, Christian-ethos primary school in north London. In 2013 CST will be opening Abacus Belsize Primary School, a secular 1FE primary school in Camden and Judith Kerr Primary School, a 2FE bilingual (German/English) primary school in south London (Southwark).</p> <p>In addition to these Free Schools, twelve Academies are also members of CfBT Schools Trust, which was established in 2011, with more schools currently in conversion. See response to Q17 above for a list of current Trust schools. Through CfBT Schools Trust, academies and free schools enjoy the security of collaborative working in order to raise standards and ‘narrow the gap’ whilst divesting themselves of some of the risk associated with going it alone. The Trust works on collective shared responsibility, providing a supportive framework for weaker schools while allowing outstanding and good schools to continue operating independently.</p> <p>CfBT Schools Trust is a subsidiary of CfBT Education Trust; one of the world’s largest educational charities. With more than 40 years’ experience delivering educational consultancy and interventions which make a difference to the lives of learners worldwide, CfBT Education Trust offers its expertise in school effectiveness and improvement to the Schools Trust.</p>
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Please tick to confirm that you have included all the items in the checklist.



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

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

**Signed:**

██████████

**Position:** ██████████ **Print name:** ██████████

**Date:** 28/11/12

**N.B. 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:	Evendons Primary School
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	4–11
4.	Date proposed school will reach expected capacity in all year groups:	2019 or 2020 depending on whether the school opens with a Reception class only in 2014 or a Reception and Year 1 class.
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding? No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	██████████, Wokingham ██████████
12.	Please tell us how you found this site:	██████████.
13.	Is the site:	The site is a private building.
14.	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority in which the proposed school would be situated:	Wokingham

16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Hampshire
17.	<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. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> 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

### Ci. Rationale for School

Our rationale for Evendons Primary School in Wokingham is:

- the need for a local community-based Primary School in the Evendons area;
- the creation of real choice for parents;
- the desire to offer a more diverse curriculum which promotes the development of 21st-century knowledge and skills, in particular in the areas of enterprise education and Science, Technology, Engineering and Mathematics (STEM).

### Background

Wokingham, like many other boroughs in the south east is experiencing significant increases in the demand for primary school places due to rising birth rates and inward migration of families as a consequence of large volumes of new housing developments. Wokingham Borough Council (WBC) cite the following in their 'Primary School Provision Strategy' paper (October 2012):

*“Locally there is a rising trend in the birth rate, leading to pressure on primary school places. Not only are we facing rising numbers, but Wokingham has been very efficient in minimising the number of surplus school places. Department for Education figures for May 2011 indicate that Wokingham had 6.9% of primary places unfilled. This compares to a national average of 10.4% and is the lowest percentage of any of the Berkshire unitaries). On the face of it this indicates there are (just) sufficient places here. However, these figures mask the effect of an unequal distribution of children between age groups. The unfilled places are in older age group classes and cannot be used to accommodate full Key Stage 1 and Reception classes in most cases.”*

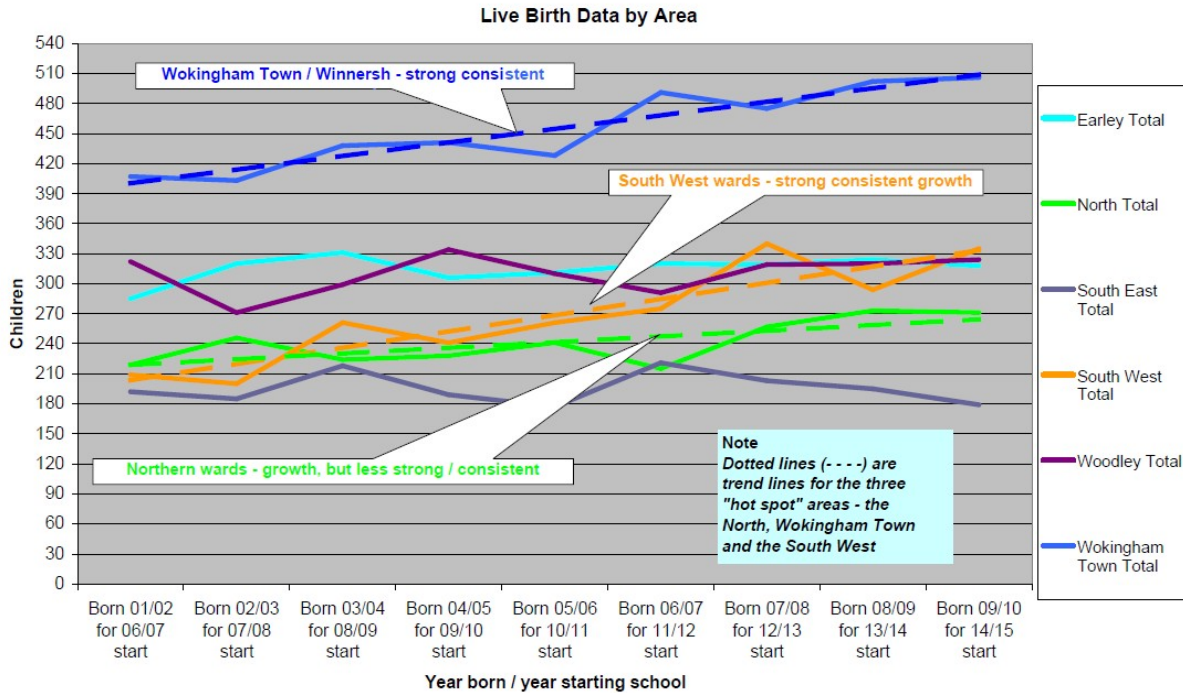
The following graph shows live births by area, with trend lines added to three areas (Wokingham Town, South West and the North). These areas show consistent patterns of growth over the past ten years and are two of the areas Evendons would serve. Other areas (Earley, Woodley and the South East) have not grown as consistently.

The fact that the Wokingham school results are consistently above the national averages, and it is judged a good place to live, means there has also been considerable migration of young families into the town, which has put increased pressure on school places and is evidenced by the fact that school admission numbers have exceeded birth rates in the last four years.

Wokingham came out on top of this year's study of 'family-friendly hotspots' covering 2,400 postcode districts in England and Wales. It scored highly for affordable childcare, school results and earning prospects.<sup>1</sup>

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<sup>1</sup> Source: *The Independent*, Monday 1 October 2012



According to statistics presented by Wokingham Borough Council (WBC), this trend is expected to continue, as there are numerous housing developments (small scale 30–100 houses) planned in and around the town centre and four Strategic Development Locations identified locally– expecting to add thousands of new homes over the next ten years.

The Primary School Provision Strategy recognises the issues with demand on primary school places and acknowledges that it will not be resolved for 2014:

*“Wokingham Borough has been meeting rising need on a planned basis over the past three years through a planned programme of School expansion. This year (2012) WBC was only able to offer school places to all on time applicants because a number of schools agreed to offer bulge classes (temporary expansions). Further, there were additional pressures on preference and we were initially unable to offer 42 parents a place at the same school for a younger sibling in a family with an older child already at a primary school.*

*There is a need to replicate these places in permanent additional provision and to create some additional surplus capacity in the system (previous guidance and recommended levels would be between 5 to 10% spare capacity) to enable the effective operation of parental preference and to try to ensure that some capacity is available so that midyear applicants can be offered places near to their homes and siblings offered places at the same schools.”*

In real terms this means Wokingham Borough Council will need to create an additional 570 Reception places in the longer term, with 270 places being in the town centre (of which 90 places are needed by September 2014).

**Impact of these pressures locally on parental choice**

There are 40 state primary schools in Wokingham District, four of which Evendons children historically have applied for, and received places at. See the table below.

School	Distance from [redacted] – (miles according to direct.gov website)	No. of applicants (first, second, third or fourth choice)	Planned Admission Number	Number of pupils allocated
Wescott Infants / Westende Junior	1.34	208	56	56 (none from out of catchment)
Walter Infants / St Paul’s Junior	1.26	279	90	90 (2 siblings out of catchment)
Nine Mile Ride Primary	1.37	163	50	51 (one on appeal, 14 out of catchment children from Gorse Ride catchment)
Gorse Ride Infants / Gorse Ride Junior	1.29	160	60	60 (2 siblings out of catchment)
All Saints CE Primary	1.78	57 (max of 21 first choice)	45	35 (which includes 14 diverts)

The table above highlights the lack of places allocated to non-catchment children in the four local schools (Wescott, Walter Infants, Nine Mile Ride and Gorse Ride) and demonstrates quite clearly that those catchment children from Wescott could not have been accommodated in any of the other local schools, giving parents no real choice.

In 2012, nine Evendons children did not receive any of their four choices and were offered places at All Saints CE Primary School, the poorest-performing of the local schools. The nearest schools were all oversubscribed and as a result, although in catchment, 10 children from Evendons did not receive an offer from their catchment school. Only 71% of Evendons children were given their first preference compared to the Wokingham average of 83% and as a result are more at risk of becoming ‘diverts’. Evendons parents are clearly disadvantaged in terms of choice.

Spreading the children who live in the Evendons area over many schools weakens the ability of parents to act to drive up local educational performance and build a truly local identity and community. The following is a quote from the WBC Primary School Provision Strategy which demonstrates how Evendons residents (based on a higher proportion than anywhere in the borough of children not getting their first choice, or any of their preferred choices) would benefit from a new local primary school.

*“The areas where this is most acute can be identified by looking at the proportion of parents who do not get their first school preference, or do not get any preferred school, and those areas we have already had to provide additional places for September 2012. This highlights similar areas to the birth data, with the strongest pressures in the South West, Wokingham Town and the North of the Borough.”*

In Wokingham as a whole there were 34 children in 2012 who were unsuccessful in gaining a place at their catchment school, and 42 siblings who did not get a place at the school their elder sibling/s attend.<sup>2</sup>

WBC acknowledges that Evendons Ward and its surrounding area is a 'hotspot', and it is included within their consultation results as an area where a new school is needed due to the high proportion of children not achieving any preferred school. However, due to a lack of council-owned land in the area, WBC is pursuing more financially viable sites in other areas, which will not address the need for a school to serve the local community in the Evendons Lane area of Wokingham.

In 2012 Wokingham Borough Council created additional primary school places at five primary schools as follows:

- Permanent expansions – The Colleton Primary (25 additional places), and St Teresa's Catholic Primary (10 additional places);
- Temporary expansions for 2012 only – Lambs Lane Primary (30 additional places); Shinfield Infant (30 additional places); and Winnersh Primary (30 additional places).

None of these schools serves the Evendons community so this does not address the need for a local, high quality primary school for our children.

As at 1 September 2012, there were only two primary school places available at one school for anyone moving into the area. No other places were available. WBC is still working to create a further 150 Reception places that it intends to be able to offer from September 2013 and a further 60+ places from September 2014. These places are expected to be at satellite or split school sites as all current school sites have limited capacity (Academies and voluntary aided schools are also being considered).

### **Working with the Local Authority**

Consultation with WBC has been ongoing since May 2012, when members of the Evendons Primary School Group (EPSG) first challenged the Council on the low numbers of children in our area that had been allocated any of their four preferences. In addition to working on the Free School, two members of the EPSG have acted as parent representatives on the Wokingham Council Primary Strategy Working Group, attending monthly meetings with local Headteachers and Chairs of Governors and representatives from the Council. The EPSG have also attended regular meetings with [REDACTED]. These have been to discuss various issues regarding the Admissions rules (sibling priority, joint catchments), the Free School proposal and sites available, timing of the Free School, new school provisions in Wokingham, demand statistics for our area and the overall Primary School strategy for Wokingham. WBC has also provided us with details of council-owned sites that are potentially available, and offered to help us find a temporary site should our preferred site not be ready.

WBC is currently working closely with the EPSG, and is supporting our application. In addition to funding the campaigning, WBC has helped provide demand data and premises data, and is engaging with members of the Council to get support and help

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<sup>2</sup> Wokingham Borough Primary and Infant Schools – school year 2012/2013 allocation issued by Wokingham Borough Council.

with securing a site. They have also been meeting the Free School Group on a weekly basis since the beginning of November 2012, and have held discussions with the Department for Education, the local MP (the Rt Hon. John Redwood) and Council members regarding a possible early opening (September 2013) with the Council potentially funding the capital investment needed.

### **Map of preferred location and the four nearest schools**



#### **Summary**

- There is an absolute lack of primary school places in the Evendons area of Wokingham. The closest schools are heavily oversubscribed, which leads to a lack of effective parental choice.
- Our vision is very clear. We want to provide a real choice for the parents and children of the Evendons Ward. The School will be a single form entry primary school catering for 4–11 year olds with a maximum of 25 children per year. We will begin with a Reception class of 25 in September 2014.
- To ensure the children are given a solid foundation for the transition to adulthood, Evendons Primary School will focus on Enterprise Education and academic excellence with a focus on STEM subjects.



## Cii. Vision and Ethos

### ‘Nurture, Inspire, Flourish’

Community is at the heart of Evendons Primary School. CfBT Schools Trust (CST) and the Evendons Primary School Group (EPSG) are seeking to provide real choice for parents in Wokingham to send their children to an excellent, local primary school. We are committed to providing a fun and vibrant learning environment with a focus on academic excellence in English and Science, Technology, Engineering and Mathematics (STEM) subjects, and encouraging creativity in the Arts, camaraderie in Sport and nurturing respect for self, others and the environment. The school’s aim will be to develop the whole child, personally, socially and emotionally, as we believe these are as important as academic achievement. We will focus on creating pupils who are:

- flexible and adaptable, being able to participate effectively as an individual or as part of a team;
- skilled in the application of knowledge and prepared for their next steps in education and later life;
- motivated and industrious, able to maximise their potential;
- empowered and self-confident, with high self-esteem;
- creative and inquisitive;
- healthy and have active lifestyles, enjoying sport and the outdoors;
- morally responsible with a sense of community and citizenship.

Parents in the Evendons area are aware of the four local schools and their excellent reputations and academic performance; however, along with the wider population, they are becoming increasingly concerned that to excel and succeed in life and work, academic achievement alone is no longer sufficient. We intend to offer parents the option of a primary school that not only focuses on academic excellence but also addresses the issues of 21st-century skills that employers so desperately need and increasingly expect. We will create an environment where children will learn to be flexible and adaptable and where they can, with confidence, apply their skills, competences and knowledge in different situations. Evendons School will engage with the wider business community to ensure that we embed a culture of enterprise and entrepreneurship to complement academic achievement and instil the behaviours and attitudes required to succeed in life and work.

Evendons Primary School will be inclusive and open to all faiths and affiliations to reflect the diversity of the community.

### The ethos of the School will be based on three key areas:

- **Community** – Recognise and reward both individual and team performance, solidifying the notion of team spirit, loyalty and acceptance of others through a house system in both work and play. Forge alliances between the school, local community, farms and business.
- **Enterprise** – Learning will be exciting, interactive and challenging, and will foster inquisitively minded, motivated, industrious children supported by staff in all aspects of the National Curriculum with a resourceful ‘can-do’ spirit. Experiences from the broader curriculum, in and beyond the classroom, will ignite creativity and instil blue-sky aspirations for our children to realise their dreams now and later on in life.

- **STEM** (science, technology, engineering and mathematics) – Accelerate learning through technology, in balance with traditional methods. Children will be guided safely through the digital landscape and taught to embrace new technology with confidence and gusto. Real-life STEM experiences will engage and inspire, creating ‘eureka’ moments inside and outside the classroom. (Please see Appendix C1 for further details on our rationale for a STEM Curriculum focus at Evendons.)

Our principal goal will be to provide a safe and caring, community-led school in which our children will grow and succeed. We have chosen a one-form-entry of 25 pupils to maximise the distinct advantages of learning in smaller class sizes.

Our aim is to encourage each child to be independent, enquiring and ambitious. We will inculcate values of:

- **Tolerance:** this can be taught to pupils throughout. It is essential that pupils understand its importance, whether it is through discussion or by connecting the issue of tolerance to a lesson. We will expect discussions with children as to why having a tolerant attitude is important, how it can help them become better people and how it benefits everyone else and society as a whole.
- **Respect:** It is the goal of Evendons Primary School to create a mutual respectful atmosphere between all individuals involved within the school, including administrators, teachers, staff members, pupils, parents and visitors. Pupils and teachers especially are expected to greet each other with kind words and pupil/teacher exchanges should be friendly and in an appropriate tone. All school staff and pupils are expected to use the following words that show respect for another person at the appropriate times when addressing each other. On certain days or during International week these could be taught and then spoken in another language:
  - Please
  - Thank you
  - You are welcome
  - Excuse me
- **Trust:** We will trust children to be responsible for themselves in the school environment. They will have to be responsible about not going into the road or the car park; they will have to be trusted not to play with dangerous objects; they will have to be trusted not to wander off. Teachers will of course tell them the boundaries whilst teaching. After that, judgement flourishes. A child who is trusted to jump from boulder to boulder because the school trusts that he or she will not jump unless it is safe, develops trust in his or her own decision-making abilities.
- **Community:** Recognise and reward both individual and team performance, solidifying the notion of team spirit, loyalty and acceptance of others through a House system in both work and play.

## Summary

Evendons Primary School will offer:

- a fun, vibrant, learning environment – a springboard for success;
- outstanding teaching, Excellence in English and STEM subjects;

- a broader curriculum with a particular focus on enterprise and 21st-century skills;
- enriched learning experiences;
- engagement and partnership with the local community;
- a focus on the achievement of the ICT Mark and Eco-Schools Awards;
- after-school and breakfast clubs which will enable both parents to work bringing economic benefits to both families and the community.

### **Ciii. Aspirations**

#### **Targets for pupils**

We propose that pupil progress is measured through ongoing assessment by teachers (formative assessment or 'assessment for learning'). Teachers will collect information based on their assessment of pupils as part of their regular work, and use this to provide reports for parents and the next teacher. This information would also be used to form summative assessments of achievement at the end of each key stage. Individual pupil records would then be aggregated for each class and for the school as a whole. We will use this data internally to track the progress of groups of pupils. Information about the proportion of pupils achieving learning objectives would be reported to parents and governors and published on the school website.

We will have high expectations of the children to achieve as well as they can but recognise the importance of a differentiated approach that allows every child to learn according to their capability. We intend that, through our personalised learning approach, all children will be able to reach Level 4 or above in English, Maths and Science at Key Stage 2 or at least make two levels of progress within each Key Stage. Booster/Extension classes will be offered at the end of the compulsory school day on two days each week (beginning in the spring term for Reception children) to help the children maximise their potential. Given the focus on STEM subjects, we aim for at least 40% of students to achieve Level 5+ in Science and Maths. Please see Section D5 for further details of our proposed organisation of learning and assessment criteria.

#### **Targets for the school**

As a CST school, we will have a strong core of English and mathematics with support at every level to enable each child to reach their maximum potential. We will aim to be rated Outstanding by Ofsted and to be as oversubscribed as other good local schools which our children cannot access. In terms of measuring academic achievement, Evendons Primary School will match or exceed the KS2 results of the local schools and the national averages.

We will measure parental satisfaction through termly surveys, which will seek parents' views on issues such as attainment, home-school communication and curricular provision. We will also survey our children annually, as to their satisfaction with the school. Learning will be exciting, interactive and challenging, and foster inquisitively minded, motivated, industrious children supported by staff in all aspects of the National Curriculum with a resourceful 'can-do' spirit.



The school will:

- embed the latest advances in technology and ICT across the curriculum to prepare pupils for the evolving digital landscape;
- establish high levels of aspirations at an early age that will maximise the success of all pupils and their contribution to society. Pupils will learn to exercise their talents and abilities uninhibitedly, with confidence and flair;
- promote healthy, active children, at ease with technology and with a passion to succeed. Strong community links will encourage an awareness of the world around them and their role within it.

### Approach

We aim to achieve our aspirations through providing a broad, balanced and rich curriculum during the school day as well as a range of extra-curricular activities. We will: adopt a thematic approach to teaching across all subject areas, where possible. We will look to dedicate mornings to the literacy and numeracy subjects, ensuring the relevant theme is woven throughout the school day, extending common themes to broader curriculum activities in the afternoons; and embrace the local community and arrange workshops with local people, business, farms and the emergency services. Experiences from the broader curriculum, in and beyond the classroom, will ignite creativity and instil blue-sky aspirations for our children to realise their dreams now and later on in life. Using a cross-curricular approach will allow us to maximise the potential of popular child-led themes and topics.

- **STEM and Enterprise**

STEM subjects and enterprise will be delivered both discretely and in a cross-curricular way depending on the most appropriate method for any given theme, component or exercise. However, our default position will be to embed in cross-curricular ways. We will capitalise on our links with local and indeed national businesses to ensure we use the most up-to-date and relevant topics and approaches whilst building expertise internally. We will partner with local business to develop and deliver bespoke 'enterprise weeks' making learning both exciting and relevant.

Wokingham Borough lies at the centre of a strong regional economy dominated by the IT, communications and pharmaceutical sectors. Major international companies such as Oracle, Microsoft and BG Group are located within the borough, many situated in the five main business parks. Other large companies including Johnson and Johnson, Jacobs, ING Direct and Foster Wheeler, as well as parts of the University of Reading, are also situated within the borough. Businesses are attracted by the excellent transport links to London, Heathrow and the motorway network.

Working with local/national and international businesses we will:

- run 'Enterprise Weeks' where children will work on a themed project;
- introduce children to the concept of work and careers and show that learning is enjoyable against a backdrop of up-to-date 'Information, Advice and Guidance' (IAG) to inform future aspirations;
- run skills challenges through the House system;
- set up mentoring programmes via local businesses.

We will capitalise on local STEM employers such as Oracle and embed independence, confidence and leadership along with the 21st-century skills that are critical to achieving success in both life and work. We will also work with local schools to maximise the impact of employer engagement across other primary and secondary schools and make the most of existing good practice whilst also trying to innovate with key local employers.

*The Forgotten Half, a DEMOS and Private Equity Foundation Report asserts that: “providing a sound basis for a successful school to work, transition must start from the early years and continue through primary and secondary school. Early years development impacts on the core skills at the heart of the character premium and the literacy and numeracy premiums.”*

- **Engagement with Business**

We have already entered into preliminary discussions with the Thames Valley Local Enterprise Partnership and the East Berkshire Education Business Partnership, exploring engagement with key local employers including Oracle, Microsoft and Johnson & Johnson. We intend our relationship with employers to represent a true partnership, with them helping to shape and challenge our approach to Enterprise Education, whilst helping shape the children as future potential employees and entrepreneurs.

- **House System**

We will operate a House system that will help to establish a competitive ethos and a sense of belonging and comradeship. Every pupil who attends Evendons Primary School will be a member of a house. The houses will be made up of pupils from each year of the school. Each pupil will be given a badge when they join the school which identifies the house that they will represent during their time at the school. The school will run an ongoing inter-house competition that will focus not only on competition in sport but also across academic disciplines and enterprise. Each house will have an Elected House Captain and House Vice Captain and house badges will be part of the school uniform. We will aim to create a house ethos that promotes high standards of work and behaviour and, through house activities, provides social and academic opportunities for pupils' overall development, as well as creating team players.

- **Parental Involvement**

We regard parents as core partners in shaping and growing Evendons School and will encourage involvement through the Parent Forum wherever appropriate (see section F for more detail). Our parent body will constitute an additional resource particularly with regard to Enterprise. We will endeavour to capitalise on their rich employment and skills backgrounds to inform the development of Enterprise activities and a wider understanding of the translation of interest and enthusiasm into decision-making and ambition.

- **CfBT School Design – a consistent application of best practice in teaching and learning.**

CfBT research has identified the key elements that make an outstanding lesson. This, when added to feedback from Ofsted, will be at the very heart of students' daily experience at Evendons Primary School. It contains a set of expected practices that should be delivered in every lesson of every day. Presented and explored in depth for

each subject area to all staff during induction, it will become their key teaching aid. It is the centre-piece of our instructional practice and drives high standards in the core disciplines. We are passionate about the ways in which students learn and this is enshrined in their vision for the school. Developing pupils who are eager learners and creative thinkers is central to our vision. The outstanding lesson will give support to this aspiration. The key features of such a lesson include:

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

Please see Appendix C2 for further details of CfBT's School Design approach.

## Section D: Education Plan – Part 1

The table below shows the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
<b>Reception</b>	N/A	25	25	25	25	25	25	25
<b>Year 1</b>	N/A	25	25	25	25	25	25	25
<b>Year 2</b>	N/A		25	25	25	25	25	25
<b>Year 3</b>	N/A			25	25	25	25	25
<b>Year 4</b>	N/A				25	25	25	25
<b>Year 5</b>	N/A					25	25	25
<b>Year 6</b>	N/A						25	25
<b>Totals</b>		50	75	100	125	150	175	175

## Section D: Education Plan – Part 2

### D1. Curriculum approach and rationale

#### D1i. Our approach to the Curriculum

We recognise that the 21st century has brought new challenges to the working population. There is a need to prepare younger generations for the digitally evolving landscape, which we intend to do through the enhanced use of technology and embedding innovation and creativity from an early age. Wokingham is an area that is surrounded by large multi-national and national telecommunications and technology companies. We intend to capitalise on their proximity, and benefit from their expertise and knowledge to ensure our children are equipped with the relevant skills needed to prepare them for secondary school and beyond.

Evendons Primary School will embrace the National Curriculum, using a thematic approach and embedding STEM subjects throughout. As a society, we will rely increasingly on a good education in science, technology, engineering and mathematics (STEM) to help us understand and manage the rapid rate of technological change which we see around us. As an economy, we are trading on a world stage against countries which have been pursuing the growth of STEM over an extended period of time. Our challenge is no different: we need a workforce with STEM qualifications if we are to sustain growth in our economy. Our young people are increasingly disengaged from STEM, a trend which manifests itself in reducing enrolments in courses in those STEM subjects which will be critical to our future economic growth. The natural consequence is a reducing flow of those who are qualified in STEM subjects at all levels into our workforce.

We will judge our success on whether or not all our children achieve their potential in the core primary curriculum. However, we realise that providing a balanced and enriching curriculum is an essential part of achieving this; learning about history or achieving success in a game of tennis can be the hook that motivates children to work hard and persevere in other areas.

The children will learn through a thematic approach, drawing on local businesses and the community where possible e.g. running young enterprise schemes, designing products, and promoting the local community. Children and teachers will work together to plan a stimulating, relevant, inclusive and exciting learning experience during each topic: one which celebrates enterprise, diversity, and cultural differences. This will be further enhanced by using personal learning and thinking skills such as creative thinking, independent learning, and effective participation, reflective learning, team working and self-management. In addition to this, we will use outside practitioners to bring the curriculum to life, as well as timely trips to places such as The Lookout, REME Museum, or Henley Rowing Museum, for example.

Evendons Primary School will adopt a thematic approach to the curriculum in order to:

- avoid repetition and overlaps in content that can occur under a subject-based curriculum;
- create proper arrangements of assessing learners to provide a carefully graded approach to the development of competences which lead to improved literacy and mathematics;
- bring in simplified methods of teaching, for example child-centred education in lower classes which involves exploring, experimenting and practising rather than being passive receivers of factual knowledge;
- encourage the participation and performance of all children including those with special needs;
- contribute to pupils' social as well as academic development through use of practical investigations;
- make activities exciting, well constructed and focused very effectively on developing clearly identified skills. The pupils will help each other to learn and work together to refine and develop their ideas.
- encourage pupils to develop life skills and values, for example coping with emotions, problem solving, non-violent conflict resolution and the need for loyalty, co-operation and obedience within the community around them as they relate learning aids like wall charts to their own community.

A thematic approach focuses on a major theme, such as the impact of rivers on the environment and on social and economic development, and enables pupils to explore it from a variety of perspectives, drawing on skills, knowledge and understanding from a range of subjects. The time allocated to each theme will range from a few weeks to a full term (see sample timetable examples in Appendix D1). Allocating blocks of time to the work will enable pupils to focus for extended periods on linked activities. These will often involve simulation and role play. The timetables will be adapted in accordance with the topic being covered.

Opportunities to celebrate achievement will be built into day-to-day planning, and help children to gain in confidence as they express their ideas, working with their peers to produce their best possible work. Creativity, enjoyment and enthusiasm will be key.

This is what we believe will set us apart. We believe the thematic approach not only offers motivational and exciting learning experiences but will also instil the basics of literacy and numeracy through real-world examples with the application of these skills.

### **D1ii. Improving outcomes for learners**

We recognise the importance of developing successful learners, confident individuals and responsible citizens. We believe that by nurturing and inspiring our pupils we will allow them to flourish, particularly in science, technology, engineering and mathematics. Encouraging children to learn creatively will enable them to acquire life skills such as perseverance, independence, communication, motivation, flexibility, team-working, empathy and respect. Adopting a 'recipe for success' for teaching and learning which ensures parity across school, our outstanding curriculum will be based around cross-curricular themes and will be at the heart of the school's drive to ensure high standards. The school will also:

- apply tried and tested whole-class teaching methodologies, promoted through very specific continuing professional development (CPD) for our teachers, informed by the CfBT School Design;
- let teachers revisit topics as they see fit and make their own decisions about when individuals are ready to move on from a concept;
- adopt a rigorous approach to the teaching of phonics (e.g. Jolly Phonics or Letters and Sounds), reading, grammar and spelling as a matter of course every day;
- reinforce handwriting and key mathematical facts as a matter of course every day;
- run teacher-led booster, intervention and extension classes for certain children to ensure they are making progress to the best of their ability;
- have a structured approach to regular visitors and visits including residential experiences;
- ensure homework is tailored to the needs of the individual child with the focus being on reading, especially in the early years;
- establish strong home-school communications via a regular updated journal which will also act as a communication and information flow between parents and teachers;
- work with parents to promote home learning, particularly reading.

Research shows that the single most important thing a parent can do to help their child's education is to read with them.

### Pupil Profile

The following tables show the average profile of the pupils that were at KS2 at the five local schools in 2011 and 2012 (Source: DfE performance tables):

School	No of pupils on the roll	Number with EAL	% with EAL	Number with SEN or School Action Plus	% SEN or SAP	% Free School Meals
Wescott Infants and Westende Junior	385	44	11.3%	38	9.8%	4.7%
Walter Infants and St Paul's Junior	691	63	9.2%	26	3.8%	3.4%
Nine Mile Ride Primary School	341	11	3.1%	10	2.9%	3.5%
Gorse Ride Infants and Junior	434	24	5.5%	15	3.5%	6.6%
All Saints CE Primary School	217	19	8.8%	53	24.4%	26.3%
<b>Total / average of all schools above</b>	<b>2068</b>	<b>160</b>	<b>7.7%</b>	<b>142</b>	<b>6.9%</b>	<b>6.7%</b>
National average			17.5%		7.9%	18.10%

School	% children achieving Level 4 or above in both English and Maths			% making expected progress	
	2012	2011	2010	English	Maths
Westende Junior	No KS2 data available for this school on DfE website				
St Paul's Junior	87%	91%	83%	93%	87%
Nine Mile Ride Primary School	92%	90%	93%	91%	91%
Gorse Ride Infants and Junior	88%	77%	80%	92%	87%
All Saints CE Primary School	68%	47%	Not available	80%	80%
Average of all schools above	82%	79%	80%	90%	87%
National average	79%	74%	73%	89%	87%



Based on these statistics we would expect a similar level of EAL and SEN children to attend Evendons Primary School. We will make the necessary adjustments to the curriculum (e.g. access to additional support staff, differentiated lesson planning, alternative resources) to ensure equality of access and where appropriate will liaise with the relevant Council support staff. We would also hope the focus on technology at Evendons Primary School will particularly assist children with additional needs by providing a creative solution to learning and access to the curriculum.

### **D1iii. Transition**

Evendons Primary School will have co-ordinated practices for transition between year groups and indeed for children entering the school at any point in their school experience. To ensure this, the role of Transition Manager will be identified within the staffing structure. Key elements of transition support will be:

- systems and structures to support the well-being of every child, e.g. a peer buddy system;
- use of family support workers, as required;
- clear information about expectations for each year group for children and parents;
- particular attention paid at transition times to children with additional needs e.g. photo-books and extra visits;
- staff availability at the beginning and end of each day for feedback to parents/carers.

#### **Transition from Nursery/Home to School**

We are fully committed to the welfare of each child. Discussions with parents and carers will go beyond academic achievement and focus on areas such as routines, interests, the family unit, and relevant medical information, alongside any additional needs in order to have a rounded view of the whole child. Timescales for transition will be variable to meet the individual needs of the children.

Establishing good relationships with all of the local settings such as pre-schools, nurseries and Sure Start centres will ensure that transition into our school is well managed and smooth. Visits to the school and from school staff to different local feeder settings and homes will strengthen and secure our knowledge of the children.

We will take the following steps to ensure that both the child and parents feel confident, informed, happy and relaxed about coming to Evendons Primary School:

- We will hold an information meeting for parents/carers prior to their child attending.
- We will provide an information pack (including the school prospectus) for all parents.
- We will hold individual private meetings with each parent/carer and their child's class teacher.
- Our staff will visit local pre-schools, nurseries and homes prior to the new intake, to allow the children to meet them and for the staff to observe the children in familiar surroundings.
- We will offer personal tours, and time for children to visit and stay and play to get them acquainted with new surroundings.
- Children will be assigned a named key worker to ensure daily contact and that communication is consistent.



- The first two weeks of the children's induction will focus on developing routines, settling the children in, and building a relationship with the key worker.
- Key workers will play a key role in supporting the emotional well-being of the children in their care.

### **Transition within the School**

Just as important as ensuring a smooth start at the school for children is the transition between each year group. Transition from Reception to Key Stage 1 will be particularly important. Year 1 and Reception teachers will work together to plan the last half term of Reception and the first half term of Year 1 to ensure they build on the sound foundations for learning and development laid down during the children's first year at the school. They will focus on ensuring continuity in children's learning by planning topics together and introducing Reception children to some of the routines of the Year 1 class. Some topics will be linked between the years, so that the children can be encouraged to remember and build on their prior learning. The EYFS profile will be a particularly valuable document in terms of passing on details about each child's level of progress and attainment. In subsequent years teacher assessment data and any externally benchmarked data, such as InCAS and SATs results, will be used. Towards the end of the summer term each year children will be informed who their new class teacher will be and will spend a minimum of two days in their new classroom (days to coincide with Year 6 visits to their secondary schools). Parents and carers will also be given an opportunity to meet the new class teachers and talk about any particular concerns etc they would like to raise.

### **Transition to Secondary School**

As Evendons Primary School grows we will seek to form strong links between the school and the secondary providers in the area, not only to support the children's transition to secondary education, but also to enrich the experience of children from all of the schools involved.

The ways in which we will seek to do this will be:

- visits to secondary schools for Years 5 and 6 pupils for curriculum induction days, and enrichment days in Science, Literacy and Numeracy;
- regular visits to secondary school Science laboratories and Design and Technology workshops and kitchens for both Year 5 and 6 pupils with the relevant teachers working with the children and staff;
- annual visits to see Drama and Music concerts;
- secondary students working with our pupils as part of their coursework in Sports Studies;
- student visits for their two-week work placement;
- student visits to gain work experience before going to university;
- students refereeing and umpiring at inter-school football and netball tournaments.

## D2 Curriculum Plan

### D2i. A broad and balanced curriculum

We will work to a nationally recognised curriculum with flexibility to meet children's needs. The National Curriculum is specified as separate subjects but schools are not required to teach the subjects separately. However, because children's progress in literacy and mathematics is essential to their progress across the curriculum, we believe that these two subjects are best taught separately, with opportunities for children to apply their literacy and mathematical skills in other subjects.

The school day will be organised around themes using the National Curriculum as a point of reference to ensure that all key elements are covered and staff agree the curriculum and content to be covered by each class. However, each class is expected to progress through those elements in different ways, depending on individual pupils' different learning needs. Themes will be developed according to the pupils' interests and abilities. Evendons Primary School will put considerable emphasis on developing effective leadership across the school. The curriculum will have robust structures and processes to ensure that subject areas are effectively led and co-ordinated and that there is close monitoring of quality and standards. Planning will be thorough, with clearly defined baselines, unambiguous criteria for success, and detailed identification of responsibilities for implementation, monitoring and evaluation. Because they will be involved in devising the plans, all the staff will understand them and what is expected. This should help keep bureaucracy and paperwork to a minimum.

The curriculum to be offered at Evendons Primary School has been designed to build both the academic and social capital of children, and the school will be relentless in pursuit of both. It will build from the National Curriculum, tailored to the needs of the children at the school but with significant emphasis on all children achieving automaticity in literacy and in numeracy as the foundation for all other learning. Within literacy, there will be a focus on the development of strong speaking and listening skills and a broad vocabulary, as precursors to reading and writing. We will teach and model use of formal spoken English across the school, including the skills of public speaking and debating. In addition to the National Curriculum, we will focus on enterprise, and ensuring our children have 21st-century skills. Our curriculum will also support language development through the introduction of French at KS1.

STEM subjects and enterprise will be delivered discretely across the curriculum. The school's curriculum will be rich and ambitious. We will provide a positive, creative and multi-sensory learning environment that allows each child to develop their individual talents, curiosity and ability to think. Provision will include local activities and multi-sensory and outdoor sessions where appropriate, to extend children's learning beyond the school.

The school will meet the general requirements in relation to the curriculum contained in the Education Act 2002, but will also be mindful of the National Curriculum revisions due to come into force from September 2013 onwards.

We will administer Key Stage 2 assessments (SATs) in line with the statutory assessment and reporting requirement as well as Key Stage 1 assessments and administer other nationally recognised benchmarking assessments such as those available via InCAS for our own internal purposes.

### **Early Years**

Evendons Primary School recognises the need to comply with the new Early Years Foundation Stage Framework and will ensure our Foundation Stage teacher, Head of Key Stage 1/Early Years and any support staff working with Foundation Stage children are aware of, and deliver across, the seven specified areas of development and learning.

The vision for early years provision within Evendons Primary School is to deliver the highest quality early years experience, providing a firm foundation on which to build future academic, enterprise, social and emotional successes whilst igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Whilst recognising that every child is unique and will join the school with differing levels of prior learning and social skills, our aim is that, by the time they leave our Reception class, children are:

- happy, resilient, capable, confident and self-assured individuals;
- strong, inquisitive and independent learners who thrive in all areas of learning and development;
- capable of developing and sustaining positive relationships within their school community and beyond.

Excellent teaching and strong partnerships with parents/carers and support staff will contribute to the delivery of high quality provision. Robust and consistently reflective practice and evaluation techniques will ensure that all children thrive in the setting. Our approach to the planning and delivery of the curriculum will recognise and respond to different rates and ways of learning presented by each child.

Through both teacher-led and pupil-initiated activities, we will ensure all seven areas of early years learning and development are addressed in our Evendons reception class. We recognise the importance of play to children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. We will therefore ensure there is an appropriate balance in the school day of activities led by children, and activities led or guided by adults, responding to each child's emerging needs and interests. It is expected that over the year, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In line with the particular vision and ethos of our school we will provide activities and experience for Foundation Stage children that:

- develop their confidence and skills in expressing themselves, and provide them with the opportunity to speak and listen in a range of situations e.g. through class and small group discussions or individual 'show and tell sessions' during circle time. These activities will help us ensure we achieve our school goal of pupils at the school being respectful and tolerant as well as confident communicators;

- develop their co-ordination, control and movement, through the provision of a range of outdoor play equipment, tricycles, climbing apparatus etc. and via more structured PE and Dance activities. Children will also be taught about healthy lifestyles and eating as part of our PSHCE programme and Technology curriculum e.g. by planning and making healthy snacks. These activities will help us ensure we achieve our school goal of pupils at our school achieving healthy and active lifestyles and enjoying sport and the outdoors;
- develop a positive sense of themselves, and others; to form positive relationships and develop respect and tolerance for others; to develop social skills and learn how to manage their feelings (emotional intelligence); to understand appropriate behaviour in groups (e.g. using Golden Rules); and to have confidence in their own abilities. The personal, social and emotional development of pupils will be addressed via all areas of the curriculum, not just via PSHCE, for example in PE and RE lessons, or in cross-curricular projects, which for example could involve an investigation into the local community and the child's place within it. These activities will help us ensure we achieve our school goal of pupils at our school being morally responsible and having a sense of community and citizenship;
- develop their ability to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in written and spoken words. Literacy will be delivered both through discrete learning activities including phonics and one-to-one reading sessions but also woven into the broader curriculum, for example introducing new and exciting texts to children as part of Art and Design projects. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in literacy i.e. a minimum of a Level 4 for all pupils by the end of Key Stage 2;
- develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces and measures. A sound grasp of mathematical principles and functions is essential to the delivery of a STEM-based curriculum as well as other aspects of the curriculum and more general life skills. Numeracy will be delivered through discrete learning activities and woven into the wider curriculum, where knowledge and skills introduced more formally can be applied in different contexts e.g. measuring the rate of growth of sunflowers as part of a science project, having outdoor domino sets available for children to play with and number snakes in the playground. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in numeracy i.e. a minimum of a Level 4 for all pupils by the end of Key Stage 2;
- develop their awareness, interest and understanding of the physical world and their local community through opportunities to explore, observe and find out about people, places, technology and the environment. As a Free School created by the community for the community, we expect to actively engage community members as well as local business in the planning and delivery of our curriculum. Even at the EYFS we feel it is important to engage the pupils in projects about the world of work and the local community that they are a member of. This engagement could involve people coming into the school to talk to children about their work i.e. a local doctor, dinner lady or park warden, or children going out to visit local companies. These activities should help children to start to think about how to prepare themselves for their next steps in education and later life. Role-playing of different

types of work will help children understand the different types of jobs people do (e.g. setting up a post office, sorting different parcels into sizes, weights and locations which will encourage children to think about shapes, weights and letter recognition).

- explore and play with a wide range of media and materials, as well as providing 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. The STEM focus of the curriculum will provide a wide range of opportunities for children to explore and develop their creative skills, particular cross-curricular design and technology projects, for example designing and making pop-up Christmas cards. Extra-curricular clubs and school productions and choirs will also provide additional opportunities for pupils to develop these skills and interests. These activities will help us ensure we achieve our school goal of pupils at our school being creative and inquisitive.

Teachers will be expected to consider the individual needs, interests and stage of development of each child in their care, and use this information appropriately to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children will be expected to focus strongly on the three prime areas (communication and language; physical development; and personal, social and emotional development), as they form the basis for successful learning in the other four specific areas (literacy; mathematics; understanding the world; and expressive arts and design). Teachers will be expected to shift the balance of delivery towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will be expected to discuss this concern with the child's parents/carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Each child will be assigned a key worker, who will be responsible for establishing and maintaining a strong, positive relationship with the child's parents/carers. The key worker will be expected to ensure that each child's learning and care is tailored to meet their individual needs. The key worker will be expected to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Dedicated and highly skilled teaching teams will constantly monitor children's progress and attainment. Children will enjoy a wealth of stimulating, challenging activities and experiences both indoors and outdoors which will ensure that they are able to make excellent progress in their learning and development. Staff will place the happiness and welfare of the children at the heart of everything they do.

Evendons recognises the importance assessment plays in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing (formative) assessment will be an integral part of the learning and development process at the school. This will involve practitioners observing children to understand their level of achievement, interests and learning



styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Each child's individuality will be recognised and nurtured by all staff, who will work to establish a secure knowledge of their family and home circumstances, individual needs, interests and abilities. Home visits for all children starting in our Foundation Stage will form part of the transition process and will be one of our criteria for ensuring that children are able to settle happily and quickly.

Planning, practice and provision will be systematically monitored by the Headteacher, Trust Adviser and Head of EYFS/Key Stage (once in role) and improvements will be achieved through: working in cross-school collaborative teams, with other schools within CfBT Schools Trust; and other local Wokingham schools. Detailed and exciting planning will lead to excellent learning.

For children who attend Evendons and whose home language is not English, every reasonable step will be taken to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Where appropriate we will look to engage with other community members of the same mother tongue to provide support in school and set up buddy systems pairing stronger and weaker language speakers in the class.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, Evendons will complete an EYFS Profile for each child. The Profile will provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1 for parents and carers, practitioners and teachers. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers; and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the Early Learning Goals. Staff will be expected to indicate whether each child has meet expected levels of development, or they are exceeding expected levels, or have not yet reached expected levels ('emerging'). Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities. These Profiles will inform any dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Evendons School will share the results of the Profile with parents and/or carers, and will provide opportunities to discuss the Profile with them at parent meetings. The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Specialist assistance may be sought, for example, from Wokingham Borough Council's SEN & Disabilities team, to help with this.

## **The Core Curriculum**

While the emphasis will be on reading, writing, speaking, listening and mathematics, we will be offering the best of the new National Curriculum and more, with cross-curricular project work helping to bring learning to life by putting it into a broader context. Literacy, numeracy, science, technology, engineering and ICT will be viewed as key skills running through the whole curriculum, using enterprise skills where possible. We know we will have outstanding capacity to deliver this through the combined skills of CfBT and its family of Trust schools.

Evendons Primary School believes strongly in making links between subjects where they deal with related skills and knowledge or when children can reinforce their learning by applying it in a different context. The programmes of study for different subjects will be put into blocks of work. Coverage and progression should be built into each key stage, with aspects of each programme of study needing to be taught separately. Some aspects of art and design, dance, drama and music will be blocked together as 'art and design', and some aspects of science, design and technology and ICT as 'science and technology'. In addition, some aspects of history, geography and PSHCE will be brought together as 'humanities'. Literacy, numeracy, PE, French and RE will always be taught as separate subjects, but explicit links are made with the blocks of work in other subjects so that children's skills, knowledge and understanding can be applied in a range of contexts. The school feels that this dual approach ensures that children have a rich and varied learning experience, and are able to make connections across subjects.

## **Literacy**

Literacy and communication skills are fundamental to all areas of learning, unlocking access to the wider curriculum. The ability to communicate well increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society. Children will experience learning in an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time with stories, literature and other texts – on screen and print based. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

## **Speaking and Listening**

We aim to nurture children's skills of communication. The ability to understand and express thoughts and ideas is key to learning across the curriculum. Children will have the opportunity to:

- use 'talk partners' to help them become confident communicators;
- listen to and take part in discussions, debates, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking, depending on audience and purpose.

## Phonics

Children will be taught and assessed in the essential skills of decoding (for reading) and encoding (for spelling). We will use a systematic, synthetic approach to the daily discrete teaching of phonics in Foundation Stage and Key Stage 1, and where appropriate in Key Stage 2. Our multi-sensory approach will ensure that children learn from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills. These skills will be applied across the curriculum as children engage in a variety of texts. Evendons Primary School will look to use Jolly Phonics or Letters and Sounds as teaching aids.

## Reading

We will provide children with a structured approach to reading. We will have a wide variety of reading materials including resources for group reading, home reading and a lending library. Pupils with specific literacy difficulties will be supported to ensure that they are able to meet their full potential. Reading skills will be progressively developed through literacy sessions. Big Books and interactive texts will be used in whole class teaching when children learn and practise word, sentence, text, and comprehension skills. We will value parental involvement in creating a positive attitude to reading and supporting progress.

High importance will be placed on reading for purpose and pleasure. Both reading and responding to texts play a central role in the development of children's knowledge and understanding. Texts will not only include those presented in traditional written or print form, but also those presented orally, electronically or on film. Our creative curriculum will reflect the increased use of multimodal texts, digital communication, and other forms of electronic communication encountered by children and young people in their daily lives. Texts might include:

- novels, short stories, plays and poems;
- reference texts;
- charts, maps, graphs and timetables;
- advertisements and promotional leaflets;
- comics, newspapers and magazines;
- CVs, letters and emails;
- films, games and television programmes;
- labels, signs and posters;
- recipes, manuals and instructions;
- reports and reviews;
- text messages, blog sites and web pages.

In Foundation Stage and Key Stage 1, children will 'learn to read'. These skills will be transferred and further developed as children 'read to learn' in Key Stage 2. Guided reading and independent reading activities will form part of the daily teaching of reading. For children with English as Additional Language (EAL), trained volunteers will be invited into school to read daily in English and in their home language. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. We want the children to see reading as an enjoyable and engaging activity; one that will last a lifetime.



To encourage listening, communication and reading skills, as the school grows we will look to set up a mentor scheme where KS2 pupils listen and help foundation pupils with their reading.

### Writing / Creating Texts

We recognise that opportunities to write outside the school context are as critical to the children's development as those in school. We will take advantage of this to better connect classroom work to real-world situations that students will encounter across their lifetime. To this end our curriculum for writing will be motivational and engaging, seeking links not only with the child's life experiences but also with their reading. This curriculum will enable children to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- write with increasing grammatical accuracy;
- develop, express and present ideas in a variety of forms and formats, using both traditional and digital resources, for different audiences and purposes;
- write at greater length with increasing fluency and legibility;
- write with greater confidence and proficiency in spelling.

### Numeracy / Mathematics

*“From ancient times to the modern day, mathematics has enabled humankind to farm the land, explore the planet, construct spectacular buildings, and figure out how the universe works. This fascinating story of numbers and measurements shows how people unravelled the hidden mathematical patterns behind everything and discovered how mathematics makes the world go round.”* (Johnny Ball)

Mathematical understanding is vital as children progress through school and beyond into further learning, work and life. Our approach to the teaching and learning of mathematics will place an emphasis on making mathematics irresistible, exciting, inspirational and relevant to the world around us. In order to achieve this there will be:

- dedicated mathematics lessons combined with well-planned purposeful opportunities to use and apply mathematics through real-life practical problems and cross-curricular work;
- direct high quality teaching and interactive oral work with the whole class and groups;
- an emphasis on the understanding and application of number; this is an 'essential for life';
- high quality differentiation, with all children engaged in mathematics relating to a common theme. Early intervention will focus in on the essential understanding of number and the more able and talented will be challenged to extend their learning through regular and increasingly more complex problem-solving activities;
- active engagement in self- and peer assessment so that children know how well they are achieving in mathematics and what they should do next;
- good relationships and partnership working with parents/carers so that they are well informed and can support and celebrate children's learning in mathematics.

We will specialise in the use of Games-Based Learning. This form of learning has been proved to raise achievement and we will use it effectively alongside more traditional methods to ensure every child can flourish in mathematics. We are passionate about taking mathematics beyond the classroom. This will engage, motivate and excite our children. We will use our outdoor areas and other facilities such as the food technology area to provide valuable opportunities for children to apply their mathematical skills and knowledge. A key element to mathematics in our school will be competitions and challenges. This will include: Maths Mania, an inter-school challenge; the Family Maths Competition and regular community enterprise projects linked to local industry and commerce.

### **Information and Communications Technology (ICT)**

No other subject will make a greater impact on the 21st century than Information and Communications Technology. ICT in Evendons Primary School will be inspiring and engaging, forward-thinking and dynamic. Children see ICT as an integral part of life today and it is essential that children are taught to use and apply ICT effectively and appropriately so they become successful and confident as they move on in their school career and beyond. ICT core skills will be taught and practised through cross-curricular links to other subjects so that children have inspirational learning experiences within contexts that are meaningful. We aim to develop our children as producers rather than simply consumers of ICT. By using appropriate technology solutions we will put the children at the heart of what we achieve. As pupil voice is extremely important to us, we will listen to what the children wish to develop and always strive to ensure that what we teach is relevant to the world in which we live now and in the future.

Children's exposure to ICT outside of school varies considerably. This should be viewed as a strength and we will recognise children's expertise through the creation of ICT champions. We will encourage the use of ICT for all children outside of school through a Laptop Library. Pupils will be able to use the school ICT suite for the purposes of homework from 3.30pm to 6.00pm Monday to Thursday, allowing pupils without computers at home the same level of technology to assist with homework.

*"If we teach today as we taught yesterday we rob our children of tomorrow."* (John Dewey)

There will be a balance between independent investigation and adult support and guidance so that children develop the skills to use and apply ICT. Children's independent learning will also be developed through teaching research skills within a safe online environment. All applications and hardware will be of the highest quality, age-appropriate and will allow the children opportunities to be independent. ICT will be managed to ensure that high quality, current practice will be integrated only if it will make an impact on learning. Classrooms will be equipped with an interactive board so that ICT can be integrated into lessons in order to enhance children's learning experience. Children will also have access to the learning hub to address any inequalities in access to ICT outside of the school.

### Science, Technology and Engineering

As Professor Sir Robert Winston said recently, *“giving young people the chance to get involved in practical work in a scientific environment is the key to inspiring them to see science as exciting. That’s important because we need a scientifically literate population...”*

At our school we will seek to create the conditions for children that will support this aspiration. Science, technology and engineering at Evendons Primary School will be hands-on, innovative, creative and challenging. We will strive to develop the scientists and engineers of the future, providing children with the tools that they will need to investigate, design, problem solve and create solutions with confidence and independence. While emphasising the importance of a core of science subject knowledge, teaching and learning at our school will develop in the context of ‘real world’ scenarios which will challenge children to use and apply their developing science subject knowledge actively, often using the concerns and enthusiasms of the children themselves as a stimulus. Once a year we aim to host a K’Nex Engineering ‘fun science’ workshop for the children of Key Stage 2. The event will be run by K\*bots UK, and will give students the opportunity to learn about mechanical engineering in a fun, practical environment. They will then put their newfound skills into practice by designing and building motorised models from K’Nex® construction kits. The ‘Young Builders Challenge’ will bring together budding young engineers from across the local area. Pupils will build their machines to fulfil a specific engineering design challenge, with prizes on offer for the most successful. Activities are devised to develop pupils’ skills in teamwork and problem solving, as well as introducing them to the basics of mechanical physics and engineering.

### Enterprise and Entrepreneurship

The Department for Education has defined enterprise education as follows: *“Enterprise capability, supported by financial capability and economic and business understanding. Our concept of enterprise embraces future employees, not just future entrepreneurs, and also social enterprise. We define enterprise capability as innovation; creativity, risk-management and risk-taking, and a can do attitude and the drive to make ideas happen.”*

Pupils will be expected to develop an understanding of:

- why people work and the different jobs they do (by inviting members of the local community to discuss different careers);
- what influences choice and how money is spent; and
- how they can contribute to a range of activities that help them to become more enterprising.

Enterprise education helps equip young people with the skills, understanding and attitudes they will need to function effectively in adult life. There is also a considerable body of evidence<sup>3</sup> to show that when schools embrace enterprise education effectively, it results in higher quality teaching and improved pupil engagement in learning, leading to higher levels of achievement. All contributing schools in the case studies carried out comment very positively on how pupil enjoyment, motivation and progress are increased through enterprise education. They also illustrate how

<sup>3</sup> A study by the Specialist Schools and Academies Trust

enterprise education can act as a vehicle to enhance learning in other areas of the curriculum, particularly in literacy, numeracy and the humanities.

Evendons Primary School will partner with a range of local businesses to assist in the running of the annual Enterprise Week, and a young apprentice scheme in KS2. When the school is full, a member of staff will be made Enterprise Co-ordinator; this is anticipated to be a mid-management role. Throughout the year, depending on the theme being covered, Evendons Primary School will endeavour to use enterprise sessions to invite employees from relevant companies to come and talk to the class (e.g. a crime and punishment theme could have a member of the local Police Force and a talk from somebody with knowledge of the judicial system, running a workshop where the children role-play a court case).

### **Humanities – Historical and Geographical understanding**

*“I speak from personal experience when I say that a passion for history often starts at a young age. My lifelong love of history began in primary school with a project to study the planning and building of the new town where I lived. It brought my own community to life in a wholly new way, linking the past to the present.”<sup>4</sup>*

*“School geography should aim to encourage and underpin a lifelong conversation about Earth as the home of humankind. School geography needs to be ‘living geography’ providing lasting and worthwhile significance for children embarking on adult life.”<sup>4</sup>*

Learning about history and geography stimulates children’s curiosity to investigate their community, the wider world and their place within it. We will engage children in questions about people and events in the past, which in turn will help them understand the present and prepare for the future. They will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Their growing historical and geographical understanding will therefore help them make sense of the world and undertake an active role within our society. This will be achieved through the development of core generic skills. Our children will:

- undertake investigations and enquiries, using various methods, media and sources;
- compare, interpret and analyse different types of evidence from a range of sources;
- present and communicate findings in a range of ways and develop arguments and explanations using appropriate and relevant vocabulary;
- consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

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<sup>4</sup> Lord Adonis, 2008

<sup>4</sup> The Geography National Curriculum GA Curriculum Proposals and Rationale. Lord Adonis, Schools Minister

Globes, atlases, maps, artefacts and documents are central to geography and history as they provide data and help communicate evidence. They will be the sources of information from which we develop our 'core' essential knowledge. We are keen that our children will:

- know historical dates relating to significant figures and events from the past by incorporating them into our themes;
- know the location of key places and geographical features including continents, countries, cities, rivers, seas and mountains;
- have a good geographical and historical understanding of their local area.

A clear progression in educational visits will allow our children to explore, respect and learn from more contrasting communities in neighbouring areas and more distant localities. Residential experiences will be introduced in lower Key Stage 2, and may include a visit to a European country. Existing expertise within CfBT Schools Trust and the school will ensure visits have a clear educational purpose, are safe and provide real experiences for use when back at school.

### **Modern Foreign Languages (MFL)**

We will teach a modern foreign language to all pupils in Key Stage 2 and use play-based activities for Key Stage 1 and Foundation (for example answering the register in French and learning songs in different languages). Exciting and engaging lessons will bring languages to life and begin to equip children with the skills required to grow up in a global economy. Not only will this encompass the oracy and literacy skills as laid down in the Key Stage 2 Framework, but also children will learn about their own culture, how it is similar or different to other cultures, and that it is good to be different.

Links will be made to learning phonics and decoding strategies and children will learn a new language using and embedding the same skills that they used for learning their own language, hence improving and developing the skills used in their literacy lessons. Children will make the transition to secondary school not only with a love of languages and an understanding of how they work, but also with open minds and the confidence to 'have a go'.

### **Art and Design**

Art and Design will enable our children to develop their thinking and questioning skills through using a variety of media and techniques, to develop an awareness of colour, shape, balance, focus and proportion. Children will have opportunities to work with local artists and to visit art collections as well as learning about art and design in other cultures. Cross-curricular links will be central to learning in these areas, for example children might study the history and techniques of mosaics and then work with an artist to create a playground mural that is designed to reflect the school's values.

### **Music**

Music in our school will be a creative and social art to be enjoyed and developed through a wide range of experiences including:

- instrumental tuition in partnership with Berkshire Maestros (individual, small group and large group);
- singing and celebratory concerts and live performances;
- wider opportunities including world music;



- composing and recording music to support cross-curricular learning, for example creating a soundtrack for an animation developed within a literacy lesson.

Music making will be enriched through developing links with local schools and local music organisations.

### **Physical Education (PE) and Sport**

Children's learning and well-being will be developed through daily planned activities which will include maximising children's physical activity – for at least four hours a week, through:

- sessions which support the developing of a range of multi skills, dance, gymnastics; as well as swimming, athletics and body knowledge;
- daily 'activate' sessions to support the progressive development of co-ordination, control, balance and agility;
- trained children taking on the leadership in the development of active and positive play at break and lunch times; and
- a range of extra-curricular activities and competitive team events including joining up with local schools.

Links with local clubs and secondary schools will be fostered in order to strengthen and enrich provision; we will also make use of the outstanding contribution of the inter-schools sports coaches.

### **Religious Education (RE)**

RE, based on the Wokingham agreed syllabus 'The Agreed Syllabus for Religious Education pan-Berkshire 2012-2017', will be central to enabling our children to understand Christianity and Christian values, as well as other principal religions, religious traditions and other world views including atheism. The wide range of religious and cultural diversity within the locality will provide a good source of relevant visits and engaging visitors. Learning will be active, exciting and often cross-curricular; for example through planning and re-enacting a religious festival, designing a multi-faith calendar for the school, developing a webpage to show how religions have influenced the lives of people in the area and beyond, or creating a video blog from a pilgrimage. RE in our school will offer opportunities for children to develop their understanding of the local, national and global community and in this way it will make an important contribution to the school's duty to promote community cohesion.

### **Collective Reflection**

In our school Collective Reflection will be at the centre of our school day and will strengthen our shared ethos based upon the values of Community, Thankfulness, Forgiveness and Friendship. Daily reflection will be systematically planned so that it supports high levels of engagement, reflection and a diversity of response as well as being a time to celebrate children's achievements. Opportunities to engage parents and the local community will also be planned such as weekly 'SHINE' assemblies where children's work and accomplishments are celebrated. Each term we will also have stay and 'SHARE', where parents, carers and families are able to stay for longer in the classes in the morning to share experiences, work and presentations about learning. Reflection at Evendons Primary School will cater for children of many different beliefs and backgrounds. It will make an important, although not exclusive, contribution to spiritual, moral, social and cultural development in our school.

### **Personal, Social, Health and Citizenship Education (PSHCE)**

Our aim will be to encourage each child to be a self-confident, enquiring, tolerant and positive young person with a well-rounded character, a child who respects the differences of others. By the time children leave Evendons School, we want each child to have a sense of self-worth which will enable them to make confident and well informed decisions and, in doing so, to be a responsible member of society. Learning in this area will be through discrete planned lessons, circle time and cross-curricular learning. The SEAL/SEAD material (Social and Emotional Aspects of Learning / Development) will provide a framework for this work including links with parents and support for children with additional needs. The school's policy for sex and relationships education will be developed by Governors in consultation with parents and the local community.

### **Outdoor Learning**

The School's vision is based on respect: for oneself, others, property and the environment. The curriculum will reflect this by taking the children out into the local area at appropriate times and encouraging them to use all their senses to enhance their learning. Outdoor visits will always be linked to the curriculum, e.g. PE, science, engineering, art or the humanities and will naturally enhance literacy through instructions and discussions. All visits will be fully risk-assessed with learning objectives clearly stated.

We believe that familiarising children with these places will help instil in them a sense of appreciation and respect for the environment and their place in it. It will be an enriching experience for the children, who may not visit these places with their families, and will help prepare them for life beyond school as they develop social skills and learn to work together. Research also suggests that regular experience of outdoor learning can improve children's problem-solving skills and nurture their creativity, imagination, inventiveness and resourcefulness. All these skills help prepare them for life in the wider world and can translate into improved performance in other areas of the curriculum.

### **The Wider Curriculum**

#### **School performances**

Each class will be expected to produce an assembly at the end of the term, perhaps based on a book they have been reading together or a play they have written themselves. Other weekly assemblies will be centred alternately on singing and recognising achievement. Families will be invited to these assemblies to share their children's success. We will aim to have a Christmas or End of Year production, for which the children will be given a script to learn their lines or lyrics at home, to minimise lost learning time during the school day.

Parents will be invited to play an active part in the preparation and making of any costumes, scenery etc. Other festivals of importance to our children and their families will be acknowledged and celebrated at appropriate times, e.g. Diwali, Rosh Hashanah and Eid.

### School trips

Aside from our outdoor learning, each class will go on at least one school trip per year with a full risk-assessment taking place. In line with our vision of respecting our environment we will travel by public transport wherever possible. Grants and fundraising money will be used for theatre trips, which will also relate to learning in class. For example, a trip to see 'The Snail and the Whale' will not be isolated but will be an enrichment of a study of the text during literacy lessons. A trip to Windsor Castle could bring contemporary British history to life and make it relevant to our children. Children will not just go on a trip but be expected to answer questions relating to the visit. They will be fully engaged during the visit as our teachers will have visited the venue before and organised age-appropriate activities or workshops. All learning will be followed up with appropriate activities in the classroom.

### International links

We intend to build international links to our curriculum. For example, when teaching about the Tudors, we could talk about the presence of different ethnic groups in Britain at the time as evidenced in paintings and amplify this with a visit to a local art gallery to appreciate the full scale and dimensions of the works as part of the Art curriculum. We will refer to Oxfam's Curriculum for Citizenship, specifically designed for children growing up in the 21st century, to ensure that we consider global issues in our literacy lessons. Our children's critical thinking skills will be developed through a globally-focused curriculum where our vision can be taught through a concern for social justice, concern and equity.

### Extra-curricular clubs

Every teacher will be expected to run a weekly club for an hour which will be selected by the children. A nominal charge will be made for the clubs so that they cover costs. Where parents find it hard to meet the cost of these activities we will look to deploy some of our Pupil Premium Funding, or other school funds, for example from the PTA, to ensure they can participate alongside other children. We will consult with parents to establish demand for clubs, but initially we envisage a Music and Drama Club, Book Club and/or Games Club (see below for more details). We will draw on our pool of parent and community volunteers to support these extra-curricular activities. As the school grows we intend to offer more age-appropriate clubs, with more focus on sport, languages and any other activity with sufficient demand.

### Making the most of local provision

We aim to use the following to support the curriculum:

- Harpers Carnival Pool for swimming;
- linking up with secondary schools in the area to make use of their science and technology equipment when necessary;
- the Mad Science Holiday camp (based in Guildford). Their mission is to spark the imagination and curiosity of children everywhere. They provide fun, interactive and educational activities that instil a clearer understanding of science and how it affects the world around us.
- day trips and visits to e.g. Reading Museum and the Museum of English Rural Life;
- The Look Out discovery centre for hands-on science experiments and outdoor nature trails;
- Finchampstead Ridges, Dinton Pastures and California Country Park;



- Finchampstead Baptist Church Sure Start Centre Library;
- More Arts Wokingham, an independent arts development charity that champions all art forms, and was created to enable and deliver more arts and cultural activities and experiences at the local level;
- Local schools with SEN professionals – e.g. Addington Special School, Woodley.

### Healthy and Sustainable Schools

We believe our school should employ the healthy schools ethos in supporting the well-being of our children. We will educate the children in recycling, environmental issues and sustainability.

### Pastoral groupings that emphasise student leadership

Evendons Primary School will be a nurturing, community school with a cross-key-stage buddying programme, and a strong and competitive house system.

### The class teacher as the centre of the pastoral system

The role of the class teacher will be central to our pastoral system. They will be the first point of contact for parents and carers and will act as the lynchpin between school and home. We will foster a strong relationship between class teachers and their children in very deliberate ways, for example:

- **A pre-meeting before the start of the year:** Before the children enter Reception they will all be invited, with their parents or carers, to meet their class teacher and the Head of Early Years. The meeting will take place at an informal and personal evening of up to 14 other children. To engender a community spirit, everyone will be encouraged to bring a plate of food and to share a meal together. During the evening the class teacher will run through the various parent/carer, pupil and school promises and describe the school's expectations. We will require the teacher to hold two of these evening sessions and, if parents/carers fail to attend they will be invited to come to a meeting on another occasion. We propose that all parents with children attending the school must meet the class teacher before the child starts school in September.
- **Peer-to-peer support:** We will train class teachers and pupils to deliver peer-to-peer support within Circle/PSHCE time. This will allow children to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with our subsidiary charity, include. Once all pupils have been trained and as the school grows, we will put in place cross-age peer-to-peer buddying support. This will allow younger pupils to gain from the experience of older pupils, and allow older pupils to feel responsibility for younger ones.

## D2ii. School calendar and timetable

### School Calendar

We expect to employ excellent teachers at Evendons Primary School, and have therefore opted to base our school calendar around the traditional three terms; to do otherwise would reduce the size of the pool of teachers we might attract to work at the school (many will have children in schools working to the traditional calendar). Another reason is that our first intake of children may have siblings attending other borough schools. The following Wokingham timetable will therefore be adopted for 2014/15.

Where possible we will also try to co-ordinate INSET days to minimise the impact on parents of additional school closure days.

**Indicative term dates 2014/15**

Term	Starts	Ends	Holidays	Days
<b>Autumn</b>	Wednesday 3 September 2014	Friday 19 December 2014	<b>Half term:</b> Monday 27 – Friday 31 October 2014	73
			<b>Christmas holidays:</b> Monday 22 December 2014 to Friday 2 January 2015	
			<b>New Year Bank Holiday:</b> Thursday 1 January 2015	
<b>Spring</b>	Monday 5 January 2015	Friday 27 March 2015	<b>Half term:</b> Monday 16 – Friday 20 February 2015	55
			<b>Spring holiday:</b> Monday 30 March – Friday 10 April 2015 (includes Good Friday: 3 April 2015 and Easter Monday: 6 April 2015)	
<b>Summer</b>	Monday 13 April 2015	Friday 24 July 2015	<b>Half term:</b> Monday 25 – Friday 29 May 2015	69
			<ul style="list-style-type: none"> <li>• 4 May 2015 – May Day</li> <li>• 25 May 2015 – Spring Bank Holiday</li> <li>• 24 August 2015 – Summer Bank Holiday</li> </ul>	
			<b>Total</b>	197

**School timetable**

The compulsory school day will run from 8.50am to 3.30pm (as outlined below) comprising four sessions in the morning (as children have higher concentration levels in the morning) and two sessions in the afternoon, a playtime of 15 minutes, one or two assemblies per week of 20 minutes and a lunchtime of 60 minutes. Key Stage 1 children will have an additional 10 minutes’ afternoon break.

Start time	End time	Activity
7.45	8.50	Breakfast club
8.50	9.00	'Warm Up' Activate Session
9.00	9.15	Morning register and reading
9.15	10.20	Literacy / Numeracy / Science / Arts
10.20	10.40	Assembly
10.40	11.00	Toilet break and snack
11.00	12.10	Literacy / Numeracy / Science / Arts
12.10	1.10	Lunch and play
1.10	1.15	Afternoon register
1.15	2.15	Literacy, Numeracy, Science, Art, D&T, Music, PE, Humanities, PSHCE etc
2.15	2.45	
2.45	3.15	
3.15	3.30	Circle time (PSHCE)
3.30	4.30	Booster classes and extra-curricular activities
3.30	6.00	After-school club

From Mondays to Thursdays the school will remain open until 4.30pm. The 3.30pm to 4.30pm sessions will be used to offer pupils the opportunity to participate either in booster classes if they require additional support in the core areas of literacy or numeracy (two days a week), or in extra-curricular clubs offered by the school.

**Booster classes**

- If children need additional support, then from the spring term in Reception, they will be encouraged to stay until 4.30pm on Mondays and Wednesdays for small group or one-to-one 'booster lessons'.
- We will also run booster classes for children who are gifted and would benefit from more challenging teaching to encourage excelling pupils to reach their full potential. (See More Able, Gifted and Talented Pupils section).

The booster classes will be discussed as part of the parent and teacher relationship, with pupil well-being and opportunity at the forefront. This targeted approach will ensure that all children are given the opportunity to maximise their potential.

Wherever out-of-class catch-up and stretch sessions are run they will be treated by staff, parents and children as part of the timetabled day, with the same expectations of punctuality, behaviour, attitude etc. Teachers will lead these lessons and parents and volunteers may have the opportunity to support where appropriate.

**Sample Timetable (half term with minutes for each lesson shown in brackets)**

**Year Group – Reception**

**Topic: Shapes and Structures**

		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.50	9.00	‘Warm Up’ Activate Session				
9.00	9.15	Morning register and reading on carpet				
	10.20	Shapes & Structures (A&D / ICT) (65 mins)	PE (45 mins)	Numeracy (50 mins)	Assembly (Year) (until 9.30)	Handwriting (until 9.30) (15 mins)
			Shapes & Structures (Science) (20 mins)	Singing (Music) (15 mins)	Numeracy (50 mins)	Numeracy (50 mins)
10.20	10.40	Assembly (whole school)	Assembly (class)	Assembly (class)	Singing (Music) (20 mins)	Assembly (class performances)
10.40	11.00	<b>BREAK</b>				
11.00	12.10	Literacy (70 mins)	Numeracy (70 mins)	Library (35 mins)	Shapes & Structures (A&D / ICT) (70 mins)	Shapes & Structures (Humanities) (70 mins)
				PE (35 mins)		
12.10	13.10	<b>LUNCH</b>				
13.10	13.15	<b>REGISTRATION</b>				
13.15	14.15	Numeracy (60 mins)	Literacy (60 mins)	Literacy (60 mins)	PE (until 15.05) (50 mins)	Literacy (60 mins)
					Writing (70 mins)	
14.15	15.15	RE (60 mins)	Shapes & Structures (Science / D&T) (60 mins)	Shapes & Structures (Science / D&T) (60 mins)		PHSCE (60 mins)
	15.30	Circle time (Show and tell)	Circle time (story-telling)	Circle time	Circle time	Circle time

**Sample Timetable (half term with minutes for each lesson shown in brackets)**

**Year Group – Key Stage 1, Year 2**

**Topic: Energy**

		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.50	9.00	'Warm Up' Activate Session				
9.00	9.15	Morning register and reading on carpet				
	10.20	Energy (A&D / ICT) (65 mins)	PE (45 mins)	Numeracy (50 mins)	Assembly (Year) (until 9.30)	Energy (Enterprise) (15 mins)
			Energy (Enterprise) (20 mins)	Singing (Music) (15 mins)	Numeracy (50 mins)	Numeracy (50 mins)
10.20	10.40	Assembly (whole school)	Assembly (class)	Assembly (class)	Singing (Music) (20 mins)	Assembly (class performances)
10.40	11.00	<b>BREAK</b>				
11.00	12.10	Literacy (70 mins)	Numeracy (35 mins)	Library (35 mins)	Energy (A&D / ICT) (70 mins)	Energy (Humanities) (70 mins)
			Energy (enterprise) (35 mins)	PE (35 mins)		
12.10	13.10	<b>LUNCH</b>				
13.10	13.15	<b>REGISTRATION</b>				
13.15	14.15	Numeracy (60 mins)	Literacy (60 mins)	Literacy (60 mins)	Energy (Humanities) (60 mins)	Literacy (60 mins)
14.15	15.15	RE (60 mins)	Energy (Science / D&T) (60 mins)	Energy (Science / D&T) (60 mins)		Writing (60 mins)
15.15	15.30	Circle time (Show and tell)	Circle time (story telling)	Circle time	Circle time	Circle time

**Sample Timetable (half term with minutes for each lesson shown in brackets)**  
**Year Group – Key Stage2, Year 6**  
**Topic: The Solar System**

		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.50	9.00	‘Warm Up’ Activate Session				
9.00	9.15	Morning register and reading on carpet				
9.15	10.20	Solar system (A&D / ICT) (65 mins)	PE (45 mins)	Numeracy (50 mins)	Assembly (Year) (until 9.30)	Solar system (Enterprise) (15 mins)
					Numeracy (50 mins)	Numeracy (50 mins)
10.20	10.40	Assembly (whole school)	Assembly (class)	Assembly (class)	Singing (Music) (20 mins)	Assembly (class performances)
10.40	11.00	<b>BREAK</b>				
11.00	12.10	Numeracy (70 mins)	Numeracy (35 mins)	Library (35 mins)	Solar system (A&D / ICT) (70 mins)	French (35 mins)
			Solar system (Science / D&T) (35 mins)	PE (35 mins)		Numeracy (35 mins)
12.10	13.10	<b>LUNCH</b>				
13.10	13.15	<b>REGISTRATION</b>				
13.15	14.15	Literacy (60 mins)	Literacy (60 mins)	Literacy (60 mins)	Solar system (Humanities) (60 mins)	Literacy (60 mins)
14.15	15.15	RE (60 mins)	Solar system (Science / D&T) (60 mins)	Solar system (Science / D&T) (60 mins)		Writing (60 mins)
15.15	15.30	Circle time (Show and tell)	Circle time (story telling)	Circle time	Circle time	Circle time

See Appendix D1 for timetables for other year group based on different themes. The timetable will be suspended during Enterprise Week.



Teaching time (%)			
Subject	Reception	KS1	KS2
Literacy	27	25	23
Numeracy	23	20	22
PE	10	6	6
Science / D&T	11	10	17
ICT / A&D	11	11	10
Music & Singing	3	3	3
Humanities	6	10	5
RE	5	6	3
PSHCE	5	5	3

**Extra-curricular clubs**

On those days where the school is not running booster classes (i.e. Tuesdays and Thursdays), all pupils will be encouraged to stay in school until 4.30pm to allow them to participate in one of the extra-curricular clubs that the school will be offering. We want our curriculum to extend learning opportunities beyond the confines of the school day. In this way we feel we can be true to our promise to develop social as well as academic skills. Drawing on the strength of our partnership with the members of the Wokingham community and the many offers of volunteering, as well as our expectation that teachers will bring passions and experiences to the job (and be contracted to share those in extra-curricular activities), we propose a number of optional extra-curricular activities, such as:

- **Book Club**

We will invite parents and community volunteers to read a range of different genres with and to the children. This will nurture a love of reading and develop critical thinking and metacognitive skills. As the school grows we will explore developing this into a journalism club to encourage independent investigation and research e.g. reporting on events at community venues, or book reviews of story times.

- **Music and Drama Club**

Through songs, rhymes, rhythm and movement we will help to increase children’s confidence and agility, which benefits all areas of life including pre-writing skills. As the school develops we will explore demand for individual instrumental tuition and a singing club.

- **Enterprise Club**

Using volunteers from the Parent Forum and representatives from local businesses, we will invite pupils to learn about different vocations, and what each entails, as well as getting pupils involved in inventing, designing and marketing their own ideas.

- **Games Club**

This will offer a range of board games extending children’s numeric skills (e.g. draughts, monopoly, snakes and ladders) and literacy (e.g. Junior Scrabble, Don’t say it, Guess Who, Boggle). This will also teach children about winning and losing and help them learn to accept victory and defeat graciously. Weather permitting, we will encourage traditional outdoor games such as hopscotch, skipping and ball games to help with children’s physical well-being and co-ordination and to allow them to ‘let off steam’ at the end of the school day.

- **Art and Craft Club**

This will offer opportunity for children to develop their creative skills. We will draw on parent and community volunteers to assist with this club. Weather permitting, we may

explore taking this club outside of school to gather natural art materials and encourage our children to appreciate the local green spaces in different seasons. This reflects our vision of respecting our community and environment.

- **Young Engineering Club**

Children will work on design and technology projects stimulated by contact with local businesses. The school's links with the local businesses will help to make the project a success, and the children will be able to present their ideas to groups of workers from the companies.

Separate to any of the activities mentioned above, we will run a breakfast club from 7.45am to 8.50am and an after-school club from 3.30pm to 6pm to support working parents. These sessions will be charged for in order to cover costs. It is anticipated that in the first years the Breakfast Club and After-school Club will be run by local childminders, ensuring adequate child-to-carer ratio. The whole after-school session will need to be paid for even if children are in booster classes and extra-curricular clubs. We believe that parents will see the added benefit of quality wrap-around childcare. We will explore sharing the after-school club with other local primary schools and community groups who offer similar provision, depending upon where our permanent site is situated. Lunchtimes will be mainly reserved for students to eat and talk with staff, build relationships with peers and establish codes of manners. The school day will end at 3.30pm on Fridays (although the after-school club will run until 6pm).

### **D2iii. Organisation of teaching and learning**

#### **Class structure**

Pupils will be grouped first of all strictly by age (with a twelve months' span of births from 1 September to 31 August within each class). As the expectation of 'greater gain' by schools choosing to set by ability is not supported by research, we propose to adopt a system of whole class teaching and learning, as advocated by the National Numeracy Strategy. In addition, we will set booster/extension classes to address pupils with lower/higher ability. Teachers will be given some flexibility to arrange teaching in different groups where appropriate (for example, children working in different year groups on specific project work and older children mentoring younger children in some subject areas e.g. FS2 children reading with Year 3 children to enhance the reading skills of the former group and the listening skills of the latter. Any decision about teaching groups will be made with the needs of individual pupils in mind and will be assessed and monitored for efficacy at regular interviews (at least half-termly). We will not be afraid to review and adjust where necessary to ensure all pupils are making the progress of which they are capable.

## **D3. How the staffing structure will deliver the planned curriculum**

### **D3i. Our approach to staffing**

Most importantly the Evendons Primary School is looking to employ a Headteacher and staff who share our vision for the school and who have the experience and motivation to achieve it. There are a number of reasons why we believe we will be able to attract and train and then retain the best teachers:

- the advantages of working in a small school;
- a real commitment to staff development and CPD;
- the opportunity to be part of CfBT's global teaching and research community;
- a commitment from day 1 to enabling effective whole-class teaching through targeted and ongoing teacher-led support;
- a Headteacher and Governing Body that can and does identify and reward excellence;
- our 'no-surprises' approach to data monitoring and trusting teachers.

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

Evendons Primary School's approach to staffing will be to employ qualified teachers whenever possible, while allowing for the possibility of taking on demonstrably highly talented teachers from the independent sector who may lack Qualified Teacher Status (QTS), or employing specialist coaches/tutors to deliver curriculum areas including music, and PE.

### **Plan for phased build-up of staff in line with planned pupil numbers and financial resources**

Evendons Primary School will be opening in 2014 with one Reception and one Year 1 class, growing year on year until the school is full, with seven year groups (R–Y6) in 2019. The following table shows our indicative planned staffing.

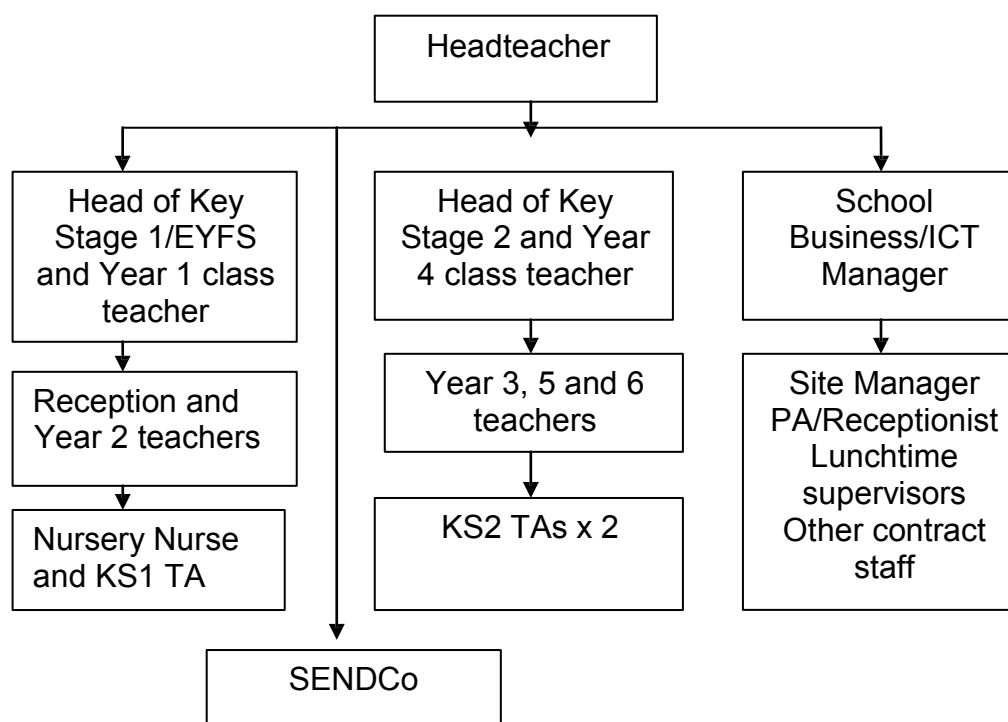
Year of operation	Teaching staff	Support staff*
Year One (2014/15) R class plus Year 1 class (max 50 pupils)	<ul style="list-style-type: none"> <li>Headteacher (covers SENDCo role)</li> <li>Reception teacher</li> <li>Year 1 teacher</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse (TTO)</li> <li>0.5 Teaching Assistant (TTO)</li> <li>1.0 Headteacher's PA/ Receptionist (TTO)</li> <li>Lunchtime supervisor (paid on an hourly basis)</li> <li>0.5 Business Manager/ICT Manager (TTO)</li> </ul>
Year Two (2015/16) R/F class, Years 1 and 2 classes (max 75 pupils)	<ul style="list-style-type: none"> <li>Headteacher (covers SENDCo role)</li> <li>Reception teacher</li> <li>Head of EY/KS1/Year 1 teacher</li> <li>Year 2 teacher</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse (TTO)</li> <li>1 Teaching Assistants (TTO)</li> <li>1.0 Headteacher's PA/ Receptionist</li> <li>2 Lunchtime Supervisors (paid on an hourly basis)</li> <li>0.5 Business Manager/ICT Manager (TTO)</li> <li>0.2 Site Manager</li> </ul>
Year Three (2016/17) R/F class, Years 1, 2 and 3 classes (max. 100 pupils)	<ul style="list-style-type: none"> <li>Headteacher (covers SENDCo role)</li> <li>Reception teacher</li> <li>Head of EY/KS1/Year 1 teacher</li> <li>Year 2 class teacher</li> <li>Year 3 teacher</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse (TTO)</li> <li>1.5 Teaching Assistants (TTO)</li> <li>1.0 Headteacher's PA/ Receptionist (TTO)</li> <li>2 Lunchtime Supervisors (paid on an hourly basis)</li> <li>0.5 Business Manager/ICT Manager</li> <li>0.4 Site Manager</li> </ul>
Year Four (2017/18) R/F class, Years 1, 2, 3 and 4 classes (max. 125 pupils)	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Reception teacher</li> <li>Head of EY/KS1/Year 1 teacher</li> <li>Year 2 teacher</li> <li>Year 3 teacher</li> <li>Head of KS2/Year 4 teacher</li> <li>SENDCo allowance for 1 member of staff</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse (TTO)</li> <li>2 Teaching Assistants (TTO)</li> <li>1.0 Headteacher's PA/ Receptionist (TTO)</li> <li>2 Lunchtime Supervisors (paid on an hourly basis)</li> <li>0.5 Business Manager/ICT Manager (TTO)</li> <li>0.5 Site Manager (TTO)</li> </ul>
Year Five (2018/19) R/F class, Years 1, 2, 3, 4 and 5 classes (max. 150 pupils)	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Reception teacher</li> <li>Head of EY/KS1/Year 1 teacher</li> <li>Year 2 teacher</li> <li>Year 3 teacher</li> <li>Head of KS2/Year 4 teacher</li> <li>Year 5 teacher</li> <li>SENDCo allowance</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse (TTO)</li> <li>2.5 Teaching Assistants</li> <li>1.0 Headteacher's PA/ Receptionist (TTO)</li> <li>3 Lunchtime Supervisors (paid on an hourly basis)</li> <li>1.0 Business Manager/ICT Manager (TTO)</li> <li>0.5 Site Manager (TTO)</li> </ul>

Year Six (2019/20) R/F class, Years 1, 2, 3, 4, 5 and 6 classes (max. 175 pupils)	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Reception teacher</li> <li>• Head of Early Years/KS1 /Year 1 teacher</li> <li>• Year 2 teacher</li> <li>• Year 3 teacher</li> <li>• Head of KS2/Year 4 teacher</li> <li>• Year 5 teacher</li> <li>• Year 6 teacher</li> <li>• SENDCo allowance</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Nursery Nurse (TTO)</li> <li>• 3 Teaching Assistants (TTO)</li> <li>• 1.0 Headteacher’s PA/ Receptionist (TTO)</li> <li>• 3 Lunchtime Supervisors (paid on an hourly basis)</li> <li>• 1.0 Business Manager/ ICT Manager (TTO)</li> <li>• 0.5 Site Manager (TTO)</li> </ul>
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\*In addition to the listed support staff, the school will need to employ catering staff, cleaning and site maintenance contractors etc.

The school will also maximise the use of parent/local community volunteers to come into school to work with the pupils. All volunteers will be required to obtain appropriate CRB clearance before volunteering at the school. Costings to demonstrate that the above phased build-up is in line with financial resources available can be found in Section G.

**D3ii. The final staffing structure (sufficient, affordable and appropriate to deliver the education vision and plan)**



1 Headteacher	Responsible for: overall management of the school; and provision of PPA cover as required via delivery of agreed aspects of the curriculum e.g. STEMS, ICT etc depending on specialism.
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1 Head of KS2/Year 4 class teacher (SENDCo tbc)	Responsible for: supporting Headteacher with agreed aspects of curriculum and school management, including G&T and Special Needs/Disability provision as the school SENDCo; the KS2 curriculum and staffing teams. Responsible for teaching the school's Year 4 class and ensuring appropriate planning and delivery of the KS2 curriculum.
1 Head of Early Years/KS1/ Year 1 teacher	Responsible for: the EY and KS1 curricula and staffing teams; and teaching the Year 1 class.
1 Reception/Foundation Stage teacher	Responsible for teaching the school's Reception/Foundation class and ensuring appropriate planning and delivery of the Early Years Foundation Stage curriculum as agreed with the Head of EY/KS1. Management of the Nursery Nurse.
1 Year 3 classroom teacher	Responsible for teaching the school's Year 3 class and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
1 Year 5 classroom teacher	Responsible for teaching the school's Year 5 class and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
1 Year 6 classroom teacher	Responsible for teaching the school's Year 6 class and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
Nursery Nurse for Reception/Foundation Stage	Responsible for supporting the Reception class teacher to deliver the EYFS curriculum as agreed with the Head of EY/KS1. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
TA for KS1	Responsible for supporting the Year 1 and Year 2 class teachers to deliver the KS1 curriculum as agreed with the Head of EY/KS1. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
TAs for KS2	Responsible for supporting the Year 3, 4, 5 and 6 class teachers to deliver the KS2 curriculum as agreed with the Head of KS2. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.

The staffing structure for Evendons Primary School has been developed in response to the curriculum model and the vision and ethos of the school, and is in keeping with an approach capable of meeting the school's overall aims.

### Teaching Assistants

The school will employ one full-time Teaching Assistant to work with the Key Stage 1 classes and two to work with the Key Stage 2 classes under the direction of the Heads of Key Stages, and one Nursery Nurse under the direction of the Reception teacher. If



the budget permits we will employ some Higher Level Teaching Assistants.

### **Staffing for after-school clubs and extra-curricular activities**

Teaching staff will be contracted to run one after-school club per week within their basic terms and conditions. We will also draw on our pool of volunteers to enrich the extra-curricular offering.

### **D3iii. The structure of the senior leadership team, curriculum co-ordinators and any support staff, including a description of their roles and responsibilities**

Role descriptions will be developed on the basis of accountabilities (rather than as a list of tasks). However, each accountability will be underpinned by tasks. It is the accountabilities that will form the basis of the Performance Review (Appraisal). The role of the Headteacher will be based on the national standards for these roles. The Headteacher will normally have a very small or no teaching load. However, there will be a need for a slightly increased load in the first years of the school's operation.

#### **The Headteacher**

The Headteacher will be responsible to the Governing Body and ultimately to CfBT Schools Trust, for implementing the school's vision and for overall school performance; and is expected to demonstrate effective leadership in terms of whole-school management and school development and improvement, including putting in place key policies and documentation. The Headteacher's role will include: monitoring and evaluating the performance of Evendons Primary School according to the success of its curricular, enrichment, events and community programmes; timetabling staff duties and overseeing resources; implementing the Governing Body's policies; and motivating staff and pupils through high quality personal leadership skills.

His/her responsibilities will also include direct line management of the Heads of Key Stages and the School Business Manager, and teaching/cover duties which will allow them to teach every pupil in the school to an extent commensurate with their duties as Headteacher. The Headteacher will also be responsible for liaising with other school leaders and education professionals as required. He/she will also be expected to establish positive relationships with key stakeholders such as parents and carers and to develop professional links with relevant external organisations and bodies. It is likely that the Headteacher will be the school's SENDCo in the initial stages.

#### **School Business/ICT Manager**

The Business/ICT Manager will be a member of the Senior Leadership Team and will share responsibility with the Headteacher and the school's Governing Body for the financial management of the school. The Business/ICT Manager has the following specific responsibilities:

- financial planning, management and monitoring;
- formal reporting to the EFA, DfE, CfBT Schools Trust and the Governing Body;
- procurement of services, suppliers and equipment;
- management of human resources issues;
- school administration;
- taking a lead along with the Headteacher in marketing and communications;

- ensuring the school makes best use of the ICT resources available, to provide effective administration and high quality teaching and learning;
- keeping abreast of ICT educational developments and new products to ensure the school's resources and the use of them reflect current best practice;
- maintaining the school's website and VLE;
- acting as the first point of contact for the school's ICT supplier to ensure services are provided as commissioned.

Given the small size of the school and relative to the complexity of the EFA reporting requirements for Academies/Free Schools we may look to delegate some of these responsibilities to one of our more experienced Business/ICT Managers based in one of CfBT Schools Trust's secondary schools who will undertake the required budgetary/ICT resource management work on behalf of the school, in partnership with the Headteacher; or appoint one Business Manager to work across a number of local primaries, and appoint someone part time within the role to take on the role of ICT management.

### **Heads of Key Stage**

The roles of the Head of KS1/EY and Head of KS2 will be to support the Headteacher in creating, establishing and managing the aims and objectives of Evendons Primary School in partnership with staff, governors and parents, with specific responsibilities for Reception and Key Stage 1 / Key Stage 2 respectively.

They will assist the Headteacher and School Business Manager, as part of the Senior Leadership Team, in the day-to-day running of the School. They will be responsible to the Headteacher for all aspects of the curriculum and assessment, together with pastoral care of pupils and oversight of enrichment and school events. They will chair meetings of the Middle Management team and Curriculum Co-ordinators and ensure that support staff are well led so that school operations run smoothly and effectively. In addition they will be responsible for implementing induction programmes for all new staff and will be directly involved in the recruitment and continuing professional development of teachers.

They will deputise for the Headteacher in the Headteacher's absence. They will also attend Governing Body meetings as required from time to time. They will act as class teacher for Year 1 / Year 4 respectively and have a teaching commitment inkeeping with their expertise and leadership responsibilities. They will report to the Headteacher.

### **SENDCo (role undertaken by the Headteacher or one of the Heads of Key Stage)**

The SENDCo will be responsible for co-ordinating additional provision for SEN, EAL and disabled pupils in line with the ratified Evendons Primary School SEN, EAL and Equal Opportunities policies. The postholder will be required to obtain SENDCo accreditation if new to the role of SENDCo. Please see Section D4 for more details of the roles and responsibilities of the school SENDCo.

### **Middle Leadership Team**

The Middle Leadership team will consist of four posts: Literacy Co-ordinator, Numeracy Co-ordinator (see below for details of roles and responsibilities of the curriculum co-ordinators), Assessment Co-ordinator and Co-ordinator for Enterprise

and STEM.

The Assessment Co-ordinator will be responsible for monitoring the implementation of the Assessment Policy through inspection of samples of pupils' work, discussions with teaching staff and subject co-ordinators, other members of staff and observation within the classroom. The co-ordinator for Enterprise and STEM will work with the Head of KS1/EY and Head of KS2 to plan, co-ordinate, oversee and assess the whole school provision of Enterprise projects, educational visits, visiting speakers and educational groups, and residential trips, and will oversee the mandatory Health and Safety assessments and requirements for these activities.

### **Curriculum Co-ordinators**

Each member of the teaching staff (including senior management) will be responsible for overseeing, monitoring and developing the planning, delivery, learning and assessment of a curriculum subject/s throughout the school, reporting to the Heads of Key Stage as appropriate.

The roles and responsibilities of subject co-ordinators are to:

- maintain and update, in conjunction with the Heads of Key Stages and the Headteacher, and by active consultation with the relevant teaching staff, the aims and objectives for their subject;
- prepare a policy, in conjunction with the National Curriculum, to include a scheme of work for the individual subject/s that the co-ordinator is responsible for;
- provide a strategic lead and direction for the subject;
- monitor standards being achieved;
- observe the teaching and teachers' planning of the subject throughout the school;
- support and advise colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- oversee the quality of teaching and learning for the subject;
- oversee the curriculum and planning for the subject;
- ensure there is coherence in planning between Key Stages;
- requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work;
- provide efficient resource management for the subject;
- help devise a useful and meaningful system of assessment for the subject/s that the co-ordinator is responsible for;
- keep abreast of current educational thinking for the subject the co-ordinator is responsible for;
- attend in-service training and where appropriate share useful and pertinent information with other staff.

It is the role of each teacher to keep up to date with developments in the subject/s which they co-ordinate at both national and local level. It will be their duty to review the way their subject is taught at Evendons Primary School and plan for improvement.

**Suggested table of indicative subject/s to be co-ordinated by each member of the teaching staff**

<b>Teacher</b>	<b>Curriculum co-ordination area</b>
Reception	Art and Design Co-ordinator EY transition
Year 1 Class teacher/ Head of EY/KS1	KS1 Co-ordinator Literacy Co-ordinator, inc. English/Drama
Year 2 Class teacher	ICT Co-ordinator Humanities Co-ordinator
Year 3 Class teacher	Music Co-ordinator Extended School Day provision
Year 4 Class teacher/ Head of KS2	Numeracy Co-ordinator, inc. maths KS2 Co-ordinator
Year 5 Class teacher	Assessment Co-ordinator Science Co-ordinator Languages Co-ordinator
Year 6 Class teacher	Co-ordinator for Enterprise and STEM / PE, Dance and Games Co-ordinator Secondary school transition Co-ordinator
SENDCo – role to be undertaken by Headteacher or Head of Key Stage	SEN, EAL and G&T Co-ordination
Headteacher	PSHCE Co-ordinator Community Engagement Co-ordinator

**Quality of teaching and performance management**

Teachers will be expected to participate in an open-door policy and as such may expect to see the Headteacher and other professionals, i.e. their colleagues, visiting their classroom(s) regularly, not only as part of the school’s performance management process but also to support their own and their colleagues’ professional development. There will be a rolling programme of lesson observations of all staff by the Headteacher and other members of staff who will provide formal and informal feedback and where appropriate identify specific areas of development for individuals to focus on. An important part of consistently outstanding teaching is the teacher’s ongoing assessment of their own practice. As such, self-evaluation will be regarded as a key element of professional development. Within this culture of personal growth and learning, staff will share good practice, seek opinions and discussion and look to each other’s strengths to see how to become the very best teacher that they can be.

**A rigorous approach to performance management of staff**

To support our ambition to have rigorous performance management processes, CfBT Schools Trust will employ a Professional Education Adviser (‘Trust Adviser’) to act as mentor and critical friend to the Headteacher, Governing Body and other members of the school management team. This specialist will have significant primary phase expertise and experience of headship. We anticipate that the [REDACTED] who currently supports [REDACTED], [REDACTED], will also take on this role for Evendons Primary School. Once appointed, this

individual will take on responsibility for mentoring, supporting and challenging Evendons Primary School, bringing the added benefit of facilitating the sharing of good practice between the three schools.

The Trust Adviser will spend at least six days per year with Evendons Primary School (although support may be front-loaded or amplified as appropriate). It will be his/her role to support and challenge the Headteacher, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary. We believe that this extra support is vital if we are to embed the key processes outlined in our School Design (see Appendix C2). The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Headteacher appropriately. The Trust Adviser will ensure that this expertise can be effectively accessed and channelled.

We have provided for school improvement support in the Schools Trust's Membership Fee for Evendons Primary School. However if the funding should prove to be insufficient, particularly in the early years, we will expect to supplement this work from CfBT Education Trust's wider resources. CfBT's commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The CST Trust Adviser will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body. The Headteacher will in turn be responsible for the performance management of all teaching staff within the school. The Business Manager will be responsible for the performance management of non-teaching staff.

## **D4. Meeting the needs of all children as an inclusive school**

### **D4i. Inclusion**

Evendons Primary School will be an inclusive school where the needs of all pupils will be met, whatever their background, abilities or disabilities, and all children will be supported to learn well and achieve good outcomes.

Evendons Primary School is fully aware of its statutory obligations in relation to SEND and will of course comply with the SEN and Disability Act 2001 (and any subsequent revisions). We also recognise the changes in SEN provision being introduced by the Green Paper 'Progress and next steps', especially the right of any child with the newly-termed Education, Health & Care Plan to choose a place at any state-funded school, and their right to a personal budget to fund their support.

We will participate in Wokingham's local Fair Access Protocol arrangements and, as Section D6 demonstrates, we will give priority in admissions to children with a statement of Special Education Needs that names our school on their application form. We will work closely with LA services and other appropriate agencies for any pupils at the school with SEN.

Beyond this, Evendons Primary School's approach to inclusion will be based on: the early identification of needs; the timely design and implementation of appropriate



personalised learning solutions that are shaped by evidence of what helps children achieve their potential; and the deployment of staff with the knowledge, understanding and skills to provide the right support for all young children in their care. All school staff, working with the child's parents and other professional as appropriate, will be expected to discuss regularly what the most appropriate provision would look like for all children, and then how best to achieve it. We believe that this approach, made easier by the smallness of the school, will build self-confidence and raise esteem.

We will develop pupil profiles for all children to ensure all staff are aware of the relative strengths and weakness of all children – social as well as academic. We will achieve this by developing strong baseline assessments which will be added to as pupils move through the school from entry to the Foundation Stage, through each key stage boundary and in between, as well as through conversations with those who know the children best – their parents/carers and teaching staff. Within these profiles we will identify any barriers to learning and also any features that show ability and talent which need to be developed. From this a Gifted and Talented register will be produced as well as a Special Needs register. As stated in our school vision we believe the whole child is more than a set of academic results. We will record potential or success in sport, drama, literature or anything that gives a complete picture of the person and challenges us to find ways of meeting these needs in or outside the classroom.

In order to achieve the above we will ensure, where possible, the effective transfer of all appropriate information when the child enters the school. As part of this process a dialogue with any feeder nurseries, childminders or other Early Years settings as well as with the child's parent/carers will ensure we get to know the pupils well at an early stage. Early in Year 1 pupils will undertake assessments, such as those provided via the InCAS system, so we can gain a broad picture of their capabilities; this will be added to the EYFS Profile information.

At the earliest stages, when developing new programmes of work, the needs of all pupils will be taken into consideration. We expect differentiation to take place in all subjects and activities.

Academically, we will make sure that, as a minimum, everyone achieves their potential in the core disciplines. Through individual education plans for children identified with special educational needs (currently those on School Action Plus or with statements – although we recognise this terminology will be changing with the introduction of new assessment processes for SEN), we will focus objectives on key areas of practice in literacy and numeracy. We anticipate that about 5–6 of our pupils will be classified as having a form of SEN. We will also support acceleration, helping those who need stretching or who might otherwise be coasting.

### **Meeting individual needs in inclusive classrooms**

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

We will employ personalised pedagogy to ensure that we meet the individual needs of every pupil and there will be a strong focus on differentiated teaching. Our general approach will be based on the principle of 'same topic, different activities' and pupil groupings will reflect different learning needs. This will be particularly crucial in the



core subjects where groups will be structured by ability to ensure teachers can easily provide appropriate support for those who need it.

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

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

### **Classroom design**

Our classrooms will be equipped with stimulating and multi-sensory materials to engage auditory, visual and kinaesthetic learners and create a welcoming atmosphere akin to a home workshop. Where appropriate these will be created from recycled materials or gently-used items collected by the school and community rather than unnecessarily expensive newly-bought items. This reflects our ethos of encouraging children to respect the environment they live in and teaches them the value of money. The school will also have separate recycling bins for paper, plastic and miscellaneous waste. Children will be taught from the outset to respect their surroundings and tidy away after each activity has been completed.

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

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

### **D4ii. More able, gifted and talented pupils**

We are committed to engaging all learners in reaching the highest standards. In essence our approach to provision for more able and talented children is encapsulated in the NAACE (National Association for Able Children in Education) mission statement: *“provide for children with high abilities whilst enabling all children to flourish”*.

Such children will be identified using broad and appropriate criteria, reflecting both achievements in school and outside it. An up-to-date register and related profiles will inform all staff of individual learning needs. We will appoint a More Able and Talented

Co-ordinator who will play an integral part in the school leadership team. Our more able and talented model will have the core elements to excite and inspire and to extend our children's range of skills, especially thinking and questioning skills. We would expect these pupils to be identified and planned for in lesson plans.

- **Scheduled** – routine challenge: differentiated activities for more able, gifted and talented children during lessons, across all key stages. A particular emphasis will be given to Assessment for Learning (AfL) throughout all stages of lesson development. The personalisation of learning with differentiation will be negotiated through a strong pupil voice, whereby our children will be directly consulted as to the relevance and challenge of their learning tasks. Care will be taken to ensure that our children increasingly take more ownership of their learning and decision-making with regard to their learning paths. Regular monitoring of progress in order to diagnose any indication of possible underachievement will be essential school practice. Through systematic assessment, record-keeping, and liaison with staff, effective planning will avoid repetition of skills and knowledge already mastered.
- **Extension** – amplified challenge: e.g. termly curriculum extension tasks linked to cross-curricular work. We will develop a programme of Curriculum Extension Activities hosted on a Virtual Learning Environment (VLE). Our staff will use expertise within CfBT Schools Trust to provide a series of demanding activities. The rationale is to provide another layer of challenge for children and for an additional opportunity for parental involvement. These tasks will complement the work that is taking place in lessons and provide opportunities for children to develop their interests and skills.
- **Enrichment** – deep challenge. We will consult our children and work with other local schools to provide a cluster of enrichment activities including clubs, competitions, exhibitions, concerts and specifically-targeted day and residential visits. This will provide exciting and inspirational opportunities to solve problems within unfamiliar contexts. Children and their families will be invited to celebrate achievements in and out of school via assemblies, newsletters and the school's website. We will look for offers of an outreach programme where sixth-formers would mentor our children.

We will explore the potential of STEM-related competitions, for example the First Lego League (where children compete in STEM-related challenges) and employer-based challenges. These will form some of the enrichment opportunities for gifted and talented pupils as an extra-curricular activity, which form part of their Booster classes. We will use the NAACE Challenge Award Framework, which will provide a standard by which to audit, evaluate and plan for continuous whole school improvement. Typically we will expect our most gifted students to be achieving at least a Level 5 at the end of Key Stage 2.

#### **D4iii. EAL**

We will ensure that children identified as having English as an Additional Language (EAL) are appropriately supported in the context of their whole family, who may also need support in using English. Although levels of EAL are relatively low across Wokingham as a whole, an increasing number of families, particularly from Eastern European countries is now moving into the area. Responsibility for co-ordinating their support will be given to a particular member of staff. Their role will be to liaise with

Wokingham's Teaching and Learning Adviser for Ethnic Minority Achievement and EAL to ensure best practice is shared, to collate an initial register and to broker training where necessary. Again it will be incumbent on teaching staff to identify EAL children in lesson plans and put in place intervention strategies where necessary. Strategies may include:

- additional learning resources;
- practical learning activities;
- Teaching Assistant support directed to children, to ensure a thorough grounding in phonics and basic functional English;
- using Reading University students to undertake post-PGCE placements to develop materials;
- using adult mentors from the local community to work with students. This will range from paired reading to confidence building;
- where there is a group of pupils all from the same language background it may be appropriate to bring in an additional mother tongue teacher to assist them in developing their dual language abilities and ensuring their integration into British society is as positive as possible;
- providing support for parents by establishing an international group;
- an additional EAL teacher if needed.

We recognise that issues affecting communities with ethnic minorities may impact on the children's achievement. Therefore we aim to address the needs of these groups by:

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

In the same way in which the school will appoint a Special Needs Governor, it will also appoint an EAL Governor.

#### **D4iv. Special Educational Needs**

We believe that the best way to meet the needs of the majority of children with Special Educational Needs (SEN) and Additional Education Needs (AEN) is to expose them to high quality, differentiated classroom teaching together with their peers. As such, as well as individual and group support (described below), we will place a strong emphasis on teaching staff personalising their pedagogy and structuring tasks so that all children can access the curriculum.

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

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

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

We recognise that it is vital that the teaching of children with SEN is not left solely to the teaching support staff and all class teachers will be expected to plan time working with small groups of children with SEN to bring on their learning. Where possible small-group teaching of children with SEN will be within the classroom and interventions outside the classroom will be kept to a minimum to ensure that all children have equal access to the whole class learning with their teacher.

All teachers will be expected to identify children at School Action, School Action Plus and children with statements on their lesson plans and all teachers will be trained to address high-incidence, low-level SEN. They will also liaise with the SENDCo to ensure class-based interventions are graduated and in line with best practice. The SENDCo will need to be fully conversant with the changes taking place under the new legislation expected to go through Parliament in the next 18 months and will need to fully understand the new assessment and identification of children with special needs so as to be able to address them in an appropriate way.

Our approach to personalised learning and meeting individual needs will include using outside space to contextualise learning and provide multi-sensory environments in which to learn e.g. extending learning about geography by exploring local plant life. Our intention is that the Headteacher would have significant SEN experience and would consider the use of psycho-educational profiling tests to define each child's level of development and appropriate augmented communication, e.g. Makaton, PECS and communication aids.

Where children need additional support to reach their focus objectives, this support will be provided in booster classes on Mondays and Wednesdays from 3.30pm to 4.30pm. The booster classes will be optional but we hope that parents will recognise their value and ensure their child attends.

### **Targeted interventions**

Our ethos on the whole will be to ensure that children are taught within their class wherever possible; however, we believe that some children may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after-school booster sessions). Extra support will be viewed as part of a pupil's learning time (whenever it takes place). There will therefore be the same expectations of punctuality, behaviour, attitude to learning etc.

We will provide this targeted support for children who are struggling in literacy and numeracy and those with particular special needs. We will review interventions each term in light of observational and summative assessment data. Individual support might include additional phonics input in KS1 and reading comprehension in KS2. If necessary, Reception and Year 1 children will work in smaller focused groups.

There may also be some children who would benefit from accessing small group support for non-academic subjects such as social skills and communication. If we feel it is desirable for pupils to access this support then this will be done in a sensitive way and in partnership with parents.

### **Clear lines of responsibility for pupils with SEN(D)**

Our staffing plan assumes that the school's Headteacher will assume responsibility for the SENDCo role in the first few years of operation. He/she will have responsibility for:

- devising the school's SEN plan with regard to the SEN code of practice;
- training all staff in how to recognise SEN, and what processes to follow, to ensure all children are adequately supported;
- engaging parents of children with SEN, in particular when the support provided is at the School Action Plus level and requires parental consent;
- maintaining a balance in the school between identifying and adapting provision for children with SEN, while also ensuring the support is light-touch, non-judgmental and in line with the Equalities Act 2010;
- keeping a relevant and up-to-date SEN register, highlighting children on School Action and School Action Plus and those with a statement of special educational needs;
- establishing and reviewing Individual Education Plans termly, ensuring challenging targets are set for all pupils identified with SEN;
- working in partnership with our feeder nurseries and children's centres to ensure children's needs are identified, and where necessary statements are written at the appropriate time;
- instituting 'individual education plans' with staff and parents: Ensuring pupils' IEPs are included in the teachers' planning and working closely with parents to ensure consistency of learning both at home and at school;
- training staff in how to teach children with SEN;
- managing the SEN budget and line-managing any TAs employed to support in this area;
- working with other agencies and the LA to broker additional support;
- managing the statementing process;
- ensuring SEN/AEN provision best meets the needs of children;
- liaising with the SEN link governor who has overall responsibility for the provision in the school;
- ensuring an understanding of legislative changes and how they affect the provision, assessment and identification of SEN within the school.

Our Headteacher/SENDCo will also be responsible for:

- setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data;



- disseminating the first SEN(D) register;
- inducting new staff members into the school's SEND practice;
- putting in place systems to ensure statutory compliance for children with a statement of SEN(D);
- ensuring the design of the building makes provision for access for disabled children.

The Headteacher/SENDCo will be in post before the school opens, which will enable him/her to draw up a policy framework and find out about and accommodate the special educational needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN Code of Practice and will embed our approach, highlighting the key expectations of staff.

Critical to effective SEN provision, particularly for those with complex needs, is multi-agency support. We will therefore build a strong partnership with Wokingham Borough Council to ensure we can contribute appropriately to a more streamlined assessment process. In particular we will work with: the Educational Psychological Service; speech and language therapists; CAMHS (Child and Adult Mental Health Services); Learning Support Services, SEN and Transport Services. We will also work with the Education Welfare Services and related departments such as Wokingham Parent Partnership Service, Health and Social services, local disability groups Early Bird Programme for Autistic Children, Parent Support Group for Dyslexia and ensure additional support and agencies are deployed where appropriate. We will also look to develop a partnership with Addingtons Special School.

We will work closely with Wokingham Borough Council and other authorities, as appropriate, to ensure parents are provided with the necessary information on our approach to working with children with Special Education Needs or Disabilities, to enable them to make an informed decision as to whether or not Evendons is the right school for their child, and ensure we comply with any legislation or recommendations emerging from the recent Green Paper 'Progress and next steps' in terms of improved support for families and their children once they are enrolled at the school, and ensuring they, and their children as appropriate, have an ongoing say in the education experience we provide for them.

Strong links will also help us to plan and provided the most appropriate support for pupils. These students' needs will be catered for on a case-by-case basis, co-ordinated by the SEN teacher, and provision may include additional school visits, or provision of special equipment to aid learning.

A Special Needs Governor will be appointed so as to ensure the aspirations the school sets itself are met. This role will be seen both as a challenge and support for the SENDCo. He/she will report regularly to the local governing body and in turn to CfBT Schools Trust.

As part of our monitoring of standards through classroom observation and reviewing lesson-planning, specific attention will be given to the progress of SEN pupils. Also, through our tracking data we will look specifically at the progress of groups of SEN pupils, across core subject areas as well as across year groups, as opposed to individuals.



### **Looked After Children**

The SENDCo will also have designated responsibility for looked after children. We are committed to ensuring that looked after children in our school receive the high quality of education they deserve. We will ensure that:

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

### **D4v. Meeting the needs of disabled students and those with SEN (but not statemented)**

The school is committed to educating able-bodied and non-able-bodied pupils alongside each other. The Paralympic Games has heightened people's awareness of the issue of disability and has raised the bar in terms of what we all should do in support of a more inclusive society.

In its design phase, the school will accommodate wheelchair access and the appropriate provision of disabled facilities. In addition, curriculum provision must take into account the needs of pupils with, for example, sensory or visual impairments through the provision of learning aids including hearing loops in classrooms or visual aids such as iPads which can enlarge the text pupils need to read, or 'talk to type' software.

### **D4vi. How the use of IT, other agencies and partners' resources will support the varying needs of students**

Throughout this section we have identified how we will use the resources made available by Wokingham Borough Council, local employers and voluntary groups, Reading University or national organisations (such as NAACE). We will also look for best practice in other schools.

The use of IT will be planned into both our curriculum structure and our programmes of study. This will vary from the use of specific programmes to develop skills for Special Needs students to more challenging research-based activities for the most able. However, we will not set low expectations and it is important that pupils of all abilities are able to interrogate websites, for example. Also, we are limited only by our own minds in this area. We should not assume that pupils who might be defined as having special needs in a traditional sense will have such needs when using modern technology. We must capitalise on this.

The development of an effective virtual learning environment (VLE) will provide opportunities for many things. Our aim would be that schemes of work, lesson plans and homework are provided online. Pupils will also be able to submit work electronically (absence will no longer be an excuse for falling behind).

## D5. Ensuring the success of children and the school

### D5i. Our approach to evaluating pupil and school performance

From the Headteacher down, we will ensure that staff deliver to our expectations and that each child achieves to the best of their abilities.

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

**Pupil-level data:** occasional testing, Assessment for Learning feedback, surveys and School Council feedback;

**Teacher-level data:** lesson observations, work scrutiny, surveys, children's progress meetings;

**Parent/carer-level data:** regular face-to-face and telephone contact, and surveys.

Evendons Primary School will have a termly assessment cycle and at certain points during the year an accountability snapshot will be created. This snapshot will form the basis of the school self-review and will be used to make a judgement about performance. Where there are weaknesses, it will be incumbent upon the Headteacher to put in place interventions to improve outcomes. The success or otherwise of these interventions will be closely monitored by the Governing Board and the CST Trust Adviser. This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

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

Termly academic review meetings will provide opportunities for the school to share with parents performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each child's progress and provide clear targets for improvement; this information will be recorded on the child's pupil profile. Parents will be invited to meetings to discuss progress, as well as any issues or concerns, face to face with the teacher and agree next steps.

### D5ii. Pupil Development and Achievement – success measures and targets

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

Despite their importance, self-evaluation systems have traditionally been poor in England's schools. Evendons Primary School will be robust in its use of tracking and

data monitoring. We are also aware of the balance that needs to be struck between this and trusting teachers as professionals, enabling them to concentrate on doing what they know to be best for their students. (See the sections below on Intelligent Accountability and the ‘No surprises’ approach to monitoring for more details.)

Below we describe the various ways we will measure success, at: CfBT Schools Trust level; School level; and Pupil level.

**1. CfBT Schools Trust Annual Assessment**

CfBT Schools Trust (CST) will carry out an annual assessment of all schools including Evendons Primary School (this is likely to be in the spring term). The assessment will cover pupil performance, customer satisfaction (children and parents) and resource management. These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators will also be weighted to give an overall score for the school.

The school will self-evaluate and then be externally moderated (by a senior manager from another CST school or a CST Trust Adviser). The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school’s evidence base for part of that assessment. CST has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management. The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support negotiated for the school in the following year (Excellence Package).

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

**2. The School Level Impact Report and Self-Review**

Measuring what we value, not valuing what we measure. Our vision foresees three outcomes for children:

- achieving academic success in both core and STEM subjects;
- developing rounded characters;
- becoming critical thinkers and lifelong learners.

Only the first one is directly measurable – through assessments of pupils’ progress against National Curriculum expectations and through standardised attainment test results. Until the first cohort graduates from Evendons Primary School, interim progress measures based on progress towards targets will be reported for Key Stage 1 and 2 classes. Evendons Primary School will also investigate the use of the online InCAS assessments tool developed by the centre for Evaluation and Management at the University of Durham, to assess pupils’ progress and attainment, alongside the use of SATs scores.

The school will also agree a set of proxy measures that can also be reported on in the annual school Impact Report. These proxies either measure a similar/related outcome or they measure how successful we have been at doing something that we believe will promote one of the three outcomes. They could include:

- termly progress in English and Mathematics;
- % of lessons graded outstanding, good, satisfactory or inadequate;
- attendance rates;
- number of exclusions;
- performance against budget;
- how many and which CPD courses staff have completed;
- performance that at least matches the results of the four local schools for KS2.

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

- size of school/ pupil numbers/ oversubscription levels;
- enterprise activities delivered;
- how we have spent the pupil premium received;
- community engagements list;
- turnover of teaching staff;
- parental satisfaction with the school;
- number of sanctions by seriousness of the offence;
- teachers’ perceptions about the vision and how effectively it is achieved;
- number of local businesses engaged in school;
- number of pupils who go on to choose STEM subjects as options at secondary school;
- recognition of teaching staff in the National STEMNET Awards (supported by the Science & Technologies Facilities Council (STFC) and the Department for Business Innovation and Skills;
- Primary Science Quality Mark (PSQM) – the award scheme to develop the quality of science teaching and learning in primary schools. Schools can achieve Gold, Silver and Bronze awards.

Once available, the following data will also be included in the school’s impact report:

- % *not achieving* Level 4 in English and mathematics and science;
- % achieving Level 5 in English and mathematics and science.

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

Evendons Primary School will consider that any child not achieving at least Level 4 in English, maths and science by the end of Year 6 (having been there since Reception), represents a failure of the school (unless the child has a specific special educational need which means this level of attainment is not likely to be attainable). We hope that this can be avoided through our personalised learning approach (with booster support as required) and through tracking progress in English and mathematics every term.

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

### **Intelligent Accountability**

In the same way that Ofsted inspections are being scaled back for schools that have been shown to be already outstanding and that maintain great results, we will apply the same logic to our teachers. We will run an intelligent accountability system for teachers in our school. Where we have teachers who have, through years of experience achieved a track record of success, we will employ and manage them as professionals, trusting them to use their precious time in the way they deem most appropriate to the children in their care, whereas less experienced teachers will be more frequently monitored, and challenge and support provided as required.

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

One incentive approach we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are dependent on achieving certain pupil attainment-related measures. Immediately this will raise the stakes of testing for staff and act as a deterrent to the kinds of staff we do not want to employ. On the other hand it will allow us to reward excellent performance with increments of more than one level up the pay spine.

### **3. Pupil level**

A software package such as Target Tracker could be used by all teachers to track and monitor the progress of children in their class against ambitious targets set on entry to the school. As described in Section D2 our educational model is based around no child being left behind, thanks to targeted booster classes with the teacher two afternoons per week (3.30pm – 4.30pm). There should therefore be no excuses for

any child not achieving their targets, and teachers will be expected to work with the SENDCo and Headteacher if they are concerned about any child falling behind.

### Assessment for Learning

As described above, formative assessment is at the heart of all good teaching and as such it is built into the CfBT outstanding lesson (see Appendix C2, CfBT School Design). We will also focus on Assessment for Learning techniques, and so practices will include:

- teachers providing real-time, oral feedback on children's work to stimulate regular learning conversations in the classroom;
- comment-only, non-graded marking on selected pieces of work; some studies show that often children do not read comments when these are given in conjunction with levels;<sup>5</sup>
- involving children in peer- and self-assessment. Children will be encouraged to make their own judgements about how far they have progressed, for example using a traffic light system to evaluate their own understanding of lessons objectives at the end of each teaching session.

At Evendons Primary School children will be continually assessed against the focus objectives for Literacy and Numeracy and ICT, and National Curriculum level descriptors for Science.

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

At the end of each term, children will also sit more formal, summative assessments in the core subjects. The results of these assessments together with the teacher's ongoing assessment observations will form the basis of a report card sent home to all parents which explains each child's progress towards their targets as well as setting targets for the next term. The report may be delivered by email if parents prefer. This will be followed by an open classroom session, during which children can share their work with their parents, and a 15-minute conference time for teachers and parents to discuss the child's progress and attendance. Reception-aged children will receive a progress report using a tool such as Target Tracker.<sup>6</sup> Learning journeys can be produced as a web page for parents to take home.

### InCAS

CST is currently exploring the adoption of InCAS across all its Free Schools. If it is adopted, Evendons Primary School would be one of the first schools within the Trust to implement this assessment tool. The InCAS assessment tool would complement the results of teacher assessments and allow the school to benchmark the progress and achievement of its pupils across a large cohort of pupils.

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<sup>5</sup> Black, P. et al. (2002) *Working inside the black box, Assessment for learning in the classroom*, London: King's College.

<sup>6</sup> <http://targettracker.org/>



## D6. Admissions

Evendons Primary School aims to serve its local community by providing high quality education within an inclusive framework. It will incorporate no faith criteria in its admissions code. We believe that parents who choose this school for their child will do so knowing that it is a school which will provide their children with 21st-century skills focusing on entrepreneurial competencies and thus preparing them for a life in a rapidly-evolving society.

The school motto will be *‘Nurture, Inspire, Flourish’* and will reflect our vision of providing a fun and vibrant learning environment with a focus on academic excellence in English and Science, Technology, Engineering and Mathematics subjects, whilst encouraging creativity in the Arts and camaraderie in Sport, and nurturing respect for others and the environment. This will be achieved in an inclusive environment, welcoming children from many different faiths and backgrounds. The school will adopt a holistic approach to ensure the personal and social, as well as academic, development of each child.



Evendons Primary School will be a ‘walking’ school and, as the children will be drawn from the immediate vicinity of the school, we will expect our children to walk, scoot or cycle to school wherever possible. A scooter/bike shed will be provided to store these safely.

### D6i. Admissions Criteria

The total pupil admissions number (PAN) will be 25 (1FE of 25 children per year). Evendons Primary School will be part of the Wokingham Borough Council admissions process for state schools from 2015. This means parents/carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school. In Year One (2014) we will manage applications ourselves but hope to be in close contact with Wokingham Borough Council’s Admissions Department throughout the process and will take advice from them and from the DfE on how best to run these processes alongside one another. However, the governing body of Evendons Primary School, which will be constituted during the implementation phase, will be its own Admissions Authority. We intend for the Admissions Policy to be in full accordance with the School Admissions and Appeals Codes.

Our proposed Admissions Policy is broadly in line with Wokingham Borough Council’s oversubscription criteria for community schools. The main changes would be that we:

- would like to give precedence to children of the Founders of the school (if legislation is passed to allow this – see Notes below);
- will have a designated catchment area, of 1.5 miles circular from the start of the [REDACTED].

  
The map above shows the suggested catchment area, and the blue pointer highlights the .

If there are fewer than 25 applications for any year group, all applicants will be offered a place. Where the number of applications for admission is greater than the published admissions number for any relevant age group, Evendons Primary School will consider applications against the criteria set out in the sub-paragraphs following. This does not apply to those children with statements of Special Educational Needs where Evendons Primary School is named in their Statement, who will be admitted first.

Criteria:

- a) Looked after children or children who were looked after.<sup>7</sup>
- b) Children whose parents are Founders of the school (subject to the approval of the Secretary of State at a national and local level).
- c) Children with a brother or sister who will be attending the school at the time of proposed admission. The children concerned must be living at the same address, which must be within the Catchment Area outlined above. (This criterion will be applied from 2015 onwards.)
- d) Other children living permanently within the Catchment Area.
- e) Siblings of children already in attendance at the school who at the time of any subsequent applications are living permanently outside the Catchment Area.
- f) Other children living outside of the Catchment Area without siblings, measured on a straight-line distance from the front door of the child's home to the school gate.

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<sup>7</sup> A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services function (see definition in section 22(1) of the Children Act 1989). Previous 'looked after children' include those children under the terms of the Adoption and Children Act 2002 (section 46 relating to adoption orders), Children Act 1989, section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live and section 14A which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians). Applications received under the Criterion A must be made by the person with parental responsibility for the child (e.g. the child's social worker, acting on behalf of the local authority for a looked after child) and will need to be supported by the following official documentation, as applicable:

- i. Confirmation by the home local authority that the child is looked after or
- ii. Confirmation by the local authority that last looked after the child confirming that the child was looked after immediately prior to the issuing of one of the following orders
  - a. Adoption order
  - b. Residence order
  - c. Special guardianship order.

Our admission arrangements take into account the requirements of the Equalities Act.

## Notes

### Founders of the school

Founders of the school are defined as the Proposers, and those who have provided significant and specific assistance, advice, guidance or support to the Proposers in the preparation of the Application. Assuming legislation regarding the school's Admission Codes changes to make it possible, we will use this as our third oversubscription criterion; otherwise it will be removed. We expect this criterion, if approved, to be applied to the children of a maximum of one Founder's family.

When drawing up the Admissions Policy we will employ the following definitions, most of which are taken from 'Starting School in Wokingham 2013'.<sup>8</sup>

### Distances

All distances will be calculated by the admissions IT system using ADDRESS-POINTR. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metres (10cm). The accuracy of each ADDRESS-POINTR is such that each point will fall within the addressed building. In the case of a multi-occupancy building, such as flats, where there may only be one address point, the place will be allocated randomly.

### Tie-break

In the event of oversubscription in any of the d, e and f criteria above, priority will be given to those living nearest to the school measured in a straight line distance. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly.

### Shared custody

If parents live separately, the application must be based on the address at which the child usually lives and from which they travel to and from school. If parents live separately but the child lives equally with both at different addresses, it is the parents' responsibility to agree and make it clear which address will be used and to provide supporting evidence in respect of that address. Only one address can be used and CST reserves the right to determine which address will be used.<sup>9</sup>

### Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with foster carers as a result of being looked after by a local authority. Priority under the sibling criterion will only be given to children who will have a sibling at the school at the time of admission.

### Twins and triplets

Where applications are received from twins, triplets or same-year siblings the following procedures of normal oversubscription criteria will be applied. In the event that it is not possible to offer places to all children of multiple births an additional place(s) would be allocated to the other sibling(s).

### Verification of information

We will request that copies of the following documents are submitted with applications:

1. Council tax bill for the year 2013/2014 or housing benefit letter; and

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<sup>8</sup> <http://www.wokingham.gov.uk/schools/admissions/primary/>

<sup>9</sup> CST reserves the right to use the residence used for registration with the child's GP as the main address

2. Utility bill such as gas, electricity, water or landline telephone bill dated in the last three months (mobile telephone bills will not be accepted).

CST will randomly check addresses given and may request additional proof if necessary. Provision of false information, or the omission of material information, may result in disqualification, or the loss of a place even after it has been offered, accepted or taken up.

**Change of address**

CST will only accept changes of address once they have taken place. Notice of planned future arrangements will not be accepted. Notice of change of address should be provided to CST in writing, with appropriate evidence. For a change of address to be taken into account for your admissions application, it must have occurred before the closing date of 15 January 2013.

**Waiting list**

After 29 April 2014 a waiting list will be administered if the school has more applicants than places available. A child’s position on the waiting list is determined by applying the oversubscription criteria as described above. Positions on the waiting list may go up or down due to pupil withdrawals or new or revised applications and no account is taken of the length of time spent on the waiting list. Waiting lists will be maintained for one academic school year. Parents will receive periodic requests to see if they wish to remain on the list. Children who are the subject of a direction by the local authority to admit, or who are allocated to Evendons Primary School in accordance with an in-year fair access protocol will take precedence over those on the waiting list.

**Late applications**

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

**Exclusions**

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

**Appeals procedure**

Pupils refused a place at the school are entitled to appeal to an Independent Appeals Panel. CfBT Schools Trust (CST) will look to buy into the Wokingham Independent Appeals (IAP) Panel Service to manage any admissions appeals lodged against Evendons Primary School with regard to admissions, until such times as it has established its own IAP as a Trust.

**Key dates for Wokingham’s primary admissions process**

The table below is indicative and taken from the information on primary admissions for parents in Wokingham. We will manage our own admissions in Year One (2014/15) and expect to follow the same timescale as Wokingham does for its own admissions.

Timetable for the Determination of Applications to Primary (Reception Class) School: 2014/15

January 15, 2014	Statutory deadline for receipt of applications
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February 10, 2014	Checking of application data
March 17, 2014	Checking of offer data
April 16, 2014	Offer letters posted first class
April 30, 2014	Deadline for receipt of acceptances
June 2014	Deadline for appeals

## D7. Approach to Behaviour Management

Our vision is to create a happy, caring and secure environment for the children at Evendons Primary School, where a strong culture of respect, for individuals (self) and others is paramount. We will ensure a creative, stimulating learning environment is provided and appropriate goals are set for each child. This will keep children motivated and happy, thus focused on work and friendship rather than negative behaviour. We believe a crucial factor to achieving our approach to behaviour management lies with the adherence and support of all children, parents and staff. A high-profile Headteacher will play a key part in positive reinforcement and behaviour management.

We are determined to develop the social as well as academic skills of young people and to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately, before any negative practices are allowed to become embedded in the life of the school. We will provide children with the opportunity to adapt their behaviour to different environments they may be exposed to in later life i.e. what is acceptable in the playground versus the classroom. We feel that pupils will enjoy stability in their everyday working environment.

### D7i. Pupil well-being

At Evendons Primary School we have a responsibility for the care, welfare, safety and therefore the learning environment of all our pupils. The school’s ethos provides the basis for this policy. The promotion of our agreed values and beliefs means a pupil-centred approach.

Teachers, non-teaching staff, welfare staff and other adults are all part of a team. This team wants to ensure pupils are happy and secure in whatever activity they are taking part, whether social, spiritual, mental, emotional or physical. The provision of this care is extended during all extra-curricular activities such as clubs. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff are encouraged to approach the care of our children in a positive way.

Through our Pastoral Care Policy we aim to:

- create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy;
- promote the aims of our school;
- implement our ‘golden rules’ for behaviour which consider the views of all staff;
- maintain the highest standards of teaching and learning;

- respond in a sympathetic way to the concerns, fears and worries of our pupils;
- build an atmosphere of trust;
- make children aware of potential dangers through the teaching of Health Education and other subjects, e.g. road and water safety, or care in the sun.

Parents will always be welcomed and encouraged to contact their child's class teacher or the Headteacher if they have any concerns or worries. We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

Children will be encouraged to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff will respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance, in confidence if required.

At Evendons Primary School our Pastoral Care and Behaviour Management Policies will go hand in hand in order to achieve the right environment for all pupils to learn and to create the right values of good behaviour. Research has shown that effective Pastoral Care policies can encourage good behaviour ('Pastoral Care in Schools: Promoting Positive Behaviour' – DENI). Our Pastoral Care and Behavioural Management Policies aim to support a climate of working together to achieve and succeed, and to promote a positive ethos. The research praises the involvement of the whole school community, from the Board of Governors to all staff, pupils and parents, in a partnership approach to developing and maintaining good behaviour.

Evendons Pastoral Care and Behaviour Management Policies seek to provide a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These policies support the school in aiming to allow everyone to work and play together in an effective way. Our positive ethos will be one in which:

- the pupils' confidence and self-esteem are promoted;
- they are encouraged to value one another; and
- they show a strong sense of belonging to the school as a community.

Evendons Primary School pupils will take pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

#### **D7ii. Promoting good behaviour**

Our approach to behaviour for learning is based on the following principles:

- Behaviour management will be underpinned by positive reinforcement strategies (individual praise, house points, circle time (structured group talking time discussing different issues and playing self-esteem and team-building games, bonding etc.) and clearly defined rules, boundaries and sanctions. Although praise is essential to our strategy it will be dependent on performance/behaviour and used with discrimination, so that pupils value it. Our aim is to ensure that children feel happy, safe and secure and valued, which is conducive to good behaviour and good learning results.



- High expectations of work and behaviour. The school will adopt a strong but fair approach to discipline and zero tolerance of bullying and any discriminatory behaviour. The standards of behaviour we expect are those which the vast majority of parents would insist on, and we value the mutual support and trust between home and school. Children will always be encouraged to take pride in their work and in positive behaviour. A focus on good manners and self-respect will be nurtured. Children to be taught to value their environment and respect others and their property.
- A clear policy on rewards and sanctions, praise and rewards will breed appropriate behaviour and ensure pupils value the privileges associated with it. Sanctions will be clear and consistent and the Headteacher will ensure they are discussed, acknowledged and adhered to throughout.
- Motivating children by showing an interest in them and respect for them, giving them security and nurture through belonging to a school, a house and a class, and by delivering an engaging curriculum through well-paced lessons, using stimulating activities which encourage attendance as well as stating our high expectations at the beginning of every lesson; and wherever possible applying alternative learning environments to stimulate and engage children.

Children will be following the Golden Rules (see below) as a guide to conduct and positive reinforcement strategies will be adopted to manage behaviour. These will apply to the whole school and in all areas of school life.

**Golden Rules**

<b>Do:</b>	<b>Do not:</b>
Be gentle	Hurt anybody
Be kind and helpful	Hurt people’s feelings
Work hard	Waste your or other people’s time
Look after property	Waste or damage things
Listen to people	Interrupt
Be honest	Cover up the truth
Respect other people	
Be polite	

The Golden Rules will be discussed at the beginning of each year. The children will write their own class rules based on the Golden Rules, which will be signed by each child. These will be displayed in each classroom, giving the children ownership. This will ensure consistency for children, parents, carers and staff.

We will also ask parents and children to sign a more formal document outlining our behaviour expectations. These will be known as the Pupil/Parent Promise. It will show what pupils can expect from teachers and what teachers expect from children. See Appendix D2.

### Playtimes and Lunchtimes

Playtime and lunchtime should be a positive experience. Teachers and Lunchtime Supervisors will work in partnership to encourage positive play and the use of lunchtime equipment provided in the playgrounds. We want all children to feel safe and happy in the playground.

### Positive Reinforcement Strategies

Through the following strategies we will ensure that children feel happy, confident and empowered in their learning journey. This will lead to good behaviour.

- Two children from each class will be elected by peers to be School Council members. All children will be involved in decision-making and will have an impact on school life. Additionally roles of responsibility and care will be given to children, allowing them to be peer buddies, monitors and mentors for younger children/peers and to help other children with minor concerns or problems. Praise for acts of responsible behaviour encourages a positive attitude towards self-discipline.
- ‘Circle time’ as and when needed to discuss and resolve arising issues, will ensure all children have the opportunity to discuss feelings and potential problems. Children will be given clear goals and appraisals of work and behaviour. Circle time will also be used as a tool to build confidence, relationships and camaraderie. Termly (or otherwise) formal structured meetings will be held to discuss progress and help set new targets, empowering children to take responsibility for their own progress. Through realistic but challenging expectations children will feel that they are succeeding and will be less likely to misbehave. Ongoing feedback will be given by the teacher daily to keep children informed on their progress.
- Through marking, the teacher will make a list of children who have done well and give verbal praise the next day. Celebration of success, not just academic success will be part of the classroom and school life.
- Rules and different PSHCE subjects (Golden Rules) will be discussed in assemblies and/or circle time. Children will be encouraged to express their ideas and concerns.
- Emotional intelligence is a key tool which will be taught to children. **‘Emotional intelligence’** has been defined as the ability to identify, assess and control the emotions of oneself, of others, and of groups. There is a large body of research asserting that emotional intelligence is critical to children’s academic and life success.<sup>10</sup> Pupils’ personal development forms part of Ofsted’s assessment criteria. It has been found that children with poor emotional skills struggle to make friends, have poor attention in class and have feelings of frustration. This often leads them to be hot tempered and in some cases, causes them to bully. Emotional resilience – the ability to cope with hardships and unexpected difficulties – is being increasingly prioritised. Good emotional skills include:
  - being able to control impulses;
  - knowing that you can’t always have what you want immediately;
  - being able to generate ideas and put them into action (motivate yourself);
  - understanding other people’s feelings;
  - coping with life’s ups and downs.

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<sup>10</sup> Seema Thobhani, author and director of Kids4Mation

Teachers will adopt an approach which uses these strategies to model behaviour. Children will be given the opportunity and area (a bench/room/corner) to discuss issues or talk things through.

Research<sup>11</sup> has shown that effective use of ICT can contribute to good behaviour. Where possible, ICT will be used as a cross-curricular link in the teaching of other subjects, i.e. used to research / type up / present data etc. PE also offers a clear benefit in physical and mental well-being; thus, where possible we will include PE cross-curricular links. Activate (like Brain Gym) will also be applied in the classroom. This allows children 5–10 minutes of gentle physical exercise on a daily basis. This offers physical benefits as well as improving listening skills, attention and concentration.

### **Lessons and Teaching**

To ensure children enjoy school, teaching will be interesting and varied and will allow children a degree of choice. Pupils' preferred learning styles will be assessed and applied to lessons, and each pupil will be involved in the learning and teaching process. Children's interests will be used to motivate and inspire learning; allowing them to be part of the decision-making process and bringing ownership to the lesson.

We will expect and support all staff to deliver well-planned, purposeful and active learning experiences, as this will improve pupils' behaviour. Our teaching practices will encourage an accurate match between ability and aspirations through consistent individual assessment. We will offer differentiated tasks which challenge each ability group. The pace of the teaching will be appropriate to children's needs with clear learning objectives and deadlines. Regular, carefully organised topics and events such as Enterprise Week, International Week, etc will keep children busy, excited and focused. All children will be expected to participate in lessons and contribute to discussions. We will aim to have calm, happy pupils in class, who feel supported and valued. Positivity from the adults will allow them to deal effectively with situations as they arise.

Nothing matters more than getting the interactions right in the classroom. That means schools need a clear focus on teaching practice. Evendons Primary School will have a distinct approach to ensuring effective teaching in terms of the consistent application of the CfBT Outstanding Lesson approach, which is outlined below.

The CfBT Outstanding Lesson forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter. The core features of the CfBT Outstanding Lesson are:

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

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<sup>11</sup> ([http://www.highlandschools-virtualib.org.uk/lft/inclusive\\_enjoyable/behaviour\\_m.htm](http://www.highlandschools-virtualib.org.uk/lft/inclusive_enjoyable/behaviour_m.htm) )

- homework tasks that are integrated into teaching;
- a good pace to the lesson with clear routines of behaviour.

### Rewards

The school rewards system will be designed to maintain appropriate behaviour and motivation both in the classroom and around the school. The school will aim to always recognise children whose behaviour and work goes 'above and beyond' normal expectations. The following rewards may be appropriate:

- verbal praise;
- positive comments written on work;
- positive comments in the home-school diary;
- stickers and stamps in books;
- awarding table, house and class points;
- 'Star of the week' and names put in the Golden book (a book centrally kept displaying children's positive behaviour);
- certificates to be given during assembly for the children who have stayed 'on green' all term;
- merit certificates;
- recognition in an assembly and/or circle time;
- work shared with another class, the Headteacher or other members of staff;
- commendation award / prize at end-of-term assembly;
- letter/phone call/postcards to parents to inform them of positive behaviour; it is important to ensure that contact with parents is not always about negative behaviour. The relationship between home and school will be close;
- Golden Time, where children can choose their activity (from a pre-selected group).

### Sanctions

It is important to take time to investigate any offence thoroughly and explain why a pupil is in trouble. Clear guidance should always be given along with the sanction to enable the child to learn and understand an appropriate behaviour. Sanctions should always be fair, clear and consistent, and without prejudice. Children will respond positively if they think the adult is fair. All children will be told that they are forgiven and should start again, making the right choices next time.

We believe that the difference between the success and failure of a Behaviour Policy is not only its detail but the consistency with which it is enforced. The Policy will therefore form a very central part of all staff induction and all teachers will display and follow the Golden Rules and our behaviour ethos in their classrooms. All staff and volunteers working around the school will enforce the school's Behaviour Policy. The school rules and expectations will be discussed in assemblies by the Headteacher and other teachers on a regular basis. School ethos will be discussed with the class and at the beginning of each term will be revisited and customised for each class and their specific needs, always ensuring the crux of the Golden Rules is maintained. The Golden Rules will be displayed all around the school and each child will know the standard of behaviour that is expected. If incidents of anti-social behaviour take place, the class teacher will discuss these with the individual and where appropriate with the whole class.

Regular behaviour pattern audits will be carried out by staff and the Headteacher to identify key problems. Our school ethos and behaviour plan is based on recognising positive behaviours. However, the following sanctions may be appropriate;

- one-to-one discussion between pupil and teacher during the lesson or after the lesson;
- a reminder of acceptable behaviour according to the school's Golden Rules and a warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques (this is a technique that uses the four Rs: respect, responsibility, repair and reintegration), and using the situation as a learning opportunity where the child can discover a good solution to the problem. Staff will receive appropriate training in this technique as could School Council Members;
- playground litter duty or classroom cleaning duty while missing playtimes;
- privileges to be taken away, School Council role, House Captain, jobs, missing fun events, trips, performances etc. (controversial but very effective and fair);
- Individual behaviour plans with key targets that are reviewed regularly.

### **Uniform**

School uniform will set a positive tone and reflect our practical learning approach. We will use our school uniform to instil pride and belonging, making children from all backgrounds welcome and removing pressure to dress in a particular way. A uniform supports positive behaviour and discipline and encourages identity with, and support for, the school's ethos. Our uniform will be a visual reminder of personal discipline, independence, good order and the school's high standards and expectations. We believe that our uniform supports effective teaching and learning. Education should be a happy experience and our uniform reflects that. Staff will also be expected to abide by a professional dress code. For example, jeans of any type and strappy tops will not be permitted.

Parents will be able to buy uniform from the high street or via an online supplier such as [yourschooluniform.com](http://yourschooluniform.com) at a reasonable price and we will encourage 'gently worn' items to be recycled through our second-hand shop. The uniform will be simple, practical and affordable by all prospective families. It may be as simple as a T-shirt and fleece with the school logo, worn with dark trousers (not jeans) or skirt. Precise colours will be decided by prospective parents, children and school staff before the school opens. We will also request that parents provide sensible footwear and outerwear for our outdoor learning (e.g. Wellington boots and lightweight high-visibility jacket) and indoor shoes.

### **D7iii. Bullying**

Bullying will be taken very seriously and all instances dealt with promptly. Anti-bullying week will be recognised as it has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. Issues will be discussed regularly during circle time and assemblies where we will emphasise that we should be caring and respectful towards each other. We will have a 'Keepaneyeon' procedure and encourage children to report bullying and not to be a bystander.



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

- The incident will be logged and investigated immediately, speaking to all parties involved as appropriate.
- At the end of the school day (depending on the severity of the incident) the parents/carers of the alleged bully and victim will be informed of actions and events.
- All staff members in contact with the alleged bully and victim will be asked to monitor.
- If after investigation it has been proved that bullying has occurred, clear and appropriate sanctions will be implemented. Further action will depend on the circumstances.

Pupils' safety is of paramount importance. At the design stage we will ensure the school is built in a way that provides a secure campus, both externally (gates, walls, fences and CCTV cameras) and internally (external door access). Pupils' safety and well-being should not be seen as only the responsibility of pastoral staff – it is the responsibility of all staff.

#### **D7iv. Attendance and Punctuality**

It is widely acknowledged that if children are not in school their chances of succeeding and developing socially are drastically reduced. We will provide parents with the data that shows the relationship between attendance and academic success. We will make parents aware of our stance on unauthorised absence and will issue guidelines stating what is acceptable (such as the funeral of a close relative) and what is unacceptable (such as time off for family holidays). We will also make it clear that it is the school and not the parents who make the final decision. All requests for absence will have to be made through a formal application process.

We will target poor attendance and lateness in a structured way, as detailed in an attendance policy that will be devised by the Headteacher. The Headteacher/Head of Key Stage will be responsible for monitoring attendance during both morning and afternoon sessions. We propose to use a system such as My Child at School. This allows parents to log in and check on the attendance and punctuality of their child.

Registers will be called each morning and afternoon. The Headteacher/ Head of Key Stage will regularly review attendance figures for the children and put in place interventions. In the case of the first four incidents the teacher/office will discuss the lateness with the parent. If lateness persists then the parent will be written to on two occasions. If this fails to stop the persistent lateness or absence, this will be followed up with parents, possibly with a home visit by a member of staff or the EWO; and, where necessary, the school will take legal action through LA Education Welfare officers.

Both punctuality and attendance will form a major component of our Code of Conduct and we will use the same rewards and sanctions as those outlined above to ensure compliance to encourage good attendance. All pupils with a 100% attendance record at the end of term will be awarded an attendance achievement certificate.

Our Attendance Policy will be included on the school website so that parents know



that we give attendance and punctuality a high priority.

### **D7v. A structured approach to escalation and multi-agency working**

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

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

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

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

### **D7vi. Exclusion Processes**

Evendons Primary School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we would see exclusion as a failure of our approach.

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

**Fixed Term Exclusions:** Fixed term exclusions will be used only when other sanctions and strategies detailed within a Behaviour Support Plan have not been effective over a period of time or when there has been a single serious incident such as those listed below.

In serious cases parents may be sent for by the Headteacher and the child removed

from school premises. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Headteacher may exclude the pupil. Local Authority procedures will be followed in any cases of fixed term or permanent exclusions.

A serious offence could by itself justify a pupil's exclusion. This may include any aspect of the following:

- Violence towards an adult or child;
- Swearing at an adult;
- Racist verbal abuse;
- Sustained bullying (see the Anti-Bullying Policy);
- Frequent high-level disruption to lessons;
- Frequent high levels of non-compliance;
- Frequent high levels of disrespect to all adults who work in school.

Following exclusion, a timetable for review of progress should be applied consistently – all members of staff, supply teachers and parents being aware.

#### Procedures

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

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

If the school wishes to progress to a permanent exclusion we will immediately contact the Local Authority to seek advice. We will arrange our own independent appeals panel (IAP) or buy into the local authorities IAP.

## Section E: Evidence of demand – Part 1

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>	25	63		252%	25	59		236%
<b>Year 1</b>	25	57		228%				
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								

### Introduction

Evendons Primary School Group (EPSG) has undertaken two surveys since August 2012 to generate evidence of demand for the proposed Free School.

#### E1i. Survey 1

The first survey aimed to: establish the level of community support, raise awareness; gather objections to planning on our preferred site (██████████); attract volunteers to help with the project; and gather information on what the local community wanted from a new local school.

The survey was posted online (via Obsurvey) on the EPSG website ([www.evendonsfreeschool.co.uk](http://www.evendonsfreeschool.co.uk)) and promoted by flyers distributed around the local area (1,500 delivered to local houses, and 500 left at doctors', dentists', playgroups, Sure Start centres, nurseries and soft play centres. People without computers were able to respond to the survey as a hard copy document delivered to a post-box left in the local shop stating their postcode, and whether they objected to planning and/or supported a Free School in the area. 213 responses to the online survey and 27 additional paper responses were received to the first survey. The majority of respondents stated that they would all support the Free School and would object to a planning application for any residential or commercial development at ██████████ (██████████ that closed in July 2012). See below for more details.

Below is a copy of the questions asked as part of this survey and an indication of the responses received. Not all respondents answered all questions, so the totals for each question vary slightly. Respondents were also asked to provide their name and postcode.

Questions	Answers		
	Yes	No	Undecided / Maybe
1. Would you support the creation of a new primary school in the Evendons area?	221	9	3
2. Would you support the creation of a new primary school on the site of the [redacted]?	223	8	2
3. Would you oppose development of the [redacted] for residential or commercial use?	180	30	23
4. Do you have children under 10?	131 (55%)		
5. Would you consider selecting a new Free School in the Evendons area for your child / children?	89 parents with 121 children: (2012: 22; 2013: 29; 2014: 30; 2015: 24; 2106: 16)	17 – of these, 8 stated the reason as older siblings already at catchment school. 4 lived very close to Wescott (catchment school) and would expect to get a place there.	25
6. What would be your main reason for this choice?			

Some comments received from parents on why they would choose Evendons Primary School are shown below:

- [redacted], RG41 [redacted]
- [redacted], RG40 [redacted]
- [redacted] GL, RG41 [redacted]
- [redacted], RG41 [redacted]

- [REDACTED], RG41 [REDACTED]
- [REDACTED], RG41 [REDACTED]
- [REDACTED], RG41 [REDACTED]

### E1ii. Survey 2

Whilst the first survey helped raise awareness of the Free School campaign locally and generate some useful evidence of demand/support, we realised it does not meet the requirements of the DfE Free School application process, so we launched a second survey in October 2012 to fulfil this need.

The full text included in the survey has been reproduced below to show the information we gave to parents to help them answer the questions fully.

#### Survey text

Evendons Primary School has been put forward as a solution to the shortage of Primary School places within Wokingham for 2013 onwards. Wokingham Borough Council has identified a need to create at least 60 new spaces by September 2013. A group of parents have been working with the Council to identify potential sites within the most impacted area of Wokingham (in terms of the number of children not getting a place at ANY of their four closest schools in 2012).

A recent survey showed a very strong level of support for the idea of a new Free School in the area. We now need to establish the actual demand among local parents who would select Evendons Primary School as their children's primary school.

**Please register your interest in sending your child to this school by completing the following short survey below.**

We may share this information with the Department for Education as part of our application for a new school. We're grateful for all interest in our Free School project, but please note this survey is specifically for people with primary school aged children.

#### Information about the proposed Free School:

The School will be a Mainstream Primary School, situated in the Evendons area of Wokingham, serving 4–11 year olds. It is expected that the school will initially open with a Reception year only, unless demand is high enough to consider more years transferring from other schools. Our aim is to provide a safe and caring community-led school for our children to grow and flourish.

**The ethos of the School will be based on three key areas:**

Community – Recognise and reward both individual and team performance, solidifying the notion of team spirit, loyalty and acceptance of others through a house system in both work and play. Forge alliances between the school, local community, farms and business.

Enterprise – Learning will be exciting, interactive and challenging, and foster inquisitively minded, motivated, industrious children supported by staff in all aspects of the National Curriculum with a resourceful ‘can-do’ spirit. Experiences from the broader curriculum, in and beyond the classroom, will ignite creativity and instil blue-sky aspirations for our children to realise their dreams now and later on in life.

STEM (science, technology, engineering and mathematics) – Accelerate learning through technology, in balance with traditional methods. Children will be guided safely through the digital landscape and taught to embrace new technology with confidence and gusto. Real life STEM experiences will engage and inspire, creating ‘eureka’ moments inside and outside the classroom.

Parents were then asked to provide their surname, postcode and date of birth of any children under the age of ten.

Parents were then asked ‘Would you select Evendons Primary School as first choice for your child / children?’

The results of the survey have been collated in the table/maps below:


Year of intake to Reception class	Yes – 1st choice	No	Maybe	1st survey positive respondents who have not yet completed survey 2.	Total potential demand numbers
2013**	<b>57</b>	1	11	14	82
2014	<b>63</b>	3	6	12	81
2015	<b>59</b>	0	7	6	72
2016	<b>45</b>	1	2	5	52

\*\*These children would join Year 1 in 2014.



The following map shows the demand from **1st choice only** respondents for the **2014 Year 1** intake, plotted by postcode.



The following map shows the demand from **1st choice only** respondents for the **2014**  **Reception** year intake, plotted by postcode.

The following map shows the demand from **1st choice only** respondents for the **2015 Reception** year intake, plotted by postcode:



### **E1iii. Gathering Demand Evidence**

It is worth noting that parents of four-year-old children are invited to attend open days, meet the Headteacher, go on individual tours and ask questions when they are looking at primary schools to choose the one for their child to attend. When forming an opinion of a primary school, the parents have to base their decision on:

- the information and feel they had when visiting the school;
- published results of the school;
- Ofsted reports;
- word of mouth and public opinion;
- location and practicality of the school.

In terms of results, the four local schools have an excellent academic history, with the four closest schools all achieving results ahead of the national averages. The table below offers some detail on the four closest schools, and the one which most pupils were diverted to.

### Quality and Performance

School	% of pupils achieving Level 4 in English & Maths (KS2 2012)	% of pupils exceeding Level 4 in English & Maths (KS2 2012)	% of pupils eligible for free school meals	Ofsted rating
National average	79%	27%	18.1%	N/A
Wokingham			5.4%	N/A
Wescott Infants / Westende Junior	84%	47%	3.5%	1 – Wescott 2 – Westende
Walter Infants / St Paul’s Junior	87%	46%	6.4%	1 – Walter 1 – St Paul’s
Nine Mile Ride Primary	92%	37%	2.6%	2
Gorse Ride Infants / Gorse Ride Junior	88%	36%	7.8%	2 – Infant 2 – Junior
All Saints CE Primary	68%	14%	23.2%	3

Due to the high standards of education available within Wokingham (as evidenced in the results table shown above) it has been a challenge to get parents to sign a survey to say they would select Evendons Primary School as their first choice, particularly as it currently does not have a site and there are no teaching staff and academic history to base the decision on. The Wokingham Borough Council consultation meetings, carried out in August and September 2012 regarding the provision of new Primary School places, asked parents: ‘What one thing would most influence your decision about school preferences in the future?’ The answers below were common themes:

- location;
- school reputation;
- siblings attending same school;
- walking distance to school;
- quality of school / its Ofsted report.

This highlights the problems that have been encountered in suggesting that parents select Evendons Primary School as a first choice when its location is currently unknown, the school has no track record/reputation or Ofsted report, and no older siblings will be attending the school. However, it also highlights the importance that parents place on being able to send their children to a local school – which is one of the key aims of our Free School proposal.

In the light of these issues, our surveys and public meetings have focused on our anticipated location of the [REDACTED] (see Premises section H) – and on giving parents a **choice** in where to send their children to school.

The vision and ethos were created following feedback from our initial survey results in the following question: If this Free School were set up, what areas would you like to see prioritised? For example, sports facilities, IT equipment, languages, breakfast

club, after-school club, school excursions, community involvement, etc. We followed up on these in the voting section on our Facebook page:

‘We need to establish the vision and ethos for the Free School. Please share your views on what this should include here. Suggested areas below are taken from results of our recent survey; feel free to add any new suggestions.

- Academic excellence (21 votes)
- Safe access (11 votes)
- Sports (14 votes)
- Wrap-around care (12 votes)
- Languages (9 votes)
- Music, arts and drama (11 votes)
- IT (7 votes)
- Community involvement (8 votes)
- A caring community (5 votes)
- Secular (5 votes)
- A love of learning (3 votes)

There are no other primary schools in Wokingham that focus on Enterprise, Entrepreneurship and STEM, and there has been very positive feedback regarding our vision and ethos. Despite this feedback, with so many uncertainties regarding the Free School we have received comments from a number of parents who have expressed support for the school and its vision, but could not commit to selecting it as a first choice.

Parents are aware of the four local schools and their excellent reputations, and have been hesitant (in some cases) to sign a survey saying they would select Evendons as their first choice. Without resorting to scaremongering, we have worked with WBC to draw people’s attention to the high demand for school places across the borough, and the shortage of places overall. Because a significant majority of parents are not aware of the shortage of primary school places, or which areas are likely to be impacted in terms of not getting a place at their catchment school, we envisage a significant increase in demand numbers following the admissions allocations for September 2013.

## E2. Engaging the community

### E2i. Steps taken to engage the community

In the past six months, members of the Evendons Primary School Group have done the following:

- Designed, printed and distributed an initial leaflet that we hand-delivered to 1,500 homes in the area immediately surrounding the [REDACTED] (all roads off [REDACTED] (RG41) and [REDACTED] and [REDACTED], and left copies of at local doctors’, dentists’, playgroups, nurseries and soft-play centres. The initial leaflet was designed to raise awareness locally and establish whether there was enough interest in pursuing the possibility of a Free School in our area. In

addition to the school demand, we used the survey to collect opposition to any planning or development on the [REDACTED] (our preferred site).

- Following on from the interest in our first survey, designed a second leaflet aimed at providing more detail on what a Free School is, and what our Free School vision is. We printed 4,000 copies of this leaflet. 2,750 were hand-delivered to houses in the area (we widened our distribution area to include all roads within a one-mile radius of the [REDACTED], and the area surrounding All Saints School to the north of the town centre (where historically few parents choose All Saints as their first choice), and the rest were left at doctors', dentists' and playgroups as before. We also had the support of our local NCT (National Childbirth Trust) group, who added a leaflet to every bag issued at their nearly new sale in November (approximately 400 leaflets were handed out to parents of young children).
- Attended four of the Wokingham Borough Council consultation meetings on the Primary School Strategy and planning for new places (held at Wokingham Masonic Hall on 14 August 2012, St Crispin's School on 26 September 2012, Woosehill Community Centre on 2 October 2012 and Forest Secondary School on 8 October 2012). The Council has allowed members of the Evendons Primary School Group to talk about our own meetings and our progress, and has included information about our Free School in their literature on new school provision, to raise awareness. We have also been able to hand out leaflets at these events.
- Held five public meetings, on 21 August, 18 September, 9 October, 16 October and 13 November, consulting directly with parents. The meetings were all advertised on our Facebook page, through Twitter and the Wokingham Gossip Girls Facebook page (over 3,000 members living in Wokingham). We have usually had around 20 attendees at each meeting. They have all been held in the Two Poplars Public House, in a private cordoned-off section. The first meeting established support and our action plan, getting leaflet design, format and wording agreed and a team in place to take the next steps. The second meeting was attended by [REDACTED], [REDACTED] and gave the parents an idea of the level of commitment and support we would need. The same meeting was also attended by [REDACTED], [REDACTED], [REDACTED]. The third meeting was to discuss the vision and ethos, to work on the wording and design of the second leaflet and to update the group on progress made to date. The fourth meeting focused on organising volunteers to deliver the leaflets, and which roads we would each deliver to, as well as providing an update on the Education Provider, Council meetings, the application pack and sign-off from all on the vision and ethos. The fifth meeting was to discuss the strategy for publicising the Free School at the Wokingham Carnival, and provide an update from the core group on the different sections of the application pack.
- Had a stall at the Wokingham Winter Carnival on Sunday 25 November. Spent the day talking to parents about the vision in more detail, and encouraging more signatures for our survey.
- Visited several baby music classes, ballet classes and drama classes to discuss the school proposal with parents.
- Produced and printed balloons with 'Evendons Primary School', and the motto – 'Nurture, inspire, and flourish'. These were handed out to children at the Wokingham Winter Carnival. This event attracts 25,000 Wokingham residents

every year and the balloons acted as a great advertisement, raising awareness within the town. We handed out around 200 balloons on sticks on the day.

- Set up a Facebook page and Twitter account for the school. We have received many helpful suggestions from the 246 parents on our mailing list and 112 Facebook members. We gathered information on our initial online survey on what parents wanted from a new school, and we held a vote on our Facebook page.
- Placed posters in various supermarkets and post offices around the town, on local community centre notice boards, and at the local Finchampstead Baptist Church Children's Sure Start Centre and Brambles Sure Start Centre.
- Created a campaign website – [www.evendonsfreeschool.co.uk](http://www.evendonsfreeschool.co.uk).
- Established an active PR campaign. Since September 2012, there have been four press articles in the *Wokingham Times* and *Bracknell Midweek* specifically about the Evendons Primary School Group, publicising our campaign and our meetings and surveys. There has been support voiced in a local free magazine entitled *Round & About* which is distributed door to door throughout Wokingham. There was a radio interview on Reading 107FM where a member of the EPSG discussed the vision and the need for our school. The interview was played hourly from 3pm until 6pm on 9 October. We have also received support from our local MP, Rt. Hon. John Redwood which he has expressed in the 'Local issues' section of his website ([www.johnredwoodsdiary.com](http://www.johnredwoodsdiary.com)). Articles have covered topics ranging from discussions about Free Schools, the shortage of places in our area, our campaign and the favoured [REDACTED].

## **E2ii. Evendons marketing strategy and community engagement plan**

We understand how important it is to keep parents engaged prior to starting the school and we intend to make parents aware through a poster campaign, mailing list, fliers, etc. We will particularly use our Facebook and Twitter sites, and our own website ([www.evendonsfreeschool.co.uk](http://www.evendonsfreeschool.co.uk)), as well as events such as a social gathering of new parents and viewing of uniforms to maintain their interest in, and commitment to, the school. Results from our survey have provided us with the email addresses of 83% (228) of parents who stated they would select Evendons School as their first choice.

A vital aspect is to build upon the close relationships that we have formed with the two local newspapers to ramp up public awareness very rapidly.

Wokingham Borough Council has agreed to let us participate in its admissions process and to include our school in their centralised admissions process for 2014 onwards, which will also bring it to the attention of all local families.

We have used web-based software called Obsurvey and embedded the surveys into our website, allowing visitors to complete our survey and to provide their contact details to receive updates about our school. We only contact them if they have requested updates. The website has a very good reputation and data security is very important to this strong reputation. We handle this information carefully and in accordance with the Data Protection Act 1998.



### **Engaging more disadvantaged members of the local community**

We believe that to create the first primary Free School in Wokingham, it is absolutely incumbent upon us to attract all local children to our school, whatever their background. Given the affluent area that we live in, we do not expect a substantial number of the pupils to be on Free School Meals because the average number for Wokingham is only 5.4%, with all our local schools being around this level. However, there are low levels of social housing in the area to the south of Wokingham town centre. The map below shows the total number of social housing dwellings in the local area (the Free School preferred location is shown in red on the map, within the 37 central circle).



From our address list we can identify that at least 18 of our registered families that have said they would select Evendons Primary School as their first choice live in social housing (out of 128 families in total).

We intend to liaise with the Local Authority to determine whether there are any foster carers in the local area that may wish to send their looked after children to our school. We will also work with the Local Authority SEN team to see if the school can meet the needs of any of the families they are working with.

The option of an extended school day may be particularly attractive to the families of children disadvantaged by having working single parents and families where both parents work outside the home. Although the compulsory school day will finish at 3.30pm, children will be encouraged to stay on Mondays to Thursdays until 4.30pm for after-school activities and booster classes. We intend to operate an after-school and breakfast club, providing wrap-around childcare between 8am and 6pm to support working parents.

Although a charge will be made for this service, this will be kept at a minimum to ensure it is accessible to all. Where sufficient demand exists we will offer parents literacy and numeracy improvement courses as well as essential life-skills training.

### Consultation

We are aware of our duty to consult publicly under the Academies Act 2010 on our proposals to open a free school. We will put our consultation paper on our website and Facebook page and send out a notice of it and link to it by email to our list of 246 people who have requested updates on our application. This includes the 155 families/parents who are interested in a place for their children.

We will also send it to other key stakeholders who we will identify via the development of our project's Communication and Engagement Strategy e.g. other local education providers, neighbouring authorities, local residents' associations and councillors, and put a notice in the local papers (the *Wokingham Times*, *Wokingham Midweek* and *Bracknell Midweek*). We will consider all responses and keep an open mind to changing elements of our proposal if facts emerge that suggest it could be improved. We intend to consult with Wokingham Borough Council and neighbouring authorities, all primary and secondary schools within a five-mile radius (headteachers and chairs of governors, local councillors, local faith, sport and other groups etc.) as well as those already registering an interest in the school.

### Specific Consultations

To date we have already consulted informally with the following groups:

- Community groups: Parents on our Facebook page, and at local baby singing groups, drama classes, ballet classes and swimming classes.
- Local nurseries: A PDF of our leaflet was sent to all Early Years establishments in Wokingham. We are aware that some did not pass on the leaflet to parents but know that Toad Hall Nursery, Ashridge Nursery, Holly Cottage Nursery and Wokingham Day Nursery all issued them (these are the four closest private nurseries to the preferred site).
- Local politicians: we have met our local MP, the Rt. Hon. John Redwood, and many Wokingham councillors to discuss this proposal.
- Local media: we have had articles and letters published regularly in the local newspapers to advertise our campaign and to raise awareness about the problem of the absence of a local school in our area and the demand for places outstripping supply.
- Our campaign has also appeared on Reading FM radio (on 9 October 2012). We have contacts at these organisations to further publicise our school if it is approved.

### E2iii. Ongoing engagement of school with wider community

We would expect any of the sites we have identified to be shared by community organisations wherever possible. Currently the only use for the [REDACTED] who use the school every Sunday morning and occasionally for ad-hoc meetings. We would expect this arrangement to continue should we successfully secure this site.

Various exercise classes and meetings/clubs are run in the evenings locally, and we would hope to engage some local instructors and groups to use our facilities regularly.

Of the permanent sites identified, several of these are eminently suitable for shared community use, and that would form an element of our bid.

Having visited the two local Sure Start centres (The Brambles and Finchampstead Baptist Church Centre) to discuss the new Free School and hand out our leaflets, we intend to build close links with them and involve the school in any fundraising or social events which they hold. The centres both have excellent drop-in facilities and the school will actively encourage parents to make use of them. We intend to visit both centres during the admissions window and talk to parents about the school and the facilities available, as well as offering help and assistance with completing the application forms if needed.

We have ensured that the local areas of social housing, including those to the north of Wokingham town, were included within our second leaflet distribution area.

As the school grows we intend to forge links with local primary schools, and to join in with sporting events. We will be contacting the local primary schools within a three-mile radius to encourage inter-school tournaments in netball, football, tag rugby and rounders. As well as sporting activities we would like to work with other schools on other projects such as quizzes, community events and term-time projects. We would like our children to meet as many other children from different schools and backgrounds as possible. For a new school with a relatively small class size, working closely with local primary and secondary schools (providing mentors and work experience pupils) will ensure the transition to secondary schools will be easier, and will ensure the pupils of Evendons Primary School are exposed to a range of different contexts.

The Parent Forum which we plan to establish (see section F) will have an advisory and consultative role, working together with the School Association (Parent/Staff Association), ensuring that concerns, ideas and feedback reach both the Headteacher and Governing Body, and also that engagement with the wider community is promoted. From Year One, all parents will be invited to attend Forum meetings.

It is important to us that the school benefits the greater community of Wokingham, and not just the children who attend it.

## Section F: Capacity and capability

### Introduction

This proposal is made by CfBT Schools Trust (CST) in partnership with the Evendons Primary School Group (EPSG). Our partnership brings together expertise and experience in school effectiveness (CST), a deep understanding of the needs of the Evendons Ward and surrounding community, and the commitment to put in place a school that meets those needs (EPSG).

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE (available on request). CfBT Schools Trust is currently (1 January 2013) the sponsor of: Oxford Spires Academy, Mount Street Academy, Stamford Queen Eleanor's School, Danum Academy, The Deepings School, Ely College, Meadow Park Academy, Benjamin Adlard School, Boston West Academy, Queensbury Academy, Grampian Primary School, Sir John Gleed School, All Saints Junior School, Enfield Heights Academy and Oakbank School. Evendons Primary School would become a member of CfBT Schools Trust and would be supported by that family grouping of schools.

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

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997 and 2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the new secondary curriculum and on learning outside the classroom.

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

The Evendons Primary School Group (EPSG) was set up by local parents and community members concerned by the lack of parental choice of primary school places in the area, to provide a forum for them to voice their concerns and develop a proposal to address the issue.

The EPSG now comprises 12 committed members who are passionate about the education of local children and determined to ensure that proper provision is made for local primary education in the south of Wokingham. The EPSG brings a wealth of experience to Evendons Primary School team. Not only has it been instrumental in preparing this Free School Application, but will be significantly involved in the school's implementation and future management. Involvement will include regular meetings during implementation such as Steering Group/Project Board meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and PTA once the school is open.

All members of the EPSG are prepared to commit a considerable amount of their personal time to ensure the successful opening and running of the school. There have also been many offers of assistance from interested parents who wish to assist with the practical work but do not want to be involved in a managerial capacity. Two members of the EPSG will be elected to represent the wider group initially on the project Steering/Project Group and then the school's Governing Body. Other members of the group may stand as parent governors and will be elected via a ballot as soon as the school opens. By continuing this close working relationship and engagement of EPSG members in all stages of the decision-making process both pre- and post-opening, the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

Members of the EPSG have been campaigning for a new primary school in the Evendons area (south of Wokingham town centre) since August 2012 and have taken the lead at local level on premises, marketing, and stakeholder engagement – including talking to the local authority (Wokingham Borough Council). (See Section C1 for more details.)

In September 2012 the core members of the EPSG were confirmed. Within the core group there are a range of professions, skills and experience including education. However, the key members of the EPSG agreed that additional educational expertise was required to ensure that their high standards and expectations of Evendons Primary School were met. The EPSG members were introduced to CST at the New Schools Network (NSN) conference in the summer of 2012 and one of the founders of Oakbank Secondary (Free) School (in Wokingham) recommended CST as an education provider. CST was selected as EPSG's education provider due to these factors along with CST's proven track record in setting up Free Schools, its knowledge of the local area and past experience of working with Wokingham Borough Council.

The partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section C. We will draw upon the educational leadership of CfBT Schools Trust, as well as specialist skills and community support provided by EPSG members (as identified in the tables later in this section).

We will create a interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

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

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

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

We also understand there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in our application, we believe we have the expertise and capacity to undertake this work in time for a school start date of September 2014.

## F1. School governance and management

### F1i. CfBT Schools Trust Trustees

CfBT Schools Trust (CST) operates as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with its Tripartite Agreement. The Chairman of the Board of Trustees of the Schools Trust will have authority to manage the Schools Trust within a framework agreed by the Board. There are currently six CST Trustees: [REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

### F1ii. The Board of CfBT Schools Trust

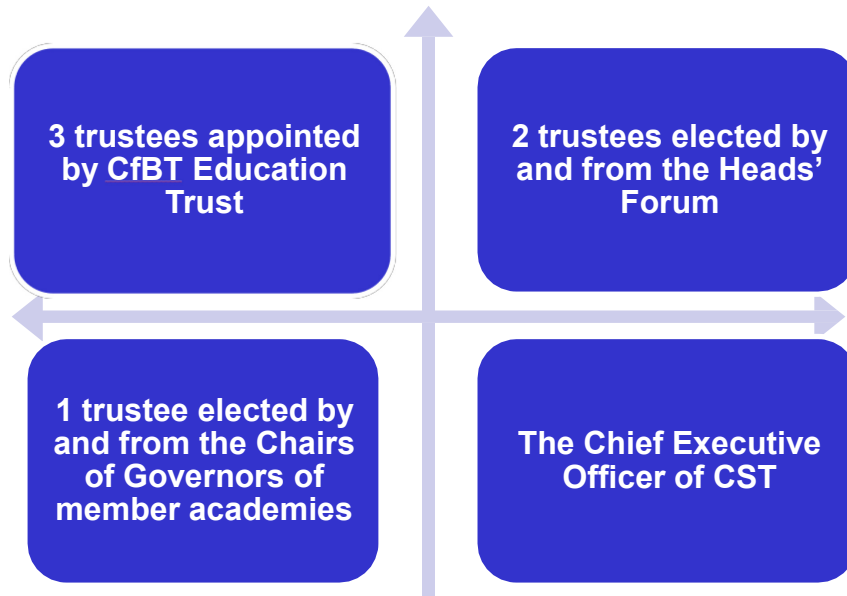
Under the provisions of the Articles of CfBT Schools Trust ('CST'), the members of CfBT Schools Trust – CfBT Education Trust and the Chair of CfBT Schools Trust – appoint Trustee Directors to the Trust Board of the charitable company (and may remove them). The main role of the Members is to hold the Trust Board to account –



the Chair of the Trust Board (who, under the governance scheme required by the Department, is also a Member) declaring an interest for any discussion in that area.

The current Board membership includes representatives of Academy headteachers (both secondary and primary) and chairs of governors. The Board of Trustees meets quarterly to determine CST's strategy and policies and review performance. It is responsible for the approval of budgets and financial statements, delegating specific responsibilities to its committees. In doing so, it takes advice from its Advisory Groups and Panels. The Board is supported by committees, Local Governing Bodies, Advisory Groups and Panels which address specific aspects of governance. Each academy in the Trust has its own (Local) Governing Body.

CST is governed by the Board of Trustees, who have overall responsibility for the strategic direction and compliance of the Trust, as shown below.



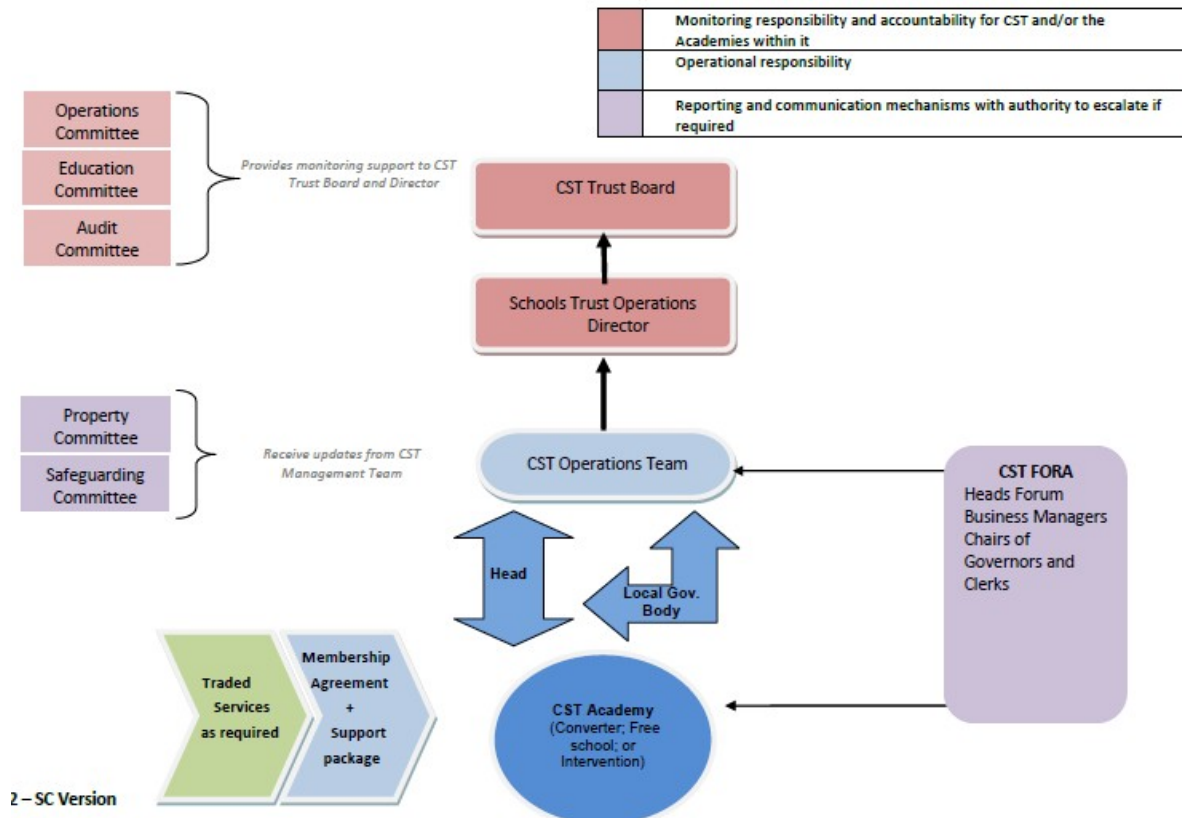
In addition there may be three trustees co-opted by the Board.

Three Committees (Panels) monitor the detail of three key areas of governance:

- Educational policy and performance;
- Audit and finance;
- General operational matters, including buildings.

A further three Advisory Groups, comprising all Headteachers, Chairs of Governors, and School Business Managers, advise on specific school-focused issues.

**Operating structure for CfBT Schools Trust**



### F1iii. Local governance arrangements

As previously explained, Evendons Primary School will join the family of schools in CfBT Schools Trust. Each school within the Trust will establish a local Governing Body, which will constitutionally be a Committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half termly in a three-term year) to discharge all their duties. Initially we anticipate that there will be no standing subcommittees in order to operate efficiently and to ensure that the whole governing body takes full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body. In time, at the discretion of the Chair, separate Resources and Curriculum sub committees may be constituted.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the Evendons Primary School Group (EPSG), who will work alongside other representative from the local community and other stakeholders recruited by CST.

The Governing Body will initially comprise the following membership:

- Up to six members with specific expertise, as required (see below), nominated by CfBT Schools Trust;
- Two EPSG nominees;
- Two parent representatives, elected by the parents of children at the school;
- One staff member, elected by staff at the school;
- The Headteacher, who may be an ex-officio member of the GB.

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

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

Over time we would expect the EPSG governors to be replaced by community governors as the work on the campaign group in setting up the school will have been achieved. However former EPSG governors would be encouraged as appropriate to stand as community/parent governors.

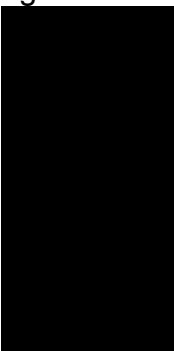
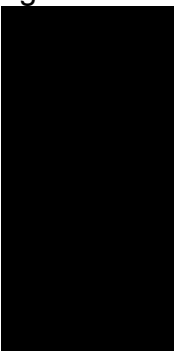
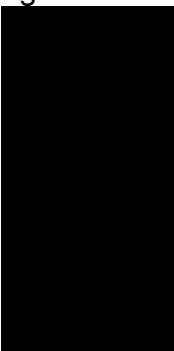
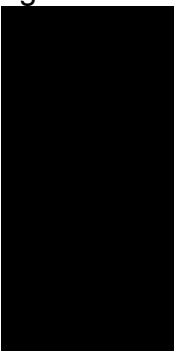
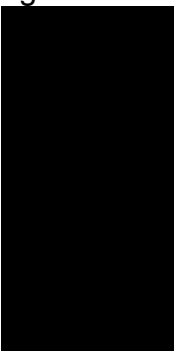
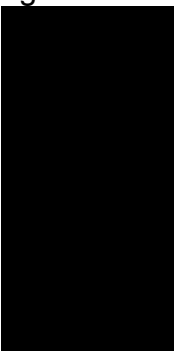
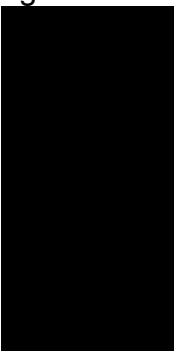
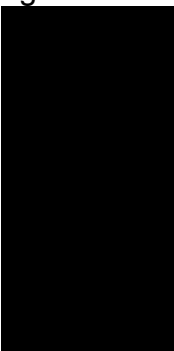
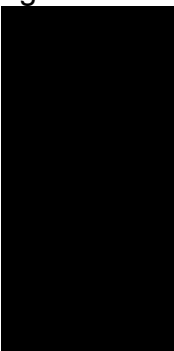
Establishing a strong Governing Body is essential to ensuring the success of the school. Through the governor recruitment and selection process CfBT will be looking to find the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one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

- Financial management;
- Human resources management;
- Legal (contract and procurement management);
- Education (including higher education);
- Health and safety management;
- Property and facilities management;
- Marketing.

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

- advertise the opportunity via local volunteer centres and leave leaflets and posters in local doctors' and dentists' surgeries;
- promote the vacancies via a series of articles and letters in local newspapers, parish magazines etc
- work with the Governor One Stop Shop service, registering our requirements with the service;
- write to local employers and HE/FE institutions to see if any of their employees would be interested in taking on the role.

The following members of the local community have already expressed an interest in sitting on the Evendons Primary School Governing Body:

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Given this level of commitment and expertise within the local community, we would expect to only have to undertake a relative small, focused recruitment campaign to find community governors who would bring FE/HE, Property/H&S and Legal experience to the group. We would look to approach Reading University to recruit someone with higher education experience and local employees directly for legal/property expertise.

In the first few years of every Free School (as opposed to a converting academy, for example), CST ensures that the governing bodies are chaired by an experienced education manager, and that a full range of governor support services is provided.

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

- the recruitment/approval of the Headteacher Designate and other members of the teaching staff and the school's Bursar/Business Manager;
- creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of the Evendons Primary School project.

During the autumn term 2013 and spring term 2014, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from the opening of the school in September 2014. As there will be two EPSG representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Project Board to Governing Body. The Headteacher will also be a member of both groups.

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

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

#### **F1iv. Escalation routes**

##### **The Governing Body**

The Governing Bodies within CfBT Schools Trust will be held to account by the Board in three main areas:

- responsibility for the conduct of the school;
- delegation of powers to the Headteacher;
- first level of holding the Headteacher to account.

However, at the same time, school governing is also about co-governance where governors and headteacher and staff come together with a common purpose in mind – to deliver the highest quality of teaching and learning to the pupils in the school within the available financial envelope.

In terms of approach to the governing of a school, the Trust adopts a mixture of ‘stewardship’ and a ‘Headteacher-agent’ model of governance in relation to its governing bodies. ‘Stewardship’ means that all governors, headteacher and staff are seen as being:

- ready to act in the common good;
- co-operative;
- motivated to act wholeheartedly to meet the school’s objectives.

In the stewardship model, the Governing Body’s role is to empower the leadership and staff and to collaborate with it. The Board is essentially facilitative and seeks to work jointly with staff to enhance the quality of the decision making. By being involved, the governors are also able to perform their monitoring role as they have the information on the school at first hand.

The ‘Headteacher-agent’ model recognises that the governors are separate from the manager – the Headteacher. The Board thus has a purely monitoring role. It receives reports from the Headteacher and is expected to establish internal systems of accountability in order that the Governing Body can control the operational management of the school.

CfBT’s model assumes a combination of these two approaches. There will be a minimum number of indicators of achievement which will be required from the school by the Governing Body. Those indicators of achievement will also be required for onward reporting by the Governors (and including their advice) to the Board. In terms of day-to-day governance of Evendons Primary School, the initial choice to use the stewardship approach will bring immediate benefits to the school and will continue the active engagement of the community, individuals and organisations that have been consulted as part of the setting-up of Evendons Primary School.

### **Headteachers to Governing Bodies**

Headteachers are required to report to every meeting of their Governing Bodies on a range of key performance issues including attainment, attendance, discipline and finance. Any serious issues which arise outside of normal reporting meeting cycles are dealt with through the Chair’s actions, in accordance with their delegated authority levels.

### **Governing Bodies to the Trust Board**

Governing Bodies are required to report any risks or issues to the executive management of the Trust, and these are summarised and reported to the Board. Issues requiring action outside of the Trust Board’s meeting cycle are dealt with by the Trust executive management and reported to the Board.



The roles and responsibilities of the respective bodies are as follows:

- Trust Members: holding the Board of Trustees to account;
- Board of Trustees: strategic decision-making and policy formation in relation to the Trust as a whole, together with accountability for all statutory responsibilities;
- Governing Body: governance of the school through a scheme of delegation from the Trust which includes accountability for educational performance and pupil attainment, parent and learner satisfaction, budgetary accountability, and management of the school's staff and assets;
- Headteacher: day-to-day management and leadership of all aspects of the school's performance, and reporting to the Governing Body as required.

The following arrangements are in place:

- The Articles provide an overarching structure for the management of potential conflicts; these are further defined in Governance Protocols which set out the detail. The purpose of these protocols is akin to the purpose of Standing Orders in the public sector.
- All employees and office-holders – on joining the Trust and then on an annual basis – are asked to complete a Conflict of Interest form (audited on a regular basis).
- Independent challenge is provided to the Trust Board through the direct participation on the Board of elected representatives of all Headteachers and Chairs of Governors, and through the advisory forums and panels which, although non-statutory, are highly influential.
- Independent challenge to schools is provided through the CST Adviser, whose role is to review and challenge school performance, to provide personal guidance and coaching to the Headteacher, and to ensure appropriate support is delivered to address any emerging issues.
- Conflicts of interest are avoided in a number of ways: Headteachers and Chairs serving on the Board are required to declare an interest in any matter specific to their own school. School Governors are similarly required to declare an interest on any matter in which they have a personal interest. The Advisory Bodies and Panels together encompass the three aspects of school management – governance, leadership, and business management – and are expected to challenge the Trust's performance from all three perspectives. Moreover, the fact that all schools are represented on the Advisory Bodies ensures that a balanced view prevails – no one school or interest group can dominate.

### **A Parent Forum**

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment.<sup>12</sup>

Since Evendons Primary School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of EPSG, we therefore propose to establish a Parent Forum. The Forum will have an advisory and consultative role, working together with the School Association (Parent/Staff Association), ensuring that

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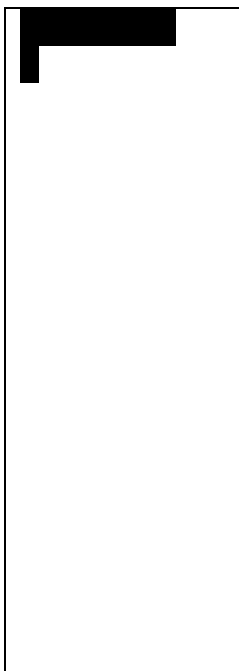

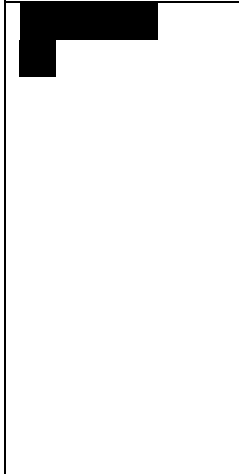

<sup>12</sup> *Greater Manchester Challenge – Opportunities for Secondary Schools 2009-10* DCSF (2009)

concerns, ideas and feedback reach both the Headteacher and Governing Body, and also ensuring that engagement with the wider community is promoted. From Year One, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Headteacher and Governing Body for consideration and response.

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

## F2. Educational expertise

### F2i. Evendons Primary School Group: educational expertise, experience and capacity


**F2ii. CfBT: educational expertise, experience and capacity**

CfBT Schools Trust will draw upon the expertise of the Education Trust’s education and consultancy teams, as required, to ensure the successful implementation of the CfBT School Design during both the school’s pre- and post-opening stages. In particular the following staff may provide educational advice to the Evendons School programme.

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

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

These consultants/members of staff will undertake work as required both during the setting-up of the school and once opened on a not-for-profit basis, as per the Tripartite Agreement.

**F2iii. Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the Evendons Primary School Group we believe we have the educational expertise required to set up and deliver the proposed Free School.

**F3. Financial expertise**

**F3i. Evendons Primary School Group: financial expertise**

██████████, ██████████.

**F3ii. CfBT: financial expertise**

The ██████████, ██████████, ██████████.

The Bursar/Business Manager will also be supported by ██████████, ██████████, ██████████, ██████████.



[REDACTED]	
[REDACTED]	
[REDACTED]	

We have budgeted for the appointment of a part-time, term time only, Bursar/Business Manager at the school from Year One who will have responsibility for managing the school budget on a day-to-day basis and supporting the Headteacher to monitor and manage the school’s finances. CST’s Head of Finance will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board. Given the small size of the school and relative the complexity of the EFA reporting requirements for Academies/Free Schools we may either look to delegate the Business Manager responsibility to one of our more experienced Business Managers based in one of CST’s secondary schools, for example Oakbank, who would undertake the required budgetary management work on behalf of the school, in partnership with the Headteacher; or appoint one Business Manager to work across a number of local CST primaries. We believe either option would provide both the schools and the Trust with financial and operational efficiencies. During the first few years of operation we would also expect most transactional processing to be undertaken by CfBT’s Central Finance team, as is the case with our existing Free Schools, to ensure best use of expertise and resources.

Through its governor recruitment process CfBT will ensure that at least one of the appointed governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Headteacher or escalated to the School’s Governing Body or Schools Trust Board as appropriate. [REDACTED] would be an ideal candidate for this role.

**F3iii. Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the EPSG we believe that we have the financial expertise required to set up the proposed Free School. We will be looking to appoint a Business Manager/Bursar to take on responsibility for the school







finances during the spring of 2014 to allow them sufficient time to familiarise themselves with the Academies Financial Handbook, CST protocols and the school's finances, and put in all the necessary systems and processes for the school to open in September 2014.

## F4. Other relevant expertise

### F4i. CfBT: expertise and time commitment

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

Educational Project Management expertise	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
In addition to [REDACTED] and [REDACTED] [REDACTED] excellent track record of working with the Trust.	
[REDACTED]	[REDACTED]

	
	
<b>Other Specialist Advisers</b>	
	


[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

**F4ii. Evendons Group: additional expertise and time commitment**

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]




#### F4iii. Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and the Evendons Primary School Group we believe that we have almost all of the expertise required to set up and deliver the proposed. Free School. However, based on our previous Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted. Once the preferred site option for the school has been agreed with the EFA we will determine whether or not this additional resource is required and procure it accordingly. We will also need to procure/deploy some external legal expertise with regard to the completion of the school's Funding Agreement.

#### F4iv. Balancing the needs of this project with others CfBT is involved in

As CfBT Schools Trust (CST) has expanded its portfolio of schools it has also expanded its team of educational, financial and project management specialists. As mentioned above we have recently appointed a dedicated [REDACTED] – [REDACTED], and a dedicated [REDACTED] – [REDACTED], we well as taking on a new [REDACTED] – [REDACTED]. We have also recruited a new [REDACTED] – [REDACTED] to the CST since the last round of applications, a new [REDACTED] – [REDACTED] and a new [REDACTED] – [REDACTED]. We have also created a pool of additional Consultant Project Managers who would work on specific Free School and Academy transition projects. All these posts have increased CST's capacity to manage the setting up and operation of CST's Free Schools and Academies. As the input required from each of these specialists is relatively small for an individual school we are confident that, with good planning and scheduling, they can work across a number of projects simultaneously. The [REDACTED], [REDACTED], in her role as [REDACTED], will ensure the appropriate levels of resources are made available from these specialists to each school. As with previous Free School projects we will appoint a dedicated Project Manager/Assistant Project Manager to each of the projects to ensure they can focus on their allocated school and ensure the smooth progression of their project.

## F5. Recruiting the right Headteacher for Evendons Primary School

### F5i. What quality and skills do we want our Headteacher to have?

CfBT has undertaken considerable research into what takes schools from being ‘Good’ to being ‘Outstanding’.<sup>13</sup> It was found that at the heart of all ‘good to outstanding’ schools is good leadership and the support for and the development of good and outstanding leaders are both crucial to school improvement.<sup>14</sup>

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

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

To ensure the Headteacher that is appointed to Evendons Primary School has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders, including:

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

We will also be looking to recruit a Headteacher that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality. The attached draft Job Description (Appendix F1) illustrates our expectations regarding the roles and requirements of the Headteacher for Evendons Primary School. CfBT will employ its usual rigorous process of vetting and selecting the school’s Headteacher, derived from our School Design methodology.

<sup>13</sup> [http://www.cfbt.com/evidenceforeducation/pdf/25663\\_GoodtoOut\\_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

<sup>14</sup> Strategy for School Improvement CfBT 2009

## F5ii. Headteacher recruitment process

The process will involve:

- **Co-designing a job description and person specification with the EPSG**

Key features of the school's vision and ethos will be included, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting and pupils' personal development, commitment to a STEM and Enterprise led curriculum). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

- **Advertising for maximum impact**

We will use our preferred advertising agent WDAD (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in the local press (*Wokingham Times*, *getwokingham* and *Bracknell News*), CfBT's website and the *Times Educational Supplement/* *eteach*. We will also use the CfBT and BPPST networks to generate interest.

- **Running a recruitment open day**

In parallel with our media advertising campaign we will hold a pre-application open day to allow interested applicants to find out more about the Evendons School project, and meet CST and EPSG members.

- **Creating an initial application process so that candidates can be shortlisted**

The first phase of the process will involve candidates filling in a standardised, CST form covering experience and expertise. Candidates will also be asked to:

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

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

- **Observing the candidates in their own environment**

As the school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole-school activity as appropriate, to assess how they perform and interact with pupils and staff. As the Headteacher at Evendons is likely to have a teaching timetable in the first few years of the school's operation we think this is particularly important in selecting the best candidate for the post.

- **Candidates undertaking psychometric leadership traits and verbal and numerical reasoning tests**

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

- **An interview process that reflects the job description and our goals for the school**

The interview schedule will incorporate interviews with both CfBT and EPSG panels (including a presentation 'As Headteacher of the Free School, describe the three most

important things you would do to ensure the school fulfils its vision’); a RaiseOnline/finance exercise and a final competency-based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable, if required, would be as follows:

- May/June 2013 – SoS approves Application
  - 20 September – Advertise with eTeach, in the TES and Guardian online and local Wokingham press and *TES* paper
  - 14 October – Deadline for applications
  - w/c 14 October: Long-list produced and references requested / School visits take place
  - w/c 21 October 2013\* – Interviews take place
  - w/c 21 October 2013 \* – Appointment made
- \*(assumes half term is w/c 28 October)

Appointment during w/c 21 October should allow for the Headteacher to be in place by the start of the Spring Term 2014. Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT’s existing network of professionals to provide an alternative appointment, which could still be made in term for a Spring 2014 start date.

Because of the relatively small size of the planned school and the difficulties of recruiting to such schools, particularly in this area, CST/EPSP are also considering the possibility of advertising for an Executive Head who would lead and manage Evendons Primary School alongside All Saints Junior School in Reading. This would allow us to advertise the post at a higher salary level and as a consequence hopefully attract a stronger field of candidates. The proportion of time spent in the two schools would be weighted 60:40 in Evendons’ favour in the first few years, and would require the recruitment of a senior teacher (‘Head of School’) in both schools who would take on the leadership and management role in the Headteacher’s absence. For the purpose of this application, however, and in the finance sections in particular, we have assumed the appointment of a standalone Headteacher for Evendons.

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

### **F5iii. What role will the Headteacher Designate play in setting up the school?**

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

- act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the school’s catchment area and the local media;
- lead on the recruitment and induction of other teaching and non-teaching staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school;
- oversee the process of recruiting pupils to the school and setting up appropriate transition/induction events.

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

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

#### **F5iv. Recruiting and developing high quality staff**

We are aware that some of the commitments in our vision will not be supported by all teachers e.g. the longer school day, the requirement to offer after-school activities. There would be no point hiring such teachers to work in our school, so we will always make our commitments clear in our job adverts and at interview. Equally we believe that doing so will make our school more attractive to just the kind of motivated and hard-working teachers that we want to employ.

One of the great selling points to teachers interested in working at Evendons Primary School will be our commitment to excellent professional development. Rather than paying lip service to this we will, subject to the budget being available, commit to an 80% timetable that includes two periods per week for professional development for all staff. We believe that this, alongside the school being smaller than most of the others in Wokingham (1FE) and having a maximum of 25 pupils per class, will make Evendons Primary School extremely attractive to just the sort of self-reflective

teachers we want to employ. It will also enable us, in time, to take less experienced teachers and NQTs etc as we will quickly be able to improve their practice and induct them into the school's vision.

Ultimately our Headteacher will be responsible for recruiting his/her own staff, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments as required, as well as by those members of the EPSG who have expertise in HR and recruitment. The Headteacher will have completed a psychometric test as part of his/her interview processes. CfBT will work with the new Headteacher, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in the school's SLT, teaching staff and Bursar/Business Manager.

We would expect to see prospective candidates for teaching jobs teach a lesson before making any appointments. We would also be up-front in discussing our vision with them, to ensure they felt comfortable and sufficiently in alignment.

### **Recruitment timetable**

An indicative timetable for the recruitment of the school's classroom teacher(s) would be as follows:

- w/c 21 October 2013 – Headteacher appointed
- by 29 November – Headteacher agrees job descriptions and person specification for the classroom teacher
- 17 January 2014 – Advertise posts in the TES/eteach and local Wokingham press
- 3 February 2014 – Deadline for applications
- w/c 3 February 2014 – Long-list produced and references requested
- w/c 10 or 17 February 2014 (depending on local half-term arrangements) – School visits take place
- w/c 24 February 2014 – Interviews take place
- w/c 3 March – Appointments confirmed
- 1 September 2014 – Classroom teacher takes up post.

An indicative timetable for the recruitment of the Business/ICT Manager\* would be as follows:

- By 14 December 2013 – Headteacher agrees job descriptions and person specifications for Business Manager
- 24 January 2014 – Advertise posts in the local Wokingham press and/or via specialist recruitment agency
- 17 February 2014 – Deadline for applications
- w/c 17 February 2014 – Long-list produced and references requested
- w/c 3 March 2014 – Interviews take place
- w/c 10 March 2014 – Appointments confirmed
- w/c 2/9 June 2014\*\* – School Business/ICT Manager takes up post.

\*\* depends on local half-term arrangements

\*Assumes responsibility not delegated to existing CfBT Business Manager. Alternatively this could be run as a joint recruitment exercise across a number of schools.



An indicative timetable for the recruitment of Teaching Assistant/Nursery Nurse and non-teaching staff would be as follows:

- 24 January 2014 – Headteacher agrees job descriptions and person specifications
- 7 March 2014 – Advertise posts in the TES/eteach and local Wokingham press
- 24 March 2014 – Deadline for applications
- w/c 24 March 2014 – Long-list produced and references requested
- w/c 14 April 2014 – Interviews take place (after Easter holidays)
- w/c 20 June 2014 – Appointment/s confirmed
- 1 September 2014 – Staff take up posts.



## Section G: Initial costs and financial viability

**G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.**

*Make sure that the information in your financial plans is consistent with the other parts of your application e.g. the staffing structure and pupil numbers in the education plan should agree with the financial plans.*



[REDACTED]

**G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year.**

[REDACTED]

**G3: Show how the school will be financially resilient to reductions in income.**

[REDACTED]



**G4: For existing independent schools, show that the existing school has a good track record of financial management and explain any existing financial issues which could impact on becoming/establishing a Free School.**

Not applicable

## Section H: Premises

### H1. Possible site options

Evendons Primary School Group (EPSG) has undertaken extensive research to find a suitable site for the proposed Evendons Primary School. This activity has involved:

- Wokingham Borough Council (WBC) officers providing us with a register of all potential sites within the area, which highlighted several sites which were then screened; details are shown below;
- members of our group making their own comprehensive survey of all sites within or adjacent to our catchment area; again this provided sites for screening;
- tapping into local knowledge beyond the Evendons Primary School Group regarding potential sites. Important information also came from members of the public and commercial agents regarding potential sites in our target area. We were contacted directly by them following media coverage of our campaign during 2012;
- commercial agents were used informally to advise on the status of particular sites. None of these companies were able to offer any properties suitable for our requirement.

A total of 11 possible sites has been identified that could be described as central, adjacent or peripheral to our target area of Evendons Primary School. Each site was screened according to the following criteria: current use, owner/user, location relative to the target area, availability, size and any other factors of significance.

The potential sites were then allocated into one of three groups that are summarised in the table below. Group A sites are those that Evendons Primary School Group feel warrant serious consideration/further investigation, Group B sites have potential but for a range of reasons (including cost and planning issues) are not our preferred sites and therefore do not warrant further investigation at this stage and Group C sites have now been discounted by the Evendons Primary School Group for a range of reasons, as summarised below.

As a result of these investigations three preferred sites were identified (see H2 below for further details).

### H2. Preferred Sites

**Site 1.** [REDACTED], [REDACTED], Wokingham, Berkshire

Up until the summer of 2012, the site was occupied by the [REDACTED]

that is already used for educational purposes it should require minimal alterations. The site is in the heart of our preferred area.

**Site 2.** [REDACTED], [REDACTED], Wokingham, Berkshire

[REDACTED]  
[REDACTED]  
[REDACTED].

Furthermore, [REDACTED] has advised that whilst the site is on the northern fringe of our preferred location, it is linked by a footpath across the railway lines to a new housing development at [REDACTED], [REDACTED] and could also ease the burden on town centre schools.

There is the possibility to lease the ground area for the footprint of the building and ancillary around that, and be allowed to use the recreation ground during school hours under an arrangement with [REDACTED]. This site is approximately 18,000 square (1.8 hectares) in size.

**Site 3.** [REDACTED]

[REDACTED] maintains the park for the benefit of the community. It is used by dog walkers. This 11-acre site is accessed via [REDACTED] and would be in the centre of our targeted catchment area. It would provide a wonderful learning environment for our school. Again, it might be possible to lease part of the ground area for the footprint of the building and be allowed to use the recreation ground during school hours under an arrangement with the Town Council. This way all members of the community would benefit.

### H3. Sites identified and surveyed

Group	Site	Outcome
A	<p>v</p> <ul style="list-style-type: none"> <li>- Previously used for education purposes</li> <li>- Very visible in the community</li> <li>- Would be a continuation of previous usage</li> <li>- The school had around 80 pupils and more than 20 staff</li> <li>- The school has been part of the local community for over 100 years</li> <li>- It should require minimal alteration</li> <li>- There are no issues with parking</li> <li>- It is in the heart of our target catchment area</li> <li>- Local residents' feedback indicates</li> </ul>	Progress to further review

	<p>they would prefer that Evendons Primary School used the [REDACTED] rather than green spaces, thus avoiding further unwelcome residential development in an area already experiencing infrastructure challenges.</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> <li>- Owned by [REDACTED]</li> <li>- No known restrictions on use</li> <li>- Large open space</li> <li>- Opportunity to lease rather than purchase</li> <li>- It is within our target catchment area</li> </ul> <p>[REDACTED]</p> <ul style="list-style-type: none"> <li>- Maintained by [REDACTED]</li> <li>- Large 11-acre site with potential for future increases in capacity if needed.</li> <li>- It is within our target catchment area</li> </ul>	
<p>B</p>	<p>[REDACTED]</p> <ul style="list-style-type: none"> <li>- Large area of public open space, but subject to restrictive covenants. It is in our catchment area (very close to the [REDACTED]) but access is a potential issue.</li> </ul> <p>[REDACTED]</p> <ul style="list-style-type: none"> <li>- Land that was previously an 18-hole golf course</li> <li>- Would require a change of use application to the Council</li> <li>- Traffic issues and flooding concerns have caused local residents to object to prior planning applications for residential development.</li> </ul> <p>[REDACTED] - In the centre of our catchment area</p> <ul style="list-style-type: none"> <li>- Site is surrounded by open space, woods and farm land but close to an electricity pylon</li> <li>- Would be subject to change of use planning permission</li> </ul> <p>[REDACTED] - A plot approaching 1.75 acres</p> <ul style="list-style-type: none"> <li>- The property sits in the centre of the plot</li> <li>- The combined accommodation is approaching 7,000 square feet</li> <li>- There are four barns to the front of the</li> </ul>	<p>Land owned by [REDACTED]</p> <p>Approached by [REDACTED]</p> <p>Property currently being marketed by [REDACTED]</p>





## H4. Capital investment

EPSG have been working closely with Wokingham Borough Council and are looking at the possibility of a September 2013 opening, with the capital funding provided by WBC. As the talks are still ongoing, this application has been produced based on a September 2014 opening.

## Section I: Suitability and Declarations

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

## Appendices

### Appendix C1: STEM Curriculum Rationale

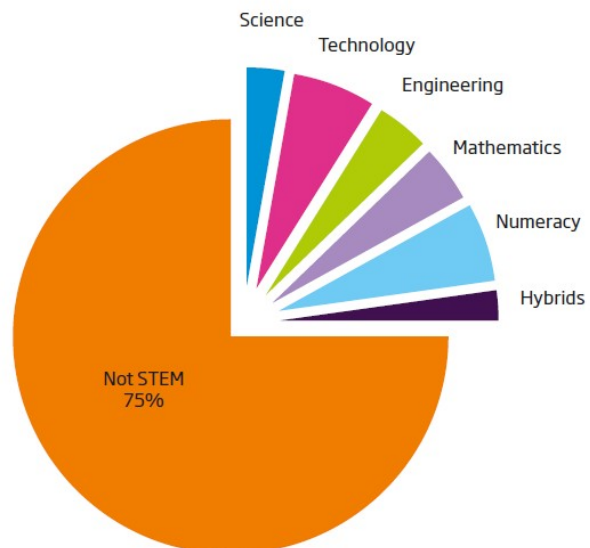
The recent Engineering UK 2013 Report highlights the significance of engineering to the UK economy and the importance of raising awareness of the industry through quality information, advice and guidance at an early stage. [REDACTED], said: *“What the report makes clear is the need to lay the groundwork early. This means doubling the numbers of young people studying GCSE physics as part of triple science, growing the numbers of students studying physics A level and providing robust and consistent careers information for young people that promotes the diversity of engineering careers available and the variety of routes to those careers.”*

Evendon Primary School’s curriculum will aim to address this problem by increasing the level of pupils’ engagement with STEM subjects, in particular encouraging more girls to take up STEM, and preparing all children for a smoother transition into STEM at secondary level. Exposure to STEM-related subjects and addressing the gender imbalance in STEM take-up is becoming an increasingly significant issue that is impacting on the global competitiveness of the UK and its economy.

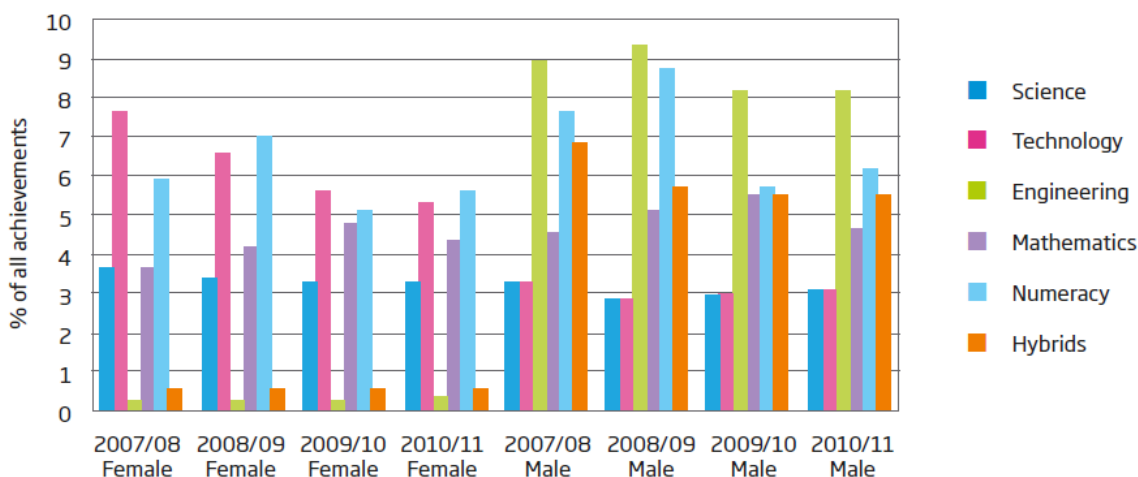
In terms of the importance of STEM in Further Education (FE) it is worth noting:

- 6.67 million qualifications were achieved in the FE and skills sector in England in 2010/2011.
- 1.65 million of these were in STEM and STEM-related subjects or in numeracy.

Figure 1: Proportions of funded qualifications achieved in the FE and Skills Sector in 2010/11 (includes STEM-related)



The under-representation of women in engineering is well known, as is clearly evident in the FE STEM data, shown in the diagram that follows.



## Appendix C2: The CfBT School Design

In 2007 CfBT commissioned [redacted] of Oxford University to conduct extensive research to highlight the key features of unusually effective schools around the world. We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right.

The CfBT School Design has six pillars: *teaching, leadership, curriculum, parental engagement, discipline and enrichment*. These are highlighted in the diagram below together with key features of our practice. The six pillars are supported by our robust accountability system.

### Teaching

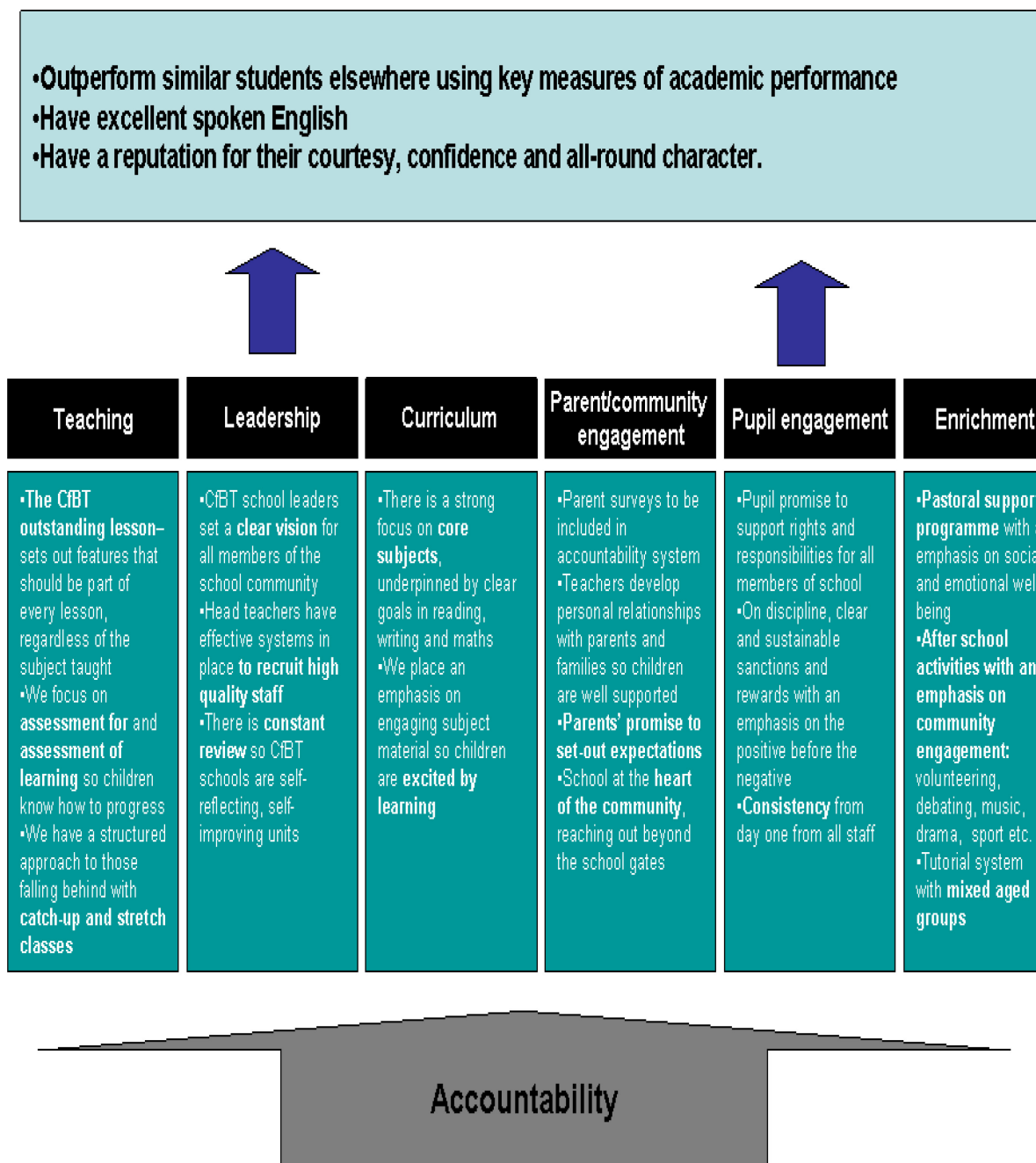
Nothing matters more than getting the interactions right in the classroom. That means schools need a clear focus on teaching practice. Evendons Primary School will have three distinct approaches to ensuring effective teaching.

#### 1. The CfBT outstanding lesson

The CfBT outstanding lesson forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter. The core features of the CfBT outstanding lesson include:

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

### The six pillars of the CfBT School Design



### 2. Assessment

Children do best when they know how to reach the next level in their learning. We expect our staff to give specific, individualised and formative feedback on an ongoing basis. Our assessments for learning practices include:

- Providing real-time, oral feedback on pupils’ work to stimulate regular learning conversations in the classroom;
- Comment-only, non-graded marking on selected pieces of work. Evidence shows that often pupils do not read comments when they are given in conjunction with levels;

- Involving pupils in peer- and self-assessment. Pupils will be encouraged to make their own judgements about how far they have progressed.

Evendons Primary School will also have systems in place to ensure there is effective summative, assessment of learning. Sensitive use of test data enhances our ability to judge pupil achievement and teacher quality.

### 3. Catch-up and stretch

Evendons Primary School will use assessment information to target under-achievement at all ability levels. A pupil with the potential for a Level 5 currently at a Level 4 needs extra support just as much as a pupil with the potential for a Level 3 currently on a Level 2. Evendons Primary School will have a structured approach to all pupils who are underachieving, including one-to-one support during and after school, parental partnerships and differentiated learning tasks in lessons. Inclusion at Evendons Primary School will be about making sure everyone reaches their full potential, whether they need remedial help or further stretching; whether they have special needs or are able and talented.

### Leadership

Leadership is second only to teaching as a driver of school performance. From day 1, our Headteacher will be guided by a set of processes and practices:

- **Vision:** Our Headteacher will share our high expectations for all pupils and will be fully signed up to our vision (see Section C). It will be his/her responsibility to make sure all staff are inspired and ready to deliver our shared goals.
- **Teacher recruitment:** Getting the right people in front of pupils is one of the primary responsibilities of our Headteacher. As the school grows, we will support this process with our tried and tested recruitment methodology. We will also draw on our large database of educational professionals to assist where appropriate.
- **School self-evaluation:** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. Evendons Primary School will have the capacity for systematic self-review and our Headteacher will have the information needed to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad (for more detail see Accountability, below).

### Curriculum

We believe there is no contradiction between a curriculum that rigorously instils the basics of reading, writing and counting whilst at the same time offering a broad range of learning experiences. Whilst we are determined to guarantee high standards in the core disciplines, and we want a broad offer with specialist teaching staff, wherever possible, in areas such as music, PE and languages.

We place an emphasis on the engaging delivery of the curriculum so children are excited by learning. It is the richness of subject content combined with practical learning opportunities that fires the imagination. We expect our teachers to have a mastery of their subjects combined with an ability to translate complex ideas for children of all ages and ability ranges.



### **Parent/community engagement**

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

Specifically, we expect our staff to have an open channel of communication with parents and carers, using proactive strategies where necessary. We will also include parental views in our assessment cycles so we are taking a full view of performance (see Accountability, below, for more detail).

To support our open approach, Evendons Primary School will have a Parents' Promise (see Appendix D2) which sets out what parents can expect and demand from us. And because engagement works both ways, we have also set out what we expect from parents. Having high expectations of family support for children is vital in creating a culture of learning in any school community.

Evendons Primary School will not only be for parents and pupils, but will form a key part of the community. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population. We want the new Free School to be located within a strong community, close to the centre of the Evendons Ward. Our proposed catchment area includes families with a range of backgrounds, including some with significant social needs. The school building will provide an important hub for the community both within and outside its educational remit. This could include providing facilities out of school hours for its children, facilitating sharing of best practice with other local schools and allowing its facilities to be used by local groups.

### **Pupil engagement**

Evendons Primary School is fundamentally about its pupils. We want them to be involved in all aspects of school life, both inside and outside the classroom. We also want them to learn the skills that will stand them in good stead for secondary school and beyond. Appendix D2 sets out our Pupils' Promise which, like the Parents' Promise, details how we intend to ensure excellent relationships between pupils and the wider school community. It also forms the basis of our code of conduct (Golden Rules) which guarantees the highest standards of pupil discipline and places an emphasis on positive and consistent behaviour management.

### **Enrichment**

Good schools build social as well as academic capital. There is no contradiction between demanding high achievement and looking after children's wider well-being. Evendons Primary School will have a number of systems and processes in place to promote pupils' personal development.

Our pastoral system will acknowledge the value of pupil leadership and role modelling. As the school grows we will have a cross-year group school house system and mentoring systems so pupils can learn from each other. This cross-year interaction will help prepare pupils for secondary school. We will encourage a wide array of before- and after-school activities to stimulate wider interests. In our experience staff often

bring their own passions to this with school choirs, plays and sports clubs. We have also seen great examples of volunteering and debating activities that have promoted confidence and character in our students. We would want to build on these to ensure pupils have excellent enrichment opportunities.

As highlighted above, Evendons Primary School will work within the community, both with residents and other schools, to enhance the experience of pupils' education including the subject areas of sport, arts and community social action projects.

### Accountability

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


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

- Pupil level data: occasional testing, assessment for learning feedback, surveys;
- Teacher level data: lesson observations, work scrutiny, surveys;
- Parent/carer level data: regular face-to-face and telephone contact, surveys.

Evendons Primary School will have an assessment cycle and at certain points during the year an accountability snapshot will be created, drawing on the sources of data outlined above. This snapshot will form the basis of the school self-review and will be used to make a judgement about performance. Where there are weaknesses, it will be incumbent upon the Headteacher to put in place interventions to improve outcomes. This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

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

### Appendix D1: Sample timetables (see Excel spreadsheets)

  
Appendix D1  
Indicative timetables

## Appendix D2: Evendons’ Pupil and Parent Promises

### Pupils’ Promise

The following table sets out our draft Pupils’ Promise for Evendons Primary School which, like the Parents’ Promise that follows, details how we intend to ensure excellent relationships between children and the wider school community. It also forms the basis of our ‘Golden Rules’ which guarantee the highest standards of discipline and place an emphasis on positive and consistent behaviour management. Our staff will emphasise the positive before the negative but will be very focused on ensuring incidences of poor behaviour are dealt with quickly and are not allowed to escalate. The draft Pupil Promise will be agreed with the pupils and then adopted by the school.

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

### Parents’ Promise

To support our ‘Golden Rules’ for pupils we require all parents to sign a Parents’ Promise which sets out what parents can expect and demand from us. Because engagement works both ways, we have also set out what we expect from parents. Having high expectations of family support for children is vital in creating a culture of learning in any school. The draft Parents’ Promise, below, will be consulted on and then form the basis of the school’s Parents Policy.

<b>Evendons Primary School promises to:</b>	<b>Evendons Primary School invites parents to:</b>
Support and help you in your role as the child’s first and most important educator	Help us by communicating with the school about your child’s development needs
Listen to your views and take them into account when deciding school policy	Play a full part in the school’s arrangements for consulting and involving you
Make sure you are kept informed about	Support your child with work and help him or

the work of the school and your child's progress	her to achieve any targets they are given
Address any concerns you may have and explain any decision or action that results from these	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that they can be resolved
Ensure that in all decision-making children's interests are foremost	Help us to decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of staff
Provide the best possible quality teaching in which children's learning can thrive	Contribute your own expertise and interests to the education delivered in the school

## Appendix F1. Draft Headteacher Job Description

In choosing the Headteacher we will look for a talented and inspirational leader, who has the drive and vision to embrace the ideas of the sponsors and who is committed to the highest achievement for all.

The successful candidate will take up the post as soon as possible, so as to be completely involved in the planning process leading to the school's opening in September 2014. The following job description is not final and it is expected that the Headteacher Designate, through their involvement in the Free School planning, will work closely with the Evendons Primary School Group (EPSG) and CfBT Schools Trust (CST) to develop this job description to ensure it reflects the needs and demands of the post.

### Purpose of the post of Headteacher

The Headteacher will:

- be accountable to CfBT Schools Trust and the local Governing Body. The Schools Trust will be an overarching body responsible for multiple academies/schools sponsored by CfBT. A local Governing Body will be closely involved in and accountable for overseeing the life of the school;
- share the sponsors' and community's vision, and demonstrate the capacity to work as part of a team in developing an outstanding Free School;
- lead and manage the Free School to secure high quality education and high standards of achievement for all its pupils;
- provide the vision and leadership needed to realise the sponsors' and community's ambitions for the Free School;
- be accountable for a continuous improvement in the quality of education provided;
- create the environment and manage the resources to promote value for money and secure the achievement of all pupils and staff;
- be accountable for the safeguarding of pupils.

### Strategic direction and leadership

The Headteacher will:

- keep learning and achievement at the centre of strategic planning and resource management;
- have a strategic view of how to successfully develop a new school and create a

successful ethos and culture;

- be responsible for the Free School's management and development and all its resources;
- work in partnership with the Senior Leadership Team, Academy Trust and Free School Governing Body to engage pupils and staff in realising the Free School's vision;
- advise the Free School Governing Board on the formulation and implementation of policies;
- manage a complex organisation effectively and ensure the successful implementation of radical change;
- plan the opening of the new Free School and input to the design of any new or refurbished buildings;
- harness and support members of the school community to create a caring, rich and exciting learning environment.

### **Teaching and learning**

The Headteacher will:

- deliver an innovative curriculum, based on excellence for all through personalised learning whilst meeting statutory requirements and the Free School's education vision;
- ensure that the curriculum delivered matches the needs of all pupils and is supported by high quality teaching;
- ensure that suitable strategies are implemented to raise standards continually;
- develop radical approaches to meeting both the needs of pupils who enter the Free School with a low skill-base (including those with identified special education needs) and those who are more able;
- keep pupils' learning and achievement at the centre of strategic planning and resource management;
- achieve a sense of harmony, through the effective management of pupil behaviour; and involve pupils in the Free School's decision-making processes by developing policies and practices that treat pupils as partners in the learning process;
- ensure that there is an effective assessment, recording and reporting system of pupil progress;
- monitor and evaluate the curriculum for both quality and value for money;
- ensure pupils feel safe, supported and have all barriers to their learning and progress addressed/removed;
- achieve robust systems of pastoral care and personalised learning to ensure every pupil feels valued and is known and supported during their time at the Free School.

### **Leading and managing staff**

The Headteacher will:

- lead and motivate others and generate effective working relationships at all levels;
- maximise the contribution of all staff to improve the quality of education provided and standards achieved;
- manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance;

- promote the Free School's ethos in which the highest achievements are expected from all members of the Free School community;
- ensure that professional duties for all staff are fulfilled as specified in their terms and conditions;
- lead, motivate, support, challenge and develop the Leadership Team and through them all staff;
- provide effective induction, continuing professional development and performance management in line with the Free School's strategic plans;
- ensure all staff accountabilities are clearly defined and understood and are subject to rigorous appraisal, review and evaluation;
- ensure the well-being of staff.

### **Financial and facilities management**

The Headteacher, assisted by the CST Head of Finance/School Business Manager, will:

- plan and manage the Free School's finances and resources to ensure maximum benefit for pupils;
- be responsible for the Free School campus, its buildings, equipment and grounds;
- provide advice to the Free School Governing Body on the formulation of the annual and projected yearly budgets in order that the Free School secures its objectives;
- set appropriate priorities for expenditure and allocation of funds;
- make a significant contribution to the specification of the new buildings so that they will best support the objectives set out in the educational vision for the Free School;
- ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the Free School;
- manage and organise accommodation efficiently to ensure it meets the needs of the pupils and staff;
- ensure effective administration and audit control;
- be accountable for health and safety requirements.

### **Partnerships**

The Headteacher will:

- work closely with the sponsors and the Governing Board to ensure that the development of the Free School is a success;
- work closely with other academies and Free Schools sponsored by CfBT, and engage across other areas of CfBT's work;
- develop and encourage excellent relationships with parents and carers to support pupil learning;
- identify and develop strong partnerships and relationships with primary schools;
- identify, develop and promote strong links with the local community: education, business and non-profit sectors;
- secure strong links with other key partners who are supporting the Free School's development.