

Free school application 2014

Mainstream Primary

THE ATHENA ACADEMY

Contents:

Application checklist.....	5
A: Applicant Details and Declaration.....	7
A.1: Applicant Details.....	7
A.2: Declaration	8
B: Outline of the School	9
C: Vision and Rationale	10
C1: Rationale.....	10
C1.1: Introduction	10
C1.2: Need for Additional Primary School Places	10
C1.3: Performance of Other Primary Schools in the Area	11
C1.4: Why REAch2?	14
C1.5: Parental Demand.....	15
C2. Vision and Ethos	15
C2.1: The REAch2 Vision for The Athena Academy	15
C2.2: Educational Experience - Key Drivers.....	17
C2.3: Ethos.....	18
C3: Aspirations and outcomes.....	21
C3.1: Academic Success.....	21
C3.2: All-round Character.....	22
C3.3: Attendance.....	23
C3.4: Behaviour.....	23
D: Education Plan	24
D1: Curriculum Plan.....	24
D1.1: Pupil Numbers	24
D1.2: Curriculum Principles	24
D1.3: Expected Pupil Intake	29
D1.4: Type of Curriculum.....	29
D1.5: Curriculum Model.....	30
D1.6: Content of the Curriculum	33
D1.7: Qualifications	37
D1.8: Enrichment Activities.....	38
D1.9: Assessing and Meeting the Needs of All Pupils.....	40
D1.10: Pupil Transition	45
D1.11: Attendance.....	47
D1.12: Behaviour.....	47
D2: Setting and Achieving Targets	47
D2.1: Introduction	47

D2.2: KPIs and Targets	48
D2.3: Assessment and Data Tracking	49
D2.4: Monitoring and Evaluation	49
D2.5: Assessing the Quality of Teaching.....	52
D2.6: Communicating with Parents	53
D3 Staffing.....	54
D3.1: Proposed Staffing Structure.....	54
D3.2: Reductions in Staffing to Achieve 30% Savings	59
E: Evidence of Need and Community Engagement.....	60
E1: Evidence of Need	60
E1.1: Parental Demand	60
E1.2: Basic Need.....	63
E1.3: Standards in Other Local Schools.....	63
E2. Engagement with the Community.....	63
F: Capacity and Capability	65
F1: Pre-opening Expertise	65
F1.1: Pre-opening Skills and Experience	65
F1.2: Skills Gaps in Pre-opening	67
F2. Governance	67
F2.1: Overview	67
F2.2: The Local MAT	69
F2.3: The Local Governing Body	73
F2.4: Principal – Roles and Responsibilities.....	74
F2.5: How the Local MAT Would Intervene if Necessary	74
F2.6: Conflicts of Interest.....	75
F3. Governing Body.....	75
F3.1: Proposed Governors	75
F3.2: Skills Gaps for Governing Body	78
F4: Recruiting a High Quality Principal	78
F4.1: Role of the Principal and Skills Required	78
F4.2: Principal Designate	83
G: Budget Planning and Affordability	84
G1: Budget Plan	84
G1.1: Proposed Budget.....	84
G1.2: Securing Value for Money	84
G1.3: Meeting the Education Vision and Plan	84
G2. Financial Resilience to Reductions in Income.....	85
G2.1: Proposed Savings.....	85

G2.2: Continuing to Meet the Education Vision and Plan 86
H: Location and Premises 87
I: Due Diligence and Other Checks 88
Appendix: CVs for Group Members 89

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form	<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?	NA	
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	NA	
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?	NA	
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 ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>10. Have you sent 2 hard copies of the application by ‘Recorded Signed For’ post(or alternatively by courier or by hand with receipt as proof of delivery) to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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*** 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> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ 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 ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by ‘Recorded Signed For’ post (or alternatively by courier or by hand with receipts as proof of delivery) to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A: Applicant Details and Declaration

A.1: Applicant Details

See worksheet 'A. Applicant details' in Excel file 'Athena Sections A, B and H'.

A.2: Declaration

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 on behalf of REAch2 Ltd, corporate member of REAch2 Waltham Forest Ltd:

Position: [REDACTED]

Print name: [REDACTED]

Date: 10 October 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.





1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83166
Name of proposed school:	The Athena Academy
Is this a route one application or a route two application?	Route 2
Name of lead applicant: <small>Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.</small>	<Redacted>
Address of lead applicant:	Hillyfield Academy 99-101 Higham Hill Road London E17 6ED
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	NA
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	NA
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	REAch2 Waltham Forest Academy Trust (referred to in this application as "the local MAT")
Company address:	Hillyfield Academy 99-101 Higham Hill Road London E17 6ED
Company registration number:	8298697
Date when company was incorporated:	19 November 2012
Please confirm the total number of company members (must be a minimum of 3):	3
	REAch2 Ltd (referred to in this application as "the umbrella trust")
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	3
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	REAch2 Waltham Forest Academy Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	NA
--	----

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
---	----

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	NA
--	----

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
--	----

How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>REAch2 Waltham Forest Academy Trust (the local MAT) is part of a wider group of MATs under REAch2 Ltd (the umbrella trust). The umbrella trust appoints the members of the local MAT. It will provide services to the new school in exchange for a 3% contribution from the school's General Allocation Grant. These services are set out in Section G1.1 (Proposed Budget) of the application under the heading "Contribution to the umbrella trust".</p> <p>Details for the umbrella trust: Full name - REAch2 Ltd Companies House number - 8619763 Charity Commission number - 1149000</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>NA</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p><Redacted>, a freelance consultant working through <Redacted>, has project managed the application phase and edited the application document. It is not envisaged that he will play a role in pre-opening.</p>

B: Outline of the School

See worksheet 'B. Outline of the school' in Excel file 'Athena Sections A, B and H'.



1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	NA
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In which local authority is your preferred location?	Waltham Forest
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Proposed opening year:	2016
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Age Range:	Other (please specify below)
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If 'other' please specify	4-11 with an intention to provide nursery 2-4
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Please select
---	---------------

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
--	----

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	NA
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Maximum capacity of proposed free school:	420
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places Also intend to provide 30 FTE nursery with provision for 2-year olds
--	--

Please say which year groups the school will have in first year and the PAN for each	Reception - 60 places
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	NA
---------------------------------------	----

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
--	----

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	Yes
--	-----

If yes please say when you propose the principal would start:	January 2016 but already employed by REAch2 and will be part of pre-opening team
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Please say how many people will sit on your governing body:	6-10
---	------

Use of freedoms

Will you operate a non-standard school day?	No
---	----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	No
--	----

Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	(1) Curriculum: We will broadly follow the national curriculum, but use academy freedoms to shape and adapt the curriculum to meet the needs of our pupils. (2) Teachers' pay and conditions: These will meet national pay and conditions as a minimum, but in addition we will reward good performance in order to incentivise teachers to perform.
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C: Vision and Rationale

C1: Rationale

C1.1: Introduction

REAch2 ('the umbrella trust') proposes to establish a new school in the south of Waltham Forest in 2016 to meet the growing demand for primary school places in the area. The school will be called The Athena Academy. It will be a 2FE primary school and we would also like it to have a 30 FTE place nursery with provision for 2-year olds. The school will:

- Follow the National Curriculum
- Have an inclusive approach that offers the best education for all local children
- Support neighbouring schools rather than competing with them.

The school will take in Nursery and Reception children and grow to full capacity as new children are admitted to Reception each year.

C1.2: Need for Additional Primary School Places

The local authority, Waltham Forest, has indicated that a new primary school may be required to meet a projected deficit of places in the south of the borough (Leyton and Leytonstone) from 2016. This is a densely populated area with a high birth rate. Demand for primary school places has increased sharply in recent years and the local authority has been meeting this through expansion of existing schools.

The Cabinet meeting¹ on 12 November 2013 considered a report 'Free Schools and New Schools Strategy'. Appendix B to the report showed a projected deficit in primary school places from 2015 onwards in the south of the borough.

Paragraphs 4.9 – 4.12 of the report explained the need for additional primary school places and paragraph 4.12 concluded that the local authority was 'likely to need to actively seek applications from existing and new providers to open a new primary school in the south of the borough from 2015.' Cabinet agreed a strategy that included: 'engaging early with potential free school providers and seeking providers of new schools who will complement and enhance the best existing provision.'

In February 2014 the authority published revised projections², which took into account plans for expansion of existing schools. The authority stated that the majority of schools in the south of the borough had already been expanded and that it might therefore consider the possibility of a new primary school in the area from 2016. Table 1 below shows the revised projected deficit for the area.

¹ The agenda and minutes of the Cabinet meeting can be found at:
<http://democracy.walthamforest.gov.uk/ieListDocuments.aspx?CId=287&MIId=3189&Ver=4>

² The projections can be found at:
<http://www.walthamforest.gov.uk/documents/freeschools-appB-needforplaces.pdf>

Table 1: Projected Deficit of Primary School Place in Leyton/ Leytonstone		
	Surplus/ deficit of places	Surplus/ deficit as FE
2016/17	-32	-1
2017/18	-21	-1
2018/19	-84	-3
2019/20	-93	-3

Source: Waltham Forest Council projections published February 2014

The table shows a projected deficit of 1FE in 2016 rising to 3FE by 2018.

School sites in Leyton and Leytonstone were already constrained prior to the recent expansion and it is becoming more and more difficult to expand existing schools further. This is why a new school will be needed if the local authority's forecast of a deficit in the area proves to be correct.

C1.3: Performance of Other Primary Schools in the Area

There are 15 state funded schools in Leyton and Leytonstone that provide primary education.

Table 2 below provides the following information for each of these schools:

- Latest Ofsted rating and date of the inspection
- Percentage of pupils achieving Level 4 or above in reading, writing and maths at Key Stage 2 in 2013.

Table 2: Performance of Local Primary Schools			
School	Ofsted rating	Inspection date	KS2 results (%)
Barclay Primary School (converted to academy in Sep 12)	Good	May 11	81
Buxton School ³	Good	Mar 13	80
Davies Lane Primary School	Outstanding	Apr 14	85
Dawlish Primary School	Good	Feb 12	54
Downsell Primary School	Requires Improvement	Nov 13	79
George Mitchell School ⁴	Requires Improvement	Oct 13	61
George Tomlinson Primary School	Good	Nov 12	63
Gwyn Jones Primary School	Good	Jun 14	83
Jenny Hammond Primary School	Good	Mar 12	83
Mayville Primary School	Good	Mar 11	64
Newport School	Outstanding	Jun 13	78
Riverley Primary School (converted to academy in Sep 13)	Inadequate	Jun 12	-
St Joseph's Catholic Infant School	Good	Jun 13	-
St Joseph's Catholic Junior School	Good	Jun 14	88
Willow Brook Primary School Academy (converted to academy Sep 12)	Inadequate	May 14	40
England			75

Sources: Ofsted and DfE published data

³ Buxton and George Mitchell are all-through schools. The Ofsted rating and free school meals percentage are for the whole school in each case.

The table shows that of these 15 schools:

- One, which has been inspected since it became an academy, is deemed to be Inadequate
- Two are deemed to Require Improvement
- Another, which has subsequently become an academy, was deemed to be Inadequate at the most recent inspection, prior to conversion
- Five out of 13 for which Key Stage 2 results are available have results below the floor standard for 2014, which is 65%.

The Ofsted reports for the four schools rated Inadequate or Requires Improvement show that:

- More able pupils were not always being challenged enough and were not making as much progress as they should at one of the schools
- At another school pupils with English as an additional language and pupils eligible for free school meals were attaining lower levels than similar pupils were nationally
- Disabled pupils and pupils with SEN were underachieving generally at one school, making inadequate progress at another and making slow progress in maths at a third
- At the school where disabled pupils and pupils with SEN were making inadequate progress there were various other issues including pupils of all abilities and backgrounds making slow progress in reading, writing and maths due to inadequate teaching.

The most recent Ofsted inspection of Hillyfield Academy⁴, which set up REAch2, found that 'there is good additional support for pupils with learning difficulties and disabilities ... This ensures they make good progress.'

Closing the gap data for the local schools and for Hillyfield is provided in Table 3 below.

⁴ More information about Hillyfield is provided in Section C1.4 below.

Table 3: Closing the Gap Data for Local Primary Schools and for Hillyfield				
School	Percentage achieving Level 4 or above at KS2 in reading, writing and maths in 2013			
	Overall (%)	Disadvantaged pupils (%)	Other pupils (%)	Gap (percentage points)
Barclay Primary School	81	77	83	6
Buxton School	80	82	76	-6
Davies Lane Primary School	85	81	87	6
Dawlish Primary School	54	38	60	22
Downsell Primary School	79	77	81	4
George Mitchell School	61	62	60	-2
George Tomlinson Primary School	63	54	72	18
Gwyn Jones Primary School	83	67	87	20
Jenny Hammond Primary School	83	77	88	11
Mayville Primary School	64	54	78	24
Newport School	78	71	82	11
Riverley Primary School	54	52	58	6
St Joseph's Catholic Junior School	88	78	92	14
Willow Brook Primary School Academy	40	39	42	3
Average for the above schools	71	65	75	10
Hillyfield Academy	91	94	86	-8
England	75	63	81	18

The table shows that on average the gap between the achievement of disadvantaged pupils and other pupils at local schools was less than the national average, but at three of the schools the gap was higher than the national average. At Hillyfield on the other hand disadvantaged pupils actually performed slightly better than other pupils.

The poor performance of some of the schools in the area could be linked to deprivation and other demographic factors and related low aspirations. Of the four local primary schools rated Inadequate or Requires Improvement:

- All of them had a large proportion of pupils with English not as first language: between 69% and 77%
- All of them had a high proportion of pupils eligible for free school meals: between 26% and 34% compared with a national average of 18%

Two of the three local schools with the worst KS2 results – George Mitchell and Willow Brook – were also in the top three in terms of proportion of pupils eligible for free school meals and were in the top four in terms of pupils whose first language was not English.

This is confirmed by information shown in Table 4 below for the seven wards that cover the south of Waltham Forest. These are Cann Hall, Cathall, Forest, Grove Green, Lea Bridge, Leyton and Leytonstone. The table shows equivalent information, referred to in Section C1.4 below, for Higham Hill Ward, where Hillyfield is located. As explained above, Hillyfield is the school that set up REAch2.

Table 4: Statistics for Local Wards and Higham Hill Ward

	Local Wards⁵	Higham Hill Ward	England and Wales	Source
Population density (persons per sq km) - 2013	10,725	4,328	404	GLA SHLAA Trend based Population Projection data
Not Born in UK - 2011	49%	40%	13%	Census 2011
English is First Language of no one in household - 2011	19%	16%	4%	Census 2011
Number of neighbourhoods that are among the 20% most deprived in England in 2010	32 out of 53	Six out of seven	n/a	Ward profiles on Waltham Forest Council website – figures for local wards are aggregates
Children in poverty 2012	35%	34%		End Child Poverty campaign report
Children eligible for free school meals in 2011 school census	27%	32%		Ward profiles on Waltham Forest Council website
BAME – 2011	58%	59%	14%	Census 2011
Three largest ethnic minorities:	African, Pakistani and Other White Background in six out of seven wards	African, Pakistani and Other White Background		Ward profiles on Waltham Forest Council website

The table shows that 32 out of 53 neighbourhoods in the seven local wards are deprived and that on average, in these wards:

- 35% of children live in poverty
- 27% of children are eligible for free school meals
- 49% of people are not born in the UK
- 19% of households have no one whose first language is English
- 58% of people are from Black and Minority Ethnic groups.

C1.4: Why REAch2?

We believe that REAch2 is the best organisation to provide the new school because it:

- Is based in the borough, having been set up by Hillyfield Academy, situated just 3 km to the north of Leyton
- Already has a local multi-academy trust, REAch2 Waltham Forest, which The Athena Academy will join

⁵ The figures in this column are averages for the seven wards except where otherwise specified. They are an approximate representation of the whole area because they are calculated by taking the figures for each ward, aggregating them and dividing by seven.

- Specialises in supporting schools in deprived, multi-cultural areas like Leyton and Leytonstone
- Has a track record of success in improving the schools that join its multi-academy trusts (MATs), with an average improvement of 15 percentage points in Key Stage 2 results for 2013 at sponsored academies
- Has a good relationship with other schools and the local authority in Waltham Forest
- Has a good reputation in Waltham Forest.

Hillyfield is an Outstanding school whose pupil intake is similar to what The Athena Academy's is expected to be. Table 4 in Section C1.3 above compares key characteristics of Higham Hill Ward, where Hillyfield is located, with wards in the south of Waltham Forest where the new school will be located. This shows that the two areas are fairly similar in terms of levels of poverty, percentage of people whose first language is not English, free school meals eligibility etc.

More information about REAch2 is provided in Section F.

C1.5: Parental Demand

There is strong parental demand for places at The Athena Academy. As at 18 September 2014 the number of expressions of support that had been received was 261. More details are provided in Section E1.1.

C2. Vision and Ethos

C2.1: The REAch2 Vision for The Athena Academy

REAch2 has a family of primary academies that have strong reputations for delivering outstanding education for all pupils. An umbrella trust of converter and sponsored academies working across a wide geographical area with schools in a variety of contexts, REAch2 seeks to establish The Athena Academy as its first free school, bringing a new and exciting dimension to the trust.

The umbrella trust is the highest performing primary only academy trust in the country. In 2014 the schools within the trust improved their performance by an average of 11%. This compares with a national average of 2-3%. All Outstanding and Good schools sustained their levels of academic performance, which combined were well above the national average.

REAch2 Waltham Forest ('the local MAT') includes Hillyfield Academy, which set up the umbrella trust. Hillyfield is the largest primary school in the country; it is in the top 10% of schools nationally in terms of achievement of all pupils and the top 250 schools nationally in terms of achievement of disadvantaged pupils.

REAch2 will be the **cornerstone** of The Athena Academy: a strong, responsible foundation providing a solid base from which the school can build and grow. Defined by the values of **excellence, quality, delivery** and **standards** – these features give the trust (and will give the new school) its enduring attributes and its inherent reliability:

- **Excellence:** because we have high expectations for all

- **Quality:** because everyone in the trust deserves the best
- **Delivery:** because actions make aspirations a reality
- **Standards:** because they represent achievement for all.

What gives each REAch2 academy its uniqueness are the **touchstones** of the trust: seven principles which will make The Athena Academy distinctive. Just as 500 years ago, touchstones were used to test the quality of the gold they marked, so too our touchstones are used to express the values and ethos of our schools. They describe what The Athena Academy wants to be known for and how it wishes to operate.

What are these **touchstones**?

Children and adults will **flourish** in the school: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We will notice talent and spot the 'possible' in people as well as the 'actual'; **Developing potential** within the school creates a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into a school; through influential experiences of people and place, children will be compelled to believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings; embracing **inclusion** will ensure that The Athena Academy serves all, believing that everyone can and must succeed.

We take accountability seriously and by being **responsible** for every child, we will act judiciously, with control and care. We do not make excuses, but mindfully answer for actions and continually seek to make improvements.

REAch2 is a trust that has a strong moral purpose; our **integrity** is of utmost importance. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. As a trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny and this will be one of the founding principles of the school.

This vision for the school clearly establishes our mission 'for a better future' and the main drivers for our curriculum:

- A strong drive to improve learning and engagement in the local community underpinned by the principles of:
 - Equality and diversity

- Respect for local people, local culture and local values
- Citizenship in the local, national and global context
- Building children's repertoire of spoken and written language so that they become confident and effective communicators
- Aspiration and enterprise so that every child:
 - Wants to succeed
 - Knows how to achieve well academically and become socially competent
 - Participates, is creative, is able to express their voice, contributes responsibly, and has a sense of what it means to be a democratic citizen
 - Believes that they are on the road to college, university or a good job
- A strong focus on the whole child and their physical, social, spiritual, cultural and emotional well-being that means that they:
 - Are well placed for learning; will make good progress
 - Will develop the emotional resilience to succeed even in the face of adversity.

C2.2: Educational Experience - Key Drivers

The curriculum at The Athena Academy will have the following distinctive features, which will help secure the educational vision for the school:

- Being a Thinking School
- Developing Philosophy for Children
- Adopting the REAch2 11b411 educational experience.

These are trust wide educational strategies that have delivered excellent educational outcomes across all the trust's schools. The strategies focus on nurturing children as effective learners, learning how to learn as well as what to learn. The strategies have proved effective in enabling all learners to access the curriculum effectively as well as developing children's ability to apply their learning in a range of different subjects and contexts. The rapid improvement and high levels of pupil achievement across the REAch2 can be directly attributed to a large extent to these core strategies. All schools that have been inspected have had positive comments on the effectiveness of these key drivers.

A Thinking School

At The Athena Academy, the pupils will be explicitly taught effective thinking skills. This approach is central to all REAch2 academies and has proven to be highly effective in supporting the achievement of pupils of all academic abilities but particularly children with English as an additional language and children with special educational needs.

Teachers and pupils will use 'Thinking Maps' extensively to organise and structure thinking, while the development of learning dispositions such as communicating with clarity, thinking interdependently, striving for accuracy and persisting will be part of the language of the school.

Thinking Maps are based on eight cognitive skills; each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought

process, pupils create mental visual patterns for thinking. These patterns empower pupils with the tools to become independent thinkers.

Philosophy for Children (P4C)

The curriculum will also focus on developing Philosophy for Children. Again a key strategy in all REAch2 schools, this approach helps children develop an understanding of their place in the world, develops their ability to pose and answer significant questions about the role they play in society and contributes significantly to the collaborative and supportive approach which children are encouraged to adopt when they are working together.

P4C is an approach to learning that was founded by Professor Matthew Lipman. P4C has developed over 35 years and is practised in approximately 60 countries.

Children are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry or dialogue. For example the question might be 'is it ever ok to steal?'

The teacher, as facilitator, supports the children in their thinking, reasoning and questioning, as well as the way the children speak and listen to each other in the dialogue. After the enquiry the children and facilitator reflect on the quality of the thinking, reasoning and participation, and suggest how they could improve: either as individuals or as a group (community).

P4C is intended to be a regular activity so that the children develop their skills and understanding over time. The role of the facilitator is crucial to ensuring quality dialogue and progress, as well as integration with the curriculum.

It is well documented that P4C has an impact on children's cognitive, social and emotional development. P4C is about getting children to think and communicate well, to think better for themselves.

11b411 Promises

11b411 promises are 11 life-enriching experiences, such as camping in a field or forest, which all children at REAch2 schools are promised they will experience by the age of 11. The 11b411 experience will be crucial to the curriculum at The Athena Academy as it will secure the enrichment and additionality that we wish all pupils to receive. It will secure an entitlement that helps raise children's aspirations for their future lives.

Details of the promises are set out in Section D1.8.

C2.3: Ethos

Introduction

The Athena Academy will be a nurturing school, firmly rooted in strong cultural, social and moral values; we will develop a community in which every individual can flourish. An exciting and inspirational curriculum will be made special by a wide range of unique experiences. A talented and well qualified workforce will engage all learners in reaching the highest standards. High aspirations and expectations will pervade the life of the school

and support the development of children with high self-esteem, self-discipline and strong community spirit.

Education is an essential ingredient for future success. By taking the time to **build character** in every child through our ethos, code of conduct, curriculum and assemblies, we can teach all children to be **successful**.

The community will have a new school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We will not compromise on a thorough grounding in literacy and maths; however our curriculum will be exciting, motivational and strongly reflect an engagement with 21st century technologies.

Specific Principles

The school's ethos will be built on the following specific principles:

The 5Cs: Confident Caring Contributing Committed Courteous

- Confident - build self confidence in our children by:
 - Engaging them in activities such as debating, public speaking, role play and sport matches with other schools
 - Providing rich and stimulating extra-curricular activities
 - Children and parents sharing and celebrating their talents in termly assemblies.
- Caring:
 - Set up buddy systems and peer mediators to encourage children to care for each other's needs
 - Children to be alert to bullying incidents and report them to a trusted adult
 - Children to care about their handwriting and presentation of work
 - Children to care about their appearance and the stipulated code of conduct
 - Children to be polite and honest at all times.
- Contributing:
 - Children to give of their time willingly to help around the classroom or school
 - School to foster independent thinking and ideas so that children can contribute their ideas in lessons and within a school council and these can be valued by their peers in class.
- Committed:
 - School to encourage perseverance and a 'can do' culture
 - Elected school council members, buddies and peer mediators to carry out their responsibilities in an exemplary way
 - Children and parents to sign a home-school agreement committing themselves to the school's ethos and values.
- Courteous:
 - Staff members to eat dinner with the children so that table manners are learned and practised
 - Staff trained in how they can exemplify excellent manners for children through agreed methods of addressing one another and children, passing in the corridors, holding doors for one another etc.

- Assemblies and PSHE time used to explore the importance of personal conduct and manners.

Nurturing Environment (Pupil Wellbeing)

- Welcome all new children and parents into the school with an introductory evening for them when the children join the school
- Appoint bilingual parent buddies for newly arrived families unfamiliar to the English school system
- Identify peer buddies for vulnerable children or those not able to form relationships easily or who have newly arrived
- Train and use volunteer mentors from the local community and local businesses to encourage children who may be experiencing difficulties in their learning or behaviour
- Use the Social and Emotional Aspects of Learning (SEAL) frameworks weekly in Personal Social and Health Education (PSHE) to ensure children care about themselves and each other and become engaged in their wider responsibilities as citizens.

Disciplined Environment

- Agreed routines and norms for uniform, moving around school, start and ends of lessons, break and lunchtime, rewards and sanctions etc. that are applied every day and by all teachers
- Policy for behaviour drawn up in consultation with children, parents/carers and staff, exemplifying values of honesty, respect, hard work and achievement.
- **Rights, Responsibilities and Respect** including rights to be safe/ to teach/ to learn/ to respect everyone and their capacity to think, to learn and their potential to grow and change
- **Rules and Routines** - drawn up by children and based upon the rights to be safe, to learn and to show respect plus non-negotiable expectations, for example zero tolerance of bullying behaviour and core routines expected of all
- **Choices, Consequences and Consistency** –an emphasis on positive choices with a range of rewards as well as consequences/sanctions.

Aspirational Environment

- Encourage new parents to explore the school's and their own understanding of the term 'high aspirations' and their contribution to learning at home including the school's homework policy
- Support high aspirations through a strong reward system with behaviour rewards reflecting high achievement for teams and individuals
- Display aspirational messages throughout the school: our vision; slogans, pictures of successful people from diverse backgrounds, university banners etc.
- Take children on visits (at least one per term) and develop links with universities and work places, and bringing in high achieving visitors and mentors to talk to children
- Talk to Key Stage 2 children about when, rather than if, they go to university

- Have a smart and enforced school uniform with a different element, such as a shirt and tie for Year 6, so there is a recognisable difference and concurrent increase in responsibilities
- Teach children very deliberately about the difference between standard English and language used on the street, so that they are able to conduct themselves appropriately in different situations.

Inspirational Environment

- Exciting, clean and comfortable classrooms that support learning with vibrant colours
- Children's work and achievements displayed and celebrated in all areas of the school
- Each teaching area to have access to our main playground or in the cases of Foundation Stage and Key Stage 1, to all weather outdoor classrooms and gardens
- Adaptable and innovative approaches to technology that will provide a wealth of opportunities and rich experiences for our children
- A sustainable approach to our environment with an aspiration to achieve eco schools status
- First rate facilities for primary sport and community use.

Motivated Staff

- Great teachers selected through rigorous recruitment process and attracted to teach at The Athena Academy by the advantages of working in an academy within REAch2
- Teachers observed teaching and rated on their engagement with children and classroom management
- School over time included in Graduate Teacher Training Programme so that it grows its own talented staff
- Real, funded and timetabled commitment to staff development and CPD
- A leadership team and a local governing body that can and do identify and reward excellence
- A transparent approach to monitoring, evaluating and providing honest feedback to all.

C3: Aspirations and outcomes

C3.1: Academic Success

The school will set challenging targets for pupil achievement both in terms of the levels of attainment at the end of each Key Stage and the amount of progress pupils make within year, across years and across Key Stages. The targets when realised will ensure that pupil achievement is significantly above national averages. This will help deliver the school's vision to ensure that all pupils achieve their full potential, are equipped with the skills and knowledge they need to undertake further study and become successful in later life.

The school will seek to become Outstanding within three years of opening or at its first Ofsted inspection, whichever is earlier. By 2019 the first cohort of pupils will have undertaken statutory Key Stage 1 assessments and targets for achievement here will be

set at above the national average. In addition the school will have had three years end of EYFS data and targets for the percentage of pupils securing a good level of development will be set above the national average.

The proposed targets for academic achievement are set out in Section D2.2. The key targets are as follows:

By the end of Reception (EYFS):

- 70% of all pupils to achieve a good level of progress across all areas of learning

By the end of Year 2:

- 90% of all pupils to achieve Level 2b+ in reading, writing and maths
- 50% of all pupils to achieve Level 3 in reading, writing and maths

By the end of Year 6:

- 90% of all pupils to achieve Level 4b+ in reading, writing and maths
- 50% of all pupils to achieve Level 5b+ in reading, writing and maths
- 10% of all pupils to achieve Level 6+ in reading and maths
- 100% of all pupils to make at least 2 levels progress in reading, writing and maths between Key Stage 1 and Key Stage 2.

These targets will ensure that pupils are achieving significantly above the national average in line with the vision for the school and so that the school can secure an Outstanding judgement in an Ofsted inspection.

C3.2: All-round Character

The school will judge its success in this area though evaluating how well pupils develop and achieve in the:

- Positive attitudes to learning – 100% of lesson observations judge pupils' attitudes to learning as at least good
- Junior citizenship scheme – 100% of pupils actively participate in this scheme
- Schools Life Value awards (which are linked to the 5Cs described in Section C2.3) – 100% of all pupils receive an award for one of the areas annually.

The best schools build academic and social capital. We will provide experiences that nurture the development of the whole person – their spiritual, emotional, cultural and physical well-being. A key part of this will be the 11b411 experiences mentioned in Section C2.2 and the school will also judge its success in how these raise pupils' aspirations.

Our distinctive ethos is central to all we do; we therefore have focused goals for personal development which will be represented in the 5Cs, as displayed in prominent areas around the school including the assembly hall, and used repeatedly as key words by all staff. Merit certificates will be awarded for consistent adherence to the 5Cs.

C3.3: Attendance

The school's target will be for all pupils to have a minimum attendance rate of 97%. This is significantly higher than national and local averages.

The means for achieving this target will include:

- Strong communication systems with parents about the importance and legal requirements for good attendance
- Early intervention where there is cause for concern
- Support systems for vulnerable children
- Family Support Worker to support families with attendance issues
- Class rewards to celebrate high attendance
- Rigorous monitoring
- Any poor attendance or lateness addressed in a structured way as detailed in the attendance policy
- Persistent absence or lateness addressed by following up with parents, possibly a home visit by the Family Support Worker and, where necessary, legal action.

C3.4: Behaviour

The following targets will also be set to ensure the school has outstanding learning behaviour:

- 100% of lesson observation judge pupils' behaviour for learning as at least good
- 0% exclusions
- 100% positive feedback parent and pupil questionnaires.

The means for achieving these targets will include:

- Commitment to dealing with all behaviour in a proactive and positive way
- Clearly defined processes for parental involvement, seeking additional support and multi-agency working in serious cases
- Exclusion only used as a last resort and always as part of the school's overall strategy, following local guidelines as well as legal requirements.

D: Education Plan

D1: Curriculum Plan

D1.1: Pupil Numbers

The school will admit 2FE of Reception pupils in 2016 and gradually reach full capacity as new Reception pupils are admitted each year. The build-up of primary age pupils is shown in Table 5 below.

	2016	2017	2018	2019	2020	2021	2022
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

We also intend that the school will have a 30 FTE place nursery with provision for 2 year-olds.

D1.2: Curriculum Principles

The curriculum will be structured around all the experiences that are planned as part of learning and teaching and that children at the school experience during the whole of their time including extended opportunities. By recognising and planning learning around different contexts and experiences, the curriculum will make better connections across learning for all children. The complete curriculum experience will include:

Experiences and outcomes

‘Experiences and outcomes’ recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved. The experiences and outcomes are set out in lines of development which describe progress in learning. They will be delivered through the school curriculum framework and extended opportunities. The framework will provide flexibility for teachers and other staff in order to meet the varied needs of all children and young people.

Curriculum areas and subjects

Individual subjects and areas of learning will be an essential feature of the curriculum. They provide an important and familiar structure for knowledge, offering a context for specialists to inspire, stretch and motivate. Each subject will do so both within its own disciplinary contexts and through connections with other areas of learning. Throughout the children’s learning there will be increasing specialisation and greater depth, which will lead to subjects increasingly being the principal means of structuring learning and delivering outcomes.

Interdisciplinary learning

The curriculum will include space for learning beyond subject boundaries, so that children can make connections between different areas of learning. Interdisciplinary projects, based upon groupings of experiences and outcomes from within and across curriculum areas, will provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of the children within the school. Revisiting a concept or skill from different perspectives deepens understanding, and will also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies will also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for children's wider involvement in society.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. Children will be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

Opportunities for personal achievement

Personal achievement provides children with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences that children are provided with will include opportunities for a wide range of achievements in the classroom and beyond. The school will plan opportunities for achievement and provide the support and encouragement which will enable children to step forward to undertake activities which they find challenging. This is one of the key areas where the school will work closely with local community groups and through wider national initiatives help children access information and opportunities and make their voices heard.

The purpose of the curriculum is to enable each child to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The curriculum aims to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The Athena Academy's curriculum will be designed on the principles which, research demonstrates, contribute to outstanding curriculum provision and high levels of pupil achievement.

These are:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence

- Relevance.

Challenge and enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their effort.

Breadth

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children should experience continuous progression in their learning from 3 to 11 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Delivery Model

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

Our existing schools work in exciting cross-curricular themes across the whole school and because of the tremendous benefits that working in this way can have on the engagement and attainment of children; we aim to replicate this at The Athena Academy.

We recognise the importance of developing successful learners, confident individuals and responsible citizens. We believe that by encouraging children to learn creatively they acquire these key life skills - perseverance, independence, communication, motivation, flexibility, team work, empathy and respect. Adopting a 'recipe for success' for teaching and learning which ensures parity across school, our outstanding curriculum will be based around cross-curricular themes and will be at the heart of the school's drive to ensure high standards. The children will learn through whole school themes such as 'A Picture Paints a Thousand Words', 'Our Super Solar System' and 'Amazing Authors', which will last 6-7 weeks each. The children and teachers will work together to plan a stimulating, relevant, inclusive and exciting learning experience during each topic; one which celebrates diversity and cultural differences. This will be further enhanced by outside practitioners bringing the curriculum to life during visits to the school, as well as timely trips to the London Aquarium or the Science Museum, for example, which will extend the children's learning further.

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

This is what we believe will set us apart. We believe there is no contradiction within a curriculum that rigorously instils the basics of reading, writing and maths while at the same time offering a broad range of motivational and exciting learning experiences as detailed above.

We will also:

- Use tried and tested whole class teaching methodologies, promoted through very specific CPD for our teachers
- Adopt a traditional approach to the teaching of phonics, reading, grammar, spelling, handwriting and key mathematical facts as a matter of course every day
- Run teacher-led booster and intervention classes for certain children to ensure they are keeping up with the class
- Have a structured approach to regular visits and visitors including residential experiences
- Set appropriate homework for all children within a consistent set of expectations and provide feedback and follow up where it is not completed adequately
- Let teachers revisit topics as they see fit and make their own decisions about when individuals are ready to move on from a concept

- Work with parents to promote home learning, particularly reading, including, where necessary, teaching parents about the importance of their role.

Research shows that the single most important thing a parent can do to help their child's education is to read with them. Home-school diaries will be commented in and signed by parents and teaching staff to ensure that children are read to, heard reading and are reading independently.

If the curriculum is to fully engage the children and promote high achievement, we know that teaching and learning must be of the highest quality. Children will be taught as a whole class, in groups and where appropriate individually. Strong relationships, engagement and participation will set the context for learning in all classrooms. We have set out below the other key features that will characterise teaching and learning in our school.

Our teaching will be characterised by:

- Exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading
- Good learning relationships and a broad and engaging range of teaching styles and strategies
- Strong subject knowledge with a clear emphasis on English, science and maths
- Regular assessment and good feedback which lets children know how well they are doing and what they need to do to improve
- Personalised learning programmes which are designed to accelerate progress particularly for: children from deprived backgrounds, children who are gifted and talented, children with special needs and disabilities, children with English as an additional language, children in care and children with social, emotional and behavioural difficulties
- Creative use of resources, including ICT, to support and extend the learning objectives
- Activities that capitalise on children's curiosity
- Parents and other community members learning or supporting in the classroom.

Our children's learning will be characterised by:

- The mastery of basic skills and good achievement now and in the future
- Positive attitudes to learning, strong relationships and exemplary behaviour
- Hard work, perseverance and a clear belief that they can succeed even in the face of adversity
- Caring for others and their environment (behaving like good citizens)
- The ability to work independently and in collaboration with others
- The ability to identify and use a range of resources including ICT to support and enhance their learning
- Confident use of the language of learning
- A creative approach to identifying and solving problems and the ability to think like scientists

- A reflective and evaluative approach that helps them and others to improve
- The pursuit of learning beyond the classroom
- Knowledge of big ideas and the things that shape our world.

D1.3: Expected Pupil Intake

Local primary schools have a very high proportion of pupils whose first language is not English. They also have a high proportion of pupils eligible for free school meals and, on average, a fairly high proportion of pupils with SEN. Details are shown in Table 6 below.

Table 6: Characteristics of Local Primary Schools				
	With SEN statement or on School Action Plus	With English not as first language	Eligible for free school meals	Eligible for FSM at any time during the past 6 years
	Proportion of Pupils in Category (%)			
Barclay	11	70	21	30
Buxton	13	62	30	48
Davies Lane	11	63	23	31
Dawlish	10	68	18	28
Downsell	15	77	28	43
George Mitchell	12	75	34	52
George Tomlinson	8	63	20	30
Gwyn Jones	6	48	14	20
Jenny Hammond	10	35	24	31
Mayville	11	71	37	49
Newport	7	77	21	31
Riverley	11	69	26	35
St Joseph's Infants	9	60	18	20
St Joseph's Juniors	16	54	21	33
Willow Brook	7	75	31	49
Average for these schools	10	64	24	35
England	8	9	18	27

Source: DfE published data

D1.4: Type of Curriculum

The 'planned' and 'hidden' curriculum will ensure that the school's vision of an outstanding education, delivered through an outstanding, enriched curriculum leading to outstanding outcomes is realised. In planning the curriculum the school will draw upon a range of guidance and materials to construct its own curriculum and ensure that the principles underpinning it are fully realised. Throughout the curriculum Thinking Maps, Philosophy for Children, and 11b411 will be constant threads.

The curriculum will be constructed around the national curriculum subjects, as this will ensure broad subject coverage and progression in the acquisition of knowledge and understanding. We will be offering the best of the new national curriculum including aspects such as offering a modern foreign language. There will be a strong emphasis within the curriculum on reading, writing, speaking, listening and maths both as discrete subjects and more broadly across subjects.

The school will utilise the skills passport developed by REAch2 to ensure the systematic acquisition and application of learning and life skills. The curriculum will be made relevant to the children through cross-curricular project work helping to bring learning to life by putting it into a meaningful context. The themes of the curriculum will have a local and national significance to all children further adding to its relevance.

ICT and technology will be viewed as key skills running throughout the curriculum.

Coherence will be brought to the whole curriculum through a topic framework which identifies which aspects of learning and subjects will be taught at what age and stage. To secure personalisation and choice within the curriculum there will be inbuilt flexibility so that children can pursue their own lines of enquiry using independent learning skills according to their interests and abilities. The curriculum will include specialisms around the arts, P.E and technology to ensure we secure challenge and increase pupil enjoyment.

D1.5: Curriculum Model

Tables 7 and 8 below set out the curriculum models for the Early Years Foundation Stage and for Key Stages 1 and 2.

Table 7: Curriculum Model for EYFS			
Subject/ activity	Hours per week	Mandatory/ Voluntary	Comments
Communication, Language and Literacy	6.0+ integrated literacy learning	Mandatory	This includes daily phonics session, speaking and listening activities and guided sessions on developing CLL
Problem Solving, Reasoning and Numeracy	5.0	Mandatory	Structured teacher led activities as well as free choice activities centred on developing mathematical understanding
Knowledge and Understanding of the World	5.0	Mandatory	Structured daily activities including the disciplines and subjects of science, geography, history. Structured teacher led activities as well as free choice activities centred on developing mathematical understanding
Physical Development	4.0	Mandatory	Structured daily activities aimed at developing gross and fine motor skills as well as individual physical disciplines. Weekly lesson with P.E. specialist
ICT	1.0	Mandatory	Structured daily activities
Personal, Social and Emotional Development	3.0	Mandatory	Structured daily activities using circle time and planned activities incorporating philosophy for children
Creative Development	3.0	Mandatory	Structured daily activities

Table 8: Curriculum Model for Key Stages 1 and 2			
Subject/ activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy - Key Stage 1	6.0+ integrated literacy learning	Mandatory	This includes daily phonics sessions, accelerated literacy programme sessions, guided writing sessions and speaking and listening activities
Literacy - Key Stage 2	7.5	Mandatory	This includes time for Guided Reading. Writing. Spelling Grammar and Punctuation. The structure of literacy learning will be dependent upon the context of the learning and this is the time spent on discrete lessons. Additional literacy teaching will take place during the cross curricular topics.
Numeracy - Key Stage 1	3.5	Mandatory	This represents a daily 45 minute maths lesson. There will be additional Maths learning during cross curricular topics
Numeracy - Key Stage 2	5.0	Mandatory	This represents a daily Maths lesson. There will be additional Maths learning during cross curricular topics
Science	1.0	Mandatory	The structure of the school's curriculum framework means that Science may not be taught every week but in half termly units. This will mean substantially more curriculum time during these weeks and not others.
Physical Education including Drama and Dance	2.0	Mandatory	Each of these disciplines will be covered throughout the year fitting into the weekly curriculum allocation.
ICT	1.0	Mandatory	This is discrete teaching of skills for ICT. Children will learn to apply ICT across all subjects as part of cross curricular work.
R.E and P.S.H.C.E	1.0	Mandatory	This includes the discrete teaching of R.E and regular circle time and other P.S.H.C.E. provision
Music	1.0	Mandatory	This is whole class music provision and does not include individual music tuition on a variety of instruments
Art and Crafts	1.0	Mandatory	This is weekly subject lessons. This will be supplemented by 'art week' once a term which will substantially increase time spent on the subject at this time
Humanities	2.0	Mandatory	This includes History and Geography
Philosophy for Children	1.0	Mandatory	This is the taught aspect of philosophy for children. Application will occur during R.E and P.S.H.C.E.
Languages – Mandarin	.5	Mandatory	Will vary according to child's age.
Thinking Skills	.5	Mandatory	This is the taught aspect/ Application will occur during all written subjects
Individual Music tuition	2	Discretionary	A range of individual instrument will be offered as part of enrichment opportunities
After School Clubs	2	Discretionary	The school will offer a full range of after school clubs and all children will be entitled to attend for 2 hours per week
Residential Journey - Key Stage 2	5 days	Discretionary	5 day residential trip to foreign country
Saturday School - Key Stage 2	5	Discretionary	The school will run enrichment provision on Saturdays

The model for delivery of our curriculum has been devised so that we secure the outcomes set out in Section C3.

The delivery model provides explicit opportunities for securing high achievement in the key areas of literacy and numeracy. The school will have many pupils for whom English is an additional language and pupils with special needs. The amount of curriculum time spent on these areas gives priority to literacy and numeracy, making sure that serious attention is paid to developing spoken language intensively as an attribute in its own right and essential for the development of reading and writing. As part of this particular attention will be given to building the vocabulary which is germane to each subject and area of learning. The delivery model helps realise the potential of the visual and performing arts, especially of role play and drama, for young children's language development.

The curriculum model, with a range of individually taught subjects and combined subjects, provides explicit opportunities for children to benefit from subject teaching and cross-curricular studies, which we know deepens children's interests and understanding as they use and apply the knowledge and skills gained in one subject, or area of learning, to another. In EYFS the curriculum framed around 'areas of learning' allows for the systematic acquiring of skills and knowledge in a broad, practical and meaningful context. Children will deepen their understanding of number, learned in maths, through opportunities to use and apply number knowledge and skills to learning in science and technology etc. Equally the emphasis placed on philosophy for children and Thinking Maps will be particularly valuable for children because of the explicit opportunities it provides in virtually all aspects of children's language development.

Within the curriculum model a high emphasis will be placed on explicit opportunities to develop good attitudes to learning and on children's personal development. This will help us to develop children's all round character which is one of the proposed outcomes of the school. From significant amounts of time spent on the personal, social and emotional development of children in the EYFS through to discrete lessons on citizenship, philosophy for children and team building curriculum events such as residential journeys, the proposed model systematically ensures children develop responsible attitudes toward themselves, others, the wider environment and society in general.

Because ICT has the unique capacity and potential for developing and enlivening all areas of learning, including literacy and numeracy, it will be taught both discretely to capture its essential knowledge and skills, and through its applications across the whole curriculum to deepen understanding. Along with literacy and numeracy, the use of technology to develop skills for learning and life has a high priority in our curriculum model.

The curriculum model also enables a gradual increase in specialist teaching of subjects and other worthwhile content to match children's progress in Key Stage 2; this also contributes to our aim to secure effective transition to secondary school.

The use of Thinking Maps, Philosophy for Children, the enrichment activities offered through 11b411 and the wide range of personalised learning sessions, offer challenging opportunities for gifted and talented children to fulfil their potential through extended studies.

D1.6: Content of the Curriculum

Core Subjects

Literacy

Literacy and communication skills are fundamental to all areas of learning, unlocking access to the wider curriculum. The ability to communicate well increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Children will experience learning in an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time with stories, literature and other texts – on screen and print based. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Speaking and Listening

We aim to nurture children's skills of communication. The ability to understand and express thoughts and ideas are core to learning across the curriculum.

Reading

We will provide children with a structured approach to reading. We will have a wide variety of reading materials including resources for group reading, home reading and a lending library. Reading skills will be progressively developed through literacy sessions. Big books and interactive texts will be used in whole class teaching when children learn and practise word, sentence, text, and comprehension skills. We will value parental involvement in creating a positive attitude to reading and supporting progress.

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

Writing/Creating Texts

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

- Talk about, plan and edit work

- Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- Write with increasing grammatical accuracy
- Develop, express and present ideas in a variety of forms and formats, using both traditional and digital resources, for different audiences and purposes
- Write at greater length with increasing fluency and legibility
- Write with greater confidence and proficiency in spelling.

Phonics

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

Maths

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

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

We are passionate about taking maths beyond the classroom. This will engage, motivate and excite our children. We will use our outdoor areas and other facilities such as the food technology area to provide valuable opportunities for children to apply their mathematical skills and knowledge.

Other Key Subjects

Information and Communications Technology (ICT)

No other subject will make a greater impact on the 21st century than ICT. ICT in The Athena Academy will be inspiring and engaging, forward thinking and dynamic. Children see ICT as an integral part of life today and it is essential that they are taught to use and apply ICT effectively and appropriately so they become successful and confident as they move on in their school career and beyond. ICT core skills will be taught and practised through cross-curricular links to other subjects so that children have inspirational learning experiences within contexts that are meaningful.

We aim to develop our children as producers rather than simply consumers of ICT. By utilising appropriate technology solutions we will put the children at the heart of what we achieve. As pupil voice is extremely important to us, we will listen to what the children wish to develop and always strive to ensure that what we teach is relevant to the world in which we live now and that of the future.

Children's exposure to ICT outside of school varies considerably; this should be viewed as a strength and we will recognise their expertise through the creation of ICT champions.

'If we teach today as we taught yesterday we rob our children of tomorrow'.

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

Other Subjects

Humanities – Historical and Geographical Understanding

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

This will be achieved through the development of core generic skills.

A clear progression in educational visits will allow our children to explore, respect and learn from more contrasting communities in neighbouring areas and more distant localities.

Residential experiences will be introduced in lower Key Stage 2, and may include a visit to a European country. Existing expertise within the REAch2 and the school will ensure visits have a clear educational purpose, are safe and provide real experiences for use when back at school.

Modern Foreign Languages

We will teach a modern foreign language to all pupils in Key Stage 2 and some play based activities for Key Stage 1.

Religious Education (RE)

RE will be central to enabling our children to understand principal religions, religious traditions and other world views. The wide range of religious and cultural diversity within the locality will provide a good source of relevant visits and engaging visitors. RE in our school will offer opportunities for children to develop their understanding of the local, national and global community and in this way it will make an important contribution to the school's duty to promote community cohesion.

Art and Design and Music

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

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

- Instrumental tuition in partnership with local providers
- Singing and celebratory concerts and live performances
- Wider opportunities including world music and djembe drumming
- Composing and recording music to support cross curricular learning for example creating a soundtrack for an animation developed within a literacy lesson
- Music making being enriched through developing links with local schools and local music organisations.

Personal Social and Health Education (PSHE)

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

needs. The school's policy for sex and relationships education will be developed by governors in consultation with parents and the local community.

PE and School Sport

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

- Sessions which support the developing of a range of multi skills, dance, gymnastics, swimming, athletics and body knowledge
- Daily 'activate' sessions to support the progressive development of coordination, control, balance and agility
- Trained children taking on the leadership in the development of active and positive play at break and lunch times
- A range of extracurricular activities and competitive team events including joining up with local schools
- Links with local clubs and secondary schools will be fostered in order to strengthen and enrich provision as well as the outstanding contribution of the inter schools sports coaches.

D1.7: Qualifications

Children will be subject to the statutory assessments applicable to all schools at the end of the three key stages: Early Years Foundation Stage, Key Stage 1 and Key Stage 2. This will take the form of Statutory Assessment Tasks and Teacher Assessment.

Early Years Foundation Stage (EYFS)

At the end of the EYFS stage (Reception) children's learning will be assessed against the EYFS profile. This will take the form of ongoing assessment based on teacher observation.

Key Stage 1

There will be a phonics screening check for all Year 1 pupils and for pupils in Year 2 who do not meet the standard of the check in Year 1.

Children will undertake statutory assessments during the final term of Year 2 in:

- English reading
- English writing
- Maths.

Key Stage 2

Children will undertake statutory assessments at the end of Year 6 in:

- English reading
- English writing
- Spelling and grammar

- Maths.

Children will be entitled to enter for the Level 6 assessments in reading and writing.

D1.8: Enrichment Activities

The Athena Academy will have a strong focus on the basic skills of literacy and numeracy, but children also deserve memorable and life-enriching experiences which will shape their character, develop their talents and build self-confidence.

Participation in a very wide range of activities beyond the academic curriculum will be an essential part of the success of The Athena Academy. We believe that a high level of academic performance is achieved when children are happy at school and fully involved in its wider life. The school will provide a wealth of extra-curricular activities giving every pupil the opportunity to discover and exploit the talents and interests that give life balance and richness, promoting both happiness and motivation.

Enrichment activities will form part of both the core curriculum offer and extended provision. It is intended that this provision will extend the school day so that there will be educational opportunities for children between 8.00am and 6pm. This is illustrated in Table 9 below.

Table 9 – School Day Including Enrichment Activities			
Key Stage 1		Key Stage 2	
8.00am-9.00am	Enrichment	8.00am-9.00am	Enrichment
9:00am - 9:05am	Registration	9:00am - 9:05am	Registration
9:05am - 10:15am	Lesson 1	9:05am - 10:00am	Lesson 1
10:15am - 10:30am	Break	10:00am - 10:20am	Assembly
10:30am - 11:25am	Lesson 2	10:20am - 11:15am	Lesson 2
11:25am - 11:40am	Assembly	11:15am - 11:25am	Break
11:40am - 12:10pm	Lesson 3	11:30am - 12:30pm	Lesson 3
12:10pm - 1:10pm	Lunch Time Enrichment	12:30pm - 1:25pm	Lunch Time Enrichment
1:10pm - 1:15pm	Registration	1:25pm - 1:30pm	Registration
1:15pm - 2:00pm	Lesson 4	1:30pm - 2:20pm	Lesson 4
2:00pm - 2:15pm	Break	2:20pm - 2:30pm	Break
2:15pm - 2:55pm	Lesson 5	2:30pm - 3:20pm	Lesson 5
2:55pm - 3:15pm	Lesson 6		
3.15pm – 6pm	Enrichment	3.15pm – 6pm	Enrichment

The school will offer before school activities in the form of a breakfast club, sports clubs and additional intervention classes. After school there will be Ofsted registered provision which will ensure that children benefit from increased opportunities to develop their talents and interests.

A large number of after school clubs will be arranged, free of charge, which will ensure that there is increased breadth to the curriculum on offer.

The school intends to run Saturday provision which will focus on provision for gifted and talented children through specialist teaching and activities. The umbrella trust will use its long standing relationship with the SHINE charity to help support this provision.

This planned enrichment links to our curriculum principles because it brings breadth to the children's educational experience, promotes enjoyment, brings additional challenge and allows for a more personalised experience.

Schools within REAch2 currently provide a very wide range of activities including: breakfast clubs, after school club, sports clubs, art and craft clubs, residential journeys, music, drama and cultural activities. It is intended that The Athena Academy will provide a full range of these activities.

For children from relatively advantaged backgrounds, many of these exciting and fulfilling experiences will be provided by their family, but for many children in Leyton and Leytonstone social and financial barriers will prevent this from being the case.

To address this we have made 11 promises to the children within all REAch2 schools that children at The Athena Academy will be able to access to secure this additionality - promises which will be experienced before children turn 11 years of age.

These **promises** are:

- Camp in a field or a forest
- Visit a foreign country
- Do an adventurous activity
- Take part in the REAch2 Olympics
- Display my artwork in a public space
- Climb a mountain
- Participate in an enterprise endeavour, designing and marketing in a team
- Learn to play a musical instrument
- Cook a meal for my family with food that I grew myself
- Participate in a debate in an iconic building
- Perform in a REAch2 concert in a major UK music venue.

The extended provision will be funded directly by the umbrella trust. The provision will be taught by specialist teachers, class teachers, sports coaches and the school's proposed artist in residence.

Staffing for enrichment activities will be provided by using the school's own staff and specialist teachers from across the local MAT. This will be included as part of directed time for teachers at the school. Additional specialist teachers will be funded centrally by the local MAT.

D1.9: Assessing and Meeting the Needs of All Pupils

We have high expectations of all children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future. By looking at academic progress across the school, we can identify different groups of learners, including 'gifted and talented' children, children for whom English is an additional language, vulnerable children and those with specific educational needs. Having identified these groups of pupils we can then design targeted support that minimises barriers to learning and extends and challenges pupils according to their ability.

Pupils with English as an Additional Language (EAL)

The school will be strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). Meeting the needs of pupils who have EAL will be achieved by ensuring there is always quality first teaching for these pupils as well as: specific strategies including:

- Teachers identifying and teaching key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- Providing enhanced opportunities for speaking, listening and drama and highlight these in yellow on literacy and numeracy plans
- Ensuring pupils have access to good models of spoken English
- Providing additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- Providing additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- Making use of a range of ICT activities
- Making use of collaborative activities that involve purposeful talk and encourage and support active participation
- Grouping children strategically for different activities
- Ensuring, where possible, that learning progression moves from the concrete to the abstract
- Providing scaffolding for language and learning, e.g. talk frames, writing frames
- Providing a variety of ways for pupils to record their work, including recording in their first/ home language
- Providing dual- language books and dictionaries
- Ensuring cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families.

Assessment of pupils with EAL

All pupils, including those learning EAL will be assessed according to a whole school assessment policy. If a pupil is below national curriculum level 1 in reading and/ or writing, they will be assessed using 'A Language in Common'. Their level (Step 1, Step 2 or Level 1 threshold) will be recorded on the school's pupil tracking system. Pupils who are new to the school and new to English will receive an initial assessment within the first six weeks of their arrival at the school.

Robust data analysis will be carried out to ensure pupils learning EAL are achieving in line with the rest of the school.

Pupils who are Gifted or Talented

The Athena Academy will recognise that some of its pupils will have academic abilities or specific talents, which range well beyond the average, within the school. Children will be defined as gifted and talented in areas of: general intellectual ability, specific aptitude in one or more subjects, creative and performing arts or psychomotor ability. The school will recognise gifted children as those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas. Talented children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination and highly developed social skills will also be acknowledged. A variety of methods will be used to identify gifted and talented children:

- Teacher observation, assessment and nomination
- Background knowledge of the child by parents and previous schools
- The expertise of the co-ordinator in supporting the judgement of the teacher.

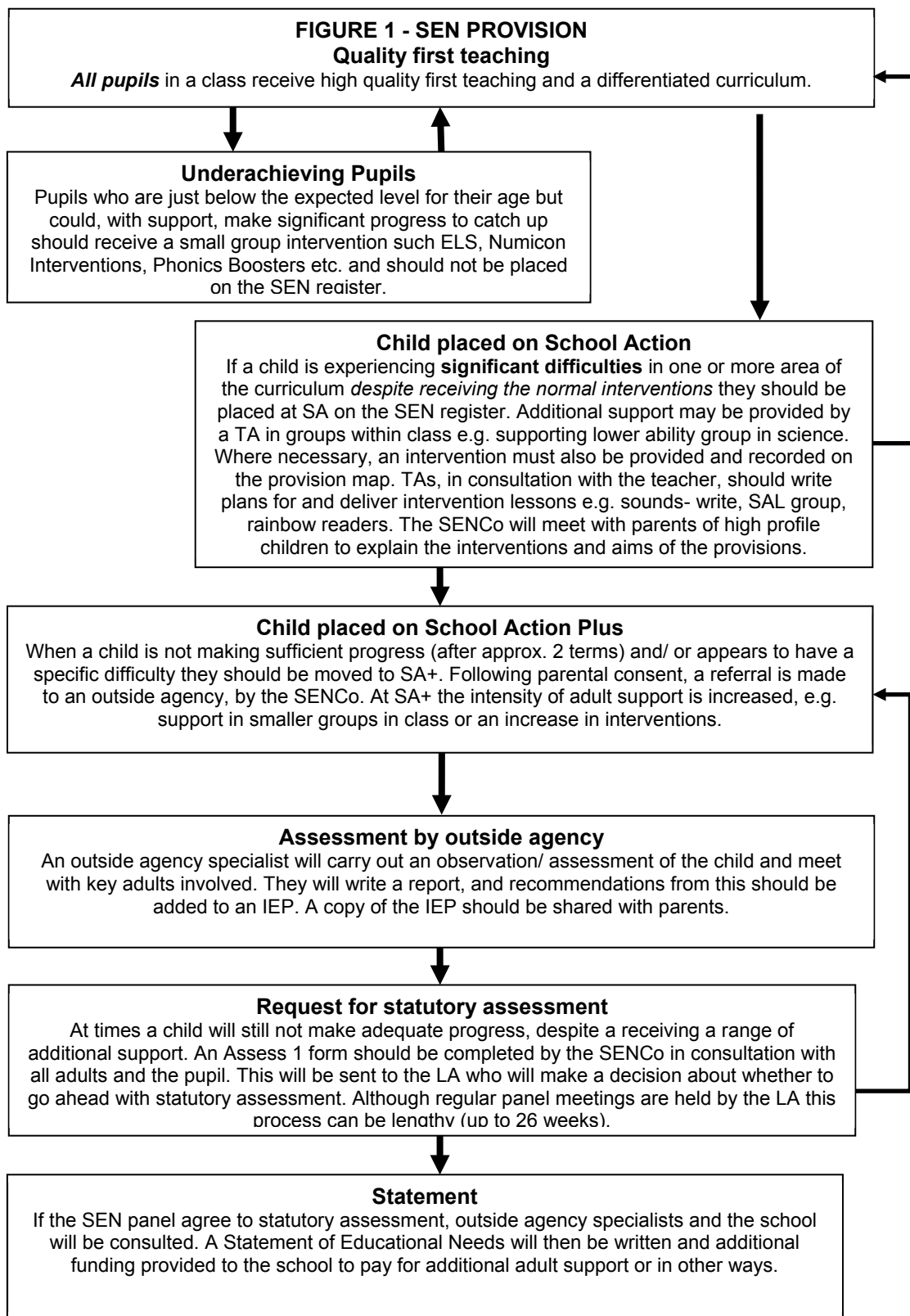
As with all pupils, quality first teaching will meet the needs of many gifted and talented pupils. In addition to this, enrichment/extension work will be provided by all teachers in all classes as part of normal differentiated provision. Working with others of like ability will be used as a strategy to ensure their needs are met. This will be made possible by group work, or by the use of setting. Differentiation will provide activities requiring higher order thinking skills. The school will provide extra-curricular Activities for gifted and talented children by providing:

- Club activities – curriculum subjects, plus enterprise and robotics.
- Activity days and master classes - organised by the school or run by other organisations.
- Day visits, e.g. to the Stock Exchange
- Competitions/ sports events.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

Pupils with Special Educational Needs

The Athena Academy will identify children as having special educational needs, in accordance with statutory requirements, 'if they have a learning difficulty which calls for special educational provision to be made for them'. Special educational provision is to be understood as that which is 'additional to, or otherwise different from, the educational

provision' generally made for children of their age in their area. The school will recognise that it is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils. Recognising too that children learn in different ways and may develop at different rates, the school will adopt a graduated response to SEN, as illustrated in Figure 1 below.



The school will put a wide range of strategies in place to meet a child's special educational requirements. Teachers and support staff will look carefully and regularly at environmental factors such as classroom organisation, at resources such as teaching materials and at teaching styles and differentiation so that the child is enabled to learn effectively.

Stage 1 – Pupil Progress

All pupils will receive 'Quality First Teaching' and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers will adapt and vary their teaching to meet all of the different learning styles and needs in the classroom. In addition to this individual and group interventions will provide extra support to those children who may need a more specific and targeted approach. The class teachers all use a Provision Map which is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress.

Regular Pupil Progress Meetings involving the SLT, SENCo and class teacher will monitor and review class data and Provision Maps. These meetings involve a collaborative discussion about the progress in the class identifying any children that are not making the expected progress. Actions are then put in place to support these children ensuring that they reach their full potential and they are getting the necessary provision and support.

If a child is not making expected progress, despite interventions and quality first teaching, it is important that they receive additional help. The class teacher will meet with the SENCo and parents and it might be agreed that a child is placed on the Special Educational Needs Register at one of two stages:

School Action

A pupil will receive interventions designed by the class teacher, the teaching assistant and the SENCo as necessary. This will be recorded on a provision map and this information is shared with parents or carers. Regular discussions on the child's progress and response to the interventions will be important so that any needed changes can be made quickly to ensure the interventions are most effective. Interventions will be wide-ranging, creative and enjoyable and we will try to incorporate ICT in as many interventions as possible. These could include numeracy and literacy booster classes in small groups or on an individual basis.

School Action Plus

If a child continues to make little or no progress at School Action stage, parents will be consulted and, with their consent, the SENCo will contact outside agencies provided by the local authority (but funded by the school) through the Common Assessment Framework (CAF). Such outside agencies will include specialists such as Educational Psychologists (EP), Specific Learning Difficulties Team (SpLD), Speech and Language Therapy Service (SALT), Communication and Interaction Team (CIT), Autistic Spectrum Disorder Outreach (ASD outreach), Emotional and Behavioural Difficulties Team (EBD support).

Statutory Assessment

If there a child makes little or no progress despite receiving a high level of intervention and support, then an application will be made to the local authority for a Statutory Assessment. If the request is accepted the authority will seek further specialist, professional advice and gather the views of parents. On the basis of this multi-disciplinary assessment the authority will decide whether or not to issue a Statement of Educational Needs and release funds to the school in order for it to implement the level of support needed. As part of the monitoring of Special Educational Needs, statements will be reviewed annually by the SENCo, parents and other professionals involved ensuring the needs of the child are being met by the school.

Transition arrangements

Before a pupil starts at The Athena Academy, the Reception teacher and the Family Liaison Officer will conduct home visits and any special concerns about particular needs will be brought to the attention of the SENCo through a Record of Concern form. We will develop good relationships with feeder nursery schools so that relevant information is shared prior to transition so that appropriate adjustments can be made. When children join The Athena Academy from another school, the Family Liaison Officer will gather relevant details about SEN from the parents and the previous school. Where necessary the SENCo will arrange meetings with the parents and class teachers to ensure a smooth transition. Children transferring from the school to a new school will have their SEN records sent on. The SENCo will also discuss these children with other schools on request. At point of transfer to secondary school, information will be shared regarding pupils with special educational needs.

Leadership and management: meeting the needs of all pupils

The school will appoint an Inclusion Manager who will be responsible for the day to management of provision for pupils with additional needs. Their responsibilities will include:

- Overseeing the day-to-day operation of the school's policies relating to EAL, SEN and gifted and talented pupils
- Co-ordinating provision for children with additional needs
- Liaising with and advising other teachers
- Managing learning support assistants
- Overseeing the records of all children with additional needs
- Liaising with parents/carers of children with additional needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the school support and educational psychology services, health and social services, and voluntary bodies.

Looked After Children

The SENCo will also have designated responsibility for Looked After Children. We are committed to ensuring that Looked After Children at The Athena Academy receive the high quality of education they deserve. We will ensure that:

- The designated teacher for Looked After Children has the opportunity to attend regular training
- There is a clear policy on professional development for all staff in contact with Looked After Children and other vulnerable children
- The designated teacher is sufficiently resourced to carry out the role effectively
- Teachers are supported in developing the required personal education plan for Looked After Children.

Early Years

The vision for early years provision within The Athena Academy is to deliver the highest quality early years' experience providing a firm foundation on which to build future academic, social and emotional successes.

Our aim is that children are active, inquisitive learners who thrive in all areas of learning and development, and that they are able to demonstrate that they are happy, confident and safe within the environment.

Excellent teaching will lead to the delivery of high quality provision. Robust and consistently reflective practice and evaluation techniques will ensure that all children thrive in the setting. Practice will be systematically monitored and improvements will be through working in cross school collaborative teams. Detailed and exciting planning will lead to excellent learning.

Staff will place the happiness and welfare of the children at the heart of everything they do. Each child's individuality will be recognised and nurtured by all staff, who will work to establish a secure knowledge of their family and home circumstances, individual needs, interests and abilities. Home visits for all children starting Early Years Foundation Stage will form part of our approach to ensure that children are able to settle happily and quickly.

D1.10: Pupil Transition

We recognise how crucial effective transition is to the social, emotional and educational welfare of all children both when they join the school at the beginning of the Early Years Foundation Stage and when they leave the school at the end of Year 6. The school will follow best practice guidance, including REAch2's own established practices, to ensure that transition at both stages is effective.

In adopting this best practice approach the school will establish procedures in line with the following strands:

- Administrative
- Social and Personal
- Curriculum
- Pedagogic.

Administrative aspects of transition

The school will ensure that:

- Clear roles and responsibilities exist within the school that span transition
- A 'transition champion' – a named individual with responsibility for effective transition - is identified within the school
- Staff, parents and pupils are involved in evaluating transition arrangements to secure continuous improvement
- Non-teaching staff play a significant role in the management of the transition process
- A transition policy is in place and has been agreed in partnership with feeder schools and nurseries and with secondary schools.

The transition policy will cover the process for collecting and transferring information and set an expectation for active work with feeder/ receiver schools. It will outline the role of staff parents and pupils in the transition process. The policy will be reviewed regularly and amended accordingly. All staff, parents and pupils will be made aware of the policy.

Social and personal aspects of transition

Securing outstanding pupil welfare during the transition process will be a high priority for the school. The school will ensure that the following strategies secure this:

- Induction days with clear purpose and outcomes
- Open evenings for pupils and parents
- Parents have an early opportunity to discuss progress and transition with secondary school staff
- Parent and pupil guides for new entrants
- Identifying, in partnership with primary schools, and responding to pupils with particular difficulties, needs or strengths
- Using information on social groupings within primary schools to create class groups
- Quality information to parents about pastoral support and differences in the school
- Robust anti-bullying policy that is made explicit to pupils and parents and implemented effectively
- Specific arrangements in place to support pupils for first half-term following transition.

Curriculum aspects of transition

Ensuring continuity in learning between phases of education is crucial in securing continuous progress in children's learning and achievement. The school will work closely with all educational partners to establish:

- Cross-phase events between providers which are part of a planned programme
- Two-way dialogue and discussion between the school and local secondary schools on the Year 7 curriculum
- Joint projects and cross-phase activities
- Summer schools
- Quality information to parents about the curriculum, which will show what will be taught and how continuity with primary school curriculum will be ensured

- Specialist visits e.g. ICT, drama, sports science.

Pedagogic aspects of transition

The school will forge effective relationships with local feeder and secondary schools with the aim of developing a shared understanding of teaching and learning methodologies. To facilitate this the school will work towards establishing:

- Teacher exchange and secondment between the school and local secondary schools
- Policies on teaching and learning developed and shared across schools
- Joint training programmes and professional development on teaching skills
- An understanding of primary and secondary schools' approach to teaching and learning
- Joint teacher training days and professional development.

D1.11: Attendance

The school's robust attendance policy will be informed by the local authority's policy and Department for Education guidance.

Central to securing high attendance is the school's vision that learning experiences will be inspiring and relevant so that all children want to come to school. This will be supported by the targets and measures set out in Section C3.3.

D1.12: Behaviour

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We will be a caring community, whose values are built on mutual trust and respect for all. The behaviour policy for the new school therefore will be designed to support the way in which all members of the school can live and work together in a supportive way. It will aim to promote an environment where everyone feels happy, safe and secure. The school's policy will be supported through the wider curriculum and planned cross curricular learning, for example: debates in RE, discussion arising from literature, buddy systems, philosophy for children, circle time and collective worship.

The behaviour policy will be supported by the targets and measures set out in Section C3.4. It will be kept relevant and meaningful through annual review and regular consultation with children and parents/carers.

D2: Setting and Achieving Targets

D2.1: Introduction

The Athena Academy will be committed to continually raising standards across all areas of the school, establishing high expectations and promoting effective teaching and learning. Central to achieving this aim will be the setting of challenging targets and the involvement of all members of the school community in the process of monitoring and evaluating the progress of the school in achieving these targets.

D2.2: KPIs and Targets

Targets for achievement:

By the end of Reception (EYFS):

70% of all pupils to achieve a good level of progress across all areas of learning

These targets will ensure that pupils are achieving significantly above the national average in line with the vision for the school and that the school secures an 'Outstanding' judgement in an Ofsted inspection

By the end of Year 2:

90% of all pupils to achieve Level 2b+ in reading, writing and maths

50% of all pupils to achieve Level 3 in reading, writing and maths

By the end of Year 6:

90% of all pupils to achieve Level 4b+ in reading, writing and maths

50% of all pupils to achieve Level 5b+ in reading, writing and maths

10% of all pupils to achieve Level 6+ in reading and maths

100% of all pupils to make at least 2 levels progress in reading, writing and maths between Key Stage 1 and Key Stage 2

How targets will be achieved

We will work tirelessly with the Reception class to ensure as many children as possible are ready to access the National Curriculum before entering Year 1 (i.e. by achieving point six in all scales). This is because we believe that Reception is the time when we can most effectively close the gap, before it has widened too far and been allowed to start undermining children's confidence. Beyond these fundamental measures of academic attainment we will encourage children to explore the wider curriculum as detailed in Section D1.

We will have high expectations for each child and will ensure that every child attains key published learning objectives in reading, writing and maths by the end of every year. Funding from the pupil premium will be used to provide one-to-one or small group booster sessions to children not on track to achieve their end of year benchmark level in reading, writing or maths. These sessions will be taught by qualified teachers and measured for effectiveness by frequent observations by the leadership team. We anticipate that children will make accelerated progress with the intervention groups so that they will quickly feel confident to work alongside their peers.

More able, gifted and talented children will be given opportunities to celebrate and improve their talents both within the school day and through our extensive after-school provision. They will be stretched academically through challenging open-ended investigations and projects which will benefit the school or community

We will assess newly arrived children accurately so that work is matched to their cognitive ability and provide whatever support they require both in the short and long term. We will build links with local nurseries, primary schools and secondary schools so that we can achieve the best outcomes for all children and young people within the community. This

will include the opportunity to share resources, training and more importantly ensure effective and supported transition of children particularly between Foundation Stage and Key Stage 1, between Keys Stage 1 and 2 and between Years 6 and 7.

Success will be a word we use often and something that we actively teach children. We will relate success to personal, sporting, creative and importantly academic achievement. We want to give them an experience where academic rigour is the norm. We will promote success by:

- Focusing each lesson outcome on success criteria from which children can assess themselves and do so as routine
- Fostering healthy competition
- Training children in target setting from an early age then setting personalised targets for each child which relate to their personal and academic development
- Maximising assessment for learning opportunities through self, peer and group assessments.

D2.3: Assessment and Data Tracking

The leadership of the school, including the local governing body, will adopt the most appropriate monitoring strategy, according to the area of focus. This will include:

- Observations of children at work and play
- Scrutiny of children's work
- Reviewing planning
- Learning walks
- Analysing school assessment data and standardised assessments including SATs results
- Pupil and staff interviews
- Parent consultation
- Evaluation sheets and questionnaires to the wider community
- External inspection reports e.g. the local MAT's Executive Principal reports and Ofsted reports
- Benchmarking data to compare results against similar schools locally and nationally.

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

D2.4: Monitoring and Evaluation

This monitoring and evaluation activity will help with the identification of areas for improvement and the maintenance of those areas which are effective. REAch2 sees **Monitoring** as the systematic process by which staff and governors gather information to

answer questions about the effectiveness of the school and **Evaluation** as the judgment made on the effectiveness of actions taken, based on their impact on the quality of children's learning and on the targets set by the school. The school will establish an annual schedule for monitoring and evaluating different aspects of the school by the principal, senior leadership team, subject leaders and governors.

Where there are weaknesses, it will be incumbent upon the Principal to put in place interventions to improve outcomes. The success or otherwise of these interventions will be closely monitored by the local governing body and the Executive Principal. This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

The monitoring and evaluation process will:

- Keep standards in the school consistently under review by providing information on the performance of different groups of children, e.g. SEN, ethnicity, gifted and talented, gender, inclusion, attendance
- Ensure that comparative information is used to place the school's performance in a wider context
- Contribute to school effectiveness through the setting of appropriate and achievable targets
- Ensure the school has an accurate understanding of the quality of teaching and learning in the school, pupil achievement, leadership and management and behaviour and safety.

Within The Athena Academy, everyone will take responsibility for reflecting on their own contribution to school improvement and identifying opportunities for personal, professional and academic development. The **Principal** will be responsible for providing a culture in which monitoring and evaluating all aspects of the school is approached with trust and mutual respect to improve children's achievements and the success of the school. The Principal will draw up the annual monitoring schedule to reflect current improvement or strategic priorities alongside the agreed foci for each term. The Principal will ensure that the LGB has the appropriate access to information to allow it to carry out its monitoring and evaluation responsibilities.

The senior leadership team will be responsible for the implementation of the SDP and the tracking of school achievement and different aspects of the curriculum and policies. It will meet termly with each class teacher to review progress of children. Its work will provide the data and evidence for updating the SEF. As line managers members of the senior leadership team will be accountable for the work of other members of staff through the performance management process.

Subject leaders will be responsible for the effective teaching of their subject and for evaluating the quality of learning and the achievement of groups of children. They will analyse and interpret data on children's performance against school and individual targets and other comparative data. They will ensure curriculum coverage, continuity and progress and provision of suitable resources.

Class teachers will be responsible for inputting assessment data for their class at agreed times during the year, monitoring and evaluating the performance of the children in their class to inform their practice and future planning. They will evaluate the regular

assessments to ensure appropriate progress of the children and meet with the SLT each term to review progress.

Children will be expected to reflect on their work and achievements and to find ways to improve their performance. Their views will be sought on school policies and classroom practices as individuals and through school committees such as the school council.

The **local governing body** (LGB) will be responsible for making strategic decisions and acting as a critical friend to the SLT. It will monitor the SDP, the progress/ achievement in school against school targets, national and local data. It will analyse trends and monitor school policies. The LGB will have regard to best value and good practice when evaluating resources and processes. It will do this through observations in school, analysing the Principal and Executive Principal reports and through LGB committees.

The school will follow the annual cycle adopted by all REAch2 schools; and the following criteria will be used:

Teaching and learning

- Termly lesson observations with a focus are judged against Ofsted criteria.
- Planning is effective and shows clear learning objectives, differentiation and high expectations.
- Teaching reflects these clear learning objectives, with differentiation, high expectations and lessons that are well paced.
- A range of Assessment for Learning strategies is used.
- A variety of teaching strategies are used which are appropriate to the learning objectives, including ICT.
- Teaching engages and stimulates children and develops creative thinking.
- Teachers demonstrate a sound knowledge of the subject.
- Children are given opportunities to develop independence in their learning.

Standards of work and progress

- The standard of work in children's books, displays, etc. indicates that good progress is being made.
- Children's work is marked in accordance with the school's marking policy and there is evidence of next step marking.
- Children's achievements are broadly in line with or above national levels.
- Individual children are working at or towards their targeted level.
- Appropriate support is in place for children with special needs and challenge is provided for more able children.
- Presentation of work is of a high standard and reflects the school's policy on marking.
- The work reflects the teachers' high expectations.

The learning environment

- Displays are fresh, imaginative and reflect the best work of individual children.

- Displays are varied and, over time, consist of art work, the written word, mathematical representations and science work as well as work from other areas of the curriculum.
- There are interactive displays that provide a stimulus, reference or teaching points.
- The classroom is tidy and children have an established routine of keeping their own workspaces tidy.
- There is an atmosphere conducive to learning.
- There is safe access to classroom equipment.
- There are established procedures for using ICT equipment.

Attitudes, behaviour and general discipline

The children will be expected to:

- Sign and adhere to a home-school agreement
- Work towards taking responsibility for their learning and their homework
- Contribute to the working atmosphere in class
- Demonstrate the ability to stay on task for periods of time appropriate to their age
- Demonstrate the ability to work cooperatively and independently follow the school rules
- Respect school and personal property
- Be polite to each other and to adults in school
- Be polite and well-behaved on school trips and when representing the school in events away from school, e.g. at sports fixtures and concerts
- Move around the school safely, enter and leave the hall quietly and behave appropriately during assemblies.

In keeping the school systematically under review and taking appropriate action in this manner The Athena Academy will achieve the objectives set in Section C.3.

D2.5: Assessing the Quality of Teaching

The school's aim is to establish all teaching as good or outstanding from the outset so that by the time of the first Ofsted inspection 100% of all teaching will be good or outstanding. The school will adopt rigorous recruitment and appointment procedures to ensure the very highest quality staff are appointed. This will involve classroom observations of all staff prior to appointment.

Once appointed, teachers will be supported in their professional development by having individual mentors from within REAch2 who will ensure that the quality of their teaching is always of the highest standard. This will involve support from an outstanding teacher mentor with planning, assessment and marking and in addition regular opportunities for team teaching.

Staff will be supported in developing their quality of teaching by having access to the training opportunities which REAch2 provides for all its schools. This includes training

programmes for newly qualified teachers, senior teacher, curriculum leaders and senior leaders as well as training opportunities for teaching assistants and support staff.

Our approach is based on common practice in all REAch2 schools. Specifically, we will use children's progress data to hold individual teachers to account for their performance. From the Principal down, we will insist that staff deliver to our expectations and that there are no excuses for children not achieving.

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

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

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

Parent/ carer-level data: regular face-to-face and telephone contact, and surveys. The Athena Academy will have a termly assessment cycle and at certain points during the year an accountability snapshot will be created. This snapshot will form the basis of the school self-review and will be used to make a judgment about performance.

REAch2 has rigorous procedures for dealing with any underperformance of staff. Regular observations and structured performance management procedures help identify any underperformance and REAch2 has identified systems of support and challenge to improve the quality of staff performance. If underperformance is identified, challenging targets for improvement are set, appropriate support provided and regular monitoring is put in place to ensure improvement is sustained.

D2.6: Communicating with Parents

The school will be fully committed to working in partnership with parents and will use a range of strategies to facilitate this. Each academic term will begin with an open day for parents where they will be able to talk to class teachers and find out about what children will be learning through the course of the term. This will be supported with curriculum information booklets which lay out in detail for parents the curriculum their child will be following.

Termly academic review meetings will provide opportunities for the school to share with parents performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each child's progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

In a wider sense parental involvement in children's learning will be enhanced through the establishment of a parent council and a parent forum where parents can actively contribute to the development of the curriculum and wider school provision.

D3 Staffing

D3.1: Proposed Staffing Structure

Assumptions

The proposed staffing structure for The Athena Academy reflects the assumed incremental growth of a 2FE primary school year-on-year.

Leadership and Management

Section F2.1 explains that the REAch2 is an umbrella trust with separate multi-academy trusts (MATs) for different local areas. The Athena Academy would be part of the local MAT, REAch2 Waltham Forest.

REAch2 has the track record and infrastructure to ensure that The Athena Academy is fully supported from its first day. Each MAT has an Executive Principal who provides the line management for the Principal of the school and is the accounting officer for the MAT. The Executive Principals are selected from very experienced headteachers with a proven track record of delivering whole school improvement and improved outcomes for pupils. The Deputy CEO of the umbrella trust provides the line management and performance management for the Executive Principals.

The funding for the staff employed by the umbrella trust and the MATs comes from the top-slicing of each school's budget, which is a standard 3.0% of the core funding for the umbrella trust and 2.5% of the core funding for the MAT.

The local MAT already has a highly experienced Executive Principal who will provide the line management, performance management and mentoring of the Principal of The Athena Academy within a consistent performance management and inspection framework operated across REAch2.

During the first two years the new school's leadership team will consist of the Principal, the Early Years Foundation Stage Phase Leader and 0.4 FTE of a School Business Manager (SBM). The latter will be outsourced through the local MAT during this period. The leadership team will benefit from the full support of the REAch2 entitlement of:

- Financial system licences and training
- Accountancy support
- Legal support
- Human resources support
- Procurement and contract management support
- Project management support
- Design and buildings support.

The umbrella trust's Head of Finance will be the Principal Finance Officer for the local MAT. The School Business Manager role will be increased to full time in the third year of operation.

The leadership and management capacity of the new school will be enhanced in Year 3 through the recruitment of a full-time School Business Manager, in Year 4 through the recruitment of a Key Stage 2 Phase Leader and in Year 5 through the recruitment of a full time Inclusion Manager/ SENCo who will also act as Deputy Principal. This will provide the school with the right balance of specialist management skills, as well as the capacity for succession management.

Teaching and Learning

The core of the staffing in REAch2 schools is the class teacher and learning support assistant (LSA). The trust's philosophy for the right balance of teaching and support staff is that the single greatest impact on children's learning is delivered through high quality teachers. The proposed staffing structure for The Athena Academy reflects this through the provision of one LSA per class. In practice the actual deployment of LSAs is flexible in order to meet the needs of individual cohorts of pupils and whole year groups.

The Early Years Phase Leader will line manage the Reception, Year 1 and Year 2 teachers. The Phase Leader will also be a class teacher. During the first three years the Principal and Early Years Phase Leader will operate as a team to:

- Support and develop the teaching and learning
- Develop a strong foundation of pupil development
- Create in the early cohorts of teachers and LSAs the role models and mentors of best practice for subsequent cohorts of practitioners.

The selection of the Principal and the Early Years Phase Leader will take account of one of these posts leading on the SENCo role for the first four years. A dedicated teacher will provide time for other teachers' planning, preparation and assessment (PPA). This provision will be increased from a 0.5FTE in the second year, 2017-18 to 1.0 FTE in 2018-19 and to 2.0 in 2021-22.

The Key Stage 2 Phase Leader will provide the same role with the Year 3 to 6 teachers and LSAs as the EYFS Phase Leader will with the early years classes.

Inclusion

Inclusion is at the heart of the REAch2 ethos. REAch2 schools are there to serve their local communities. The role of the inclusion team is to remove the barriers to learning at the level of the individual child and identified cohorts of children.

The inclusion team will build up to 1.5 High Level Teaching Assistants (HLTAs) and a 0.5 Family Support Worker. The team will also include part time Midday Assistants whose role will be to ensure pupils are appropriately supervised and supported during the lunch break.

The inclusion team will be able to engage with families, external agencies (such as children's social care) and individual pupils to ensure that additional support can be targeted where it will have greatest impact for children.

The Inclusion Manager will be the central point of contact with external agencies. This will include consultations with the local authority where pupils with high needs choose to come to the school.

Business and Administration

The School Business Manager (SBM) will provide the oversight of financial, HR, legal, procurement, premises, health and safety and systems development for The Athena Academy.

Administrative Assistants will support the role of the SBM. One of the Administrative Assistants will provide the first point of contact for all visitors, pupils and staff at the school reception.

The new school will employ its own estates management and cleaning team. The estates team will be integrated into the school staff to make sure that the use and development of the premises reflects the pedagogical needs and priorities of the school.

The school will operate its own kitchen to ensure that nutrition and the dining experience reflects the curriculum and ethos of the school.

A diagram of the staffing structure is provided in Figure 2 below.

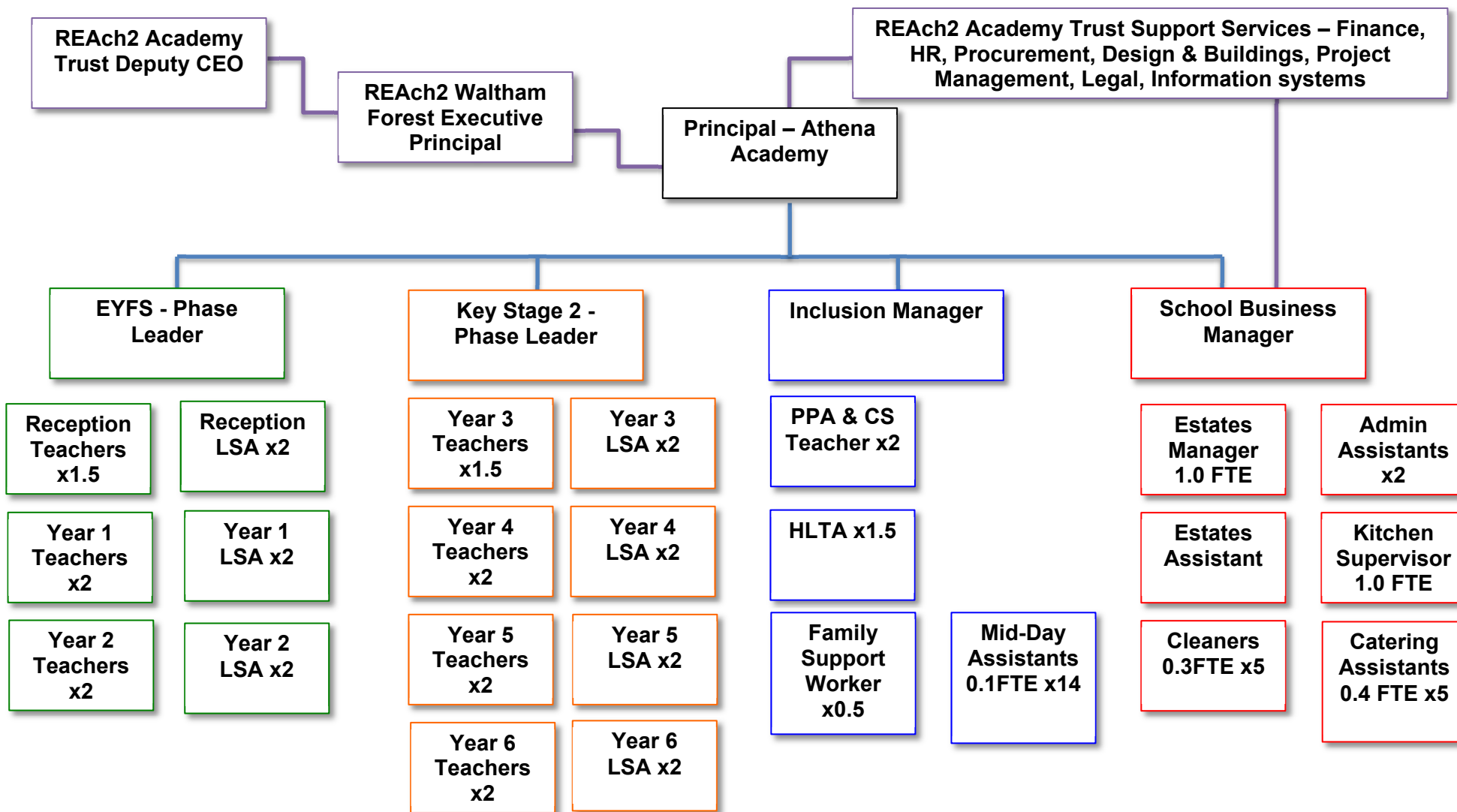


Figure 3 below shows how the growth of staffing will be phased to meet the needs of the new school.

Figure 3: Phased Growth

Staff/Year	2016	2017	2018	2019	2020	2021	2022
Pupil Numbers	60	120	180	240	300	360	420
Leadership							
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
EYFS Phase Leader	1.0	1.0	1.0	1.0	1.0	1.0	1.0
KS2 Phase Leader				1.0	1.0	1.0	1.0
Inclusion Manager					1.0	1.0	1.0
School Business Manager			1.0	1.0	1.0	1.0	1.0
Sub-Total Staff	2.0	2.0	3.0	4.0	5.0	5.0	5.0
Teachers including PPA and cover support	1.0	4.0	6.5	8.0	10.0	13.0	15.0
Pupil Support	2.0	4.0	7.0	9.0	11.5	13.5	16.0
Administration	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Premises	0.8	0.8	1.0	1.3	1.3	2.1	2.1
Catering	0.9	0.9	0.9	1.3	1.8	2.2	2.2
Mid-Day Ass.	0.2	0.4	0.6	0.8	1.0	1.2	1.4
Sub-Total	5.9	11.1	17.0	21.4	26.6	33.0	38.7
Total Staff	7.9	13.1	20.0	25.4	31.6	38.0	43.7

The first year will be highly focused on preparing the Reception pupils as the foundation for the school. It is assumed that the Principal will provide 10% of the PPA support (for the 2016/17 academic year only).

A 0.5 FTE dedicated PPA and cover support teacher will be recruited for 2017/18. This will be increased to 1.0 FTE in 2018/19 and to 2FE from 2021/22.

The initial team of teachers and LSAs will be required to meet the full needs, including special needs, of all pupils. This does not include the high needs of pupils identified by the local authority as requiring additional resources. A full-time Inclusion HLTA will be employed from 2018 to provide further targeted support for pupils. A 0.5 FTE Family Support Worker and a second 0.5 FTE Inclusion HLTA will join the inclusion team in 2020 and 2022 respectively.

The role of the School Business Manager (SBM) will increase from 0.4 FTE to full time in Year 3. Our experience of operating two new primary provisions is that this role will need to be supported by a full time Administrative Assistant from the first day. A further full time Administrative Assistant will be recruited in 2022 to reflect the increasing scale and complexity of the operation.

A 0.5 FTE Estates Manager will be required initially supported by one 0.3 FTE cleaner. The Estates Manager post will be increased to full time in Year 6. The need for this level of staffing is again based on the trust's experience of operating new and existing primary academies.

The number of cleaners will be increased to reflect the increasing needs of the new school.

The Kitchen Supervisors and Catering Assistants will be employed directly by the school. This level of staffing is again based on the trust's experience of operating primary schools around the country.

D3.2: Reductions in Staffing to Achieve 30% Savings

The 30% savings set out in Section G2 are achieved largely through reduced staffing. Substantially this is achieved by reducing the number of teachers and LSAs. In addition to this pupil support, administration, catering and cleaning staff are reduced. Details are as follows:

- Two classes combined to create one mixed age class in 2017, saving the full costs of one teaching post - repeated again in 2020, again saving the full costs of one teaching post (the trust would be mindful of infant class size legislation when creating mixed age classes)
- The number of HLTAs is reduced from 1.5 to 1.0 to reflect the reduction in overall pupil numbers
- The number of LSAs is reduced from 2.0 to 1.0 for KS2 groups and from 2.0 to 1.0 for KS1 groups
- The number of Administrative Assistants is reduced from 2.0 to 1.5 to reflect the overall reduction in the scale of operation
- Cleaners, catering staff and Mid-Day Assistants are reduced to reflect the reduced scale of operation of the school.

The proposed changes reflect the reduced scale of operation but do not detract from the fundamental principles of two Phase Leaders supporting their class based teams with a central Inclusion/ SEN team being deployed to meet individual pupil needs.

E: Evidence of Need and Community Engagement

E1: Evidence of Need

E1.1: Parental Demand

Engagement with local parents commenced with the consultation meetings as part of the community engagement described in Section E2 below. Parental signatures were collected both at the meetings and electronically on REAch2's website. Between May and September 2014 two REAch2 representatives, themselves parents, were stationed at various locations in the south of Waltham Forest, such as supermarkets and health centres, to talk to parents about the proposal for The Athena Academy and to collect signatures. The campaign continues with parents able to register their interest on the website.

The new school's planned intake is 60 Reception pupils per year, starting in 2016 when the school opens. The planned number of pupils in 2017 is 120: 60 Reception pupils and 60 Year 1 pupils.

We have asked parents if they would put The Athena Academy as the first choice for their children. The number of children in the relevant age group – those born between 1 September 2011 and 31 August 2013 – whose parents had answered yes to this question as at 18 September 2014 was 140, consisting of 76 who would enter Reception in 2016 and 64 who would do so in 2017. In addition 78 signatures had been received for children who would enter Year 1 in 2016 and 43 signatures for children who fell outside these age ranges.

The number of places we plan to have available in 2016 and 2017 is shown in column A of Table 10 below, with the indicative demand, based on parental responses so far, shown in column B. Column D shows the indicative demand to date as a percentage of the planned number of places.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	76		127%	60	64		107%
Year 1	0				60	76		127%
Year 2	0							
Year 3	0							
Year 4	0							
Year 5	0							
Year 6	0							
Totals	60	76		127%	120	140		117%

NB: Column C is to be left blank for the DfE.

Map 1 shows the distribution of the postcodes of 'relevant children' whose parents have so far indicated that The Athena Academy would be their first choice. Relevant children means children due to enter Reception in 2016 and 2017.



Notes:

1. The blue circle indicates the central postcode specified in Section H of this application.
2. The pink markers show the postcodes of the children.
3. The Lea Bridge Road (A104) is the boundary between Leyton and Leytonstone to the south and Walthamstow to the north.

Parents were asked to confirm that they had read the flyer and FAQs setting out the characteristics of the new school notably:

- Rationale – to meet basic need in accordance with the local authority’s projections
- Location – in the south of Waltham Forest
- Sponsor – REAch2 – a trust based in the borough
- Capacity – three forms of entry
- Characteristics – inclusive approach, following the National Curriculum, supporting rather than competing with other local schools etc.

The weblink to the online form for parents’ to register their interest, along with the flyer and FAQs, can be found at:

<http://reach2.org/athena-academy>

Figure 4 below provides a screenshot of the paper version of the form.



NOTE: This is not a school application

Your name:

Your e-mail (optional):

Your phone number (optional):

Your postcode:

Please tick if you feel this applies to you:

- I have seen the flyer and FAQs about the proposal and if the school opens as planned in September 2016 (with Reception and Year 1 children)
- I would put the new primary school in Leyton as my first choice for my child(ren).

Your child's date of birth:

Your child's date of birth:

Data Protection: Any personal information you give to REAch2 Academy Trust will be processed in accordance with the UK Data Protection Act 1998. This information will be held confidentially by the Trust and will not be shared with any third parties, apart from the Department of Education as part our bid.

For further information, please either visit our web page or follow us on Twitter:

Website: <http://reach2.org/athena-academy>
Twitter: @reach2trust | Email: athena@reach2.org

E1.2: Basic Need

The rationale for the new school in terms of basic need is set out in Section C1.2. This explains that the local authority's projections show a deficit of 1FE primary school places in the south of the borough (Leyton and Leytonstone) in 2016, rising to 3FE in 2018. The projections are set out in a paper published on the authority's website in February 2014. The paper indicates that a new school may be needed in the south of the borough in 2016 to meet the shortfall.

E1.3: Standards in Other Local Schools

Ofsted ratings and KS2 results for 15 local primary schools are set out in Section C1.3. One of them is Inadequate and two of them Require Improvement. Two of these schools have primary capacity of 3FE and one has primary capacity of 2FE. They provide 1,680 primary school places in total. This easily exceeds the total proposed capacity – 420 – of The Athena Academy.

E2. Engagement with the Community

Waltham Forest consists of three distinct areas: Chingford in the north, Walthamstow in the middle and Leyton/ Leytonstone in the south. Walthamstow is clearly divided from Leyton/ Leytonstone by the Lea Bridge Road. There is no obvious physical dividing line between Leyton and Leytonstone, but they have separate postcodes: E10 and E11.

For the purposes of our consultation we made contact with a wide range of organisations based in Leyton and Leytonstone. These included:

- All schools and colleges
- All children's centres
- Registered childminders
- Providers of childcare on non-domestic premises
- Organisations representing various ethnic/ national groups
- Organisations representing people with disabilities
- Places of worship and religious organisations (Christian, Hindu, Muslim and Sikh)
- Various sports clubs, especially those involving young people.

We also included organisations covering the whole of Waltham Forest and two local authorities – Hackney and Newham – that have a boundary with Leyton and Leytonstone. Initial contact was made with key consultees by email or letter in February 2014. This was followed up by emails to all consultees in March 2014, informing them about consultation meetings (see below).

As part of our consultation we also:

- Posted messages on:
 - The Facebook group for Waltham Forest parents

- The Waltham Forest area of Mumsnet
- REAch2's Twitter account
- Created a dedicated web page.

In order to make contact with harder to reach parents we:

- Distributed approximately 1,000 leaflets to local households
- Visited approximately ten children's centres and providers of childcare on non-domestic premises.

Nine consultation meetings took place between 19 March and 23 April 2014 at two local venues. These were Leyton Youth Centre and The SCORE Centre. The meetings, which were open to all, were advertised in the local newspaper, in the local authority's newsletter for residents, on REAch2's website, in emails to consultees and in the leaflets.

The meetings began with a presentation by members of the core project team, followed by a question and answer session and the opportunity for attendees to speak informally to REAch2 about the proposal. The leaflet, incorporating the information in the flyer and FAQs, was also handed out.

F: Capacity and Capability

F1: Pre-opening Expertise

F1.1: Pre-opening Skills and Experience

Table 11 below summarises the skills and experience of the team that will be responsible for establishing the school.

Table 11 - Pre-opening Team					
Name	Member of core applicant group	Where live (town/ city)	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
[REDACTED]	Y	[REDACTED]	• [REDACTED]	• [REDACTED]	10
[REDACTED]	Y	[REDACTED]	• [REDACTED]	• [REDACTED]	8
[REDACTED]	Y	[REDACTED]	• [REDACTED]	• [REDACTED]	8
[REDACTED]	Y	[REDACTED]	[REDACTED]	• [REDACTED]	16
[REDACTED]	Y	[REDACTED]	• [REDACTED]	• [REDACTED]	8
[REDACTED]	N	[REDACTED]	[REDACTED]	• [REDACTED]	4
[REDACTED]	N	[REDACTED]	[REDACTED]	• [REDACTED]	8

CVs for the above individuals are provided in the appendix.

REAch2 has experience of establishing new schools. Two of its academies – Robert Fitzroy and Scientia – are new provisions, which opened in September 2012 and September 2013 respectively. It is currently working with the DfE and the relevant local authorities to open a further four new provisions for September 2015: Pemberley Academy (in Essex), Civitas Academy (in Reading) and Five Spires Academy and Veritas Academy (both in Staffordshire). [REDACTED], which replaced separate infant and junior schools.

F1.2: Skills Gaps in Pre-opening

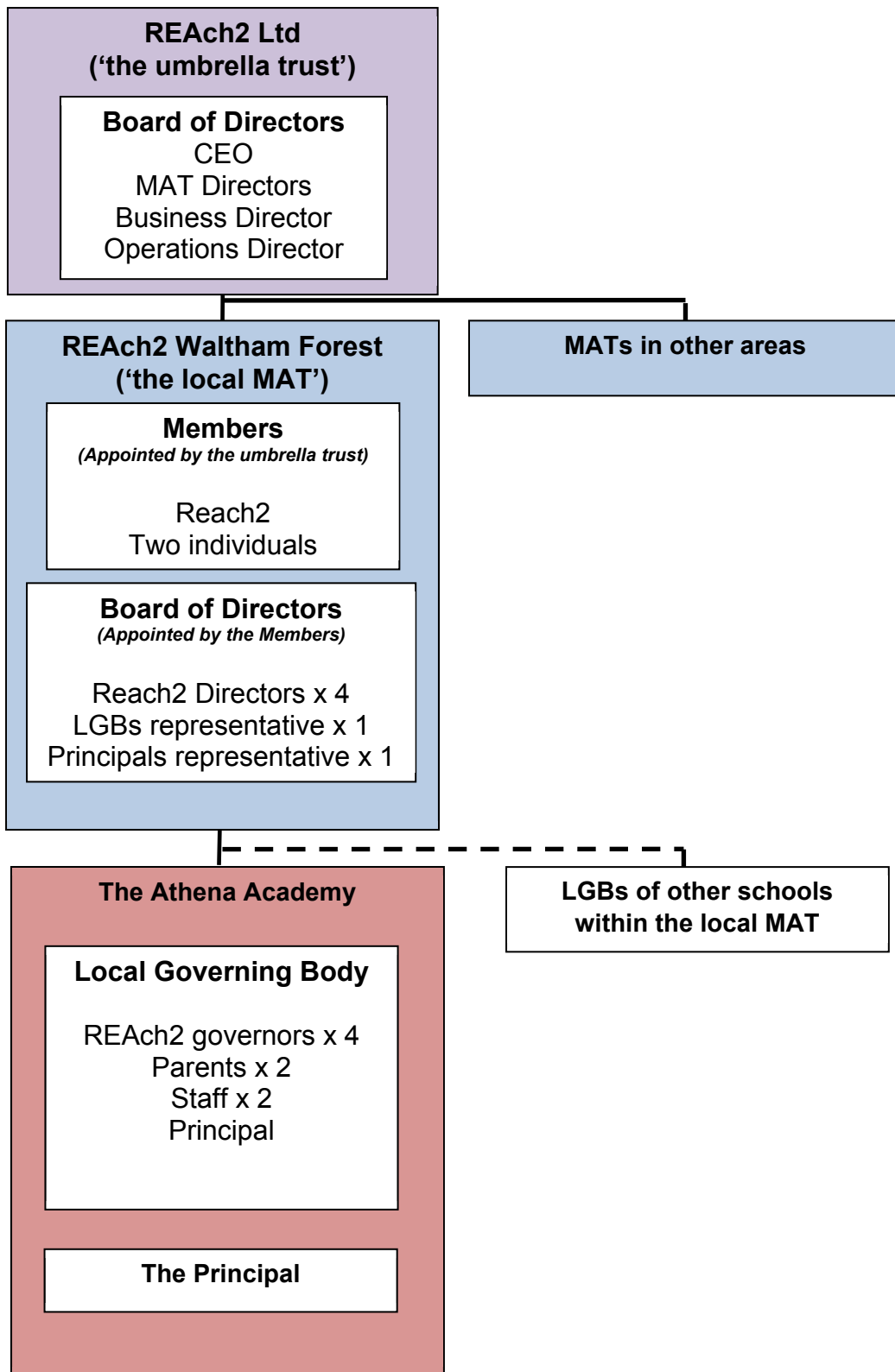
Skills/experience missing	How you plan to fill the gap
Legal advice	Use [REDACTED]. REAch2 has a partnership contract with [REDACTED], who provide legal services to [REDACTED]. [REDACTED] bring decades of experience helping schools, colleges and higher education institutions through different changes. [REDACTED] have supported REAch2 on various strategic and operational matters for example: employment, property, governance, disputes, commercial issues and construction projects.
Identifying a site	Work with the local authority and the EFA to identify a site.
Design & build	Engage architects who have worked on expansion of Hillyfield Academy to act as client advisers to the MAT for works procured by EFA.

F2. Governance

F2.1: Overview

REAch2 is an umbrella trust established by Hillyfield Academy to help other schools become Outstanding. It has established ten multi-academy trusts (MATs) covering local areas in different parts of the country. The Athena Academy will be part of the local MAT, REAch2 Waltham Forest. Should the application be successful, then it is the local MAT that will sign the funding agreement with the Secretary of State.

The governance arrangements for The Athena Academy will be the same as those for REAch2's existing schools, which are summarised in Figure 5 below.



The umbrella trust has a majority of non-executive directors. The directors are:

- [REDACTED] (Chairman, Non-Executive Director)
- [REDACTED] (Vice Chair, non-executive director)
- [REDACTED] (CEO, executive director)
- [REDACTED] (Deputy CEO, executive director)
- [REDACTED] (Business and Finance Director, executive director)
- [REDACTED] (non-executive director)
- [REDACTED] (non-executive director)
- [REDACTED] (non-executive director)
- [REDACTED] (non-executive director).

The umbrella trust appoints the members of each MAT. This model creates autonomy at the local level, but ensures consistency across all REAch2 schools.

The target is for each MAT to be led by one or more Outstanding schools that contribute capacity within the individual MAT and trust-wide. MATs provide the economies of scale to secure the long-term educational and financial viability of their constituent schools.

F2.2: The Local MAT

The local MAT, REAch2 Waltham Forest, currently has five schools. Three of these - Chapel End Junior Academy, Hillyfield Academy and The Woodside Primary Academy – are in Waltham Forest. In addition two schools located within easy travelling distance of the borough have recently joined the MAT. These are Water Lane Primary Academy in Harlow and Dorothy Barley Junior Academy in Barking and Dagenham.

Hillyfield is an Outstanding school. Three of the other four schools, which are all sponsored academies, will be inspected in the next few months and we are confident that they will be judged to be Good.

The fourth sponsored academy, Woodside, was in special measures at the time of conversion. It came out of special measures in April 2014 when it received an Ofsted rating Requires Improvement. In a subsequent monitoring visit Ofsted has judged that the school is making good progress. The provisional KS2 results for 2014 show that the percentage of pupils achieving Level 4 or above in reading, writing and mathematics has increased from 68% to 85%. Section F2.5 explains the action that REAch2 has taken to secure improvement at Woodside.

Company Members – Roles and Responsibilities

The roles and responsibilities of the members of the local MAT will be to:

- Appoint and remove directors
- Ensure the school complies with its legal obligations
- Fulfil the charitable objects of the MAT, as set out in the articles of association, which are broadly to provide education for the public benefit

- Act with integrity, avoid any personal conflicts of interest and not misuse any charitable funds or assets of the school or the MAT
- Act prudently in the financial management of the school, avoiding putting any assets, funds or reputation of the school, the MAT or the umbrella trust at undue risk
- Act responsibly, getting advice from others, including professional advisors, where appropriate
- Act as ambassadors of the local MAT and in a way that is consistent with the vision and ideals of REAch2 and all its schools, as set out in the umbrella trust's memorandum of understanding.

Board of Directors – Strategic Remit

The local MAT's board of directors will be responsible for, and oversee, the progress of each school and will monitor the work of the local governing body (LGB).

The directors have decision making authority for all the work of the MAT, including establishing and running schools. This is exercised through strategic planning and policy setting, business planning, budget monitoring, performance management, standards setting and the implementation of quality management processes.

The specific tasks and responsibilities of the board of directors will be to:

- Fulfil the vision and ethos of the MAT, acknowledging the shared vision of the umbrella trust and the other MATs, the uniqueness of The Athena Academy and the needs of the community it serves
- Develop a strategic plan for the MAT and communicate that plan so it can be implemented in the school
- Act as a critical friend to the Executive Principal and the LGB
- Advise on and implement the policies and procedures adopted by the umbrella trust that are required to be followed across the REAch2 network and which have been adopted to achieve a consistently high standard of education dealing with the following:
 - Human resources/ employment
 - Audit & risk management
 - Governance
 - Health & safety
 - Operational matters
 - Data management
 - Complaints and appeals
 - Legal compliance
- Develop the local capacity within the MAT to provide leadership support and mentoring to the school, as well as direct school improvement support, facilitating the development of a school action plan for the school
- Adopt the budget set by the umbrella trust for any central expenditure and support
- Approve the budget for the school

- Supervise the effectiveness of the school and the LGB, ensuring there is regular 360° reporting and proper management of outcomes and objectives
- Appoint and, in conjunction with the Executive Principal, review the performance of the school principal
- Monitor and evaluate the delivery of any central services and functions provided by or behalf of the umbrella trust and ensure there is comprehensive support to the school, procuring any third party services as necessary and reporting any issues or concerns to the umbrella trust's executive team
- Co-ordinate the audit of the school's accounts and the financial procedures followed by the school, facilitating the preparation of the MAT's accounts by the umbrella trust's accountants
- Ensure proper advice is available to the MAT and the school in relation to legal and compliance matters
- Ensure that insurance is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability;
- Liaise with and work with the umbrella trust to ensure that the MAT is working within the REAch2 framework, emphasising and facilitating the benefits of collaboration across the REAch2 network and within the MAT at school level.

Table 12 below shows the typical programme of activity of directors of REAch2 MATs.

Table 12 - Annual Programme of Director Interaction with Open REAch2 Academies	
Autumn Term 1st Half	Performance Management of Academy Headteacher (with Governor panel)
	Quality Assurance of process for Teacher Performance Management
	Joint lesson observations across the school with Headteacher in line with performance management process
	Clarify dates & details of intervention and support for Autumn Term including all CPD with REAch2
	Monitoring of effectiveness of Governing Body
	Commissioned audit of Health and Safety including premises (time of year could vary)
	Identify through Performance Management the personnel who require: - Middle leader development (NPQML) - Senior Leadership development (NPQSL) - Qualification for Headship (NPQH)
	Update School on a Page (SOAP) with Leadership team and Chair of Governors
	Bespoke coaching session with Headteacher - agenda determined by Head
	Agree 30 day plan to drive forward school improvement in next half term
Autumn Term 2nd Half	Review and update all sections of School Self Evaluation Summary Sheet with Headteacher (SEF Summary)
	Review pupil progress for Autumn term following assessment week in November
	Review effectiveness of Pupil Premium in Closing the gap
	Moderated learning walk with Headteacher
	Oversee Headteacher's first report of the year to Governors
	Update SOAP following RaiseOnline being published and independently analysed
	Hold first MAT Meeting of the academic year
	Plan dates & details of intervention and support for Spring term including all CPD with REAch2
	Bespoke coaching session with Headteacher - agenda determined by Head
	Attend Christmas play/nativity or similar event in wider life of the school
Agree 30 day plan to drive forward school improvement in next half term	
Spring term 1st Half	Joint lesson observations across the school with Headteacher and members of Senior Team
	Clarify dates & details of intervention and support for Spring term including all CPD within REAch2
	Commissioned safeguarding & attendance audit (time of year could vary)
	Update School Development Plan in light of lesson observations and internal monitoring
	Commissioned SEN and Inclusion Audit (time of year could vary)
	Bespoke coaching session with Headteacher - agenda determined by Head
	Agree 30 day plan to drive forward school improvement in next half term
Spring term 2nd Half	Mid-Year review of Headteacher Performance (with Governor panel)
	Update School on a Page (SOAP) with Senior Leadership team and Chair of Governors
	Review and update all sections of School Self Evaluation Summary Sheet with Headteacher (SEF Summary)
	Hold second MAT Meeting of the academic year to include approval of all academy budgets
	Review pupil progress for Spring term following assessment week in March
	Review effectiveness of Pupil Premium in Closing the gap
	Bespoke coaching session with Headteacher - agenda determined by Head
	Plan dates & details of intervention and support for Terms 5-6 including all CPD with REAch2
	Oversee Headteacher's second report of the year to Governors

Table 12 - Annual Programme of Director Interaction with Open REAch2 Academies	
	Agree 30 day plan to drive forward school improvement in next half term
Summer Term 1st Half	Joint lesson observations across the school with Headteacher and members of Senior team
	Clarify dates & details of intervention and support for summer term including all CPD within REAch2
	Approve final version of budget with Headteacher and Chair of Governors including staffing structure and recruitment requirements
	Plan bespoke governor training for next academic year
	Bespoke coaching session with Headteacher - agenda determined by Head
	Agree 30 day plan to drive forward school improvement in next half term
Summer Term 2nd Half	Oversee process of end of year performance review of all teaching staff
	Plan collaboration within the MAT for the following academic year
	Clarify School Development Plan priorities for the new academic year and approve draft 12- month plan
	Review and update all sections of School Self Evaluation Summary Sheet with Headteacher (SEF Summary)
	Review pupil progress for whole academic year following assessment week in June and end of KS1 and KS2 SATs
	Review effectiveness of Pupil Premium in Closing the gap
	Hold final MAT Meeting of the academic year
	Oversee Headteacher's final report of the year to Governors
	Update School on a Page (SOAP) with Senior Leadership team and Chair of Governors
	Bespoke coaching session with Headteacher - agenda determined by Head
	Complete evaluation of the impact of intervention and support received throughout the previous academic year within REAch2
	Agree 30 day plan to drive forward school improvement in next half term
	Attend end of year concert/performance or Sporting event
Colour Key	Area of focus
	Governor Involvement
	Local MAT meeting
	School Development planning
	School Self Evaluation (SEF)
	Pupil attainment and achievement
	Coaching
	Intervention and support through CPD
	Teacher performance management
	Observations of Teaching and Learning
	Additional monitoring and evaluation

F2.3: The Local Governing Body

Whilst the MAT board will have overall responsibility and ultimate decision making authority for The Athena Academy, a local governing body (LGB) will be established, to which responsibility will be given through a scheme of delegation. As much as possible the responsibility to govern will be vested in those closest to the impact of decision making.

The directors of the local MAT will appoint members of the LGB, ensuring that it has an appropriate range of skills and experience and that due attention is given to succession

planning.

The LGB will be able to appoint persons who are employed at the school to serve on the LGB through such process as it may determine, provided that the total number of such persons (including the Principal) does not exceed one third of the total number on the LGB.

The Principal will be an ex officio member of the LGB. Parent members will be elected by parents of registered pupils at the school and must have a child attending the school at the time they are elected.

The full LGB will meet half termly and in addition will have a programme of work which keeps all aspects of the school constantly under review. This is a trust wide system.

F2.4: Principal – Roles and Responsibilities

Management responsibility will be given to the Principal who, together with relevant members of the school's senior leadership team, will report to the LGB. The appointment and line management of the Principal will however be the responsibility of the Executive Principal for the local MAT, who reports directly to the MAT board

The key roles and responsibilities of the Principal will be to:

- Formulate the aims and objectives of the school
- Establish the policies through which the aims and objectives are achieved
- Manage staff and resources to achieve the aims and objectives
- Monitor progress towards achievement of the aims and objectives.

More detail about the Principal's role and responsibilities is provided in Section F4.1.

F2.5: How the Local MAT Would Intervene if Necessary

The local MAT board will have overall responsibility for the performance and standards of the new school. The school will be kept under close scrutiny by the Executive Principal (EP), who will undertake frequent monitoring and evaluation visits to the school (see Table 12 on director interaction with the school). Should the school not be performing as required, the EP and the MAT board have the authority to take swift action. The MAT board has the authority to remove or strengthen the LGB without notice and strengthen the leadership and management of the school by appointing additional staff. The EP can call upon a range of outstanding teacher mentors from across REAch2 who can be brought into the school at short notice to immediately improve the quality of teaching and learning. Should there be concerns about standards the EP will ensure that additional classes and interventions are put in place.

The umbrella trust has taken such action to great effect at existing sponsored academies. At Woodside, which is part of the local MAT (see Section F2.2), the EP was concerned about the rate of improvement immediately after conversion. To investigate further a full Moderated Trust Inspection (MTI) by two lead Ofsted inspectors from within the umbrella trust was commissioned. This found that leadership and management and the quality of teaching and learning were not strong enough. As a result a new principal was put into

place, the LGB was strengthened with trust governors and the capability procedure initiated for a number of teachers. The trust also appointed new teachers and leaders for the school and within two months there was a dramatic improvement.

F2.6: Conflicts of Interest

REAch2 has a tripartite agreement in place signed by Secretary of State, the umbrella trust and each MAT, including the local MAT to which The Athena Academy will belong. This sets out the rules for dealing with conflicts of interest.

If a member of a MAT or an LGB has a pecuniary interest in a decision that is being taken they will withdraw from the meeting while the decision is being taken. The MAT or LGB must record if it awards a contract to any of its members or directors and confirm that value for money is being secured.

The umbrella trust has a central procurement officer who is responsible for ensuring that all schools within REAch2 comply with procurement legislation. All REAch2 schools have a responsible officer who ensures that the school and its LGB in exercising their delegated financial functions comply with financial regulations and procedures.

F3. Governing Body

F3.1: Proposed Governors

The skills required of a governing body will be provided partly by the directors of the local MAT and partly by the members of the LGB.

The relevant skills of the local MAT directors are shown in Table 13 below.

Table 13: Local MAT Directors

Name	Where live (town/city)	Role on MAT	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	See Table 11 in Section F1.1	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	See Table 11 in Section F1.1	8
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	See Table 11 in Section F1.1	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]	12
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	See Table 11 in Section F1.1	8

The LGB will have the following members:

- 4 REAch2 members
- 2 staff members
- 2 parent members elected or appointed
- The Principal of the school
- Any additional members appointed by the directors at the request of the Secretary of State pursuant to clause 102(c) of the Master Funding Agreement.

The terms of office for the original parent governors will be limited in recognition of the fact that the parents of the children initially on roll will not be representative of the parents when the school reaches full capacity.

Three of the four REAch2 members and the Principal have already been identified. The names of these individuals and their relevant skills are set out in Table 14 below.

Table 14: Members of the LGB

Name	Where live (town/ city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	<ul style="list-style-type: none"> ██████████ 	4
██████████	██████████	██████████	██████████	See Table 11 above	8
██████████	██████████	██████████	██████████		
██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████	20

CVs for the people shown in the above tables are provided in the appendix.

F3.2: Skills Gaps for Governing Body

We have carried out a skills gap analysis on the directors of the local MAT and the LGB members that have been identified so far. Most of the skills that these individuals do not have will be provided by the umbrella trust, either directly or from expertise that exists in other REAch2 MATs. Details are provided in Table 15 below.

Skills/experience missing	How the gap will be filled
Legal knowledge	Solicitors engaged by the umbrella trust ([REDACTED])
Premises and building issues	Umbrella trust
ICT	Umbrella trust
Procurement of and managing service contracts	Umbrella trust
Young people's issues	Umbrella trust
Marketing & communications	Consultants engaged by the umbrella trust

F4: Recruiting a High Quality Principal

F4.1: Role of the Principal and Skills Required

The role of the Principal will be in line with national standards for headteachers. The overall strategic responsibility of the Principal will be to provide the vision, leadership and management that secure the identified targets and outcomes for the new school. In addition, the Principal will ensure continual improvement and high quality, engaging and fulfilling education across all age groups and further development in standards of teaching, learning and achievement in accordance with the ethos and values of REAch2.

The Principal will be directly line managed by the Executive Principal of the local MAT, who will be responsible for the performance management of the Principal.

Shaping the Future – the Principal will:

- Work closely with the LGB and the local MAT to ensure that the school vision and strategic plan are effective and pertinent to the new school's overall aims. The vision and plan should be clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans that will promote and sustain continual school improvement and a sense of school identity.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading Learning and Teaching – the Principal will:

- Establish teaching practices that will integrate the Foundation Stage, KS1 and KS2 into effective primary provision
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor the progress of every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching that are sustainable and appropriate to the evolving needs and socio-economic dynamics of the community.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set challenging targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework, securing the key drivers as mainstays of the school's provision.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge any under-performance at all levels and ensure effective corrective action and follow-up.

Developing Self and Working with Others – the Principal will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets, and take responsibility for own personal development in conjunction with the SIO and governing body
- Manage own workload and that of others to allow an appropriate work/ life balance.

Managing the Organisation – the Principal will:

- Create an organisational structure that reflects the school's values and enables management systems, structures and processes to work effectively in line with legal requirements and by adopting the trust's policies and procedures
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources in keeping with the trust's financial procedures in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- Promote and safeguard the welfare of children and young people s/he is responsible for or comes into contact with.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

Securing Accountability – the Principal will:

- Fulfil commitments arising from contractual accountability to the LGB.
- Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines as issued by the trust.
- Uses a range of evidence, including national data and own schools performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Work closely with the LGB and the local MAT (providing information, objective advice and support) to enable them to meet their responsibilities.
- Develop suitable quality assurance systems, including school review, self-evaluation and performance management and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the LGB, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community – the Principal will:

- Develop communication flow with the wider community to build stakeholders' confidence in and understanding of the new school.
- Build a school culture and curriculum that take account of the richness of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Provide a range of community-based learning experiences.
- Collaborate with other agencies to protect children and provide for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create a wholly inclusive environment whereby all children with physical or learning challenges can be welcomed and supported appropriately.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to secure effective safety and welfare of all staff and pupils.

The Principal will be expected to have the necessary qualifications, experience, knowledge, skills and personal qualities to successfully lead the establishment and development of the new school and will need to demonstrate evidence of strategic leadership and impact.

In order to establish brand new provision the Principal will need to have the following experience and abilities:

- Successful strategic leadership and management in a range of schools.
- Understanding of inclusion and SEN provision in a primary school setting in a similar context to The Athena Academy.
- Outstanding experience across the full primary range including the Foundation stage.
- A clear understanding of how to establish a new school by working in partnership with the local MAT, the local community, the local authority, the Education Funding Agency and other stakeholders.

In **Shaping the Future** of the new school, the Principal will need to be able to:

- Think strategically, by building, communicating and implementing a shared vision of excellence and equity for all.

- Lead creative and innovative contributions to strategic plans that realise the vision and sustain measurable school improvement.
- Set and achieve ambitious challenging goals and targets.

In **Leading Learning and Teaching** and delivering the school's curriculum model the Principal will need to have a thorough understanding of what outstanding primary education looks like in practice as well as an excellent understanding of the school's key drivers: Thinking Schools, Philosophy for Children and 11b411. The Principal will need to be able to:

- Determine, organise and implement the curriculum and establish creative, responsive and effective approaches to learning and teaching (including the appropriate use of new and emerging technologies).
- Access, analyse and interpret appropriate data to monitor pupils' progress, set and achieve ambitious, challenging goals and targets and identify areas for improvement with the focus on every pupil achieving their full potential.
- Create flexible, comprehensive learning opportunities and strategies to meet the personal learning needs of every pupil and create a culture of life learning for all pupils.

At the outset of the new school the Principal must be able to lead by example and motivate others. The challenges facing the new school will be significant and thus the Principal must be able to

- Manage change and empower individuals and teams.
- Work collaboratively with others, within and beyond the school, to build an open, fair and equitable learning culture.
- Manage own workload and the work of individuals and teams effectively, providing support where necessary and delegating where appropriate.
- Review the performance of staff, challenge and take action when performance is unsatisfactory, ensuring continuing professional development for all.
- Have emotional intelligence, impact and presence, commitment, integrity, flexibility and enthusiasm.

The Athena Academy must be an effective and efficient school from its inception. The Principal's ability to establish effective systems and procedures for both the day to day running of the school and its strategic development will be crucial. The Principal will need to be strong in three particular areas. To effectively manage the organisation they must be able to:

- Implement clear and appropriate evidence based improvement plans and policies and monitor, evaluate and review their effects.
- Manage the efficient and effective day to day running of the school to ensure a safe, secure and healthy environment.
- Undertake financial planning, operational budget management and principles of best value.

The success of the school will be dependent to a large extent on the Principal's ability to undertake self-review and secure accountability across the school. They will need to be

able to apply principles and practice of quality assurance systems, including self-review, self-evaluation, performance management and stakeholder and community involvement. They will need to be cognisant of REAch2's monitoring and evaluation procedures and be able to use and interpret them accordingly. This will include the ability to use a range of evidence, e.g. performance data and external evaluations, to improve aspects of school life, including challenging poor performance. Most crucially the Principal will need to lead the school team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils.

F4.2: Principal Designate

██████████ ██████████. ██████████.

██████████ ██████████.

		2011	2013
██████████		84	92
		86	93
		88	93

██████████.

A copy of ██████████'s CV is provided in the appendix.

G: Budget Planning and Affordability

G1: Budget Plan

G1.1: Proposed Budget

[Redacted]

Table 17: Budgets for REAch2 Schools			
School	MAT	Pupils	Budget (£)
<Redacted>	[Redacted]	839	[Redacted]
<Redacted>	[Redacted]	349	[Redacted]
<Redacted>	[Redacted]	183	[Redacted]
<Redacted>	[Redacted]	235	[Redacted]
<Redacted>	[Redacted]	439	[Redacted]
<Redacted>	[Redacted]	120	[Redacted]
<Redacted>	[Redacted]	448	[Redacted]
<Redacted>	[Redacted]	455	[Redacted]
<Redacted>	[Redacted]	459	[Redacted]
<Redacted>	[Redacted]	416	[Redacted]
<Redacted>	[Redacted]	212	[Redacted]
<Redacted>	[Redacted]	197	[Redacted]
<Redacted>	[Redacted]	494	[Redacted]
<Redacted>	[Redacted]	391	[Redacted]
<Redacted>	[Redacted]	336	[Redacted]
<Redacted>	[Redacted]	365	[Redacted]
<Redacted>	[Redacted]	179	[Redacted]
<Redacted>	[Redacted]	176	[Redacted]
<Redacted>	[Redacted]	208	[Redacted]
<Redacted>	[Redacted]	208	[Redacted]
<Redacted>	[Redacted]	266	[Redacted]
<Redacted>	[Redacted]	60	[Redacted]
<Redacted>	[Redacted]	161	[Redacted]
<Redacted>	[Redacted]	306	[Redacted]
<Redacted>	[Redacted]	225	[Redacted]

[Redacted]

[Redacted]

[Redacted]

G2. Financial Resilience to Reductions in Income

[REDACTED]

Table 18 – Summary of Savings					
Budget line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top 10 changes	Savings against original budget (£k)			
		2016/17	2017/18	2023/24	
	•				
	•				
	•				
	•				
	•				
	•				
	•				
	•				
	•				
Other miscellaneous					
Total saving					
Revised income					
Revised expenditure					
Revised surplus					

G2.2: Continuing to Meet the Education Vision and Plan

[Redacted]

H: Location and Premises

See worksheet 'H. Location and Premises' in Excel file 'Athena Sections A, B and H'.

No suitable site has been identified at this stage. We are in contact with [REDACTED] of the Education Funding Agency regarding potential sites.

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>Our preferred location is Leyton and Leytonstone, including the whole area of Waltham Forest that is south of the A104 and south west of the A114. Enclosed is Map 2, which is a ward map of Waltham Forest. The area in question comprises the part of Lea Bridge Ward that is south of the Lea Bridge Road (A104), the part of Forest Ward that is south of the A104 and south west of the A114 and the whole of the following wards: Leyton, Grove Green, Leytonstone, Cathall and Cann Hall.</p> <p>We would also consider the south of Walthamstow, i.e. the area of the borough immediately to the north of the A104, before it bends north near Whipps Cross Hospital.</p> <p>The local authority has indicated to us that the best location would be the boundary of Leyton and Leytonstone (the E10 and E11 postcodes) and we have selected our central location accordingly.</p>
---	---

<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p><Redacted></p>
---	-------------------------

<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	<p>2072</p>
---	-------------

<p>Any comments on your calculated building space:</p>	<p>We would like to provide a 30 FTE nursery with provision for 2-year olds, in which case the building would be bigger.</p>
--	--

Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	
--	--

<p>In which local authority is the site?</p>	
--	--

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	
--	--

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	
--	--

<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>Please select</p>
---	----------------------

<p>Please tell us how you found the site:</p>	
---	--

<p>Please confirm the tenure:</p>	
-----------------------------------	--

<p>If other, please explain further:</p>	
--	--

<p>Please include information on purchase or lease price if known:</p>	
--	--

<p>Who owns the site?</p>	
---------------------------	--

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	
--	--

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	
--------------------------	--

What is the current use?	
--------------------------	--

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please Include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

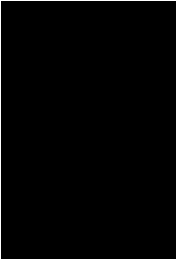
I: Due Diligence and Other Checks

Declarations have been submitted for the following people:

Members of the local MAT



Directors of the local MAT



Principal designate



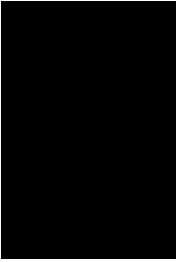
Appendix: CVs for Group Members

CVs are provided below for the following people:

Members of the local MAT



Directors of the local MAT



Principal designate



Members of the LGB other than those included above



Members of the pre-opening team other than those included above



CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

8.	Reference names(s) and contact details	[REDACTED]
----	--	------------

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

8.	Reference names(s) and contact details	
----	--	---

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	[REDACTED]
5.	For education only	Not applicable

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.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	[REDACTED]

6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none">• [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none">• [REDACTED]

8.	Reference names(s) and contact details	[REDACTED]
----	--	------------

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable

5.	<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 <p>*The 2013 KS2 SATS results were the first under my leadership.</p>	
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.	Reference names(s) and contact details	[REDACTED]
----	--	------------

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	[REDACTED]

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

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on	[REDACTED]

	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]
----	--	------------

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable

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

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (e.g. 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	Not applicable
5.	For education only	██████████

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

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	[REDACTED]
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

8.	Reference names(s) and contact details	[REDACTED]
----	--	------------

CV for [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

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]

CV for [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	Not applicable
5.	For education only	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]