# Free school application form 2014

## Mainstream and 16 to 19 (updated March 2014)

RIVERSIDE PRIMARY SCHOOL

# Contents

# Application checklist

| Name of task | Yes | No |
|---|:---:|:---:|
| **1. Have you completed the [pre-application registration form](#) by 5pm on Friday 4 April?** | ☒ | ☐ |
| **2.** Have you established a company limited by guarantee? | ☒ | ☐ |
| **3.** Have you provided information on all of the following areas: | | |
| **Section A:** Applicant details | ☒ | ☐ |
| **Section B:** Outline of the school | ☒ | ☐ |
| **Section C:** Education vision | ☒ | ☐ |
| **Section D:** Education plan | ☒ | ☐ |
| **Section E:** Evidence of need | ☒ | ☐ |
| **Section F:** Capacity and capability | ☒ | ☐ |
| **Section G:** Budget planning and affordability | ☒ | ☐ |
| **Section H:** Premises | ☒ | ☐ |
| **4.** Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | ☒ | ☐ |
| **5.** Have you fully completed the budget plans? | ☒ | ☐ |
| **6.** Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | ☐ | ☐ |
| **7.** Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | ☐ | ☐ |

| | | |
|---|---|---|
| **8.** Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | ☐ | ☐ |
| **9.** Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?<br><br> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | ☒ | ☐ |
| **10.** Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | ☒ | ☐ |

*Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

| **Section I of your application** | | |
|---|---|---|
| **11.** Have you sent:<br><br> ▪ a copy of Section A (tab 1 of the Excel template); and<br><br> ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and<br><br> ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days<br><br>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?<br><br>(See guidance for dates and deadlines) | ☒ | ☐ |

# Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**


**Position: Chair of company / Member of company (please delete as appropriate)**

**Print name:**


**Date:**

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

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

## Section A:  Applicant details

Please see the Excel application form.

## Section B:  Outline of the school

Please see the Excel application form.

# Section C: Education vision

## Section C1: A credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

### C 1.1 Overarching Vision for The Partnership Learning Trust Chain

The Partnership Learning Trust, based in East London, has already been approved to establish two Free schools: a mainstream Secondary Free school – Riverside School, which opened in September 2013 and will become, with 1,800 pupils, one of the largest Free Schools so far - and a Special Free school – Riverside Special School, approved to open in 2015.

Our schools are characterised by a philosophy that expects all young people to achieve the very best outcomes they are capable of, both academically and in developing the key character traits of confidence and resilience. Our schools are set achievement targets significantly above the national average and all teaching is expected to be at least Good, with the majority Outstanding. We expect all our schools to achieve Ofsted 'Outstanding' judgements.

We believe learning is most effective when students are taught with others of similar ability, so in our mainstream schools we group pupils by prior attainment in three discrete pathways, enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all pupils make rapid progress towards challenging academic targets.

Our aim is to spread proven outstanding practice, particularly for the benefit of disadvantaged communities, ensuring that all young people thrive within a well-structured and aspirational environment. We aim to maximise social mobility and give our pupils the same opportunities as their most favoured privately-educated peers – outstanding teaching, schools organised around the ability profile of their pupils and wide-ranging enrichment activities.

We have recently been designated as a Teaching School Alliance – 'The Partnership Learning Trust Teaching School Alliance' – which will further enable us to play a system leadership role across the local area.

We relish Academy freedoms, particularly the opportunity to utilise flexible operating hours to provide extensive extra-curricular activities and Summer schools. We seek, nevertheless, to work with local families of schools to achieve positive outcomes for **all** young people.

We aim to have three Free schools open and operating by 2015, four Free schools by 2016 and a minimum of five Free schools by 2017, with a spread of 40% Secondary, 40% Primary and 20% Special, centred on the East London area. We also aspire to

achieve Academy Sponsor status and through this take on up to an additional three schools by 2017.

Currently The Partnership Learning Trust is set up as a Single Academy Trust, using model DfE Articles, with a simple structure of Members and Directors (Governors). We are in the process of re-constituting the governance structure, moving to a Multi-Academy Trust with four Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning.

## C 1.2 Our Vision for Riverside Primary School

We propose to establish a three form-entry 4-11 mixed Primary Free school in the London Borough of Barking and Dagenham, co-located with our existing Secondary and Special Free schools, to serve the rapidly-expanding community of Barking Riverside, where there is already a shortage of school places and it is planned to build a further 10,800 homes (see C1.4 below).

The London Borough of Barking and Dagenham is one of the 10% most disadvantaged boroughs in England and Thames Ward, where our school will be situated, is in the top 5% of deprived wards in the country.

The new school will address both a pressing basic need for primary school places in a disadvantaged area and offer higher standards than currently being achieved by local schools. All pupils will be expected to make rapid progress towards challenging academic and personal targets, with school-level targets set significantly above national averages.

Based on data from local primary schools our school's intake is likely to have: a wide ethnic mix, with about a quarter of the pupils of White British heritage, around one third Black African and the remainder from a wide range of other ethnicities; a substantially greater proportion of pupils eligible for pupil premium than the national average; and prior attainment levels significantly below the national average.

In common with our secondary Free school, Riverside Primary School will establish innovative ability-grouping pathways, to enable curriculum structure, pace and teaching styles to be appropriately targeted at learners' needs.

The campus experience – integrating Secondary, Special and Primary - will provide opportunities for seamless transition and curriculum continuity, both in content and style, making learning exciting and challenging for all pupils.

Our motto "Excellence for All" sums up our aims. Riverside Primary School will deliver academic outcomes significantly above the national average on all key measures and develop personal qualities and skills to enable our pupils to lead successful lives and contribute positively to society.

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

Our innovative curriculum model will provide stretching opportunities for the more-able pupils so that they can progress at a challenging rate commensurate with their intellectual capacities and aspirations.

At the same time we will take care to provide a secure and nurturing environment for less academic pupils and those with special educational needs.

From an early age pupils will be encouraged to think creatively and critically, and communicate effectively so that they begin to acquire the skills of confidence, oracy and resilience to be developed throughout their school life.

All pupils will be given challenging individual targets. We expect children to respond to the challenge of this new environment and to make excellent progress, eventually making a smooth transition to Riverside secondary school where expectations and achievements are also high.

We will ensure maximum opportunity for pupils to transfer between ability pathways as their needs change and develop. We aim to provide positive transitions between phases and a coherent progression in the learning experience.

The new school will have the support of an 'Outstanding' Partner School, Warren Junior School – a National Support School and Teaching School - and its Headteacher – █████████ – ███████████.

Riverside Primary School will play a key part in counteracting the local cycle of deprivation by teaching relevant skills and supporting families and the work force by raising expectations and fulfilling aspirations.

We will establish models of best practice and seamless transition which can be shared with colleagues across the locality. The Riverside Campus will create a learning hub which will provide a focus for employment, skill development and leisure for local people.


## C 1.3        A Deliverable Vision

We believe that our vision for Riverside Primary School is highly deliverable, for the following reasons:

- We are confident that the new primary school will be fully subscribed from opening and have a sound financial base because:
  - There is a demonstrable shortage of primary school places in the area, creating an underlying demand waiting to be met;
  - Local families have already shown their trust in our particular Riverside 'brand', with both current year groups in our secondary Free school fully subscribed and full subscription for new Year 7 in September 2014;
- We have demonstrated our ability to open new provision efficiently and on schedule, recruit high-quality leaders and teachers and deliver outstanding teaching and learning, as evidenced by the exceptionally positive report

following our secondary Free school's DfE Monitoring Visit last year;

- We are able to utilise the proven leadership and expertise of our three 'Outstanding' partner schools - secondary, primary and special – two of which are designated Teaching Schools/National Support Schools led by  National Leaders of Education;
- We are also able to call upon the expertise of a range of experienced education professionals as consultants and advisers (see Table 18 on p 78 below).
- Our staffing and curriculum plans are carefully costed and sustainable, based on actual costs incurred in our existing Free school and our partner schools;
- We already have a designated site, detailed architectural plans for the proposed primary provision as part of an integrated campus and planning permission in train;
- We have a strong governance structure in place, with high-calibre Directors able to hold leaders to account.

## C 1.4        Contribution to Meeting the Basic Need for School Places

Our proposed Free primary school will play its part in meeting a pressing need for primary school places in the local area. The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country and has been recognised as having the greatest need for new school places of all London boroughs. On Barking Riverside the 0-19 population is projected to increase by 160% between 2011 and 2021.

The forecast need for Reception places in the Borough of Barking and Dagenham as a whole over the eight years from 2012 to 2020 is as follows:

| Date | Places Needed | Current Places | Shortfall |
|---|---|---|---|
| September 2012 | 3,554 | 3496 | 158 |
| September 2016 | 3,993 | 3496 | 497 |
| September 2020 | 4,205 | 3496 | 709 |

*Source: London Borough of Barking and Dagenham 2014 (see Table 12 on p 49)*

Within the overall need for more Reception places in the borough there is particular demand in the Riverside/Thames View area. This is a result of existing and on-going inward mobility of families with young children. For entry in September 2013, the long-established local infants school, Thames View, had 287 applications for its 120 places and has had to go over number with 132 pupils on roll in Reception; the newly-opened George Carey Primary School is already full in Reception and had 178 applications for its 90 places.

However, in addition to the demand for places based on the current housing stock in the Riverside/Thames View area, the Greater London Authority is planning the development of a further 10,800 new dwellings on reclaimed industrial land as part of the Thames Gateway development - one of the most significant regional developments in the UK:

"At Barking Riverside, the Mayor is undertaking London's largest brownfield regeneration project…The development…will deliver 10,800 homes and over 65,000 square metres of commercial, retail, leisure and community space, along with five schools."

*Source: Homes for London: London Housing Strategy 2014*

The planned new housing on Barking Riverside, whilst not needed in order to demonstrate the need for our proposed school, will eventually generate an additional requirement for 432 additional places per year group, using the standard planning calculation of 4 places per year group being generated for each 100 new homes.

## C 1.5        Offering Higher Standards

Our proposed Free primary school will play a key part in raising achievement levels in the local area. We will set achievement targets significantly above the national average, with all teaching expected to be at least Good and the majority Outstanding. We expect Riverside Primary School to achieve an Ofsted 'Outstanding' judgement at its first inspection.

The standards that we will achieve will be significantly higher than those currently being achieved by neighbouring schools.

### C 1.5.1        Ofsted Gradings

The 2013 Ofsted Annual Report refers to poor standards in Barking and Dagenham primary schools, in contrast to generally high standards of primary education across London:

"Nearly four in every 10 children in this borough attend a primary school that is less than good, which means that nearly 9,000 children here do not get the start in life they deserve."

Only 62% of children in the borough attend a primary school rated Good or Outstanding by Ofsted, by far the worst percentage in London and placing it 143rd out of 151 Local Authorities nationally.

The four schools serving Key Stage 2 pupils nearest to our proposed site have been graded by Ofsted as follows:

| *School* | *Judgement* | *Inspection Date* |
|---|---|---|
| Thames View Junior School | Requires Improvement | November 2012 |
| Eastbury Primary School | Requires Improvement | September 2012 |
| George Carey C of E Primary School | Good | October 2012 |
| Gascoigne Primary School | Good | July 2013 |

## C 1.5.2    Achievement Data

Early Years Foundation Stage Performance 2013:

Three out of the four nearest schools are below the National and LA averages for 'Good Level of Development'.

KS1 Performance 2013 – Level 3+:

Three out of the four nearest schools are below the National and LA averages for L3+ Reading, L3+ Writing and L3+ Mathematics.

KS2 Performance 2013 – Level 4+ and Expected Progress:

Three out of the four nearest schools are below the National and LA averages for L4+ Combined Reading, Writing, Maths and for % Making Expected Progress in Writing.

Two out of the four nearest schools are below the National and LA  averages for % Making Expected Progress in Reading and for % Making Expected Progress in Maths.


## C 1.6    The community's desire for a new local Primary school

Existing capacity at Reception age in the Riverside/Thames View area is already insufficient to meet the existing demand.

Parents in the area are experiencing difficulty finding Reception places in over-subscribed local schools. They have shown an overwhelmingly positive response to our proposals to set up new primary provision under what is already a known and trusted local 'brand'.

We want to provide easy access to primary provision for local families where our young learners can enjoy a safe environment close to home and close to other schools attended by friends and siblings.

# Section D:        Education plan – part 1

*Table 1: 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) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|---|---|---|
| **Reception** |  | 30 | 30 | 90 | 90 | 90 | 90 | 90 | 90 |
| **Year 1** |  | 30 | 60 | 90 | 90 | 90 | 90 | 90 | 90 |
| **Year 2** |  |  |  | 90 | 90 | 90 | 90 | 90 | 90 |
| **Year 3** |  |  |  |  | 90 | 90 | 90 | 90 | 90 |
| **Year 4** |  |  |  |  |  | 90 | 90 | 90 | 90 |
| **Year 5** |  |  |  |  |  |  | 90 | 90 | 90 |
| **Year 6** |  |  |  |  |  |  |  | 90 | 90 |
| **Year 7** |  |  |  |  |  |  |  |  |  |
| **Year 8** |  |  |  |  |  |  |  |  |  |
| **Year 9** |  |  |  |  |  |  |  |  |  |
| **Year 10** |  |  |  |  |  |  |  |  |  |
| **Year 11** |  |  |  |  |  |  |  |  |  |
| **Year 12** |  |  |  |  |  |  |  |  |  |
| **Year 13** |  |  |  |  |  |  |  |  |  |
| **Totals** |  | 60 | 90 | 270 | 360 | 450 | 540 | 630 | 630 |

# Section D: Education plan – part 2

## Section D1: An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

### D 1.1 Details about each subject and any enrichment/out-of-hours activities in  the planned curriculum.

*Table 2: Curriculum overview*

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|---|---|---|---|
| **Early Years Foundation Stage (Reception)** Total 23 hours 40 mins + minimum 1 hour enrichment per week | | | |
| See details of integrated curriculum in Section D 1.3.2  below | | | |
| | | | |
| **Key Stage 1 (Years 1 and 2)** Total 23 hours 40 mins + minimum 1 hour enrichment per week | | | |
| English | 5 hours | Mandatory | |
| Maths | 5 hours | Mandatory | |
| Phonics | 1 hr 40 min | Mandatory | |
| Science | 2 hours | Mandatory | |
| Design Technology | 1 hour | Mandatory | |
| Computing | 1 hour | Mandatory | |
| History | 1 hour | Mandatory | |
| Geography | 1 hour | Mandatory | |
| Art and Design | 1 hour | Mandatory | |
| RE/PSHE | 1 hour | Mandatory | |
| Music | 1 hour | Mandatory | |
| Spanish | 1 hour | Mandatory | |
| P.E | 2 hours | Mandatory | |
| Enrichment | 1 hour | Mandatory | See Table 7 on p 36 |
| Out-of-hours activities | As taken up | Voluntary | See Table 7 on p 36 |

| Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) Total 25 hours + minimum 2 hours enrichment per week | | | |
|---|---|---|---|
| English | 5 hours | Mandatory | |
| Maths | 5 hours | Mandatory | |
| Science | 2 hours | Mandatory | |
| Design Technology | 1 hour | Mandatory | |
| Computing | 1 hour | Mandatory | |
| History | 2 hours | Mandatory | |
| Geography | 2 hours | Mandatory | |
| Art and Design | 1 hour | Mandatory | |
| RE/PSHE | 1 hour | Mandatory | |
| Music | 1 hour | Mandatory | |
| Spanish | 1 hour | Mandatory | |
| Classical language & culture | 1 hour | Mandatory | |
| P.E | 2 hours | Mandatory | |
| Enrichment | 2 hours | Mandatory | See Table 7 on p 36 |
| Out-of-hours activities | As taken up | Voluntary | See Table 7 on p 36 |
| Phonics – Catch up | 1 hr 40 min | As required | As required - withdrawal |

The length of the school day will vary slightly between EYFS/KS1 and KS2:

EYFS/KS1          8.55 am – 3.00 pm with additional minimum 1 hour per week enrichment

KS2          8.40 am – 3.00 pm with additional minimum 2 hours per week enrichment

## D 1.2          An understanding of the expected pupil intake and their needs

### D 1.2.1          Overall Characteristics of Expected Pupil Intake

Our pupil intake will come from a disadvantaged locality where families from diverse cultural and ethnic origins have joined the indigenous population in recent years, from areas of higher-cost housing and also from outside the UK. Despite their economic

circumstances parents are ambitious for their children and we will offer a curriculum that will challenge the most able and give support where it is needed.

*Table 3: Overall Characteristics of Expected Pupil Intake*

| | % Low Attainers on Entry to KS2 | % Middle Attainers on Entry to KS2 | % High Attainers on Entry to KS2 | % FSM6 | % EAL | % Statement or SA+ |
|---|---|---|---|---|---|---|
| Eastbury Primary | 30 | 66 | 4 | 50 | 67 | 13 |
| Gascoigne Primary | 18 | 70 | 12 | 64 | 88 | 11 |
| Thames View Junior | 12 | 60 | 28 | 56 | 61 | 1 |
| *National* | *18* | *57* | *24* | *29* | *16* | *11* |

Based on data from local primary schools, from performance tables and Ofsted reports:

- About a quarter of the pupils are likely to be of White British heritage, around one third Black African and the remainder from a wide range of other ethnicities.
- Two thirds of the pupils are likely to speak English as an additional language with over 40 languages spoken.
- The proportion of pupils eligible for pupil premium is likely to be high - substantially greater than the national average.
- The proportion of pupils supported at school action is average, but the proportion supported at school action plus or with a statement of special educational needs is below average.

## D 1.2.2     Attainment Profile of Expected Pupil Intake

## Early Years Foundation Stage Profile

In 2013, only 46% of children in Barking and Dagenham were assessed as reaching a 'good level of development' (GLD) compared to 52% nationally.

Writing is an area of particular concern, with only 55% of children achieving 'Good' (Expected or Exceeding Expected Progress).

## Key Stage 1 Attainment Data

*Table 4: KS1 Level 2B+ 2013*

| *Level 2b+* | *% L2B+ Reading* | *% L2B+ Writing* | *% L2B+ Maths* |
|---|---|---|---|
| Eastbury Primary | 73.9 | 63.9 | 80.7 |
| Gascoigne Primary | 72.8 | 58.1 | 67.6 |
| George Carey CE Primary | 71.9 | 62.5 | 75.0 |
| Thames View Infants | 94.7 | 92.1 | 95.6 |
| *National* | *79.0* | *67.0* | *78.0* |

*Table 5: KS1 Level 3+ 2013*

| Level 3+ | % L3+ Reading | % L3+ Writing | % L3+ Maths |
|---|---|---|---|
| Eastbury Primary | 13.4 | 5.0 | 17.6 |
| Gascoigne Primary | 12.5 | 5.1 | 8.0 |
| George Carey CE Primary | 15.6 | 6.3 | 15.6 |
| Thames View Infants | 70.2 | 64.0 | 65.8 |
| *National* | *29.0* | *15.0* | *23.0* |

Overall performance of pupils at the existing local schools at the end of Key Stage 1 is below the national average for L2B+ Reading and Writing but broadly in line for Mathematics

For L3+, overall performance of local pupils is significantly below national averages in all three areas of assessment.

Key Stage 2 Attainment Data 2013

*Table 6: KS2 L4+/L5+ 2013*

| 2013 | Reading | | Maths | | Combined Reading, Writing & Maths | | Grammar, Punctuation & Spelling (SPaG) | |
|---|---|---|---|---|---|---|---|---|
| % | L4 + | L5 + | L4 + | L5 + | L4 + | L5 + | L4 + | L5 + |
| Eastbury Primary | 80 | 22 | 81 | 26 | 69 | 7 | 69 | 41 |
| Gascoigne Primary | 70 | 30 | 71 | 26 | 60 | 17 | 66 | 42 |
| Thames View Junior | 82 | 36 | 91 | 47 | 70 | 35 | 60 | 35 |
| George Carey C of E Primary School (NB Only 18 pupils) | 80 | 55 | 80 | 35 | 79 | 28 | 72 | 46 |
| Total of four local schools | 77 | 31 | 80 | 33 | 67 | 20 | 65 | 40 |
| *National* | *86* | *45* | *85* | *41* | *75* | *21* | *74* | *48* |
| Difference from National | -9 | -14 | -5 | -8 | -8 | -1 | -9 | -8 |

Overall performance of pupils at the existing local schools at the end of Key Stage 2 is below national averages in all assessment areas with particular concerns in Reading at both Level 4 and 5 plus.

D 1.2.3     Overall Needs Analysis

From an analysis of the data above and local knowledge we have identified the following key areas of need locally in the Primary phase:

- Reading, which for higher level achievement is 14 percentage points behind national at KS2 and even for expected level is 9 points behind national
- Writing, which is weak in the Early Years Foundation Stage and for both higher and expected level achievement is behind national at KS1.
- Spelling, Punctuation and Grammar, which at KS2 is 8/9 points below the national at both Level 4+ and 5+.
- Speaking and listening skills, which Ofsted reports on local schools identify as a key issue holding back progress.
- Maths for high level achievement, where there is an 8 point gap with the national by KS2, and for expected level where there is a 5 point gap.
- Overall, the need to ensure that children with the potential to reach the highest levels of achievement are challenged and supported to reach them.
- The need to develop outstanding learners alongside outstanding teachers – in order to counteract the impact of peer and societal pressures which can be seen in widening gaps with national averages by the end of KS2
- The need to ensure that achievement gaps are closed between the achievement of all pupils and those for whom the Pupil Premium is payable, those with EAL and those with SEN.
- The need to work at developing the qualities of confidence, oracy and resilience in our children – so that they are able to make best use of their academic achievements and enrichment opportunities.

## D 1.3     A rationale for the type of curriculum proposed which is consistent with the vision, explaining how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs

### D 1.3.1     Curriculum Overview

In order to meet the key needs identified above we will focus relentlessly on achievement in the core subjects of Maths and English, both to ensure that all children meet expected levels by the end of Key Stage 2, and that those with the potential to do so reach Levels 5 and 6.

Our curriculum at Riverside Primary School will have at its core for Key Stages 1 and 2 the subjects and content set out in the 2014 National Curriculum, and for Reception the areas of learning and early learning goals set out in the Statutory Framework for the EYFS.

However, we will take full advantage of the freedoms accorded by our Free School status and the slimmed-down national curriculum to provide significant extension and enrichment activities (see Section D 1.6 below). In particular we intend to introduce a modern foreign language (Spanish – the main language taught at our secondary school) from Early Years onwards and Classical Studies from Key Stage 2.

We will also take advantage of the primary school's co-location with Riverside secondary and special schools to develop continuity and consistency based on the highest expectations of pupil achievement.

We will develop children's physical as well as intellectual abilities by providing structured play and more formal sports and team games.

Children at Riverside Primary will also develop confidence in expressing themselves though a wide range of creative learning experiences including Art, Drama and Music.
We will extend and enrich children's linguistic and cultural understanding through the introduction of Classical Studies and the early introduction of a modern foreign language.

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

## D 1.3.2    Curriculum Structure

Early Years Foundation Stage – Reception - 23 hours 40 mins

- Daily 20 minute Phonics session
  Daily Mathematics and Literacy sessions with integration into other activities during the day
- The other five areas of learning will be delivered through an integrated day
- There will be a particular emphasis on Communication and Language and on Personal, Social and Emotional Development.
- Spanish language and culture will be introduced informally using games and other activities

Key Stage 1 (Years 1 and 2) - 23 hours 40 mins

- Daily 20 minute Phonics session
- English and Mathematics will be taught for one hour each daily
- Science will be taught for two hours a week
- Music (taught by a specialist teacher) and RE/PSHE will be taught for one hour a week each
- Art and Design, Design and Technology and Computing will be each taught in four two-day blocks, spread across the year, equivalent to one hour a week each
- History and Geography will be each taught for an hour a week
- PE will be taught for two hours per week by a specialist teacher
- Spanish language and culture will continue to be developed informally using games and other activities, integrated into curriculum areas but will also be taught for one hour a week by a specialist teacher
- When appropriate, subjects will be linked together in integrated topics

Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) - 25 hours

- Daily 20 minute Phonics sessions as required for catch-up
- English and Mathematics will be taught for one hour each daily by specialist teachers
- Science will be taught for two hours a week (in Upper KS2 by a specialist teacher)
- RE/PSHE will be taught for one hour a week
- Art and Design, Design and Technology and Computing will be each taught in four two-day blocks, spread across the year, equivalent to one hour a week each
- History and Geography will be each taught for two hours a week
- PE will be taught for two hours per week by a specialist teacher
- Spanish language will be taught each week for 1 hour by a specialist teacher
- Music will be taught for 1 hour each week by a specialist teacher
- Classical language and culture will be introduced for one hour a week, taught by a specialist teacher

### D 1.3.3    Key Curriculum Areas

### Literacy

We will place a particular emphasis on spoken language (speaking and listening) reading for pleasure and phonics in both Key Stages.

Nationally in 2013 only 74% of pupils achieved level 4 or above in the Grammar, Punctuation and Spelling (SPaG) test compared to 91% in writing. There is a similar pattern in Barking and Dagenham: 81% in Writing, 71% for SPaG. Therefore we will rigorously teach spelling, punctuation and grammar in order to raise standards in these areas.

A greater emphasis on spoken language will be vital for the children in our care due to significantly low levels of communication skills when they arrive at school. This is currently a significant concern across the borough, with some schools identifying as many as 55% of young people with a speech and language need on entry.

We will ensure that literacy skills are constantly reinforced when teaching other areas of the curriculum.

### Mathematics

We will ensure that all pupils become fluent in the fundamentals of mathematics, build conceptual understanding and develop the ability to recall and apply knowledge rapidly and accurately.

We will place a particular emphasis on the use of mathematical language and solving problems by the appropriate application of mathematics.

We will ensure that pupils' mathematical knowledge is reinforced when teaching other areas of the curriculum such as Science and Design and Technology.

## Science

We will develop a sense of excitement and curiosity about the natural world. We will ensure that all pupils develop an in-depth understanding of a wide range of scientific concepts, are able to use different types of scientific enquiry and can draw conclusions based on data and observations.

Pupils will be taught to describe scientific processes in appropriate language and to use technical terminology accurately, both in writing and orally.

Pupils will be expected to apply skills learned in Maths to their work in science, especially data collection, presentation and analysis.

We will enable pupils to gain an understanding of the moral, social and economic implications of scientific developments through links with other areas of the curriculum.

## Spanish

Through teaching Spanish we will provide a high-quality languages education to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers as well as to foster pupils' curiosity and deepen their understanding of the world.

Spanish teaching will provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## Classical Studies

We will introduce Classical Studies from the start of Key Stage 2, to provide an appreciation of classical civilisation and a linguistic foundation in Latin. An understanding of classical myths, legends, history and culture will provide pupils with a valuable framework to help understanding across a range of subject areas.

A linguistic foundation in Latin will stretch pupils intellectually and also support the study of modern languages at key stage 3. Latin is also offered as a GCSE option at the co-located secondary school.

## D 1.3.4    Curriculum Delivery

## Grouping by Needs and Aptitude

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

In the Early Years Foundation Stage pupils will be placed in mixed ability classes, with differentiation on an individual or small group basis as appropriate.

However, from Key Stage 1 onwards Riverside Primary School will organise learning in a radically different way: class groups based on aptitude and ability. This will enable curriculum structure, pace and teaching styles to be appropriately targeted at pupils' needs, so that all can make rapid progress towards challenging achievement targets.

Our innovative curriculum model for Key Stages 1 and 2 is based on the concept of three distinct pathways within the school, providing appropriately for pupils of differing aptitudes and needs:

> Accelerated Pathway– Approximately 60% of each year group – Targeted to achieve significantly above national expected attainment levels. Pupils following this pathway are bright with high potential and will therefore benefit from following a fast-paced academic curriculum, with the expectation that they will achieve the very highest levels at the end of Key Stage 2– all 60% to achieve Level 5 or above and 15% to achieve Level 6.

> Standard Pathway – Approximately 25% of the cohort - Targeted to achieve above national expected attainment levels. Pupils following this pathway are generally of average prior attainment but with significant potential and will therefore benefit from challenging expectations, a steady pace to enable consolidation of learning and phased development as independent learners, with the expectation that they will all achieve above national expected attainment levels at the end of Key Stage 2– all to achieve Level 4b or above

> Supported Pathway - Approximately 15% of the cohort - Targeted to work towards national expected attainment levels, with at least half achieving Level 4 at the end of Key Stage 2.

A similar structure has been introduced at Riverside Secondary Free School and has operated successfully for many years at its Partner School, Sydney Russell. Implementing the structure in Riverside Primary School will provide a high degree of consistency and continuity on the Riverside Campus.

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

We believe that delivering the curriculum at Riverside Primary School through differentiated pathways offers the best opportunities for:

- achievement to be maximised
- each pupil to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- pupils to be challenged and supported at the right level

- a positive learning environment to be nurtured and maintained
- pupils to develop confidence and self-esteem, whilst competing with their peers
- allowing efficiently for smaller group sizes for those needing additional support

## Pupil Allocation to Pathways

On entry to Key Stage 1 pupils will be placed in one of three pathways, based on their EYFS Profile scores and our aspirational targets and expectations.

For the purposes of planning, the assumption will be made that on average approximately 60% of pupils will be placed in the Accelerated pathway, 25% in the Standard pathway and 15% in the Supported pathway.

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

We will take particular care over the placement of EAL pupils. A high ability pupil with limited English language would be placed in the Accelerated pathway. Lower ability pupils with EAL will be placed in the Supported pathway with a programme tailored to maximise their progress and achievement. Where appropriate, intensive one-to-one coaching will be provided for EAL pupils.

For pupils with specific barriers to learning we will base placement in a pathway on their underlying overall ability and ensure that they are provided with additional support to succeed.

For academically Gifted pupils there will be further opportunities for extension and enrichment within the Accelerated pathway.

## Movement between Pathways

There will be ample flexibility for pupils to move between pathways as their needs and aptitudes develop and change.

Once a term pupils and their parents will receive a formal assessment of their progress against their targets. These progress reports will be analysed to identify any pupils who would benefit from a change of pathway, either because they are performing above the expected level for their current pathway or are showing signs of needing additional support. Movement between pathways will mainly take place at the start of a new academic year but may sometimes be appropriate at the start of a new term within the year.

## Structure of Classes

Once allocated to a pathway pupils will be placed in a class group within that pathway. Class sizes will vary between pathways – approximately 28 in the Accelerated pathway, approximately 22 in the Standard pathway and approximately 12 in the Supported pathway.

A typical Year Group structure for Key Stages 1 and 2 at full capacity, with a three-form entry year group, would look like this (90 pupils divided into 4 Class Groups):

Accelerated Pathway
1R – 28 Pupils
1I – 28 Pupils

Standard Pathway
1V – 22 Pupils

Supported Pathway
1E– 12 Pupils

## Groupings for Lessons

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

Within a pathway, for some lessons or parts of lessons pupils will be grouped as a whole class, for some pupils may be grouped by ability within the class and for some setted across a pathway.

## Use of Specialist Teachers

We believe strongly that the majority of pupils will benefit from an increasing proportion of specialist subject teaching from Year 1 onwards, alongside a class teacher taking responsibility for the overall progress of their group.

For the Accelerated and Standard pathways, the following specialist teaching will be provided:

| Years 1/2 | Years 3/4 | Years 5/6 |
|---|---|---|
| Music | English | English |
| P.E. | Mathematics | Mathematics |
| Spanish | Music | Science |
| | P.E. | Music |
| | Spanish | P.E. |
| | Classical Studies | Spanish |
| | | Classical Studies |

For the Supported pathway, during Key Stage 1 and 2 they will have one teacher for the majority of their week, covering core curriculum areas but using these primarily as vehicles for improving literacy, numeracy and social/emotional skills. There is an added benefit for these pupils in building a close relationship with one teacher.

## Curriculum advantages of proposed co-location with secondary and special free schools

Our proposed campus of three co-located schools will provide a range of advantages for the secondary, special and primary provision.

For Riverside Primary School, co-location will offer the following potential curriculum opportunities:

- Campus-wide leadership enabling an integrated approach to learning and teaching, target-setting, assessment, tracking of pupil progress and pastoral support
- Access to specialist facilities, staff and expertise

## D 1.3.5    Confidence, Oracy and Resilience (CORe)

We believe there is a need to work at developing the qualities of confidence, oracy and resilience in our pupils – so that they are able to make best use of their academic achievements and enrichment opportunities.

In addition to pursuing the highest levels of achievement, we therefore aspire to develop our pupils as thoughtful, creative and confident young people who are ready to take full advantage of their future opportunities.

In particular, we seek to develop the key character traits of confidence, oracy and resilience – CORe.

The CORe programme is designed to operate across the phases on the Riverside campus with pupils developing their skills in these areas from Reception to Key Stage 5.

We have developed a set of criteria under which we will assess CORe across the phases and will measure progress in these areas by means of a four point scale – Basic/Developing/Effective/Outstanding - with the target that all pupils reach the 'Developing' standard by the end of Key Stage 2 and a proportion are judged 'Effective'.

Pupils will be assessed by their class teacher, using evidence from activities in lessons, the enrichment programme and out of school activities. Levels will be reported to parents annually.

## D 1.4    Strategy to assess and meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented) and those with differing degrees of SEN

## D 1.4.1    Meeting the needs of pupils of differing abilities, including those with SEN

Most of the differing needs of the majority of pupils will be met through the differentiated three pathways at Riverside Primary School but there will be some for whom additional individual support will be needed.

Disabled pupils and those who have specific special educational needs, as well as those speaking English as an additional language, will receive effective, well-targeted support provided individually or in small groups.

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

Our Special Educational Needs provision will cater for the requirements of pupils with learning difficulties and physical and sensory disabilities. Riverside Primary School will promote access for, and encourage positive attitudes towards, disabled people. Pupils with disabilities will be able to participate fully in the life of the school. Identification and support for children with SEN will be supported by the expertise available through our Campus relationship with Riverside Special School.

We will:

- ensure the identification of all children requiring SEN provision as early as possible in their school career
- ensure that children with special needs and learning difficulties take as full a part as possible in all school activities
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- take particular care to support speech and language difficulties, especially where a child's home language is not English
- develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEN legislation and statutory guidance
- maintain effective links with external agencies, Riverside Special school – co-located with Riverside Primary - and Trinity Special school – one of our partner schools in the Borough.

## Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, to ensure that needs are addressed and support provided at the earliest opportunity.

Evidence for identification of Special Educational Needs will be drawn from the following sources

- information from Nursery provision, where available, to support the child during the first few months of Reception
- evidence obtained by teacher observation/assessment and tracking
- progress in relation to Literacy and Numeracy targets-
  description from parents of a child's needs in a joint home-school learning approach.

## D 1.4.2    Roles and Responsibilities

## The role of the Coordinator for Special Educational Needs (SENCo)

The Coordinator for Special Educational Needs (SENCo) will have key areas of management responsibility, including overseeing the day-to-day operation of the school's SEN policy.

*Teaching and learning*

- To identify and encourage all staff to adopt the most effective teaching approaches for pupils with SEN;
- To monitor teaching and learning activities to meet the needs of pupils with SEN;
- To identify and encourage all staff to adopt skills that will develop pupils' ability to work independently;
- To liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
- To liaise with parents to fully involve them in their child's provision and progress

*Recording and assessment*

- To set targets for raising achievement among pupils with SEN;
- To collect and interpret specialist assessment data;
- To set up systems for identifying, assessing and reviewing SEN and to manage pupil records;
- To update the head teacher and governing body on the effectiveness of SEN provision for pupils with SEN;
- To develop understanding of learning needs and the importance of raising achievement among pupils;
- To attend open evenings and keep parents informed about their child's progress;

*Leadership*

- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;
- To manage the Learning Support Assistants.
- To provide training opportunities for teachers and learning support assistants to learn about effective SEN practice;
- To disseminate good practice in SEN across the school;
- To identify resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure;
- To liaise with external agencies, Local Authority support services, Health and Social Services, and voluntary bodies to ensure pupils receive the support to which they are entitled.

*Standards and quality assurance*

- To support the aims and ethos of the school;
- To attend and participate in open evenings and performances;

- To lead and participate in staff training
- To attend team and staff meetings
- To develop links with governors, LAs and neighbouring schools

Additionally, parents will be given clear guidance as to how they can contribute to information, co-ordination, and support for their children.

A member of the Governing Body will have responsibility to oversee the Special Needs policy and its implementation.

## The Role of the Class Teacher

Good SEN practice acknowledges the importance alloted to the class teacher, whose responsibilities will include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCo to decide the action required to assist progress.
- Working with the SENCo to collect all available information on the child.
- Developing learning targets for SEN in collaboration with the SENCo
- Developing constructive relationships with parents.

## The Role of Subject Specialist Teachers

At Riverside Primary School we will adopt a whole-school approach to SEN policy and practice. All teachers are responsible for:

- identifying pupils with SEN
- ensuring that those requiring different or additional support are identified at an early stage in collaboration with the SENCo
- delivering the individual programme agreed in conjunction with the SENCo.

## D 1.4.3    The Range of Provision

After making an early identification of needs, children identified as having SEN are, as far as is practical, fully integrated into mainstream classes. Appropriate provision and improved accessibility to specialised resources will be made available as required and every effort will be made to ensure that they have full access to the National Curriculum and Riverside Primary School's wider curriculum and are integrated into all aspects of the school.

The main types of provision made available by Riverside Primary School will be:

- Full-time education in classes in the appropriate pathway with additional help and support by class teacher/subject teachers and teaching assistants
- Placement in the Supported Pathway in Key Stage 1 and 2. Pupils will have a single class teacher for most of their week, with each class supported by at least

one Teaching Assistant, concentrating on developing literacy, numeracy and social/emotional skills.

- Lessons in the Supported Pathway will be characterised by clear structure and expectations, a pace appropriate to support pupils who need to reinforce basic learning and reach key threshold levels of learning
- Pupils will be helped to build upon their learning and gradually develop more independence. The skills of speaking and listening will be continually practiced with regular opportunities for focussed group work.
- The key character traits of confidence and resilience will be developed, with pupils helped to improve their self-confidence and self-esteem
- Support from SEN specialists within class or as part of a withdrawal programme

## Classroom and other facilities

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

### D 1.4.4    Links with External Agencies/Organisations

Riverside Primary School recognises the important contribution that external support services make in assisting the identification, assessment and provision for SEND pupils.

When it is considered necessary, the following support services will be commissioned to work with SEND pupils:
- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Counsellors
- Riverside Special School - co-located with Riverside Primary School - and Trinity Special School: we will build on these partnerships with so that our teaching staff

can learn best practice and benefit from shared training opportunities in a SEND environment

## D 1.4.5      Statement of SEN

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

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

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

### Reviews of Statements

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

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

The aim of the review will be to:

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

## D 1.4.6      Monitoring

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

- progress against the targets set by the school
- Issues raised by teachers
- Issues raised by parents

We will operate a system of half-termly Tracking Assessments (five per year) which will assess progress towards individual targets.

## D 1.4.7 English as an Additional Language

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

Care will be taken to identify pupils whose first language is not English. Teachers will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate learning groups and strategies .

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

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

## D 1.4.8 Gifted and Talented Pupils

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

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

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

The Gifted and Talented cohort will be identified:

- At the start of Key Stage 1 through analysis of EYFS Profile scores
- From Year 1 onwards through analysis of on-going internal assessments and teacher observation

Riverside Primary School will ensure that those pupils who are exceptionally able in any area(s) are suitably challenged in their work. Pupils will develop confidence and

resilience through applying themselves to extended projects and challenges, both in school and in the community/at home.

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

Riverside Primary School will provide the following for its Gifted and Talented pupils:

- Individually targeted differentiated work at higher cognitive levels to provide education appropriate to the needs of each child
- Attendance at appropriate summer schools
- Theatre Visits and attendance at cultural events
- Participation on pupil senior leadership team
- Workshops/residences with professional practitioners
- Cross curricular events
- Activities with other schools and National organisations to allow our Gifted and Talented pupils to work with peers of similar abilities on particular projects
- Opportunities for extension and enrichment at subject level
- Opportunities to work with specialist teachers and older students from the co-located secondary school, Riverside School

Our planned extensive outdoor and indoor sporting facilities will provide excellent opportunities for all pupils and in particular for those with talent for individual and team sports.

All pupils will be encouraged to learn to play a musical instrument and those who show aptitude and potential will be supported by the Community Music Service's peripatetic teachers. In partnership with the co-located secondary school it is expected that Riverside pupils will have excellent access to opportunities for music and drama, taking part in regular shows and concerts, planned and performed across the campus.

The Gifted and Talented co-ordinator will review samples of work across the curriculum at least once every academic year per pupil in the identified cohort. The success of the identified pupils will be judged mainly by their SATs results.

### D 1.4.9    Safeguarding and Child Protection, including Children in Care

A senior member of campus staff will have the key safeguarding role – Campus Safeguarding Officer - across the whole campus. This will ensure consistency and clarity across all provision on the site, a single point of contact for external agencies and the ability to deal with family issues across schools. Each of the three schools on the Riverside Campus will also have a designated staff member responsible for Child Protection and Children in Care, reporting to the Campus Safeguarding Officer.

Riverside Primary School will be committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

At Riverside Primary School the designated staff member responsible for Child Protection and Children in Care will:

For Child Protection issues:

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

For Children in Care:

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

## D 1.4.10    Vulnerable Children

- Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Register and any incidents or concerns involving these pupils will be reported immediately to Social Services.
- If the pupil in question is a Child in Care, this will also be brought to the notice of the designated staff member responsible for Child Protection and Children in Care.
- If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family this will be referred to the designated staff member as a child protection issue.
- Riverside Primary School acknowledges the additional needs for support and protection of pupils who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.
- We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, or school work

A lead Governor will oversee these areas of the school's work.

## D 1.5 Strategies in place to support pupils to be successful when they enter and leave the school

### D 1.5.1 Entry to Reception

The term before entry each child will have a home visit from the class teacher so that they can meet in their home setting and become acquainted before they start school. Teachers will also make a second visit to the child in their nursery setting should they be attending a nursery. These visits will help build the bond with the teacher and ensure that familiarity is established. They are also an ideal opportunity to gather information about the child's stages of development in key areas and any special needs/involvement of outside agencies.

Before they start full time at the school children will be invited to attend a morning-only session, during which they will get to know each other and make new friends as well as experience the classroom setting.

Parents will be given a welcome pack which explains all the practicalities of starting school and will be invited to a parents meeting at which the class teacher will go through the curriculum topics that their child will be learning and explain in more detail what their child will be doing at school.

### D 1.5.2 Mid-Phase Admissions

A home visit will take place regardless of the start date of the pupil. Parents/carers and child will also be invited to visit the school to meet the class teacher in the class setting and given the school's welcome pack. The school will also contact the pupil's previous school/setting to obtain full information about stages of development in key areas and any special needs/involvement of outside agencies.

All children who join the school after normal entry time to Reception will be allocated a 'buddy' – a student from their year group - who will show them around the school and be there to help them get familiar with the school routine.

### D 1.5.3 Transition to Secondary

We anticipate that all children leaving Year 6 will be "secondary ready" and fully prepared to make a smooth transition to a secondary school with a record of achievement to build on over their secondary career. Data on their progress will be maintained throughout their school career, will inform the goals that they are set and will be passed on to secondary colleagues.

We are confident that the close links between primary and secondary schools on the Riverside campus will mean that all children are familiar with the Riverside School and

that most, if not all, will make Riverside their first choice of Secondary School. Through shared teaching in both schools we will ensure that Y6 pupils have experienced taster sessions and benefited from the high quality of specialist facilities and teaching provided in all Riverside schools

The involvement of subject specialist departments from Riverside's secondary school in the planning and delivery of key curriculum areas in the primary school, particularly at KS2, will enable primary pupils to be well-prepared for teaching styles and curriculum content.

The transition from Y6 to Y7 will be also helped by the consistency of pupil records and data which will be transferred between the two Free schools. All information regarding Special Needs, behaviour support or other relevant issues will be readily transferred using campus-wide MIS systems.


## D 1.6    An appropriate enrichment programme

In addition to the National Curriculum we want pupils at Riverside Primary School to enjoy the opportunity to explore new challenges beyond their existing range of experience.

We believe this is particularly important for children from the disadvantaged Barking Riverside community, in order to develop the key qualities of confidence, resilience and oracy needed to succeed in their future lives.

All pupils will be encourged to take part in enrichment activities chosen from a wide range of options.The list is enhanced by opportunities for the Primary school to join pupils at the co-located secondary and special schools in many of their after-school activities, including opportunities to take part in sporting activites which will challenge and develop the talents of younger children.

Whole-campus projects will be organised, some of which will be planned to have a relevance to the local community and engage parents and residents. Projects of commemoration and celebration will involve art and design as well as literacy, numeracy and research.

The new facilities in STEM (Science, Technology, Engineering and Maths) subjects for Primary pupils available at Barking & Dagenham College will offer new and exciting opportunities for STEM projects and links with the world of work.

All enrichment options will be available to girls and boys of all abilities. However, guidance towards the most appropriate choices may be necessary for certain pupils, particularly Gifted and Talented pupils and those needing intensive extra support.

At Reception/KS1 pupils will have a compulsory one hour per week of enrichment activity and at KS2 a minimum of two hours per week. However, all pupils will be strongly encouraged to participate in far more than this.

*Table 7: Proposed Enrichment and Out of Hours Activities*

| Academic Extension and Support | Music | Sport and Arts |
|---|---|---|
| Reading Recovery<br>Maths Support<br>Computer programming<br>Chess<br>Debating<br>Film Club<br>Book Club | Choir<br>Vocal Group<br>Guitar<br>String Group<br>Recorder Group<br>Song Writing<br>Keyboards | Craft Club<br>Drama<br>Art and Animation<br>Dance<br>Fitness<br>Gymnastics<br>Table Tennis<br>Netball<br>Trampolining<br>Football<br>Cricket<br>Tennis<br>Athletics |

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

In addition – in common with the co-located secondary school - access to learning resources, library, ICT and Homework Support will be available every day before school from 8.00am, during Breaks, and Monday – Thursday after school till 5.00 pm.

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

Charity support
Volunteering
Residential visits,
Visits to Music, Dance and Drama Performances
Individual music lessons

## D 1.7  Nursery

Whilst our current proposals for Riverside Primary School do not include Nursery provision, we nevertheless aspire to develop this as soon as possible after opening, subject to consultation with existing providers and the Local Authority in respect of current provision and demand.

# Section D2:  Measuring pupil performance effectively and setting challenging targets

## D 2.1  Principles

Our curriculum framework, based on the new national curriculum, will set out a series of steps that will ensure that pupils reach or exceed end of key stage expectations. Our behaviour for learning and attendance framework will ensure the highest standards of pupil engagement.

Our assessment framework will:

- measure whether pupils are on track to meet or exceed end of key stage expectations;
- enable the identification of aspects of the curriculum in which pupils are falling behind;
- identify any performance gaps between groups of pupils;
- support the planning of appropriate teaching for all pupils;
- enable regular and effective reporting to parents;
- provide, where pupils move, clear information to other schools about strengths, weaknesses and progress towards end of key stage expectations.
- develop staff expertise in the use of 'assessment for learning' techniques in the classroom, with monitoring of its effective use through classroom observations and pupil voice feedback.
- ensure that middle and senior leaders analyse assessment task and progress judgement data half-termly to determine any issues that need to be addressed.
- use on-going assessment data to target intervention programmes, both academic and pastoral, to ensure no child falls behind
- carry out half-termly individual 'learning conversations' between class teacher and each pupil in their class, based on progress data, resulting in targets for improvement being set for the pupil for the coming half-term
- ensure excellent standards of behaviour for learning and attendance

## D 2.2  Strategies

We will use appropriate data to inform teaching and drive progression and attainment for all pupils through a robust and rigorous system of on-going tracking, monitoring, assessing and reporting of individual pupil progress, covering:

a)  the Early Years Foundation Stage
b)  in KS1 and 2, the three core areas of curriculum – Reading, Writing and Maths
c)  in KS1 and 2, the other subjects of the new national curriculum and Riverside Primary School's wider curriculum
d)  confidence oracy and resilience (CORe)

e) participation and engagement across a wide range of extra-curricular school activities

f) behaviour for learning and attendance

## D 2.2.1 Early Years Foundation Stage

We will:

- Carry out a rigorous baseline assessment on-entry to identify needs and set challenging end of EYF Stage progress targets

- Utilise effective on-going teacher record-keeping and assessment in the following areas of learning:

  -Communication and language;
  -Physical development;
  -Personal social and emotional development;
  -Literacy (reading and writing);
  -Maths

- Implement tracking systems to measure progress towards end of EYF Stage targets, with half-termly "progress judgements" for each pupil in each of the five key areas of learning.

## D 2.2.2 KS1 and 2 – Reading, Writing and Maths

We will:

- Set individual end-of-Key-Stage expectations for each pupil - based on meeting or exceeding challenging expected rates of progress in each of the three areas.

- Conduct half-termly tests/tasks in each of the three key curriculum areas, assessed using the new proposed points system and inputted onto the school's Management Information System. Teachers will use a mixture of test papers (such as those produced by the NFER and the DfE) and moderated assessment tasks devised internally.

- Produce half-termly "progress judgements" for each pupil in each of the three key curriculum areas, on the basis of whether, in their overall professional judgement, taking into account all aspects of a pupil's work, progress and attitude, teachers judge he or she is on track to:

  1) Exceed their end-of-Key-Stage target or
  2) Achieve their end-of-Key-Stage target or
  3) Miss their target by the equivalent of   one sub-level or
  4) Miss their target by the equivalent of two sub-levels or more.

**D 2.2.3**   KS1 and 2 - other subjects of the new national curriculum and Riverside Primary School's wider curriculum – Science, Music, RE/PSHE, Art and Design, Design and Technology, Computing, History, Geography, PE, Spanish, Classical Language and Culture

We will:

- Set individual end-of-Key-Stage targets for each pupil based on meeting or exceeding expected rates of progress in each area.
- Carry out teacher assessments and produce progress judgements twice a year (Christmas and Easter) in each area for each pupil.

**D 2.2.4**   Confidence oracy and resilience (CORe)

We will track, monitor, assess and report individual pupil progress in terms of confidence oracy and resilience (CORe) according to a 4 point scale through teacher assessment, in order to track the development of pupils' ability to operate confidently and successfully in the wider world – a skill set which we consider just as important as academic success.

**D 2.2.5**   Participation and engagement across a wide range of extra-curricular school activities

We will maintain an on-going teacher-assessed record of participation and engagement across a wide range of school activities and community service. The class teacher will be  responsible for maintaining an aggregated record for all such "non-academic" achievements.

**D 2.2.6**   Attendance and Behaviour for Learning

We will:

- Track and monitor attendance, absence, persistent absence and punctuality on an individual, class, year and pupil group basis through effective use of the school's MIS
- Record all instances of poor behaviour and consequences as well as rewards through the MIS.
- Have ambitious and realistic targets for pupil performance, behaviour and attendance, explaining why they are suitable to measure the delivery of your education vision, and what your strategy will be to achieve them

**D 2.3**  **Explain how you will review success measures and targets regularly to improve the school's performance**

In order to measure and improve the quality of teaching in the classroom there will be a rigorous system of monitoring and evaluation focussing on Whole School, Phase, Subject and individual staff performance. These processes will focus on both academic and non-academic targets.

### D 2.3.1  Whole School

Autumn Term senior leadership internal review of end of Key Stage published results against targets, with analysis by subject, by rates of progress and by pupil groups (gender, ethnicity, Free School Meals etc).

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

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

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

Termly reports to Teaching, Learning and Community Sub-Committee of the Governing Body and to the full Governing Body.

Use of Pupil Leadership Team and other sources of Pupil Voice to inform evaluation through the pupils' perspective.

### D 2.3 .2  Subject and Phase:

Structured annual subject and phase self-evaluation processes, based on Ofsted criteria and grading, feeding into concise subject and phase development plans including measurable targets.

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

Termly meetings of each Subject and Phase Leader with the Head of School to review current Ofsted gradings, latest internal and/or external pupil achievement data, pupil voice data and progress towards development plan targets

### D 2.3.3      Individual staff:

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

A programme of classroom observations using Ofsted criteria, by middle and senior leaders, coupled with pupil voice data.
Each teacher awarded an Overall Teacher Grade for their performance, based on assessment of results and observation outcomes, using Ofsted gradings.

A rigorous annual appraisal cycle for each individual member of staff, with targets based on all staff achieving Overall Teacher Grades of Good or Outstanding.


### D 2.3.4      Improving the quality of teaching in the classroom

In order to improve the quality of teaching we will implement:

- Whole-campus staff training on continual improvement in teaching and learning

- Focussed peer observations

- Coaching and mentoring programmes to support staff requiring improvement to reach Good or Outstanding

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

### D 2.3.5      Liaising with and reporting progress to parents

We will ensure that Parents:

- Receive half-termly reports on their child listing end-of-key-stage targets and current progress judgements: every half-term for Reading, Writing and Mathematics and twice-yearly for all other subject areas.

- Receive annual summary reports listing end-of-key-stage targets and current progress judgements for each subject, assessments of progress in the CORe areas (Confidence, Oracy and Resilience)  and written reports from their child's class teacher covering attendance, behaviour, attitudes to learning and participation in extra-curricular activities.

- Are invited to an annual annual parents' evening during which each parent and child has a timed meeting with the class teacher to discuss progress and agree targets for improvement.

## Section D3: A staffing structure that will deliver the planned curriculum within the expected income levels

### D 3.1 Senior Leadership

#### D 3.1.1 Senior Leadership Structure – as at full capacity

Riverside Campus-wide posts, with costs shared between Secondary, Special and Primary schools:

| | |
|---|---|
| Executive Principal | - Strategic direction,development evaluation and support, inc all legal responsibilities of Headteacher across the whole Riverside Campus – Secondary, Special and Primary schools |
| Business Manager: | -Finance, Resources and Organisation |

Posts specific to Riverside Primary School:

| | |
|---|---|
| Head of School | - All day to day operational matters |
| Deputy Head x 1 | - Curriculum/Teaching and Learning/Data/Pupil tracking |
| Assistant Heads x 5: | - 4 x Phase Leaders for: EYFS/Key Stage 1/Lower Key Stage 2/Upper Key Stage 2 |
| | - 1 x Inclusion; SEN; support and intervention; safeguarding |

#### D 3.1.2 Senior Leadership Structure prior to and at point of opening

In the first year of operation (September 2015) we intend to admit 60 pupils. We therefore intend to start with a very slim leadership team, consisting of Riverside Campus-wide posts, with costs shared, of Executive Principal and Business Manager and, specific to Riverside Primary, Head of School.

We have already appointed ▮▮▮▮▮▮▮ as our ▮▮▮▮▮▮▮ for a fixed-term five year contract from September 2012 August 2017 - working for the equivalent of two days a week - to steer the campus, including Riverside Primary School, through its pre-opening and opening phase and beyond for the first two years of operation on the permanent site.

Riverside Primary School will be linked with Warren Junior School - an established successful local school - as its Partner School, and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing any skills gaps.

We will appoint a full-time Head of Primary School from April 2015 to take responsibility for all day-to-day operational matters.

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

### D 3.1.3 Executive Principal Roles and Responsibilities

The Executive Principal will be responsible to the Local Governing Body, and through this to the Board of Directors, for:

- All Headteacher legal responsibilities for the Riverside Primary School
- Overall strategic direction and development of the school
- All strategic aspects of educational organisation, including:
  - Curriculum
  - Staffing
  - Teaching and Learning
  - Pupil Achievement
  - Marketing and Pupil Recruitment
  - Pastoral Organisation
  - Policies and procedures
  - Evaluation and Quality Assurance
  - Budget
  - Management Information Systems
  - ICT
  - Line Management of Head of School
- Relations with external partners, including the local community, the Local Authority, local schools and colleges, DfE, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspection
- Buildings: Education input into planning and building of the permanent school accommodation

### D 3.1.4    Head of School Roles and Responsibilities

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

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

### D 3.1.5    Arrangements for Senior Leadership in transitional period between opening and full capacity

We will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency (see Table 8 below) reaching a 'steady state' position from September 2021, when there will be 630 pupils on roll. During this period we will fill any skill gaps in the leadership team by buying in consultancy expertise, either from the local Partner School or from high quality external providers.

*Table 8: Senior Leadership team composition during transition to full capacity:*

| | 2015 Sept | 2016 Sept | 2017 Sept | 2018 Sept | 2019 Sept | 2020 Sept | 2021 Sept |
|---|---|---|---|---|---|---|---|
| PUPIL NO'S | 60 | 90 | 270 | 360 | 450 | 540 | 630 |
| Riverside Campus-wide posts, with costs shared between Secondary, Special and Primary schools: | | | | | | | |
| Executive Principal | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Business Manager | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Facilities Manager | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Posts specific to Riverside Primary School: | | | | | | | |
| Head of School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Deputy Head | | | 1 | 1 | 1 | 1 | 1 |
| Assistant Head | | 1 | 2 | 3 | 4 | 5 | 5 |

## D 3.2    Middle Leadership

### D 3.2.1    Middle Leadership Structure at point of opening

In Year 1 overall pedagogical and pastoral direction and leadership will be provided by the Head of School. Phase and subject-specific support will be provided by buying in consultancy expertise as necessary, either from the Partner School or from high quality external providers.

### D 3.2.2    Arrangements for Middle Leadership in transitional period between opening and full capacity

In Year 2 (2016) we will begin to appoint subject leaders starting with Subject Leaders of English and Maths, adding Subject Leaders of Science/ICT and Art/Design Technology in 2017 (Year 3) and then appointing the final Subject Leader – Humanities – in 2020, reaching full middle leadership capacity as shown in Table 9 below.

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

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

*Table 9: Middle Leadership/Class Teachers during transition to full capacity*

|  | 2015 Sept | 2016 Sept | 2017 Sept | 2018 Sept | 2019 Sept | 2020 Sept | 2021 Sept |
|---|---|---|---|---|---|---|---|
| PUPIL NO'S | 60 | 90 | 270 | 360 | 450 | 540 | 630 |
| Subject Leads |  | 2 | 4 | 4 | 4 | 5 | 5 |
| Class Teachers | 3 | 1 | 5 | 9 | 12 | 14 | 18 |
| Assistant Heads |  | 1 | 2 | 3 | 4 | 5 | 5 |
| NO OF CLASSES | 3 | 4 | 11 | 15 | 19 | 23 | 27 |

NB: Subject Leads and Assistant Heads will also have class teacher roles

### D 3.3 Class Teachers

We plan to recruit mainly newly or recently qualified, flexible ambitious class teachers who show the potential for rapidly taking on additional responsibilities. Overall pedagogical direction and leadership for these teachers will be provided during the early years of the school's development by the Head of School, whilst subject leaders are gradually appointed. Additional subject-specific support will be provided during these early years by buying in consultancy expertise as needed, either from the Partner School or from high quality external providers.

As the school moves towards full capacity we will gradually increase the number of class teachers, employing a mix of subject specialists and generalists, ensuring effective curriculum coverage whilst achieving a cost-effective Pupil Teacher Ratio. They will be supported by a growing team of middle and senior leaders, who will provide effective support and challenge to ensure high pupil achievement.

## D 3.4       Support Staff

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

The Campus-wide Business Manager will have overall senior leadership responsibility for all support staff, with appropriate middle leader taking day to day line management responsibility – one for Teaching Assistants, one for Learning Mentors, one for Technicians and one for Site Supervisors. The Business Manager will have direct line management responsibility for administrative staff and for the Facilities Manager, who in turn will line manage all facilities related staff.

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity (see Table 10 below) and as with other staff, any skills or capacity gaps during this period will be dealt with by buying in expertise, either from the local partner school or from high quality external providers.

*Table 10: Support Staffing during transition to full capacity*

|  | Sept 2015 | Sept 2016 | Sept 2017 | Sept 2018 | Sept 2019 | Sept 2020 | Sept 2021 |
|---|---|---|---|---|---|---|---|
| PUPIL NO'S | 60 | 90 | 270 | 360 | 450 | 540 | 630 |
| Riverside Campus-wide posts, with costs shared between Secondary, Special and Primary schools: | | | | | | | |
| Senior Admin Staff |  |  | 1 | 1 | 2 | 2 | 3 |
| Admin Staff | 5 | 6 | 6 | 7 | 8 | 8 | 10 |
| Caretakers | 2 | 2 | 3 | 3 | 4 | 4 | 5 |
| ICT Technician | 1 | 2 | 2 | 3 | 3 | 3 | 4 |
| Site Supervisor | 3 | 4 | 5 | 5 | 6 | 6 | 7 |
| Posts specific to Riverside Primary School: | | | | | | | |
| Admin Staff | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| Teaching Assistants | 2 | 2 | 7 | 9 | 11 | 13 | 15 |
| Learning Mentors/PPA Supervisors | 1 | 2 | 2 | 3 | 4 | 5 | 6 |

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

# Section E:    Evidence of need – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A).  i.e.  *D = (B/A) x100*.

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. D = ((B+C)/A) x100.*

*Table 11: Evidence of need: parental preferences*

| | 2015 | | | | 2016 | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D |
| **Reception** | 30 | 63 | | 210 | 30 | 42 | | 140 |
| **Year 1** | 30 | 54 | | 180 | 60 | 63 | | 105 |
| **Year 2** | | | | | | | | |
| **Year 3** | | | | | | | | |
| **Year 4** | | | | | | | | |
| **Year 5** | | | | | | | | |
| **Year 6** | | | | | | | | |
| **Year 7** | | | | | | | | |
| **Year 8** | | | | | | | | |
| **Year 9** | | | | | | | | |
| **Year 10** | | | | | | | | |
| **Year 11** | | | | | | | | |
| **Year 12** | | | | | | | | |
| **Year 13** | | | | | | | | |
| **Totals** | | | | | | | | |

# Section E:    Evidence of need – part 2

## Section E1:    Provide valid evidence that there is a need for this school in the area

### E 1.1    Evidence of Need – No significant surplus of school places in the relevant phase in the area

Far from having any significant surplus of places at Reception age, Barking & Dagenham has a rapidly rising rate of demand for Primary school places across the Borough, and is facing a significant shortage of places, as shown in Table 12 below:

*Table 12: Reception Place Shortfall Barking and Dagenham*

| Academic Year | Number of Reception Places Available as at Sept 2013 | Reception Places Required | Shortfall |
|---|---|---|---|
| 2011-12 (Actual - May'12 PLASC) | | 3,472 | |
| 2012-13 (Actual - May' 13 PLASC) | | 3,554 | |
| 2013-14 (forecast) | 3496 | 3,757 | 261 |
| 2014-15 (forecast) | 3496 | 3,879 | 383 |
| 2015-16 (forecast) | 3496 | 3,900 | 404 |
| 2016-17 (forecast) | 3496 | 3,993 | 497 |
| 2017-18 (forecast) | 3496 | 4,123 | 627 |
| 2018-19 (forecast) | 3496 | 4,188 | 692 |
| 2019-20 (forecast) | 3496 | 4,204 | 708 |
| 2020-21 (forecast) | 3496 | 4,205 | 709 |

Source: London Borough of Barking and Dagenham, March 2014

In the Thames View/Riverside area, despite recent expansions of local primary provision (Thames View from 3 to 4 forms of entry, Gascoigne from 3 to 5, Eastbury from 3 to 4 - and a brand new three-form entry primary school, George Carey) current local provision at Reception age is completely full. Thames View Infants had 287 applications for its 120 places and has had to go over number with 132 pupils on roll in Reception; the newly-opened George Carey Primary School is already full in Reception and had 178 applications for its 90 places.

In the meantime there is continued rising demand in the area, partly simply in line with the Borough-wide growth shown above and partly due to extensive current house-building within the Thames Ward. New families are moving into the area every day and are finding extreme difficulty in finding primary school places.

In addition the planned housing development of 10,800 new dwellings on the currently brown-field site to the east of the planned school site on Barking Riverside, whilst not needed in order to demonstrate current demand, will eventually generate an additional requirement for 480 additional places per year group, using the standard planning calculation of 4 places per year group being generated for each 100 new homes.

There is therefore a demonstrable basic need for additional primary school places in the Thames View/Riverside area.

**E 1.2        Evidence of Need – The number of places in underperforming existing schools in the school's proposed vicinity comprises a total number of pupil places greater than our proposed school's capacity at scale**

The five nearest schools to our proposed site serving the primary age range have been graded by Ofsted as follows:

| Name of School | Number On Roll | Ofsted Grading | Date of Inspection |
|---|---|---|---|
| Thames View Junior School | 440 | Requires Improvement | Nov 2012 |
| Eastbury Primary School | 726 | Requires Improvement | Sep 2012 |
| George Carey C of E Primary | 396 | Good | Oct 2012 |
| Gascoigne Primary School | 972 | Good | Jul 2013 |
| Thames View Infants | 372 | Outstanding | Mar 2009 |

As can be seen above, there are a total of 1,166 places in underperforming local schools, significantly above Riverside Primary's planned capacity of 630.

Pupil attainment and progression data also shows significant areas of underperformance in local schools (see detailed analysis in D 1.2 above).

Our innovative plans will offer local parents a high quality alternative to existing local provision, based on a philosophy that expects all young people to achieve the very best outcomes they are capable of, both in academic terms and also in developing the key character traits of confidence and resilience which will enable them to succeed throughout life.

In particular, Riverside Primary School's radical approach  to grouping pupils by ability will enable curriculum structure, pace and teaching styles to be appropriately targeted at learners' needs, so that all pupils can make rapid progress towards challenging academic and personal targets.

Evidence of Need – Conclusion

Overall, therefore, our proposed school will make a significant contribution to addressing the current and growing shortfall in primary places in the locality of Barking Riverside, add choice and diversity to the existing schools and provide a high-quality alternative to existing under-performing provision.

## E 1.3      Text of leaflet for prospective parents to indicate their support for Riverside Primary School

I have read the details about Riverside Primary School in this flyer and would like to register my support for the ethos and objectives of the School. When my child reaches the age to start Reception/Year 1 I will choose Riverside Primary School as my first preference.

**Parent's Full Name:** ........................................................**Home Postcode:**.........................

**Tick Child's Current Age:  1 year old□   2 years old □3 years old □4 years old □**

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

**About Riverside Primary School**
- Mixed, Reception to Year 6 Primary School, open to all children regardless of background or religion.

- Set up and run by The Partnership Learning Trust, which brings together a range of partners, including members of the community, local Primary and Secondary Headteachers, Barking and Dagenham College, the University of East London and training provider Lifeline.

- The Partnership Learning Trust is independent of the Local Authority but committed to working as a full member of the Borough's family of schools, in close partnership with the Council.

- The Partnership Learning Trust has already set up the very successful secondary school - Riverside School – and the proposed Riverside Primary School will feed into the secondary school at the age of 11, providing a smooth transition from primary to secondary.

- Dedicated to ensuring excellence for all children.

- Different learning approaches for different children, to match the needs of each individual

- High expectations for all pupils with challenges to stretch their academic potential.

- Individualised support - tailored to the needs of those who need extra help.

- The creative and innovative use of computers and new technology.

- The very highest standards of uniform, discipline and mutual respect.

- Experienced leadership, to ensure that the school gets off to the best possible start

For more details please go to www.riversidecampus.com

**Map which shows that potential pupils live within commuting distance of proposed school**

Riverside Primary School
Proposed Site

*Table 13: Parental preferences by home postcode*

| Postcode | Parental Preferences |
|----------|---------------------|
|          |                     |
| IG11     | 72%                 |
| RM10     | 11%                 |
| RM8      | 9%                  |
| RM9      | 5%                  |
| Other    | 3%                  |
|          |                     |
|          |                     |
|          |                     |
| TOTALS   |                     |

As will be seen from the map above, which plots postcode boundaries, and Table 13 above analysing postcodes of potential pupils, the vast majority of parents expressing a first preference for Riverside Primary School live close to the school, in the same postcode – IG11 - as the preferred location for the school.

# Section E2: Successful engagement with the local community

## E 2.1 Engagement

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

Our Primary school proposal has been developed following extensive on-going discussion and consultation with this local community and other key stakeholders. We have carried out one-to-one and group consultations and have received strong support for our particular Free School.

The success and popularity of our existing secondary free school - Riverside School - is a significant indicator of local support for our proposed Primary school, as the latter will be organised on the same principles as the former. The school is fully subscribed in its existing two year groups – Year 7 and 8 – and fully subscribed for the new Year 7 entry in September 2014.

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

The children currently in the relevant age cohorts in our school's potential catchment area come almost exclusively from deprived or disadvantaged households - although the new housing being built in the Riverside locality is starting to change the area with a mix of owner-occupied and social housing.

All feedback from our meetings with local residents confirms their enthusiasm for a new high quality local primary school opening as their children reach Reception age. Parents are particularly supportive of our radical approaches to pupil grouping by ability and extensive use of specialist subject teaching.

██████████, a well-established local resident and a ██████████ provides an excellent conduit into the growing community of Barking Riverside through strong local contacts.

We have visited local Nurseries and Children's Centres and held open drop-in meetings in the Community to answer specific questions about the school's character and development and we will continue to do so as the school plans develop. We have received uniformly positive feedback about our plans.

The marketing plan for the Riverside Primary School has been  developed in the light of rapidly rising school rolls overall in the Local Authority and an on-going shortage of Primary school places.

## E 2.2        Marketing activities

- Riverside Primary School has a website providing full information about the new Primary school and interactive communication channels with opportunities for asking questions or registering support
- The Local Authority will include the school's recruitment information in its information booklet, which is distributed to all parents in the relevant age group each Autumn Term
- The school will advertise in the local press and other media to make parents of potential pupils aware of the Admissions cycle
- The school project team  will make regular visits to local Nurseries and Children's   Centres  to raise awareness amongst potential parents
- Open Days will be held for parents of potential pupils to tour the school once in operation

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

The community will have shared access to the Riverside campus including sports facilities and library, pooling key learning resources. All facilities will be designed to be inclusive, with ample provision for children's sports and play, which will be fully accessible for children with SEN or who are disabled.

# Section F: Capacity and capability

## Section F1 (a): Pre-opening skills and experience

Key to table below:        SAT = Existing Single Academy Trust – The Partnership Learning Trust
                           MAT = Proposed Multi-Academy Trust – Partnership Learning (See Section F 2.1 below)

*Table 14: Pre-opening skills and experience*

| Name | Member of core applicant group (Y or N) | Where live (town/ city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|---|---|---|---|---|---|
| ███████ | Y | London | - ████████ | ████████ | ████████ |
| ███████ | Y | London | - ████████ | - ████████ | ████████ |
| ███████ | Y | Bedford | - ████████ | - ████████ | ████████ |
| ███████ | Y | Romford, Essex | ████████ | ████████ | ████████ |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| ███████ | Y | London | - ████████ | - ████████ | ████████ |
| ███████ | Y | London | ████████ | - ████████ | ████████ |
| ███████ | N | London | ████████ | - ████████ | ████████ |
| ███████ | | London | - ████████ | - ████████ | ████████ |

| | | | | | |
|---|---|---|---|---|---|
| | N | | | | |
| ███████ | N | Danbury Essex | - ████████ | - ███████ | ████████ |
| ███████ | N | Woking | - ███████ | - ███████ | ████████ |
| ███████ | N | Colchester | - ███████ | - ██████ | ███████ |
| ███████ | Y | London | - ██████ | - ███████ | ███████ |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |

# Section F1 (b:)      Skills gap in pre-opening

*Table 15: Skills gap in pre-opening*

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| Marketing | Use of marketing agency ███████ on a paid basis as required. |
| Legal | Use of The Partnership Learning Trust's  legal advisers, ███████, on a paid basis as required |

# Section F2: A governance structure, roles and responsibilities that will ensure accountability and effective decision making in our academy trust and drive improvement in the new free school

### F 2.1    Transition from existing Single Academy Trust to Proposed Multi-Academy Trust
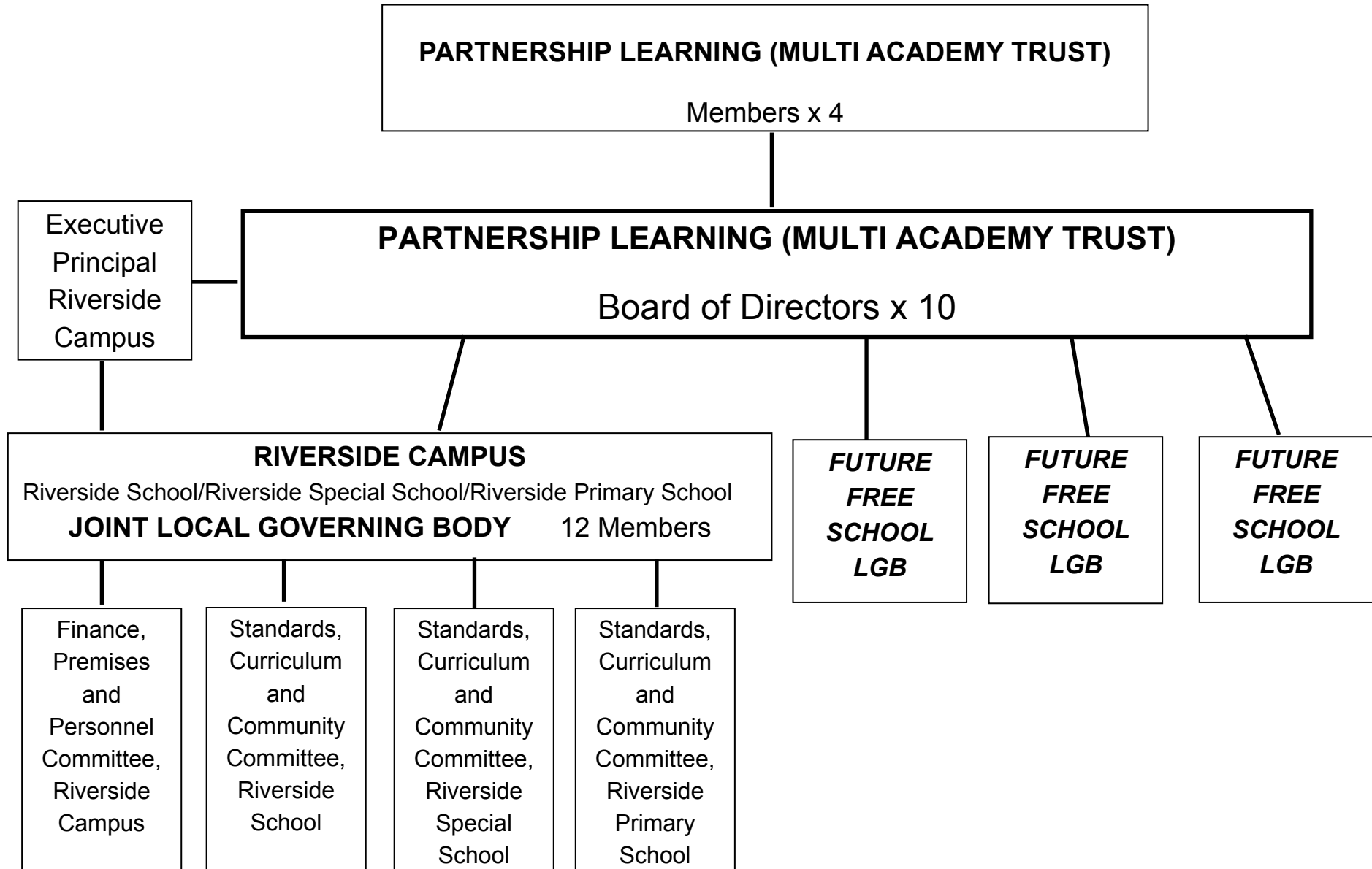
Currently The Partnership Learning Trust is set up as a Single Academy Trust using model DfE Articles, running one secondary Free School (Riverside School) - which opened in September 2013 - with a simple structure of 3 Members and 12 Directors (Governors).

We are in the two-year pre-opening phase for our Special Free School - Riverside Special School - which will be co-located with Riverside School on the planned Riverside Campus, opening in September 2015.

In preparation for the opening of Riverside Special School we are in the process of re-constituting The Partnership Learning Trust governance structure to encompass both secondary and special Free Schools, moving to a Multi-Academy Trust with four Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning.

The governance arrangements for the proposed primary Free School – Riverside Primary School – will fit into these new MAT structures – see Governance Structure diagram on next page.

**F 2.2    Proposed Multi-Academy Trust Governance Structure**

**PARTNERSHIP LEARNING (MULTI ACADEMY TRUST)**

Members x 4

**Executive Principal Riverside Campus**

**PARTNERSHIP LEARNING (MULTI ACADEMY TRUST)**

Board of Directors x 10

**RIVERSIDE CAMPUS**

Riverside School/Riverside Special School/Riverside Primary School

**JOINT LOCAL GOVERNING BODY     12 Members**

*FUTURE FREE SCHOOL LGB*

*FUTURE FREE SCHOOL LGB*

*FUTURE FREE SCHOOL LGB*

Finance, Premises and Personnel Committee, Riverside Campus

Standards, Curriculum and Community Committee, Riverside School

Standards, Curriculum and Community Committee, Riverside Special School

Standards, Curriculum and Community Committee, Riverside Primary School

**F 2.3** **A brief explanation of the roles and responsibilities of the company members, the governors, any proposed committees and the principal**

**F 2.3.1** **Members**

The Members of the proposed Partnership Learning MAT will be responsible for changes in the constitution of the company, appointing and removing Directors, receiving annual accounts and appointing the auditors – normally therefore a largely "hands-off " role compared to the Directors, who will be responsible for strategic direction and operational oversight. Partnership Learning MAT will have four Members – the three current Members of the existing Single Academy Trust and one new additional Member to be confirmed.

**F 2.3.2** **Board of Directors**

The Directors of the proposed Partnership Learning MAT will carry out the legal duties of company director, school governor and charity trustee. Partnership Learning will have 10 Directors, drawn from a range of professional backgrounds, with the skills and experience necessary to hold complex organisations to account, to include the Chair of the Riverside Campus LGB. They will deal with the strategic direction and strategic operation of the MAT.

The Board of Directors will be responsible to the Secretary State, through the Funding Agreements they sign, for all aspects of the operation and performance of the academies under their control.

The Board of Directors will delegate the day-to-day running of the Trust's schools to Local Governing Bodies (LGBs).

However, the Board of Directors will retain control over key strategic matters, including:

- appointment of members and Chairs of Local Governing Bodies
- allocation of funding to each school
- staff appointments at Deputy Head level and above
- Trust-wide policies such as Pay, Appraisal, Capability, Staff Discipline, Safeguarding, Curriculum and Behaviour
- high-level monitoring of pupil achievement and school improvement

The Board of Directors will also retain the right to withdraw any or all of an LGB's delegated powers if it determines that this necessary in order to ensure the effective and efficient performance of any of its schools.

The separation of powers described above will be clearly laid out in detailed memoranda of understanding between the Board and each LGB.

Proposed Board of Directors for proposed new Partnership Learning MAT:

███████  -
         -
         -
███████  -
         -
         -
         -
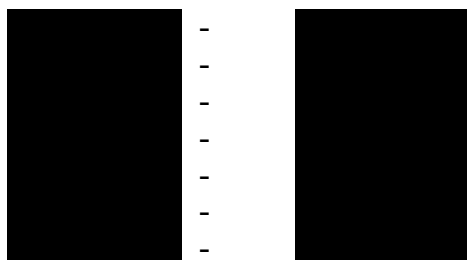
Three further Directors are being sought in the following areas of expertise, with confirmation expected but currently still awaited:

Legal              -        Barrister with leading firm
Marketing          -        Senior Executive at leading Public Affairs Consultancy
Public Affairs     -        Secretary General of international parliamentarians' group

## F 2.3.3        Local Governing Bodies

The Local Governing Bodies appointed by the Board of Directors will have day-to-day operational responsibility for their schools. Each LGB will have between 8 and 12 members, including Headteacher/Head of School, two Parent Governors and one Staff Governor. Partnership Learning LGBs will normally be given a wide range of responsibilities similar to those of a traditional stand-alone school Governing Body, including:

-        decisions over the spending of allocated funding
-        staff appointments up to and including Assistant Head level
-        management of staff including appraisal, promotion, discipline and capability
-        monitoring pupil achievement and standards of teaching and learning.

Each LGB will have two main sub-committees:

-        Finance, Premises and Personnel
-        Standards, Curriculum and Community

## F 2.3.4        Riverside Campus Joint LGB

The usual structure to be adopted by the proposed Partnership Learning MAT will be for each school under its control to have its own individual LGB. However, in the case of the three Free Schools proposed to be co-located on Riverside Campus – Riverside School (Secondary) Riverside Special School and Riverside Primary School – it is proposed that a single LGB be established covering all three schools.

The proposed joint LGB will have 12 members, including:

-        the Executive Principal of the Campus

- two parent governors and one staff governor elected from across the three schools
- Governors with professional expertise across Secondary, Special and Primary provision
- Governors with financial expertise

The joint LGB will establish a campus-wide sub-committee covering Finance, Premises and Personnel.

In addition, in order to provide the Riverside Campus LGB with advice specific to each of the three schools the joint LGB will establish a Standards, Curriculum and Community sub-committee for each school, with membership of each to include:

- Head of School
- two parent representatives
- one staff representative
- members with expertise appropriate to the phase/type of school

**Proposed membership of Riverside Campus Joint Local Governing Body:**

██████████        -
                  -
                  -
Parent Governor   -        To be appointed
██████████        -
Staff Governor    -        To be appointed
██████████        -
                  -
                  -
                  -
                  -
                  -

**F 2.3.5        Executive Principal and Heads of Schools**

The Partnership Learning MAT intends that the three-school Riverside Campus will have a single Executive Principal, carrying out the legal responsibilities of Headteacher for each school and accountable to the Board of Directors.

Each of the three schools will also have its own Head of School, responsible for day to day operations and management, reporting to the Executive Principal and accountable to the Riverside Campus Local Governing Body.

An ██████████ – ██████████ - is already in post for Riverside School. He has also been appointed ██████████ and he is the proposed ██████████ .

**F 2.4        Strategy for avoiding and minimising conflicts of interest**

All Members, Directors and members of Local Governing Bodies and Sub-Committees will be required to:

a)    declare any interest of any kind:
              - by signing a register annually
              - by confirmation, to be formally minuted, at the start of every meeting.
b)    leave any meeting where any conflict of interest arises and not to participate in any decision-making process related to the matter
c)    adhere to charity law in respect of any benefits, contracts or procurement of services
d)    on appointment, attend training in adhering to best practice in probity in public office.


**F 2.5        Strategy for securing independent challenge to members and governors**

**F 2.5.1     Finance**

Directors will set up a Finance Committee and an Audit Committee to oversee the finances of the MAT.

Directors of the existing Single Academy Trust have already appointed Internal Controls Evaluation auditors to carry out a rolling programme of thrice-yearly visits to provide assurance to the Audit Committee and the Board of Directors that appropriate financial controls are being operated within the MAT.

Members of the existing Single Academy Trust have already appointed External Auditors to carry out the annual audit and preparation of accounts for the Academy Trust.

These arrangements will continue under the proposed Multi-Academy Trust and be extended to cover the proposed primary Free school.


**F 2.5.2     Pupil Achievement**

The Riverside Campus Local Governing Body will ensure that Riverside Primary School is subject to independent challenge by appointing:

-     a well-qualified and experienced education consultant, to make termly visits, analyse data and report to the Local Governing Body
-     subject and phase specialist consultants to report to them on standards and performance
-     an external team to carry out periodic 'mock-Ofsted' inspections.

The Local Governing Body will also, of course, receive valuable challenge from Ofsted inspection visits to the school.

**F 2.6        A brief description of any conflicts of interest and an explanation of how we intend to manage them**

Conflicts of interest could occur where a Member, Director, member of Local Governing Body or Sub-committee was potentially under consideration as, for instance, an adviser or consultant to the MAT or one of its schools. In these circumstances the member would be required to declare an interest and to leave the meeting for any discussions or decision related to the matter. Any proposed employment would have to meet the stringent requirements laid down in the DfE model articles.

If a parent governor were in attendance when an item was under discussion where his/her child was directly involved it would be necessary to declare an interest and leave the meeting for such an item.

**F 2.7        How the trust would intervene quickly in an academy or free school should that be deemed necessary and how it would know to do so**

F 2.7.1        How the Trust would know that intervention was necessary

The Board of Directors would receive regular reports, including robust internal monitoring data, from each Principal/Executive Principal on all key performance indicators – including Finances, Pupil Achievement, Attendance, Behaviour and Safeguarding. These reports would be supplemented by independent external reports as described above in Section F 2.5.2, annual surveys of staff, parent and pupil satisfaction and by external data such as RaiseOnline, national performance tables and the data dashboard.

F 2.7.2        How the trust would intervene quickly in an academy or free school should that be deemed necessary

If the Board of Directors became concerned about any of its schools it would:

- Obtain rapid independent verification of the concerns
- Take robust and proportionate action according to the nature and severity of the concerns, which could include as appropriate:

  - Removal of some or all delegated powers from the school's Local Governing Body
  - Setting up a School Improvement Board consisting of Directors and independent external educational consultants to monitor the school's progress

- Requiring the school to produce a robust recovery plan to be regularly monitored by the School Improvement Board
- Suspension and/or dismissal of members of the school's leadership team including Head of School/Principal/Executive Principal
- Drafting in temporarily key staff from other schools in the MAT
- Deploying interim school leaders from external sources

# Section F3 (a): Proposed Governors

Key to table below: MAT = Proposed Multi-Academy Trust – Partnership Learning (See Section F 2.1)

*Table 16: Proposed governors*

| Name | Where live | Role On Governing Body | Role(s) in pre-opening | Summary of relevant expertise | Available Time |
|------|-----------|------------------------|------------------------|-------------------------------|----------------|
| ██████ | London | - ████████ | See F 1 (a) above | - ████████ | As required pro-bono |
| ██████ | Danbury, Essex | - ████████ | See F 1 (a) above | - ████████ | As required pro-bono |

| | | | | | | |
|---|---|---|---|---|---|---|
| ███████ | London | - | ████████ | See F 1 (a) above | - | ████████ | As required pro-bono |
| ███████ | London | - | ████████ | See F 1 (a) above | - | ████████ | As required pro-bono |
| ███████ | Colchester | - | ████████ | See F 1 (a) above | ████████ | | As required pro-bono |
| ███████ | Woking | - | ████████ | See F 1 (a) above | - | ████████ | As required pro-bono |
| ███████ | London | - | ████████ | See F 1 (a) above | - | ████████ | As required pro-bono |
| ███████ | London | - | ████████ | See F 1 (a) above | - | ████████ | As required pro-bono |

| | | | | | |
|---|---|---|---|---|---|
| ███████ | London | - ████████ | N/A | - ████████ | As required pro-bono |
| Parent 2 – To be appointed | N/A | - Proposed Riverside Campus Local Governing Body: Member<br>- Elected Parent Representative | N/A | N/A | As required pro-bono |
| ███████ | London | - ████████ | N/A | - ████████ | As required pro-bono |
| Staff Governor – To be appointed | N/A | - Proposed Riverside Campus Local Governing Body: Member<br>- Elected staff Representative | N/A | N/A | As required pro-bono |
| ███████ | Hatfield | - ████████ | N/A | ████████ | As required pro-bono |

| ███████ | Romford, Essex | - ████████ | See F 1 (a) above | ██████████ | As required pro-bono |
|---|---|---|---|---|---|
| ██████████ | London | ██████████ | N/A | - ██████████ | As required pro-bono |

## Section F3 (b):     Skills gaps for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

*Table 17: Skills gaps for governing body*

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| Board of Directors –Marketing, | Exploring recruitment of Senior Executive at leading Public Affairs Consultancy - |

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| communications and PR experience | confirmation expected but currently still awaited |
| Board of Directors -Experience in working with national government departments | Exploring recruitment of Secretary General of international parliamentarians' group - confirmation expected but currently still awaited |
| Board of Directors -  Legal experience | Exploring recruitment of Barrister with leading law firm - confirmation expected but currently still awaited |
| Riverside Campus Local Governing Body: Standards, Curriculum and Community Sub-Committees for each of the three campus schools - Parent and Staff representatives | Recruit two parents and one member of staff by ballot for co-option onto each school's Curriculum and Community Sub-committee |

# Section F4: A credible plan for recruiting a high quality principal during pre-opening

## F 4.1 A brief explanation of the role of the principal and the skills required

### F 4.1.1 Riverside Campus Leadership Structure - Overview

It is proposed that a single Campus Executive Principal will have over-arching strategic responsibility for the whole Riverview Campus, including the existing mainstream secondary Free School – Riverside School – the special Free School currently in pre-opening stage – Riverside Special School - and the proposed primary Free School – Riverside Primary School. Each school on the campus will also have a Head of School, responsible for day to day operations.

The Executive Principal will take on the legal responsibilities of Headteacher/Principal for all three schools and will be responsible for the strategic leadership of the schools and for advising on and implementing the Riverside Campus Local Governing Body's strategic plan.

The Executive Principal will be accountable to the Riverside Campus Local Governing Body, which will have delegated responsibility for all provision on the campus, and through them to the Partnership Learning Board of Directors.

The Executive Principal will line manage the Heads of School, who will be responsible for the day to day management of each of the schools on the campus.

### F 4.1.2 Campus Executive Principal

#### Roles and Responsibilities

The Executive Principal will be responsible to the Riverside Campus Local Governing Body, and through them to the Partnership Learning Board of Directors, for:

- All Headteacher legal responsibilities for the three campus schools
- Overall strategic direction and development of the three schools and the campus as a whole
- All strategic aspects of the educational organisation of the campus schools' provision, including:
  Curriculum
  Staffing
  Teaching and Learning
  Student Achievement
  Marketing and Student Recruitment
  Pastoral Organisation
  Policies and procedures
  Evaluation and Quality Assurance

Budget
Management Information Systems and ICT
- Line Management of the Heads of School
- Relations with external partners, including the local community, the Local Authority, local schools and colleges, DfE,Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspections
- Buildings: Education input into the planning, development and maintenance of the schools' accommodation

## Skills and qualities required

- Successful and significant experience as a Headteacher
- Entrepreneurial skills – the ability to create new organisations and grow them
- Evidence of the capability and willingness to develop and manage multiple new school environments from scratch
- Evidence of expertise and sustained success in raising pupil achievement and securing school improvement.
- Demonstrates a thorough understanding of school development planning, including the development of effective monitoring and evaluation strategies
- Provides evidence of successfully managing high-level strategic responsibilities in current and previous posts
- Can set, maintain and actively promote high standards in all aspects of the work of the campus schools
- Thorough knowledge of current legislation and policy and the implications for the raising of school achievement
- Evidence of outstanding leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal.
- The ability to enthuse, inspire and motivate all those he or she works with
- Excellent decision making skills; the ability to identify and implement solutions to complex problems
- Excellent interpersonal skills and oral and written communication skills
- Excellent self management skills including the ability to plan time effectively for self and others
- A high level of personal integrity and probity

## F 4.1.3    Head of Riverside Primary School

## Roles and Responsibilities

Day to day responsibility for leading and managing Riverside Primary School will lie with the Head of School.

The Head of School will be responsible to the Campus Executive Principal, and through him or her to the Riverside Campus Local Governing Body and the Partnership Learning Board of Directors, for all aspects of the day to day operation of the school, including:

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


## Skills and qualities required

- Evidence of updating professional skills, including management development
- Evidence of the capability and willingness to manage a new school environment from scratch
- Evidence of the capability to manage and monitor the work of teachers new to the profession
- Successful experience of teaching pupils across a broad range of the attainment spectrum
- Evidence of expertise and success in raising pupil achievement and securing school improvement.
- Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise pupil attainment
- Demonstrates an understanding of the effective planning and delivery of a balanced curriculum with a high expectation for all pupils
- Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies
- Provides evidence of successfully managing strategic responsibilities in current and previous posts
- Knows how to ensure equality of opportunity for all pupils and staff and shows evidence of having done so
- Has a clear vision and strong commitment to inclusion and how this can be

achieved for all pupils
- Has the ability and strong commitment to working in partnership with staff, parents, governors and the local community
- Can set, maintain and actively promote high standards of pupil behaviour
- Thorough knowledge of current legislation and policy and the implications for the raising of school achievement
- Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal.
- The ability to enthuse, inspire and motivate students, staff and parents
- Good decision making skills; the ability to identify and implement solutions to complex problems
- Excellent interpersonal skills and oral and written communication skills
- Good self management skills including the ability to plan time effectively for self and others
- A high level of personal integrity and probity


**F 4.2**  **Identification of an Executive Principal with a relevant and credible educational track record as a senior school leader and who shows clear potential to be a competent principal of this school.**

An ██████████ – ██████████ - is already ██████████.

It is proposed that ██████████ also takes on the Executive Principal role for the proposed primary Free School.

The Board of Directors see this as the most cost-effective and efficient way of ensuring that the implementation of the primary Free School is seamlessly integrated with the overall Riverside Campus development.

For the past 17 years ██████████ has been ██████████.

Sydney Russell is one of the top-performing schools in the Borough at GCSE and A'Level, with results above the national average on every key indicator, despite serving some of the 10% most disadvantaged wards in the country.

Sydney Russell was graded 'Outstanding' by Ofsted in 2013 and has recently been designated as a Teaching School. ██████████ is a ██████████ and the school is a National Support School.

As ██████████, ██████████ has effectively steered our secondary Free school through pre-opening to a successful first year of operation and is currently doing the same for our special Free school as it moves through the pre-opening phase.

**F 4.3**  **A sensible timeline for hiring a Head of School and definition of a role and salary that will attract principal candidates with relevant experience and credible track records of school or academy leadership, with a brief explanation of why we think we can attract high calibre candidates to the role**

We plan to recruit a Head of School for Riverside Primary School, with specialist Primary experience, to start from 1st April 2015, ready for the school's planned opening in September 2015.

In the interim period between an approval to proceed to the pre-opening phase and April 2015, the Executive Principal Designate will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, utilising specialist expertise from Warren Junior School, our Outstanding Partner School and other primary consultant support as required.

An open competitive process will be put in place to recruit the specialist Head of School, following a similar pattern to that used successfully to recruit the Head of School for Riverside School, the existing mainstream Free School on the Riverside Campus.

The Board of Directors will advertise in January 2015 in the Times Educational Supplement for a Head of School with a salary range of L18 - L24 (Inner London) - ███████████. We believe that this is a competitive but affordable salary.

This salary has been arrived at by taking account of the following factors:

- Group Size of Riverside Primary School when operating at full capacity: Group 4
- Normal Headteacher salary range for a Group 4 school: within the range L14 – L27
- Planned Headteacher salary range for Riverside Primary School when operating at full capacity: L21 – L27
- Pay ranges for comparable Head of School posts as advertised in April 2014: within the range L15 – L24
- Pay ranges for existing Primary School Deputy Heads, who are likely to be suitable applicants, based on Deputy Head posts advertised in April 2014: within the range L7 – L19

We believe that suitable candidates for Head of School with relevant experience and credible track records will be attracted by:

- The attractive and competitive salary
- The planned purpose-built accommodation
- Being part of a large and integrated cross-phase campus
- Joining a campus leadership team with the support of an Executive Principal and fellow Heads of School
- Having access to the support and resources of three Outstanding partner schools, two of which are Teaching Schools and National Support Schools

## Section F5:    Educational track record

### F 5.1    Key people we will use to provide school improvement support

*Table 18: Key people to provide school improvement support*

| Name | Summary of relevant expertise | Support | Available Time |
|------|-------------------------------|---------|----------------|
| ███████ | ████████ | █████ | As required at professional consultancy rates |
| ██████ | - ██████ | - █████ | As required at professional consultancy rates |
| ██████ | - █████ | █████ | As required pro bono |
| ███████ | - █████ | - █████ | As required at professional consultancy |

| | | | rates |
|---|---|---|---|
| ▮▮▮▮▮ | - ▮▮▮▮▮▮ | ▮▮▮▮▮ | As required at professional consultancy rates |

## F 5.2 People (or organisations) that will provide any central service/support to the trust/academies

See Section F 6 below, in particular Table 19 on p 88

## F 5.3 The date and overall judgement of our latest Ofsted inspections with the link to the full report for each of our schools

The Partnership Learning Trust only currently operates one school – Riverside School – a secondary Free school which opened in September 2013 and has not yet been inspected. The Trust therefore has no Ofsted inspection data yet for schools it directly manages.

However, the Trust has three Partner Schools which work closely with the Trust to provide advice and support, which are long-established and do have Ofsted reports

These schools Are:

The Sydney Russell School (Secondary) – latest Ofsted judgement 'Outstanding'
http://www.ofsted.gov.uk/provider/files/2226929/urn/101246.pdf

Warren Junior School (Primary) – latest Ofsted judgement 'Outstanding'
http://www.ofsted.gov.uk/provider/files/2145075/urn/101219.pdf

Trinity School (Special) – latest Ofsted judgement 'Outstanding'
http://www.ofsted.gov.uk/provider/files/966371/urn/131102.pdf

**F 5.4       Links to the most recent performance data for each of your schools**

As with Ofsted reports, the Trust's single current Free school does not yet have any published performance data.

However, two of the Trust's Partner Schools do have performance data:

The Sydney Russell School (Secondary)
http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101246

Warren Junior School (Primary)
http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101219&superview=pri

## Section F6: Capacity to expand - How our model will allow the trust to grow and provide on-going challenge and support to any existing academies/schools and any new free schools.

### F 6.1 A brief outline of how our current capacity will grow to match our ambition for the trust

The Partnership Learning Trust currently has one open Free school, a mainstream Secondary Free school – Riverside School - which opened in September 2013 and one Free school in the pre-opening stage – Riverside Special School, approved to open in 2015. Currently the Trust is set up as a Single Academy Trust, using model DfE Articles. We are in the process of re-constituting the governance structure, moving to a Multi-Academy Trust with four Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning (see diagram on p 66).

We aim to have three Free schools open and operating by 2015, four Free schools by 2016 and a minimum of five Free schools by 2017, with a spread of 40% Secondary, 40% Primary and 20% Special, centred on the East London area. We also aspire to achieve Academy Sponsor status and through this take on up to an additional three schools by 2017.

Our capacity in the five areas of expertise central to the effective operation of our existing SAT is currently modest but in proportion to the relatively small scale of our existing operation: Strategic Leadership 2 days a week; Finance 2 days a week; ICT, Human Resources and School Improvement one day a week each.

All the individuals currently effectively delivering these key central functions are willing and able to increase their contract commitment flexibly and incrementally as our proposed MAT expands and generates the income to sustain its growing operations. For example, ▮▮▮▮▮▮▮ is currently seconded for two days a week from his role as ▮▮▮▮▮▮. As the proposed MAT grows and the need for a Chief Executive role grows, he and his Governors are happy, if Directors so wish, for the proportion of his seconded time to increase.

We believe that this approach enables the Trust to take advantage of high-level expertise in a cost-effective flexible way in proportion to rate of growth and sustainability.

In addition, we currently make use of additional external expertise in areas such as Legal Services and Marketing on a consultancy basis. Our plan would be to increase the use of these services in line with our growth and keep under review at what point it may become more cost-effective in some areas to employ our own in-house expertise, but always keeping the need for sustainability and value for money at the forefront of our thinking.

### F 6.1.1      How we intend to finance the growth of the trust

We intend to finance the growth of the trust in a careful and sustainable way by:

- 3% top slice from school budgets of Free schools/academies within the Trust
- For new schools – pre-opening funding (eg development grants for Free Schools)
- Academy Sponsor grant funding from DfE for any future sponsored academies

### F 6.2      Shared Services

### F 6.2.1      How we plan to make efficiencies and economies of scale by sharing services across our schools

We will provide the core functions of Strategic Leadership, Finance , ICT, Human Resources and School Improvement Support centrally in a cost-effective way that can grow sustainably with the growth of the Trust, funded by a modest 3% top slice of school budgets.

We will also seek to negotiate advantageous central contracts in areas such as reprographics, central purchasing of supplies, utilities and Buildings and Contents Insurance so that our schools can take advantage of bulk discounts.

### F 6.2.2      Projected make-up of the 'central team' and their approximate cost

See Table 19 on p 88.

### F 6.2.3    Additional skills and expertise within the shared service function

Using our sustainable growth model, we will increase the contract commitment of existing staff providing shared services  flexibly   and incrementally. In addition, we will make use of additional external expertise as needed on a consultancy basis. Our plan is to increase the use of these services in line with our growth and keep under review at what point it may       become  more  cost-effective  in  some areas to employ our own in-house expertise.

### F 6.2.4    How our shared service function will be financed

3% top slice from school budgets of Free schools within the Trust - see Table 20 on p 89.

### F 6.2.5    List of any additional services which can be purchased by each academy or school if the local governing body decides and the approximate costs of these additional services

Payroll                              ███████     standing annual charge plus ███████ per employee per year
Legal Services                   ███████     per Primary School, ██████████ per Secondary School
Occupational Health Services  ███████     per staff member

### F 6.2.6    Monitoring the performance of the shared-service function

The performance of the shared-service functions will be monitored by the Multi-Academy Trust's Board of Directors'        Finance Committee. The committee will receive regular evaluations of quality and value for money from each school's        Head  of  School and Local Governing Body. The MAT's external auditors will provide an annual independent    review  of  the  performance  of  shared services for the Board of Directors and each Local Governing Body. An external education        consultant  not  employed  by  the  MAT will provide a separate annual review of the quality of school improvement services provided centrally.

## F 6.3 Evidence of relevant financial expertise at sponsor/trust level

### F 6.3.1 High-calibre financial leadership

At Board level, the Multi-Academy Trust will have a very clear and robust structure of Financial Roles And Responsibilities:

Partnership Learning MAT Board of Directors:
Overall economic, efficient, effective use of funds received by the MAT, approval of overall MAT budget and delegation of funding to individual schools; Board includes ██████████ - ██████████

MAT Board of Directors' Finance Committee:
Delegated detailed scrutiny of finances

MAT Board of Directors' Audit Committee:
Review risks to internal financial control; agree programme of work to address these risks and provide assurance to external auditors

MAT Accounting Officer (Executive Principal):
Assuring, and producing annual statement on, compliance, propriety and value for money; management of opportunities and risks

MAT Principal Finance Officer (Finance Director, ██████████ - ██████████):
Detailed accounting processes; preparation and monitoring of the budget; preparation of annual and monthly management accounts

Internal audit:
independent checking of financial controls, systems, transactions and risks, by internal audit service bought in from independent certified auditors plus peer review by Principal Finance Officer from another academy trust

External audit:
Statutory auditors appointed to conduct annual audit and certify the accounts as "true and fair" including review of the accounting officer's statement of regularity, propriety and compliance

## F 6.3.2    Brief outline of the financial performance of our free school during the last 4 years

Our single existing Free school – Riverside School – only commenced operating on 1$^{st}$ September 2013 and therefore has no accounts or audit report available yet. The school has however had an initial monitoring visit from the EFA which raised no concerns.

## F 6.4    Governance: Improvement Planning/Scrutiny/Intervention/Local Governance/Risk Management

### F 6.4.1    Improvement plans and how we will provide the appropriate scrutiny to every academy or school

The proposed MAT itself and each school will produce three-year strategic improvement plans and annual improvement plans.

The Board of Directors will provide appropriate scrutiny through the receipt of regular reports, including robust internal monitoring data, from each Principal/ExecutivePrincipal on all key performance indicators – including Finances, Pupil Achievement, Attendance, Behaviour and Safeguarding. These reports will be supplemented by independent external reports as described above in Section F 2.5.2, annual surveys of staff, parent and pupil satisfaction and by external data such as RaiseOnline, national performance tables and the data dashboard.

### F 6.4.2    Capacity and capability to intervene quickly across all areas of our schools

If the Board of Directors became concerned about any of its schools it would take robust action (see Section F 2.7.2 above) which could include:

- Setting up a School Improvement Board consisting of Directors and independent external educational consultants to monitor the school's progress
- Requiring the school to produce a robust recovery plan to be regularly monitored by the School Improvement Board
- Drafting in temporarily key staff from other schools in the MAT or from our Partner Schools
- Deploying interim school leaders from external sources

We have sufficient capacity and capability to do all of the above through the use of our in-house expertise, our group of school improvement consultants and additional external expertise as required.

### F 6.4.3 Support and challenge for each school from a highly-skilled, focused local governing body, with the necessary delegated authority to carry out its functions

The Board of Directors will delegate the day-to-day running of the Trust's schools to Local Governing Bodies (LGBs) which will have day-to-day operational responsibility for their schools. Each LGB will have between 8 and 12 members, including Headteacher/Head of School, two Parent Governors and one Staff Governor. Partnership Learning LGBs will normally be given a wide range of responsibilities similar to those of a traditional stand-alone school Governing Body, including:

- decisions over the spending of allocated funding
- staff appointments up to and including Assistant Head level
- management of staff including appraisal, promotion, discipline and capability
- monitoring pupil achievement and standards of teaching and learning.

Each LGB will have two main sub-committees:

- Finance, Premises and Personnel
- Standards, Curriculum and Community

The Board of Directors will ensure that the appointments they make to LGBs will include appropriate professional educational and financial expertise. The Board will appoint the Chairs of each LGB.

The Board of Directors will also retain the right to withdraw any or all of an LGB's delegated powers if it determines that this necessary in order to ensure the effective and efficient performance of any of its schools.

The separation of powers described above will be clearly laid out in detailed memoranda of understanding between the Board and each LGB.

For further details see Section F 2.3 above.

### F 6.4.4        Contingency planning and risk management

The MAT will

-     produce an annually updated contingency and business continuity plan.
-     maintain a Risk Register - reviewed termly by the MAT Finance Committee
-     review Management accounts monthly - by the Accounting Officer - and termly - by the MAT Finance Committee
-     establish a robust scheme of delegated financial authority, along with financial controls compliant with Charity Commission "Internal Financial Controls for Charities", which mitigate against financial risks

# Section F6 (a):     Shared services

*Table 19: Individuals who will be in the central services team as at September 2015, for AY 2015-16*

| Name | Role in central service team by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Hours per week | Cost per year £ |
|------|--------------------------------------------------------------------------------------------|-------------------------------------|----------------|-----------------|
| ██████ | ██████ | | 2 days | ██████ |

| Name | Role in central service team by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Hours per week | Cost per year £ |
|---|---|---|---|---|
| ███████████ | ███████████ | | 2 days | ███████████ |
| ███████████ | ███████████ | | I day | ███████████ |
| ███████████ | ███████████ | | 1 day | ███████████ |
| Range of consultants see Table 18 on p 78 above | School improvement support | | 1 day | ███████████ |
| TOTAL | | | | ███████████ |

## Section F6 (b):     Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

*Table 20: Shared services*

| Name of school | Budgeted contribution to MAT shared service | |
| --- | --- | --- |
| | 2015/16 | 2016/17 |
| Riverside School – 3% of income | ███████ | ███████ |
| Riverside Special School - 3% of income | ███████ | ███████ |
| Riverside Primary School - 3% of income | ███████ | ███████ |
| TOTAL | ███████ | ███████ |

# Section G: Budget planning and affordability

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████████.

# Section H:      Premises

See Excel application form.

# Annexes

| CV 1 ███████ | | |
|---|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. education or finance) | ███████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ███████<br><br>███████<br><br>Name:<br>Position:<br>Dates: |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | ███████ |

| CV 1 ██████████ | | |
|---|---|---|
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ██████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ██████████ |
| 8. | Reference names(s) and contact details | ██████████ |

| CV 2 ██████████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>• name of school/ organisation<br>• position and responsibilities held<br>• length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>• date of qualification<br>• professional body membership number<br>• how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>• school's best 8 value added scores for the years you were in post, | N/A |

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| | if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available): <br> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ▮▮▮▮▮▮▮▮ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ▮▮▮▮▮▮▮▮ |

| CV 2 ███████ | |
|---|---|
| 8. | Reference names(s) and contact details | ███████ |

| CV 3 ███████ | |
|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. education or finance) | ███████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ███████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should | N/A |

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| | include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ▮▮▮▮▮▮▮▮ |

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| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
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| 8. | Reference names(s) and contact details | ████████ |

| CV 4 ████████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |

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| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████████ |

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| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details ████████ | |

| CV 5 ████████ | |
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| 1. | Name ████████ |
| 2. | Area of expertise (i.e. education or finance) ████████ |
| 3. | Details of your last three roles including: ████████<br>  ▪ name of school/ organisation ████████<br>  ▪ position and responsibilities held ████████<br>  ▪ length of time in position<br>This should cover the last four years. If not, please include additional roles ████████ |

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| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | ████████ |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key | N/A |

| CV 5 ███████ | | |
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| | Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ███████ |

| CV 6 ██████████ | | |
|---|---|---|
| 1. | Name | ██████████ |
| 2. | Area of expertise (i.e. education or finance) | ██████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ██████████<br><br>██████████<br><br>██████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | ██████████ |
| 5.b | **For education only:** if you | N/A |

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| | are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████████ |

| **CV 6** ▮▮▮▮▮▮ | | |
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| 8. | Reference names(s) and contact details | ▮▮▮▮▮▮ |


| **CV 7** ▮▮▮▮▮ | | |
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| 1. | Name | ▮▮▮▮▮▮ |
| 2. | Area of expertise (i.e. education or finance) | ▮▮▮▮▮▮ |
| 3. | Details of your last three roles including:<br>• name of school/ organisation<br>• position and responsibilities held<br>• length of time in position<br>This should cover the last four years. If not, please include additional roles | ▮▮▮▮▮▮<br><br>▮▮▮▮▮▮<br><br>▮▮▮▮▮▮ |
| 4. | **For finance only**: details of professional qualifications, including:<br>• date of qualification<br>• professional body membership number<br>• how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, | N/A |

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| | 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ▮▮▮▮▮▮▮ |

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| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| 8. | Reference names(s) and contact details | ███████ |

| CV 7 ███████████ | | |
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| CV 8 ███████████ | | | |
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| 1. | Name | ████████ | |
| 2. | Area of expertise (i.e. education or finance) | ████████ | |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████ | |
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| | | ████████ | |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | ████████ | |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A | |

| CV 8 ████████ | | |
|---|---|---|
| | ▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ████████ |

| CV 9 ██████████ | | |
|---|---|---|
| 1. | Name | ██████████ |
| 2. | Area of expertise (i.e. education or finance) | ██████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ██████████ <br><br> ██████████ <br><br> ██████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest | N/A |

| CV 9 ███████████ | |
|---|---|
| | school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ███████████ |

| CV 10 ███████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value | N/A |

| CV 10 ███████████ | | |
|---|---|---|
| | added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available): <br> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████████ |

| CV 10 ████████ | |
|---|---|
| | |
| 8. | Reference names(s) and contact details | ████████ |

<br>

| CV 11 ████████ | |
|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>• name of school/ organisation<br>• position and responsibilities held<br>• length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>• date of qualification<br>• professional body membership number<br>• how your qualifications are maintained | N/A |

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| | | |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | ▆▆▆▆▆▆▆ |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ▆▆▆▆▆▆▆ |

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| | | |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| | | In addition, as a National Leader of Education and Head of a National Support School, I have successfully supported schools outside the Borough and I am currently providing support for schools in Kent and Norfolk as well as three local schools. |
| 8. | Reference names(s) and contact details | ███████ |

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|---|---|---|
|  |  |  |

| **CV 12** ████████ |  |  |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available): | N/A |

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| | ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ██████████ |

| CV 12 ███████ | |
|---|---|
| | |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ███████ |

| CV 13 ███████ | |
|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. education or finance) | ███████ |

| CV 13 | ██████████ | |
|---|---|---|
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's | N/A |

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| | results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████ |
| 8. | Reference names(s) and contact details | ████████ |

| CV 13 ██████████ | |
|---|---|
| | |

| CV 14 ██████████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should | N/A |

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|---|---|---|
| | include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████ |

| CV 14 ██████████ | | |
|---|---|---|
| | | |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ███████ |

| CV 15 ██████████ | | |
|---|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. education or finance) | |
| 3. | Details of your last three roles including: <br> ▪ name of school/ organisation <br> ▪ position and responsibilities held <br> ▪ length of time in position <br> This should cover the last four years. If not, please include additional roles | ███████ <br><br> ███████ <br><br> ███████ |

| CV 15 | | |
|---|---|---|
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 | N/A |

| CV 15 ███████ | | |
|---|---|---|
| | qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | ████████ |

| CV 16 ███████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | |
| 3. | Details of your last three roles including: | ████████ |
| | ▪ name of school/ organisation | ████████ |
| | ▪ position and responsibilities held | |
| | ▪ length of time in position | ████████ |

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| | This should cover the last four years. If not, please include additional roles | |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including | N/A |

| | | |
|---|---|---|
| | English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████ |
| 8. | Reference names(s) and contact details | ████████ |

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|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>• name of school/ organisation<br>• position and responsibilities held<br>• length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>• date of qualification | N/A |

| | | |
|---|---|---|
| | ▪ professional body membership number<br>▪ how your qualifications are maintained | |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |

| CV 17 ██████████ | | |
|---|---|---|
| | | |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████ |
| 8. | Reference names(s) and contact details | ████████ |

| CV 18 ██████████ | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position | ████████ |
| | | ████████ |
| | | Name:<br>Position:<br>Dates: |

| | | |
|---|---|---|
| | This should cover the last four years. If not, please include additional roles | |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you | N/A |

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|---|---|---|
| | are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| 8. | Reference names(s) and contact details | ████████ |

| | | |
|---|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. | |

| | | |
|---|---|---|
| | education or finance) | |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ██████████<br><br>██████████<br><br>██████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | ██████████ |

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| | | |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available): <br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | N/A |
| 6. | Brief comments on why your previous experience is relevant to the new school | ██████████ |

| CV 19 ███████ | |
|---|---|
| | |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| 8. | Reference names(s) and contact details | ███████ |

| CV 20 ███████ | |
|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. education or finance) | |

| CV 20 ███████ | | |
|---|---|---|
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ████████<br><br>████████<br><br>████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's | N/A |

**CV 20** ████████

| | | |
|---|---|---|
| | results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████ |
| 8. | Reference names(s) and contact details | ████████ |

**CV 21** ████████

| | | |
|---|---|---|
| 1. | Name | ████████ |
| 2. | Area of expertise (i.e. education or finance) | ████████ |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include | ████████<br><br>████████<br><br>████████ |

| | | |
|---|---|---|
| | additional roles | |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, | N/A |

**CV 21** ███████

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| | average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| 8. | Reference names(s) and contact details | ███████ |

**CV 22** ███████

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|---|---|---|
| 1. | Name | ███████ |
| 2. | Area of expertise (i.e. | ███████ |

| CV 22 ██████████ | | |
|---|---|---|
| | education or finance) | |
| 3. | Details of your last three roles including:<br>▪ name of school/ organisation<br>▪ position and responsibilities held<br>▪ length of time in position<br>This should cover the last four years. If not, please include additional roles | ██████████<br><br>██████████<br><br><br>██████████ |
| 4. | **For finance only**: details of professional qualifications, including:<br>▪ date of qualification<br>▪ professional body membership number<br>▪ how your qualifications are maintained | N/A |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br>▪ school's best 8 value added scores for the years you were in post, if applicable | N/A |
| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br>▪ Your | N/A |

| | | |
|---|---|---|
| | subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ██████████ |

| CV 22 ███████ | |
|---|---|
| | |
| 7. **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ███████ |
| 8. Reference names(s) and contact details | ███████ |