



Department
for Education

Free school application form 2013

Mainstream and 16 to 19
(updated November 2013)

BELLEVUE PLACE EDUCATION TRUST:

- 1. RICHMOND BRIDGE PRIMARY SCHOOL (06605)**
- 2. KILBURN FREE PRIMARY SCHOOL (06682)**
- 3. DALSTON FREE PRIMARY SCHOOL (06681)**

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<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 need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <p>9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</p> <p>9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

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

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 9th January 2014

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

Please tick to confirm that you have included
all the items in the checklist. <input data-bbox="1038 389 1082 432" type="checkbox"/>

Section C: Education vision

School 1 RBPS (Richmond) DfE Pre-application Registration Reference 06605

Introduction

Richmond Bridge Primary School (RBPS), a 2-form entry Primary school with a PAN of 60 and n.o.r. 420 when full, is scheduled to open in September 2015 in the St Margarets area of Richmond. RBPS will follow the model of existing Bellevue Place Education Trust provision and provide a welcoming, safe and stimulating learning environment for pupils aged 4-11 in the London Borough of Richmond, 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/computing which blend the best of state and independent education. We will raise pupils' and parents' sights and will help to raise standards further locally 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.

Vision and Ethos

In parallel with the vision under which Rutherford House School opened as a new free school in September this year, Richmond Bridge Primary School will provide an inclusive high quality 4-11 education with a focus on the core areas of literacy, numeracy and ICT/computing. It will combine the best aspects of education from the state and independent sectors in a high expectation environment.

The ethos of the new school will be fully inclusive with an emphasis on identifying underperformance in target groups and implementing support structures to improve their level of achievement. In order to identify potential and track 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 ambitious targets which will promote a culture of high expectation in the learning community. Early intervention strategies will be employed to ensure targets are met.

Our strategy for success will embody three key aspects: developing and sustaining outstanding teaching, provision which meets all pupils' needs via a focus on core learning, while securing the well-being, safety and confidence of pupils so they attend well and are happy safe and secure learners who increasingly understand including via PLTS what it takes to learn and succeed. Children will be well prepared for the next stage of education. Key elements of the vision, ethos and allied curriculum model are summarised as follows:

Smaller taught group sizes – RBPS will have class sizes of 30 but by appointing SENCO provision with no attached class and through use of HLTA support we will provide opportunities for teachers to work with smaller group sizes, in the region of 10 to 15 pupils.

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.

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. RBPS 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 in-school and in terms of community links as required by the Equality Act 2010. Our Anti-Bullying policy will include Cyberbullying guidance and e-safety will be a priority.

Broad, balanced curriculum – From the Reception Class to Year 6 in Key Stage 2, Richmond Bridge 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 achievement and personal development. 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. We will follow the current EYFS framework and use the National Curriculum as a platform ensuring breadth and balance while (for example) ICT/computing provision will go beyond NC requirements and will be innovative, supporting all learners including over time via an Immersion Learning facility. We will teach RE and PSHE, and an enrichment programme.

Meeting pupils’ needs – the SENCO, who will not be attached to a specific class, will ensure we meet the SEN Code of Practice requirements (we note the recently published revised indicative draft Code) 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 and including those with English as an additional language.

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 – RBPS 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.

A competitive environment, both in academic and sporting endeavours – The ethos of RBPS 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 and parents/carers will be kept informed of their child(ren)'s successes.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to engage with the school. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines where feasible. 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 website will be set up for parents and RBPS 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 will address relevant issues such as pupil lifestyle choices including exercise levels and will work mindful of the London teen pregnancy rate.

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

Flexible budget – our financial planning is robust and will allow the Headteacher Designate to exploit free school freedoms and appoint additional p/t specialist teachers as happening now at Rutherford House School.

Success and Appropriate Targets

Our aims are high: the indicators of success for RBPS 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 and personal development for our pupils. Our curriculum model and delivery, as currently operating at Rutherford House school and planned for Whitehall Park and Braywick Court schools (opening September 2014) will remain suited to the needs of a diverse all-ability intake and make full use of ICT/computing to support all learners' needs. Examples are given below and a summary of our high expectation indicative targets which are significantly above national expectation is located in Section D.

We aim to achieve the best pupil outcomes overall measured across EYFS, KS1 and KS2 in Richmond 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 their education and future lives.

Richmond 4-11 schools currently achieve an average of 90% L4 in English and mathematics at the end of KS2. Local variation covers performance between 70% and 80% (Nelson Primary and St Richard's C of E) and 100% (St Osmund's, St Elizabeth's and St Mary Magdalen's Catholic Primary schools, The Queen's C of E school and Russell Primary) at the expected level L4 in English and mathematics. Our initial target equals the best at 100% and we aim to be the highest achieving 4-11 school in the Borough within 3 years of starting end of KS2 national tests.

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 who are well-prepared for the next stage in their education. We will track attendance closely and track punctuality, responding as required to ensure high levels.

At the end of the first year, RBPS will be well above national expectation in terms of at least 75% of Reception pupils achieving 'Good Level of Development' in EYFSP in 2016 compared to 41% nationally at present (DfE: "Results of the Early Years Foundation Stage Profile Pilot" March 2013). We note from this DfE publication that gaps in terms of gender and free school meals (FSM) were wider in the new GLD than the old GLD and in keeping with a diverse all ability intake and our approach at Rutherford House School we will set gap-closing ambitious targets not only for boys / girls and FSM but also for example EAL, SEN, G&T, LAC and minority ethnic pupils.

In the first Y1 Phonics test sat by our pupils we expect 80% of pupils to achieve the expected standard of phonic decoding compared to 69% of pupils nationally as revealed in the Statistical First Release of the results of the most recent phonics screening test published in October 2013.

Indicative longer-term targets related to the National Curriculum include 100% of pupils achieving Level 4 in both English and mathematics (as above) in 2022, with 80% achieving Level 5 at the end of KS2, also 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 and at steady state we will also reduce and eliminate any remaining achievement gaps between BPET schools. See also Section D for a summary of targets.

Rationale

In Richmond there is a widespread shortage of Primary places with increasing levels of basic need forecast for the future

A 2-form entry Primary school will address local needs and the location identified as our preferred site will meet requirements for this provision

DfE emergency basic need funding for Richmond in 2009/10 was ██████████ and in 2011/12 it was ██████████ indicating the current and growing shortage of places (DfE data).

According to DfE pupil place projections, the 4-11 places needed are 14,859 (2013/14) 15,383 (2014/15) 15,871 (2015/16) and 16,212 (2015/17).

Year	2013/14	2014/15	2015/16	2016/17
Places	14,859	15,383	15,871	16,212
These projected numbers are likely to be an under-estimate, see below				

Demand for places in Reception (and, increasingly, Key Stage 1 as a whole) is growing across the Borough, due to a combination of factors including a 25.5% rise in the birth rate between 2000 and 2010, the economic downturn with reduced choices for the independent sector and an unexpectedly high pupil yield from many small-scale housing developments (information from the Head of School Place Commissioning for Kingston and Richmond)

While some other Boroughs may have experienced higher percentage increases in demand, the problems caused there have been absorbed by the much larger number of schools available as options for expansion, either permanent or temporary, whereas Richmond has just 37 Reception-intake schools which means that, having already expanded many of the schools with sites large enough for permanent expansion, the number of further feasible options is now limited and new Free Schools represent a welcome addition to the local family of schools (information from the Head of School Place Commissioning for Kingston and Richmond)

There are many good Primary schools in Richmond but not all schools achieve the results which give the Borough its high position in league tables.

Nelson Primary School was placed in Special Measures following an Ofsted inspection in March 2013, when inspectors recorded 'Inadequate' judgements against pupil achievement and the quality of teaching. Monitoring visits that took
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place in June and October chart some improvements, but the school is not making reasonable progress towards the removal of special measures.

St Richard's C of E school is currently rated 'Good' but sits at the bottom of the Richmond KS2 league tables and will be inspected imminently according to the school's website: <http://www.srsa.richmond.sch.uk/ofstedreport>

In league tables of Primary school performance, Richmond is well placed but the schools which top the Borough's L4+ KS2 rankings do not always perform well with their most able pupils, for example 4 of the 5 schools listed above which posted 100% L4+ in English and mathematics achieved less favourably in terms of high achieving pupils with 36% 50% 57% and 58% of pupils gaining L5+ in English and mathematics compared to 75%, 76% and 78% recorded by 3 other schools in the Borough.

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.

Our proposed school will operate with distinctive features including use of the acclaimed 'optimal instruction' method for teaching reading and together with other attributes means that RBPS will increase parental choice and diversity in the area.

Proposers have consulted LB Richmond upon Thames which welcomes our application and we have established good relations including with the Head of School Place Commissioning for Kingston and Richmond.

Our Proposer Group is ideally placed to plan for and open RBPS in 2015, as it combines London-based knowledge from our existing and proposed Free Schools (Wandsworth and Islington) with expertise from Bellevue Education with its chain of outstanding preparatory schools, also national level experience and expertise in setting up and running Free Schools and Academies covering education deliverables and project management with a focus on 4-11 schools and including a Section 37 EA 2011/Section 6A EIA 2006 sponsored Academy (Place Group).

BPET 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 taught group sizes, and learning experiences which benefit from outstanding teaching and innovative tailored ICT/computing provision which will include Augmented Reality applications and teacher-authored resources using e.g. Flypaper and Articulate

Presenter software. CPD will include work on ICT/computing skills. RBPS 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/computing to support learners from all backgrounds and of all abilities.

The RBPS proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (PAN 60) in an area with established and growing 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 an additional 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.

RBPS will use smaller taught group sizes to help meet each pupil's needs

RBPS will provide caring challenge as well as stability and understanding

RBPS will offer pupils high quality teaching and effective pastoral care

RBPS will build children's self-esteem and safeguard their well-being

RBPS will focus on core learning, encouraging pupils to be lifelong learners

RBPS will ensure pupils make sound progress, maximising achievement

RBPS will offer responsibility and rewards and demand high standards of all

RBPS will provide an environment which is stimulating, welcoming and safe

RBPS will listen to pupils' and parents' views, and show that we are listening

RBPS will build bridges with the community while increasing parental choice

RBPS will work in partnership with other schools, agencies and ITT/SCITT

RBPS will communicate effectively with parents and carers including online

RBPS will constantly evaluate and improve the education provision on offer

RBPS will benefit from sound Governance and consultant leadership input

RBPS will achieve and maintain Ofsted 'Outstanding' status

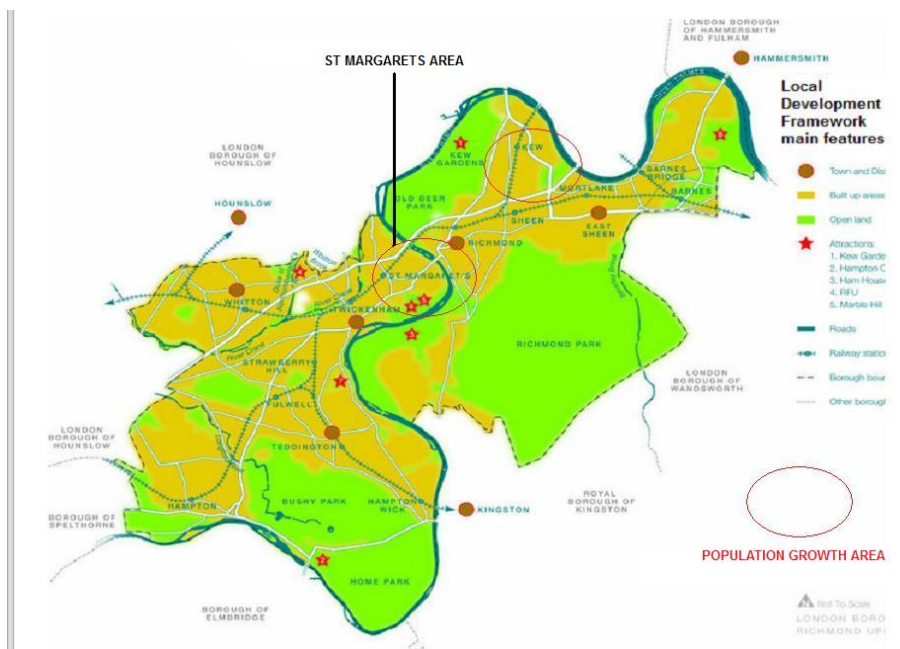
Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those with a working knowledge of the area with extensive experience and expertise in establishing new schools, running schools, and successfully supporting the opening of free schools at national level including in

particular new Primary provision in London. The broad and balanced RBPS curriculum will provide 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 taught group 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 and allowing the school to meet its ambitious targets.

Context

The 2011 national census puts the population of the Outer London Borough of Richmond upon Thames at 187,000 and while it's the third smallest in Outer London, several Wards demonstrated significant increases in population since the previous census, with two growing by more than 20% including the most rapid growth in St Margarets (23.7%) close to the preferred site for RBPS (London Borough of Richmond upon Thames Census Borough Profile, published April 2013)



The number of residents aged 0-14 was given as 34,900 (~20%) which confirms the perception of Richmond as an attractive place to live for families with children; within this age band, the largest increase was found for young children aged 0-4 which increased by 19.4%

The proportion of pupils with English as an additional language (EAL) varies across the Borough and on average is 20% (DfE data)

Primary pupils taking up FSM amount to 13.1% of the population (DfE data)

The majority of pupils attending Richmond schools are from white ethnic backgrounds (76%), with the largest minority ethnic groups being pupils from mixed backgrounds (9%) and pupils from Asian/Asian British backgrounds (7%); the diverse range of pupil backgrounds is evident from the fact that pupils speak over 140 languages other than English (Borough Profile)

While in general Richmond enjoys better health and prosperity than London overall, eleven small areas - referred to as Lower Super Output Areas and with nearly 18,000 (9%) of residents including some of the estimated 3,900 children living in poverty - have levels of deprivation that are above average for England (Index of Multiple Deprivation, 2010). Richmond is one of the worst 4 Boroughs for inequality (London's Poverty Profile).

The overall rate of child poverty is low, however some deprivation does still exist and problems of disadvantage, crime and the living environment are above the average, affecting the lives of Richmond children (State of the Borough report). Richmond upon Thames has the richest historic environment outside central London with 1,100 listed buildings. English Heritage, the National Trust and the Historic Royal Palaces all own property within the borough. The heritage attractions within the borough include Hampton Court Palace, Ham House, Strawberry Hill House, Garrick's Temple to Shakespeare, Kew Palace, the Palladian villa at Marble Hill, and Richmond Theatre. We will exploit this cultural richness for pupils' benefit.

Our curriculum offer and enrichment programme will stress the benefits of an informed and healthy lifestyle choice and via high standards of education which prepare pupils well for the next stage in their education while contributing to employment and community education in the area.

Location

Our preferred site is [REDACTED], [REDACTED], Twickenham [REDACTED]. This site has the size (BB99) and condition to support use as a 2-form entry Primary school. The site is well-served by local bus routes, including services H22, H37 and N22 providing good access for families lacking private transport while reducing potential congestion impact. See also Section H.

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 RBPS set out by Proposers.

- Smaller taught group sizes via use of a SENCO with no attached class, and HLTAs
- Welcoming, safe, secure and stimulating learning environment
- Emphasis on literacy, numeracy, innovative ICT/computing & 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
- Supportive and responsive EAL provision mindful of our intake profile
- Wide range of enrichment activities including sporting and cultural events
- State of the art ICT/computing to help the school to meet the needs of all learners
- Healthy food and healthy snacks to promote positive lifestyles, attendance and attention
- Online real-time information access to parents and carers
- Parent-friendly approach to school operations, already generating strong support
- Consultant leadership 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

BPET proposers are confident regarding capacity and capability, as detailed later in this application, to establish and maintain RBPS as highly successful 4-11 provision in keeping with the above blueprint for an outstanding new free school, with the backing of the LA.

School 2 KFPS (Brent) Pre-application Registration Reference 06682

Introduction

Kilburn Free Primary School (KFPS), a 2-form entry Primary school with a PAN of 60 and n.o.r. 420 when full, will open in September 2015. KFPS will follow the model of existing BPET provision and provide a welcoming, safe and stimulating learning environment for pupils aged 4-11 in the London Borough of Brent, 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/computing which blend the best of state and independent education. We will raise pupils' and parents' sights and in so doing will help to raise standards further locally 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.

Vision and Ethos

In parallel with the vision under which Rutherford House School opened as a new free school in September this year, which also applies to Whitehall Park and Braywick Court schools (currently in pre-opening), Kilburn Free Primary School will provide an inclusive high quality 4-11 education with a focus on the core areas of literacy, numeracy and ICT/computing. It will combine the best aspects of education from the state and independent sectors in a high expectation environment.

The ethos of the new school will be fully inclusive with an emphasis on identifying underperformance in target groups and implementing support structures to improve their level of achievement. In order to identify potential and track 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 ambitious targets which will promote a culture of high expectation in the learning community. Early intervention strategies will be employed to ensure targets are met.

Our strategy for success will embody three key aspects: developing and sustaining outstanding teaching, provision which meets all pupils' needs via a focus on core learning, while securing the well-being, safety and confidence of pupils so they attend well and are happy safe and secure learners who increasingly understand including via

PLTS what it takes to learn and succeed. Children will be well prepared for the next stage of education.

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

Smaller taught group sizes – KFPS will have class sizes of 30 but by appointing SENCO provision with no attached class and through use of HLTA support we will provide opportunities for teachers to work with smaller group sizes, in the region of 10 to 15 pupils.

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.

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. KFPS 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 in-school and through community links as required by the Equality Act 2010. Our Bullying Policy will include Cyberbullying guidance and e-safety will be a priority.

Broad, balanced curriculum – From the Reception Class to Year 6 in Key Stage 2, Kilburn 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 achievement and personal development. 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. We will follow the current EYFS framework and use the National Curriculum as a platform ensuring breadth and balance while (for example) ICT/computing provision will go beyond NC requirements and will be innovative, supporting all learners including via an Immersion Learning facility in due course. We will teach RE and PSHE, and offer a full enrichment programme.

Meeting pupils’ needs – the SENCO, who will not be attached to a specific class, will ensure we meet the SEN Code of Practice requirements (we note the recently published revised indicative draft Code) 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 and including those with English as an additional language.

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 – KFPS 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.

A competitive environment, both in academic and sporting endeavours –The ethos of KFPS 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 and parents/carers will be kept informed of their child(ren)'s successes.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to engage with the school. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines where feasible. 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 website will be set up for parents and KFPS 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 will address relevant issues such as pupil lifestyle choices including exercise levels and will work mindful of the London teen pregnancy rate.

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

Flexible budget – our financial planning is robust and will allow the Headteacher Designate to exploit free school freedoms and appoint additional p/t specialist teachers as happening now at Rutherford House School.

Success and Appropriate Targets

Our aims are high: the indicators of success for KFPS 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, as currently operating at Rutherford House school and planned for Whitehall Park and Braywick Court schools (opening September 2014) will remain suited to the needs of a diverse all-ability intake and make

full use of ICT/computing to support all learners' needs. A summary of our high expectation indicative targets is located in Section D.

We aim to achieve the best pupil outcomes overall measured across EYFS, KS1 and KS2 in Brent 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 their education and future lives.

Brent 4-11 schools currently achieve an average of 81% L4 in English and mathematics at the end of KS2. Local variation is wide and covers performance between 35% and 55% (Furness Primary, John Keble C of E, Mora Primary) and 100% (North West London Jewish Day School, St Joseph's RC Primary) at the expected level L4 in English and mathematics. Our initial target approaches the best at 95% and we aim to be the highest achieving 4-11 school in the Borough within 3 years of starting end of KS2 national tests.

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 who are well-prepared for the next stage in their education. We will track attendance closely and track punctuality, responding as required to ensure high levels.

At the end of the first year, KFPS will be well above national expectation in terms of at least 66% of Reception pupils achieving 'Good Level of Development' in EYFSP in 2016 compared to 41% nationally at present (DfE: "Results of the Early Years Foundation Stage Profile (EYFSP) Pilot" March 2013). We note from this DfE publication that gaps in terms of gender and free school meals (FSM) were wider in the new GLD than the old GLD and in keeping with a diverse all ability intake and our approach at Rutherford House School we will set gap-closing ambitious targets not only for boys / girls and FSM but also for EAL, SEN, G&T, LAC, minority ethnic pupils and other subgroups as relevant to the intake profile.

In the first Y1 Phonics test sat by our pupils we expect 75% of pupils to achieve the expected standard of phonic decoding compared to 69% of pupils nationally as revealed in the Statistical First Release of the results of the most recent phonics screening test published in October 2013.

Indicative longer-term targets related to the National Curriculum include 95% of pupils achieving Level 4 in both English and mathematics (as above) in 2022, with 75% achieving Level 5 at the end of KS2, also above national expectation and appropriate to the progress our pupils will make. See also Section D for a summary of targets.

We will also set high expectation gap narrowing targets for subgroups of pupils ahead of the first cohort to take end-of-KS2 tests and at steady state we will also reduce and eliminate any remaining achievement gaps between BPET schools.

Rationale

In Brent there is a widespread shortage of Primary places with increasing levels of basic need forecast for the future

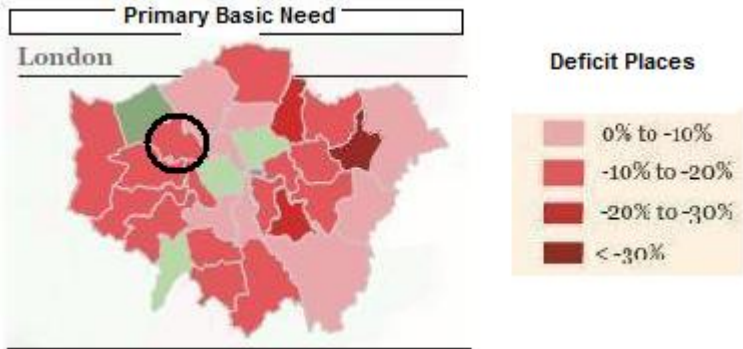
A 2-form entry Primary school will address local needs and the location identified as our preferred site will meet requirements for this provision

In 2009, basic need emergency funding to Brent totalled [REDACTED] while a further [REDACTED] was received in 2011, demonstrating the continuing demand for places (DfE data)

Brent pupil number projections (Primary) 2011-2017 are as follows according to DfE data:

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Places	23,640	25,828	27,080	27,948	28,554	29,072

Demand for places in Reception (and, increasingly, Key Stage 1 as a whole) is high across the Borough as well as in nearby Camden, the map below represents the position from 2014 (NSN/FT):



There are some very good Primary schools in Brent but not all schools achieve results in keeping with a near-average position in league tables.

Furness Primary was Inadequate in its previous inspection and continues to Require Improvement as detailed in the inspection report of June 2013, when

inspectors found that achievement and quality of teaching were below expected standards. Mora Primary school was also judged overall as '3' (Requires Improvement) in the inspection of January 2013. Kilburn Park school was also graded '3' in the inspection of February 2012 together with Christ Church C of E school also in Kilburn (October 2012) where the most recent monitoring visit Section 8 report states that "senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection, because the school's plans are not sharply focused on rapidly bringing about improvement".

Byron Court Primary was judged 'Outstanding' by Ofsted in a recent inspection and Newfield Primary is now 'Good' following sustained improvement.

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.

Our proposed school will operate with distinctive features including use of the acclaimed 'optimal instruction' method (Solity 2009) for teaching reading and together with other attributes means that KFPS will increase parental choice and diversity in the area. Proposers have consulted the London Borough of Brent.

Our Proposer Group is ideally placed to plan for and open KFPS in 2015, as it combines London-based knowledge from our existing and proposed Free Schools (Wandsworth and Islington) with expertise from Bellevue Education with its chain of outstanding preparatory schools, also national level experience and expertise in setting up and running Free Schools and Academies covering education deliverables and project management with a focus on 4-11 schools and including a Section 37 EA 2011/Section 6A EIA 2006 sponsored Academy (Place Group).

BPET 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 taught group sizes, and learning experiences which benefit from outstanding teaching and innovative tailored ICT/computing provision which will include Augmented Reality applications and teacher-authored resources using e.g. Flypaper and Articulate Presenter software. CPD will include work on ICT/computing skills.

KFPS 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/computing as above to support learners from all backgrounds and of all abilities.

The KFPS proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (PAN 60) in an area with established and growing 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 an additional 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.

KFPS will use smaller taught group sizes to help meet each pupil's needs

KFPS will provide caring challenge as well as stability and understanding

KFPS will offer pupils high quality teaching and effective pastoral care

KFPS will build children's self-esteem and safeguard their well-being

KFPS will focus on core learning, encouraging pupils to be lifelong learners

KFPS will ensure pupils make sound progress, maximising achievement

KFPS will offer responsibility and rewards and demand high standards of all

KFPS will provide an environment which is stimulating, welcoming and safe

KFPS will listen to pupils' and parents' views, and show that we are listening

KFPS will build bridges with the community while increasing parental choice

KFPS will work in partnership with other schools, agencies and ITT/SCITT

KFPS will communicate effectively with parents and carers including online

KFPS will constantly evaluate and improve the education provision on offer

KFPS will benefit from sound Governance and consultant leadership input

KFPS will achieve and maintain Ofsted 'Outstanding' status

Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those with a working knowledge of the area including from Place Group's free school PMC work in the Borough, with extensive experience and expertise in establishing new schools, running schools, and successfully supporting the opening of free schools at national level including in particular new Primary provision in London.

The broad and balanced KFPS curriculum will provide 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 local pupils aged 4-11. By offering smaller taught group 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 and allowing the school to meet its ambitious targets.

Context

The 2011 national census puts the population of the Outer London Borough of Brent at 311,000 and as such it is one of 8 Boroughs with populations over 300,000 (2011 Census data); the population in 2001 was 263,000.

The number of residents aged 0-19 is given as ~25%, with between 35,000 and 40,000 children in the 0-9 age range (ONS data).

By 2020, the area near our preferred site around Brondesbury Park is expected to have shown the 7th fastest population growth rate out of 21 Wards in Brent (Brent Borough Profile)

There are “very high levels of migration into the Borough compared to the rest of London” (Brent Borough Profile) and partly as a result Brent is an ethnically diverse Borough where a large proportion of pupils speak English as an additional language. Our curriculum model and pedagogy take this into account as currently demonstrated in our EAL provision for our diverse Reception cohort of pupils at Rutherford House School in Wandsworth.

Illustrative data on ethnicity of Brent pupils from the 2009 school census (below) shows that approximately 60% of the school population is from black, Asian or other ethnic groups:

ETHNICITY OF BRENT STUDENTS BY SCHOOL TYPE

Data Source: October 2009 Brent School Census - Primary, Secondary & Special Schools.

Ethnic Sub-group & Heritage	School Type						Grand Total	
	Primary		Secondary		Special			
Asian	7480	31.6%	6150	34.3%	137	30.0%	13767	32.74%
Black	6917	29.2%	4719	26.3%	191	41.9%	11827	28.12%
White	5547	23.4%	2698	15.0%	78	17.1%	8323	19.79%
Mixed	1669	7.1%	1045	5.8%	41	9.0%	2755	6.55%
Other	1624	6.9%	1048	5.8%	4	0.9%	2676	6.36%
Not Known	428	1.8%	2271	12.7%	5	1.1%	2704	6.43%
Grand Total	23665		17931		456		42052	

Around 130 languages are spoken by children in Brent schools.

Primary pupils taking up FSM amount to 36% of the Primary school population (finance spreadsheet pre-programmed data). Brent has the third lowest average income levels in London - only Barking & Dagenham, and Newham have lower levels than Brent. Unemployment is around 33% and Brent is ranked 16th in London for employment levels (Brent Borough Profile)

“Outer London boroughs, such as Brent and Ealing, also include some of the most deprived parts of the country” (GLA Briefing on Indices of Deprivation 2010).

Of the 33 London local authorities (the 32 Boroughs and the City of London), Brent is one of the 19 that rank within the top 50 of the 326 local authorities in England on at least one of the summary measures of deprivation.

The presence of a new Free School with high levels of achievement will offer increased life chances for local pupils and employment opportunities also: research reports published recently by the Institute for Fiscal Studies confirm that failure at an early age remains the biggest hurdle to university entrance for the vast majority of pupils from deprived backgrounds, rather than discrimination by admissions tutors.

Our curriculum offer and enrichment programme will stress the benefits of an informed and healthy lifestyle choice and via high standards of education which prepare pupils well for the next stage in their education while contributing to employment and community education in the area.

Location

Our preferred site is [REDACTED], [REDACTED], London, [REDACTED] which is a D1 property and is described as “ready for immediate occupation”. It was built in 2007 and finished to a high specification. Brondesbury Station (overground) is around 600m away while Kilburn High Road (also overground) is less than 500m away with the nearest tube station an 8 minute walk. There is good access by bus with five routes (16 32 189 316 332) operating along Kilburn High Road which adds to the high level of nearby public transport provision, promoting access for parents and pupils without a private transport facility while reducing any potential impact on local congestion levels.

The area of the buildings is more than adequate at 2,805 sq m, compared to a BB99 indicative area (less 15%) of approximately 2,000 sq m. In view of the outdoor space situation we will be exploring indoor play provision alongside a possible nursery setting to ensure value for money in use of space while remaining mindful of plans for the creation of an Immersion Learning Facility to benefit all pupils as the school develops (see Sections D and G).

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 KFPS set out by Proposers.

- Smaller taught group sizes via use of a SENCO with no attached class, and HLTAs
- Welcoming, safe, secure and stimulating learning environment
- Emphasis on literacy, numeracy, innovative ICT/computing & 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
- Supportive and responsive EAL provision mindful of the KFPS intake profile
- Wide range of enrichment activities including sporting and cultural events
- State of the art ICT/computing to help the school to meet the needs of all learners
- Healthy food and healthy snacks to promote positive lifestyles, attendance and attention
- Online real-time information access to parents and carers
- Parent-friendly approach to school operations, already generating strong support

- Consultant leadership 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

BPET proposers remain confident regarding capacity and capability, as detailed later in this application, to establish and maintain KFPS as highly successful 4-11 provision in keeping with the above blueprint for an outstanding new free school which will help to solve the basic need situation while contributing to improved educational standards locally.

School 3 DFPS (Hackney) Pre-application Registration Reference 06681

Introduction

Dalston Free Primary School (DFPS), a 2-form entry Primary school with a PAN of 60 and n.o.r. 420 when full, will open in September 2015. DFPS will follow the model of existing BPET provision and provide a welcoming, safe and stimulating learning environment for pupils aged 4-11 in the Inner London Borough of Hackney, 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/computing which blend the best of state and independent education. We will raise pupils' and parents' sights and in so doing will help to raise standards further locally 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.

Vision and Ethos

In parallel with the vision under which Rutherford House School opened as a new free school in September this year, Dalston Free Primary School will provide an inclusive high quality 4-11 education with a focus on the core areas of literacy, numeracy and ICT/computing. 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 taught group sizes – DFPS will have class sizes of 30 but by appointing SENCO provision with no attached class and through use of HLTA support we will provide opportunities for teachers to work with smaller group sizes, in the region of 10 to 15 pupils.

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.

Pupil well-being – the Headteacher and school staff 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. DFPS will prioritise safeguarding and well-being considerations in everything we do, from safe recruitment of appropriate staff and the SCR 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 and e-safety will be a priority to ensure that pupils remain protected online at school and as far as possible at home in terms of online working practice.

Broad, balanced curriculum – From the Reception Class to Year 6 in Key Stage 2, Dalston 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 achievement and personal development. 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. We will follow the current EYFS framework and use the National Curriculum as a platform ensuring breadth and balance while (for example) ICT/computing provision will go beyond NC requirements and will be innovative, supporting all learners including via an Immersion Learning facility possibly within the growth phase. We will teach RE & PSHE, and offer an enrichment programme.

Meeting pupils’ needs – the SENCO at DFPS, who will not be attached to a specific class, will ensure we meet the SEN Code of Practice requirements (we note the recently published revised indicative draft Code) 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 and including those with English as an additional language.

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 – DFPS 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.

A competitive environment, both in academic and sporting endeavours –the ethos of DFPS 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 and parents/carers will be kept informed of their child(ren)'s successes.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to engage with the school. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines where feasible. 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 website will be set up for parents and DFPS 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 will address relevant issues such as pupil lifestyle choices including diet and exercise levels and will work mindful of the London teen pregnancy rate.

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

Flexible budget – our financial planning is robust and will allow the Headteacher Designate to exploit free school freedoms and appoint additional p/t specialist teachers as happening now at Rutherford House School.

Success and Appropriate Targets

Our aims are high: the indicators of success for DFPS 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, as currently operating at Rutherford House school and planned for Whitehall Park and Braywick Court schools (opening September 2014) will remain suited to the needs of a diverse all-ability intake and make full use of ICT/computing to support all learners' needs. A summary of our high expectation indicative targets is located in Section D.

We aim to achieve the best pupil outcomes overall measured across EYFS, KS1 and KS2 in Hackney 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 their education and future lives.

Hackney 4-11 schools currently achieve an average of 81% L4 in English and mathematics at the end of KS2, which is just above the national average, though high-achieving pupils achieve lower than expectation (24% L5 compared to 27%) and local variation covers performance from as low as 53% (St Monica's RC Primary) to 98% (Orchard Primary) at the expected level L4 in English and mathematics. Our initial high expectation target exceeds the best at 100% and we aim to be the highest achieving 4-11 school in the Borough within 3 years of starting end of KS2 national tests.

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 who are well-prepared for the next stage in their education. We will track attendance closely and track punctuality, responding as required to ensure high levels including by first day of absence contact and meetings with the parents or carers of any pupil showing patterned or persistent absence.

At the end of the first year, DFPS will be well above national expectation in terms of at least 68% of Reception pupils achieving 'Good Level of Development' in EYFSP in 2016 compared to 41% nationally at present (DfE: "Results of the Early Years Foundation Stage Profile (EYFSP) Pilot" March 2013). We note from this DfE publication that gaps in terms of gender and free school meals (FSM) were wider in the new GLD than the old GLD and in keeping with a diverse all ability intake and our approach at Rutherford House School we will set gap-closing ambitious targets not only for boys / girls and FSM but also for EAL, SEN, G&T, LAC and minority ethnic pupils.

In the first Y1 Phonics test sat by our pupils we expect 77% of pupils to achieve the expected standard of phonic decoding compared to 69% of pupils nationally as revealed in the Statistical First Release of the results of the most recent phonics screening test published in October 2013. Indicative longer-term targets related to the National Curriculum include 100% of pupils achieving Level 4 in both English and mathematics (as above) in 2022, with 70% achieving Level 5 at the end of KS2, also above national expectation and appropriate to the progress our pupils will make within our gap reduction plans. We will also set high expectation gap narrowing targets for subgroups of pupils ahead of the first cohort to take end-of-KS2 tests and at steady state we will also reduce and eliminate any remaining achievement gaps between BPET schools.

Rationale

In Hackney there is a widespread shortage of Primary places with increasing levels of basic need forecast for the future

A 2-form entry Primary school will address local needs and the location identified as our preferred site will meet requirements for this provision

DfE emergency basic need funding for Hackney in 2011/12 was £3m indicating the current and ongoing shortage of places (DfE data)

According to DfE pupil place projections, the 4-11 places needed are increasing as shown in the table below

Year	2013/14	2014/15	2015/16	2016/17
Places	18,148	18,596	19,009	19,405

The forecast of primary school place requirements from the National Audit Office analysis of demographic data has a 3% shortfall in Hackney by 2014

The LA (Hackney Learning Trust) acknowledges that in the north and west of the Borough far more children were turned away from their chosen schools than in the south, and Dalston is in west Hackney ('East London Lines' 24 October 2012)

Performance in Hackney schools is variable as revealed in Ofsted reports:

Morningside Primary School was placed in Special Measures following an Ofsted inspection in April 2012, since then monitoring visits showed reasonable progress towards the removal of Special Measures and the school was judged 'Good' in June 2013; the Ofsted school data dashboard places the Princess May Primary School in the fourth and lowest quintile respectively for the percentage of pupils achieving L4 in the English and mathematics tests at the end of KS2.

Kingsmead School was rated 'Outstanding' in 2011 and remains in the top ten Hackney schools in Primary league tables but only 31% of pupils achieved L5 in En Ma (2012) compared to 70% in Parkwood Primary.

In league tables of Primary school performance, Hackney is marginally above average but results with high-achieving pupils are weaker, only 3 of the top 10 Borough schools in L4+ KS2 rankings achieved 50% or above at L5 with their most able pupils and 3

were below the 27% national average (Northwold Primary 23%, Woodberry Down and Holmleigh 26%)

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.

Our proposed school will operate with distinctive features including use of the acclaimed 'optimal instruction' method for teaching reading and together with other attributes including ICT/computing means that DFPS will increase parental choice and diversity in the area.

Proposers have consulted LB Hackney on plans for Dalston Free Primary School.

Our Proposer Group is ideally placed to plan for and open DFPS in 2015, as it combines London-based knowledge from our existing and proposed Free Schools (Wandsworth and Islington) with expertise from Bellevue Education in terms of its chain of outstanding preparatory schools, also national level experience and expertise in setting up and running Free Schools and Academies covering education deliverables and project management with a focus on 4-11 schools and including a Section 37 EA 2011/Section 6A EIA 2006 sponsored Academy (Place Group).

BPET 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 taught group sizes, and learning experiences which benefit from outstanding teaching and innovative tailored ICT/computing provision which will include Augmented Reality applications and teacher-authored resources using e.g. Flypaper and Articulate Presenter software. CPD will include work on ICT/computing skills.

DFPS 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/computing to support learners from all backgrounds and of all abilities. The DFPS proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (PAN 60) in an area with established and growing 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 an additional 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.

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DFPS will work in partnership with other schools, agencies and ITT/SCITT

DFPS will communicate effectively with parents and carers including online

DFPS will constantly evaluate and improve the education provision on offer

DFPS will benefit from sound Governance and consultant leadership input

DFPS will achieve and maintain Ofsted 'Outstanding' status

Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those with a working knowledge of the area with extensive experience and expertise in establishing new schools, running schools, and successfully supporting the opening of free schools at national level including in particular new Primary provision in London. The broad and balanced DFPS curriculum will provide 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 taught group 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 and allowing the school to meet its ambitious targets.

Context

The 2011 national census puts the population of the Inner London Borough of Hackney at 246,300 which represents a 20% increase over the 2001 numbers yet Dalston – the

location of our preferred site - has increased by more than twice this rate, at 42% (2011 Census).

Projected trends in population for Hackney are predicted up to 2041 and over this time period further growth of around 70,000 is expected and for Dalston a growth rate to 2021 of between 20% and 30% is anticipated (Hackney Analysis of Population Households & Growth, 2011).

The number of residents (children) aged 0-4 in Hackney represents 8% of the population compared to 7% for London overall (2011 Census) stressing the current and increasing shortage of Reception places.

The proportion of pupils with English as an additional language (EAL) varies across the Borough and on average is 56% (DfE data); widely spoken languages include Turkish (4.5%) and Polish (1.7%) according to a May 2013 Hackney digest of 2011 Census information.

Primary pupils taking up FSM amount to 37.5% of the population (finance spreadsheet pre-programmed data).

In terms of deprivation indices, Hackney's average score (based on SOAs) make it the second most deprived local authority in England, second to Liverpool and ahead of Newham in 3rd place.

Overall, 42% of Hackney's LSOAs are in the top 10% most deprived areas nationally, and 13% of Hackney's LSOAs are in the top 5% most deprived areas nationally.

While lower levels of multiple deprivation are found in the west of Hackney, overall 33% of households in the Borough experience deprivation in two or more domains.

Our curriculum offer and enrichment programme will stress the benefits of an informed and healthy lifestyle choice and via high standards of education which prepare pupils well for the next stage in their education while contributing to employment and community education in the area.

Location

Our preferred location is [REDACTED] [REDACTED] which represents a site with established appropriate use and of suitable size at 1,890 sq m given the BB99 (less 15%) figure of approximately 1,900 sq m for a 2 f.e. Primary school. See also Section H.

The site in [REDACTED] is well-served by local bus routes (easy walking distance stops at [REDACTED] [REDACTED], Crossway and Petchey Academy), and Dalston Kingsland (overground station) is nearby along Stoke Newington Road, providing good access for

families lacking access to private transport and reducing potential congestion impact. The new Dalston Lane underground station (East London line) is due to open this year providing a further transport link.

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 DFPS set out by Proposers.

- Smaller taught group sizes via use of a SENCO with no attached class, and HLTAs
- Welcoming, safe, secure and stimulating learning environment
- Emphasis on literacy, numeracy, innovative ICT/computing & 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
- Supportive and responsive EAL provision mindful of our intake profile
- Wide range of enrichment activities including sporting and cultural events
- State of the art ICT/computing to help the school to meet the needs of all learners
- Healthy food and healthy snacks to promote positive lifestyles, attendance and attention
- Online real-time information access to parents and carers
- Parent-friendly approach to school operations, already generating strong support
- Consultant leadership 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

BPET has invested significantly to assure capacity and capability, as detailed later in this application, to establish and maintain DFPS as highly successful 4-11 provision in keeping with the above blueprint for an outstanding new free school in Hackney.

BPET Trust Vision and Schools Overview

BPET was established to offer a combination of the best that state and independent education has to offer to a wider range of parents and pupils from diverse backgrounds. Our goal is to be outstanding in what we do in all our schools by providing a nurturing environment with the highest expectations for academic achievement, personal development and pupil well-being.

BPET free schools currently open: Rutherford House School, Wandsworth (opened September 2013).

BPET free schools currently in pre-opening: Braywick Court School, Windsor and Maidenhead (due to open September 2014) and Whitehall Park School, Islington (due to open September 2014).

Planned Expansion Strategy

We aim to be operating 3 Primary schools from September 2014, made up from the 3 free schools in pre-opening or currently open (Rutherford House 2013 and Braywick Court plus Whitehall Park schools in 2014). By September 2015, we aim to be operating 6 to 9 schools via the Free Schools route. We have applied to become an Academy Sponsor but have taken the strategic decision to review this position in 2014 to ensure total focus on our open and pre-opening schools. It is not our intention to operate more than 24 schools in total within the Trust (2017 on). All school within the Trust will be established to ensure geographical proximity to other schools in the Trust so that all schools can benefit fully from the collaboration opportunities this offers.

Section D: Education Plan

Education plan – part 1

The following pupil number build up is consistent across Richmond Bridge Free School, Kilburn Free Primary School and Dalston Free Primary School.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Education plan – part 2

The Curriculum

The BPET approach to curriculum, staffing and target setting will be the same or very similar in each school. Richmond Bridge School together with Dalston and Kilburn Free Primary Schools will follow the same education plan with a broad and balanced curriculum as currently being delivered at Rutherford House School and planned for Braywick Court and Whitehall Park schools which are due to open in September 2014. As such, Sections D1 and D2 are not required; D4 is n/a, while D3 is included below in keeping with rubric.

For reference purposes and to give additional context, including in terms of the financial planning, some key elements of the BPET curriculum offer are set out below but there will be no significant differences across the proposed schools or compared to Rutherford House School. This is because the nature of the pupil intake profiles, as 2 f.e. London schools with diverse all-ability pupil cohorts, is closely similar. The model as implemented at Rutherford House School in Wandsworth has been operating for one term and pupil data is as follows: PAN 56, n.o.r. 56, 82% expected or exceeding in literacy and communication, 91% expected or exceeding in mathematics. A recent (December 2013) DfE visit had positive outcomes.

In EYFS we will incorporate our focus on core learning including the acclaimed 'optimal instruction' approach to teaching reading (Solity, 2009) starting with phonics. BPET schools adopt the Solity methodology to the teaching of literacy skills - this combines the tried and tested synthetic 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. The approach involves teaching emerging readers an optimal number of core phonemes and sight vocabulary skills that are then applied to a wider range of books beyond a reading scheme, including e-books. Meeting the needs of reluctant readers is paramount in ensuring success for all and if these particular 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 key goal of the reading programme at BPET schools is to develop emerging readers using phonics and then immerse 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 Key Stages 1 and 2 the curriculum offer will once again mirror the position for Rutherford House, Braywick Court and Whitehall Park free schools where the National Curriculum is used as a platform to ensure breadth and balance while also exploiting free school freedoms. In terms of numeracy, for example, pupils will learn about numbers, shape and space through practical activities which build on their understanding of their immediate environment, supported by appropriate ICT/computing applications and safe online activities. Our 3 proposed free schools will likewise 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. Mathematical experiences need to be practical and in particular enjoyable. Therefore at BPET schools the children will be given opportunities to develop and use their mathematical understanding in purposeful and enjoyable ways and to develop their confidence, ultimately perceiving themselves as emerging mathematicians. Pupils will be encouraged to evaluate their own work focusing initially on their early successes and by gradually helping them to appreciate things they need to work at and develop, we will preserve enthusiasm and enjoyment by avoiding the negative connotations often associated with maths and numeracy.

The learning needs of all pupils will be met including via a SENCO in each school with no class allocation who is free to teach across EYFS/Key Stages and can contribute with the Headteacher and HLTAs to the support of pupils and teachers where appropriate via use of smaller taught group sizes with between 10 and 15 pupils. In

addition we will make flexible and full use of state-of-the-art ICT/computing provision including applications based around 3D Augmented Reality such as SciMorph (produced by the creative digital design studio Great Fridays in support of Primary school young scientists) to ensure that, for example, the needs of varying proportions of EAL pupils are met. In the same manner as Rutherford House School, cumulative surplus funds will be used to create an Immersion Learning Facility at an appropriate point in the development of each school for the benefit of all pupils, this may well be possible in Dalston Free Primary School at an earlier date (due to budget differentials). Funding will be used to support pupil progress at all times, mindful of the need to retain financial viability and appropriate flexibility in terms of a reasonable annual surplus. Further details of our financial planning under full recruitment and reduced income conditions are provided in Section G.

Free School freedoms will also be available to the Headteachers of our 3 proposed schools in terms of language education via a robust approach to financial planning that will allow, within SLT judgement, the use of specialist language teaching and other p/t specialist input to the schools' curricula. This is currently happening at Rutherford House School.

Our ICT/computing provision will continue to go beyond NC requirements. BPET schools foster e-champions and empower teachers via CPD to enhance their educational ICT/computing skills. We promote in-house development of bespoke learning resources using applications such as Flypaper and Articulate Presenter. BPET schools will work to reduce the digital divide in their communities via use of school resources for wider benefit, mindful also of our duties under the Equality Act 2010.

The planned Immersion Learning facilities go beyond state sector expectation and will offer our pupils experiences available at relatively few schools and colleges nationally. These would involve state of the art IT/computing and support learning across the ability and subject ranges. Areas within an Immersion Learning facility would be sensory-reactive, for example involving intelligent (electronic) scenery and props as well as physical items (particularly useful in science, including with the SciMorph application). For example when working on an introductory area of study in a the BPET KS2 target language, Spanish a small group of pupils might enter an area where, on detection of an RF tag or similar actuation in a prop - which could be a travel ticket or tour guide issued earlier - the immediate learning environment would transform into a scene such as a transport hub e.g. a railway platform or airport arrival/departure lounge. Flat screen displays would activate, revealing information at an appropriate level in the target language, together with p.a. system announcements corresponding to the scenario of the educational activity. In addition to virtual and augmented reality characters, teachers could role-play the part of officials or help-desk staff.

Personalised language learning could be achieved using smart card or biodata activation of learning programmes tailored to each pupil's developmental position, with pupils taking advantage of smaller e-zones designed for autonomous or 1:1 learning situations. At the conclusion of such activities, which would be broadly similar in requirements for electronic and physical scenery and props required to support augmented reality engagement in group activities, smart interactive applications would save key elements of a pupil's learning outcomes in the manner of formative assessment. Together with a teacher's overview and input, this would enable the learning environment to pick up and respond to prior learning when a pupil next participates in a particular language and activity type. Interoperable systems would allow seamless information exchange between BPET schools, supporting a continuously updating personalised learning environment and providing data for analysis by SLT teams and the Trust.

The facility would promote communication between one pupil and another, also between pupils and teachers, not forgetting between pupils and augmented reality characters. This would entail appropriate personal devices pre-configured to operate using the target language. SMS text messages, e-mails, tweets and use of a virtual graffiti wall would happen routinely in the appropriate language. In this way, everyday communications would continue the immersion learning experience.

Throughout, the very nature of daily activities and experiences will be organised to cultivate an atmosphere of friendly, inclusive and enjoyable participation, exploiting in full the metacognitive benefits of the strategies employed, in keeping with the approach of the fastest learners but available to all. Out of school, access to DVD and other servers and associated resources would facilitate learning on demand and permit pupils to retain contact with the immersion environment in other locations, such as other schools and at home.

This facility will be available in each school at a time when the cumulative surplus allows for the necessary expenditure without putting a school's financial position at risk. We note the change to budget surplus treatment for academy category schools which removed the ceiling (Academies Financial Handbook, Statutory and Regulatory Guidance, EFA, September 2012, p16, removing the previous cap on surplus) and the remarks in that publication from the Secretary of State for Education the Rt Hon Michael Gove MP: "I am particularly pleased that the Handbook allows, for the first time, academies to carry forward any surplus balances they may have, to invest in future years' priorities for the children and young people they serve". Depending on the sites eventually acquired for proposed BPET schools and how they can be developed, the introduction of an Immersion Learning facility may involve additional new-build works and we will explore all options at the relevant time to ensure value for money.

Setting and Achieving Targets

Our ambitious high-expectation targets are summarised in the table below. These targets are aspirational and indicative; if national averages increase during the intervening period then BPET will revise these targets accordingly. Our aim is for our pupils' academic achievement and personal development to remain significantly above national and local norms in order to contribute to raising educational standards locally.

When Headteachers Designate are appointed, BPET will work with them to set equally high expectation gap-narrowing targets for subgroups of pupils including b/g, SEN, G&T, EAL, FSM, BME and LAC, as we did when planning for - and are currently doing - at Rutherford House School in Wandsworth. Towards and beyond steady state operations, we will also work to eliminate any remaining gaps across & between our schools as they evolve towards shared equally high achievement and allied targets.

High Expectation Indicative Targets for RBPS, KFPS and DFPS

	Richmond Bridge	Kilburn	Dalston
EYFS Reception	75% GLD	66% GLD	68% GLD
KS1 Y1	80% Y1 Phonics test	75% Y1 Phonics test	77% Y1 Phonics test
KS1 Y2	80% L2b+ Reading/Ma	75% L2b+ Reading/Ma	77% L2b+ Reading/Ma
KS2 Y6	100% L4 En/Ma 80% L5 En/Ma	95% L4 En/Ma 75% L5 En/Ma	100% L4 En/Ma 70% L5 En/Ma
Attendance 2015/16	99.5%	98.5%	98.0%
Behaviour	0 exclusions	0 exclusions	0 exclusions

We will also set individual targets for pupils within IEPs and personalised learning approaches. Pupil progress will be reported to parents and carers including online/electronically. To promote attendance at school and attention in lessons we will continue to offer breakfast clubs, after-school activities and the provision of healthy snacks.

In terms of monitoring progress towards targets, BPET schools will consider the full range of data and metadata available on pupil performance, 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 and beyond as set out below. For tracking progress towards annual targets, class teachers, MLT and SLT will not wait for a target to be missed before acting. The approach we use is to require informal but rigorously monitored termly milestone targets to be set, and any individual or group target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each individual situation, in order to secure and then 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 additional course corrections where deemed necessary. For senior staff, our approach to performance management will follow key elements of the DfE model policy within the scope for free school freedoms in this area, and will include whole-school pupil level progress measures as part of the targets set. CPD will make use of the structures and expertise within the Bellevue group of outstanding preparatory schools in terms of shared CPD for school leaders, teachers and support staff.

Staffing Structure

The staffing structure for all three proposed schools, Richmond Bridge plus Kilburn and Dalston Free Primary schools, follows the approach adopted in Rutherford House School currently open in Wandsworth and mirrored in Whitehall Park and Braywick Court schools.

All 3 proposed BPET Free Primary schools will open in September 2015 with two Reception classes, 30 pupils in each class, PAN 60. We do not intend to have separate arrangements for the first term. Staffing build-up is shown in the table (see 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. We expect that all teachers will have QTS. As such our approach is wholly appropriate for the schools and reflects the structure in place at Rutherford House School.

In keeping with our close attention to safeguarding requirements, advertisements will mention safeguarding aspects of the appointment process, we will follow Safer Recruitment guidance and best practice. 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 support reception duties.

In the first year of operation, we will also combine roles in sensible ways with regard to teaching and SLT positions. A second tier leadership post (Assistant Headteacher) will satisfy the important need for a suitably experienced school leadership in our schools, capable of deputising for the Headteacher in their absence, fulfilling the role capably by drawing on an appropriate level of leadership expertise. Hoping for an interim manager to be available at short notice would leave the schools vulnerable in the opening year and restrict capacity for planning ahead in the early phase of the schools when experienced professional input is clearly at a premium. The position we have taken here is affordable.

By having the schools appoint an Assistant Headteacher as one of the first Reception teachers, 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 across the schools. In this way we will successfully satisfy a class teaching requirement, resolve line management issues, and be capable of operating the schools in a highly effective manner should any of our Headteachers 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) 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 and support a key facet of our curriculum plan which involves use of a SENCO with no attached class together with HLTA support to allow smaller taught group sizes of between 10 and 15 pupils. For example in the first year a Reception class of 30 could be divided into three groups of 10 pupils, with the Headteacher and a TA taking one group, the QTS SENCO and a HLTA another group, and the class teacher working with the remaining group. This type of arrangement can and will be used flexibly across the year groups and classes in each school, in such a way that each group retains QTS presence.

The support staff teams include all key roles the schools will need to operate effectively, and will receive the CPD they need to maintain and enhance performance in role. ICT support allied to learning resources management will be available to assist all staff in meeting our high expectations for the role of ICT/computing in meeting the needs of all learners. Learning Mentors will have a specific flexible but targeted focus on the needs of subgroups of learners in narrowing and eliminating any achievement gaps.

Place has a high level of expertise in school back-office functions and the procurement of high quality services at lower than expected cost, allowing more resources to be committed to front line teaching and learning. BPET schools will continue to make good use of this expertise and the 3 proposed Free Schools will do likewise.

We will outsource elements of the SBM and catering functions while re-examining the best solution locally in terms of cleaning and maintenance. Certain support staff roles, e.g. Site Managers, will be kept in-house.

Salaries will reflect standard pay scales, with flexibility for rewarding high performance levels. TPS and LGPS will be available to staff. Within the BPET approach to staffing and the growth plan, there will inevitably be differences in salary for the Headteachers and SLT which reflect the presence of Inner and Outer London schools in these proposals and the related salary differentials.

Our approach within financial planning is not to assume that some teachers (for example) will be recruited at the lower end of the pay scale, but to take the salary of all teachers as at the top of the main scale, which makes for robust budgeting and allows greater flexibility when quality staff are recruited at lower salaries. This also accommodates incremental drift and, within an overall approach to budgeting that takes a conservative line and strong indicated parental support (Section E), supports a high degree of confidence in the schools' viability.

Staffing Growth Plan for 2 schools: Richmond Bridge and Kilburn Free Primary School

Year	Teaching staff	Support Staff
Year 1 (2015) R 60 pupils	Headteacher Assistant Headteacher (R) 1 Reception Class teacher 0.5 SENCO	1 Teaching Assistant tto 2 HLTA tto 1 Learning Mentor 1 Learning Resources ICT Support / office tto 1 Headteacher PA / Reception f/t 2 Lunchtime (midday) supervisors tto 0.5 Site Supervisor f/t
Year 2	Headteacher	2 Teaching Assistants tto

(2016) R1 120 pupils	Assistant Headteacher (Y1) 2 Reception Class teachers 1 Year 1 teacher 0.5 SENCO	2 HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support / office tto 1 Headteacher PA 1 Reception / Office tto p/t 2 Lunchtime supervisors tto 0.5 Site Supervisor f/t
Year 3 (2017) R12 180 pupils	Headteacher Assistant Headteacher (Y2) 2 Reception Class teachers 2 Year 1 class teachers (1HoKS1) 1 Year 2 class teacher 0.5 SENCO	3 Teaching Assistants tto 3 HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 4 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 4 (2018) R123 240 pupils	Headteacher Assistant Headteacher (Y3) 2 Reception Class teachers 2 Year 1 Class teachers 2 Year 2 Class teachers (1HoKS1) 1 Year 3 Class teacher (=HoKS2)	4 Teaching Assistants tto 3 HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t

	0.5 SENCO	4 Lunchtime supervisors to 1 Site Supervisor f/t
Year 5 (2019) R1234 300 pupils	Headteacher Assistant Headteacher (Y4) 2 Reception Class teachers 2 Year 1 Class teachers 2 Year 2 Class teachers (1HoKS1) 2 Year 3 Class teachers 1 Year 4 Class teacher (=HoKS2) 1 SENCO	7 Teaching Assistants tto 3 HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 6 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 6 (2020) R12345 360 pupils	Headteacher Assistant Headteacher (Y5) 2 Reception Class teachers 2 Year 1 teachers 2 Year 2 teachers (1HoKS1) 2 Year 3 teachers 2 Year 4 teachers 1 Year 5 teacher (= HoKS2) 1 SENCO	10 Teaching Assistants tto 3 HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 6 Lunchtime supervisors tto 1 Site Supervisor
Year 7 (2021) R123456	Headteacher Assistant Headteacher (Y5) 2 Reception Class teachers	14 x Teaching Assistants tto 3 x HLTA tto 2 Learning Mentors

420 pupils	2 Year 1 Class teachers	1 Learning Resources ICT Support tto
Steady	2 Year 2 Class teachers (1HoKS1)	1 Headteacher PA f/t
State	2 Year 3 Class teachers	1 Reception / Office tto
	2 Year 4 Class teachers	1 Admin Assistant tto p/t
	1 Year 5 Class teacher	7 Lunchtime supervisors tto
	2 Year 6 Class teachers (1HoKS2)	1 Site Supervisor
	1 SENCO	

Bearing in mind the demands of the post and the need to appoint high calibre school leaders capable of taking the proposers' vision forward, the Headteachers will be appointed at L23 on the leadership payscale, with the Assistant Headteacher at L16 (outer or inner London as applicable). These posts will constitute the Senior Leadership Team (SLT). The salary of the Headteacher is appropriate and affordable.

Other school leaders with elements of whole-school responsibility will include 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). The SENCO will attend some SLT meetings in order to advise and consult 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 allowance) as shown in the financial spreadsheets.

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

The Headteacher will be responsible for the overall direction and performance of the school and will line manage the Assistant Headteacher, the Key Stage Coordinators and the SENCO. The Assistant Headteacher will have delegated responsibilities in keeping with their role including oversight of pastoral care, and will line manage the

Reception teachers. They will teach their class through to Y5. Class teachers in the two Key Stages will report to the Key Stage Coordinators. Teaching Assistants will report to the SENCO who will in turn report directly to the Headteacher. One of the first TAs appointed will be an HLTA with additional skills suited to supporting a diverse all-ability thus assisting the SENCO particularly with EBD pupils.

The staffing growth plan for Dalston Free Primary School is closely similar to the above, together with an emphasis on Learning Mentors to assist the SENCO including a focus on narrowing achievement gaps, in particular G&T pupils given that Hackney has a less favourable track record with high achieving pupils and we wish to tackle and eliminate this along with other achievement gaps.

Staffing Growth Plan for Dalston Free Primary School

Year	Teaching staff	Support Staff
Year 1 (2015) R 60 pupils	Headteacher Assistant Headteacher (R) 1 Reception Class teacher 0.5 SENCO	2 Teaching Assistants tto 2 HLTA tto 1 Learning Resources ICT Support / office tto 2 Learning Mentors tto 1 Headteacher PA / Reception f/t 2 Lunchtime (midday) supervisors tto 0.5 Site Supervisor f/t
Year 2 (2016) R1 120 pupils	Headteacher Assistant Headteacher (Y1) 2 Reception Class teachers 1 Year 1 teacher 0.5 SENCO	4 Teaching Assistants tto 2 HLTA tto 1 Learning Resources ICT Support / office tto 4 Learning Mentors tto 1 Headteacher PA

		<p>1 Reception / Office tto p/t</p> <p>2 Lunchtime supervisors tto</p> <p>0.5 Site Supervisor f/t</p>
<p>Year 3 (2017) R12 180 pupils</p>	<p>Headteacher</p> <p>Assistant Headteacher (Y2)</p> <p>2 Reception Class teachers</p> <p>2 Year 1 class teachers (1HoKS1)</p> <p>1 Year 2 class teacher</p> <p>0.5 SENCO</p>	<p>6 Teaching Assistants tto</p> <p>3 HLTA tto</p> <p>1 Learning Resources ICT Support tto</p> <p>4 Learning Mentors tto</p> <p>1 Headteacher PA f/t</p> <p>1 Reception / Office tto</p> <p>1 Admin Assistant tto p/t</p> <p>4 Lunchtime supervisors tto</p> <p>1 Site Supervisor f/t</p>
<p>Year 4 (2018) R123 240 pupils</p>	<p>Headteacher</p> <p>Assistant Headteacher (Y3)</p> <p>2 Reception Class teachers</p> <p>2 Year 1 Class teachers</p> <p>2 Year 2 Class teachers (1HoKS1)</p> <p>1 Year 3 Class teacher (=HoKS2)</p> <p>0.5 SENCO</p>	<p>8 Teaching Assistants tto</p> <p>3 HLTA tto</p> <p>1 Learning Resources ICT Support tto</p> <p>6 Learning Mentors tto</p> <p>1 Headteacher PA f/t</p> <p>1 Reception / Office tto</p> <p>1 Admin Assistant tto p/t</p> <p>4 Lunchtime supervisors to</p> <p>1 Site Supervisor f/t</p>
<p>Year 5 (2019) R1234</p>	<p>Headteacher</p> <p>Assistant Headteacher (Y4)</p> <p>2 Reception Class teachers</p>	<p>10 Teaching Assistants tto</p> <p>3 HLTA tto</p> <p>1 Learning Resources ICT Support tto</p>

300 pupils	<p>2 Year 1 Class teachers</p> <p>2 Year 2 Class teachers (1HoKS1)</p> <p>2 Year 3 Class teachers</p> <p>1 Year 4 Class teacher (=HoKS2)</p> <p>1 SENCO</p>	<p>6 Learning Mentors tto</p> <p>1 Headteacher PA f/t</p> <p>1 Reception / Office tto</p> <p>1 Admin Assistant tto p/t</p> <p>6 Lunchtime supervisors tto</p> <p>1 Site Supervisor f/t</p>
<p>Year 6 (2020) R12345 360 pupils</p>	<p>Headteacher</p> <p>Assistant Headteacher (Y5)</p> <p>2 Reception Class teachers</p> <p>2 Year 1 teachers</p> <p>2 Year 2 teachers (1HoKS1)</p> <p>2 Year 3 teachers</p> <p>2 Year 4 teachers</p> <p>1 Year 5 teacher (HoKS2)</p> <p>1 SENCO</p>	<p>12 Teaching Assistants tto</p> <p>3 HLTA tto</p> <p>1 Learning Resources ICT Support tto</p> <p>6 Learning Mentors tto</p> <p>1 Headteacher PA f/t</p> <p>1 Reception / Office tto</p> <p>1 Admin Assistant tto p/t</p> <p>6 Lunchtime supervisors tto</p> <p>1 Site Supervisor</p>
<p>Year 7 (2021) R123456 420 pupils Steady State</p>	<p>Headteacher</p> <p>Assistant Headteacher (Y5)</p> <p>2 Reception Class teachers</p> <p>2 Year 1 Class teachers</p> <p>2 Year 2 Class teachers (1HoKS1)</p> <p>2 Year 3 Class teachers</p> <p>2 Year 4 Class teachers</p>	<p>14 Teaching Assistants tto</p> <p>3 HLTA tto</p> <p>1 Learning Resources ICT Support tto</p> <p>6 Learning Mentors tto</p> <p>1 Headteacher PA f/t</p> <p>1 Reception / Office tto</p> <p>1 Admin Assistant tto p/t</p> <p>8 Lunchtime supervisors tto</p>

	1 Year 5 Class teacher	1 Site Supervisor
	2 Year 6 Class teachers (1HoKS2)	
	1 SENCO	

(The same MLT structure applies as previously described)

As the schools evolve to full capacity, these growth plans are in line with the increase in pupil numbers and the steady state pictures represent affordable staffing structures with sensible phasing that delivers the BPET curriculum plan as currently operational at Rutherford House School. Our financial plans confirm that these positions are affordable.

There will be an appropriate balance of roles, as illustrated by the SLT/MLT diagrams (above) and the Staff tab in our financial planning spreadsheets, and we will recruit a staff complement of teachers and support team members reflecting an appropriate mix of experience and expertise, notwithstanding the fact that we have budgeted for all non-MLT class teachers to be paid at the top of the main scale as part of our approach to robust financial planning. Section G shows how we will adapt our plans in the event of reduced funding caused by lower pupil numbers.

Section E: Evidence of need – part 1

Richmond Bridge Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	77		128	60	72		120
Year 1								
Totals	60	77		128	60	72		120

Kilburn Free Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	71		118	60	65		108
Year 1								
Totals	60	71		118	60	65		108

Dalston Free Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	82		137	60	75		133
Year 1								
Totals	60	82		137	60	75		133

Section E: Evidence of need – part 2

BPET Proposers have engaged with the community in each area by arranging and carrying out visits to local areas of high footfall and parental presence with children of the target age range, handing out leaflets and answering questions by means of a presence in the local community. Each free school proposal reflects 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 new education provision. To date we have not received a single negative comment on any of the proposals.

The tables below detail the number of children from each postcode whose parents have signed our Parental Support Survey to say that Richmond Bridge, Kilburn and Dalston Free Primary Schools will be their first choice of school for their child. See also the copy of each Survey Form used (below).

Postcode Data for Richmond

Home Postcode of Child	Number of First Choices eligible for 2015 Admission	Number of First Choices eligible for 2016 Admission
TW1	29	26
TW2	8	5
TW7	5	7
TW9	17	15
TW10	13	13
Other	5	6
Totals	77	72

Postcode Data for Kilburn

Home Postcode of Child	Number of First Choices eligible for 2015 Admission	Number of First Choices eligible for 2016 Admission
NW2	14	15
NW3	1	2
NW6	48	41
NW8	3	0
NW10	1	4
Other	4	3
Totals	71	65

Postcode Data for Dalston

Home Postcode of Child	Number of First Choices eligible for 2015 Admission	Number of First Choices eligible for 2016 Admission
E2	2	4
E5	22	17
E8	38	33
E9	8	11
Other	12	10
Totals	82	75

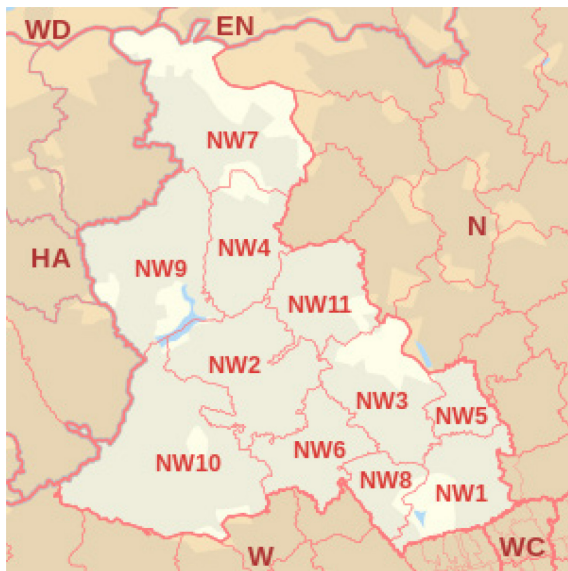
The maps below show this demand in terms of the postcodes nearest to each of the preferred sites. As confirmed by information provided in Section C, these postcodes are

home to significant levels of basic need with a shortage of Primary phase school places.

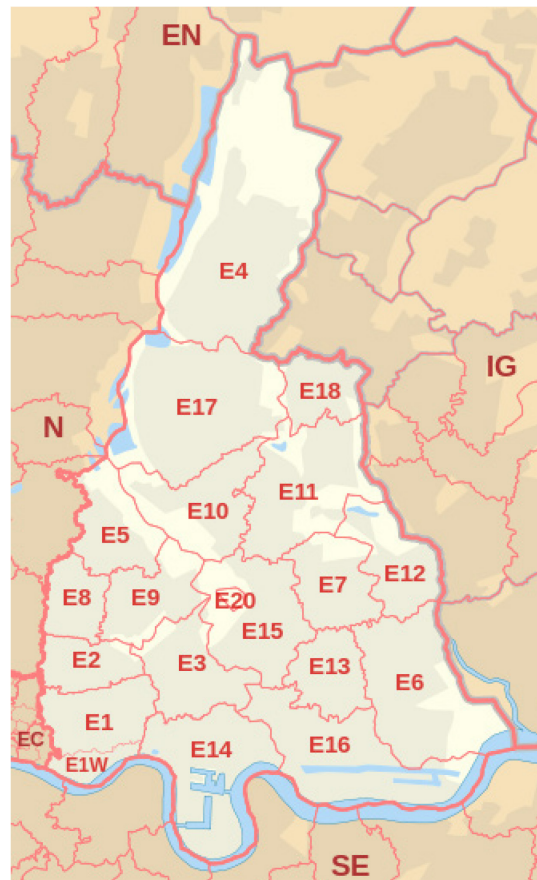
Richmond (preferred site postcode TW1)



Kilburn (preferred site postcode NW6)



Dalston (preferred site postcode E8)



BPET Schools Selected as First Choice: Survey Form

From the above maps, it can be seen that demand is centred on the postcodes relevant and closest to the school sites. The Evidence of Demand form we used showing questions, and data obtained as shown against postcodes, is given below. This proforma shows the questions asked as column headings, including the key question posed as a statement of confirmation: “I would select (school) as first choice for my child(ren)” after respondents were given specific information about our vision for the relevant new school; BPET flyer details are given below the survey forms.

Richmond

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 Richmond Bridge Primary School as first choice for my child(ren) <i>Please sign</i>	Email address

Kilburn

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 Kilburn Free Primary School as first choice for my child(ren) <i>Please sign</i>	Email address

Dalston

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 Dalston Free Primary School as first choice for my child(ren) <i>Please sign</i>	Email address

Flyer for Richmond

Richmond Bridge Primary School



Richmond Bridge Primary School is a proposed free school which plans to open in September 2014

A non-fee paying, non-selective, non-denominational, co-educational school, Richmond Bridge Primary School will welcome children from all backgrounds.

Initially opening in 2014 with a two-form Reception year with 28 in each class, the school will grow organically to its full capacity of 382 pupils by 2020.

To find out more about our ethos and to register your interest in this school, please visit www.richmondbridgprimary.co.uk or email: info@richmondbridgprimary.co.uk

Key Characteristics

- Smaller taught group sizes
- Welcoming, safe, secure and stimulating learning environment
- Broad and balanced curriculum with enrichment
- Reading taught through acclaimed 'optimal instruction' approach
- Personalised learning to develop each child's strengths
- Expert support provision for pupils at risk of falling behind
- State of the art ICT provision
- Online real-time information access to parents and carers
- Parent-friendly approach to the school day and year
- Confident, outward facing collaborative culture
- Community focused

Flyer for Kilburn

Kilburn Free Primary School



Kilburn Free Primary School is a proposed free school which plans to open in September 2015 in the Kilburn area of Brent.

A non-fee paying, non-selective, non-denominational, co-educational school, Kilburn Free Primary School will welcome children from all backgrounds.

Initially opening in 2015 with a two-form Reception year, the school will grow organically to its full capacity of pupils by 2021.

To find out more about our ethos and to register your interest in this school, please visit www.kilburnfreeprimary.co.uk or email: info@kilburnfreeprimary.co.uk

Key Characteristics

- Smaller taught group sizes
- Welcoming, safe, secure and stimulating learning environment
- Broad and balanced curriculum with enrichment
- Reading taught through acclaimed 'optimal instruction' approach
- Personalised learning to develop each child's strengths
- Expert support provision for pupils at risk of falling behind
- State of the art ICT provision
- Online real-time information access to parents and carers
- Parent-friendly approach to the school day and year
- Confident, outward facing collaborative culture
- Community focused

Flyer for Dalston

Dalston Free Primary School



Dalston Free Primary School is a proposed free school which plans to open in September 2015 in the Dalston area of Hackney.

A non-fee paying, non-selective, non-denominational, co-educational school, Dalston Free Primary School will welcome children from all backgrounds.

Initially opening in 2015 with a two-form Reception year, the school will grow organically to its full capacity of pupils by 2021.

To find out more about our ethos and to register your interest in this school, please visit www.dalstonfreeprimary.co.uk or email: info@dalstonfreeprimary.co.uk

Key Characteristics

- Smaller taught group sizes
- Welcoming, safe, secure and stimulating learning environment
- Broad and balanced curriculum with enrichment
- Reading taught through acclaimed 'optimal instruction' approach
- Personalised learning to develop each child's strengths
- Expert support provision for pupils at risk of falling behind
- State of the art ICT provision
- Online real-time information access to parents and carers
- Parent-friendly approach to the school day and year
- Confident, outward facing collaborative culture
- Community focused

Parents responding to the 'first choice pledge' question were initially given the informative flyers above which provide information specific to the type of education provision in each BPET school. This set out key features of each school, including: use of smaller taught group sizes, a focus on core learning, state of the art ICT/computing provision, parent friendly provision including information online and a community focus

- Bexley -3.8%
- Brent -11.6%
- Bromley -3.3%

- Greenwich - 2.7%
- Hackney - 3%
- Hammersmith and Fulham -2.9%

- Redbridge -11.6%
- Richmond -4.3%
- Southwark -3%

As set out with supporting evidence in Section C, for each school in each location there is a compelling basic need case for additional high quality education places for pupils aged 4-11. This graphic (above) summarises the current shortfall in places in each of the three relevant Boroughs by 2014, while the information in Section C shows projected shortfalls through to the scheduled opening date of September 2015. This data is from the National Audit Office and represents the percentage shortfall in each Borough (Brent for KFPS, Hackney for DFPS and Richmond for RBPS) from parts of an alphabetised list published this year.

The above numbers represent percentage shortfalls, signalled by the (-) sign, in Primary school places required by 2014. As detailed in Section C, additional places beyond this level of demand are needed by 2015 in each Borough, a position which is supported by the fact that all three proposed free schools are oversubscribed in terms of parental first-choice pledges.

Standards are variable in all of the Boroughs within which our preferred sites are located, with Richmond being the highest performing area. Nevertheless, Nelson Primary School, which could become an Academy within The Waldegrave Trust from 01 January 2014, remains in an Ofsted category with 404 pupils on roll while St Richard's Church of England Primary School with 200 pupils on roll does not achieve

expected progress by the end of KS2 with 74% of pupils achieving L4+ in English and mathematics compared to 79% nationally; this total (604 pupils) is greater than the capacity of Richmond Bridge Primary School at steady state (420). In Brent, the total number of pupils on roll in only two of the three schools listed in Section C as graded 3 or 4 by Ofsted (Furness Primary and Mora Primary) is $423+403 = 826$, significantly greater than the total number of pupils on roll when Kilburn Free Primary School is full with 420 pupils. In Hackney, Brook Community Primary (Ofsted 3) and Tyssen Primary (also graded 3) are two schools which have a combined total of $490+418 = 908$ pupils on roll, well above the planned capacity for Dalston Free Primary which will have 420 pupils at steady state.

Online Presence

Dedicated websites for the 3 proposed BPET free schools were established in the planning phase as follows:

www.richmondbridgeprimary.co.uk

www.kilburnfreeprimary.co.uk

www.dalstonfreeprimary.co.uk

These provide information for and elicit support from the schools' local communities. Interested parents and community members are able to respond online and again the responses received have been uniformly positive. We have answered all queries promptly. Each site features a BPET contact telephone number, [REDACTED]. We are already oversubscribed for 2015 and 2016 in terms of first choice pledges for all of the proposed BPET schools and if the schools are approved to move into pre-opening we will also be focusing future marketing on the 2017 and subsequent cohorts, 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 levels of interest and commitment are maintained and extended. This engagement will take place both online and within the local communities.

Community

We intend that each of the proposed BPET schools will be a learning hub within their local community and that they will quickly become 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; this will be inclusive in terms of primary and secondary schools in the area. In all aspects of school operations and wider community activities, all those responsible for the schools and working within them will meet their obligations under the Equality Act 2010. We have engaged with businesses including an approach to the local Barclays Bank team for each preferred site (contacts are: Richmond, [REDACTED]; Kilburn, [REDACTED]; Dalston, [REDACTED]) in view of their expressed corporate intention to support Free Schools. Facilities at

each school will be available for community use, and as such we have included site management to oversee premises related activities. When the schools are established we anticipate receiving visitors to what will be sites of 4-11 curriculum excellence with a national reputation for high standards and creating bespoke resources.

Section F: Capacity and capability

F1 The necessary experience and credentials to deliver the schools to opening

Table F1, as shown below, details the relevant education, finance, school leadership, project management, marketing plus HR experience and expertise within the BPET proposer team, together with wider skills. This demonstrates capability and necessary capacity in key areas (particularly education and finance) within our core group. CVs are included as Annexes to this application.

Core Proposer Group membership:

██████████

Members of the wider Proposer Group:

██████████

Table F1a is on the following page.

F1 (a) Pre-opening skills and experience

Table F1a

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	[REDACTED]	[REDACTED]	37
[REDACTED]	Y	[REDACTED]	[REDACTED]	7.5
[REDACTED]	Y	[REDACTED]	[REDACTED]	7.5
[REDACTED]	Y	[REDACTED]	[REDACTED]	7.5
[REDACTED]	N	[REDACTED]	[REDACTED]	3.5
[REDACTED]	N	[REDACTED]	[REDACTED]	3.5
[REDACTED]	N	[REDACTED]	[REDACTED]	3.5
[REDACTED]	N	[REDACTED]	[REDACTED]	7.5
[REDACTED]	N	[REDACTED]	[REDACTED]	7.5

There are no skills gaps in key areas of Education and Finance. The Trust has already appointed legal advisers and a marketing team to work with it on other projects and would expect to compliantly procure these services in a similar manner. The table below summarises this position.

F1 (b) Skills gap in pre-opening

Table F1b

Skills/experience missing	How we plan to fill the gap
Legal	Compliant procurement of legal advisers
Marketing	Compliant procurement of a marketing agency

Trust and Governance Structure

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. The BPET MAT Structure is set out in the diagram below. The diagram includes 2 Local Governing Bodies purely for reasons of available space.



The Trust has drafted a Scheme of Delegation which sets out how the remit of the Board is defined and which elements of operational decision making are delegated to Local Governing Bodies, as well as a separate document applicable to each school which describes the management and financial authority delegated to the Headteacher.

The role of BPET concerns strategic matters which influence operation at all BPET schools (see also Central Services below) and includes the following elements.

Education Performance – all Trust-wide school performance measures, curriculum scope and delivery within the BPET model, agreeing school targets with LGBs and HTs

Financial - income and expenditure across the Trust, including details and reasons for any variance from previous forecasts together with action plans to rectify any issues (if required)

Strategic Growth – sustainable plans for future schools, status and progress of applications, liaison with DfE and EFA

Marketing and management of demand for future places

Human Resources - recruitment, retention, terms and conditions of employment

Risk & Issue Management – maintenance of risk register, mitigation

Our arrangements will provide for a consistent, integrated approach to strategic governance arrangements across the BPET group of schools.

LGB Role

- Acting as a critical friend, holding the school to account
- Acting as the Admissions Authority for the school
- Ensuring that statutory requirements are met
- Agreeing targets for pupil achievement with the headteacher / principal
- Managing each school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum offer is balanced and broadly based
- Appointing staff below SLT level
- Carrying out performance review of the headteacher
- Reviewing staff performance and pay
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Pupil discipline, including pupil attendance

- Holding at least three meetings per year

LGBs will consist of no more than 11 persons to support efficient decision-making.

Scrutiny and Early Intervention Strategy

As a result of the use of termly milestones targets as part of the tracking processes within the monitoring and evaluation approach in BPET schools, and regular termly communication between the Headteachers and Trust, we will be aware of progress towards targets in each school and can therefore judge whenever an early intervention strategy (EIS) is needed. Each EIS will be tailored to the situation as presented to us following continuous review of local remedial action led by Headteachers.

Managing Conflicts of Interest and Maintaining Independent Challenge

Members, Governors on LGBs 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 our Conflicts of Interest Management Policy. This embodies principles of openness, transparency and adheres to best practice guidelines. 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. We should point out that there are no familial relationships in the proposer group. In terms of service procurement, each school will follow open and approved procurement processes.

An individual may still be able to exercise part-functions depending on the nature of a conflict and its relationship with 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 on LGBs need to build a relationship of trust with their 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. Operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as described above which draws 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'.

Governance

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
██████████	Chair – Dalston	██████████	██████████	15
██████████	Chair – Richmond Bridge	██████████	██████████	15
██████████	Chair - Kilburn	██████████	██████████	15

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Additional members of Local Governing Bodies	BPET has a well-defined and proven strategy for Governance that has been deployed for Rutherford House School and is in operation for Braywick Court and Whitehall Park schools. This strategy is outlined below and will be deployed for all 2015 BPET schools.

The BPET approach as successfully deployed at Rutherford House School is to maintain the existing central BPET Board while recruiting highly capable local governors to a Local Governing Body, providing the required level of scrutiny and accountability at a local level. Vacancies with related skill sets are advertised and applicants are interviewed to determine the best individual for each of the roles. Sample application form content is given below.

Data Protection Act: This information is being collected for the purposes of the recruitment and selection procedures. When you complete this document you are providing your consent for the employer to hold and use personal information for these purposes. The information you provide may also be disclosed to relevant statutory bodies for their purposes. If you have a query or concern regarding this, please contact the Trustees of the school in the first instance.

1. **Name of School**

2. **Type of Governor**

3. **Personal Details**

Surname	<input type="text"/>	
Forenames	<input type="text"/>	
Previous/other names	<input type="text"/>	
Current address	<input type="text"/>	Email <input type="text"/>
	<input type="text"/>	Mobile <input type="text"/>
	<input type="text"/>	Home Tel <input type="text"/>
Postcode	<input type="text"/>	

4. **Skills and Knowledge**

Area of Expertise		Further details/comments
Education	<input type="checkbox"/>	<input type="text"/>
School Improvement	<input type="checkbox"/>	<input type="text"/>
Curriculum	<input type="checkbox"/>	<input type="text"/>
HR / Recruitment	<input type="checkbox"/>	<input type="text"/>
Marketing	<input type="checkbox"/>	<input type="text"/>
Finance	<input type="checkbox"/>	<input type="text"/>
Legal	<input type="checkbox"/>	<input type="text"/>
ICT Hardware/Software	<input type="checkbox"/>	<input type="text"/>

Headteachers Designate

The role of the Headteachers Designate in the pre-opening phase will be to become quickly engaged with the project, working with proposers on developing and implementing the vision, also further appointments particularly the Assistant Headteacher, SENCO and teachers in due course, and assisting with the implementation / pre-opening phase regarding education and other deliverables. They will be able to draw on the experience and expertise of [redacted] in terms of Rutherford House, Whitehall Park and Braywick Court schools in addition to support from BPET and the wider proposer group

The Headteachers Designate will also have a role in terms of communications with prospective parents and in establishing links within their school’s community. They will contribute to document development, such as their school’s development plan, also process formulation (e.g. local routines) together with project milestones following their appointment such as remaining checkpoints, registration as an independent school, and evidence collation for the pre-opening, pre-registration Ofsted visit., When the school is open they will be responsible for the day to day leadership and management of their school and will be accountable for school performance through the Local Governing Body and BPET.

The BPET approach is not to have a pre-identified Headteacher Designate but to advertise SLT vacancies nationally to attract the strongest possible field and appoint the best available candidate through open competition. This will use national advertisement in print and online and will proceed through executive search if this

proves to be necessary to attract applicants of the right quality. The Job Description and Person Specification are given below.

Document: Job Description Post: Headteacher

Role in establishing, planning and setting expectations:

Adopt, take forward and develop the BPET vision and ethos of the school

Set the tone of the school in keeping with its character as an all-ability free school within the Bellevue Place Education Trust group of schools

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 within responsibility for day-to-day school leadership and management

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 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 & 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, SEN, EAL, FSM and LAC 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 / guardians 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 & 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

Lead professional development of staff through example

Managing resources:

Work with governors and senior colleagues to recruit high quality staff

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 needs of the curriculum / health & 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 vfm

Leadership and Management:

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 shared 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 vfm

Pre-opening Phase to September 2015

Work with Proposers to recruit teaching and support staff wherever possible

Liaise with contractors and EFA/DfE including in terms of site and buildings development, ICT procurement and ongoing financial planning

Participate in consultation and marketing activities involving prospective parents and carers, pupils, community members and all stakeholders

Develop pre-opening documentation including education planning

Assist fully with preparation for, and participation in, free school processes including Checkpoints, Registration as an Independent School, the Pre-opening Ofsted visit and the Readiness to Open meeting

Note

No job description can account fully for all tasks needing to be performed by a headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteachers of Richmond Bridge School, Kilburn and Dalston Free Primary Schools will be required to carry out any and all duties as may reasonably be required from time to time in the conscientious execution of their duties as Headteacher at a BPET free school.

Document: Person Specification**Role: Headteacher**

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	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	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	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning	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
4. Strategic Leadership	Evidence of having successfully translated vision into reality at	Experience as an executive leader across institutions Experience of managing

	<p>whole-school level</p> <p>Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards</p> <p>Understanding of and commitment to safeguarding</p>	capital projects
5. Teaching and Learning	<p>Knowledge and experience of a range of successful teaching and learning to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies and the use of assessment to inform progress in learning</p> <p>Experience of effective monitoring and evaluation of teaching and learning</p>	Experience of e-learning including as a user of blended learning provision or scripting e-learning resources
5. Teaching and	Understanding of the	Successful experience in

Learning	characteristics of an effective learning environment and the key elements of successful behaviour management	creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development
6. Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
7. Accountability	<p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors</p> <p>Experience of whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective</p>	<p>Experience of presenting reports to governors</p> <p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to</p>

	performance management	improve performance e.g. SIP
8. Skills, Qualities & Abilities	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of BFPS</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p>	Ability to manage public relations
9. Skills, Qualities & Abilities	<p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	

10. References	Positive recommendation in professional references CRB(E) clearance DBS clearance	
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Recruitment Process

In our recruitment activities including the Headteacher Designate posts, we will follow DfE guidance on Safer Recruitment in terms of pupil safeguarding, as set out in the DfE document 'Safeguarding Children and Safer Recruitment in Education'. Our advertisements placed online and in the TES in keeping with resignation deadlines for serving school leaders will make clear BPET's commitment to safeguarding as described above, and will refer to the need for the successful applicant to undergo DBS checks to ensure they are suitable for work involving children.

BPET will produce a recruitment pack for each post which will set out the extent of the responsibilities (Job Description) and the requirements of the individual we are seeking who would be capable of fulfilling the demands of the post (Person Specification). These will be made available online to applicants and sent with reference requests and reference grids to referees. Our use of reference grids relating to key selection criteria produces detailed objective information on key job-related competencies and qualities. All applicant fields obtained in response to our advertisements will be reviewed against the same selection criteria as derived from the essential elements of the Person Specification. Two references will be requested from referees for all shortlisted applicants who will then progress to the selection day. We will not accept open testimonials in place of references received directly from referees which will normally include the current employer. At the selection days we will use a combination of instruments to obtain valid, reliable and relevant information to assess when making the appointment decisions. At present the following is envisaged:

Morning

- tour of the site (if possible) with two Trustees
- written task (data analysis exercise)
- presentation to the panel (pre-prepared on a given topic relevant to the posts)

Afternoon

- structured interviews

We may also take up the option of occupational psychometric testing, in keeping with BPET experience and expertise, in terms of the online SHL OPQ (Team Types & Leadership Styles, and Manager Plus reports) or a similar instrument, which shortlisted applicants would undergo online prior to attending for interview. If the first round of advertising does not produce an adequate field, or if there is no appointment after the first selection day, as stated above we will engage an executive search facility to locate suitable candidates for the next round. In keeping with DfE practice for Free Schools we would expect the Headteachers to be in post 2 terms before the BPET schools open. The persons appointed to the posts of Headteacher at the three BPET schools will be experienced education professionals with appropriate teaching and school leadership experience. We will not require the successful applicant to have QTS as this would risk excluding high quality applicants from the independent sector, but expect that, like the teaching staff in general applicants will have qualified teacher status. In addition, while NPQH will not be an essential attribute, this together with an M Ed type qualification would be seen as desirable.

Successful applicants will need to show empathy towards, and a relevant degree of alignment with, the Trustees' vision for BPET schools, and be capable of taking the vision forwards locally and delivering outstanding education provision for our pupils. We will make full use of the standard time which current employers allow to staff to visit their next employer to begin the induction process for the Headteachers Designate, and so ensure that they are up to speed with progress through pre-opening and plans for opening and beyond. The initial salary positions we have in mind for the Headteachers are in keeping with the size and nature of the schools and the demands of the post, and are affordable as can be seen from the financial planning spreadsheet and Section G. The opportunity to establish a new school from the outset will be very attractive to the type of school leaders we will seek to recruit, and we are confident in our belief that we can attract high calibre candidates to the roles not least as a result of previous experience with Rutherford House School (now open) as well as Whitehall Park and Braywick Court schools (in pre-opening, Headteacher recruitment has already taken place successfully at both schools).

Summary Timeline for Headteachers Designate Recruitment

1	Sign off Job Description, Person Specification and Ad copy	04 08 2014
2	Production of Recruitment Pack for downloading online	15 08 2014
3	Advertisement on ETeach, the school website and in the TES	05 09 2014
4	Closing date for applications	17 09 2014
5	Response handling – shortlisting complete	19 09 2014

6	Invitations to interview and reference requests issued	22 09 2014
7	Selection day	26 09 2014
8	Offer made to the first choice preferred candidate	26 09 2014
9	Resignation deadline for serving Headteachers (DHT 31 Oct)	30 09 2014
10	On acceptance, DBS checks instigated	01 10 2014
11	Pre-start meetings take place with the Trust post-acceptance	Oct 2014
12	If DBS clearance is obtained and references are acceptable, start	01 01 2015

School Improvement Support

School improvement support will be provided by personnel listed in the table below, which includes details of previous support to other schools with outcomes.

Name	Previous Support	Outcomes
██████████	██████████	██████████

Name	Previous Support	Outcomes
[REDACTED]	[REDACTED]	[REDACTED]

Name	Previous Support	Outcomes
██████████	██████████	██████████

Name	Previous Support	Outcomes
[REDACTED]	[REDACTED]	[REDACTED]

F6 (existing providers and any new applicants seeking to open more than one free school)

F6(a) Shared services

Central Services

Central Services will be provided by the following roles and post-holders.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████	██████████	37	██████████
██████████	██████████	██████████	15	No charge to the schools
██████████	██████████	██████████	15	No charge to the schools
██████████	██████████	██████████	15	No charge to the schools

Financial Information

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
Richmond Bridge Primary School	0	██████████
Dalston Free Primary School	0	██████████
Kilburn Free Primary School	0	██████████

Value for money is achieved in a number of ways. Firstly, it has been agreed by the Trustees that the work of ██████████ and ██████████ is 'gifted' to the Trust. Furthermore, any and all work that is undertaken for the Trust by non-payroll staff, irrespective of who provides it, will be subject to a full procurement process that has cost and value for money as key criteria. At no point does any school's contribution exceed 4.1% of its annual budget.

Capacity to Expand

At the heart of the Bellevue Place Education Trust is the strategic aim to build a sustainable model for delivering outstanding education. As part of the partners' commitment to ensuring the success of BPET there is a commitment to provide whatever resources are required to underpin the growth strategy of the Trust. Notwithstanding this, there is a short to mid-term objective to make BPET a sustainable entity in its own right.

The establishment of Rutherford House School and the progress made by Braywick Court and Whitehall Park Schools has allowed the Trust to invest in build the capacity of the Trust. The Trust has appointed ██████████ as ██████████ from January 2014. ██████████ will oversee all financial operations and work with the Board of Directors to grow the capacity of the Trust organically.

If BPET is successful in its next round of free school applications, the Finance and Operations Director will lead on delivery of all financial elements of pre and post-opening and further strategic hires will be made to the Trust as detailed below.

Core team

The Board of Directors and the recently appointed Finance and Operational Director represent the core team for BPET at this stage of its development. In addition, each Headteacher of open schools or those in pre-opening are expected to contribute to Trust-wide initiatives both to embed a culture of excellence and challenge but also as a CPD opportunity.

Building Capacity

Each substantive hire to the Bellevue Place Education Trust will reduce the reliance on external organisations providing key services thus improving the efficiency of the organisation across its cluster of schools. The short to mid-term hiring plan for the Trust is as follows:-

Trust Administrator – As a growing Trust, the administrative requirement will continue to grow, both at a school and a Trust level. The Trust Administrator will work to the Finance and Operations Director with a remit both to manage the back office of the Trust but also to embed high quality administrative systems within each school.

Data Manager – BPET will operate a uniform approach to the collection and evaluation of performance data while working closely with each Headteacher to set and achieve challenging targets at a school level. The Data Manager for BPET will work with each school to make best use of all available data and work with the school improvement professionals at a Trust level to allow challenge and support to be targeted most effectively.

Human Resources Manager – The success of Bellevue Place Education Trust will be delivered through a motivated, focussed and highly trained workforce. The establishment of a Human Resources function will free time for the Headteachers and SLTs of Trust schools by providing assistance with day to day HR management. Furthermore it will also allow the Trust to establish a consistent approach to the appraisal, support and development of all staff that we would aim to have recognised by gaining Investor in People status.

Section G: Budget planning and affordability

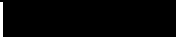
Introduction

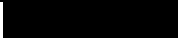




CV Annexes

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 	N/A




	<p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	

	previous roles.	
8.	Reference names(s) and contact details	

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position • This should cover the last four years. If not, please include additional roles 	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	

	<p>per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Referee with contact details	██████████




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

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




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

	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Referee with contact details	██████████


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

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

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



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


[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance) Education	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications 	[REDACTED]

	are maintained	
5. a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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7.	Optional: brief comments on how the role you played helped to raise standards in	



	any or all of your three previous roles.	
8.	Reference name and contact details	


[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	[REDACTED]

	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

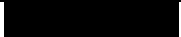
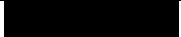
8.	Reference names(s) and contact details	
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[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should 	[REDACTED]




	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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7.	Optional: brief comments on how the role you played helped to raise standards in	

	any or all of your three previous roles.	
8.	Reference names(s) and contact details	

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- 	

	<p>C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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8.	Reference names(s) and contact details	

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance) Education	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED] [REDACTED] [REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 	[REDACTED]

	<p>2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>	

	previous roles.	
8.	Reference names(s) and contact details	