



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

CITY GATES SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input 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 type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <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 a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: [REDACTED]

Print name [REDACTED]

Date:

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

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



SECTION A: APPLICANT DETAILS

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	83125
Name of proposed school:	City Gates School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	316 High Road Ilford Essex IG1 1QW
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A parent/community group
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:	City Gates School Trust
Company address:	316 High Road Ilford Essex IG1 1QW
Company registration number:	8753817
Date when company was incorporated:	30 October 2013
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<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>

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.	Yes - <Redacted> and <Redacted> are married
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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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:	NA
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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
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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 a link to your most recent inspection report:	NA
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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 a link to your performance data for the last 3 years:	NA
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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>No</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>NA</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>We are a Christian Trust in the London Borough of Redbridge that includes parents, teachers and people with a background in finance, project management and school leadership.</p> <p>The members and directors of the Trust <Redacted></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>Optime Business Services Ltd provided consultancy/advisory services by way of reviewing our application in the early stages of writing - this was before we started the NSN Development Programme.</p>



SECTION B: OUTLINE OF THE SCHOOL

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](#)

<p>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.</p>	
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In which local authority is your preferred location?	Redbridge
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Proposed opening year:	2016
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Age Range:	4-16
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If 'other' please specify	NA
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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:	Yes
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Christianity
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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
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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:	1008
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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	588 primary places 420 secondary places
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Please say which year groups the school will have in first year and the PAN for each	Reception: 84 pupils - 3 forms of 28 pupils each Year 7: 84 pupils - 3 forms of 28 pupils each
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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
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If 'Yes', please give further detail:	NA
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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
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	NA
---	----

Please say how many people will sit on your governing body:	11-15
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	NA
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Section C: Education vision

Section C1 Rationale

C1.1 Who we are

City Gates School (CGS) will be an all-through school based in Redbridge with a Christian designation. City Gates School will welcome children aged 4 -16 from families of all faiths as well as children from families of no faith. We seek to be a three-form entry school at both the primary and secondary phases.

Our focus will be on educational excellence, academically, socially and spiritually. As a twenty-first century school, we will combine the strengths of a faith school with an innovative and dynamic approach to equipping young people with the tools to respond to the demands of a rapidly changing world.

C1.2 Why do we need a school?

Primary Provision

Redbridge has experienced a sharp increase in demand for school places in recent years. Many applications are made after the annual application deadline as families move into the Borough in addition to the Local Authority's increase in live births by 4.1% annually since 2005 (source: Redbridge PCT). For the academic year 2011/12, the authority provided 1,785 additional permanent primary school places however this did not meet the demand and there were pupils without places as the year progressed (para 4.3). The best projections for the number of children who will need reception primary school places from 2013 onwards (without anticipated growth) show that there is insufficient capacity to meet Local Authority's duty to educate children.

Table 1: Projected Reception Deficits without Cohort Growth and taking account of planned expansions:

	Academic Year	Deficits	Deficits as Forms of Entry
Actual births	2013/14	-212	-7
	2014/15	-147	-5
	2015/16	-146	-5
	2016/17	-154	-5
Projected births	2017/18	-328	-11
	2018/19	-329	-11
	2019/20	-317	-11
	2020/21	-296	-10

Secondary Provision

Redbridge has been pro-active in responding to deficits in secondary school places however there is still pressure on places for the period up to 2019. Based on current predictions, it is anticipated that by 2015/16 spaces in existing schools will be completely utilised and by the beginning of 2019 there will be a need for two new six-form entry secondary schools.

Table 2: Projected Year 7 Deficits taking account of planned expansions:

Academic Year	Deficit/Surplus	Deficit/Surpluses as Forms of Entry
2013/14	118	4
2014/15	58	2
2015/16	41	1
2016/17	-17	-1
2017/18	-240	-8
2018/19	-436	-15
2019/20	-619	-21
2020/21	-916	-31

Source: Cabinet Meeting Agenda 8 – 17th October 2013.

C1.3 Why do we need City Gates School?

City Gates School will provide further parental choice and provide an excellent education to address pockets of underperformance within our local area.

Faith provision

Of the 46 primary schools in our local area, there are no Christian schools which are not Catholic. Catholic primary schools provide a total of 360 school places and these pupils are able to transfer to the three Catholic secondary schools within Redbridge. These schools' admissions criteria give priority to pupils who are from Catholic families and who live within clearly defined parish boundaries.

The Redbridge admissions pupil database shows that for the current year 7 transfer for September 2013, 16 Redbridge pupils were offered places at St Edward's (Church of England - Havering) and another 38 Redbridge pupils at Davenant (Church of England - Essex).

All of the Catholic primary and secondary schools in Redbridge are currently oversubscribed in most year groups with children on the school's waiting lists. The table below shows the numbers of children on each school's waiting list as at 8 October 2013 against each year group, indicating the local demand for schools with a Christian ethos.

Table 3: Waiting lists as at 08.10.13 - indicating demand for schools with a Christian ethos

Faith Primary Schools	R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Our Lady of Lourdes	35	11	6	2	0	0	0
St Aidan's	34	15	15	17	20	12	14
St Anthony's	31	14	15	8	7	1	2
St Augustine's	23	12	14	13	9	6	4
St Bede's	44	24	21	16	13	15	13
St Peter & St Paul	27	8	12	6	14	10	10
Wanstead Church	33	7	3	5	4	2	0
Totals	227	91	86	67	67	46	43

Faith Secondary Schools	Yr7	Yr8	Yr9	Yr10	Yr11
Ursuline Academy	63	38	26	12	4
Trinity High School	108	14	15	23	5
Totals	171	52	42	35	9

Addressing underachievement

Pupil outcomes at GCSE are generally positive in Redbridge schools. In 2012, pupils achieved 70.6% five A*-C including English and Mathematics. This was 11.6 percentage points above the national average and the fifth highest in the country. We represent a community which has been part of this success for many years as parents, teachers and pupils. However, despite this success there are pockets of underperformance within the local area which we expect to address by introducing CGS into the community. Details of this are provided in Section E.

A smaller school

Redbridge's response to the growing demand for school places has been to increase the size of its existing schools. Thirty-three of the 54 primary schools are 3 or more forms of entry, 15 of the 18 secondary schools are more than 4 forms of entry and 13 of the 18 secondary schools have in excess of 1200 pupils (Source: Transfer to secondary schools 2014). For many families, a smaller school is a positive option. Redbridge families are looking for alternatives to the large (although successful) primary and secondary schools within the local authority. City Gates School will be a smaller learning environment which will offer an alternative to the mainly bigger schools in the borough.

Evidence of demand

As at the time of submitting this application, we already have a high demand

Table 4

Latest evidence gathered	2016			2017		
	roll	Sign up	% of roll	roll	Sign up	% of roll
Year 7	84	167	199%	84	140	167%
Reception	84	187	223%	84	129	154%
Totals	168	354	211%	168	269	160%

Close to 57% of our demand comes from families who indicate a Christian faith with another 37% from families of other faiths and no faith; about 6% did not indicate. This demonstrates a need for City Gates School from the wider community and not just from Christians.

Table 5: Breakdown by faith

Faith	Total	Percentage
Catholic	19	3%
Christian	330	53%
Hindu	59	10%
Jewish	1	
Sikh	28	5%
Muslim	106	17%
No Faith	21	
None	1	4%

Faith	Total	Percentage
Not Provided	41	6%
Other Faith	9	3%
Romanian Christian	3	
SDA	2	
Zoroastrian	1	
Agnostic	1	
Buddhist	1	
Grand Total	623	100%

C2 Vision and ethos

C2.1 City Gates School - 'Creating Purpose Through Learning'

City Gates School will reflect the Christian understanding that everyone is precious to God. By this, we mean that every person is of value irrespective of their background, beliefs, race, class, gender, sexual orientation or ability. Emphasis will be placed on an education for life and on developing each child's particular talents within a happy, caring and disciplined environment. We will provide numerous opportunities for our pupils to develop the knowledge and qualities they will need to play a purposeful and significant role in the future. This will include understanding their role and responsibilities as citizens and co-operating with one another as well as valuing each other's differences. Staff will be expected to model positive examples of love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.

We will provide the highest quality of teaching and learning for all our children, delivered by qualified teaching professionals. We will create a Christian environment that is open, stimulating, safe and caring. We will value each individual and encourage attitudes of self-respect, responsibility and tolerance. We will welcome pupils from all faiths and those with none.

C2.2 Christian ethos

- Everyone is precious to God. This ethos will permeate everything we do at City Gates School.
- We will provide a supportive learning environment where we welcome children from all faiths or none.
- We will nurture the spiritual, moral, social, academic and physical development of our children.

C2.3 Learning & Achievement

- We will provide high quality education, which ensures that children progress and achieve their full potential.
- As a result of our all-through provision, we will know our children exceptionally well (see section D1.11 - page 28):
 - We will be better placed to listen to children and develop enquiring minds.
 - The visibility of all ages in our all-through school will support the sense of continuity and reinforce the concept of a learning journey and a sense of authentic progression.
 - Younger children in proximity to older ones will be better supported in their aspirations.
- We will provide memorable learning experiences through the International Primary Curriculum (IPC), which progressively encourages children to think about themselves, their family, the community, their country and people living in other parts of the world.
- We will place great importance on studying the English Baccalaureate subjects and developing literacy and numeracy skills.
- Through our enrichment programme we will provide opportunities which prepare our children for the demands and experiences of adult life.

C2.4 Expectations

- That children look forward to coming to City Gates School.
- That we instil traditional values of hard work, challenge and effort, courtesy, caring for one another, and good behaviour.
- That we value the expertise and enthusiasm of our staff and develop a close partnership between home and school.
- That we develop the knowledge, skills and understanding necessary in order for students to become active responsible citizens who are able to make a difference in the world.

C2.5 Behaviour

- We treat others as we expect to be treated.
- Children develop positive attitudes and relationships with others.
- Children increasingly learn to make good choices.
- Every member of our school community has a right and responsibility to make an active, positive contribution.
- Pupils learn to respect the contributions of others, recognising each individual's right to equality.

C3 Key Outcomes

Our motto, 'Creating Purpose Through Learning', encapsulates our belief in the uniqueness of each individual. Our mission is to ensure that the talents and strengths of each child are encouraged and developed. City Gates School will provide a positive, inclusive Christian environment for learning and growth. Our high aspirations and vision for excellence are based around the outcomes we expect for individual pupils with the nurture of individual teachers, school leaders and other adults. We have highlighted six key characteristics which will enable us to achieve our vision and how they will be seen in the life of the school.

Who are City Gates pupils?

On entry about 75% of our pupils are likely to have EAL (many of which will be at the earliest stages of acquiring English). This is higher than the current KS4 because the demographic is changing. About 25% of our pupils are likely to be entitled to free school meals and in addition possibly 14% will come from families facing 'urban adversity'. However our largest group (55%) of pupils come from 'comfortable communities' (according to the ACORN index in Redbridge and similar schools).

The vast majority of our pupils will come from families with high aspirations who are also members of faith communities (90%). Our targets are designed to transform the lives of this group of children.

C3.1 Citizens of the world with a strong moral compass

Target: 100% of our pupils will participate in voluntary organisations or academic societies in which they apply their learning to support the local and wider community.

- Our vision which is shared and demonstrated through assemblies, lessons and enrichment programmes will provide opportunities for staff and children to nurture spiritual and moral strength and demonstrate how to live a purposeful life.

- Religious education and citizenship will enable pupils to develop an understanding of 'Christ-like' behaviour and how to work positively alongside people from diverse communities.
- Non-optional enrichment lessons 3 afternoons each week; and 7 enrichment days each year will provide opportunities to plan and create real solutions to life issues.

C3.2 Strong academic achievement

All pupils to make very good progress from Reception to Year 11.

We expect pupils to perform in the top 20% of pupils in the local area which has a similar performance to Redbridge but higher than national performance. See tables on page 35 in Section D2 for academic targets.

Our curriculum is designed to ensure that pupils

- Are successful in English and Mathematics by providing a high proportion of curriculum time for these subjects.
- Study universally recognised subject which lead to wider opportunities post 16 and beyond.
- Have an international understanding of our independence and inter-dependence as described in Section D1.3 on page 14.

C3.3 All pupils making excellent progress

Pupils' needs will be identified on entry at what ever point they join City Gates School. Systematic assessment from 4-16 will be used to identify needs and will be used to plan next steps (D1.7 page 24) A mixture of teacher assessment and formal testing will be used to make judgements about what children need to do next to progress.

- We expect that around 7% of our pupils will have special educational needs and they will access specialist support within the school and outside agencies.
- There will be a named champion for high attaining pupils who will ensure that they make accelerated progress (see D1.7 page 25).
- Children entitled to pupil premium funding will receive whatever additional support they need in order to close the gap to national average.

C3.4 Learners that are inspired and motivated

The quality of learning and teaching will be maintained/improved through a combination of high quality CPD, on-going self evaluation and through a rigorous appraisal process.

- Fully qualified teachers with strong subject knowledge.
- Teachers will be highly committed and enthusiastic because they will share the vision and ethos of the school.
- Teachers will use adaptable and flexible teaching strategies that respond to the diversity within the classroom and the skills needed to be successful in the 21st e.g. inquiry-based learning in STEM (Science, Technology, Engineering and Mathematics) subjects.
- Assessment and soft data (e.g. pupil voice and surveys of parents) will also be used effectively for planning learning.
- Teachers will reflect on their own work and the outcomes of individual pupils.

C3.5 Exemplary standards of behaviour

Excellent relationships that facilitate parental engagement in the school and the wider community will underpin the higher standards of behaviour at City Gates School.

The key values of forgiveness and reconciliation and the school's Assertive Discipline Policy will contribute to the following:

- Pupils who recognise and value diversity.
- Pupils who 'know their own minds' but who (as they mature) progressively learn to respect the view points of others even if they are different to their own.
- Pupils who not only behave appropriately in any given situation but who also 'go the extra mile' for others in order to make a difference in the world (D2.3 page 36).

C3.6 Effective leadership

Effective leadership will be underpinned by the clear vision and values of the governors and principal. These principles will be communicated and modelled by both the governors and the leadership of the school. Effective leadership will be achieved through:

- An effective school improvement plan, providing clear and realistic targets for improvement based on a sound understanding of the pupils' needs and potential.
- Governors will understand their responsibilities and provide clear strategic direction, support and challenge.
- Teachers will be given an opportunity to share in the leadership of the school
- Resources will be managed effectively in order to have maximum impact on pupils' achievement.

Section D: Education plan – part 1

Proposed numbers in each year

Table 6: Each form class will have 28 pupils and there will be 3 forms per year group.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		84	84	84	84	84	84	84
Year 1			84	84	84	84	84	84
Year 2				84	84	84	84	84
Year 3					84	84	84	84
Year 4						84	84	84
Year 5							84	84
Year 6								84
Year 7		84	84	84	84	84	84	84
Year 8			84	84	84	84	84	84
Year 9				84	84	84	84	84
Year 10					84	84	84	84
Year 11						84	84	84
Totals		168	336	504	672	840	924	1008

Section D: Education plan – part 2

Table 7: Reception

Subjects	Hours of teaching time per week	Comments /rationale
16 units of work organised in themes that correspond to the four strands outlined on page14	14.5 h	We will teach our children the EYFS Curriculum (2012 revision), through the IPC Early Years programme
English	5	This will include a phonic focus every day, taught through Read Write Inc. and writing activities relating to IPC themes
Maths	5	Focus activities (linked with theme where possible)
TOTAL	24.5h	

Table 8: KS1 & 2

Subjects	Hours of teaching time per week		Comments / Rationale
	KS1	KS2	
Year Groups	1 - 2	3 - 6	Weighted focus on literacy and numeracy
English	10	9	High proportion of time, as many of our pupils will have English as an additional language. 2hrs per day will comprise of guided reading, phonics/ spelling, writing (including SG&P) & teacher reading aloud to class Texts will link with IPC topics when appropriate
Mathematics	5	6	In KS2, four additional 15 min mental mathematics sessions per week. Pupils will be taught in prior attainment sets in years 4-6. There will be flexibility between groups.
Science, Art Geography History Computing Technology & International mindedness	6	6	These subjects will be taught through a thematic approach using the IPC
Physical Education	2	2	Taught by a PE specialist teacher
MFL - Spanish	-	45 mins	Taught by an Spanish specialist teacher
Music	45 mins	45 mins	Taught by a Music specialist teacher or class teacher
Religious Education / PSHCE	45 mins	1	Taught by class teacher and will reflect Christian ethos of CGS
TOTAL	24.5 hrs	25.5 hrs	

Table 9: **KS3 & KS4**

Subject	Hours of teaching time per week Mandatory (✓) Entitlement (E)		Comments/Rationale
Key Stage	KS3	KS4	A shorter KS3 and longer KS4 will increase the pace of learning as well as student motivation and engagement during years 7, 8 and 9. We anticipate fewer transitional issues when the school is small and also when the school is at full capacity.
Age	11 - 13	13 – 16	
Year Groups	7 - 8	9 – 11	
Core subjects			
English	✓ (4hrs 35min)	✓ (4hrs 35min)	English will make up a high proportion of the week to ensure that literacy is thoroughly addressed as we anticipate a high proportion of pupils with English as an additional language
Mathematics	✓ (4hrs 35min)	✓ (3hrs 40min)	Pupils will have mathematics every day until the end of KS3 to ensure that the basics and numerical skills are mastered. Science, Mathematics and Technology will be taught through inquiry-based learning across all key stages
Science	✓ (3hrs 40min)	✓ (4hrs 35min)	
Religious Education	✓ (55min)	✓ (1hr 50min)	Religious Education is central to our ethos. Pupils will be able to explore religion and beliefs, reflect on fundamental questions and enhance their spiritual and moral development
Citizenship/ PSHE	✓ (55 min)	✓ (55 min)	This subject is closely linked with our vision and ethos of active, positive participation in the society around us
Art and design	✓ (55min)	(E)	Fosters creativity and develops visualisation and blue-sky thinking
Computing	✓ (55min)	✓ (1hr 50min)	This will form part of our inquiry-based learning agenda

			where pupils learn and apply new skills by solving problems in contexts that are relevant to them and by responding to stimulate such key questions
Design and Technology	✓ (1hr 50min)	(E)	
Modern Foreign Languages (Spanish)	✓ (1hr 50min)	(E)	This will equip our pupils with language skills required for global participation and to achieve the English Baccalaureate
Geography	✓ (1hr 50min)	(E)	
History	✓ (1hr 50min)	(E)	
Music	✓ (55min)	(E)	
Physical Education	✓ (1hr 50min)	✓ (1hr 50min)	
Drama/	✓ (55min)		
Performing Arts		(E)	
Media Arts		(E)	
	27.5hrs	27.5hrs	

Table 10

Enrichment Curriculum					
Key Stage	KS 1	KS2	KS3	KS4	
Up to 3 hours a week	x	✓	✓	✓	Compulsory part of our school week.
7 flexible enrichment days	✓	✓	✓	✓	Some of these will be the same for all 4 key stages to enhance our cross-phase working and develop the ethos of our learning community. Further details provided in the text to follow in D1.6 on page 20

D1 The Curriculum Plan

D1.1 Expected Pupil Profile of City Gates School

Context

The curriculum plan has been tailored to meet the needs of the expected intake.

Unvalidated data for 2014 moved Redbridge to 4th in the country for KS2. Provisional figures for LBR confirm 85% of pupils achieved L4 or above in reading, writing and maths as compared to national figures of 79%. (L5+ 31% - 5th in the country)

In 2013 Redbridge secondary schools ranked 11th /151. Provisional GCSE results for LBR show a marginal fall to 69.5% (from 70.2% - 2013) achieving 5 A* - C including English and Maths. (National for 2013 60.6%)

We have based our pupil profile on the 2013 (Some updated August 2014) Department for Education school performance tables and profiles of local schools from within a 2-mile radius (for primary schools) and a 2.5-mile radius (for secondary schools) of IG11DD (Ilford Town Centre).

Primary profile

Table 11

▲ School name	Number of pupils on roll	% SEN with statements/ Sch. Action +	% English not as a first language	% of pupils eligible for FSM	% Level 4 + Rea, Wri and Maths 2013
England - state funded schools only	4309582	7.70%	18.10%	19.20%	75%
Redbridge	28277	6%	62%	20%	78%
2 mile radius from IG1 1DD	29897	6%	76%	26%	75%
Faith Schools in the area	2528	7%	55%	20%	78%
City Gates Targets & Expected Profile	588	6%	78%	26%	87%

Secondary profile

Table 12

▲ School name	Number of pupils on roll	% of pupils with SEN with statements or on School Action Plus	% of pupils with English not as a first language	% of pupils eligible for free school meals	% of pupils making expected progress	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs		
						English	Maths	2013
England - all schools					NA	NA	59%	
England - state funded schools only	3210119	8%	14%	16%	70%	71%	61%	
Redbridge	22634	7%	56%	21%	80%	82%	70%	
2.5 mile radius of IG1 1DD	30448	8%	62%	25%	81%	82%	69%	
Faith schools in 2.5 mile radius	5402	5%	55%	21%	79%	80%	69%	
City Gates Targets & Expected Profile	420	8%	62%	25%	90%	90%	80%	

An explanation on how the targets were reached can be found on page 33 in D2.2

City Gates pupils

On entry about 75% of our pupils are likely to have EAL (many of which will be at the earliest stages of acquiring English). This is higher than the current KS4 because the demographic of the area is changing. About 25% of our pupils are likely to be entitled to free school meals and in addition possibly 14% will come from families facing 'urban adversity'. However our largest group (55%) of pupils come from 'comfortable communities' (according to the ACORN index in Redbridge and similar schools).

The vast majority of our pupils will come from families with high aspirations who are also members of faith communities. Our curriculum is designed to meet these needs of our community.

D1.2 The Curriculum

Our curriculum starts by providing young children with a combination of strong academic, personal and international learning through the IPC during the primary phase. International mindedness and citizenship goes on to be developed during the secondary phase through a strong academic focus (English Baccalaureate or equivalent) combined with a diverse enrichment programme.

The aim of this provision is to develop young people who have a strong academic skillset, a well-developed moral compass and the ability to make a positive contribution to the wider community.

Curriculum time allocation

- In Reception pupils will learn through a play-based curriculum delivered through IPC themes. Children will learn through a free flow approach combined with teacher led focused activities which do not require the day to be demarcated into sessions.
- KS 1 & 2 will be organised in five blocks of teaching time each day.
- We will have a 2-year KS3 and 3-year KS4.
- KS 3 & 4 will be taught through 30 lots of 55-minute periods per week.
- Pupils at Key Stage 4 will be able to choose an option from each of the three option blocks (see D1.5 page 18) Subjects in these blocks are allocated at 2.75 hours per week. A longer list is provided below in this section.
- We have chosen a strong focus on literacy as we are likely to have a much higher proportion of EAL pupils (75%) in our area. The high proportion of curriculum time allocated to mathematics at KS3 is to ensure strong progress from KS2, leading to a better rate of A* - C grades in KS4 and employment chances.

The School Day

Table 13

	Reception/KS1	KS2	KS3/ KS4	
*Breakfast / Breakfast clubs	7:30 – 8:55	7:30 – 8:55	Breakfast / Breakfast clubs	7:30 -8:30
Registration	9:00 – 9:10	9:00 – 9:10	Registration	8:30 – 8:40
Session 1	9:10 – 10:00	9:10 – 10:00	P1	8:40 – 9:35
Session 2	10:00 – 10:45	10:00 – 11:00	P2	9:35 – 10:30

BREAK	10:45 – 11:00	11:00 – 11:15	BREAK	10:30 – 10:45
Session 3	11:00 – 12:05	11:15 – 12:20	P3	10:45 – 11:40
LUNCH	12:05 -13:00	12:20 – 13:15	P4	11:40 – 12:35
Session 4 – 5	13:00 – 15:30	13:15 – 15:30	LUNCH	12:35 -13:20
			P5	13:20 – 14:15
			P6	14:15 – 15:10
			Registration, Tutor time / Assembly	15:10 – 15:30
#Enrichment		15:30 - 16:30	Enrichment and catch-up	15:30 – 16:30

*For Key Stage 2, 3 and 4, the school day ends at 3:30pm on Monday and Friday and at 4:30pm on Tuesday, Wednesday and Thursday.

D1.3 Reception

In Reception pupils will learn through a play-based curriculum delivered through IPC themes. Children will learn through a free flow approach combined with teacher-led focused activities. The over riding purpose of the Reception curriculum is to help children develop the skills and attitudes they will need both at this level and throughout their education. The IPC early years programme is based on clearly defined learning outcomes. They are divided into four strands: independence and interdependence, communicating, exploring and healthy living.

The IPC combined with a strong focus on Maths and English will prepare pupils well for KS1.

D1.4 The Primary Phase – Key Stage 1 and 2 (Curriculum)

The International Primary Curriculum (IPC)

The IPC is an international curriculum, which provides a cross-curricular, thematic approach and a rigorous teaching structure designed to engage children of all abilities in today's world. We serve a diverse ethnic and cultural community and all of our children need to learn about Britain's, and other nations' contributions to the world and how we are interdependent. The IPC is fully linked to the 2014 National Curriculum.

The main principle of the IPC is to focus on a combination of academic, personal, and international learning for children, combined with innovative and exciting ways to learn. It is designed to help children:

- learn the essential knowledge, skills and understanding of a broad range of curriculum subjects;
- engage with their learning so that they remain committed to learning throughout their school careers and the rest of their lives;
- develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives; and
- develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

Why the IPC at City Gates School?

The IPC supports our motto, 'Creating Purpose through Learning', in that it prepares children from a young age to become citizens of our world. It is designed to ensure rigorous learning and also to help teachers make all learning exciting, active and meaningful for children. We have chosen the IPC because it takes a global approach to learning which will be relevant to the cultural heritage of many of the families and children likely to attend City Gates School as they are more likely to travel and have connections all over the world. The IPC is a highly engaging and exciting curriculum which will 'hook' children's interest. This engagement will have a positive effect on learning and progress in all subjects.

Whilst it is essential that our children fully understand what it is to be British, they also need to learn how we relate to the rest of the world. The IPC will help children to connect their learning to where they are living now as well as from the perspective of people in other countries.

The IPC is a creative curriculum which links fully with the new National Curriculum and topics cover a range of subjects such as 'Chocolate', 'Young Entrepreneurs', 'Time Detectives' or 'Pollution'. The subject areas covered by the IPC are Science, History, Geography, Art, Music and Design Technology. Every topic includes an element of international study, for example, how we can use what we know about other countries to help our businesses, or finding out about pollution issues in other countries.

Teaching of Phonics - 'Read Write Inc.'

In Reception, Year 1 & 2 a synthetic phonics programme will be taught through the 'Read Write Inc.' scheme developed by Ruth Miskin. This systematic approach will be taught 4 sessions a week and will ensure that all (or the vast majority) of children learn to read and write the 44 sounds in the English language and are ready to pass the national phonics screening check by the end of Year 1. This programme includes direct whole class / group teaching, talk partner work, individual practice, written tasks and positive behaviour management.

For phonic teaching children will be grouped by what they know and understand rather than how old they are. Pupils will be assessed every half term in order to inform next steps. As the school grows the 'Read Write Inc.' Comprehension programme will be introduced from Year 3.

Guided reading / Individual Reading

In Years 2 - 6 we will teach Guided Reading groups, as well as individual reading for pupils who are at the earlier stages of learning to read. Teachers will assess and record the progress of each child. Pupils will have their own reading records for home liaison and teachers and parents can write comments to each other about how well children are doing. The liaison book will also include pupils' personal reading targets.

A mixture of fiction and non-fiction, 'real' and reading scheme books will be used, these will be organised into colour bands for all pupils.

Lexia

The Lexia programme will be used to support any children who are not making expected or better progress in reading. Pupils will be automatically placed at the appropriate level

and work independently on developing their reading skills. The programme provides explicit, systematic, adaptive learning of reading skills, scaffolding pupils as they struggle and advancing them to higher levels as they demonstrate proficiency. Free school-to-home access allows students to continue their independent work at home. Children can work independently to develop reading skills in a structured, sequential manner with a focus on: foundational skills to develop fluency, listening and reading comprehension with increasingly complex text and specific vocabulary to improve comprehension.

Peer Reading Mentors

Peer Reading Mentors will be used as the school grows, to act as good role models and to support younger children with reading during lunch breaks. They will help them to apply all of the strategies they are learning in lessons. The older children will talk about the text and the illustrations and ask questions to see if the younger children understand what they are reading. This will develop the reading confidence of both the mentor and mentee. Older children will be provided with training on how to be an effective mentor and this will count as one of a range of contributions students make as part of their Community Service portfolio.

Partnership with Parents

Parents will be encouraged to attend workshops that will enable them to support their children at home. We will train parents in the approaches that we use in school in order to provide consistency for children.

Teachers as Readers

Teachers will be expected to read aloud to their class every day from Rec to Y6. This practice is key to passing on the thrill and pleasure of reading and is especially important for those children who are not regularly read to at home. For younger children picture books and for older children a 'class novel' will improve children's access, understanding and enjoyment of reading. Often a class novel in KS2 will be linked to a specific topic and will be used as the inspiration for their own writing.

Writing

Children will be given opportunities to write every day. Children's achievement will be enhanced as they are exposed to units of learning which usually last around 2 or 3 weeks and are often based on high quality texts. Structured talk activities will precede the majority of writing activities and the teaching of grammar, punctuation and spelling will be an embedded aspect of every writing lesson. Learning intentions and success criteria will be made clear to all pupils and writing will be followed by high quality marking which celebrates what has been achieved and makes clear what the pupil must do next to improve.

Mathematics

We aim to teach mathematics using the strategies employed in Singapore Mathematics and in addition practical application tasks linked with the IPC topics. Ofsted, the National Centre for Teaching Mathematics (NCETM), the Department for Education, and the National Curriculum Review Committee have all emphasised the pedagogy and heuristics used by Singapore mathematics. This will provide

- An emphasis on problem solving and comprehension, allowing pupils to relate what they learn and to connect knowledge.

- Careful scaffolding of core competencies of:
 - visualisation, as a platform for comprehension
 - mental strategies, to develop decision making abilities
 - pattern recognition, to support the ability to make connections and generalise
- Emphasis on the foundations for learning and not on the content itself so students learn to think mathematically as opposed to merely reciting formulas or procedures.

D1.5 The Secondary Curriculum

Table 14

Year 7	Year 8			Year 9	Year 10	Year 11	
Key Stage 3		Lessons	Mins	Key Stage 4			Lessons
English	English	1	275	English	English	English	1
		2					2
		3					3
		4					4
		5					5
Maths	Maths	6	275	Maths	Maths	Maths	6
		7					7
		8					8
		9					9
		10		Science	Science	Science	10
Science	Science	11	220				11
		12					12
		13					13
		14					14
Hum	Hum	15	220	PE	PE	PE	15
		16		PE	PE	PE	16
		17		Comp	Comp	Comp	17
		18					18
Spanish	Spanish	19	110	RE	RE	RE	19
		20					20
Tech	Tech	21	110	Citizen	Citizen	Citizen	21
		22		Option 1			22
PE	PE	23	110				23
		24					24
Citizen	Citizen	25	55	Option 2			25
Art	Art	26	55				26
Drama	Drama	27	55				27
RS	RS	28	55	Option3			28
Music	Music	29	55				29
Computing	Computing	30	55				30
		Total	1650			Total	1650

OPTION BLOCKS

Table 15

OPTION 1	OPTION 2	OPTION 3
Triple Science	History	Spanish
Art	Geography	Drama
PE	Music	Technology
Spanish		

D1.5.1 The Secondary Phase - Key Stage 3 (Curriculum)

City Gates School will offer a two year Key Stage 3 programme that pupils will follow in years 7 and 8.

The Key Stage 3 curriculum will provide an excellent grounding in the core subjects (Mathematics, Science, English, Religious Education, Physical Education and Personal Health and Social Education/Citizenship) as well as the Arts, Humanities, Spanish and Design and Technology. It is through this study that they will develop a range of skills and competencies and a substantial body of knowledge.

Our two year Key Stage 3 programme will ensure all pupils have the opportunity to secure a firm foundation in the key skills, concepts and knowledge through a broad and balanced curriculum. There may be some adjustments or variations to the programmes as the years progress.

Building on the approaches to mathematics teaching in the primary phase, we aim to teach mathematics using the strategies employed in Singapore Mathematics and alongside practical application tasks or investigative tasks developed as cross-curricular rich tasks with Science and Technology using inquiry based learning approaches.

Inquiry-based learning aims to develop and foster inquiring minds, curiosity and attitudes that are vital for pupils being able to face and manage uncertain futures. Fundamentally, learning is based on pupils adopting an active, questioning approach which definitely echoes the aims of the national curriculum and provides a practical and less didactic way of achieving these aims and will lead to pupils being confident problem solvers.

Key Stage 3 subjects

Pupils will be taught in ability sets for English, Mathematics and Spanish and mixed ability groups for all other subjects.

Our Key Stage 3 curriculum is designed to ensure that all pupils develop key skills, particularly in literacy, which they will need to be successful at Key Stage 4 and

beyond. All pupils will have five English lessons per week, one of which will be specifically focused on pupils developing their reading comprehension skills.

In addition to their normal English and Mathematics lessons, many of our pupils will also receive additional support in these subjects either through small group sessions during the school day or individual tuition during 'period 7' (non-optional enrichment periods).

D1.5.2 The Secondary Phase – Key Stage 4 (Curriculum)

The Key Stage 3 curriculum will be followed by a three year Key Stage 4 programme as we believe this provides the best opportunity to broaden and deepen pupil's knowledge and skills. Some courses will be accredited at the end of year 10 and some at the end of year 11. In year 11, pupils will also have the opportunity to follow a one-year GCSE, additional support or an advanced level course. All pupils will study a combination of core (compulsory) and option subjects. Our Key Stage 4 curriculum meets all National Curriculum requirements and will allow all pupils to opt to study an E-Bacc curriculum.

Table 16

Core GCSE subjects:	GCSE option subjects:
English (Language and Literature)	Art and Design
Mathematics	Drama
Science (Triple; Core and Additional; or BTEC Extended Certificate)	Geography
Physical Education	History
Religious Education	Spanish
Citizenship	Music
Computing	Physical Education
*Other Subjects	Religious Studies
Children's Learning and Development (BTEC Extended Certificate)	Technology
	Triple Science
Health and Social Care (BTEC Extended Certificate)	
Sport (BTEC Extended Certificate)	

*Other subjects may be offered based on intake but are not part of our secondary phase curriculum plan.

All pupils will study all of the core subjects and these courses will all lead to GCSE examinations. Pupils will be taught in ability sets for English and Mathematics. In Science, each student will be placed on the curriculum pathway most suited to his or her ability, for example Triple Science (3 GCSE's in Biology, Chemistry and Physics), Core and Additional Science (2 GCSE's) or BTEC Science (pupils following this programme can achieve a qualification equivalent to GCSE grades A*- C). All of our option subjects lead to GCSE or BTEC qualifications.

We aim to ensure that each pupil's KS 4 programme is tailored to his or her interests at the same time as providing an appropriate level of challenge and the right basis for future study and careers. When pupils make their option choices in the spring of Y8, each student will have an 'Options Interview' with a senior member of staff who will provide advice and guidance. In addition, any student who wishes to have individual careers advice from the school's independent careers advisor is able to do so.

Depending on aptitude, pupils will be placed on the English BaccaLaureate Options Pathway. This will mean that one of their options subjects will be either Geography or History and they will also study a Modern Foreign Language. The remaining option will be a free choice.

Citizenship and Religious Education

Citizenship and Religious Education will be taught all through the school with discrete citizenship in the secondary phase. We believe that our pupils will leave equipped to contribute positively to the local community and wider society, having been given an understanding of the fundamental beliefs held by the major religions and those with no religion and how to live in harmony with all people. The themes studied in Citizenship resonate strongly with our vision:

Theme 1: Community action and active citizenship

Theme 2: Being a citizen in the UK: democracy and identity

Theme 3: Fairness and justice

Theme 4: Global issues and making a difference

Further details on the Religious Education Curriculum can be found on pages 47 to 50.

D1.6 Enrichment Curriculum – Extended and flexible days to enhance the curriculum

All pupils at City Gates School will, as part of the curriculum, take part in up to 3 hours of enrichment and/or service to the community each week depending on age. They will participate in one community based or charitable society; one academic society; and one sports club. Pupils will also have the opportunity to take part in a catch up/intervention programme where necessary. The school day is extended on three days each week for this purpose. There are also 7 flexible enrichment days planned per year.

The flexible enrichment days will consist of a mixture of theme days, visits, sports tournaments, catch-up classes and whole days of curriculum time for students. The enrichment days will provide a range of activities that do not easily fit into lesson time.

While our key priority is that we ensure that pupils have the essential literacy and numeracy skills needed for education, employment and life, we also want to ensure that they have good personal, interpersonal, learning and thinking skills and are creative, resourceful and able to solve problems both independently and in teams. We aim to develop pupils that are well-rounded, knowledgeable and active citizens. We therefore plan to provide opportunities for pupils to practice and demonstrate their academic learning in a non-academic setting as part of a team, society, club or group. We aim to produce young people who are motivated and who will take responsibility for their own learning and become life-long learners who enjoy challenges and are confident and able to go on to further and higher education.

Enrichment Days

The Enrichment Days may be off site or school based and will provide opportunities for students to:

- acquire and demonstrate knowledge and skills within a non-academic setting;
- demonstrate their end products to a live audience, either in school or within the community;
- participate in activities that are an accumulation of a term's work in their communities;
- undertake school visits relevant to the curriculum and their communities; and
- take on extended pieces of project work within school or within the community.

Other cross-phase activities may include: Mathematician of the week; Poet of the week; working partnerships; cross phase productions; foreign exchanges & international writing buddies (to support languages); sports clubs; inter-form/house events; and prefect responsibilities.

Societies and Working Partnerships

The societies and working partnerships will be affiliated with outside providers and will have teacher champions co-running them alongside the outside providers. The key aims of the enrichment working partnerships/societies will be to:

- Promote age related awareness of society needs and how to play a part in addressing them;
- Work with the community;
- Work with experienced providers;
- Engage all pupils to work as part of a team;
- Provide practical solutions to problems; and
- Produce an end product.

Pupils will be given the opportunity to demonstrate personal learning and thinking skills and attitudes that filter through from the ethos of the school as well as those taught as part of citizenship and religious education such as:

- Be your brother's keeper;
- Be a reflective learner;
- Be an independent learner;
- Be a team player;
- Be a creative thinker;
- Be an effective participant;
- Be a self-manager;
- Be an effective communicator; and
- Be a leader when necessary.

Below is a sample of the types of working partnerships and societies that will be on offer. These will run from week 3 to week 11 of each term.

Table 17

Working partnerships/ Society	Affiliated With/Sponsored By (Examples)	Examples Of Products Or Outcomes
Drama	Kenneth Moore Theatre etc.	To put on in children's wards etc. In school on a topical issue
Gardens and parks (horticultural)	The local parks and gardens	Planting gardens for the community. Value one's environment.
Writing and news paper	Ilford Recorder	Half termly news roundup, competitions Inspiring fiction and real life accounts
School senate and debate club	Local Government office	Debate on topical in and out of school. issues – rather than a news round up
Young engineers and scientists	Young Engineers	Models of dams, motors volcanoes on show. How science is making a difference in lives.
Micro Charities work	Red Cross Society	Letters to areas of need, Fund raising, making packs for those in need. Practical response
	Watoto Choir	
	CGS Philippines	
Young designers	Local print and design business	Logos and designs for all school items. To include competitions and innovation – Impactful messages.
Music and choir		
Breakfast club	'Kids in Charge'	On-going: managing the breakfast club activities

As the school develops, societies and working partnerships will change to meet the changing needs of the school and match the strengths of the staff.

D1.7 Assessing and meeting the needs of all pupils

D1.7.1 Special Educational Needs (SEN)

Information for Parents

City Gates School will be an inclusive school. We will welcome pupils of all backgrounds and attainment and will cater for pupils with Special Educational Needs, communication difficulties, learning difficulties, physical and sensory disabilities and emotional and behavioural needs. In recognition of the fact that about 6 – 7% of our intake could have special educational needs, we are committed to training **all** staff to be able to identify special needs within the broad categories of impairment.

The School will aim to give every child an equal opportunity to develop in the fullest sense and realise their full potential. So that every child achieves at the highest level we will ensure that:

- pupils with SEN are identified as early as possible and that early action is taken to meet those needs;
- pupils with SEN are involved, where possible and reasonable, in the decision-making processes regarding their own learning;
- pupils feel confident that they are listened to and that their views are valued;
- parents are told when their child is identified as a pupil with SEN;
- parents are involved in the programme of support for their child;
- parents' views and support are valued;
- clear, relative and informative records follow a pupil through school.

All pupils in the school with Special Educational Needs will benefit from:

- Access to specialist support where needed, including educational psychologists,
- Speech and language therapists and other specialist provision as required;
- Other additional support, including from a teacher or teaching assistant, or in the form of additional time or resources, to enable the child to realise their potential and make progress.

When involving external contributors, school staff will ensure that:

- The value of the external contribution is assessed through appropriate feedback and evaluation (to a teacher or member of the SLT) and this information shared to inform future work.
- No confidential information regarding pupils will be shared with an external agency unless this information is directly relevant to that agency or the welfare and safeguarding of a pupil. This information will be provided on a need-to-know basis only, and external contributors will be expected to liaise with a member of the SLT on this matter.
- Visitors will not have unsupervised access to pupils. If they are expecting to work in school on a regular basis they will be subject to a DBS (previously CRB) check. These checks will not normally be required for agencies that work closely with school and are employed to work in schools in the LA (School nursing team, Health Professionals, Children's' Social Care etc.). School staff will provide support in situations where pupils are required to work on a one to one basis, and this will be assessed on an individual level and will take into consideration the needs of the pupil and any safeguarding concerns.

Where a child has a Statement of Special Educational Needs (or equivalent), there is a process by which parents can name City Gates School as the school of their choice on the Local Authority Form. The Principal, in consultation with the Governing Body, will confirm that City Gates School can meet the needs of the pupil without prejudicing the education of other pupils in the school. Where pupils do not have a Statement of Special Educational Needs, they would apply to the school using the normal application form.

Roles and Responsibilities

1. The named Governor for SEN responsibility will act as a conduit between the school and the governing body on matters relating to SEN;

2. The Principal will determine the school's general policy and approach to provision for children with SEN and maintain a general oversight of City Gates School's SEN work;

3. The Special Education Needs Coordinator (SENCO) will:

- Be responsible for the day-to-day operation of the school's SEN policy;
- Ensure Individual Education Plans (IEPs) are in place;
- Keep records on pupils with SEN, maintaining files containing current IEP and cumulative information such as specialist reports, past IEP's and reviews;
- Keep track of the number of pupils at different stages of SEN;
- Be responsible for ensuring staff are properly trained for their role in SEN provision;
- Liaise with external agencies, including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies;
- Have termly meetings with parents and teachers to discuss the targets and strategies that form the IEP;
- Lead on training and developing staff to meet the needs of all pupils.

4. Class Teachers

- are responsible for the learning of all pupils in their class including those pupils who have SEN. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a teaching assistant, is in addition to and in no way replaces the attention pupils receive from their class teacher;
- are responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEN.

5. Support Teachers will support children individually or in groups (ratio of 1 adult: 5 children with SEN);

6. SEN Learning Support Assistants (LSA) will work with pupils who have SEN. They may support one pupil on a Statement of SEN or they may support a target group within a class.

Identification, Assessment and Provision

In order to support early identification, we will:

- For in-coming Reception pupils, conduct home visits and visits to nurseries by specialist staff;
- For in-coming Year 7 pupils (recognising that an all-through community will not be fully in place for the first few years) conduct school visits and create structures and opportunities for consistent dialogue between the CGS staff and feeder schools to ensure that all knowledge about the pupils is transmitted across phases and maintains the child at the centre.

CGS will make available its SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

The school will complete regular assessments for **ALL** pupils. If pupils are falling behind or making inadequate progress the following steps to early identification of special educational needs are as follows:

Step 1 - Regular assessments for **ALL** pupils, Tracking Data

Step 2 - If pupils are falling behind/making inadequate progress Class/Subject teacher provides extra support targeted at their areas of weakness

Step 3 - If pupils fail to make adequate progress despite high quality teaching, targeted at their areas of weakness an **Initial Concerns Checklist** will be completed.

Step 4 - The class teacher working with the SENCO, will assess whether the child has a significant learning difficulty. If so the SENCO may:

- Seek the views of parents/carers and the views of the child
- Complete a structured observation
- Analyse samples of the pupils work
- Complete relevant diagnostic assessments
- Seek advice from Outreach Services if appropriate
- Seek advice from an Educational Psychologist

Where a pupil is considered as having a significant difficulty, appropriate and targeted SEN support will be provided and an Individual Education Plan will be written. An Individual Education Plan will contain short-term targets and strategies for a particular child, which are different from or additional to those in place for the rest of the group or class. The document will be agreed, with parents and school and, wherever possible, the child.

If there is no evidence of SEN the reasons for under-achievement will be investigated further using a robust formative assessment model based on the principles of Assessing Pupils Progress (APP) but tailored more towards demonstrating key concepts than levels.

Access to the curriculum

- All pupils with SEN will have access to all aspects of the National Curriculum and the general school curriculum. Where necessary, tasks will be tailored to meet individual needs;
- Teachers will differentiate for SEN pupils within their planning where necessary;
- All pupils with SEN, including pupils with statements will be in mixed ability classes;
- Teachers will ensure a variety of pupil groupings for learning and working in the classroom – mixed ability, friendship, interest groups etc.
- Computers and a wide selection of programmes to meet varied needs are part of the resources available in each classroom.

D1.7.2 High Attaining Pupils (HAPs)

Whilst all teachers will be expected to plan for and meet the needs of our high attaining pupils, the systems in place will be just as robust as and in many cases mirror those of pupils with special educational needs. There will be a named champion for the high attaining pupils who will be in charge of compiling a register, meeting with pupils and briefing teachers. There will also be special emphasis on the following;

- Early identification and on-going tracking;
- Profile building with robust information for teachers to support their understanding of how to inspire and challenge the high attaining pupils in their groups in every lesson;
- Access to support from subject specialist (from secondary) teachers whilst in KS2 to extend through after school enrichment groups and clubs;
- More frequent feedback and communication with pupils and parents on how they are performing;
- Opportunities to study a broad rigorous traditional curriculum including the E-Bacc subjects and work with subject societies (e.g. Young Engineers) and mentors as part of their enrichment programme;
- Specialised Career guidance and destinations information in Year 6 from year 9 including information regarding schemes (e.g. Future Scholar Award) and support to encourage progression to strong A-level courses, specialist colleges for the arts/performing arts and Russell Group universities; and
- Access to Aim Higher mentors.

D1.7.3 Other groups

All teachers (both class and subject) will be expected to have a detailed knowledge and understanding of the characteristics of the groups they teach. They will plan to meet the needs of the different groups including boys / girls / EAL / pupil premium / white British / Looked After pupils and mobile pupils (as well as SEN and HAPS as previously outlined).

There will be a high proportion of EAL pupils including some at the early stages of acquiring English at CGS. These groups will be a major focus for staff.

For each of these groups leadership and middle leaders will:

- Analyse relevant school data for identification and improvement purposes.
- Monitor standards of teaching and learning.
- Liaise with class teachers to identify appropriate support (including teaching assistants) and intervention.
- Ensure teachers are using appropriate resources.
- Include these groups in the school improvement plan.
- Consult with external agencies.

D1.8 Pupil transition

CGS recognises its responsibility to support pupils' transition from entry at age 4 through to post-16 education. We will:

Use a range of intelligence to ensure that every pupil is well known:

- Using a range of data to build a detailed picture of every child;
- Analysing data to identify groups vulnerable to disengagement;
- Recognising potential NEET indicators and acting on them.

Identify vulnerable pupils early on:

- Establishing liaison with partner primary schools, especially when the pupil intake is drawn from a large number of schools (an all-through community will not be fully in place for the first few years)
- Identifying pupils at risk of disengagement early in Key Stage 2.
- Planning appropriate support for pupils prior to transfer

Facilitate communication between key personnel:

- Forging strong links with external agencies;
- Locating specialist support on site where appropriate;
- Ensuring regular and frequent opportunities for key personnel to meet to review pupils' progress.

Secure the foundations for learning:

- Providing additional literacy support for those who need it;
- Nurturing pupils who struggle to adjust to a secondary timetable;
- Reintegrating pupils to mainstream as soon as they are ready;
- Support pupils at key transitions when young people are most vulnerable to disengagement;
- Collaborating with partner organisations to support pupils on transfer.

Pre-empting and addressing pupils' needs at transitional points throughout the school:

- Supporting pupils at risk of disengagement post-16;
- Keeping pupils engaged with CGS curriculum and enrichment;
- Seeking bespoke support for specific social and emotional needs;
- Providing one-to-one mentoring support;
- Offering inclusive, appropriate provision for pupils who struggle to cope with the mainstream provision.

Promote enterprise and independence:

- Providing guided choices early in Key Stage 3;
- Ensure pupils take part in enrichment activities that enhance their enterprise skills available in the extended day.

Signpost post-16 progression routes:

- Secure access to impartial and independent careers guidance and for every pupil in Years 9 to 11;
- Make links with strong 6th form colleges and other quality assured external providers;
- Provide access to face-to-face guidance for pupils where it is the most appropriate form of support.

D1.9 The pastoral system

To fully develop the above areas, City Gates School will create cross phase pastoral teams with the task of improving transition when pupils move between phases. These

senior leaders, class teachers and support staff will work together effectively to ensure curriculum alignment, coordinated timetabling, streamlined parent engagement and better use of resources.

D1.10 Teaching methods

Specialist teaching

Our 'All through' structure will enable some specialist teaching in KS1 & 2 for such subjects as Music, PE, Computing and Spanish. Secondary and Primary teachers will also have opportunities to team teach, this will ensure:

- Sharing of good practice and continuity of approach
- Enhancement of teacher subject knowledge
- On-going challenge and improvement in the quality of teaching

Our staffing structure will ensure that children of all ages are familiar with a wide range of staff; this will contribute to smooth transitions at key points in the life of children at City Gates School and will build long-term positive relationships between pupils, staff, families and parents.

D1.11 All-through provision

Creating an all-through institution (for students aged 4 to 16) provides a unique opportunity to ensure continuity, progression and a relevant curriculum throughout the school. CGS will overcome the weaknesses that can occur as children transfer between different primary and secondary schools by:

- developing a seamless transition between primary and secondary phases to enable progression in learning;
- rationalising the amount of testing throughout the school;
- creating a common assessment framework, allowing for more accurate tracking of individual progress and the setting of targets;
- personalised learning for pupils;
- efficient sharing of relevant pupil information;
- targeting teaching and support staff expertise on pupil needs;
- matching the curriculum to the needs of pupils whilst freed from the constraints of key stage barriers;
- introduction of subject specialist teachers earlier or extension of basic skills/core competencies for longer to meet the needs of pupils (cross-phase teaching);
- better use of literacy and numeracy co-ordination and outcome of systematic approaches throughout the school;
- offering better opportunities for Gifted & Talented and pupils with SEND;
- greater continuity and support from parents/carers; and
- development of the ethos of a learning community.

The result of our all-through learning structures will be to remove the well-known 'dips' in a child's performance that commonly occur as they transfer between key stages and phases in education.

All-through learning structures put the child at the heart of the system. We will concentrate on the key educational transitions to ensure that gains in learning are built upon year by year, with minimum disruption as the child moves through the school. Research shows that these key transitions can have a marked effect on pupil progress.

At CGS we will closely oversee the learning journey of each child, especially across Key Stages 2 and 3 where most children experience a significant change in their schooling. Key to this will be the development of monitoring and tracking processes across the school, supported by a whole school IT system.

The continual drive by successive governments to raise standards makes a continuum of progress an ideal that CGS will seek to embed in our practice. The need to work closely with all feeder schools (an all through community will not be fully in place for 7 years) to ensure that pupils pick up from where they left off, challenged and supported to make further progress has never been greater. At the heart of an all-through structure is the development of progress tracking and curriculum mapping for pupils to maximize the learning opportunities and build on progress.

Many secondary schools have well-established partnership activities but at CGS we have ambitions to go further. This might involve a team of teachers working across Years 6 and 7, a collaboration agreement across the various 'phases' at leadership level to oversee pupil progress through regular monitoring of outcomes or a fundamental redrawing of the curriculum from Years 5 to 8 to provide a joint approach across KS2 & 3.

There is much to be gained from working across phases to support and learn from best practice. For children, the transition from primary to secondary school can be exciting, challenging and sometimes overwhelming depending on their academic and emotional maturity. For some children the subject specialist approach of secondary schooling can't come soon enough, for others more time in a challenging primary environment to master key skills would be more successful, CGS will focus on what's best for the child.

Benefits of all-through learning – pedagogy

There is a large and ever-growing body of research which shows that schools working together raise standards for their pupils. This research really began with Robert Hill's report 'Achieving More Together' 2006 and most recently was supported by Ofsted's report on federations 2011.

All-through schools provide a formal and structured environment in which pedagogical assumptions can be challenged for the benefit of the learner. For example, both primary and secondary practitioners make pedagogical assumptions about the knowledge and skills of the learners on transfer. They rarely have the opportunity to work together to plan learning programmes for children. At CGS joint planning will take place, where assumptions are challenged and practice is improved, based on a sound understanding of the learning demands of each phase.

This approach will be a key strategy to raise attainment by providing a continuum of learning expectations across the key stages. CGS will identify key staff to work across phases and lead CPD to inform their colleagues about the programmes of study. In some cases, this will be linked to particular subject areas which lend themselves to cross phase working such as music and PE, modern foreign languages, technology, and most importantly, literacy and numeracy.

For these pedagogical innovations to work, it is essential that someone has ownership of the implementation and outcomes. At CGS we will appoint members of staff with responsibility for oversight of cross phase developments reporting directly to a joint leadership committee.

Most importantly, working together across the phases will develop mutual respect for the expertise provided by each phase and develop greater trust in the judgments of teachers about the learning standards of their pupils.

Benefits of all-through learning – organisation

As an all-through organisation CGS will benefit from sharing and centralising some services such as procurement, legal, personnel and IT provision. Support for leadership and governance, shared leadership and succession planning will also be built into the school structures. All-through structures provide further potential benefits which specifically relate to cross phase opportunities. These may include:

- increased flexibility in curriculum design and delivery across the key stages. This is linked to a thorough knowledge of the continuum of learning across key stage 2 and key stage 3 and a desire for personalisation in the curriculum
- the ability to draw upon the differing strengths and skills of primary and secondary specialists. This will broaden the skills base available to the schools in the structure
- the potential for joint appointments both cross phase and within phase to provide specialist teaching or support which would otherwise be unavailable to individual schools
- more efficient and effective CPD open to teaching and support staff across the all-through learning community. This will reinforce common strategies and avoid the duplication of effort and resources
- the ability to use physical facilities more efficiently and avoid duplication across the all-through partnership. CGS will facilitate access to specialist facilities for all pupils as appropriate
- the potential to support gifted and talented learners and those with special educational needs as they move into secondary education through the deployment of key teaching and support staff to ensure appropriate challenge and support

CGS will provide a secure context in which to share and secure good practice at all levels. It will bring together expertise from all phases of the education system and will ensure that every learner is challenged whilst no one is left behind.

D2 – Measuring pupil performance effectively and setting challenging targets

CGS Leadership and the school's Governing Body will ensure they are familiar with a number of key documents which will inform our planning and school improvement:

- Framework for School Inspection
- School Inspection Handbook (plus Subsidiary Guidance)
- Teachers Standards
- RAISEonline
- Data showing progress of current pupils across the school
- School Self –Evaluation
- School Improvement Plan
- Single central record
- Behaviour records – including exclusions
- Attendance information
- Records of monitoring of the quality of teaching
- Teacher Appraisal Records (including salary progression)

D2.1 Assessment of attainment and progress

Assessment points and packages

CGS will use a simple check at the start of the Reception year as a measure of progress to inform staff, pupils and parents about each pupil's strengths and weaknesses. In Reception, teachers will continually assess each pupil against the Early Learning Goals in relation to the seven areas of learning. CGS will administer the statutory phonics screening check at the end of Year 1 and the PIPS KS1 Baseline assessments developed by CEM.

In KS1 & KS2 teachers will continually assess progress in reading, writing and mathematics through APP. This combined with 'next steps' marking will inform teachers' planning and will give children guidance in what they need to do next to improve. We will also use InCAS a diagnostic, computer-adaptive assessment tool that can be administered at any time to inform personalised learning. This useful national assessment tool can assess word recognition, word decoding, comprehension, spelling, general Mathematics, mental arithmetic, picture vocabulary, non-verbal ability and attitudes. A combination of Teacher Assessments and statutory tests at the end of KS1 & 2 will inform what NC levels have been achieved.

For other subjects covered by the IPC curriculum, children will be continually assessed against the Learning Goals whilst engaged in tasks. The programme provides assessments for children aged 6-7, 8-9 and 10-12. Children's learning skills will be judged to be 'beginning', 'developing' or 'mastering' at each stage. Assessments will be recorded on a web-based database.

We will prepare our pupils for key stage statutory national curriculum tests in Years 2 and 6. We understand that the new NC tests will be more demanding and test results

will be scaled so pupils can be compared against the national cohort by decile. CGS pupils will regularly perform in the top 20% of pupils with similar prior attainment with all pupils achieving above the scaled score of 100 (except those with particular learning needs).

At KS3, teacher assessment of pupils remains a statutory requirement at the end of Key Stage 3 when teachers summarise their judgments for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage, so a robust system of reviewing progress needs to be in place.

KS4 at CGS will be years 9-11. Pupils in KS4 will be taught the 'new' national curriculum in all subjects. Our focus will be pupils' progress across a suite of eight subjects ('Best 8'). This will include: English & Mathematics, three from science, computer science, history, geography, Spanish and three additional high value GCSEs or other courses (subject to guidance from Ofqual).

CGS believes it is essential that achievement beyond formal qualifications be recognised. This is important, as it will give a value to the learning and experiences which take place outside of the formal school curriculum.

There are a number of possible ways that achievement can be recognised beyond formal qualifications, such as some well-established systems of badges that recognise achievement in a range of different areas. The Duke of Edinburgh Award is a good example of this. These awards, or similar approaches, can be used to build a personal 'statement of achievement' for all pupils.

We will benchmark and compare progress and set targets using the CEM programmes of MidYIS, INSIGHT and Yellis. These packages have been selected as they build on our assessment practices in KS1 and 2. They are nationally standardised, provide intake ability profiles, individual pupil records and pupils' level predictions. They also provide value-added feedback and will support teachers in moderating their own assessments.

In addition these packages, along with teacher assessment, will support the identification of potentially gifted students and other students with special educational needs, give an indication of possible future exam performance, make available information to aid target setting and monitor progress as well as providing evidence for discussion with pupils, parents and/or inspectors.

Assessment for learning and tracking of pupil progress

We will use Assessing Pupil Progress (APP), which is based on Assessment for Learning (AfL) principles, as a structured, rigorous approach to on-going assessment, enabling teachers to track pupils' progress over a year or key stage. The APP charts can be used periodically to diagnose pupils' progress, strengths and areas for development in each subject. APP will be used to inform teachers' planning especially to narrow any gaps in learning. The primary focus of APP will be to put the pupil at the heart of assessment and to use this information to inform pupils' next steps in their learning and identify necessary intervention.

It will also help teachers in arriving at more consistent and accurate judgments when they undertake statutory teacher assessment at the end of Key Stages.

CGS will accurately assess and track pupils from KS2 – KS4 using a Personalised Learning Checklist (PLC). Although originally developed to support intervention and KS4 targets we will use it to refine and assess progress more generally. The PLC Process also supports subject & school leadership. At the heart of this process is the concept of DIAGNOSIS - THERAPY - TESTING.

The PLC is:
 Diagnosis - highlighting what pupils know and don't know;
 Therapy - providing a Resource to improve know-how; and
 Testing - to test know-how and to confirm understanding.

A Compelling Scoreboard: confirming that what was previously a learning insecurity can be converted to a learning security.
 These will be RAG rated (Red, Amber and Green traffic light) for easy interpretation.

Table 18

Subject	Theme	Element	Element	Element	Element	Element	Element	Element	Element	Element	Element
Student Names		Green	Yellow	Green	Yellow	Red	Green	Yellow	Yellow	Red	Red
		Green	Yellow	Green	Yellow	Red	Green	Yellow	Yellow	Red	Red
		Green	Yellow	Green	Yellow	Red	Green	Yellow	Yellow	Red	Red
		Green	Yellow	Green	Yellow	Red	Yellow	Yellow	Yellow	Red	Red
		Green	Yellow	Green	Yellow	Red	Yellow	Yellow	Yellow	Red	Red

Across KS3 and 4

Assessment in the core will be tracked by a recording a balance of content and skill related outcomes. These could be taken from demonstration of learning through on-going learning assessment activities or application of content in class, homework or half-termly assessments. Pupils’ outcomes are RAG rated against the expected core standard for that group. The curricular foci are recorded alongside the outcomes. A number of assessments especially the half termly assessment are moderated in departments. Teachers will build up a profile of pupil progress and provide data drops half-termly.

D2.2 Academic Targets

In setting these targets, we have analysed local data using the DFE performance tables 2013 and the ACORN index in Redbridge to build a profile of pupil characteristics for our intake (see section C.3/Page 5 and D1.1/Page 12).

Data Sample:

Primary: The 46 schools within a 2-mile radius of Ilford town centre (IG1 1DD)
 Secondary: The 22 schools within a 2.5-mile radius of Ilford town centre (IG1 1DD). Our targets are shown in tables on page 35 for easy comparison to Redbridge, National, faith schools in the area and average performance in the area.

What we have considered:

- The pupil characteristics of our locality described on page 12 and shown below on page 35.
- The performance of schools within the radius. This is just below that of Redbridge (includes schools in Newham and Barking and Dagenham as the epicentre of our demand is in the South west of the borough).
- The KS4 outcomes from using the transition matrices on Maths and English average performance of schools in the area (these produced outcomes much lower than our targets as we are planning for better than the national expected rates of progress).

Targets have been set to match the performance of the top 20% of state funded schools within the radii which is similar to top 20% of Redbridge schools and is above top 20% nationally.

In order to ensure that these targets are realistic, we have compared them with high performing outstanding schools in the area with similar intake to the expected intake for CGS.

We have set a much higher target for our E-Bacc figures as our curriculum is designed to support pupils on this route.

Primary Profile of schools (46) within 2 miles of Ilford town centre (IG1 1DD) and City Gates School Profile and Targets

Table 19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB		
1	▲ School name	School type	Number of pupils on roll	% SEN with statements / School Action Plus	% English not as a first language	% of pupils eligible for FSM	OFSTED		% achieving Level 4 or above in reading, writing and maths			% level 4B+ in Rea & maths and level 4+ in writing	% making expected progress				% achieving reading, writing and maths				Average point score	Average level per pupil	% achieving level 4 or above		% achieving level 5 or above		% achieving Level 4 or above in reading, writing and maths		Reading, writing and maths value added	Average point score
2							Inspection date	Grade	2013	2012		Reading	Writing	Maths	Level 3 or below	Level 4 or above	or above in reading	Level 5 or above					all pupils	low	all pupils	high	All pupils	EAL pupils	VA measure	
3	England - all schools								75%	75%	63%	88%	91%	88%	7%	75%	63%	21%	28.4	4A			75%	26%	21%	62%	75%	71%		28.4
4	England - state funded schools only		4309582	7.7%	18.1%	19.2%			75%	74%	63%	88%	92%	88%	7%	75%	63%	21%	28.4	4A			75%	26%	21%	62%	75%	71%	NA	28.4
5	Redbridge		28277	6%	62%	20%			78%	77%	67%	90%	94%	90%	6%	78%	67%	26%	29	4A			78%	26%	26%	70%	78%	79%		29
6	2 mile radius from IG1 1DD		30330	6%	75%	26%		2	75%	74%	62%	90%	93%	89%	7%	75%	62%	22%	28.6	4A			75%	30%	22%	73%	75%	77%	100.4	28.6
7	Faith Schools in the area		2528	7%	55%	20%		2.3	78%	74%	64%	93%	91%	83%	6%	78%	64%	23%	28.7	4A			78%	13%	23%	73%	78%	78%	99.9	28.7
8	City Gates Profile and Targets		588	6%	75%	26%			82%		70%	95%	98%	96%	3%	82%	70%	31%	29.7	4A			46%		88%		85%	101.1		

Secondary Profile of schools (22) within 2.5 miles of Ilford town centre(IG1 1DD) and City Gates School Profile and Targets

Table 20

▲ School name	Number of pupils on roll	% SEN with statements / School Action Plus	% English not as a first language	% of pupils eligible for FSM	OFSTED		% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% A*-C in Eng + math GCSE	% A*-C in Eng and maths GCSE	Average KS2 point score	VA score
					Date	Outcome	English	Maths	2010	2011	2012	2013			EAL pupils		
England - all schools							NA	NA	54%	59%	59%	59%	23%	60%	NA	NA	NA
England - state funded schools only	3210119	8%	14%	16%			70%	71%	55%	58%	59%	61%	23%	61%	58.90%	27.7	1005.8
Redbridge	22634	7%	56%	21%			80%	82%	69%	69%	71%	70%	34%	71%			
2.5 mile radius of IG1 1DD	30448	8%	62%	25%		1.8	81%	82%	66%	66%	69%	69%	30%	70%	71%	27.8	1018.6
Faith schools in 2.5 mile radius	5674	6%	49%	25%		1.6	85%	83%	73%	73%	74%	71%	35%	72%	73%	27.8	1022.1
City Gates School	420	8%	62%	25%			90%	90%				80%	60%	83%	82%	28.7	1029.5

D2.3 Behaviour and attendance targets

Table 21

	Primary		Secondary	
	Redbridge	CGS	Redbridge	CGS
Attendance	95.4	97%	95.4	97%
Behaviour <i>Full time equivalent exclusions</i>	(112) 0.4%	0%	(1376) 6.18%	2.5%

Redbridge figure quoted is the 2013 combined figure for primary, secondary and special schools.

Behaviour and Attendance Targets - Exclusion

CGS will follow the arrangements for school exclusions which came into force in September 2012. We will work closely with the school's governing body and where appropriate an independent appeal panel.

CGS will aim to use exclusion less than the borough average, which during 2011/12 was as set out above in Table 21.

We do not intend to use FT Exclusions in the primary phase and we expect FT Exclusions in the secondary phase to be less than 2.5% of the pupil population.

Strategy to achieve behaviour targets

City Gates' Assertive Discipline policy will be supported by the key principles of forgiveness and reconciliation, where positive personal relationships are at the heart of the life of the school. However this should not be misunderstood for having anything less than the highest expectations for our pupils.

To ensure positive behaviour at CGS we will:

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Have a set of rules, rewards and consequences which will be displayed in all classes.
- Pupil behaviour will be tracked in order to identify any social and behavioural needs, improvement over time and outstanding behaviour.

Leadership of outstanding behaviour will be achieved through:

- All staff modelling the behaviour we want to see.
- Ensuring that staff have a visible presence around the school during break and lunch times.
- Checking that pupils enter, exit and move around the school in an orderly manner.
- Maintaining a presence in the street at the end of the day to encourage positive behaviour outside the school.
- Ensuring that the physical environment inside the school is clean, smart, welcoming and well maintained.

Staff will be expected to:

- Know the names of all pupils.

- Be liberal with descriptive praise to acknowledge good manners, respect and great effort.
- Celebrate successes (however small).
- Implement the full behaviour policy.
- Know and understand the needs of the pupils they teach.

Individual pupils:

- Staff will have systematic strategies for pupils likely to misbehave
- Provide appropriate support for pupils with social, emotional and behavioural difficulties.

Relationships with parents:

- Build positive relationships with the parents of all pupils
- Keep them well informed about their child's behaviour, attitude and performance
- Offer appropriate guidance and support when necessary

Exclusions will not form part of CGS routine behaviour management systems. However the health and safety of the whole school community will remain a priority when dealing with pupil behaviour.

CGS leadership will be aware of the vulnerable groups in terms of exclusions and proactive measures will be taken to ensure these groups are not over represented in the school's exclusion figures.

- Strategies will be in place to reduce persistent disruptive behaviour – the most common reason for exclusion.
- Careful consideration will be given to supporting and improving boys' behaviour who are three times more likely to be excluded than girls (SFR 29 July 2013)
- Pupils with SEN, who are six times more likely to receive a FT Exclusion, will be supported to manage their behaviour well and if this is the area of specific need this will be taken into account prior to any sanctions being imposed.
- The same care and attention will be given to FSM pupils, 'looked after' children, and those from key ethnic groups.

The most common age for exclusions is 13-14, year 9. Year 9 at CGS is the first year of GCSE. We believe this will reduce the disaffection of these pupils and increase motivation leading to improved patterns of behaviour as they embark on their KS 4 pathways programmes.

D2.4 Quality of Teaching at City Gates School

When observing and judging teaching observers will be guided by the response and engagement of pupils and evidence of how well they are learning

Observers will consider whether:

- Teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including the most able pupils.
- Pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics.

- Teachers monitor pupils' progress in lessons and use the information well to adapt their teaching.
- Teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupil's learning.
- Assessment is frequent and accurate and used to set relevant work.
- Pupils understand well how to improve their work.
- All pupils are taught well so that they are properly prepared for the next stage in their learning.
- AOTT (Adults other than teachers) are used effectively.

Not all aspects of learning, for example pupils' engagement, interest, concentration, determination, resilience and independence, may be seen in a single observation.

D2.4.1 Use of Appraisal to drive pupil performance, attendance and behaviour

Appraisal will be the main strategy used to hold teachers to account for pupils' performance, attendance and behaviour and to measure the delivery of our education vision.

Appraisal at CGS will be a supportive and developmental process, which assists teachers in improving their performance by concentrating on key objectives. It will include open and honest discussion between the appraiser and the appraisee. If done well all staff should be better able to help pupils achieve their potential (directly or indirectly), as well as gaining personal job satisfaction and progressing in their careers.

With regard to appraisals there are three key partners:

- the employee/appraisee;
- the manager/appraiser;
- the school - which will provide a system for employee development; a structure which affords opportunities; and a culture which supports individuals' success.

All staff will have a copy of their current job description, which will be used as the starting point for any appraisal process.

CPD/training and development needs – should be jointly identified and noted on the appraisal statement.

Setting Performance Objectives

Objectives agreed as part of the appraisal meeting, will be appropriately challenging, brief, easily understood and linked to school improvement priorities and whole school targets. During the appraisal cycle both parties will have responsibility to ensure that what is agreed, is delivered and that there is on going professional dialogue throughout the year.

Professional development and training (CPD)

Enabling staff to develop to their full potential will be a core part of the appraisal process and will embrace a wide range of approaches. Professional development will be linked to school improvement priorities and to the on-going professional development of individuals, relevant to job role and experience. The school culture will

encourage all teachers to take responsibility for improving their teaching through appropriate professional development.

Monitoring - key functions

The appraiser will monitor the appraisee's performance through different methods including:

- pupil progress meetings;
- lesson observations;
- task observations for other standards; and
- work scrutiny e.g. marking, assessments.

Mid year review will be part of the monitoring process:

- To check on progress against the agreed objectives;
- To check overall performance against the role and relevant professional standards;
- To ensure that development and support opportunities necessary to meet the performance/success criteria are provided;
- To discuss any issues arising during the year; and
- To collect evidence in support of the final annual assessment/review, which may form part of a Professional Development Portfolio.

There may be occasions when it is necessary to review what has been agreed in the appraisal statement during the cycle. For example, where the appraisee's post and/or responsibilities have changed or if there have been difficulties in accessing agreed support or where the appraisee has been on maternity or long-term sickness absence. Where this is the case with the agreement of both parties, the objectives should be changed.

Addressing Poor Performance

At City Gates School poor performance will be addressed rigorously. In short where concerns are raised there should be the opportunity to put in place robust objectives with identified support for the employee to achieve as part of the appraisal process.

The purpose is to create a course of action that will assist the employee in correcting the performance issue(s). A written document will be produced that outlines the performance issues(s), identifies next steps, support and/or training, states a reasonable timeframe for demonstrating improvement, and describes the consequences for successful or unsuccessful completion. If the appraiser is satisfied that the teacher has made or is making sufficient progress, appraisal will continue with remaining issues being addressed through appraisal. If after the set time sufficient progress has not been, the school will have a clear process in place to move from appraisal to capability. The teacher will be notified in writing that the appraisal system will no longer apply and performance will be managed under the capability process.

D2.4.2 Driving pupil performance through good learning and teaching

As an inclusive school we will continually strive to meet the needs of all pupils. The Learning and Teaching policy will underpin the whole curriculum, both formal and

informal and, along with our Vision Statement and Aims, forms the context in which all other policy statements will be based.

Teaching and learning - Aims

At City Gates School we will undertake to:

- Ensure high levels of progress for all pupils, enabling them to achieve their personal best;
- develop pro-active, confident, independent, resilient, disciplined and enquiring learners, able to make informed choices;
- foster a love of learning;
- encourage self-esteem and personal responsibility, linked to respect for the needs and feelings of others;
- Provide a safe and happy work place.

In every lesson, new learning will be presented, which challenges each individual, irrespective of their level of ability. Learners will be required to develop transferrable skills, apply their learning and knowledge, as well as reflect on their progress.

The teaching at CGS will:

- be informed by clear, challenging and progressive objectives;
- recognise the diversity of ability within the classroom and addresses this fully, enabling success for every individual;
- promote interactive learning, particularly through the continuous expansion of ICT present in the classroom;
- use a variety of styles and techniques; and
- encourage pupils to take responsibility for their learning.

The learning at CGS:

- is respectful of individuality and is mindful of cultural difference;
- is owned by the learners who know their levels of achievement and how to progress;
- is reflective on progression and the importance of learning being for life; and
- is independent and encourages personal academic development.

D2.5 Roles and responsibilities

The School Leadership will accept overall responsibility for the quality of learning and teaching at CGS.

The Subject Leaders will ensure that the department's learning and teaching policy reinforces the school's vision.

All teachers will be expected to maintain purposeful and informative planning, record keeping and assessment documents, in line with the school's assessment policy. They will provide pupils with meaningful, purposeful tasks and feedback and ensuring their professional knowledge is current and their practice is reflective.

Governors will be responsible for monitoring and reviewing policy and practice. They will meet regularly to question, challenge and interrogate how the quality of teaching is being monitored and the impact of actions taken to improve it.

Parents will be expected to support their children's learning by ensuring that their child attends school, completes all homework and that they attend parents meetings.

D2.6 Intervention

As a result of the rigorous tracking mechanism described above pupils identified as falling behind or needing further challenge will have a range of support provided including:

- A catch-up or extension group as one of their extended day activities. They will take part in enrichment activities on the other two days.
- Additional support provided by teaching assistants, mentors from Aim High, reading partners which are carefully selected and planned for by phase or curriculum leads.

D2.7 Monitoring and evaluation of Learning & Teaching

Monitoring of teaching and learning at City Gates School falls into five categories: for the purposes of:

- raising achievement;
- teacher appraisal;
- newly qualified teacher induction;
- capability; and
- teachers as Heads of subject duties.

The aim will be to maintain or improve the quality of learning and teaching and every action will be taken to ensure a clear path of progression for pupils and teachers.

Monitoring is a whole school issue and will be carried out by all those who have responsibility for areas of the curriculum and have an oversight of learning across the curriculum. Monitoring will praise and share good and best practice, support areas of weakness and identify ways forward. This will be done through lesson observation analysis and work monitoring.

D2.8 Reporting to parents

CGS will have a comprehensive academic support system involving parent teacher consultation evenings, learning review days, an integrated reporting cycle and many other information evenings concerning support for examinations and how to learn most effectively.

Progress reports

At CGS we will report to parents three times a year on their children's progress. The purpose of this assessment, recording and reporting system will be to provide regular information throughout the year to both students and parents on how students are progressing in relation to their academic prior attainment and potential. More

importantly, in line with our Assessment for learning policy, it will offer advice on how students can improve.

Each progress report will contain the following information:

- Target Grades for each individual subject (based on 'prior data')
- Current level of attainment in each individual subject from KS3 and in reading, writing, mathematics and science in KS1 & 2;
- In KS1 & 2, children's learning skills will be recorded as 'beginning', 'developing' or 'mastering' at each stage of the IPC
- Current progress (indicated by the difference between the student's current level of attainment and their Target Grade);
- Attitude to learning, acknowledged by a number of indicators including attendance and punctuality, effort, completion of homework and any awards.

Reporting Cycle

Table 22

Progress report 1	After half term, ready for Learning Review Day
Progress report 2	Linked to year group – 1 week before the Parent teacher Consultation
Progress report 3	End of Summer term

Learning review days

Learning review days provide an opportunity for parents to discuss their child's progress across the curriculum with class teachers/tutors during a 15-minute session. Students should also attend these meetings. Parents will be provided, in advance, with current information on their child's progress. At the meeting targets for improvement will be negotiated and then monitored.

Parent teacher consultations

Parent teacher consultation evenings are held once a year for each year group and provide an opportunity for parents and students to meet with their class teachers to discuss progress in individual subjects.

Curriculum evenings

Parents will be invited to special Curriculum Workshops in order to update them on curriculum matters.

D3 Staffing

Table 23

CGS – TIME BUDGET 2016-2022	SECONDARY		PRIMARY	
	Hrs.	Mins	Hrs.	Mins
Time				
<u>Timetable allocation:</u>				
<ul style="list-style-type: none"> Six 55 minute lessons per day x 190 including 1 hour professional development 	1045	0		
<ul style="list-style-type: none"> Five teaching blocks totalling 5hours 20mins 			1013	30
<ul style="list-style-type: none"> x1 hour professional development 			39	0
<ul style="list-style-type: none"> Assembly & Registration 15 minutes per day x190 	47	30	0	0
<ul style="list-style-type: none"> Breaks (other than lunch) 15 minutes x 3 max 	30	00	30	0
Total	1112	30	1082	30
<u>Outside timetable:</u>				
<ul style="list-style-type: none"> Teacher supervision at start of each day 5 minutes x190 	15	50	15	50
<ul style="list-style-type: none"> Teacher end of day supervision (primary) 10 mins x 190 			32	30
<ul style="list-style-type: none"> Weekly staff briefing 10 minutes x39 	6	30	6	30
<ul style="list-style-type: none"> Parent Evenings and other after school events 	10	0	10	0
<ul style="list-style-type: none"> Other consultation meetings 	6	0	6	0
Total	38	20	70	50
<u>Enrichment:</u>				
All staff deliver weekly 1 hour sessions	39	0	39	0
Total	39		39	
Professional Training Days/Core Twilight 5 days x 6	30	0	30	0
Total	30		30	
Mentoring: All staff available for weekly mentoring 30 mins x 38	19	0	0	0
Total	19		0	
Allocation for Principal - allocation by agreement for future development:	TBA		TBA	
Total				
Total time budget	1248	50	1222	20

D3.1 CGS Staffing Structure

Two principles will underpin City Gates School’s staffing structure; experience and specialist knowledge. We aim to appoint experienced school leaders with salaries commensurate with national pay levels for similar sized schools in outer London. City Gates School will be a Group 6 school.

City Gates School Leadership

The Principal’s experience and skills will determine the roles and job descriptions of other school leaders however we expect that the following key tasks will be allocated as the school grows.

- Principal (from 2016): Standards and self-evaluation
- Vice Principal (from 2017): Assessment and Teaching & Learning
- Vice Principal (from 2018): Pupil well-being including Behaviour & Safety
- Assistant Vice Principal (from 2020): Early Years

Phase Leaders are responsible for standards and pastoral care from EYFS to Year 11. There will be 4 phase leaders with TLRs: Reception-Y2, Y3-5, Y6-8 (ensuring a smooth and well planned transition from primary to secondary) and Y9-11.

As the school grows Faculty Heads will take an increasing responsibility for the whole school curriculum working in collaboration with the phase leads and developing a genuine all through curriculum.

Section C outlined the benefits of an all through school. The proposed leadership structure will support many of the key benefits previously described – particularly in terms of ‘systems and processes’.

Vice Principals will have oversight of particular ‘schools’. The Leadership structure allows for the appointment of an Assistant Vice Principal in 2020. These leadership posts will have overall responsibility for key areas of school improvement 4-16. This will ensure that the school’s pedagogy and organisational structures will be fully developed.

Table 24

Post	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
SLT							
Principal Group 6	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Vice Principal (P) Grp 4		1.00	1.00	1.00	1.00	1.00	1.00
Vice Principal (S) Grp 4			1.00	1.00	1.00	1.00	1.00
Assistant Vice Principal					1.00	1.00	1.00
Business Manager	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Post	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Teaching Staff							
Reception	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Reception	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Year 1		1.00	1.00	1.00	1.00	1.00	1.00
Year 1		2.00	2.00	2.00	2.00	2.00	2.00
Year 2			2.00	2.00	2.00	2.00	2.00
Year 2			1.00	1.00	1.00	1.00	1.00
Year 3				1.00	1.00	1.00	1.00
Year 3				2.00	2.00	2.00	2.00
Year 4					3.00	3.00	3.00
Year 5						1.00	1.00
Year 5						2.00	2.00
Year 6							3.00
Comms - Subject Leader	1.00	1.00	1.00	1.00	1.00	1.00	1.00
English		0.50	1.50	2.50	3.50	3.50	3.50
Spanish - 1	0.40	0.60	0.80	2.00	2.00	2.00	2.00
Spanish - 2			-	-	-	-	-
Humanities - SL	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Humanities		0.50	0.50	1.50	2.00	2.00	2.00
History				-	-	-	-
Geography				-	-	-	-
RE & Citizenship SL						1.00	1.00
Maths/Comp - SL	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maths		0.50	1.50	2.50	3.50	3.50	3.50
Computing			0.40	0.50	1.00	1.00	1.00
Technology - SL	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Post	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Design						-	-
Art & Design			0.40	0.50	0.50	2.50	2.50
Science - SL	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Science		0.50	2.50	3.50	4.00	4.00	4.00
Performance - SL Music	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PE		1.00	1.50	1.50	2.00	2.00	2.00
Drama			0.40	0.50	1.50	1.50	1.50
Music		-	-	-	-	-	-
SENCO - SL	1.00	1.00	1.00	1.00	1.00	1.00	1.00
SEND			0.50	1.00	2.00	2.00	2.00
<i>Pupil Support</i>							
Nursery Nurse	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Teaching Assistant	1.00	5.00	8.00	10.00	12.00	13.00	14.00
Educational Support	1.00	2.00	2.00	2.00	2.00	2.00	2.00
Parent Support Adviser				1.00	1.00	1.00	1.00
<i>Administration</i>							
Office Manager	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Admin Assistant		1.00	2.00	2.50	4.00	4.00	4.00
<i>Premises</i>							
Caretaker*	1.00	1.00	1.50	1.50	1.50	1.50	1.50
Part-time cleaners			0.40	0.40	0.40	0.40	0.40
Total Staff	19.40	32.60	47.90	60.40	72.90	79.90	83.90

D4 Religious Character/Faith Ethos

City Gates School will be a fully inclusive school, welcoming pupils and families of all faiths and none. We will be a tolerant and welcoming community that will provide young people with the freedom to wrestle with the 'big' questions and come to their own conclusions.

Our faith ethos is built on the teachings of Jesus Christ and how His teachings help us to build a community that thrives through service to one another, learning valuable lessons as children on how to live and be productive and active citizens.

Our beliefs

- We believe everyone is precious to God (Luke 15). By this, we mean that every person is of value irrespective of their background, beliefs, race, class, gender, sexual orientation or ability.
- We believe in living in harmony; to love our neighbours (our local community) as ourselves which fulfils the entire law of the teachings of the Bible. Jesus teaches us that in everything, without exception, we should do to others what we would have them do to us (Matthew 7:12).
- We want to demonstrate and model a way of living taught in the Bible that emphasises how to treat each other irrespective of beliefs, showing love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control (Galatians 5:22).
- We believe that we ought to learn to be accountable and responsible; to be our brother's keeper and to be an active citizen by bearing each other's burdens (Galatians 6:2) and helping those in need, no matter who they are (Matthew 25:35).

We believe that these teachings will enable our pupils to feel valued and value others. They are values that will enable our pupils to be able to live in harmony in our diverse world, but recognise the role of hard work and the service required to achieve excellent outcomes.

Religious Education at City Gates School

Religious Education at City Gates School is based on two key principles:

1. It will be of the highest standard, always striving for excellence.
2. It should reflect the school's distinctive character and give pre-eminence to the teaching of Christianity.

Religious Education will also teach pupils about other faiths and world views. Religious Education will be a core. Although not currently an English Baccalaureate subject, we recognise the benefits that Religious Education can bring to pupils and it will remain compulsory throughout Key Stage 3 and 4.

Creationism and Intelligent Design will not be taught as scientific theory but will be a thread running through the school's Religious Education and may be referenced as part of the school's collective acts of worship.

Uniform

The City Gates School uniform will be smart and affordable and will not contain any Christian or other faith symbols or language. Pupils who need to wear head coverings for religious reasons will be welcomed to City Gates School but, due to the nature of interactions in school, we will not permit pupils and staff to cover their faces.

School meals

We will ensure school meals are appropriate for the pupil population. Halal and vegetarian meals will be available on a daily basis. All pupils will be entitled to bring a packed lunch from home, should they choose to.

Non-Christian religious days and prayer rooms

Should pupils request time off to attend generally recognised non-Christian religious festivals, permission will normally be granted.

A prayer and quiet contemplation room will be available for the use of all pupils and staff of all faiths and none.

Collective worship at City Gates School

Collective worship at City Gates School will contain significant elements that relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ. Collective worship will not exclude or alienate pupils who do not come from Christian backgrounds and will not be denominational or sectarian.

A daily collective act of worship will be organised. Where possible, it may involve the whole school, or alternatively a class, year group, department or combination of year groups. The collective act of worship will take up a short time; between 10 and 20 minutes each day.

Meaningful collective worship enables pupils to reflect on:

- What it means to be a human being;
- Questions of meaning, purpose and value;
- Being the best that human beings can be - inspirational examples of people who have demonstrated this through their actions, lives and qualities. Examples will come from religious and non-religious sources;
- Personal beliefs and values.

Good, collective worship recognises and values the cultural, linguistic and religious diversity of the school population and will be conducted within Equal Opportunities policies.

Collective worship will enrich the experiences of pupils by:

- enabling pupils to reflect on and question issues such as belonging to the school community, the wider community and to humanity as a whole;
- reinforcing a sense of community and cohesion through appreciating those things we have in common;
- developing a reflective approach to life;

- allowing them to develop their spiritual, cultural and moral perspectives;
- developing a sense of the individual's place in the world beyond the physical, material and the 'here and now';
- providing time to consider values and beliefs - both their own and those of others;
- raising awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- providing opportunities to celebrate achievements and to share times of celebration;
- supporting pupils in responding to crisis' at a personal and collective level and providing them with a vocabulary to explore feelings and responses;
- supporting those who have particular needs or who are engaged in times of crisis.

Collective worship will reinforce the sense of the school community by giving pupils the opportunity to share things of worth with each other within a reflective space.

Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate, whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal internalised response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both pupils of faith and pupils of no faith to appreciate and respect each other's perspectives. The collective act of worship at City Gates School is not a place for proselytising.

We do however recognise that some parents may wish to withdraw their children from collective worship and for these pupils a supervised comfortable space will be provided in which pupils will have the opportunity to reflect on the main themes. A set of related discussions will also be provided.

Teaching of sex education and different types of family

The National Curriculum states that Sex and Relationship Education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation. We are committed to teaching sex education as set out in the National curriculum

Sex education in the National Curriculum

Table 25

Within the National Curriculum for science, pupils should be taught:

At Key Stage 1 (5-7)

- that humans move, feed, grow, use their senses and reproduce;
- to name the main external parts of the human body;
- that humans grow from babies into children and then into adults, and that adults can produce babies; and
- to recognise similarities and differences between themselves and other pupils.

At Key Stage 2 (7-11)

- that there are life processes common to all animals; and
- the main stages of the human life cycle, growth and reproduction.

At Key Stage 3 (11-14)

- that living things have structures that enable life processes to take place;
- the ways in which some cell types, including sperm and ovum are adapted to their functions;
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta;
- how the foetus develops in the uterus;
- the physical and emotional changes that take place during adolescence; and
- that bacteria and viruses can affect health.

At Key Stage 4 (14-16)

- that the nucleus contains chromosomes that carry the genes;
- the way in which hormonal control occurs, including the effects of insulin and sex hormones;
- the medical use of hormones, including the control and promotion of fertility and the treatment of diabetes;
- how variation may arise from both genetic and environmental causes;
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones;
- how gender is determined in humans; and
- the basic principles of genetic engineering, cloning and selective breeding.

City Gates School values the ideal of stable relationships such as traditional marriage and family life, whilst recognising that a wide range of different family arrangements exist, for example, same sex marriages, co-habitation, second marriages, fostering, step-siblings and half siblings, same sex relationships, extended families and three or more generations living together. We will share our values but not in any way belittle or make any other ways of life or personal choice feel inferior. We embrace the fact that although City Gates School will be a school with a Christian designation, it is not just for Christians. As part of PSHE (including Citizenship) we will teach students about all types of family and ensure that no teaching encourages any groups in the community to be made to feel unsafe or different from everybody else. We would actively teach that all people are of equal value to each other and to God.

Inclusion of faith ethos into Curriculum and life of the school

Within the National Curriculum it states that faith schools are able to set their own Religious Education syllabus. At City Gates School Religious Education will be compulsory from Key Stage 1 to Key Stage 4 and all pupils will sit either the full or short course on Religious Education which will be the Edexcel course (or similar should it change). Religion and Life based on a Study of Christianity will be the short course offered.

We are expecting parents and pupils to recognise that this is a Christian designation school and that this intrinsic to our school offer and how the school will operate. We will present Christianity as a model way of life.

Section E: Evidence of need – part 1

Table 26

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	84	187		223%	84	129		154%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	84	167		199%	84	140		167%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	168	354		211%	168	269		160%

Section E: Evidence of need – part 2

Section E1- Demonstration of parental need

E1.1 Context

The City Gates School (CGS) proposal is for an All-through faith school in London Borough of Redbridge (LBR), aiming to address basic need for places as well as providing choice and diversity and responding to parental demand.

Official statistics for the borough forecast deficits at both primary and secondary education levels from 2013/14 and 2016/17 respectively. Apart from the general lack of provision, there are insufficient faith schools places in the local authority further limiting parental choice.

Pupil outcomes at GCSE are generally positive in Redbridge schools. In 2012, pupils achieved 70.6% five A*-C including English and Mathematics which was 11.6% above the national average and the fifth highest in the country. The City Gates School Trust represents a community that has been part of this success for many years as parents, teachers and pupils. We have analysed the DfE performance data 2013 for local schools and it reveals that despite this success there are pockets of underperformance within the area which we expect to address by introducing CGS into the community.

Within a 2-mile radius of Ilford town hall (which is the centre of our evidence for demand map and close to the preferred sites for CGS) for primary; and a 2.5-mile radius for secondary:

- 14 of the 46 primary schools in the area have an OFSTED rating of 3 and cater for the education of 29.3% of the primary population in this area.
- 15.4% of secondary pupils are still being educated in schools (4 of 22) that have been deemed as having inadequate provision by OFSTED.

E1.2 Evidence of Basic Need/Shortage of Places

By 2016 it is estimated that the population in LBR will have increased to 289,500. The borough's population of children and young people is also increasing and it is estimated that there will be almost 76,800 children and young people below the age of 19 living in LBR by 2016.

Primary Provision

Redbridge has experienced a sharp increase in demand for school places in recent years. Many applications are made after the annual application deadline as families move into the Borough in addition to the Local Authority's increase in live births by 4.1% annually since 2005 (source: Redbridge PCT). The Audit Commission recommends that additional places should be provided to create an operating surplus of 5% to facilitate meeting parental preference. Redbridge however does not intend to develop such an operating surplus due to pressure on places (Source 3.4 Executive Summary – Primary & Secondary Places). For the academic year 2011/12, the

authority provided 1,785 additional permanent primary school places however this did not meet the demand and there were pupils without places as the year progressed (para 4.3). The projections for the number of children who will need reception primary school places from 2013 onwards (without anticipated growth) show that there is insufficient capacity to meet Local Authority's duty to educate children with deficits of 5 forms predicted for 2016/17 then rising to 11 forms in 2017/18. (see Table 1 in Section C1.2 / Page 1).

Secondary Provision

Redbridge has been pro-active in responding to deficits in secondary school places however there is still pressure on places for the period up to 2019 (latest projection figures). Based on current predictions, it is anticipated that by the beginning of 2019 there will be a need for two new six-form entry secondary schools. By 2015/16, spaces in existing schools will be completely utilised with deficits of 8 forms predicted for 2017/18. (see Table 2 in section C1.2/ Page 2).

From 2016/17, birth rates are expected to rise at a faster rate than previously predicted (ONS Forecasts). The 2011 census shows Redbridge as being identified within the top 20 boroughs nationally for population growth. This indicates that the demand for school places will remain for some time. Within the existing primary school estate, all capacity will be fully utilised by 2015/16. The Local Authority intend that the deficits are met through permanently expanding existing provision and/or acquiring a free school (para 5.3 Executive Summary 11.09.12).

E1.3 Faith provision

Of the 46 primary schools (with progress data) within this area, there are no Christian schools which are not Catholic. Catholic primary schools provide a total of 360 school places. These pupils are able to transfer to three Catholic secondary schools within Redbridge. These schools' admissions criteria give priority to pupils who are from Catholic families and who live within clearly defined parish boundaries.

There is one Church of England primary school providing only 30 school places, serving two local parishes. These pupils have no equivalent secondary school to transfer to within Redbridge and their families therefore face transferring their children to Church of England Schools in Havering or Essex or accepting a place in a Redbridge Community School which will not provide the Christian ethos that will underpin their child's learning. CGS will help meet this excess demand for schools in Redbridge with a Christian ethos.

Of the 22 secondary schools within the area, again no Christian schools which are not Catholic and they are over-subscribed. The Redbridge admissions pupil database shows that for the current year 7 transfer for September 2013, 16 Redbridge pupils were offered a place at St Edward's (Church of England – Havering) and 38 Redbridge pupils were offered a place at Davenant (Church of England – Essex).

All of the Catholic primary and secondary schools in Redbridge are currently oversubscribed in most year groups with children on the schools' waiting lists. The table in Section C1 / Page 2 shows the numbers of children on each school's waiting list as

at 8 October 2013 against each year group, indicating the local demand for schools with a Christian ethos.

E1.4 A smaller school

Redbridge's response to the growing demand for school places has been to increase the size of its existing schools. Thirty-three of the 54 primary schools are 3 or more forms of entry, 15 of the 18 secondary schools are more than 4 forms of entry and 13 of the 18 secondary schools have in excess of 1200 pupils (Source: Transfer to secondary schools 2014). For many families, a smaller school is a positive option. Redbridge families are looking for alternatives to the large (although successful) primary and secondary schools within the local authority. City Gates School will be a smaller learning environment which will offer an alternative to the mainly bigger schools in the borough.

E1.5 Demonstration of Parental Need

Table 26 in Section E part I /Page 51 above indicates the current level of interest in the proposed school. Over 1300 parents have expressed their support for CGS and indicated they will select it as first choice for their child's education. This includes 187 parents of children who will be in Reception in September 2016 and 167 parents for prospective Year 7 pupils in the same year.

As evidenced during our surveys, an All-through faith school will improve the diversity and choice in the area and many Redbridge families will welcome and choose such a school, given the option.

The evidence gathered reveals demand from all parts of the community with more than 30% of the parents indicating CGS will be their first choice school being of other faiths and/or no faith.

Original copies of the evidence gathered during our surveys are stored securely in the City Gates School Trust's registered office in Ilford. Screenshots of the information leaflets provided to parents surveyed are shown on the next two pages.

COMPLETE THE FORM

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



Name:

Post Code:

Email Address:

Date(s) of birth of the child/children you want to register:

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Would you select City Gates School as the first choice for your child? (please tick & sign) Yes No

I am interested in finding out more information about the school (please tick)

Please state your faith if any:

The DfE would like this information to ascertain the range of people we have informed about the school.

Please hand in your completed form to City Gates Christian Centre, 316 High Road, Ilford, Essex, IG1 1QW. Alternatively an online form can be completed at www.citygatesschool.org.uk



Who We Are

We are a Christian Trust that includes parents and educationalists in Redbridge and we are currently conducting surveys to measure support for a new school (City Gates School) in our area. We may share this information with the Department of Education as part of our application for a new school.

Our Vision

City Gates School will reflect the Christian understanding that all people are precious to God irrespective of their background or beliefs. Emphasis is placed on an education for life, developing each child's particular talents within a happy, caring and disciplined environment.

We will provide the highest quality of teaching and learning for all our children and create a Christian environment that is open, stimulating, safe and caring. We value each individual and encourage attitudes of self-respect, responsibility and tolerance. We will welcome pupils from all faiths and those with none. We expect to be open in 2016.

Who Can Sign Up

Our plan is to open three Reception classes and three Year 7 classes in September 2016. Your child must be born between the following dates to register:

RECEPTION (Children under 3 years old)

September 2016: 1st September 2011 – 31st August 2012

September 2017: 1st September 2012 – 31st August 2013

YEAR 7 (Children 7 - 9 years old)

September 2016: 1st September 2004 – 31st August 2005

September 2017: 1st September 2005 – 31st August 2006



Frequently Asked Questions (FAQs)

Q 1. Who are you?

A. The proposers are a group of Christian parents, teachers and people with a background in finance, project management and school leadership. They all have families of their own and are keen to offer further choice to parents in the local area.

Q 2. Who will fund the school?

A. City Gates School will be fully funded by the DfE (Department for Education) through the Free School scheme, it will not be privately owned by any organisation.

Q 3. What is a school with a Christian ethos?

A. It is a school that educates the whole child: healthy mind, healthy body, and a healthy spirit. It helps young people develop a moral compass and develops character as well as academic achievement. In terms of children's moral and spiritual development, there will be a special emphasis placed on the Bible including the teaching of Jesus Christ in religious education lessons.

Q 4. Why do we need a new school with such an ethos in Redbridge?

A. Currently, all the Christian faith based schools in the area are over subscribed and have waiting lists in most year groups.

Q 5. Who can attend City Gates School?

A. Children aged 4-16. We will welcome children of all faiths and none.

Q 6. Does my child have to live in Redbridge?

A. City Gates School will be located in Redbridge, but the school does not have a catchment area. We will admit up to 50% of our pupils based on their Christian faith if the school is oversubscribed.

Q 7. What will the curriculum include?

A. In KS1 & 2 all the National curriculum subjects will be taught through a thematic approach using the 'International Primary Curriculum' with particular emphasis on English & Mathematics. KS3 & 4 will focus on the National curriculum with an emphasis on academic subjects. However pupils will be offered curriculum pathways to suit their particular needs at KS4.

Q 8. How will pupils benefit from attending City Gates School?

A. Because this will be an 'all through' school children will have an exceptionally smooth transition from the primary to secondary phase. They will know the staff and will stay on the same site. The school will be relatively small (with only 3 forms in each year group) and will develop a genuine community 'family' feel. Children will benefit from being taught by a dedicated staff who have the children's best interests at heart.

Q 9. Who will be the Head teacher?

A. A Head teacher can only be appointed once the DfE has accepted the application. Once we have the go ahead the recruitment process will commence. We intend to recruit a strong leader who shares our vision for the school.

Q 10. Will your teachers be fully qualified?

A. Yes, all of our teachers will have qualified teacher status (QTS) and all staff will be thoroughly vetted through the Disclosure and Barring Service (previously CRB).

Q 11. Who will hold the school to account?

A. A governing body, of which some will be parents of children attending the school. City Gates School will also be subject to OFSTED inspections like all other schools.

Q 12. Where will the school be located?

A. Somewhere in the London Borough of Redbridge, premises have not yet been agreed.

Q 13. What should I do if I would like my child to attend CGS?

A. Please complete the form on this leaflet and post it back to us or go on the website: www.citygateschool.org.uk

Q 14. When will you know if the school will go ahead?

A. We plan to submit an application for the school to the DfE in September 2014 and should hear by December 2014 whether or not our application has been successful.

City Gates School reflects the Christian understanding that all people are precious to God. Emphasis is placed on an education for life, developing each child's particular talents within a happy, caring and disciplined environment.



CITY GATES SCHOOL
Creating Purpose Through Learning



Proposed to open in 2016
www.citygateschool.org.uk

Section E2

E2.1 The Local Community

The CGS proposal is for an all-through school with a Christian designation and although we expect most of our pupils to live within LBR, pupil mobility across neighbouring boroughs is quite typical for faith schools. This is demonstrated in the statistics in Section E1.3/Page 53 as well as in the feedback received from our initial survey activities. A good number of respondents who live on the outskirts of LBR (especially those with secondary school age pupils) have shown keen interest in the proposed CGS stating that for the right school, they would consider it as first choice, even when that means their child would have to commute a reasonable distance to a school on the outskirts of their borough of residence.

Given the aforementioned, LBR and its neighbouring boroughs i.e. Newham, Barking & Dagenham, Havering and Waltham Forest are deemed to constitute the local community for the proposed CGS. The inclusion of pupils from neighbouring boroughs within a reasonable travelling distance is one of the adaptations to our proposal in response to parental feedback.

E2.2 Engaging the Local Community

As the school is proposed to be situated in LBR most of the evidence gathering activities, surveys and marketing to date have been conducted there. The activities to gather evidence of demand kicked off in full-strength during the October 2013 half term and have continued with varying degrees of intensity over the past 11 months. The activities are varied in nature and so far have included:

- i. Design & Build of the CGS website: www.citygatesschool.org.uk where our vision is published. The website provides the opportunity for respondents to provide feedback and ask questions and a survey form is available for parents to register their interest if wanting to select CGS as first choice school.
- ii. Design and production of the CGS leaflet which also serves as a survey form for parents to complete if they are interested in selecting CGS as first choice school.
- iii. Presentation of the proposed school's vision to a number of churches in various parts of LBR as well as in the London Borough of Barking & Dagenham (LBBD) - the campaign also involved churches where meetings were held in languages other than English such as Tamil and Akan.
- iv. Press releases in the local newspapers for LBR and LBBD namely Ilford Recorder and Barking & Dagenham Post – these are papers very widely circulated and which reach across the different communities in the two boroughs.
- v. Mailshot to all the nurseries in LBR stating the CGS vision - ensuring we communicated with parents whose children are due to start Reception in 2016 & 2017 irrespective of background, faith or lack of faith.
- vi. Mailshot to all the state primary schools in LBR - ensuring we communicated with all parents whose children are due to start Year 7 in 2016 & 2017 irrespective of background, faith or lack of faith.

- vii. Sharing the CGS vision with the then Cabinet Member for Children's Services, Councilor Weinberg who replied and was supportive of our application.
- viii. Leafleting, conducting surveys and gathering evidence of demand on the streets of LBR mainly during school holidays and at weekends to reach a higher proportion of the community. Activities were held predominantly in the Barkingside High Street and Ilford Town Centre areas, which effectively serve as hubs for the north and south of the borough respectively. This location strategy provides a better opportunity of communicating the proposal with an ethnic and religious mix of people that is reflective of the wider borough.
- ix. Mailshot to the parents of the Metro Kids Club attendees. This further broadened the CGS engagement with the community as apart from the club being located in a part of the borough with a high proportion of non-Christians, it is a fairly disadvantaged area.
- x. Leafleting, conducting surveys and gathering evidence of demand at various community events such as the Barley Lane and Barkingside Park Summer Fairs as well as at community hubs such as the local football clubs, swimming pools and libraries.

E2.3 Responsiveness to the Community

In addition to the adaptation of our proposal to include pupils from neighbouring boroughs within a reasonable travelling distance, we:

- Revised our marketing materials such as the leaflets and website to include answers to the top 14 questions asked by parents; and
- Updated all our materials to confirm our vision more clearly and articulate what it means to be a school with a Christian ethos.

E2.4 Some Parents' Comments Received via the CGS Website

Prospective Reception & Year 7 Parent following the Primary Schools Mailshot



E2.5 Timeline of Marketing Activities

Table 27

Date	Activity/Location	Date	Activity/Location
26-Oct	City Gates Nursery, Ilford	17-May	Gants Hill Library
27-Oct	South Woodford Baptist Church	17-May	Fullwell Cross Swimming Pool, Barkingside
28-Oct	Ilford Town Centre (Oct half term)	24-May	Sainsbury's Car Park, Ilford
29-Oct	Ilford Town Centre (Oct half term)	28-May	Ilford Town Centre Survey (May half term)
31-Oct	Barkingside High Street	30-May	Mailshot to remaining 50% of LBR Primary Schools
03-Nov	Ilford Baptist Church	01-Jun	City Gates Church Challenge
01-Nov	Mailshot to all LBR nurseries	07-Jun	Cineworld Ilford
30-Oct	Methodist Church Barkingside - Church Council	07-Jun	Wanstead Football Club
10-Nov	The Bridge, Woodford	08-Jun	Ilford Town Centre
16-Nov	Metro Kids Club, Ilford – mailshot to parents	08-Jun	Ilford Town Centre
17-Nov	All Saints Woodford	14-Jun	Barkingside Fun Fair
24-Nov	King's Church, Ilford	15-Jun	Ilford Town Centre
08-Dec	Lifeline Church, Goodmayes	22-Jun	Ilford Town Centre
15-Dec	Harmony Christian Centre, Dagenham	28-Jun	City Gates Nursery, Ilford
05-Dec	Ilford Recorder Press Release	29-Jun	Ilford Town Centre
18-Jan	Mailshot to 50% of LBR Primary Schools	05-Jul	Fairlop Fair
26-Jan	Elicop Church - English Service	06-Jul	Ilford Town Centre
09-Feb	Elicop Church - Akan Service	13-Jul	Barley Lane Summer Fair, Goodmayes
17-Feb	Ilford Town Centre (Feb half term)	13-Jul	The Vine Church
20-Feb	Mailshot to Tamil Church	19-Jun	Ilford Recorder Press Release

18-Apr	Ilford Town Centre (End of term break)	25-Jun	Barking & Dagenham Post Press Release
04-May	Elim Church Barking	26-Jun	Ilford Recorder Press Release
		03-Jul	Ilford Recorder Press Release

In addition to the completed activities, we are continuing to update our website with information about the progress of our application and in the coming months we will be keeping the parents who have registered their interest up-to-date via mail shots, information evenings, Facebook and Twitter updates as well as newsletters on our website.

The website also serves to spread the word about the proposed school and generate further interest and committed support from parents. We will continue to encourage parents to use the comments box on our website as a feedback mechanism to facilitate even better understanding of the needs in our local area.

The next section maps the postcodes of the committed respondents to our survey based on the evidence gathered.

██████████ Reception (██████████
██████████

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Table 28

Name	Member of core applicant group (Y/ N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	██████████ ██████████	██████████	██████████	5 hours
██████████ ██████████	██████████ ██████████	██████████	██████████	5 hours
██████████ ██████████	██████████ ██████████	██████████	██████████	10 hours
██████████ ██████████	██████████ ██████████	- ██████████ ██████████	██████████	10 hours

██████ ██████	██████ ██████	██████	██████	7 hours
██████ ██████	██████ ██████	██████	██████	12 hours
██████ ██████	██████ ██████	- ██████ ███	██████	10 hours
██████ ██████	██████ ██████	██████	██████	5 hours
██████ ██████	██████ ██████	██████	██████	5 hours
██████ ██████	██████ ██████	██████	██████	7 hours

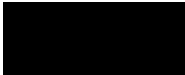

F1 (b) Skills gap in pre-opening

Table 29

Skills/experience missing	How you plan to fill the gap
Principal	Agree on job description, and essential and desirable personal specifications. Look to identify suitable candidates early in 2015 and informally approach advertising. Appoint recruitment agency (e.g. TES Online) and advertise as soon as possible in national newspapers (TES and The Guardian). Convene a panel for interviews with specialist expertise including a representative of the Interim Governing Body (see section F4).
Business Manager/Increase financial management capacity	Agree on job description and person specification for Business Manager as soon as possible in national newspapers. If necessary appoint consultant with experience to assist the Finance Lead before Business Manager appointed.
Increase project management	Appoint Project Management consultancy organisation with experience in school settings.
Legal expertise	Consider how to obtain any necessary legal expertise, possibly via the Interim Governing Body.
Increase marketing capacity	Strengthen marketing team by increasing coordinators from one to two. Organise current volunteers (approximately 50) into teams for particular areas of coordinators leadership (Events and Establishments).
Increase education advice capacity	Principal and trustees to recruit key personnel (or consultants) to support with education advice including training for Interim Governing Body. Look for further education advice particularly to support with Primary Phase.
Increase capacity for policy writing and curriculum planning	Recruit Principal as soon as go-ahead is given. Consider engaging a consultancy if necessary before Principal appointed.
Support on Academy Governance	Make links with existing Academy providers such as the Oasis Trust to support Academy Governance.

The Core Team

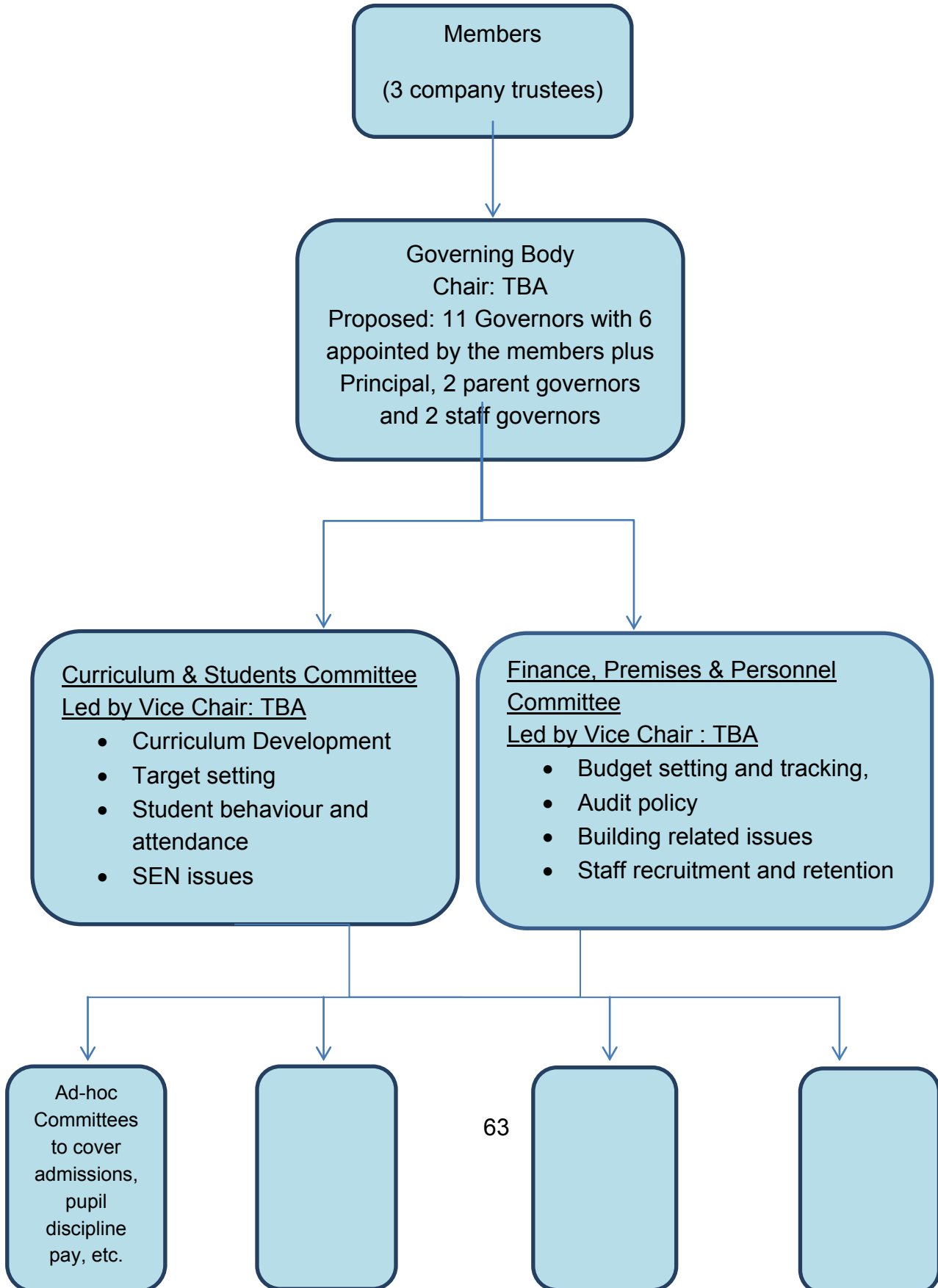
The current core team was formed in summer 2013 with the remit from the members of the City Gates School Trust to develop a proposal for an all-through Christian school in Redbridge and gather parental and community support.

 We recognise the importance of the majority of the core team moving to act as an Interim Governing Body as soon as the DfE have approved our application, which we anticipate to be early in 2015. A key element will be the need to recruit some consultancy support to supplement the roles that the Core Team are currently undertaking as indicated above  This consultancy resource will ensure that we can turn the application into a detailed project implementation plan for the new

School, with all the key risks and issues identified and with mitigating proposals developed to reduce these.

Section F2 – Governance Structure

City Gates School - Proposed Governance Structure



The City Gates School - Proposed Governing Body Structure

Members



Roles and responsibilities:

- To appoint Governors that have the commitment, capability and capacity to:
 - set the strategic direction of the school;
 - appoint the right Principal and hold the Principal to account for improving the school;
 - ensure financial health, probity and value for money.
- To hold the Governing Body to account and dismiss Governors when necessary.
- To discharge statutory duties including:
 - receiving and reviewing annual accounts and reports;
 - attending and voting at annual general meetings.

How the members will carry out their role

1. Relevant skill set and experience:

- The members of the City Gates Trust have a broad skill set and experience and are therefore able to hold the Governing Body to account.



2. Appointing the right governors:

- By following the Department for Education (DfE) guidance for appointing governors with the relevant skills, experience, and track record.
- By seeking help from the School Governors One Stop Shop (SGOSS) should there be any skills gaps that we do not know how to fill.

3. Seeking independent advice and support under special circumstances, for example where the Governing Body has been deemed inadequate by Ofsted.

Governors

As set out in the Proposed Governance Structure diagram above, we plan to have eleven Governors of which six will be appointed by the Members of the Trust together with five Governors covering the Principal, two Parent Governors and two Staff Governors (one teaching and one non-teaching). We believe that this size of Governing Body has both the capacity to include the relevant skills required without being unduly large. We have also limited the number of committees to the two most relevant areas and the organisation chart indicates the main responsibilities of each of these. We would expect the committees to have a membership of around six governors, with the requirement of the attendance of at least a majority to be quorate.



Role of the Chair of Governors

The role of the Chair of Governors is:

- To ensure that the Governing Body challenges the Principal and the senior leadership team to continuously improve the school and make a difference to pupil outcomes.
- To ensure that the Governing Body performs the role of maintaining accountability.
- To lead the team of Governors and manage the business of the Governing Body.
- To ensure that the Members are well informed and that they receive annual reports and accounts to review.

Roles and Responsibilities of the Governors

- To ensure that the school vision is clear and that the ethos and strategic direction is maintained.
- To ensure that the Principal is held to account for the educational performance of the school and the pupils.
- To oversee the school finances and ensure that they are well managed.

It will be crucial for the Governors to be able to provide this support and challenge through access to data in a format which can be easily understood by lay people. Such data should include:

- Ofsted Data Dashboard
- RAISEonline data, School Performance Tables and Benchmarking Data
- Data on the quality of teaching
- Data on pupil applications, admissions, attendance and exclusions
- Staff retention, resignations, vacancies and performance
- Results of questionnaires into pupils and parents evaluations of the schools progress

We recognise that in the early stages of the School, much of the above data will not be readily available and we will seek to benchmark the data that we collect on our pupils and teachers against 'best in class' equivalent schools, including those providing an all-through education. We would expect to receive half-termly reports on the progress of the school both in terms of pupil achievement and teaching outcomes.

The Governing Body will carry out its role by:

- Receiving reports and data on performance across all areas
- Hold a regular cycle of meetings
- Make visits to the School
- Appoint the equivalent of a 'School Improvement Partner' to ensure external quality assurance
- Provide 'surgeries' for pupils and parents to raise issues of concern

The above data and measures should allow the Governing Body to confirm the Principal's regular self evaluation of the schools overall progress. This can then be verified by the School Improvement Partner.

In carrying out their role, the Governors will apply the four principles of best value:

- Challenge – Is the School's performance high enough? What do parents expect/want?
- Compare – How does the School's pupil performance and financial performance compare with other schools?
- Consult – How does the School seek the views of parents and other stakeholders?
- Compete – How does the School secure efficient and effective services?

The Governing Body will also look to use best practice tools such as the 'Twenty key questions for a school Governing Body to ask itself' proposed by the All Party Parliamentary Group on Education, Governance and Leadership to drive forward performance.

In the initial phase of setting up the School, we would expect the Governing Body to meet more regularly than normal with at least two meetings per term, together with some initial all-day visioning sessions. Once the School is up and running, we would expect to have termly Governing Body meetings with two meetings per term for each of the proposed committees, together with at least a yearly 'vision day' early in the Autumn term to review progress and set out key objectives for the coming academic year. We will also plan for groups of the Governing Body to visit similar all-through and faith schools to learn from their experiences.

To ensure that Governors have the right skills and understanding of their role, we intend to organise an initial Governor's training day which will cover the role of a Governor and the Governing Body and key data sources such as RAISEonline. The training day will also cover in particular the issue of how the Governing Body can oversee the performance of an all-through school across both the primary and secondary phases. Before embarking on this training, we would plan to see whether or not we can buy into Redbridge's existing Governor's Support Team who organise a variety of training programmes for Governors at schools in the Borough. As indicated above, [REDACTED]

Conflicts of interest

The Governing Body will develop a clear policy to identify, manage and record any conflicts of interest. This will include a register of interests of each member of the Governing Body which will be updated on a regular basis.

No member of the Core Team intends to have any paid role within the setting up and running of the school.

[REDACTED]

F3 (a) Proposed governors

Table 29

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

F3 (b) Skills gap for governing body

A skill gap analysis has been carried out of the proposed interim governing body and is set out below. As noted in section F2, six governors will be appointed by the members of the Trust. The current proposal is that five of these are key members of the core team who are able to continue to develop the vision and ethos of the school. The members would look to recruit a further governor for the interim governing body, ideally someone with school governor experience and with a background in HR/marketing to supplement the skills of the existing core team members.

Table 30

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

Time commitment	••	••	•••	•••	•••
Curriculum planning	✓✓✓	✓✓✓	✓		
School leadership	✓✓✓	✓✓✓	✓		
School finance	✓✓	✓✓	✓✓		✓✓
School governance	✓✓✓	✓✓✓	✓✓✓		
Chairing a school governing body	✓		✓✓		
Recruitment/HR	✓✓	✓✓✓	✓	✓	
Project management	✓✓	✓✓	✓✓	✓✓✓	
Procurement	✓	✓✓	✓	✓	
Media/communications	✓	✓✓	✓	✓	
Marketing	✓		✓	✓	
Legal	✓				✓

Key:

Time commitment:

Skills:

Extensive > 4 hrs a week	•••	Direct relevant experience	✓✓✓
Moderate < 4 hrs a week	••	Strong relevant experience	✓✓
Limited/over sight capacity	•	General background/experience	✓

Section F4

F4.1 Principal appointment for City Gates School

Recruiting a Principal is arguably one of the most important tasks that the Governing Body will undertake. Appointing a high quality teacher with significant senior leadership team (SLT) experience as the ‘founding Principal’ for City Gates School will be crucial to the school’s early success.

We recognise that the context of Principal recruitment has changed in recent years as the number of applicants has significantly reduced. As a result faith schools can face particular challenges, however City Gates School will not compromise on the need to select a good candidate who will deliver the Governing Body’s vision for the school and excellent outcomes for the pupils.

The City Gates School Governing Body will not make the mistake of believing our headship vacancy is irresistible and that there is no need to actively sell the School in order to generate a field of high quality candidates. A proactive marketing approach will be implemented including the use of significant local and national advertising and all recognised resources for teacher recruitment.

In recognising the above, we will also look to identify suitable high quality Vice Principals, particularly of existing Christian schools, who share the vision and ethos of our proposal for an all-through school and who we can approach informally before we advertise the post. This will be in order to gauge interest in the Principal role and to gain further ideas of how we can put our vision and approach into practice.

The Principal selection panel will finalise the exact details of the appointment process however the person specification will detail the knowledge, skills, experience, abilities and personal qualities we will be looking for. The selection panel will include and draw heavily upon our Education Leads, who are both experienced Head Teachers, in terms of developing a wide ranging selection

process that ensures that we appoint the best possible candidate. As our proposal is for an all-through school, we will be particularly looking for people with considerable SLT experience who, regardless of which phase they are experienced in, have a clear understanding of the educational requirements of children from age 4 to 16. What is set out in this section is our initial view of the approach to recruiting a Principal and we recognise that we will need to develop more detailed criteria before we are ready to advertise the post.

At this point in the process, we would propose that the selection panel consisted of the five people we have identified in Section F3 as members of the Interim Governing Body. It will also be appropriate for us to consider some consultancy support in this area, given both the importance of the role and the difficulty many schools are having in attracting candidates of the right calibre.

In terms of the recruitment process for the Principal, as noted in section F1(b), as soon as our application is confirmed we would look to appoint a recruitment agency (such as TES Online). Their role would be to assist us in developing the job description, person specification and other application documents, advise us on the best approach to successfully attracting high calibre applicants, and also to assist us in developing a suitably challenging interview and assessment process.

We would also plan ourselves to identify potential candidates who we could informally approach early in 2015 to supplement the advertising of the role.

Whilst we understand that our Principal can only formally take up the role from January 2016, two terms before the School opens in September 2016, we want to advertise the post and appoint during the summer term of 2015 so that the Principal can play an active role together with the Core Team in developing and guiding the detailed plans for opening the School as soon as possible.

F4.2 Religious Commitment

The Governors will establish early on in the pre-opening stage the degree of religious commitment they are expecting from the candidates. They will distinguish between what is essential and what is desirable or to be preferred. However, the Governors expect the Christian ethos to be fundamental to and permeate all aspects of the School life and key areas of the curriculum. The Governors are therefore looking for a committed Christian who is an active member of the church he or she attends, which is likely to be a member of Churches Together in Britain and Ireland. The Governors will make clear at every stage of the process what they mean by 'commitment', briefly in the advert and particularly in the information sent to candidates about the School.

The job description will also be used to clarify the schools distinctive Christian ethos and will therefore include:

- Developing the School's Christian ethos
- Creating a caring and supporting ethos taking account of the school's religious designation
- Ensuring that, in partnership with the governing body, collective worship reflects the School's Christian ethos
- Developing and maintaining effective relationships with the local, national and international church.

F4.3 Key Selection Criteria

There are currently no specific Head Teacher standards (and no plans to revise the previous Head Teachers' standards). City Gates School however will expect candidates to be able to demonstrate how they meet the teachers' standards, which now cover all teachers. City Gates School will also use the previous national standards for Head Teachers (2004) as a bench mark for the calibre of candidate we are looking for. Key initial criteria for selecting a Principal are set out below:

1. *Shaping the Future:*
 - Is able to lead change;
 - Has a clear understanding of values, vision and aims and how they provide the context for school improvement;
 - Values the views of stakeholders;
 - Is able to communicate within and beyond the School;
 - Is able to work with Governors in setting and monitoring priorities.
2. *Leading Teaching and Learning:*
 - Has a proven record as a good teacher;
 - Has experience in monitoring and developing teaching and learning;
 - Has a clear philosophy on how the curriculum can meet children's needs;
 - Is able to secure high standards of behaviour and attendance.
3. *Developing Self and Working with Others:*
 - Is able to manage, inspire, encourage and empower staff;
 - Is committed to the development of an open and fair culture based on Christian values;
 - Understands the relationship between managing performance, CPD and sustained school improvement;
 - Is able to foster an open, fair, equitable culture and manage conflict;
 - Manages own workload and that of others to allow an appropriate work/life balance.
4. *Managing the Organisation:*
 - Has a commitment to developing and sustaining a safe, secure, happy and healthy school environment;

- Is able to manage the School efficiently and effectively on a day to day basis;
- Is able to manage the financial and human resources effectively and efficiently to achieve the School's educational goals and priorities.

5. *Securing Accountability:*

- Has a commitment to the use of outcomes from regular self-reviews in order to develop the School;
- Is committed to individual, team and whole-school accountability for pupil learning outcomes;
- Is committed to the School working effectively and efficiently towards academic achievement and the spiritual, moral, emotional, social and cultural development of all pupils within a school with a Christian ethos;
- Is able to work with the Governing Body to enable it to meet its responsibilities (by providing information, objective advice and support).

Section G: Budget planning and affordability

<Redacted>

Annexes

CV template 1		
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
4.	For finance only: details of professional qualifications, including:	N/A

SECTION H: LOCATION AND PREMISES

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](#)

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.	<Redacted>
--	------------

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:	
--	--

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	6457 m2
---	---------

Any comments on your calculated building space:	2761 m2 for 588 primary places and 3696 m2 for 420 secondary places
---	---

Preferred site

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

In which local authority is the site?	Redbridge
---------------------------------------	-----------

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

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

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

Please tell us how you found the site:	Local residents with knowledge of the area and discussion with LB Redbridge about possible sites for a Free School
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

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

Please Include information on purchase or lease price if known:	Not known
---	-----------

Who owns the site?	<Redacted>
--------------------	------------

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)	No
--	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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:	No
---	----

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

What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	Limited number of suitable sites in Redbridge, especially in <Redacted> Good location given parental demand and good transport links to local area
---	---

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:	Not known
---	-----------

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:	Seems to be in a reasonable condition; land surrounding suitable for development of school buildings
--	--

Second choice site

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

In which local authority is the site?	Redbridge
---------------------------------------	-----------

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

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

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

Please tell us how you found the site:	Local residents with knowledge of the area and discussion with LB Redbridge about possible sites for a Free School
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

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

Who owns the site?	<Redacted>
--------------------	------------

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:	No
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	NA
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:	Yes
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	Limited number of suitable sites in Redbridge, especially <Redacted> Good location given parental demand and good transport links to local area
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:	0.82 ha
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:	<Redacted>
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:	
---	--

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

	<p>(where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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.	N/A
8.	Reference names(s) and contact details	██████████

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

CV template 2

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

CV template 2

	<p>available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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>	

CV template 2		
8.	Reference names(s) and contact details	[REDACTED]

CV template 3		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	EDUCATION
3.	Details of your last three roles including: name of school/organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]

CV template 3

4. **For finance only:** details of professional qualifications, including:

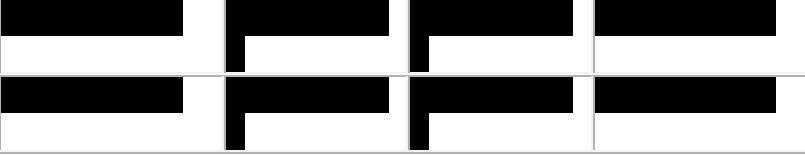
- date of qualification
- professional body membership number
- how your qualifications are maintained

5. **For education only:** if you are in a leadership position in your latest school (where available):


the school's results for the years you were in post – these should include, as appropriate, Key

	2011	2012	2013
English L4+	87%	85%	No overall levels available in English for 2013
L5	23%	26%	
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

CV template 3



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



CV template 3

	<p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments	

CV template 3		
	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 template 4		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the	N/A

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

	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 template 5		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where	

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

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	██████████

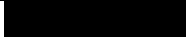
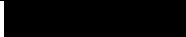
CV template 6		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including:	██████████


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

	<p>school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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 template 7		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	

<p>3.</p>	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths</p>	

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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 template 8		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	- [REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as	[REDACTED] [REDACTED]


	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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 template 9		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position	
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post –	██████████

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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 template 10		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	Education
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the	

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