

BRAY FREE PRIMARY SCHOOL

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

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

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Rugby Warwickshire [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: The Proposer Group is made up of Place Group, a school services company and an existing Academy Sponsor (Waterwells Academy, Gloucs) and Free School Proposer (Rutherford House School, Wandsworth and Gildredge House, Eastbourne); with Bellevue Education Group which is the proprietor of 7 outstanding preparatory schools and an existing Free School Proposer (Rutherford House School, Wandsworth).
9.	Is your group seeking to open more than one Free School application in this round? (but see below) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: Place Group and Bellevue Education are also submitting an application to open Islington Free Primary school in 2014
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or

Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known. Lead Proposer: [REDACTED]

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Bellevue Education Group - 04924426 Bellevue will make available its expertise in independent education to support the school. It will also seek to share resources and where appropriate, facilities with the school.</p> <p>Place Group Ltd - 439705 Place Group will make available the education, school improvement and project management resource to the school and offer advice on school efficiency and procurement.</p> <p>The Balham School Company – 07956784 (Rutherford House School) Rutherford House School is a proposed free school in pre-opening for 2013, co-proposed by Place Group and Bellevue Education. If successful in the application for Bray Free Primary, we would seek to establish a multi-academy Trust for Rutherford House, Bray Free</p>
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	Primary and Islington Free Primary, the latter being a further application for a 2014 Free School.	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	N/A	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
	The Proposers as a Group are not currently an Academy Sponsor although an application for Multi-Academy Trust status is being considered by the Department for Education.	

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



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

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

Signed:

Position: Chair of company

Print name: XXXXXXXXXX

Date: 21/12/12

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

Section B: Outline of the school

1.	Proposed school name:	Bray Free Primary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	<p>██████████</p> <p>██████████ Bray, Maidenhead</p> <p>Windsor & Maidenhead ██████████</p>
12	Please tell us how you found this site:	Local knowledge then enquiry to LA
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Royal Borough of Windsor and Maidenhead
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Mission

Bray Free Primary School (BFPS) will provide a welcoming, safe and stimulating learning environment for pupils aged 4-11 in the Royal Borough of Windsor and Maidenhead (RBWM), fostering links between school, home and the wider community. Together with stakeholders we will optimise educational opportunities and outcomes for children of all abilities and backgrounds, enabling every pupil to achieve confidence and success through high quality educational experiences rich in core learning including ICT which blend the best of state and independent education. We will raise pupils' and parents' sights and in so doing will raise standards within an inclusive high expectation ethos. Our ambition is quickly to become an Ofsted 'outstanding' school which all parents in the area want their child to attend.

Rationale

- In Windsor and Maidenhead there is an immediate shortage of Primary places with high levels of basic need forecast for the foreseeable future
- In Bray and surrounding areas, a 1-form entry Primary school will meet local needs and the location identified as our preferred site will meet requirements for this provision (discussion with LA: [REDACTED] -)
- DfE emergency basic need funding for Windsor and Maidenhead in 2011 was £4,571,252 indicating the current shortage of places (DfE data)
- According to DfE pupil place projections, there will be a shortage of 850 Reception places by 2015/16 in RBWM

Year	2012/13	2013/14	2014/15	2015/16
Places	10284	10614	10897	11134

- Windsor and Maidenhead supports Free School provision and our correspondence with the LA has been positive, [REDACTED] have accompanied Proposers on a tour of the preferred site
- There are some very good Primary schools in Windsor and Maidenhead but with a wide range of performance

'Braywood C of E First School has been judged Outstanding. The school has improved considerably since being judged as good in its previous inspection. It now provides an outstanding quality of education and pupils' achievement is outstanding. A major factor is the resolute determination and drive of the Headteacher, ably supported by a team of dedicated, passionate staff and a very effective governing body. This is appreciated by the overwhelming majority of parents and carers who are extremely supportive. As one parent wrote, "[REDACTED]"

'St Luke's School in Maidenhead has set its sights on further improving educational provision for its pupils through a partnership approach with the Royal Borough. The headteacher and governors will be working closely with council officers to address the issues raised in a recent Ofsted inspection which placed the school in Cookham Road, Maidenhead, on "special measures" - identifying it as a school which needs support to tackle areas of concern.'

- Support from parents and carers for our planned provision is high (Section E) and from this and the level of basic need we confidently expect to be over-subscribed
- The health of children and young people in Windsor and Maidenhead is better than the England average for all indicators. However, more than 2,800 children are living in poverty and around 900 children are eligible for free school meals (RBWM Health Profile 2009)
- Priorities for action (from the Local Area Agreement) include children and young people's mental health and well-being, and in view of this we will place a high priority on securing pupils' well-being
- Our Proposer Group is ideally placed to plan for and open BFPS in 2014, as it combines local knowledge from assignments in this LA and consultant headship with expertise from Bellevue Education with its group of 7 outstanding preparatory schools with national level experience and expertise in setting up and running Free Schools including education deliverables and project management from Place Group, bringing expertise in school finance and service provision, all sharing a focus on 4-11 schools including a 4-11 sponsored Academy

Aims

BFPS, a 4-11 Primary school for 196 pupils, will be a welcoming, safe and stimulating learning environment, fostering links between school, home and the wider community. Place Group and Bellevue Education will optimise educational opportunities and outcomes for children of all abilities and backgrounds, enabling every pupil to achieve their potential, gain confidence, experience success and build independence.

We will achieve this through high quality educational experiences leading to high level pupil outcomes which will be realised through a personalised approach with each pupil, smaller class sizes, and learning experiences which benefit from outstanding teaching and innovative tailored ICT provision. BFPS will meet best practice standards in 4-11 education, and will be different to existing and planned provision in significant ways including our use of ICT to support learners.

The BFPS proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (PAN 28) in an LA with established basic need, while improving choice and diversity for parents, carers and pupils, and further raising standards to improve the life chances of children and young people. The school will also provide a

boost to the local economy by creating jobs and producing pupils prepared to move on and succeed in their education. These are the cornerstones of the free school movement and we fully support each of them.

- BFPS will have a smaller class size to help meet each pupil's needs
- BFPS will provide caring challenge as well as stability and understanding
- BFPS will offer pupils high quality teaching and effective pastoral care
- BFPS will build children's self-esteem and safeguard their well-being
- BFPS will focus on core learning, encouraging pupils to be lifelong learners
- BFPS will ensure pupils make sound progress, maximising achievement
- BFPS will offer responsibility and rewards and demand high standards of all
- BFPS will provide an environment which is stimulating, welcoming and safe
- BFPS will listen to pupils' views, and show that we are listening
- BFPS will build bridges with the community while increasing parental choice
- BFPS will work in partnership with other schools, agencies and ITT/SCITT
- BFPS will communicate effectively with parents and carers including online
- BFPS will constantly evaluate and improve the education provision on offer
- BFPS will benefit from consultant headship input
- BFPS will achieve and maintain Ofsted 'Outstanding' status

Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those working in education in the area and in possession of detailed local knowledge, with colleagues who have experience and expertise in establishing new schools, running schools, and successfully supporting the opening of free schools at national level including Primary provision, working in collaboration with school finance and service specialists.

The broad and balanced BFPS curriculum set out in detail in Section D provides opportunities for pupils of all abilities and backgrounds to succeed, is well suited to the profile of our intake, and when implemented will represent a new set of opportunities for pupils aged 4-11. By offering smaller class sizes our teaching and support teams will quickly develop a detailed knowledge of each pupil as they work and learn, helping pupils to achieve their full potential. Cost-effective places coupled to our curriculum model and delivered to an inclusive intake is what the area currently lacks sufficient places for. We set out in detail in Section D how our curriculum model will operate.

Context including Deprivation

The towns of Windsor and Maidenhead fall under the single local authority of the Royal Borough of Windsor and Maidenhead (RBWM) and although only six miles apart, operate different school systems. In Maidenhead, children leave primary school at the end of Year 6 and join one of the five Maidenhead senior schools. In Windsor, schools operate within a three-tier system where pupils leave at the end of Year 8 to join one of two single-sex senior schools.

Unemployment is relatively low in the community but there are pockets of deprivation (see below) and the difficulties for those families living in more prosperous areas are widely recognised. Around 8% of children in RBWM are eligible for Free School Meals, but again there is wide variation between schools. The percentage of children in RBWM with SEN on

School Action or SA Plus is currently 18% (all data from DfE financial spreadsheet data for RBWM), and this is in line with the national picture.

Across the LA over 17% of pupils speak English as an additional language. We will be very attentive in not assuming that EAL pupils are automatically SEN pupils, our formative assessment processes will be geared to identifying each pupil's current position and from that point teachers will plan learning activities personalised to each pupil. Our curriculum model and pedagogy take this information fully into account in terms of provision which meets the needs of our intake profile, as set out in Section D.

Pupil mobility is relatively high at 10%, mainly around Windsor and partly due to the presence of two army barracks. Many working parents are seeking an alternative that gives them greater flexibility with their children's school hours, to which we are responding with parent-friendly provision. Some parents have jobs which take them away from home during the week or for longer periods, while some children are at risk of disengagement from the education system because of family breakdown. The physical health of children and young people in Windsor and Maidenhead is better than the England average for all indicators. However, more than 2,800 children are living in poverty and around 900 children are eligible for free school meals.

RBWM is generally an affluent area. However, there are also significant pockets of deprivation, including Dedworth (RBWM All Through FSM Tables) on the outskirts of Windsor, North Town in Maidenhead, and in neighbouring Slough. Using FSM as a proxy indicator, attainment levels in RBWM for FSM are significantly lower than for non-FSM.

Using FSM as a proxy indicator, attainment levels in RBWM for FSM are not only significantly lower than for non-FSM, but the attainment gap between them is far greater than at a national level (Primary School KS2 Performance Tables 2011 Windsor and Maidenhead 868). To tackle this, we have set ambitious gap-narrowing targets as set out below and in Section D.

As noted earlier there are also affluent families and in terms of provision of high quality school places their children are also capable of benefiting from an education that blends the best of breed from state and independent education. An analysis by RBWM (C&YP Transport Plan 2009) indicates that 25% of children in the Borough are educated at independent schools.

Location

Our preferred site is [REDACTED], Bray, Maidenhead, Windsor & Maidenhead [REDACTED]. A map and image are included as an Annex to this application. We are aware of the requirement, if this application is approved, to carry out statutory consultation under the Academies Act 2010, consulting with appropriate groups in the area and reporting to the DfE.

Vision and Ethos

The Bray Free Primary School will provide an inclusive high quality 4-11 education with a focus on the core areas of literacy and numeracy. It will combine the best aspects of education from the state and independent sectors in a high expectation environment. Key

elements of the vision, ethos and allied curriculum model are as follows:

Smaller class sizes – BFPS will provide class sizes of 28 to allow teachers to get to know their pupils and target support to boost each child's learning.

Excellent conduct – Good behaviour is vital to teaching and learning. Our teaching and support staff will set and demand high standards of behaviour, recognising and rewarding pupils who work well and let other pupils get on undisturbed by a variety of means including contact with parents and carers. Our Behaviour Policy sets out Proposers' position in terms of a whole-school approach.

Pupil well-being – the Headteacher and school team will ensure that SEAL principles (Social and Emotional Aspects of Learning) are written in to programmes of study so that teachers and support staff provide the emotional support pupils need to take the risks needed to learn effectively in a supportive social environment. BFPS will prioritise safeguarding and well-being considerations in everything we do, from safe recruitment of appropriate staff to the nature of every interaction between staff and pupils.

We will promote equality of opportunity as required by the Equality Act 2010. Our Bullying Policy will include Cyberbullying guidance; our Behaviour Policy, Safeguarding Policy and Safe Recruitment Policy drafts are set out later in this application.

Broad, balanced curriculum – From the Reception Class to Year 6 in Key Stage 2, the Bray Free Primary School will offer a curriculum suitable for our inclusive intake that meets the needs of all pupils and leads to high standards of academic and personal achievement. This will at times entail formal teaching of spelling, punctuation and grammar as part of our emphasis on literacy. It will also include the acclaimed 'optimal instruction' approach to teaching reading (Solity, 2009) starting with phonics. ICT provision will be innovative and support all learners. We will teach RE and PSHE, and offer a full enrichment programme.

Meeting pupils' needs – the SENCO will ensure we meet the SEN Code of Practice requirements and support pupils to allow those with specific learning needs to participate fully, learn and succeed - from the least able to the most gifted and talented including those with English as an additional language. Our SEN policy draft is included in Section D.

Homework – we will expect homework to be completed in accordance with national guidelines for pupils aged 4-11. Supervised opportunities after school will be set up.

Maximising attendance – BFPS will insist on and support the highest levels of attendance by pupils. We will operate a first day of absence calling procedure and follow up any absence patterns that occur as a result of close monitoring of attendance registers. The draft BFPS Attendance Policy is included with this application.

A competitive environment, both in academic and sporting endeavours –The ethos of BFPS aims to create hard-working, high-achieving pupils. We will acknowledge the effort pupils apply to their work and to cultural or sporting endeavours, while tracking participation rates. Success will be recognised through school awards and exceptional performance will be recognised in whole-school assemblies.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to

engage with the school in a number of ways. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines. We aim to offer parent-friendly provision and by building close relationships we will facilitate support for the school. Parents of our pupils will be consulted and informed about their children's achievements. A secure area of the school website will be available to them and BFPS will report to parents online.

Genuinely supportive pastoral care – Pupils will receive pastoral care from their class teacher, SLT and support staff. We place a high priority on supporting pupil well-being as outlined above and detailed in Section D.

Teachers – Outstanding teachers in BFPS will encourage and support pupils at every opportunity, this is vital as expectations of achievement are high.

Success and Appropriate Targets

Our aims are high: the indicators of success for BFPS include not simply remaining above DfE Floor Targets at all times, but encompass a wide range of ambitious individual and whole-school targets covering academic and non-academic aspects that will demand the very best from our staff and lead to high levels of achievement for our pupils. Our curriculum model and delivery will be tailored to the needs of a diverse all-ability intake and make full use of ICT to support all learners' needs.

We aim to achieve the best pupil outcomes overall measured across EYFS, KS1 and KS2 in Windsor and Maidenhead at the end of Key Stage 2 by recruiting well-qualified teachers and sustaining a high quality of teaching in lessons. By developing excellent working relationships with secondary schools and community groups we will help our pupils to go forward to enjoy future success.

In terms of personal development we will cultivate responsibility, good conduct and pupil leadership, while embodying spiritual, moral, social and cultural learning experiences alongside personal learning and thinking skills (PLTS) support to develop educated, confident pupils willing and capable of making a positive contribution to their school and to society. We will track attendance against targets set out in Section D and track punctuality.

At the end of the first year, BFPS will be well above national expectation in terms of 70% of Reception pupils achieving a 'Good Level of Development' in EYFSP compared to 59% nationally in 2011. In keeping with a diverse all-ability intake we have set gap-closing ambitious targets for boys and girls, FSM, EAL, SEN, G&T and EMA pupils as set out in Section D. For example, we aim to narrow the gap between FSM and non-FSM pupils, given an LA performance below national picture, by 5 percentage points over 3 years in terms of end of Reception 70% Good Level of Development (EYFS). Similar gap reducing targets are set for subgroups of pupils including boys/girls, SEN and gifted and talented pupils (Section D).

Indicative longer-term targets include 98% of pupils achieving Level 4 in both English and mathematics, with 77% achieving Level 5 at the end of KS2, also well above national expectation and appropriate to the progress our pupils will make. We will also set high expectation gap narrowing targets for subgroups of pupils ahead of the first cohort to take end-of-KS2 tests.

Summary of Distinctive Features

In crystallising this vision, we wish to emphasise that the listing of key attributes does not exclude other features that will arise naturally from the experience, expertise and wisdom of our Headteacher Designate, whom we aim to recruit as soon as possible in order for them to assimilate, and also (crucially) contribute to, the vision for BFPS set out by Proposers.

- * Smaller class sizes with 28 pupils per class in each year
- * Welcoming, safe, secure and stimulating learning environment
- * Emphasis on literacy, numeracy, innovative ICT, and high standards of conduct
- * Broad and balanced traditional curriculum with enrichment opportunities
- * Curriculum model and delivery suited to an inclusive all-ability diverse intake
- * Reading taught through acclaimed 'optimal instruction' approach
- * Personalised learning to develop each pupil's strengths
- * Expert support provision supporting pupils at risk of falling behind
- * Wide range of enrichment activities including sporting and cultural events
- * State of the art ICT provision helping the school to meet the needs of all learners
- * Online real-time information access to parents and carers
- * Parent-friendly approach to school operations
- * Consultant Headship support, particularly useful prior to Headteacher appointment
- * Confident, outward facing collaborative culture where competition & cooperation co-exist to produce well-educated pupils ready to progress to secondary education as confident contributing members of a learning community

Section D: Education plan – part 1

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

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		28	28	28	28	28	28	28
Year 1		-	28	28	28	28	28	28
Year 2		-	-	28	28	28	28	28
Year 3		-	-	-	28	28	28	28
Year 4		-	-	-	-	28	28	28
Year 5		-	-	-	-	-	28	28
Year 6		-	-	-	-	-	-	28
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		28	56	84	112	140	168	196

The BFPS PAN is 28. Each year a cohort of 28 pupils will be admitted to the school.

The school will open in September 2014 with 28 pupils in 1 Reception class.

BFPS will remain 1-form entry. When full, the school will have 196 pupils on roll.

Section D: Education plan – part 2

Curriculum Plan

Our curriculum as set out in this Section meets the needs of the expected intake (all-ability, varied backgrounds) and we have set ambitious targets on a range of measures as tabulated below. We will provide pupils with high quality education provision by offering a broad and balanced curriculum with a focus on core subjects. This will meet the needs of all learners, fostering a love of learning, giving pupils the chance to experience success and thereby equipping them with the skills and attitudes needed to maximise progress in learning and to progress to secondary education. BFPS will instil a sense of pride in our pupils, in their own achievements and their community, developing both academic and wider personal skills and attributes. With Proposer group input from Bellevue Education's expertise, Place's project management specialism and their education specialists, plus consultant leadership, we will combine the best from the independent and state sectors to achieve the best 4-11 performance indicators in the LA.

RBWM has pockets of deprivation within it and school performance is often strong but is also variable. These aspects of location were outlined in Section C. The proposers have the benefit of advice of from those who teach and lead education, allied to experience of supporting the establishment of Primary phase free schools and academies nationally, and through these insights and detailed local research we understand the nature of our intake profile as all-ability and from a range of backgrounds including poor and affluent families.

Key members of the team, from Bellevue Education and Place Group have worked well together on Free School projects and this application preserves the essential DNA of this successful collaboration within provision tailored to the location and intake profile. As set out in Section F (Capability and Capacity) the availability of Proposers takes into account other current projects.

The individualised curriculum experiences, high quality teaching and enrichment provision available at BFPS are designed to meet the needs of this intake and to ensure they make progress and succeed. Our EAL provision will ensure that all pupils have access to the curriculum and through assessment, taking into any account information available prior to entry where this is available to us; we will target the delivery of appropriate support and remediation while monitoring the progress of EAL pupils as a specific senior leadership area of responsibility. SEN support will address individual learning needs in keeping with the SEN Code of Practice via strategies set out in detail below.

By means of differentiation and formative assessment used to plan learning experiences, BFPS will ensure that pupils of all abilities experience the right levels of pace and challenge in lessons to ensure they make appropriate progress. Our curricular use of ICT will make use of recent, powerful developments such as augmented reality which tap into meta-cognitive learning techniques used by the quickest learners and make them available to all, with a particular focus on SEN and EAL pupils. We will exploit freedoms on ICT to promote digital literacy for all pupils.

We will combine the best of the independent sector using experience and expertise from Bellevue Education, responsible for 7 outstanding preparatory schools, and experienced consultant leadership in the state sector to offer a new standard for local families via

parent-friendly provision which will achieve outcomes well above national expectation. These academic and wider pupil development successes will be delivered from public funding in a value for money way.

BFPS will exploit the knowledge and background of Place Group in terms of securing high quality school back-office functions, and the no-cost Schools Buying Club (Schools Procurement Service Provider of the Year 2012). This will balance the impact of smaller class sizes and other BFPS approaches that form our strategy for contributing to education improvement in RBWM, which is affordable, offers vfm and is set out in detail below.

The Curriculum Model

The BFPS curriculum model is based on the National Curriculum as a broad and balanced platform, but with changes to further emphasise core learning including ICT, in keeping with free school aims and freedoms. In Reception through Key Stage 1 into Key Stage 2, delivery will be via thematic lesson sequences planned by teachers within a weekly schedule consisting of six 1-hour sessions per day with breaks for play and lunch during the school day. The time allocation for subject areas is shown below. For older pupils in Key Stage 2 there will be some subject-based teaching and for all pupils, literacy development will include specific lessons devoted to grammar, spelling and punctuation. At times determined by schemes of work, longer sessions will be used to allow more extended work on selected topics.

Early Years Foundation Stage

Pupils will be expected to start in Reception in September 2013 following the normal school day, but the Reception teacher and allocated Teaching Assistant will be mindful of the social needs of pupils starting school for the first time and flexibility will be built in by means of communication and agreement with parents and carers.

Early learning goals will be used to establish expectations for children to reach by the end of the EYFS. Reception teachers will be empowered to make decisions on curriculum delivery on the basis of formative assessment and professional judgement. This will form the basis for planning and provide secure foundations for pupils' learning. Planning and delivery will cover each of the six areas of learning and development (subject to the Dame Clare Tickell review implications).

Personal Social and Emotional Development

Pupils will be provided with experiences and support which will help them to develop a positive sense of themselves and of others in developing social skills and emotional literacy. As pupils mature physically, and emotionally, our focus on pupil leadership will support and inspire the development of character in an appropriate manner. They will be taught in groups of mixed ability as differentiation and personalisation will meet pupils' learning needs. This will also promote tolerance.

Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write will be developed and extended including through

opportunities and encouragement to use their skills in a range of situations and for a range of purposes. We will place due emphasis on parent and carer engagement by providing the home with an appreciation of our approach to developing literacy skills. Together with numeracy this is a key, and core, area.

Problem Solving, Reasoning and Numeracy

Pupils will be supported in developing their understanding of these areas in a wide range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We recognise that mathematics and numeracy can sometimes seem daunting and will make our approach learner-friendly, memorable and therefore highly effective.

Knowledge and Understanding of the World

Pupils will develop the knowledge, skills and understanding needed to make sense of the world around them, including via our curriculum emphasis on core learning. This learning will be supported via opportunities for pupils to understand and use technology, study organisms, people and objects in their natural environments and in real-life situations, and to undertake experiments and investigations including working with a range of materials.

Physical Development

Pupils' physical development will be encouraged through the provision of opportunities for active and interactive learning including the important aspect of learning through play. Pupils will learn about the world around them, benefiting from the emphasis on core skills in terms of cross-curricular context and themes, supporting connections between new information and what they already know. Healthy choices in relation to lifestyle and food will be supported by available snacks and lunches. Over time we will develop safe outdoor learning by play areas.

Creative Development

Pupils' creativity will be nurtured via the provision of support for their curiosity, exploration and play, including opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, role-play and discussion activities, also via whole-school productions.

Literacy

"High quality, systematic phonic work as defined by the review should be taught discretely. The knowledge, skills and understanding that constitute high quality phonic work should be taught as the prime approach in learning to decode (tread) and encode (write/spell) print." (Rose Report).

BFPS recognises important guidance and will make use of phonic work in developing reading skills. However, there is no claim to a single process which suits every child at every stage of reading development, and while there is a general agreement that children can be taught to read successfully through phonics, there is nothing in the literature or

experience of educationalists to suggest that this technique represents a process which can produce best results alone and in isolation.

Current thinking strongly indicates a mixed menu that has been called 'the theory of optimal instruction' (Solity, 2009) which brings together two previously polarised approaches via the extended teaching of phonics through real books. As a result, BFPS will adopt an approach to the teaching of literacy that combines the tried and tested phonics method with the use of real books, under the decision making of the teaching professionals working closely with each child's personal learning plan.

This 'optimal instruction' approach involves teaching emerging readers an optimal number of core phonic and sight vocabulary skills that are then applied to a wide range of books beyond a reading scheme. Meeting the needs of reluctant readers is paramount in ensuring success for all and if these pupils are required to learn too many phonic skills they may unintentionally be held back from attaining the status of a 'free reader'. If this transition is delayed, for some pupils reading remains a chore with resulting loss of motivation, enjoyment and achievement.

The goal of the programme at BFPS will be to develop emerging readers using phonics and then engage pupils in reading for pleasure. Through the optimal approach described, they will gain confidence quickly and become engrossed in stories and good quality literature so that they become passionate readers, who are interested and engaged by real books and who read for their own enjoyment as well as to access information of all kinds.

In this way our children's imaginations and desire to read will be stimulated and they will have a strong motivation to gain the necessary skills and will attain excellent reading levels. Reading as an enjoyable and entertaining learning experience, activity, and skill will be at the core of the programme and will be a focus across all subjects in the curriculum.

Classroom environments will be rich in good quality children's literature. Children will be immersed in books and stories and teachers will model a passion for all kinds of books and reading to the children. Careful attention will be paid to ensuring that each classroom library is well supplied with the best children's literature. Books will be provided at all appropriate reading levels and ensure that they are levelled to ensure children are supported to progress through different stages of reading development.

Numeracy

Bray Free Primary School will help pupils to become confident and competent young mathematicians, able to count, compare and order, to think mathematically in everyday situations, and to select and use the mathematics they need in problem solving and investigations.

Within and outside the classroom, situations arise spontaneously in children's play which provide opportunities for the development of mathematical understanding and correct use of mathematical language. There is also an allied need to plan and structure mathematical experiences for pupils to ensure that full curriculum coverage is obtained. Children will be helped to think logically so that they begin to respond like mathematicians. All mathematical experiences need to be practical and in particular enjoyable.

Therefore at BFPS, children will be given opportunities to develop and use their mathematical understanding in purposeful and enjoyable ways and to develop their confidence, ultimately seeing themselves as emerging mathematicians. Children will be encouraged to evaluate their own work focusing initially on their success by gradually being helped to appreciate things they need to work at and develop, in order to preserve enthusiasm and avoid the negative connotations often associated with maths and numeracy.

The particular scheme chosen for use with our pupils will be a matter for the Headteacher Designate and delivery will allow the creative flair of excellent teachers to offer the best possible numeracy education for our pupils.

Use of ICT to Support Learning

Pupils' earliest experiences of ICT are likely to arise out of school. Younger children will often start by watching older brothers and sisters or parents using computers or smartphones, so building up rudimentary knowledge and understanding alongside an awareness of and hopefully an enthusiasm for modern technology as a tool for social learning. This can then be utilised when at school where ICT starts to be seen as part of externally organised learning.

BFPS will recognise both the social dimension and the academic dimension to uses of ICT and take a broad view which seeks to maximise use of, and enjoyment from, ICT so that experiences at school are as frequent and enjoyable as they can be in those home environments where ICT is available and used appropriately. A clear framework for responsible use of ICT in BFPS will be developed in line with latest best practice guidance including the recent CEOP initiative for parents and carers, 'thinkuknow'. Pupils, teachers and parents will be made aware of e-safety issues and use of technology will be monitored to ensure safe and responsible use in school.

Provision will consist of discrete skills mastery and cross-curricular approaches to ICT teaching and learning, with specific approaches selected according to the professional judgement of teachers. At an appropriate stage, pupils will be encouraged to use a relevant personal device in their learning at times when the teacher or the pupil considers it to be helpful. Pupils will start to establish their own e-learning space and e-portfolio as soon as they are ready to do so. Through the use of Web 2.0 technology such as social networking and blogs / wikis, pupils will be guided on safe use of ICT which will be shown as valuable to their life outside school. We will ensure buildings allow for a future immersion learning facility which will maximise the benefit from learning technology including augmented reality.

Rather than have a traditional ICT suite, BFPS will equip pupils and teachers with the means to access ICT wherever and whenever it will support learning. This will entail the use of some fixed desktop machines but in particular there will be widespread use of personal devices using wireless access in classrooms, in break-out spaces, and the main hall which we intend to use as a flexible learning space via partitioning. We also envisage pupils accessing ICT in the learning-through-play outside area(s). In support of this strategy our intended device ratios are 1:7 in Reception while In Key Stage 1 this would improve to 1:2 and ultimately 1:1 in Key Stage 2. To make full use of current and future ICT capability we will aim to develop a learning space over time to become an Immersion

Learning facility for groups of up to 14 pupils (half class size). This will not only allow targeted support for SEN, EAL and Gifted & Talented pupils but also facilitate use of 3D augmented reality applications to turbocharge learning for all pupils through use of metacognitive approaches.

In summary, BFPS will have an ICT solution that meets the needs of all users (pupils, teachers, management and administration, parents and carers, and community users). The internet connection we procure will be filtered, reliable and fast. Wireless technology will allow pupils to access ICT learning support anywhere within and around the building where pupils have access. We will ensure that the principles of e-safety prevail, and that overall provision is scalable to accommodate increases in pupil number while reflecting value for money and is financially sustainable, working with PfS on the procurement of a high quality ICT solution. Through this approach, pupils will be equipped to use current and emerging technologies creatively and positively to enhance their learning and future life chances.

Key Stages 1 and 2

We will make the transition from EYFS to KS1 as smooth as possible with pupils remaining in existing groups, building on the excellent foundation laid in Reception, providing a solid platform for children to make progress in school and develop as lifelong learners based on excellent teaching. As pupils progress through Key Stage 1 a thematic approach to curriculum delivery will remain evident, supplemented by subject specific teaching based on a timetabled approach to lessons in Key Stage 2. Y1 pupils will take the reading test and Y6 pupils will sit end of KS2 National Tests. Our approximate allocation of time in the Primary phase is shown below, demonstrating breadth and balance together with our focus on core areas of learning (including literacy, numeracy and science) with a developing emphasis on the sciences which will go beyond time aspects, as a cross-curricular vehicle used by teachers to convey knowledge, understanding and skills in other subject areas.

In Reception, KS1 and KS2, one teacher will teach the class with Teaching Assistant and SENCO support using a thematic model of curriculum delivery. Approximate subject time allocations are detailed below. Cross-curricular skills such as SMSC / PLTS will be planned in by teachers (SMSC: spiritual, moral, social and cultural; PLTS: personal learning and thinking skills) as they will be included as specific elements in Key Stage schemes of work.

BFPS Subject Schedule showing our focus on core areas of learning (En, Ma, Sc)

English and Literacy	25%
Mathematics and Numeracy	20%
Science	15%
Humanities	10%
Technology & ICT	10%
Arts	05%
PE	05%
Modern Foreign Language (MFL)	05%
RE	05%

Time allocations are approximate. The above schedule reveals a clear emphasis on core learning, designed to allow all pupils regardless of ability and background the chance to achieve core skills particularly in literacy that they need to access the full curriculum. With cross-curricular delivery there will be additional emphasis on ICT.

Reception Indicative Weekly Timetable, each lesson is 60 minutes
Compulsory taught week

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading: Learning letter names	Beginning to write numbers 1-20	Phonics	2D Shapes	Phonics
2	Learning numbers 1- 20	Writing : correct letter formation	Using 'more' 'equal' and 'less'	Listening: to teacher story	Measuring distances
	Play				
3	Science	Maths puzzles	Asking questions	History of our school	London as capital city
4	Phonics	Comparing materials	Using Reception programs: mouse control	How to keep safe	Video: children in Spain
	Lunch, outdoor play opportunities				
5	Travelling locally	Pushing and pulling	Floor robots	Senses	Using picture books
6	Gross motor skills	Weighing	Reading: Learning easy high frequency words	Musical sounds	Painting

Where lessons are delivered thematically, which will mostly be the case in Key Stage 1, teachers will plan to ensure that the full curriculum is available to pupils according to the subject schedule above. One exception to this is the use of some Literacy lessons where grammar, punctuation and spelling will be taught at the relevant level.

The subject schedule and focus on core areas shown below applies across R, KS1 and KS2. Breakfast Club and after-school activities as scheduled later in this Section (weekly schedule) are not compulsory but we will encourage pupils and their parents to make use of this provision as it will include Homework Club and a range of interesting educational opportunities including a Science Society, Reading Club and Computer Club together with preparation for musical, choral and dramatic productions. We will also encourage links with other schools including virtual international links (e-mail penfriends) particularly at KS2 in terms of our MFL offer of Spanish, given that we aim to education pupils about cultural as

well as linguistic aspects.

Key Stage 1 & 2 Indicative Timetable including PSHE, lessons are 60 minutes

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	Maths	English	Maths	English
2	Maths	English	Maths	English	Maths
	Play				
3	Science	Numeracy	RE	Humanities	Humanities
4	Literacy	Technology/ICT	Technology/ICT	PSHE	MFL
	Lunch, outdoor play opportunities				
5	Humanities	Science	Technology/ICT	Science	Literacy
6	PE	Science	Literacy	Science	Arts

Subjects as taught through thematic lesson sequences will be based on the National Curriculum with additional nuances centred around local and topical issues of interest in order to motivate pupils and encourage appreciation of relevance. Teachers will plan sequences of learning activities which take into account individual pupils' stage (not age) of development, personalising their learning experiences.

English

Pupils will learn to speak confidently and listen to what others have to say. As literacy skills develop they will read and write independently and with enthusiasm, using language to describe their own experiences and explore imaginary worlds. Older pupils will learn to change the way they speak and write to suit different situations, purposes and audiences. When reading a wider range of texts older pupils will respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works through lesson activities dedicated to grammar, spelling and punctuation.

Mathematics

Through their work in Key Stage 1 lessons, pupils will develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They will learn to count, read, write and order numbers up to 100 and beyond. Supported by enjoyable individualised games and quiz activities, pupils will develop a range of mental arithmetic skills and become empowered to use these confidently in different settings without loss of confidence or self-esteem.

They will learn about shape and space through practical activity which builds on their understanding of their immediate environment, supported by appropriate ICT applications and safe online activities. Older pupils will use mathematical language accurately, moving

for example from 'corner' to 'angle', using it to talk about their methods and explain their reasoning when solving problems. Increasingly, older and mathematically able pupils will calculate fluently with all four number operations, and use symbols accurately to represent mathematical thinking and writing.

Science

We acknowledge that at present the national science curriculum consists of the following components, which will be delivered at BFPS with close regard to health and safety requirements to protect the well-being of pupils:

- Sc1 Scientific enquiry
- Sc2 Life processes and living things
- Sc3 Materials and their properties
- Sc4 Physical processes
- Breadth of study

In terms of scientific investigations, pupils will be taught that it's important to collect evidence by making observations and measurements when trying to answer a question. They will be given opportunities to plan and carry out practical work to test their ideas, which will include the concept of a fair test. They will gather and present data and evidence, consider the evidence gained, and evaluate outcomes against expectation where they will be encouraged to explain results in terms of their scientific knowledge and understanding, sharing their ideas using scientific language and via drawings, charts and tables.

BFPS pupils will learn about the characteristics of living, non-living and never-lived things, the needs of living organisms, and consider human senses. They will study green plants, classify living things, and learn about the interactions between organisms and their environment. Opportunities will be provided to investigate the properties (nature and characteristics) of materials and use information from this study to classify them, also linking a material's uses to its properties.

Practical work will include looking at the physical effects of forces on objects in terms of pushing, squashing, spinning, speeding up or slowing down and changing direction, and the chemical impacts of heating on selected materials. Pupils will also study common appliances that use electricity, and investigate light and sound as physical phenomena that can be measured and analysed. Where appropriate, pupils will use ICT (sensors) to take and store data, and as a means (software applications) to present and communicate information. The preferred site is near Braywick nature reserve, with field study potential.

Humanities

Pupils will study people's lives and lifestyles in previous eras, with a focus on the chronology of key events, and people associated with them, in the local area but not limited in that regard as teachers will help pupils to find out about significant men, women, children attached to important historical events from the recent and more distant past, including those from both Britain and the wider world. Stories read to pupils will help them to enjoy history.

Teachers will support the use of varied sources of information to help pupils to ask and answer questions about the past, so learning how the past is different from the present and gaining knowledge, understanding and skills of historical interpretation at appropriate levels. In addition pupils will learn how to identify, select and use a range of evidence sources, and how to evaluate them.

Our learners will extend their geographical skills by learning about surveys, collecting and recording evidence, and analysing information they have collected or discovered for themselves. Teachers will provide opportunities for pupils to investigate a variety of people, places and environments both in the United Kingdom and abroad. Our pupils will also find out how people affect the environment, and how they are affected by it, including the school environment.

BFPS pupils will also have opportunities to study their local area alongside a contrasting area in the UK, finding out about the environment in both areas and the people who live there. They will be given opportunities to carry out geographical enquiry inside and outside the classroom, in doing this they will be taught to ask relevant geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs together with cross-curricular skills relating to use of ICT, communication, numeracy and graphicacy.

Also, pupils will learn about change and continuity in Windsor and Maidenhead, in Britain and in selected parts of the world in keeping with the heritage of our diverse pupil intake. History will be explored in a cross-curricular way from political, economic, technological / scientific, social, religious, cultural and aesthetic perspectives.

Pupils will use different sources of information to help them investigate the past using dates and historical vocabulary to describe events, people and developments, and they will also learn that the past can be interpreted in different ways which can lead to varying perspectives on people and events.

Technology

During Key Stage 1, BFPS teachers will support pupils in learning how to think imaginatively and discuss what they like and dislike when designing and making. Pupils will be assisted in build upon their early childhood experiences of investigating objects in their home and other familiar locations. They will explore how familiar objects work, talking about, drawing and modelling their ideas.

Pupils will also learn how to design and make safely and will start to use ICT as part of their designing and making process as soon as they are capable of it, in keeping with our high expectations in terms of ICT and its capacity to support and accelerate learning.

In later years pupils will work in a variety of contexts, on their own or in pairs and as part of a small group, on a range of designing and making activities. They will consider what products are used for and the needs of the people who use them. In addition to planning what has to be done and identifying what works well, pupils will consider what could be improved in their own and other people's designs.

Where relevant, teachers will plan together to allow pupils to draw on knowledge and

understanding from other areas of the curriculum without simple repetition of concepts, in order to foster links between areas of human knowledge.

ICT

Considering ICT as a discrete subject, when and where relevant, pupils will be helped to develop ICT skills including mouse control and keyboard skills, with purpose to achieve specific outcomes. They will use ICT to develop their ideas and record their creative work, with personal e-portfolios made available as soon as pupils are capable of saving their work together with self-assessment, peer assessment and teachers' assessments. They will be introduced to, and learn to use, a range of hardware and software in keeping with their stage of development.

As pupils' basic skills develop they will be taught to use a wider range of ICT tools and information sources to support their work in other subjects, developing their research skills and deciding what information is appropriate for their work. They will be encouraged to question the plausibility and quality of information and learn how to amend their work to present it in a way that suits its target audience.

Subject Uses of ICT will include the following as illustrations:

English

Pupils will use the keyboard to input the alphabet a-z in lower and upper case, using the space bar in-between and using the shift key for capitalisation. With a suitable application installed, the computer can 'speak' the results as pupils make their entries. Digital photographs taken by pupils relating to an event or activity will be inserted into documents by the teacher so that children can add sentences or captions to accompany the photograph. Older pupils will draft and redraft their creative writing using a word processing package. Screen readers will assist SEN and EAL pupils, and EAL pupils will also benefit from software use including Clicker.

Mathematics

Maths and numeracy can be daunting areas of the curriculum for some pupils; in recognition of this, BFPS will make learning maths and gaining numeracy skills enjoyable via the use of ICT numeracy games involving counting, time, measuring, money and shapes. Older children will use applications that reinforce concepts such as place value and undertake maths puzzles online. Links with technology will be made via use of simple programmable floor robots and movement control.

Science

Pupils will have access to augmented reality through resources such as SciMorph, an approach which exploits meta-cognitive and visual learning styles which is ideally suited to young learners working in unfamiliar territory mitigating what may be a second language environment. BFPS will use Web 2.0 technologies to allow pupils to monitor weather. Use of energy meters will encourage pupils and staff to use resources carefully and protect their environment. We will use sensors where appropriate to contribute to investigations and applications to support pupils' understanding of data presentation and analysis

Humanities

BFPS will use ICT to investigate and validate historical evidence. Teachers will develop a

resource bank and will use visualisers as a teaching tool and an image capture device. The environment can be a key factor in broadening pupils' horizons. Pupils will use handheld devices and digital cameras on field trips and in the classroom. They will explore the world and world religions through virtual field trips and video conferencing.

Art

Creativity is an important aspect of children's education and in recognition of this BFPS will develop analytical skills through time lapse photography and stop frame animation, for example to capture growth and seasonal change. We will bring the world into the classroom through the use of green screen technology and use digital photography to enhance the curriculum and within community based projects.

Music

Bray Free Primary School will build confidence in music making and to support this aim, pupils will use ICT in improvisation and performance to enhance these areas of the curriculum. Through music technology our older pupils will compose, playback and develop shared working and listening skills. We will maximise Web 2.0 facilities and use online music resources safely to widen our pupils' experiences and musical horizons.

PE

BFPS pupils will be encouraged and taught to be healthy and within our PE provision we will use sensors, wireless dance mats and video analysis to help pupils to analyse and improve performance. We will explore the use of interactivity e.g. wii technologies to engage pupils with movement. It is inevitable that the 2012 Olympics will have captured children's interest and we will harness this wherever possible.

Cross-curricular ICT

The role of ICT (as already evident from outline programmes of study for other subjects) is also cross-curricular and as such pupils will be encouraged to use their developing ICT skills in all other subject areas. In so doing, BFPS will be mindful of safe behaviour and the safeguarding implications of any online activity, which will be filtered.

We will teach e-safety to pupils as soon as they are capable and always before their exposure to related risks, emphasising the need to transfer safe behaviour to working and undertaking leisure activities at home.

In particular, we will educate pupils about cyberbullying and include this as part of the school's wider anti-bullying policy and associated strategies. ICT has a specific role to play in supporting access and achievement in other subjects and we aim to make excellent use with, for example, SEN pupils. Further details are provided in the section below on meeting the needs of individual pupils.

MFL

While there is no statutory modern foreign language (MFL) requirement, BFPS intends to teach Spanish to KS2 pupils given the role of Spanish as a major international language, and its suitability for pupils of this age range. In global terms, it is estimated that there are approximately as many Spanish speakers as there are English speakers (between 300 and 400 million) and Spanish is one of the six official languages of the United Nations.

In keeping with non-statutory guidance, our MFL provision will teach pupils:

- how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- to build up an appropriate vocabulary
- to develop correct pronunciation and intonation
- how to ask and answer questions, and make statements in various contexts
- techniques for memorising words, phrases and short extracts
- how to use context clues to interpret meaning
- how to make use of their knowledge of English or another language in learning the foreign language (similar to our Dual Iceberg approach to EAL)
- influences of the culture of the country or countries where the language is spoken

Art (within Arts scheduling)

In Years 1 and 2, BFPS pupils will develop creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. Teachers will help pupils to learn about the role of art, craft and design in their environment, utilising the rich artistic heritage of relevant cultures. Pupils' practical work will explore colour, shape, use of space, pattern and texture in representing their ideas and feelings.

Through Key Stage 2 pupils will undertake more complex activities. These will help to build on their skills and improve their control of materials, tools and techniques. Teachers will plan and work to improve pupils' critical awareness of the roles and purposes of art, craft and design in different times and cultures. Pupils' work will be used to help produce an attractive and stimulating learning environment by being displayed at appropriate locations within the school.

Music (within Arts scheduling)

Through Key Stage 1, pupils will be encouraged to listen carefully and respond physically to a wide range of music. They will be able to experiment with musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions. Our pupils will explore and enjoy how sounds and silence can create different moods and effects.

As their musical skills develop in later years, pupils will learn to improvise and develop their own musical compositions, in response to a variety of different inspirational experiences. They will explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. BFPS will stage various drama productions with musical content where pupils can participate in

instrumental music making and singing in front of an audience.

PE

Pupils in Years 1 and 2 will build on their natural enthusiasm for movement, using it to explore and learn about their world and to express themselves. They will learn to work and play with other pupils and collaborate in pairs and small groups. By watching, listening and experimenting, they will develop their skills in movement and coordination, and enjoy expressing themselves in a variety of situations. In later years pupils will learn new skills involving more complex sequences of movement and will develop an understanding of how to succeed in different activities, and learn how to evaluate their performances and recognise their own success. BFPS will encourage pupils to learn to swim at as early an age as possible, including via communications with parents and carers.

RE

We are aware that Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

In addition we agree with national guidance that learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Accordingly BFPS will use the locally agreed syllabus, reflecting that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. BFPS is not a faith school and does not claim to offer any particular religious ethos. Our aim will be to promote understanding and tolerance through knowledge and awareness.

PSHE

In keeping with non-statutory guidance, in Key Stage 1 pupils will learn about themselves as developing individuals and as members of their school and local communities, building on their own experiences and on the early learning goals for personal, social and emotional development. Teachers will bear in mind our focus on securing pupil well-being.

They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well and enjoy opportunities to show they can take some responsibility for themselves and their environment. Pupils will continue to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they will learn social skills such as how to share, take turns, play, help others, resolve arguments and resist bullying.

From Year 3 onwards pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. Teachers will plan and work to develop pupils' sense of social justice and moral

responsibility, and through this children will begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

In addition pupils will be encouraged, and learn, how to take part more fully in school activities as contributing members of a learning community. BFPS will support pupils as they look ahead to the changes of puberty, and transfer to secondary school. Pupils will be helped to make confident and informed choices about their health and environment; to take more responsibility, individually and as a group, and to develop personal responsibility and together with their growing levels of self confidence we will support an appropriate level of leadership via voluntary roles in class and in the wider life of the school, for example, buddying new pupils when they join BFPS.

PLTS (Personal Learning and Thinking Skills)

By engaging pupils in active learning contexts across all areas of the curriculum, BFS teachers will develop pupils' personal and interpersonal skills, capabilities and dispositions, and their ability to think both creatively and critically.

There will be seven strands to our approach:

- Managing information
- Thinking skills
- Problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Learning styles awareness

The essence of this aspect of our cross-curricular planning will be to help pupils to learn how to learn, and increasingly operate as informed, critical, independent-minded young citizens.

SEAL (Social and Emotional Aspects of Learning) to aid Pupil Well-being

Maintaining a high level of pupil well-being is a key goal for Bray Free Primary School. As part of our strategy to achieve this, teachers will be mindful in planning and delivering learning activities to take into account the social and emotional aspects of learning. By consciously planning in this way, teachers will promote social and emotional literacy in children and equip them with the skills they need to lead a healthy, happy life in and outside school. Teachers will support children by:

- nurturing social awareness
- helping pupils to actively manage their feelings
- providing motivation and encouraging self-motivation
- fostering empathy
- providing a variety of social interactions

In this way children will be assisted in gaining the skills they need to build self-confidence and take the risks associated with learning, and to enjoy a happy and well-balanced life. Pupils will also be actively encouraged to provide feedback (pupil voice) for example through use of PHSE sessions and in circle time, though we appreciate that securing well-being is both within and beyond the scope of PHSE alone.

Our anti-bullying and anti-cyberbullying strategies will ensure that any threat to pupils' well-being of this nature is resolved quickly. We will maintain close links with parents and keep them informed on matters relating to their child's well-being. Further details on our rationale and strategy in this area are given later in this Section (UNICEF Report Card on children's well-being).

Enrichment

BFPS will have a varied enrichment programme. Given the cultural richness of the south and south-east, there will be many artistic and sporting events for pupils' learning to build upon in terms of extra-curricular activity which will include regular musical and drama productions, sporting activities, free clubs such as a computer club and nature club after school and support for free reading. We will celebrate the cultural diversity of our pupils for example through displays around the school. With our links to Bellevue Education, we will stage shared productions of a musical and theatrical nature.

Another way that a proportion of enrichment time may be used is if it is allocated for support study, for example if a pupil is at risk of missing their expected attainment levels, or further to assist EAL pupils. This will be done in consultation with parents or carers of the pupils concerned and will not mean loss of all enrichment activities.

Homework

The Bray Free Primary School will follow the typical national picture as set out below. A flexible approach will be taken using professional judgement by teachers. For KS1 pupils, homework will focus on core subjects.

This will broaden out in KS2 and include a range of tasks designed to challenge all pupils at their stage of development. For example, we will use the TULIP approach to independent learning at KS2 to ensure our most academically able pupils achieve their full potential.

R	Encouragement and guidance for parents / carers to discuss school work and read to /with children in a supportive way. No set time.
Y1 & Y2	Reading, spelling, other literacy work, and number work. 1 hour per week.
Y3 & Y4	Literacy and numeracy together with occasional assignments in other subject areas and themes. 1.5 hours per week.
Y5 & Y6	Continued emphasis on literacy and numeracy, but also ranging widely over the curriculum in terms of context and scope, with some independent learning including research. 0.5 hours per day.

Homework, quiet study and private reading will take place after school with SLT supervising

School Subject Schedule

English Literacy	25%
Mathematics Numeracy	20%
Science	15%
Humanities History, Geography	10%
Technology / ICT	10%
Arts: Art, Music	05%
PE	05%
Modern Foreign Language Spanish	05%
RE	05%

ICT will also be delivered in a cross-curricular manner

In Reception, through Key Stage 1 and into Key Stage 2, our curriculum model envisages delivery via thematic learning activities. In the later years of Key Stage 2, there will be increasing amounts of subject-based teaching, including continuation of the literacy lessons focusing on grammar, spelling and punctuation.

In all year groups across the school, children will normally be arranged in groups according to age. Where pupils' personalised learning and rate of progress suggest another arrangement, such as placing a gifted pupil with an older year group, this will take place in a targeted manner not on a permanent basis and all such arrangements will be reviewed at least termly.

Our taught day and therefore week is slightly longer than average for a Primary school but we see this as an advantage, a means of exposing pupils to more of the outstanding teaching and support that will be available from our staff in order to secure excellent progress and improved learning outcomes.

The indicative timetable below shows approximate scheduling of a weekly sequence of learning activities as given earlier, with times and breaks added to show the structure of the school day, which is designed to foster learning opportunities whilst being parent-friendly. Below is a schedule with timings for a typical week at BFPS, while this shows discrete periods, schemes of work will indicate use of longer sessions to give teachers flexibility.

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 0850	BFPS recognises the duty to maintain accurate attendance registers am/pm				
1 0900	English	Maths	English	Maths	English
2 1000	Maths	English	Maths	English	Maths
Play 1100	Including outdoor play opportunities in good weather				
3 1115	Science	Numeracy	RE	Humanities	Humanities
4 1215	Literacy	Technology/ICT	Technology/ICT	PSHE	MFL
Lunch 1315	Outdoor play opportunities				
5 1350	Humanities	Science	Technology/ICT	Science	Literacy
6 1450	PE	Science	Literacy	Science	Arts
End of taught day	Enrichment activities will include: Homework Club, Reading Club, Science Society				

Provisional Calendar 2014-2015

At the time of writing, RBWM have not published their school term dates for the 2014/2015 academic year (http://www.rbwm.gov.uk/web/ed_term_dates.htm) our intention as a parent-friendly school is to follow the LA term structure. Apart from exceptional circumstances e.g. compassionate reasons, and at the discretion of the Headteacher, pupils will not be permitted to take time out of school in term-time.

Staffing Structure and Staff Growth Plan

Our approach to staffing in terms of structure, growth pattern and associated use of funding is to ensure that the curriculum model and pedagogical approach can be delivered in keeping with the vision of Proposers and the budget available to the school.

Bray Free Primary School will open in September 2014 with one Reception class of 28 pupils, PAN 28. We accurately describe this as a smaller class size, not small class size. In balancing the benefits to pupils of a smaller class size and the requirement to provide high quality places, we are mindful of research by Hanushek of Stanford University. Of the samples studied to determine the effects of class size reduction on attainment, 15% found statistically positive effects for smaller class sizes, while 13% found negative effects, a balance in favour of smaller classes. It is remarkable that a positive balance was found at all, due to endogeneity bias working against this result - in the USA and UK pupils of lower academic ability tend to be placed in smaller groups.

We do not intend to have separate arrangements for the first term. Staffing build-up is shown in the table (below) and is in line with increasing pupil numbers, our vision and ethos, curriculum delivery in terms of sufficient class teachers, MLT and SLT, and affordability as shown by Section G and the financial spreadsheets. As such it is wholly appropriate for the school and our intake profile and is capable of delivering Proposers' vision in terms of curriculum model and pedagogical fidelity.

In keeping with our close attention to safeguarding requirements, advertisements will mention safeguarding aspects of the appointment process, we will follow Safe Recruitment guidance and best practice ('Safeguarding Children and Safer Recruitment in Education' and see policy below), and all staff will be required to undergo CRB(E) clearance and checking against List 99 or its equivalent.

BFPS Safer Recruitment Policy

BFPS places the highest levels of importance on safeguarding our pupils and will abide by all relevant legislation and best practice guidelines. This commitment to safeguarding and promoting the welfare of children and young people requires all staff and volunteers to share the same high levels of compliance and vigilance.

The welfare of children will be safeguarded at every stage of the recruitment process at BFPS. The recruitment process itself will be carefully planned, and each element of the process will be consistent and thorough. Information from applicants will be collated, analysed and evaluated in the context of child protection and welfare. The mix of qualities, qualifications and experience a successful candidate will need to demonstrate and any other particular matters will be clear in the advertisement.

The advertisement will make clear BFPS's commitment to safeguarding as described at the opening of this policy, and will refer to the need for the successful applicant to undertake an enhanced criminal record check via the Criminal Records Bureau (CRB). The recruitment exercise and who should be involved will be planned, giving sufficient time to organise the exercise so that safeguarding procedures are not overlooked. There will be a recruitment pack which will set out the extent of the responsibility for children the person will have. All people who work in BFPS have responsibility for children to some extent.

Scrutiny of applicant information from all sources including application forms in preference to CVs will focus on the following:

- Full identifying details of the applicant, e.g. current and former names, date of birth, current address and National Insurance number
- Applicants for teaching posts: QTS reference number if applicable
- Details of any academic/vocational qualifications the applicant has obtained and details of the awarding body and date of award
- Full history in chronological order since leaving secondary school of any post-secondary education/training, part-time and voluntary work, as well as full-time employment, with start and end dates and explanations for periods not in employment/education/training and reasons for leaving employment

- Presence of any family or close relationship to any of BFPS's trustees, governors or current employees
- Two references are expected. These should include most recent employer and the most recent employer when the applicant worked with children if different. Referees who are only friends will not be accepted
- The personal qualities and experiences that the applicant believes are relevant to the post advertised at BFPS, and how s/he matches the person specification
- Satisfactory adherence to a statement that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as spent must be declared
- A statement for the applicant to sign that s/he is not on list 99, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no convictions, cautions, or bind-overs or has attached details of their record in a sealed envelope marked confidential

References

References will be requested for shortlisted candidates. References will ask former employees for:

- Confirmation of particular experience or qualifications
- Any disciplinary offences relating to children, including any that are 'time expired'
- Whether the applicant has been subject of any child protection concerns, and if so the outcome of any enquiry or disciplinary

Job Description

Will state

- The main duties and responsibilities of the post
- The individual's responsibility for promoting well-being in a safe environment of children and young people s/he is responsible for or comes into contact with

Person Specification

Will state:

- The qualifications, experience and other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities the applicant should be able to demonstrate

- How these requirements will be tested and assessed during the selection process
- That the interview will explore issues relating to safeguarding and promoting the welfare of children:
 - _ Motivation to work with children and young people
 - _ Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - _ Emotional resilience in working with young people with challenging behaviours
 - _ Attitudes to use of authority and maintaining discipline

Information Pack

Will include:

- Application form and explanatory notes for completing it
- Job description and person specification
- Relevant information about BFPS
- A statement of the terms and conditions relating to the post

Scrutinising and Shortlisting

All applications will be scrutinised to ensure that:

- The information provided is consistent and contains no discrepancies
- Any gaps on employment are identified for later exploration
- Any history of repeated changes without career progression, or career moves from permanent post to supply or temporary work can be explored

All candidates will be assessed equally against the criteria within the person specification.

References

All references used in the recruitment process will be sought and obtained directly from the referees. Open references or testimonials will not be accepted. References will be sought for all shortlisted candidates. In exceptional circumstances a candidate may strongly object to a current employer being contacted prior to interview. The person conducting the process may agree to approach the referee only if the candidate is the preferred candidate. This is not preferred practice, and the post cannot be confirmed until the reference has been received and scrutinised. Reference requests will ask for objective

information that can be verified. The referee will be provided with a job description and a person specification. Information requested will include:

- The relationship between the referee and the applicant
- How long the referee has known the applicant
- Whether the referee is satisfied that the applicant is suitable for the job in question and how s/he has demonstrated that s/he meets the person specification
- If the referee is completely satisfied that the applicant is suitable to work with children

If the referee is the candidate's current employer the following will be requested:

- Confirmation of the details of the applicant's current post, salary, and sick record
- Verifiable comments about the candidate's performance history and conduct
- Details of any disciplinary procedures the candidate has been subject to in which the sanction is current
- Details of any disciplinary procedures the candidate has been subject to involving issues relating to the health and safety of children or young people, including any in which the sanction has expired
- Details of any allegations or concerns that have been raised about the applicant in relation to the safety and welfare of children and young people or behaviour towards children or young people, and the outcomes of those concerns

On receipt the reference will be checked to see if all specific queries have been answered satisfactorily. If they have not the referee will be telephoned and asked to provide written details or amplification by telephone, which will be written down. Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases where an issue was satisfactorily resolved some time ago or where an allegation was determined to be unfounded or did not require formal disciplinary action, and where no further issues have been raised will cause less concern than more serious or recent issues. A history of repeated concerns or allegations will give cause for concern.

Involving Pupils

BFPS will involve pupils in the recruitment process as far as is practicable. This may be as a separate panel with an adult supporting, or showing candidates around, or through being members of teaching groups. Candidates' interaction with pupils will be observed.

Interviews

The interview will be structured and assess the merits of the candidates against the job requirements. No candidate will be appointed without a face-to-face interview.

Invitation to Interview

This will remind candidates that the interview will include an exploration of their suitability to work with children. A copy of the person specification will be sent with the invitation to remind candidates of the areas that will be explored. The invitation will also stress that the successful candidate will need to be checked thoroughly to ensure their identity is correct and that an enhanced CRB form will need to be completed. S/he will need to bring:

- Current driving licence/passport or a full birth certificate and a document such as a utility bill or financial statement to confirm address
- Any name change will need the appropriate documentation
- Original documents confirming any educational or professional qualifications

Interview Panel

Interviews will be conducted by a minimum of 2 interviewers, but usually 3 or more.

Panel members will:

- Have the authority to make decisions about appointments
- Be appropriately prepared
- Have met before the interview to agree on the required standard for the job they are appointing
- Have agreed the assessment criteria in accordance with the person specification
- Have agreed a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate relating to their application and references. Candidate's response to a question will determine if they are followed up.

Scope of the Interview

In addition to assessing and evaluating the applicants' suitability for the post the interview panel will also:

- Explore the candidates' attitude towards children and young people
- Assess their ability to support BFPS's agenda for safeguarding and promoting the welfare of children
- Explore gaps in the candidate's employment history
- Follow up concerns or discrepancies arising from the information provided by the candidate and/or referee

- Ask the candidate if there is anything they wish to declare in the light of the need for an enhanced CRB check

Conditional offer of Appointment

Pre-appointment checks: an offer of appointment to the successful candidate will be conditional on:

- The receipt of 2 satisfactory references
- Verification of the candidate's identity
- An enhanced CRB check
- List 99 check
- Verification of qualifications
- Verification of professional status if applicable

Governors will be required to have an enhanced CRB check.

Supply Staff

Where supply staff are employed directly by BFPS we will complete all relevant checks as described in the recruitment section of this policy. Where staff are provided by an agency BFPS's will obtain written confirmation from the agency that the checks required by BFPS's safeguarding policy for non supply staff have been followed.

Staff from Overseas

BFPS will confirm the right of those they employ to work in the United Kingdom. Staff who have lived outside of the UK must undergo the same checks as all other staff, including full enhanced CRB checks. In addition, BFPS will make further checks as we consider appropriate: e.g. obtaining certificates of good conduct from embassies, or police forces.

If the applicant is from a country where further information is not available e.g. a refugee, then further references will be sought followed up by telephone calls. If it is ever necessary to engage a member of staff before the CRB disclosure has been obtained BFPS will ensure that the person is appropriately supervised when in contact with children and at no time will they be in a position to take decisions impacting on children's well-being.

Records

Records of all checks will be kept with dates of the check and the name of the individual who made the check will be held on the Single Central Register.

Post Appointment Induction

BFPS will run an induction programme for all new staff and volunteers. This will include:

-policies and procedures in relation to safeguarding and promoting welfare, child protection, anti bullying, antiracism, physical intervention and restraint, internet safety and any local child protection/safeguarding procedures

- safe practice and the standards of conduct and behaviour expected of staff and pupils at BFPS.

-How and with whom any concerns should be raised

-Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing

-Training in child protection procedures will be given

Maintaining a Safer Culture

BFPS will:

-Maintain a clear written statement of the standards of behaviour and boundaries of appropriate behaviour expected of staff and pupils and ensure it is understood and endorsed by all

-Ensure appropriate induction and Safer Recruitment training

-Offer regular briefings and discussion of relevant issues

Monitoring Staff Turnover

BFPS will monitor both the recruitment process and induction arrangements by monitoring the following:

- Staff turnover and reasons for leaving

- Exit interviews

- Attendance of new recruits at child protection training

-Feedback from participants on the effectiveness of the induction process

Governors will discuss, possibly amend and then ratify this policy, after which it will be reviewed annually.

Staff Growth Strategy

In the first and second year of operation our approach to affordability and securing value for money includes dual roles for staff such as the learning resources manager who, whilst working part-time initially, will also operate as an assistant in the school office, together with the Headteacher's PA who will also cover in the office and carry out reception duties.

In the first year of operation, we will also combine roles in sensible ways with regard to teaching and SLT positions. A Deputy Headteacher in post will satisfy the important need for a suitably experienced school leader in school, capable of deputising for the Headteacher in their absence, fulfilling the role by drawing on an appropriate level of leadership expertise. Hoping for an interim manager to be available at short notice would leave the school vulnerable in its opening year.

In addition, the Reception teacher will report to the Deputy Headteacher. By having the school's Deputy Headteacher appointed as the first Reception teacher, as a well-qualified and experienced professional with a relevant background in keeping with all aspects of their role, we will be able to operate successfully from the critical first year onwards. In this way we will successfully satisfy a class teaching requirement, resolve line management issues, and be capable of running the school in a highly effective manner should our Headteacher be absent for example due to illness.

With the large amount of forward planning needing to be done in the first term of the first year, providing high quality education provision while planning ahead for subsequent terms and the second year of operation including further recruitment, the availability of a SENCO (p/t, no fixed class responsibility to allow a focus on the role) will not only satisfy the needs of pupils and staff in terms of the core duties of this role but, together with the Headteacher taking classes from time to time, will facilitate PPA time.

Our support staff team includes all key roles the school will need to operate effectively and will receive the CPD they need to maintain and enhance performance in role.

The following table shows our proposed staffing growth plan which is capable of delivering our education plan and curriculum model as pupil numbers grow.

Year	Teaching staff	Support Staff
Year 1 (2014) R 28 pupils	Headteacher Deputy Headteacher (R class teacher) 0.5 SENCO	1 x Teaching Assistant tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support / office tto 1 Headteacher PA / Reception f/t 1 Lunchtime (midday) supervisor tto 0.5 Site Supervisor f/t
Year 2 (2015) R1 56 pupils	Headteacher Deputy Headteacher (Y1) 1 Reception Class teacher 0.5 SENCO	1 x Teaching Assistant tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support / office tto 1 Headteacher PA / Reception f/t 1 Lunchtime supervisors tto 0.5 Site Supervisor f/t
Year 3 (2016) R12	Headteacher Deputy Headteacher (Y2) 1 Reception Class teacher	2 x Teaching Assistants tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support tto

84 pupils	1 Year 1 class teacher (1HoKS1) 0.5 SENCO	1 Headteacher PA f/t 1 Receptionist / sec tto 2 Lunchtime supervisors tto 0.5 Site Supervisor f/t
Year 4 (2017) R123 112 pupils	Headteacher Deputy Headteacher (Y3) 1 Reception Class teacher 1 Year 1 Class teacher 1 Year 2 Class teacher (1HoKS1) 0.5 SENCO	2 x Teaching Assistants tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Receptionist / sec tto 2 Lunchtime supervisors to 1 Site Supervisor f/t
Year 5 (2018) R1234 140 pupils	Headteacher Deputy Headteacher (Y4) 1 Reception Class teacher 1 Year 1 Class teacher 1 Year 2 Class teachers (1HoKS1) 1 Year 3 Class teacher (1HoKS2) 0.5 SENCO	3 x Teaching Assistants tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Receptionist / sec tto 3 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 5 (2019) R12345 168 pupils	Headteacher Deputy Headteacher (Y4) 1 Reception Class teacher 1 Year 1 Class teacher 1 Year 2 Class teacher (1HoKS1) 1 Year 3 Class teacher 1 Year 5 Class teacher (1HoKS2) 0.5 SENCO	4 x Teaching Assistants tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Receptionist / sec tto 3 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 6 (2020) R123456 196 pupils Steady State	Headteacher Deputy Headteacher (Y5) 1 Reception Class teacher 1 Year 1 Class teacher 1 Year 2 Class teacher (1HoKS1) 1 Year 3 Class teacher 1 Year 4 Class teachers 1 Year 6 Class teacher (1HoKS2) 0.5 SENCO	5 x Teaching Assistants tto 0.5 HLTA tto (mornings) 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Receptionist / sec tto 3 Lunchtime supervisors tto 1 Site Supervisor f/t
2021	As 2020	As 2020

Experience and Salary Guidelines

Positioning the Headteacher at Group 2 L11 and Deputy Head Group 2 L3 will allow the new school to recruit suitably experienced senior leaders to take the school forward, with flexibility within the budget to allow Governors Designate to appoint the best professionals for each role. Teachers need to be experienced in terms of working within a newly established and growing school and are therefore costed on MPS 5 within the financial plan. We are looking to appoint an experienced SENCO at the first point on UPS plus

SEN1. Similarly the HoKS1 and HoKS2 will be experienced teachers capable of leading their Key Stage team and have been costed at UPS TRL2.

Support staff will include a HLTA who will support the SENCO with EBD pupils and also provide important PPA time flexibility. With 5 Teaching Assistants (TAs) when the school is full, there is an opportunity to have each class teacher supported (5TAs, 1HLTA, 1 SENCO without fixed class responsibility) during all English and mathematics lessons taught in the mornings. TAs will be present in support of afternoon Literacy sessions and will be involved in the lesson planning process to make the best use of their support.

To assist with continuity of contact and progression in the early years of the school, and in particular in terms of appointments of middle leaders at a time when they will be most capable of contributing to planning for the years ahead during the time they follow their class through the school, the HoKS1 will follow their class through to Y2. The HoKS2 will follow their class through to Y6. The Deputy Headteacher, recruited in the first year, will follow their class through to Year 5 in order to contribute to provision across EYFS and the two Key Stages while acting as a quality reviewer.

The total number of f.t.e. adults working in the school gives 12.2 pupils per adult which is close to the national picture where there are typically 11.4 (from Hansard, 18 Mar 2011, Column 699W) Primary pupils for every adult. Our staffing levels are therefore both reasonable as well as affordable. Outsourcing selected back-office functions (as indicated in the Payroll tab of the Financial Plan spreadsheets) with no loss of quality to education provision will allow us to devote more resources to teaching and learning including facilitating the smaller class size, the additional focus on core subjects including ICT, and CPD to maintain skill levels of our teaching and support staff team.

Other school leaders with elements of whole-school responsibility will be the KS1 Coordinator and KS2 Coordinator who will oversee the two Key Stages and together with the SENCO will form the Middle Leadership Team (MLT). From time to time the SENCO will attend SLT meetings in order to consult and advise senior leaders on matters within the remit of their role.

MLT members will have the level of responsibility in each post reflected in their remuneration (TLRs, SEN) as shown in the Payroll tab of the Financial Plan spreadsheets.

Senior Leadership Team:	Middle Leadership Team:
Headteacher	Head of Key Stage 1 (HoKS1)
Deputy Headteacher	Head of Key Stage 2 (HoKS2)
	SENCO

Role of the Headteacher Designate

Prior to opening, the Headteacher Designate will play a key role in recruitment remaining staff working alongside Proposers, establishing and fostering good relations with parents and the community, developing school policies and documentation such as the school development plan, while implementing and enhancing the Proposers’ vision as the school moves towards opening. The Headteacher will be a high quality school leader capable of securing high educational standards from the whole-school team while building confidence in the school in its community.

Role of the Headteacher and Deputy Headteacher

The Headteacher will be responsible for the overall direction and performance of the school when open, and will line manage the Deputy Headteacher, the Key Stage Coordinators and the SENCO, and will be accountable for school performance to the Governing Body. The Headteacher will be a Governor of the school by virtue of their role. The Deputy Headteacher will have delegated responsibilities in keeping with their role including oversight of pastoral care, and will line manage the Reception teacher and support staff for performance management purposes. They will deputise for the Headteacher when the Headteacher is absent from school for any reason. Relevant sample Job Descriptions and Person Specifications are detailed in the recruitment proposals in Section F of this application.

Roles of Middle Leaders, Teachers and the Support Team

In the build-up phase pre-opening and induction, MLT, teachers and teaching support staff will be responsible for ensuring that schemes of work and lesson plans are prepared and that appropriate resources are ready to be deployed. Support staff will be responsible for ensuring that the back office is ready for opening so that the school functions smoothly.

Heads of Key Stages 1 and 2 will be responsible for curriculum delivery and standards in the age range for which they are responsible, reporting to the Headteacher. The Reception teacher will be responsible for EYFS delivery and achievement and report to the Deputy Headteacher for line management and performance review purposes in order to ensure a balanced workload in appraisal. Teachers will be responsible for the academic and pastoral provision for pupils in their care, and in doing so for maintaining an outstanding quality of teaching via continuous professional development and reflective practice.

The SENCO will be supported by a HLTA and team of TAs. The role of the SENCO in ensuring that the SEN Code of Practice and all statutory requirements are met includes:

- (1) Identifying and supporting children with Special Educational Needs and maintaining the Special Needs register and the G&T register
- (2) Assessing pupils who are causing concern academically, physically or with their behaviour
- (3) Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational needs
- (4) Disseminating information about specific children to relevant staff
- (5) Monitoring SEN pupil progress and setting up 1:1 interventions and group interventions
- (6) Deploying and directing non-teaching support for pupils with Special Educational Needs
- (7) Ensuring that Teacher Assistants have the necessary training and support to deliver programmes of work and interventions
- (8) Communicating with the parents of children being supported
- (9) On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs
- (10) Identifying and organising resources

- (11) Communication with outside agencies in relationship to the needs of the identified children
- (12) Organising and attending annual Consultation Meetings
- (13) Conducting annual reviews of statemented and SA+ children

Teaching Assistants who remain in their KS will report to the SENCO, who will in turn report directly to the Headteacher. The HLTA will have additional skills suited to supporting a diverse all-ability pupil intake profile thus assisting the SENCO particularly with EBD pupils while supporting PPA activities. In addition, support team membership includes learning resource and ICT support roles in keeping with our aim to use state-of-the-art ICT to support all learners, as well as TAs and a HLTA, which will enable teachers to focus on maintaining an outstanding quality of teaching.

Support team roles include sufficient administrative, support, site and learning support roles to enable the school to open on time and then achieve its aims while operating efficiently and cost-effectively. Support team members will participate in CPD and be full and respected members of the whole-school team.

Meeting the Needs of All Pupils

Bray Free Primary School will meet the needs of all pupils. The curriculum will be broad and balanced, based upon the National Curriculum in order to ensure this, while focusing on core learning by exploiting Free School freedoms and our longer taught week. Pedagogy will involve largely thematic approaches in Reception and KS1 with increasing specialist teaching in KS2.

There will be lessons throughout the age range of the school focusing on literacy including spelling punctuation and grammar. ICT will play a major role in meeting the needs of all pupils as set out below. We will develop a high level of ICT-related teaching skills in teachers via CPD and in longer-term planning we intend to develop an area in the school as an immersion learning facility to exploit learning technologies including 3D augmented reality applications. This will be developed over time by Governors as part of the vision for BFPS.

SEN

BFPS will meet the requirements of the SEN Code of Practice and all allied legislation and best practice. We will demand that all our pupils aspire to high levels of attainment in terms of personal best. It is recognised that there will be pupils who will require support and intervention to help them achieve their full potential on our SEN register. The school has the following plans to help those pupils:

Pupils will be identified for intervention using three methods:

- 1) Any valid and relevant information available prior to joining BFPS
- 2) Teacher formative assessment and relevant information acquired at BFPS
- 3) Standard tests in most subjects and teacher summative assessment

Teacher assessment will be used to identifying pupils who require intervention to keep up. Once a member of staff identifies a pupil they will be referred to the SENCO. The intervention that follows will focus on the efforts of the pupil, and facilitating their success. This means there will be no drop in the rigour and standards of the curriculum or learning the pupil will be expected to meet.

In general, SEN pupils will be taught with their class group, where their learning will be supplemented by targeted input based on the professional judgement of the SENCO and teacher in collaboration with parents and carers, supported by Teaching Assistants. This additional support will take place individually or in smaller groups. A similar position will apply to gifted and talented pupils (see below).

In this way Bray Free Primary School will ensure that SEN children are nurtured within their peer groups wherever possible in order to maintain self-esteem, and to avoid any stigma of being 'different'. Our SEN approach will be founded on the principles of inclusion, where SEN children are nurtured and supported in all school activities. Our SEN Policy is included in this application below.

Drawing on the expertise of our SENCO we will look strategically at the needs of all pupils, including those in vulnerable groups, to clearly identify pupils' individual needs, and to meet those needs via provision which will be planned alongside tracking systems measuring pupil progress in order to enhance achievement and improve learning outcomes for pupils at all stages within our SEN register from School Action to a full statement.

School Action (SA) and Early Years Action (EYA)

Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class or subject teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCO and teaching teams. This is detailed below. To safeguard the well-being of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. BFPS will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

School Action Plus (SA+) and Early Years Action Plus (EYA+)

If the child's progress within School Action intervention is monitored by the Class teacher and SENCO and they make good progress such that they no longer require the

interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern the child may be placed on the School Action Plus regime. At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP will be reviewed twice a year. There will also be an 'Annual Review' of the child's progress as required, which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Pupils with a Statement of Special Educational Needs

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight. All statutory requirements in terms of reviews, IEPs and best practice will be met.

Gifted and Talented Pupils

The school will adopt a flexible approach to meeting the needs of Gifted and Talented (referred to as G&T) pupils to ensure they progress at an appropriate rate i.e. they are appropriately stretched in terms of breadth and depth of curriculum exposure.

Pupils will be identified for intervention using the same three methods as above:

- 1) Any valid and relevant information available prior to joining BFPS
- 2) Teacher formative assessment and relevant information acquired at BFPS
- 3) Standard tests in most subjects and teacher summative assessment

Our approach to supporting pupils who are gifted and talented will form part of the BFPS ethos of enabling every child to reach his or her full potential. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any child's emerging strengths are not missed, and that pupils who may join the school mid-year can be accommodated smoothly. G&T pupils will be identified on a G&T register.

The diagnosis of gifted and talented pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an

outstanding level. G&T in Reception will be diagnosed this way.

As such BFPS will nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others within the pupil leadership programme - for example as learning mentors.

In Key Stage 2 we will use the proven TULIP approach to support high level skills development (synthesis, evaluation, personal action planning) via an independent learning framework. Kesten (1987) states that independent learning is that in which the pupil 'can make decisions necessary to meet the learner's own learning needs.' The TULIP approach, a **T**hinking, **U**sing and **L**earning **I**ndependent **P**rocess, fosters high level skills such as synthesis and evaluation as well as key study skills including encouraging autonomous learning. There are six stages in the process:

- Deciding (autonomy)
- Finding (research)
- Organising (analysis)
- Developing (synthesis)
- Presenting (communication)
- Evaluating (evaluation)

Using triangulated research with KS2 pupils over a 3-year period, the originators (Walker and Chadbourne, 2006) found that not only were independent learning skills increased but children's' self-esteem and confidence were increased, subject knowledge had been improved, and overall levels of pupil autonomy had been raised.

Where a gifted and talented pupil is placed with a 'higher' class as part of their personalised learning programme this will take place under the professional guidance of the SENCO and KS leadership, and will not adversely affect class size long-term since such a placement will reflect our personalised approach by being for a specific topic in a particular subject at a given time, not across all subjects for the entire timetable. Throughout the school the teaching and curriculum will be of a standard that will stretch the pupils at all levels

SEN Policy

Rationale

Bray Free Primary School (BFPS) will be an inclusive learning community that values the achievements of all its pupils and is committed to providing for each pupil the best possible learning environment. We recognise that many pupils will have special needs at some time during their school life and each will be helped to overcome their difficulties.

This policy builds on our school's Inclusion Policy to help ensure that appropriate provision will be made for all pupils with SEN. We will abide by the SEN Code of Practice as updated, the SENDA (2001) and the Equality Act (2010). Our school buildings will be DDA

compliant and Governors will compile an Access Plan.

Aims

At BFPS we aim to provide a stimulating, safe and caring environment that will enable all pupils to develop to their full potential whilst also learning to respect others, their environment and to promote their self-esteem.

Objectives:

- To identify children with special educational needs (SEN) and disabilities and ensure that their learning needs are met
- To ensure that children with SEN and disabilities can enjoy full access to the building, our curriculum, and activities in school
- To ensure that all learners including SEN pupils make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate

Practice

A child is deemed to have Special Educational Needs if he or she 'has a learning difficulty which calls for special educational provision to be made'.

Children having a learning difficulty are defined as those who have significantly greater difficulty in learning than the majority of their age, or who have a disability which hinders them in using the educational facilities available to age peers. We recognise that about 20% of children will exhibit Special Educational Needs at some time during their school career, and that the intake profile may exceed this level.

Identification

- A pupil is identified as having special educational needs if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.
- A learning difficulty is identified when a pupil displays, for example, any of the following:
 - challenge in acquiring age-related basic skills
 - emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
 - a specific learning difficulty – with reading, writing, number work or understanding information
 - sensory or physical needs - such as hearing or visual impairment, which might affect them in school
 - communication problems – in expressing themselves or

- understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.

Pupils will be identified for intervention using the same three methods:

- 1) Any valid and relevant information available prior to joining BFPS
- 2) Teacher formative assessment and relevant information acquired at BFPS
- 3) Standard tests in most subjects and teacher summative assessment

Special education provision is represented by a planned level of intervention in the learning process that is significantly additional to, or different from the expected level. Pupils will not be regarded as having a learning difficulty purely because they speak EAL (see below). Nor will we assume, just because a child is making slower progress than expected at one time, where their teacher(s) provide different support, help or activities in class, that the child necessarily has special educational needs. Children learn at different paces in different ways over time and we will always keep this in mind while being vigilant in identifying where special educational needs do exist, as outlined below.

Diagnosis

At BFPS we recognise that all teachers are teachers of children with Special Educational Needs and that all of these children are entitled to access our broad and balanced curriculum based on the National Curriculum with a focus on core areas of learning.

Therefore we aim to ensure that they are given the support necessary through differentiated work, ICT applications and appropriate individual or small group support to enable them to be fully included and to have access to all areas of the school life, also to prepare them for their future beyond BFPS.

We are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is supported by the graduated response as explained in the next section of this policy. In line with the Code of Practice, we will keep a register of all children with Special Educational Needs. The SENCO will take responsibility for ensuring that all records are properly kept and are available as needed.

Identification can occur in the following ways, which are not offered as an exhaustive list:

- Information from the child’s pre-school setting
- Parental concerns
- Classroom observations by the teacher, SENCO, HLTA or TA
- School Assessments
- Individual assessments carried out by the Class Teacher, a trained Teacher assistant or the SENCO, e.g. Standardised tests such as Youngs Spelling

Test, Salford Reading Test, Reception of Grammar test, Lucid Cops (a dyslexia screening test), Sound Linkage.

- Assessments carried out by outside agencies where relevant
- Information from the school's data tracking systems
- If a child displays social difficulties linked to an SEN this may be identified by any teacher

We will establish an Initial Concern (IC) list which will be informed by face to face contact with the Primary Head or Class Teacher of the Primary school, with movement to the SEN Register if required after further assessment by teachers and the SENCO.

Provision

We will respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

We will respond to these needs in a graduated manner by:

- Providing support for children who need help with communication, language and all aspects of literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning (including via our use of SEAL)
- Monitoring progress as a response to interventions and providing additional input where initial remedies are proving to be less effective than anticipated

While most of the support for SEN children will take place within the classroom, our approach may need to vary from year group to year group, and there are times when it will be necessary for pupils to be withdrawn from class lessons for 1:1 or small group intervention support. This may involve differentiated work based on their individual needs which will develop their skills and understanding and so help them to access the curriculum. Whatever learning environment, the children and their parents will be consulted and made to feel comfortable. We are committed to the early identification of special educational needs which then helps us to identify what provision the child needs. This is supported by the graduated response as explained below.

Differentiation

At this stage the child is not on the School's SEN register but has been recognised through the school's tracking system and by their Class Teacher as not making the expected progress for their age group in the area of concern.

The Class Teacher will discuss the child with the school's SENCO who will also give advice on how the teacher can help the child. The pupil will receive support in class via teacher planning and use of differentiated activities, and providing the necessary practical materials to access the work that has been set, i.e. using a number line in mathematics or a word bank in English.

Parents will be informed that their child is receiving support and their child's progress will be reported online and on paper and discussed at the parent and teacher consultation events.

School Action and Early Years Action (SA, EYA)

Differentiation within curriculum planning and delivery will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class or subject teacher and the SENCO, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCO and teaching teams. This is detailed below.

To safeguard the well-being of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. We will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

School Action Plus and Early Years Action Plus (SA+ and EYA+)

If the child's progress within School Action intervention is monitored by the Class teacher and SENCO and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern the child may be placed on the School Action Plus regime.

At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP continues to be reviewed twice a year. There is also an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to

inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Statement of Special Educational Needs

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight.

All statutory requirements in terms of reviews, IEPs and best practice will be met including as follows:

- (1) The publication of information
- (2) Statutory assessment of special educational needs
- (3) Statements of Special Educational Needs
- (4) Annual reviews/transition plans
- (5) Phase transfers of pupils with statements
- (6) Transfer of statements
- (7) Implementing tribunal orders
- (8) The Disability Discrimination Act (1995)
- (9) The Disability Discrimination Act (2005)
- (10) The Equality Act 2010
- (11) Parent Partnership Service/Disagreement Resolution Service

Gifted and Talented Pupils (G&T)

The SENCO will maintain a register of gifted and talented children. Children who display an ability or aptitude in a certain curriculum area(s) exhibiting a knowledge and understanding far beyond an average child of that age are classed as G&T. To ensure the child's learning is extended. The class teacher will inform the Head teacher using the appropriate proforma. Once identified an Individual Education Plan for the T&G child is agreed and made aware to their class teacher. We will take a flexible approach but ensure that G&T pupils receive appropriate pace and challenge in their learning so that they make progress at an appropriate speed and reach their full potential.

English as an additional language (EAL)

The identification of SEND pupils with EAL will be undertaken with great care: EAL pupils have specific linguistic needs, but these must not be conflated with Special Educational Needs. In addition we will remain alert to EAL pupils who are gifted and talented in order to meet their learning needs fully. Nationally, EAL pupils are over-represented on Special Educational Needs registers. In Holyport Free School, our measure of success in correctly diagnosing EAL pupils' learning needs will be their representing a comparable proportion to the monolingual population of the school in terms of the population of our SEN register.

ICT

The school will have above standard-level ICT provision which will be used by SEN children. Making full use of this will form a key element of the CPD available to teachers

and support staff. Further details are contained in the ICT Policy that Governors will formulate prior to the school opening. This policy will be considered, possibly amended and then ratified by Governors. It will then be reviewed annually.

Role of the SENCO

The SENCO will be supported by a HLTA and team of TAs. They will be a qualified and experienced teacher. Their role includes no fixed responsibility for a particular class to allow the SENCO deployment as required to suit the school's needs in support of pupils and their teachers and includes the following:

- (1) Identifying and supporting children with Special Educational Needs and maintaining the Special Needs register and the G&T register
- (2) Assessing pupils who are causing concern academically, physically or with their behaviour
- (3) Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational needs
- (4) Disseminating information about specific children to relevant staff.
- (5) Monitoring SEN pupil progress and setting up 1:1 interventions and group interventions
- (6) Deploying and directing non-teaching support for pupils with Special Educational Needs
- (7) Ensuring that Teacher Assistants have the necessary training and support to deliver programmes of work and interventions.
- (8) Communicating with the parents of children being helped.
- (9) On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs.
- (10) Identifying and organising resources.
- (11) Communication with outside agencies in relationship to the needs of the identified children.
- (12) Organising and attending annual Consultation Meetings.
- (13) Conducting annual reviews of statemented and SA+ children.

The Role of the Principal

The Principal has responsibility for the day to day management of SEN provision. The Principal's responsibilities include ensuring that pupils with SEN engage in all the regular activities of the school, so far as is reasonably practicable and compatible with the pupils receiving the special educational provision which their learning needs call for; also the provision of efficient education for the pupils with whom they will be educated; and the efficient use of resources overall. They will also appoint the SENCO and maintain an overview of the quality of SEN provision in the school.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN are:

- Providing critical challenge to the Principal in terms of the quality of the school's provision for pupils with SEN
- Formulating, agreeing, implementing and reviewing an access plan for the school

- Publishing relevant information as required (see above)
- Ensuring that all statutory responsibilities are met (see above)

Role of Teachers

The class teacher is jointly responsible for the identification of needs and will provide programmes of work for SEN pupils in the classroom including via differentiation within National Curriculum provision if appropriate. They will also liaise with the SENCO on matters relating to pupils on the SEN register and guide the involvement of TAs in supporting SEN pupils including involvement in planning. The class teacher will liaise with parents as appropriate and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary and approved by SLT, through written contact.

SEN policy review

BFPS governors undertake to carry out a thorough review of both policy and practice annually to reinforce the priority we give to provision and outcomes for pupils with SEN.

Pupils with English as an Additional Language (EAL)

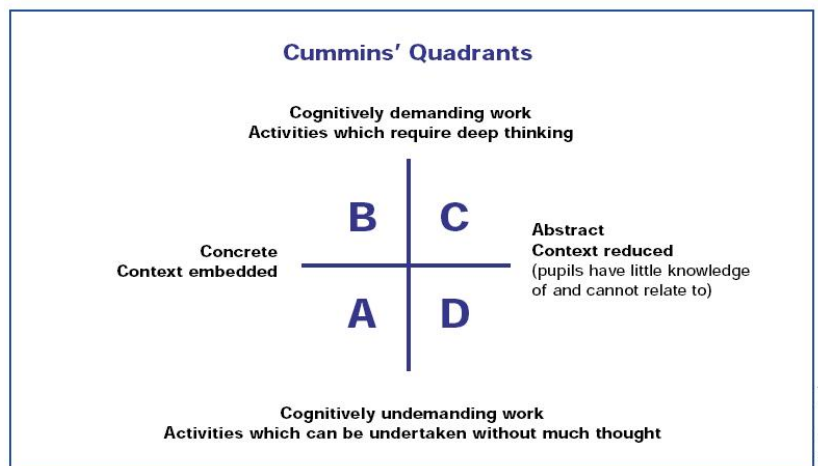
Research has revealed that across the LA, 17% of pupils are EAL pupils. As a result, BFPS proposers recognise the importance of effective EAL provision, not least since we regard the learning, progress and success of every child as fundamental to our aim to contribute to raising education standards in RBWM and will practise open and inclusive admissions to make our provision available to children of all abilities and from all types of background.

Pupils with English as an additional language will be supported by a combination of careful preparation where information is available in advance, sensitive diagnostic assessment when first attending school, and tailored support in lessons. We recognise that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning.

EAL pupils will be integrated within lessons for the bulk of the day, with extraction for support at times arranged by the SENCO. BFPS will take particular care to identify individual needs in EAL pupils in terms of support, and extending gifted and talented pupils. We will not confuse EAL pupils with SEN pupils as these pupils have different needs.

We will exploit best practice in terms of the 'Dual Iceberg Model' approach in which common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

Lesson monitoring for future planning will use the Cummins' Quadrants methodology. Cummins developed a graphic which can be used to confirm the level of challenge in any learning activity. For EAL learners, appropriate challenge is maintained by providing linguistic and contextual support, to which we will add helpful ICT including Clicker.



In addition, we will use the visual approach and meta-cognitive advantages of e-learning, as exemplified by the augmented reality approach to Primary science seen in SciMorph (produced by the creative digital design studio *Great Fridays* in support of Primary school science learners) to provide key inputs for EAL pupils which access visual learning styles.

The BFPS Proposer group has made efforts to contact the local minority ethnic communities, especially those who do not speak English at home. The results of this have been encouraging as the individuals contacted were supportive of the school and its vision and ethos. The length of the school day will support pupils who have English as an additional language, providing more exposure to English speaking and our focus on SEAL will give a wider range of social circumstances for pupils to practise their English and develop social skills. There will be one TA per class (remaining through each Key Stage) and their role will include assisting EAL pupils.

Pupils with Emotional and Behavioural Difficulties (EBD)

Learners with emotional and behavioural difficulties (EBD) will be supported by the SENCO and the team of Teaching Assistants (TAs). TAs remaining attached to a Key Stage will offer additional security and comfort from continuity of contact. In addition, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of the school ethos. The HLTA will assist TAs in support of EBD pupils.

If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. Our curriculum model and quality of teaching will ensure all pupils have an opportunity to discover what they can do well, and excel at it. This includes academic work and social conventions in our learning community.

SENDA (2001)

Pupils with disabilities admitted to the school will have full access to the curriculum as provision at BFPS will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy, and by

the Equality Act 2010.

Identification and Monitoring of Vulnerable Groups

As stated above, the school's expectations of the pupils will be high. No lowering of expectations will be made by teachers of pupils based on their social or economic background. The school will monitor sub-groups of pupils and track their progress. This is integral to our vision and ethos that all pupils regardless of background, will succeed. The school will pride itself in the attainment of Free School Meal pupils and any who are in care. The school will be inclusive so that all pupils may participate fully in the life of the school.

The monitoring of those pupils who may fall into vulnerable groups will be an ongoing process. A mix of teacher assessment and standard testing will flag up any academic issues that a pupil may encounter. Timely intervention for any pupil who requires intervention will then take place, based on a diagnosis of their individual circumstances. Regular reporting via the planned ICT systems (MIS) will aid staff to report frequently on the progress of these pupils.

The school seeks to address overall the issue of vulnerable groups, such as free school meal pupils and pupils in care through the length of the school day, provision of good quality meals, and breakfast club. Exposing the pupils to academic and physical enrichment pursuits will broaden their experience, and enrich their school life. It will be the time spent in the care of the school through the extended school day that will provide scaffold within which we can support the pupils to achieve success.

Role of ICT

ICT has a major role to play in supporting mainstream SEN pupils as follows (this is a selection and is not intended to be exhaustive):

- for pupils who find handwriting difficult, a focus on developing keyboard and mouse skills will enable them to produce record their work more easily
- speech to text software is available with a high level of accuracy which can help SEN and EAL pupils alike including via realistic vocalisation
- pupils with visual problems can be helped through the use of different coloured screens and font sizes
- icons and screen menus can be enlarged, screen contrast increased
- pupils with co-ordination and fine motor control difficulties can have their mouse speed, cursor travel rate and number of clicks to open a document varied
- setting up sticky keys can help so that one key will do the job of two e.g. for capitals to remove need for the Shift key
- personalisation of the VLE interface
- email software with addresses set up for teacher, parents/carers, friends and classmates using a simplified screen
- specific applications will support needs, e.g. EAL pupils and SEN pupils, while all pupils will benefit from exposure to augmented reality approaches

In these and other ways ICT will be used to achieve the highest levels of inclusion in a safe

and secure environment where access to resources is via a tuneable filter. This will involve supporting all children and not just those who have been identified with special educational needs, providing pupils with access to learning via ICT when and where it is needed.

Pupils will have the opportunity to access a virtual learning environment (VLE) in school, with a personalised interface appropriate to their stage of development. This will also enable parents to obtain a clear view of their child's progress through their own log-in ID and tailored password access, so promoting active engagement in their children's work and in the school as a whole, via ICT.

The needs of pupils with SEN will vary and therefore we will assess and determine appropriate technologies on a case by case basis. We will also ensure that pupil assessment can be measured using the selected MIS to capture P levels. In terms of the SEN Green Paper, we will remain vigilant regarding outcomes that will form the basis of potential legislative changes to be taken forward.

Measures of Success, Assessment and Aspirations for Achievement

Pupils' attainment on entry as measured by teachers will be used by SLT to inform lesson planning, and to frame high expectation targets for pupils. In order to identify underperforming individuals and sub-groups of pupils at an early stage, frequent formative assessment using the principles of Assessment for Learning (AfL) will take place with a comparison of outcomes against high expectation targets, in order to provide the necessary support as quickly and effectively as possible.

Summative assessment will match the nature and requirement of programmes of study undertaken by pupils and will be benchmarked internally regionally and nationally in pursuit of personal best performance for pupils and in fostering a climate of continuous improvement in whole-school performance.

Accordingly BFPS will use various forms of assessment according to need, including teacher, peer and self-assessment as appropriate, and particularly to:

- monitor progress of pupils and groups of pupils
- inform teaching, including the planning of teaching and learning
- contribute to pupils PLTS skills via use of self-assessment
- measure school performance against expectations including Ofsted
- establish and celebrate achievement
- provide opportunities for external verification

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of good practice so that effective teaching and learning takes place, and that pupils reach their highest levels of attainment. Children will sit applicable National Curriculum tests at the end of Key Stage 2, and the reading test. Additional screening tests may be used to measure progress and identify specific learning issues presented by pupils. Outcome and school target information is given below.

Monitoring Evaluation and Intervention (MEI)

The Bray Free Primary School MEI strategy will include the following approaches to

monitoring and evaluating the work of the school:

- Regular lesson observations
- Peer observations involving teacher-teacher and SLT-teacher pairs
- Regular work scrutiny from work samples across all year groups
- Data analysis from individual pupil to whole-school level
- Mock Ofsted inspections
- Pupil voice
- Parent feedback
- Community perception surveys

Lesson observations will include sessions using the revised Ofsted framework to ensure accurate benchmarking against Ofsted 'outstanding' criteria for quality of teaching, using external consultancy support for verification of school judgements.

Information and data on pupils will be analysed by SLT and disseminated to teachers in the most useable form in order to assist with planning. Teachers will be able to access information and data via a secure area of the school's website accessible only to teachers. Applications will be available for the school to use in manipulating data for use by teachers and outside agencies. Pupils' e-portfolios will include for example work samples, self-assessment, moderated work and for older KS2 pupils, own action planning together with target grades and related information.

BFPS will consider the full range of data and metadata available on pupils to track progress, exploring best practice approaches to tracking including via MIS as outlined in the review publication "Management Information Systems (MIS) and Pupil Tracking: Users' Guidance: Using MIS to Support Pupil Attainment Tracking " from National Strategies. We will analyse and act where required on the findings and outcomes from these activities.

For monitoring progress towards annual targets, class teachers, MLT and SLT will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy (EIS) being devised and implemented, based on a diagnosis of each individual situation, in order to maintain progress towards the target and ensure it is achieved. More frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot course corrections where deemed necessary.

Aspirations, Indicators of Success and Targets

We have the highest expectations for all who work in BFPS particularly our pupils. In tracking pupil progress and outcomes, we will use a range of qualitative and quantitative indicators that refer to individual, sub-group, cohort and whole-school performance in both academic and non-academic terms (the latter including aspects of personal development).

Our strategy for success involves three key aspects: developing and sustaining outstanding teaching, maximising the use of ICT to support learning, and securing the well-being and confidence of pupils so they attend well and are happy, safe and secure learners who increasingly understand via PLTS what it takes to learn and succeed. Our aim is to

remain well above the national average on key measures (see EKPI table below) and above local average on the same measures, at all times, and to set targets and work tirelessly towards narrowing achievement gaps.

We will also record, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents. Pupil participation in enrichment and community based activities will be tracked by SLT. Views of pupils (pupil voice from PHSE and circle time), parents and the community will be sought to produce satisfaction ratings including via local bodies and their representatives such as [REDACTED]

BFPS will undertake a termly sample survey of parents using drop cards at school events, random sample telephone calls, and a log of all compliments and (though we don't expect any) complaints which may be received and logged. Should this happen we will take care to respond immediately to thank the parent(s) who contacted the school and to undertake to investigate and respond substantively at the earliest possible moment. The process for dealing with such matters will be set out in our complaints policy and procedure.

Pupil uptake of enrichment activities will be monitored as we value participation as a means of widening the horizons, skill set and indeed the pleasure of learning a hobby or participating in productions and sporting events. In terms of non-academic targets we will aim for zero exclusions and zero unauthorised absence, bettering the national figures for overall absence (BFPS < 2%) unauthorised absence (BFPS < 0.5%) and persistent absence (BFPS <0.5%).

We will monitor uptake in enrichment activities and, while these will remain optional, we will support pupils in making appropriate choices in line with their aptitudes and interests. As part of our approach to pupil personal development, we expect all pupils to participate in our pupil leadership development programme in Key Stage 2. This will entail pupils making guided choices from a set of leadership areas which will allow them to make a contribution to their learning community and wider school community.

Other indicators we will use are set out below in the EKPI table.

EKPI Table (Reception & other targets over 3 years are below this table)

Education Key Performance Indicators for Bray Free Primary School
EYFS assessments: % 'developing well' and % 'good level of development'
Pupils' vocabulary including picture vocabulary
Pupils' reading age including cf chronological age, at least equal by end of KS1
Pupils' spelling age including cf chronological age, at least equal by end of KS1
L2 end of KS1 (2017): Reading 89% Writing 84% Speaking/Listening 91% Ma 93% Sc 93%
L4 En&Ma in SATs: 98% by 2023; L5 En&Ma 77% by 2023; teacher assessment: L4 Sc 93%

Pupils' speaking and listening skills, as per guidelines in: 'Primary National Strategy Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook'
ICT capability from school-based teacher assessments, well above national expectation
P Scales and associated P Levels for individual SEN pupils, FSP levels for R pupils
Value-added measures (*)
Comparison with local benchmarks (RBWM) and national benchmarks (DfE)
Performance of gifted and talented pupils as individuals from measures via the TULIP model of independent learning skills at KS2
<p>(*) Value added measures available include 'above expected progress' which equates to >12 points between the expected level of achievement at KS1 (Level 2, 15 points) and the expected level of achievement at KS2 (Level 4, 27 points).</p> <p>Measuring a similar expectation for progress from Reception requires a common scale and the pragmatic solution we will adopt involves National Curriculum Points, NCP, where the chart below describes the approach we will take to equivalence (with FSP & P). On this basis pupils are expected to reach at least FSP 6 (equivalent to NCP 3) at the end of Reception and are then expected to make 6 points progress (one level) to NC level 1B at the end of Year 1. A further minimum of 6 points progress will be expected to NC level 2B by the end of Key Stage One.</p> <p>This approach is broadly that recommended by 'Statistics for Education' (SfE) and is summarised in the chart below.</p>

Equivalence Chart for Measuring Value Added from Reception, after SfE.

FSP points	NC Points	P scales	NC levels	NC Points	NC levels	NC Points
0	0			0		
1	0	P1		0	P1	0
2	0	P2		0	P2	0
3	0	P3	X	0	P3	0
4	1	P4	WC	1	X	0
5	2	P5		2	P4	1
6	3	P6	WB	3	WC	1
7	4	P7		4	P5	2
8	5	P8	WA	5	WB	3
9	7			6	P6	3
			1C	7	W	3
			1B	9	P7	4
			1A	11	WA	5
			2C	13	P8	5
			2B	15	1C	7
			2A	17	1B	9
			3C	19	1A	11
			3B	21	2C	13
			3A	23	2B	15
			4C	25	2A	17
			4B	27	3C	19
			4A	29	3B	21
			5C	31	3A	23
			5B	33	4C	25
			5A	35	4B	27
					4A	29
					5C	31
					5B	33
					5A	35

For a KS1 to KS2 measure, if a pupil has no KS1 average points score, possibly due to having come from another school or country, our approach allows the school to allocate a temporary score, using teachers' professional judgement. Including the outcomes of the Dame Tickell review, we will continue to review our approach to EYFS assessments. This approach places the Reception class within whole-school improvement planning 4-11, with other approaches the Reception class can be isolated and even high-performing schools can occasionally find this to be detrimental.

Gap Narrowing Targets

Subgroups of pupils for gap-narrowing targets will be based on: Gender, EAL, FSM, Ethnicity, SEN and G&T.

BFPS Gap-narrowing Targets EYFS 2015-2017

Assessment Scale (national in brackets)	2015 EYFS Good Level of Development	2016 EYFS Good Level of Development	2017 EYFS Good Level of Development
All pupils	70 (59)	74	79
Boys	61 (50)	67	72
Girls	79 (68)	82	85
EAL	57 (52)	62	68
FSM	50 (44)	57	64
MEP	62 (57)	67	73
SEN	29 (21)	35	41
G&T	86 (---)	88	93

(national data for G&T not available at the time of writing; assumes 50:50 m/f pupils)

This critical early phase of education is vitally important to BFPS for gap-narrowing purposes, as it sets the foundation for achievement. Research reports published by the Institute for Fiscal Studies (2012) show that failure at an early age remains the biggest hurdle to university entrance for the vast majority of pupils, rather than discrimination by admissions tutors.

High Expectation BFPS Reception, KS1 and KS2 3-year Targets

In addition to remaining well above DfE Floor Targets at all times, BFPS will achieve results well above the national average. Our targets for the first three years (EYFS and National Tests) are given above We will ‘narrow the gaps’ further at KS2 also but given the timescale to the first SATs these will be set by Governors working with the Headteacher three years before the first cohort reaches the end of KS2. In addition, for similar reasons, the indicative high expectation targets below will be reviewed in the light of pupil level data.

Year	% L4+ English and Mathematics	% L5
2021	90	75
2022	93	76
2023	98	77

These targets are appropriate as they reflect high expectations for our all-ability intake, narrow achievement gaps, and include an appropriate focus on the progress of sub-groups of pupils in our rich, diverse learning community. We expect to achieve better than expected progress and therefore improved pupil outcomes from our all-ability intake, due to excellent teaching and targeted curriculum delivery modes which as above will include specific strategies for SEN and EAL pupils that maximise the potential which ICT has to support learners of all abilities and backgrounds.

We will report to parents online using a bespoke and secure area of the school website, as well as issuing termly written reports on pupil progress. The Headteacher will report to the Governing Body on school performance against targets set for the school, and how the school’s performance compares with local and national benchmarks, to facilitate the Governors’ role in holding the school to account. As part of this process, Governors will agree a Performance Management policy for both teaching and support staff, in keeping with existing best practice and frameworks.

Accountability

The Headteacher will be accountable for school performance. The Deputy Headteacher will deputise for the Headteacher, manage the pastoral care in school, and line manage support staff and Reception teachers. Class teachers will be responsible for the progress of pupils in their class.

The teachers of Reception classes will report to the Deputy Headteacher. Teachers in charge of Y1 and Y2 classes will report to the Head of Key Stage 1 while teachers of Y3-Y6 classes will report to the Head of Key Stage 2. TAs will report to the SENCO who will report directly to the Headteacher. In the years while BFPS is growing to capacity, if a Key Stage Coordinator has not been appointed then the relevant teachers will report directly to the Headteacher. Teaching Assistants including the HLTA will report to the SENCO, and

each TA will liaise closely with the Head of the Key Stage they work within, including the Deputy Headteacher (Reception classes). In terms of overall performance, Governors will hold the school to account; this is a key aspect of their role.

Admissions Policy

The admissions policy for Bray Free Primary School will satisfy requirements of the Schools Admissions Code, the School Admissions Appeals Code and admissions law. Our admissions process will be inclusive, open, fair and transparent.

In line with other Free Schools which are all in the Academy category of schools, the Governing Body will be the Admissions Authority for the school. Admission arrangements will follow the same time scale as the Local Authority and information about the school will be available through the school's website and through our School Prospectus. Prospective parents will be invited to visit the school to attend an open evening or by individual appointment.

The PAN for the school will be 28. Each year 28 pupils will be admitted to the Reception year, subject to appeals panel judgements. As such, when full the school will have 196 pupils on roll.

In accordance with the law, children with statements of Special Educational Need will be admitted to the school where the Local Authority has specifically named Bray Free Primary School as the most suitable provision.

In the event of there being more applications than there are places available to the school, places will be offered using the following oversubscription criteria in keeping with the Code:

- 1 Children in care i.e. children in the care of the Local Authority as defined in the Children Act 1989. This category includes 'looked after children' and children who have previously been looked after
- 2 Children with exceptional medical or social needs, for example a medical condition supported by medical evidence, or recent family bereavement, this support must make a specific compelling case for admission to the school and be offered in writing by a qualified medical practitioner or social worker
- 3 Children with a sibling at the school at the time of admission. The term 'sibling' includes a half or step child permanently living in the same family unit or a foster child permanently living in the same family unit whose place has been arranged by the social service department of the Local Authority
- 4 Children of staff at the school:
 - a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
- 5 Children from Armed Forces families and qualifying Crown Servants' families

- 6 Proximity to the school. This will be measured by GIS software and the measurement to be taken will be from the home (OS Address Point) to the Address Point of the school site

Tie Breaker

In the event that two or more children live equal distance from the school (as can happen with families living in blocks of flats), the tie breaker will be random allocation, where the supervised drawing of lots by an independent responsible person of good standing will be used to decide which child(ren) will be allocated the remaining place(s).

These criteria are in keeping with our inclusive vision and ethos, as we will be admitting an all-ability intake of local pupils regardless of background.

Waiting List

Waiting lists will be held in each year group and will be kept up to date by the Governing Body. The waiting list will be held in accordance with the stated oversubscription criteria. Late applications may be added to the waiting list dependent on the criteria they fulfil. This means that positions on the list may change over time. Waiting lists will be held for one term after the Year of entry, unless parents specifically request to have their child's name remain on the list. Where an LA coordinates admissions for in-year applications, this will not affect the role of the Governing Body as the Admissions authority for the school.

Appeals

We will constitute an appropriate appeals panel immediately admissions are opened. BFPS will publish details of admissions and appeals on the school website so that families know what steps they need to take to lodge an appeal, and what deadline(s) apply to the process including in terms of the decision date.

The decision of the Appeals Panel will be binding on all parties.

Pastoral Care

Our education vision embodies high expectations for pupils and staff, in order to realise these expectations we will establish a calm working atmosphere so that teachers can teach and pupils can work to achieve their full potential at Bray Free Primary School. Delivery of pastoral care for pupils will primarily be in the hands of the class teachers, assisted by support staff, SLT, and overseen by the Deputy Headteacher who will take day-to-day responsibility. Class teachers will get to know each pupil within our smaller class sizes and build up a detailed picture of each child's strengths, areas for development and individual needs. Each class teacher will be required to spend a logged total of at least 30 minutes 1:1 time with each of their pupils each term. In addition, elements of the class teachers' planning of PSHE will involve aspects of pastoral care at group level. The establishment of positive relationships will greatly improve conduct.

Class teachers will monitor and record evidence for personal development with each pupil in their class, including the following:

- Personal organisation
- Conduct
- Reliability including punctuality

- Helping others
- Independent thought, and action
- Participation in voluntary group activities

If a class teacher has any material concerns about any of the pupils in his or her care, they will be required to report this to the Headteacher.

Behaviour Management

BFPS Proposers share the DfE view on pupil behaviour in schools by expecting that:

- all pupils will show respect and courtesy towards teachers and other staff and towards each other
- parents should encourage their children to show that respect and support the school's authority to discipline its pupils
- on appointment our Headteacher will help to create that culture of respect by supporting BFPS staff's authority to discipline pupils, and ensuring that this happens consistently across the school
- BFPS Governors will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- every teacher will be good at managing and improving children's behaviour and will update their skills on a regular basis

Where a pupil has occasional behavioural / emotional needs, our approach to SEAL, the social and emotional aspects of learning, within our pastoral care framework in the hands of class teachers, will ensure that these pupils' well-being is safeguarded. By ensuring pupils can work hard and with enjoyment, undisturbed, high levels of achievement will follow.

Promotion of good behaviour in terms of positive strategies rather than negative sanctions after the fact, with results visible as high quality pupil responses and positive attitudes to learning, will be at the heart of the BFPS approach to behaviour management. By stressing the positive through promoting, recognising and rewarding good behaviour, including via our focus on individual responsibility, pupil leadership and all-round pupil personal development, we will shift the emphasis from punishing misbehaviour to a context where good behaviour is expected.

We will adopt a strategy of 'catching pupils being good' in order to create a positive, encouraging environment where good behaviour in keeping with social conventions is identified and celebrated.

Behaviour and Pupil Leadership

A range of pupil leadership roles will be developed in KS2 as part of our approach to positive behaviour, to be allocated in keeping with the age, aptitude and interests of the

child from Y3 to Y6, which will relate to aspects of school life and operations. In order to develop pupil leadership and further the well-being of all, specific support for pupil leadership will be provided by teachers in circle time.

The opportunity to volunteer for an area of preference will be made available so that those involved do so when they are ready, with a high level of commitment from the outset. Nevertheless some degree of guidance will also be employed to ensure that the most inappropriate choices are avoided while playing to the strengths of individual pupils. The following categories of pupil leader are planned.

Pupil Researchers - Pupils selecting this role can assist the school by taking part in activities which add to our self-knowledge and development. For example, with prior briefing to the staff team so that motives are clear, pupil researchers may collect data and related information in areas such as cross-curricular ICT in learning experiences. It should be possible with the most dedicated and organised pupils to undertake some in-depth longitudinal studies worthy of wider publication.

Environment Guardians - These pupil leaders would take responsibility for relevant aspects of such issues as energy and water use, litter, movement and visual amenity. Each year group in KS2 will have a 'green leader' whose responsibility will be to look out for opportunities to make wise decisions in caring for the environment.

Peer Mentors - Pupil learning mentors will add to the quality of experience of others by helping them to enjoy and achieve, thus extending their own accomplishment. Approaches will involve older pupils making friends with their younger peers from entry onwards as a responsible point of contact in the pupil body alongside a known adult point of contact.

Visitor Helpers - This team of pupil leaders will take responsibility for meeting and greeting invited guests and other visitors, welcoming them to the school and, together with staff, accompanying them on tours of the site including visiting lessons where arrangements have been made for this. In addition this team will support in-school events such as concerts, productions and fetes.

Community Wardens - The community team will work to establish and maintain good relationships with wider groups in the community including the school's neighbours. They will also have a role to play in the production of school documentation such as prospectus and website content together with any digital video content that may be produced to record community events.

This approach will nurture and develop confident, caring and collaborative members of the school and wider community who are well qualified and equipped with the necessary qualities and attributes to become positively contributing members of society. We will promote a calm and caring climate for learning in which pupils can develop their self-esteem and concentrate on maximising progress.

BFPS non-negotiables will include a commitment to ensure the health, safety and well-being of all at the school and while we acknowledge that there will be occasions where staff will need to help an individual to recognise and understand their feelings, and to learn to control their response to them when necessary, these will be managed calmly without fuss. This process will involve SEAL, supporting pupils to develop assertiveness so that

they can handle situations and other people in a measured and mature way. In the same way, BFPS will encourage pupils to develop values of understanding and respect for others, with an awareness of human rights and the personal strengths needed to support and defend them.

BFPS is and will remain totally committed to our collective role in safeguarding and protecting children, and in promoting life skills beyond the conventional boundaries of school-based education, in association with parents and carers and other agencies. This commitment will remain at the heart of our free school, ensuring that pupils are safe, healthy, happy and achieving while acquiring the skill set needed to achieve future economic wellbeing. We also appreciate that in spite of every best effort, rarely it may happen that a serious behavioural problem will emerge, and will deal with such an event calmly and within DfE guidelines for managing behaviour as set out in the DfE report 'Ensuring Good Behaviour in Schools' and the detailed findings in 'Pupil Behaviour in Schools in England' (Research Report DfE-RR218).

Exclusion of any type is an extreme measure and we do not expect to use it, as we are aiming firmly for a zero exclusion outcome. However, should this sanction be required, it will only be administered by the Headteacher (or the Deputy Headteacher in his or her absence) and any decision to exclude a pupil will not be taken lightly. We will abide by legislation and the National Code on exclusions and appeals.

Normally teachers and SLT will work with a pupil and his or her parents or carers to resolve relevant issues before they reach a level at which exclusion may be considered. In such circumstances the school will have due regard for DfE guidance on exclusion and appeals, conforming as stated above to statutory requirements and best practice.

We recognise that the headteacher is permitted to exclude a pupil for one or more fixed period(s) which, taken together, do not exceed a total of 45 school days in any one school year. The pupil will then remain at home whilst the incident is thoroughly investigated. The pupil will be provided with work by the school. When the Governing Body is notified of an exclusion, they will, whether or not the parents request it, review any exclusion which is permanent (see below) or any fixed period exclusion that would result in a pupil being excluded for more than 15 school days in any one term, or missing a public examination or test.

Permanent exclusion is not anticipated and will only be applied by the Headteacher or the deputising senior leader in their absence if, having taken into consideration all the circumstances, and having consulted appropriately surrounding the misbehaviour, they are satisfied that such a course of action is in the best interest of the school and of the pupil. During the first five school days of a permanent exclusion the school will send work home for the pupil to complete. During these initial five school days of exclusion parents will be informed that they must take all reasonable steps to ensure that their child is not present in a public place during school hours without reasonable justification.

The LA is statutorily responsible for ensuring that suitable full-time education is provided to pupils of compulsory school age and will be informed of permanent exclusions.

Parents can appeal against a permanent exclusion to the Governing Body and will be informed of this right in writing. Arrangements will be made for an Independent Appeals

Panel to hear appeals against any permanent exclusion where the Governing Body upholds the original exclusion decision.

Bray Free Primary School Behaviour Policy

Rationale

BFPS considers good behaviour to be essential in promoting a caring and supportive environment, enabling all members of the school community to feel secure and respected, and ensuring positive attitudes towards learning.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum. These demand planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct and learning by means of encouraging personal development in pupils.

Aims

- ensure consistency and a caring supportive approach
- be fair and be seen to be fair
- treat every member of the school community with respect and courtesy
- have clear expectations and strategies and ensure they are met and implemented
- build and rebuild self-confidence, self-esteem, self-respect and self-discipline in pupils
- provide planned activities which motivate pupils academically and socially

Objectives

We will make full use of the most appropriate services and our own SENCO working with the HLTA to ensure all pupils are getting the precise help they need in order to meet our high expectations in terms of pupil behaviour.

Expectations of Good Behaviour and How These Will Be Encouraged

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behaviour which has the good of community members uppermost.

Social conventions that we follow will be consistent with the following precepts:

- we understand it is normal to make mistakes
- all should be sensible, thoughtful and kind to others
- we should think before we speak or act
- we should walk calmly around the building and grounds to be safe
- we should help each other and get on with everyone
- we should be respectful to others

- we should tolerate reasonable difference and celebrate diversity
- we should be prepared to forgive each other

At BFPS if a pupil successfully applies these social conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) positive appropriate pupil-adult relationships
- (ii) a stimulating and tolerant social environment
- (iii) clear boundaries
- (iv) positive role modelling
- (v) doing what is right

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort.

We will also take every opportunity to encourage good behaviours.

To ensure every pupil has the opportunity to experience success we use the following as rewards.

- (a) Non-Verbal Praise in Lessons and Around the Site
Smiles, thumbs up and nods of approval.
- (b) Verbal Praise in Lessons and Around the Site
At BFPS we believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class as appropriate for the relevant pupil in terms of age range and known preferences. It can also be given to and by everyone.
- (d) Praise through assemblies and newsletters
- (e) Marking Policy
Within class the way we mark as part of formative and summative assessment within AfL will be used to build on success and provide encouragement by its associated comments and feedback. This will include behaviourally relevant aspects such as calm quiet effort and perseverance.
- (f) The ultimate reward is a congratulatory letter sent home by the Principal.

A Staged Approach to Unacceptable Behaviour

If a pupil breaks any of the social conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. We consider it vitally important to remember at all times to identify early and target

the behaviour, and not the pupil. As with the incentives, there will be different levels.

- (a) Non-Verbal Response
Holding eye contact, a shake of head, a wag of the finger, a slow walk to the pupil and remaining in proximity using position and posture as non-verbal signals
- (b) Verbal Response
Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.
- (c) Verbal Warning
A clear concise message, “‘X’, if you choose to carry on with ‘Y’ behaviour then ‘Z’ will happen.”
- (d) Time Out
A pupil may be required to move from their seat to a space available, where they will receive a clear explanation of the behaviour required for them to return to their original seat. This ‘behaviour’ may be the completion of task or a time period of appropriate action. For BFPS this will be seen as an opportunity to rebuild positive relationships after a minor incident.
- (e) For more serious or repeated misbehaviour, the pupil may be referred to the senior leader who has oversight of the BFPS pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident; at this stage parents will be contacted.
- (f) BFPS does not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Principal then we will abide by all statutory and allied best practice requirements regarding exclusions and appeals.

In all the above strategies once the pupil has successfully completed their sanction, their modification of their own behaviour will always be acknowledged positively by BFPS staff.

Roles and Responsibilities for Ensuring Good Behaviour

Bray Free Primary School expects the following from those working in the school:

- Pupils will show respect and courtesy towards teachers and other staff and towards each other, encouraged by their parents and carers.
- Teachers and adults working in school will develop skills for managing and improving pupils’ behaviour, and in so doing they will abide by the school’s

policies. When reporting on pupil progress including personal development, teachers will include relevant behavioural issues. All staff will be expected to demonstrate those qualities which we believe are essential to promoting good conduct, namely to:

- Listen attentively and calmly
- Be honest and objective, but kind
- Be empathetic and polite
- Be organised and punctual
- Be decisive and consistent

We will ensure all staff and adults present in a lesson are familiar with any pupils who have particular behavioural or emotional needs, and will use principles of SEAL (social and emotional aspects of learning) as a guiding maxim.

- The Principal and school leaders will create and sustain a culture of respect by supporting teachers' authority to discipline pupils and ensuring that this happens consistently and fairly across the school.
- Governors will review the Behaviour Policy at least annually. If necessary they will act in accordance with the Exclusions code including appeals. In terms of teachers and support staff, governors will deal with any allegations quickly, fairly and consistently in a way that protects the pupil(s) involved, and at the same time supports the person who is the subject of the allegation.

External Agencies

Bray Free Primary School will work co-operatively with external agencies as required, including social services, police and health services including CAMHS, ensuring accuracy and confidentiality are maintained.

Reporting

We will report to parents and carers electronically and on paper regarding issues relating to their children's conduct as part of our reporting processes. Responsibilities relating to this are set out above.

Application

This Behaviour Policy is for the benefit of all in our school learning community. If it is to be effective everyone must use it with confidence and consistency, and will be required to do so. However we recognise that there may be occasions when special considerations need to be applied and we expect teachers and support staff to use common sense and professional judgement.

Attendance

We will work closely with pupils and their parents or carers to ensure attendance is maximised, and unauthorised absences are non-existent or at most very rare occurrences.

In addition to an approach which will include first-day calls or text messages to parents and carers on the occasion of a pupil absence, we confidently expect the inspiring teaching from class teachers will result in pupils who want to attend school and who enjoy their learning. We also anticipate that our innovative use of ICT and attention to personalisation, allowing us to attend to the learning needs of every pupil, will contribute to this enjoyment in learning and therefore to attendance.

Data including relevant MIS applications to track attendance in order to ensure school leaders and staff are fully informed and able to respond as required, including to any instances of internal truancy where a pupil is registered as being in school but may be skipping class. The school will also exploit appropriate access for, and communication with, parents and carers via the school's website VLE. Our draft attendance policy is provided below.

Our high expectation aim is for full attendance; in terms of school performance we have adopted the following targets continuing over time: overall absence (BFPS < 2%) unauthorised absence (BFPS < 0.5%) and persistent absence (BFPS <0.5%).

Attendance Policy

Rationale

BFPS is committed to helping children make the best possible progress with their education. To do this they need to attend school regularly and punctually. It is the parent's legal responsibility to ensure that this happens and the school's to offer all the support it can, while monitoring attendance.

Approach

It is recognised that for illness or other exceptional reasons, children may occasionally have to be absent from school, in the interests of their education however they should only be kept off school if it is essential.

Parents and carers should inform the school if a child is absent. This should be done by emailing or telephoning the school on the first morning of absence, preferably before the start of the school day. The school reserves the right to request written confirmation of absence upon the pupils return. If it is known in advance that the child is going to be absent (e.g. for a hospital appointment) the school should be notified by email or letter beforehand.

Authorised absences arise from a decision by the school not parents and can be one of the following which is not intended as an exhaustive list.

- Genuine illness or injury preventing attendance
- Unavoidable causes, which covers unexpected crises in the child's circumstances, e.g. major domestic upsets such as bereavement, or severe weather conditions which make travel impossible

- School beyond walking distance (2 miles) and no transport provided
- Advanced permission of the school for the following:
- Extended visits overseas for family reasons (up to a term with arrangements about the return agreed with the school)
- Exceptional family reasons
- Interview at another school
- Holidays
- Approved public performance

The school will contact parents on the first day of absence to enquire about the reason(s) for absence and will follow up as necessary.

The school discourages the taking of holidays during term time, it is not an automatic legal right to take holidays during term time and parents should not expect this, as such the Headteacher will normally grant permission only in exceptional cases. If a request is refused, and parents decide to take their child(ren) on holiday, the absence will be recorded as unauthorised. This is subject to any decision the Secretary of State may take regarding term-time holidays.

Attendance will be monitored regularly and all absences enquired into, tracked and recorded. Unauthorised absences jeopardise a child's educational progress and welfare, and will be monitored very closely.

If a child arrives at school after the register has been taken but before the register closes they will be marked down as being late. Once the register has closed an unauthorised absence will be registered unless a valid reason is given in writing.

Lateness will be monitored regularly as BFPS places great store on personal development and organisational skills including punctuality. If a child has the equivalent of one late per week the school will, in the first instance, write to the parents or carers to inform them of this. If the lateness persists in subsequent half terms the school will request a meeting with parents or carers to offer assistance.

We will also carry out random checks during lesson time to identify any internal truancy that may be taking place.

Reports to parents and carers, online and on paper, will include the child's attendance and punctuality record.

This policy will be considered, possibly amended and then ratified by Governors and then reviewed annually.

Pupil Well-being

As indicated above (Section C) a priority for action in the Local Area Agreement is children and young people's mental health and well-being. As such it is also our priority in terms of meeting the needs of the local area through education provision in terms of well-being.

A UNICEF 'report card' has ranked the UK in the bottom third of economically advanced nations for children's well-being (United Nations Children's Fund, 2007). Against this background and with our dual focus on safeguarding and SEAL, we aim to secure very high levels of pupil well-being at BFPS (see our Safeguarding Policy in this application).

Our approach will be based on the recommendations of Gutman and Feinstein (2008):

- Schools can make a difference for children's well-being, and it is children's individual experiences within schools which are important.
- Children experience a very different environment, even within the same school, based on their own individual interactions with peers and teachers, so that modifications within individual children's lives are likely to make the most difference to their well-being and that child-school "fit" is vital, as such we will ensure that children feel welcome, safe and valued, and listen to them when they have concerns and then act on those concerns
- Pupil voice, including in PHSE and via circle time, will allow pupils to have input into the school self-evaluation process and help them to feel empowered
- While much of the variation in children's well-being remains unexplained it is likely that the unmeasured cumulative experiences of children within their home and school are important constituents of their overall well-being; in view of this BFPS, having control over the school experience and influence over the home experience, will work with parents and carers to ensure everybody in the home-school relationship is well-informed about matters relating to pupil well-being, including provision of information about how SEAL operates in BFPS

Key school policies concerning anti-bullying approaches and anti-cyber-bullying strategies will be formulated initially by SLT and ratified by Governors, but BFPS will consult with pupils and parents regarding the annual review of these policies to ensure they are known and understood and to ensure they remain effective by improving them over time. BFPS regards the relationship with parents and carers as a key role in securing high levels of pupil well-being via our education provision, contributing to high level pupil outcomes, and improved community cohesion.

We will establish and maintain excellent working relationships with parents and carers by organising events including workshops to encourage parents' practical involvement and support in key areas such as SEAL, PLTS, numeracy, literacy, and ICT, also by holding periodic surgeries along with telephone and web surveys to ensure that parental involvement in their children's learning is encouraged and valued, thus providing school leaders and governors with invaluable information.

Safeguarding Policy

Principles

The governors and staff of BFPS are aware of the responsibility to safeguard and promote the welfare of all pupils. The policy is in line with the principles of Every Child Matters and The Children Act 2004 and set out in accordance with the guidance of the Department for Education on Safeguarding children and Safer Recruitment in Education. Since members of staff and other individuals, such as helpers, are in contact with pupils on a daily basis, we recognize that all staff including volunteers have a full and active part to play in protecting our pupils from harm and maintaining their well-being.

Aims

- To raise awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibility in identifying and reporting possible cases of abuse;
- To ensure and maintain an environment consistent with the provision of safe and effective care for our pupils; provide a systematic means of monitoring children known or thought to be at risk of harm
- To protect pupils from maltreatment;
- To ensure that every child is healthy, safe and gets equal opportunities to participate fully in school life.

Safer Recruitment

Safeguarding our pupils is of paramount importance, as we have a duty of care towards them. Having safeguards in place not only protects and promotes the welfare of children, but it also enhances the confidence of governors, staff, volunteers and parents. The safeguards in this policy focus on the very important area of child protection. For further details on safer recruitment see the BFPS Safer Recruitment Policy (included elsewhere in this application). BFPS will adhere fully to safer recruitment procedures set out in our policy, for all staff appointments.

Child Protection

BFPS recognises that because of the day to day contact staff, volunteers and other individuals have with pupils of the school, our policy must include a child protection statement and procedures for dealing with issues of concern and possible child abuse. This statement demonstrates our commitment to keeping our pupils safe from any form of harm.

Principles

- The school ensures that all adults within the school, who have access to children, have been checked as to their suitability for this in line with criminal records procedures
- The school will maintain a structured procedure which will be followed by all members of the school community
- There will be a Child Protection (CP) designated teacher who is assisted by other staff
- The CP designated teacher will take lead responsibility for dealing with child protection issues, providing advice and support to other staff

- All new staff will be informed of the safeguarding arrangements in place, and they will be given the school's safeguarding policy
- All regular visitors and volunteers to our school will be given a set of safeguarding procedures
- All regular visitors and volunteers will be told who the designated and alternate staff members are and what the recording and reporting system is
- All parents and new pupils will be informed of the safeguarding policy which can be given to them if it is requested
- All staff will have access to and be expected to know our school's policy for safe restraint. This policy must be adhered to at all times
- The school will work within legal requirements
- At all times we will endeavour to establish working relationships with parents, carers and colleagues from other agencies

Procedures

The child protection (CP) designated person will ensure that all staff, volunteers and regular visitors have received appropriate child protection information and have access to training.

- Staff are legally and professionally bound to pass on child protection issues to the CP designated person
- Any staff, who may be concerned about the welfare or safety of any child in the school, will record their concern and give this in writing to the CP designated person
- A case file will be opened for any child about whom concerns are raised and all relevant documents will be within a locked CP filing cabinet in the school
- The file will be reviewed and updated regularly, but complete confidentiality cannot be promised to the child in cases of risk or suspicion of harm
- When such information is passed on to the CP designated person s/he will conduct an investigation, obtaining details from relevant members of staff. The child may be asked to provide further information
- Where relevant, appropriate professional advice will be sought from external agencies

- Following consultation with the CP team and with the Headteacher a decision will be made to raise general concerns with parents/carers; monitor the situation further; or proceed to formal referral

Systems will be put in place to ensure that all staff and volunteers working with the children are monitored and supervised. For instance, if staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff.

All adults who come into contact with the children will be made aware of the steps that will be taken if an allegation is made. Depending on the frequency and duration of contact, CRB(E) clearance will be required.

BFPS will provide activities and opportunities through the PS/HE and ICT curriculum that will equip our pupils with the skills they need to stay safe including online.

This policy will be considered, possibly amended and then ratified by Governors and then reviewed annually.

Equality Act 2010

In all aspects of school operations and wider community activities, all those responsible for the school and working within it will meet their obligations under the Equality Act 2010.

Equality Policy

Introduction and Legal Framework

The Equality Act 2010 replaced existing equality legislation, including the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act and we welcome our duties under the Equality Act to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. BFPS also recognises the duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Policy Links

School policies that link with this document content will include:

- Inclusion
- EAL
- SEN
- Admissions
- Complaints

- Community Cohesion

Guiding Axioms

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the *protected characteristics* that qualify for protection from discrimination as:

- Age
- Disability
- Gender including reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

In fulfilling the legal obligations cited above, we will be guided by nine axioms.

Axiom 1: All learners and school team members are of equal value.

We see all learners, their parents and carers, and school team members as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Axiom 2: We recognise and respect difference.

Treating people equally (Axiom 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made (see also Access Policy / Plan)
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and proactively addressed
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Axiom 3: We foster positive attitudes and relationships, and a shared sense of cohesion.

Our approach, procedures and activities will promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Axiom 4: We observe good equalities practice in staff recruitment, retention and development.

We will always ensure that policies and procedures can benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Axiom 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Axiom 6: We will consult and involve widely.

We will engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We will consult in ways which take into account:

- disabled people as well as non-disabled
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Axiom 7: Society as a whole should benefit.

Our policies and activities will benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- all people regardless of sexual orientation

Axiom 8: We will base our practices on sound evidence.

We will maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender
- age
- sexual orientation

Axiom 9: Objectives and reporting.

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved, in relation to:

- disability
- ethnicity, religion and culture
- gender
- age
- sexual orientation

We will set out within the framework of the overall school improvement plan and processes the specific equality objectives we shall pursue. The objectives which we identify will take into account national and local priorities and issues, as appropriate. Our equality objectives will be kept under review and we will report annually on progress towards achieving them.

Curriculum

BFPS governors and SLT will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the axioms set out above.

Ethos and Organisation

We will ensure that the axioms listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being

- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Prejudice and Bullying

BFPS is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

Recruitment

We recognise our duties under safeguarding legislation and aim to comply with both the Health Standards (England) Regulations 2003 and Section 60 of the Equality Act 2010. We also note and will use guidance on Safer Recruitment (2007). Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases vacancies will be advertised externally unless there are cogent reasons why this should not occur, for example in situations of potential redundancy.

Governors will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment. All decisions relating to appointments or promotions will be conducted in accordance with the requirements of the Equality Act 2010. See 'Safer Recruitment Policy'.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with statutory requirements, and that this policy and its related procedures and action plans are implemented. At all times a nominated member of the governing body will have a watching brief regarding the implementation of this policy. The Principal is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Principal may delegate day-to-day responsibility to a member of the SLT.

Staff will be expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur

- plan and deliver lessons and sequences of lessons reflecting the above axioms
- support pupils in their class for whom English is an additional language (see EAL Policy)
- keep up-to-date with equalities legislation relevant to their work

Information and Resources

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious Observance

We will respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

All staff, including support and administrative staff, will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. The principles outlined in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with operational priorities, based on the school development plan and CPD budget.

Breaches of the Policy

Any breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal and governing body.

Impact Monitoring and Evaluation

Quantitative and qualitative data will be collected relating to the implementation of this policy, and Governors may make adjustments as appropriate in the light of such review. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; gender; age; and sexual orientation.

Review

This policy will be reviewed annually by the Governing Body which will regularly monitor the effectiveness of this policy by the following methods:

- The existing workforce will be asked to complete a monitoring form so that data is available on the composition of the staff group
- All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of this policy
- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of a post,

responses to this question and appropriate actions taken by BFPS to accommodate people with disabilities will also be monitored as part of this process

- Information arising from this data collection process will be published on an annual basis and will be available to all staff and governors
- Staff and governors will be invited to give feedback from time to time, and to make suggestions for improvements
- The incidence of complaints under the above procedures and any other aspect of this policy will also be monitored, and figures published on a regular basis
- The Governing Body will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	28	28		100%	28	24		86%
Year 1								
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								

We are continuing to collect demand data from emails and website contacts.

Section E: Evidence of demand – part 2

BFPS Proposers have engaged with the community by arranging and carrying out visits to local early years settings and childcare provision, together with handing out leaflets and answering questions by means of a presence in the local community in areas of high footfall.

The Bray Free Primary School proposal includes a fully inclusive admissions policy and a corresponding approach to education. Our activities brought us into direct contact with people of all backgrounds and all were interested in the plans we have for BFPS. To date we have not received a single negative comment. The table below details the number of children from each postcode whose parents have signed our Parental Support Survey to say that Bray Primary Free School will be their first choice of school for their child.

Home Postcode of Child	Number of Children turning 5 years in the academic year 2014/2015	Number of Children turning 5 years in the academic year 2015/2016
SL6	18	22
SL7	5	1
SL8	4	0
RG10	1	0
RG42	0	1
Total	28	24

The map below shows this demand in relation to postcodes including that of the BFPS site (SL6) which indicated in a blue rectangle.



As can be seen, the school is fully subscribed for 2014 with additional parental first choice commitments arriving via the school website, and demand is centred on the two postcodes most relevant and closest to the school site, SL6 and SL7. The Evidence of Demand form we used showing questions, and data obtained as shown against postcodes, were given above.

This proforma shows the questions asked as column headings, including the question posed as a statement of confirmation in the fourth column: “I would select BFPS as first choice for my child(ren)” after respondents were given specific information about our vision for the new school, BFPS flyer details are given below.

BFPS Survey Form

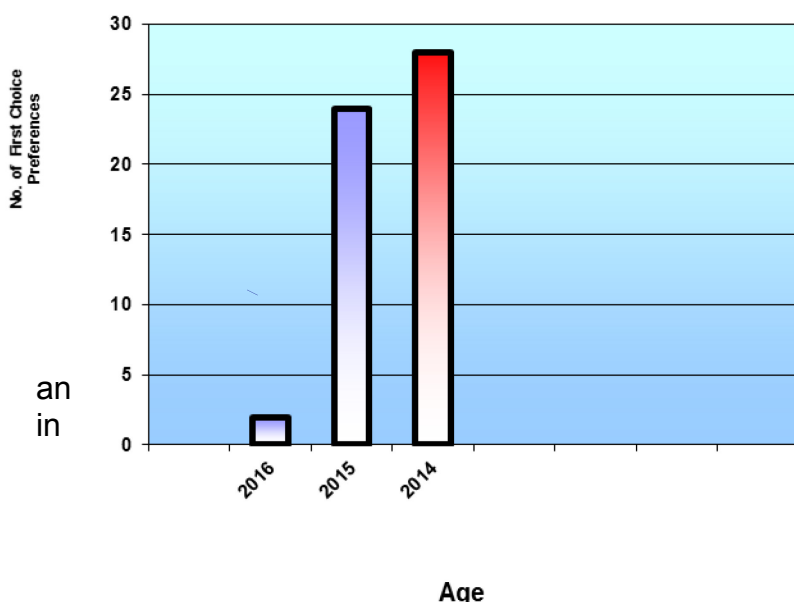
Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Postcode	Child's date of birth	I would select Bray Free Primary School as first choice for my child(ren) <i>Please sign</i>	Email address

Prospective parents and carers were asked to indicate clearly their intention to make IFPS the first choice for their child (ren) as above, after being given information about our vision for the school and plans for the curriculum (see Flyer Image below).

As can be seen, the school is fully subscribed for 2014 with additional parental first choice commitments arriving via the school website, and demand is centred on the two postcodes most relevant and closest to the school site, SL6 and SL7. The Evidence of Demand form we used showing questions, and data obtained referenced against postcodes, were given above. All prospective parents that have engaged with the project have been supportive, as has the LA, we have not received any negative feedback at the time of submission. Comments received from the website include: "██████████"; "██████████"; "██████████".

BFPS First Choices Age Profile



Commentary

Bray Free Primary school will be very attractive to families in the area as it offers additional Reception places within a curriculum model designed for a diverse all-ability intake, including emphasis on narrowing the gaps pupil achievement through unrelenting ambition delivered via

a broad and balanced curriculum emphasising core learning (literacy, numeracy and ICT), a focus on pupil well-being, and a combination of learning support and learning technology that will enable all pupils to achieve to the maximum of their abilities. Demand has arrived from parents of children of various ages including but going beyond the admissions ages for 2014 and 2015. Furthermore, in terms of access, the site is well served by public transport links and access in general is very good, supporting pupils whose parents lack private transport (see Section H).

Proposers engaged with the community in this area not only to measure demand but to provide information and listen to what people had to say, including in response to details they received about the vision and ethos of the school. Responses were uniformly positive. Contact was also made with active online communities in Windsor and Maidenhead, and as a result information has been sent via local blogs and discussion forums detailing our aims for BFPS.

A dedicated website has been established at www.brayfreeprimary.co.uk both to elicit support and to provide information to the local community. Interested parents and community members were able to respond online and again the responses received have been uniformly positive. Several asked questions regarding the school in terms for example of admissions and we have been able to answer these queries promptly. On average the website is generating 5 enquiries per day including offers of voluntary support and we confidently expect that demand will continue to grow.

We are already fully subscribed for 2014 in terms of first choice commitments and will be focusing future marketing on the 2015 cohort which we also confidently expect to build to capacity and beyond. A series of further activities are planned post-submission of this application, to ensure that the high level of interest and commitment is maintained and extended. This engagement will take place both online and within the local community.

Collaboration and Community Use

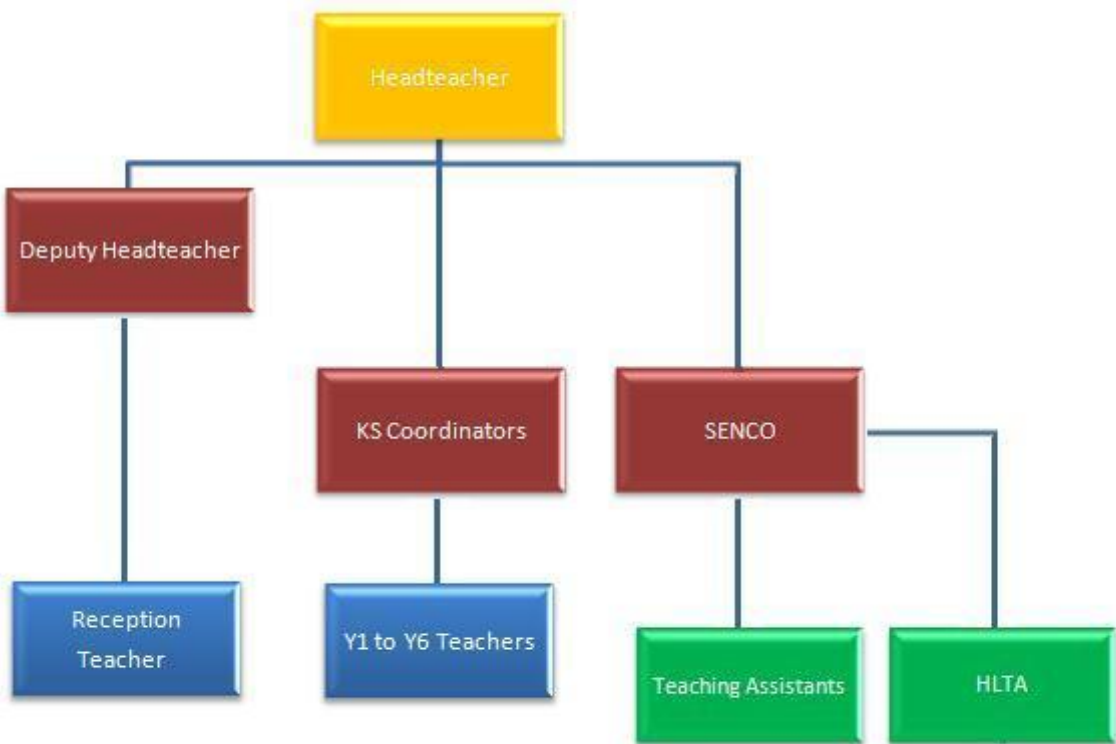
We intend that BFPS will be a learning hub within the local community as a confident outward-facing member of the local family of schools. Our intention is to explore active collaboration with other local primary schools as well as secondary phase liaison to smooth the transition to the next stage of education for our pupils, this will be inclusive and include primary and secondary schools in the area such as Oldfield Primary School (LA) and Holyport Free School (Secondary) which is scheduled to open in 2014. We have engaged with businesses including an approach to the local Barclays Bank team in view of their expressed corporate intention to support Free Schools. Facilities at the school will be available for community use, and as such we have included site management with oversight of premises related activities. When the school is established we anticipate receiving visitors to what will be a site of 4-11 curriculum excellence with a national reputation for high standards including creation of bespoke learning resources.

Section F: Capacity and capability

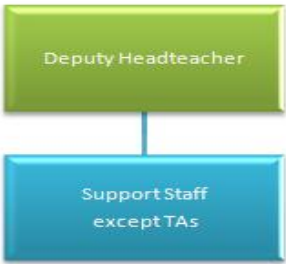
The structures, lines of accountability and methods of escalation between the company Members, the school's Directors (who also act as Governors and Trustees) and the Headteacher are set out below.

Organisational Diagrams

The following organisational diagrams express working relationships and lines of accountability within BFPS in pictorial form.



As shown in the next diagram, all support staff except TAs report to the Deputy Headteacher.

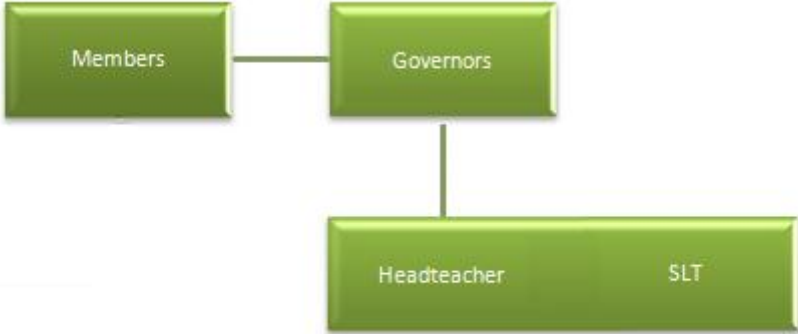


In addition to the teaching and learning rationale which is explained below, this arrangement will also facilitate performance management in terms of the relatively

balanced numbers likely to be involved as reviewers and reviewees, given that the HLTA will assist the SENCO in this regard.

Relationship between Functions

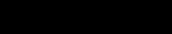
The diagram below sets out these relationships (Trust Members/Governors/SLT).



Role of Company Members

BFPS Proposers understand that Members of the company have rights and powers under company law to change the constitution, remove Directors, receive the annual accounts of the company, also to attend and vote at company meetings. The Directors of the company, as the Governors or Trustees, are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company Directors, they also have duties under charity law as charity Trustees. While the roles of company Members and company Directors are distinct, they may be occupied by the same people.

List of Company Members - Section I forms provided:



Role of the Governing Body

The Governing Body is legally attached to the Trust which is responsible for maintaining the vision and ethos of the school and holding the Headteacher accountable for the school's success. Before the school opens, the Governing Body Designate's primary roles will be to ensure that the implementation / pre-opening phase is completed satisfactorily so that the school can open on time.

A key function will be to appoint the Headteacher Designate, another will be to ratify key policy documents and other school literature such as the Prospectus. When BFPS is open, the Governing Body will be responsible for the strategic direction of the school including managing the performance of the Headteacher. They will act as critical friends, holding the school to account.

When the school is operational, the Governors will be responsible for its strategic direction, monitoring of performance, and review of policies. The governing body has a range of other duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Its responsibilities include but are not limited to:

- agreeing targets for pupil achievement with the Headteacher
- managing the school's finances including approving the first formal budget plan of the financial year
- making sure the curriculum is balanced and broadly based
- appointing staff
- carrying out performance review of the Headteacher
- reviewing staff performance and pay
- appointing or removing a Chair and Vice Chair
- deciding which functions of the Governing Body will be delegated
- establishing and reviewing committees in accordance with their powers to delegate
- receiving reports from any individual or committee to whom a decision has been delegated
- holding at least three meetings per year
- pupil and staff discipline

Governing Body Appointments and Structure

The Bray Free Primary School Governing Body will be established by recruiting an appropriate mix of experience, expertise, skills and personal attributes to complement Proposer representation and ensure efficient and effective governance. We already have a strong blend of experience and expertise available in keeping with the requirement for proposers to be in a position to open and run a new Free School. Therefore BFPS already has access to a group of suitable persons to take up Governor roles, and biographies for these are included in this application.

In addition, when the school has a cadre of teachers and is open teaching pupils, there will be elected teacher and parent governors together with local business representation. Given the policy of Barclays Bank with regard to Free Schools, an approach has already been made.

The Governing Body will include the Trust Directors and Headteacher ex officio together with appropriate representation from the staff, parents and wider community groups as stipulated by academy governance requirements and when the school is in a position to consider this by means of a staff complement.

Structures in terms of sub-committees and adopted ways of working will facilitate decision making by this group of committed individuals. A Clerk to the Governing Body will be appointed to ensure smooth running of Governing Body functions, and we will make full use of ongoing Governor training to ensure Governors remain equipped to fulfil their functions, using Ofsted criteria for self-review of governance to identify training needs.

BFPS Governing Body and GB Designate Structure

Chair of Governor

Vice Chair

Policy Committees	Implementation Committees
<p>Curriculum Committee</p> <p>Finance Committee</p> <p>Chair: A person independent of Proposers</p>	<p>Discipline Committee</p> <p>Health and Safety Committee</p> <p>Safeguarding Committee</p> <p>Human Resources Committee</p> <p>Premises Committee</p> <p>Complaints Committee</p> <p>Admissions Committee</p>

Role of the Headteacher Designate

When the school is open the Headteacher Designate will be responsible for the overall direction of the school and accountable for school performance to the Governing Body. The Headteacher will be a Governor of the school by virtue of their role.

Escalation

Matters within the responsibility of the Headteacher that can involve the Governing Body via escalation are complaints and appeals including over admissions and exclusions, also appointments particularly SLT together with HR issues relating for example to potential redundancy, grievance and discipline.

Where the developmental direction of the school is concerned, the Headteacher and Governing Body will wish to consider input from Company Members from time to time and receive relevant information arising from meetings of Trustees. When appointing or removing a Governor, guidance from Members would be sought on each occasion.

The Headteacher will be responsible for the day-to-day operation of the new school. Where any unresolved matters cannot be settled between an employee and their line manager or Headteacher, the formal processes established by Governors will apply; in terms of grievance for example the process will operate in accordance with the 2009 ACAS Code of Practice on Disciplinary and Grievance Procedures.

Conflicts of Interest and Independent Challenge

Members, Governors and SLT will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy to be produced and ratified jointly by Company Members, Governors and SLT. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

BFPS operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We should point out that there are no familial relationships in the proposer group.

Appropriate and Sufficient Education Expertise to Deliver the BFPS Vision

Our proposer team consists of local education and school leadership expertise (Bellevue Education) combined with school operational finance and back office functions and education and project management experience which has already successfully supported three of the first tranche of Free Schools to open in September 2011 (Place Group) including all education deliverables, together with 2 Free Schools in pre-opening for 2013. Our group includes a [REDACTED], [REDACTED], [REDACTED].

A member of our team was involved in setting up a new school and has direct experience of the process as a school leader. We are confident that we have the total resources, including people with relevant skills, to set up and operate a new Free School, without the need to identify any additional expertise as none is missing. For full details of the qualifications, experience and expertise of our team please see below under 'Biographies'. Individuals, their availability and areas of expertise are summarised in the table below, detailed information is in the biographies section.

Education Credentials

The proposer group includes, as specified below:

- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])

These members of our proposer group have experience and expertise covering all aspects of school operations in terms of the education brief, from developing and implementing vision and ethos statements and curriculum analysis / delivery to excellence in teaching and learning, development planning, school self-evaluation and school improvement, Ofsted inspection, staffing, pupil organisation and pastoral care, safeguarding, education ICT, school budget setting and monitoring, capital projects including extensive education input to the BSF, Academies and Free Schools programmes, school buildings including construction of schedules of accommodation and education design briefs, stakeholder management, and governance.

[REDACTED] bring a wealth of experience and expertise as [REDACTED], and together with [REDACTED] represent the combination of inputs needed to allow BFPS to benefit from the best that the state and independent sectors have to offer, in keeping with our vision.

Supporting information can be found in the biographies and the summary table of capability and capacity which follow. This table contains availability data which is mindful of work being undertaken by Proposers on other projects and represents guaranteed capacity to ensure BFPS opens on time with high fidelity to the vision set out above.

Capability and Capacity Summary Table

Category	Names	Capacity
Education	[REDACTED]	1 day per fortnight 1 day per fortnight 1 day per fortnight 1 day per week 1 day per fortnight
School Leadership	[REDACTED]	1 day per fortnight 1 day per week
School Improvement	[REDACTED]	1 day per fortnight 1 day per fortnight 1 day per fortnight

School Operations	██████████	1 day per fortnight 1 day per fortnight
School Inspection	██████████	Prep for Ofsted visit Prep for Ofsted visit
School Finance/Audit	██████████	1 day per fortnight 1 day per week
Governance	██████████	1 day per fortnight 1 day per fortnight 1 day per week
Project Management	██████████	2 days per week 1 day per week 1 day per week 1 day per week
Education ICT	██████████	1 day per fortnight
Marketing & Community	██████████	1 day per week 1 day per week
Facilities Management & Capital Projects (alongside EFA)	██████████	1 day per fortnight 1 day per fortnight 1 day per fortnight
Legal (+ Legal Advisers t.b.a.)	██████████	1 day per fortnight

As can be seen from the above table, we have multiple team membership against the key areas to ensure that somebody is always available as required to contribute to the project in their area(s) of expertise in pre-opening. Governance and support post-opening (consultant leadership) are also at the levels needed to meet statutory requirements and run a successful school.

Beyond the normal appointment in due course of qualified and experienced legal advisers to the project as mentioned above, we do not require additional individuals as all areas of expertise are adequately covered.

Education Project Management

The proposer group includes, as included in the table above and specified in the biographies below (these are illustrations from the Proposer group):

- ██████████ (██████████)
- ██████████ (██████████) (██████████)

- [REDACTED]
- [REDACTED]
- [REDACTED] ([REDACTED])

Appropriate and Sufficient Financial Expertise to manage the School Budget

Bray Free Primary School proposers include personnel with the necessary level of financial expertise required to manage the school budget. Specific expertise rests with the following individuals as shown in the above table:

Both Place Group and Bellevue employ highly experienced school financial management professionals who have taken key roles in the planning, pre-opening and post-opening operations of several free schools and academies.

[REDACTED]

[REDACTED]

[REDACTED]

This experience and expertise is sufficient to manage the school budget for Bray Free Primary School.

Proposer Biographies

The following biographies set out and establish Proposer group capability to open and run BFPS, capacity is also sufficient as set out in the above summary table of capability and capacity above.

[REDACTED]

Capacity & Capability to Manage Opening & Operation of the School - Summary

The Bray Free Primary School Proposer group has more than sufficient capacity and capability to manage opening and governance of the school as demonstrated above. The group includes individuals who have been responsible for the project management and education deliverables of three Free Schools which opened successfully in 2011. In addition, there is direct school leadership experience of opening a state-funded independent school, consultant leadership, expertise in school effectiveness and efficiency, and input from the Bellevue Group of successful independent schools.

Recruitment Planning - Appointment of Headteacher Designate

Appointment will be by open competition. We will advertise nationally for the Headteacher Designate role, using online and paper published media to attract an outstanding leader for BFPS, reflecting the levels of experience and expertise needed to successfully open and then develop a Primary academy category Free School under the high expectations of the proposers and the national level of interest in Free Schools.

We expect that the Headteacher will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of guidance from DfE which states that NPQH is not mandatory for Free School leaders, and we do not wish to rule out the appointment of an outstanding Headteacher from the independent sector.

The selection process will be mindful of the resignation deadlines for serving Headteachers, and will use best practice approaches and go beyond the traditional interview and presentation in order to gain evidence on a wider range of relevant attributes. We intend to use the following menu of selection instruments following advertising nationally online (ETeach) and in hard copy:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

The Proposer group includes expertise both qualified and experienced in the use of, and interpretation of outcomes from, psychometric tests including use during the appointment of Headteachers and Principals of existing Free Schools and UTCs that opened in September 2011 and 2012.

Headteacher Job Description

Bray Free Primary School: Headteacher
Accountable to: Governors

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for Bray Free Primary School
- Ensure that learning is at the heart of everything the school does
- Develop a culture that promotes inspired teaching and outstanding learning
- Develop school policies and practices that promote effective learning in a safe and secure environment
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in the learning experiences and outcomes of pupils
- Continuously monitor, evaluate and review every aspect of school life
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with Governors

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school
- Set the tone of the school in keeping with its character as an all-ability free school
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with racial harassment
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for all children
- Ensure that resourcing and staffing are dedicated to achieve the highest standards for all pupils
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the LEA, the local community and Ofsted
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain their own motivation and that of other staff

Managing and developing staff and other adults:

- Line manage the Deputy Headteacher, Key Stage Coordinators and SENCO
- Implement and sustain effective performance management systems
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example

Managing resources:

- Work with governors and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control

- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money

The Headteacher will also be required to carry out such duties from time to time in keeping with the role of Headteacher as may reasonably be required by Governors. This job description will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

Headteacher Person Specification

Bray Free Primary School: Headteacher Designate Person Specification

Accountable to: Governors

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> • Honours degree from a recognised university 	<ul style="list-style-type: none"> • Qualified teacher status • NPQH Masters or equivalent in relevant discipline

2. Experience	<ul style="list-style-type: none"> • Experience of Senior Leadership in a 4-11 school as a Deputy Headteacher or equivalent • Successful experience of leading one or more subject areas or equivalent • Substantial, successful teaching experience with evidence of high quality teaching ability 	<ul style="list-style-type: none"> • Teaching experience in Foundation Stage, or KS1 or KS2 • Experience of teaching in more than one 4-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning 	<ul style="list-style-type: none"> • Experience of working with other schools/organisations /agencies • Experience of leading/ co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
4. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the Free School movement • Evidence of having successfully translated vision into reality (whole-school) • Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school • Evidence of successful strategies for implementing 	<ul style="list-style-type: none"> • Experience as an executive leader across institutions • Experience of managing capital projects

	<p>whole-school plans</p> <ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting safeguarding of pupils 	
5. Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of and intervention in teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Experience of e-learning including as a user of blended learning provision or scripting e-learning resources • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development
6. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil their responsibilities
	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities 	<ul style="list-style-type: none"> • Successful involvement in staff recruitment, appointment/induction, understanding the

		context of a Free School
	<ul style="list-style-type: none"> • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Understanding of how financial and resource management enable a school to achieve its educational priorities
7. Accountability	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to a range of audiences • Ability to provide clear information and advice to staff and governors • Secure understanding of effective performance management • Secure understanding of effective performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to governors
8. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the vision and ethos of BFPS • Commitment to their own personal development and that of pupils • High expectations of pupils' learning and achievement, academic and non-academic 	<ul style="list-style-type: none"> • Ability to manage public relations

<p>9. Skills, Qualities & Abilities</p>	<ul style="list-style-type: none"> • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
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Category	Essential	Desirable
<p>10. References</p>	<ul style="list-style-type: none"> • Positive recommendation in professional references • CRB(E) clearance 	

Recruitment: Appointment of Deputy Headteacher Designate

Appointment will be by open competition. The process we undertake for appointing the Deputy Headteacher will also need to be mindful of resignation deadlines, and we will expedite recruitment of this key position. Our approach will be broadly similar to that for the Headteacher Designate; given that the Deputy Headteacher may find themselves deputising for the Headteacher in their absence at any time, they will require comparable leadership skills although their current level of school leadership experience may be somewhat less, in keeping with the stage of their career development.

As such we will advertise nationally online (ETeach) and in printed media to obtain as large a pool of high quality applicants as possible. The process we undertake will follow the same pattern as that given above for the Headteacher Designate and use the same selection instruments and process. We will be mindful of resignation deadlines for serving Deputies. Following response handling/shortlisting, the same processes as used for selecting the Headteacher (Designate) will apply.

Deputy Headteacher Job Description

Post: Deputy Headteacher

Main Purpose

Reporting, planning and setting expectations: the post holder is responsible to the Headteacher and through them to the school's Governing Body for his/her duties and responsibilities.

The post holder will work on a professional level with SLT, MLT, teachers and support team colleagues, also pupils and parents, seeking always to establish and maintain productive relationships with them in order to promote the vision and ethos of the school with the aim of improving the quality of teaching and learning and pupils' achievement.

In addition to carrying out the professional duties of a class teacher across the age range of the school, the Deputy Headteacher will work with and support the Headteacher in leading and managing an effective Primary free school within its local context, including managing the pastoral care framework of the school, and responsibility for the line management of Reception Teacher and Support Staff.

The Deputy Headteacher will assume the responsibilities of the Headteacher by deputising for them at any time when they are absent from the school.

Professional Duties

The key tasks below may be amended from time to time, bearing in mind the needs of the school and the Deputy Headteacher. The Deputy Headteacher's line manager is the Headteacher.

Key elements of the role include but will not be limited to the following.

- To support, and contribute strongly to, the school's commitment to excellence in:
 - education and achievement of all pupils
 - professional experience, development and performance for all staff
- To offer a model of effective teaching
- To offer a model of continuing commitment to one's own professional development
- To support, and contribute to the development of the ethos of the school, and to take assemblies
- To support, and contribute strongly to, the school's commitment to, and provision of, equality of opportunity for all pupils and staff

- To support, and deputise for, the Headteacher in their absence
- To undertake leadership in curriculum areas and/or aspects of school life, as agreed with the Headteacher
- To be responsible for the compilation and review of the School Development Plan
- To be responsible for the compilation, review and development of school documentation, including policy documents and the Staff Handbook
- To contribute to the day-to day running of the school including arrangements for routine duties, and for organising sickness supply cover
- To co-ordinate and contribute to the school's enrichment programme
- With the Headteacher, develop and manage the purposeful tracking of pupils' progress, and the monitoring of standards of attainment
- With the Headteacher, co-ordinate and organise the curriculum
- With the Headteacher, monitor quality of teaching and learning, and support continuing improvement and development
- With the Headteacher, develop and support whole-school systems in connection with behaviour and discipline, including rewards and sanctions
- With the Headteacher, manage and develop the school's use of all available resources: human, financial and premises
- To be involved in staff recruitment
- With the Headteacher, pursue and secure partnerships which are helpful to the school, e.g. with the LEA, local businesses, other schools
- To lead an aspect or aspects of School Self Evaluation, as agreed with the Headteacher
- To attend full Governing Body meetings by agreement as required

The Deputy Headteacher will also be required to carry out such duties from time to time in keeping with the role of Deputy Headteacher as may reasonably be required by the Headteacher on behalf of Governors. This job description will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

Deputy Headteacher Person Specification

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> • Honours degree from a recognised university 	<ul style="list-style-type: none"> • Qualified teacher status • NPQH • Masters or equivalent in relevant discipline
2. Experience	<ul style="list-style-type: none"> • Successful experience of leading teachers in a 4-11 school • Experience of whole-school responsibility • Substantial, successful teaching experience with evidence of high quality teaching 	<ul style="list-style-type: none"> • Experience of Senior Leadership in a 4-11 school either as a Deputy or Assistant Headteacher or a Curriculum and/or Key Stage Co-ordinator • Teaching experience in Foundation Stage, or KS1 or KS2 • Experience of teaching in more than one 4-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	<ul style="list-style-type: none"> • Evidence of continuing professional development including one or more of school leadership, curriculum management, and teaching 	<ul style="list-style-type: none"> • Experience of leading/ co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

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Category	Essential	Desirable
4. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the Free School movement • Ability to inspire and motivate staff and pupils to achieve the aims of the school • Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils 	<ul style="list-style-type: none"> • Experience as an executive leader across institutions • Experience of managing capital projects
5. Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils 4-11 • A secure understanding of assessment strategies and the use of assessment to inform the next stages of 	<ul style="list-style-type: none"> • Experience of e-learning including as a user of blended learning provision or scripting e-learning resources

	<p>learning</p> <ul style="list-style-type: none"> • Experience of effective monitoring and evaluation of teaching and learning 	
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Category	Essential	Desirable
5. Teaching and Learning	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development
6. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School • Understanding of how financial and resource management enable a school to achieve its educational priorities
7. Accountability	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to staff 	<ul style="list-style-type: none"> • Experience of presenting reports to governors

	<ul style="list-style-type: none"> • Experience of whole-school self-evaluation and improvement strategies • Ability to provide clear information / advice to staff 	<ul style="list-style-type: none"> • Leading sessions to inform parents
<p>8. Skills, Qualities & Abilities</p>	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the vision and ethos of BFPS • Commitment to their own personal development and that of pupils • High expectations of pupils' learning and achievement, academic and non-academic 	

<p>9. Skills, Qualities & Abilities</p>	<ul style="list-style-type: none"> • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships in school • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
<p>10. References</p>	<ul style="list-style-type: none"> • Positive recommendation in professional references • CRB(E) clearance • List 99 clearance 	

Details for the Deputy Headteacher are specifically and purposely drawn from those for the Headteacher in view of the requirement for the Deputy to be able to stand in for the Headteacher in their absence with no loss of quality to the leadership function.

Timeline of SLT Appointments

In keeping with DfE guidance we will expedite recruitment to be able to appoint a Headteacher Designate up to two terms in advance of the school's opening date. Several members of the proposer group have already supported Headteacher Designate / Principal Designate and Deputy Headteacher / Vice Principal appointments in Free Schools and we are aware of resignation deadlines. In terms of the Deputy Headteacher appointment, to appoint a Deputy to start one term before the school opens would require a resignation by the end of February 2014.

Role of Headteacher Designate

We want the Headteacher Designate to be appointed at the earliest opportunity in keeping with DfE operational procedure for Free Schools and in terms of appointment timelines bearing in mind resignation deadlines for serving school leaders. The role of the Headteacher Designate will be to become quickly engaged with the project, working with proposers on developing and implementing the vision, also further appointments particularly the Deputy Headteacher, and assisting with the implementation / pre-opening

phase regarding education deliverables.

The Headteacher Designate will also have a role in terms of communications with prospective parents and in establishing links within the community. They will also contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

When the school is open they will be responsible for the overall direction of the school and accountable for school performance as outlined above.

Role of the Deputy Headteacher

As soon as the appointment of a Deputy Headteacher is made, we will seek agreement with their current school for the usual accommodation of time to visit a future employer, and in addition to further work on induction, which as with the Headteacher post, begins immediately after acceptance of our job offer, we will seek to utilise their experience and expertise in terms of their role as line manager to the second Reception teacher in the context of preparation of scheme of work and teaching materials. They will also oversee the pastoral care framework and assist the Headteacher Designate as far as possible and begin to forge the effective working relationship needed for a high performing senior leadership team.

When the school is open they will be responsible to the Headteacher for the strategic leadership of the school particularly in terms of the pastoral care of pupils, their teaching duties, line management of the Reception teacher(s) and line management of support staff. They will also carry out further duties in keeping with their job description.

Role of the SENCO

The qualified SENCO we appoint by open competition will also, we expect, be able to avail themselves of the customary leeway from a current employer in order to prepare for a future post, and in particular they will work during the planned induction days prior to the school opening to prepare to receive pupils in the first two Reception classes (we will focus INSET days at this time as a strategic means of securing readiness to open).

The SENCO, in an entirely support role, will set up and manage BFPS learning support. Any information available on pupils will be put to use in terms of planning to meet their learning needs. Preparatory work will also include guidance for other teachers and teaching assistants on the latest best practice guidance and any further developments relating to the SEN Green Paper. They will be expected to be mindful of the diverse nature and backgrounds of our intake for example in terms of EAL pupils, not least as a result of our recruitment literature and their experience within the selection process, and will be supported in this by SLT.

When the school is open the SENCO will, as an overview of the role:

- Ensure that statutory and related requirements (SEN Code, Equality Act) are met

- Arrange for testing as required for identified pupils including diagnosis of specific learning difficulties and will liaise with external agencies as required
- Work with pupils in order to meet their special educational needs
- Line manage and support the team of Teaching Assistants
- Work with class teachers and TAs to develop individualised strategies for pupils
- Meet with parents as required and consult with them and inform them
- Inform SLT on relevant issues relating to the SENCO role and SLT duties
- Maintain their own professional development

Appointment of the Reception Teacher

As with the job descriptions and person specifications for Headteacher and Deputy, we currently hold similar documentation for the Reception teacher and appointment will be by open competition. We aim to obtain the services of an outstanding teacher who will inspire their pupils and take them forward to high levels of achievement and personal development. We will employ a lesson observation exercise in the appointment process to enable the appointing panel to obtain a clear view of each applicant's understanding of what outstanding teaching looks like.

Role of the Reception Teacher

The role of the Reception teacher, other than the Deputy Headteacher, will be to plan and deliver outstanding teaching for pupils in their Reception class, securing rapid progress in learning towards our ambitious targets. They will also share a role with other school staff in terms of securing the safety and well-being of pupils, and will contribute alongside colleagues to enrichment activities in keeping with the interests and expertise of the successful applicant.

Roles of Support Staff and Services

While we are outsourcing some back-office functions (SBM, ICT managed service) to high quality service providers under the guidance of specialist experience and expertise in the Proposer group, benefiting financially and in terms of risk transfer, we will value our support staff and they will be treated as full school team members. The school business management function will be sourced, and then briefed in later years, mindful of BFPS as a school embodying excellence in 4-11 core learning including learning technology, and with an associated potential for income generation.

We will use CPD to upskill already competent teachers and support staff in areas such as e-learning so that they can produce high quality innovative learning resources using applications including Articulate Presenter and Flypaper. BFPS will require that this expertise is supported through the school business management service provider via income generation activities that we expect together with other activities will be above the average school income generation value of about £30,000 pa (National College data). It is intended that the service will move towards a cost neutral position over time and may ultimately involve assistance in the formation of a school company. However we will not rely in any way upon this strategy in terms of projected income, and it does not feature anywhere in our budget planning.

The HLTA and TAs will support the SENCO and class teachers in meeting the individual learning needs of our pupils. The site supervisors will advise on matters in keeping with their job title including health and safety and will, under the supervision of their line manager the Deputy Headteacher, monitor premises and site compliance issues and liaise with the community regarding site use.

The PA to the Headteacher will, initially, have a dual role in supporting wider school administration, as will the Learning Resources support. The growing team of lunchtime supervisors will help pupils to stay safe during the lunch break and help to support high expectations over pupil conduct. Learning resources and ICT support will be available.

Consultant Leadership

BFPS will benefit from support from Consultant School Leadership. [REDACTED], [REDACTED] will be particularly closely involved prior to the appointment of our Headteacher Designate and in recruitment to other BFPS SLT and MLT posts.

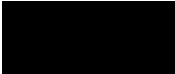
Remuneration

We will adhere to the standard Teachers Pay and Conditions document, and will pay support staff in keeping with local rates, both as a least offer in that we will bear in mind the location of the school and the nature of posts in our high expectation environment where all systems, procedures and schemes of work require development, and where the school will be under more than usual levels of scrutiny.

As such we will place salaries on the various scales accordingly in order to attract and appoint the best school leaders, middle leaders, teachers and support staff while retaining affordability and offering value for money through the quality of appointments and work from our team.

In addition, the Performance Management policy that will be formulated and ratified by Governors will cover progression along pay scales where relevant. Our policy will follow best practice and be in keeping with expectation for teaching and support staff.

Section G: Initial costs and financial viability



Section H: Premises

Site Options

In terms of options available in Bray, the [REDACTED] was a clear choice in view of the suitability of a former education-purposed building of suitable size. The location, in [REDACTED], Bray, Maidenhead, [REDACTED], is ideally suited to development as a 1-form entry Primary School. It is currently empty.

Bray is situated in the middle of the Borough between Maidenhead and Windsor. To the east it borders Park, Clewer North and Clewer South, to the west it borders Hurley and to the north it borders Cox Green and Oldfield, transport links are good and there are no adverse considerations as detailed below.

Steps Taken to Search for Suitable Sites

In support of local knowledge within the proposer group we contacted the LA and spoke with [REDACTED]

Details of the Preferred Site

The address is: [REDACTED], Bray, Maidenhead, [REDACTED]. The [REDACTED] to ensure the premises continue to be used for education. The site is 0.11 hectares in [REDACTED], on the border of Maidenhead and Bray. The school was formerly owned by [REDACTED]. At the time of purchase, Cllr Eileen Quick, cabinet member for children's services, said: "This is an exciting move for education in Windsor and Maidenhead. By taking this step the Royal Borough can make sure the property is preserved for educational use."

The local Council recognises the need to ensure there are enough spaces to meet the rising demand for Reception places in the area and has said in a statement that it would explore the possibility of using the site as a small free primary school to open in September 2014. As such, discussions between BFPS Proposers and the Council took place prior to the decision to submit this application. These discussions were positive and a decision to move forward with the application was taken. Plans for another Free School due to open nearby in 2014, Holyport Free School (situated 2 miles from the preferred site for BFPS) do not impact on this proposal as the age range is different, Holyport Free School being secondary phase provision. We will consult and collaborate with Holyport Free School together with other local primary and secondary schools as part of our plan to become an active member of the local family of schools.

Suitability of the Preferred Site

[REDACTED]. Access to the building is gained via [REDACTED]. The general condition of the external fabric of the building is good; the external brickwork is in a good state of repair in terms of our non-specialist review on a tour of the site. We would work with [REDACTED] in terms of arranging a site survey and examining implications including via a schedule of accommodation should this application be successful.

While too small for a 2-form entry school, the site and buildings are ideal in terms of our

proposal for a 1-form entry Free School. Use of the available space offers the type of flexibility we need in terms of our curriculum model with a focus on core learning including ICT, with provision for and development of an immersion learning facility.

Access

Public transport links and access are very good, supporting access for pupils whose parents lack private transport. The location is served by bus route 6 (Maidenhead - Bray - Fifield - Dedworth – Windsor) and shuttle service W1. It is not anticipated that there would be any problems creating safe access routes into the school with pupils and vehicles separated. Car parking would be available. Outdoor spaces afford the opportunities we need to develop safe ‘learning-through-play’ areas as detailed above in this application.

Prior to opening, Governors will as required formulate a Transport Plan for the school, encouraging and supporting sustainable choice of transport mode for those beyond walking or cycling distance of the school.

Capital Investment

Our plans for a smaller class size of 28 will help within DfE Building Bulletin guidelines and creative remodelling to produce a suitable solution for BFPS. We are unaware of any sources of funding to support capital works that may be needed other than DfE.

Map and Image

Please see below (Annex) for a map of the location and an image of the school building and part of the playground area.

Annexes



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