

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

| Main contact for this application | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Name: [REDACTED] |
| 2. | Address: [REDACTED] Reading Berkshire [REDACTED] |
| 3. | Email address: [REDACTED] |
| 4. | Telephone number: [REDACTED] |
| About your group | |
| 5. | Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 6. | If Yes, please provide more details: |
| 7. | How you would describe your group: <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else |
| 8. | If 'Something else', please provide more details: |
| 9. | Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 10. | If Yes, please provide more details: |
| 11. | In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 12. | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: |
| Details of company limited by guarantee | |
| 13. | Company name: The Heights Primary School |
| 14. | Company address: 66 Woodcote Way Reading |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| | Berkshire RG4 7HL | |
| 15. | Company registration number and date when company was incorporated: 8334593 - 18 th December 2012 | |
| 16. | Does the company run any existing schools, including any Free Schools? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 17. | If Yes, please provide details: | |
| <p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p> | | |
| 18. | Please confirm the total number of company members: 4 | |
| 19. | Please provide the name of each member below (add more rows if necessary): | |
| | 1. Name: ██████████ ██████████ ██████████ | |
| | 2. Name: ██████████ ██████████ | |
| | 3. Name: ██████████ ██████████ | |
| | 4. Name: ██████████ ██████████ | |

Company directors

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

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

Related organisations

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 22. | Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 23. | If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. | |
| 24. | Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). | |
| | N/a | |

Existing providers

| | | |
|-----|----------------------------------------------|------------------------------|
| 25. | Is your organisation an existing independent | <input type="checkbox"/> Yes |
|-----|----------------------------------------------|------------------------------|

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| | school wishing to convert to a Free School? | X No |
| 26. | Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? | <input type="checkbox"/> Yes X No |
| 27. | Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? | <input type="checkbox"/> Yes X No |
| 28. | If Yes to any of the above three questions, please provide your six digit unique reference number here: | |
| 29. | If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity: | |
| 30. | If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/a | |
| 31. | If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/a | |
| 32. | If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/a | |

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 22nd December 2012

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

Section B: Outline of the school

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

| | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| | X No | |
| 10. | If Yes, please specify the faith, denomination, etc of the proposed school: | |
| 11. | If you have a preferred site, please give details, including the post code: | No |
| 12. | Please tell us how you found this site: | |
| 13. | Is the site: | <input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know? |
| 14. | If you have not identified a site yet, please tell us the postcode of your preferred location: | RG4 7 – Within the Mapledurham ward |
| 15. | Local authority in which the proposed school would be situated: | Reading Borough Council |
| 16. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: | South Oxfordshire |
| 17. | <p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> | |

Section C: Education vision

C1.0 Background to a new school in West Caversham

This proposal for a new school in the West Caversham area of Reading has come from an awareness by parents that the current level of school provision is insufficient to meet the demand in the area. Following a consultation meeting concerning the extreme shortage of Primary school places across Reading, led by Reading Borough Council parents concluded that the only way to meet the forecast demand for school places from 2013 onwards is for a free school bid to be put together. The Council outlined the free school approach as the best way to ensure that the current trend of ‘bulge’ years in oversubscribed primary schools, not designed for that number of students, does not become the acceptable way to meet increasing demand. This meeting was organized by the Caversham and District Residents Association (www.cadra.org.uk) and held at Thameside School on 22nd October 2012; a subsequent meeting was convened by [REDACTED] [REDACTED] on 8th November, when our group was formed.

In addition, parents feel very strongly that a new primary school should be a school that children can walk to and develop a sense of community. Any new school should be located in an accessible location to the large number of family homes and new housing developments that have been built in the area. Part of the planning process for these new developments was to build a new primary school, however, this never came to fruition.

Primary schools in Caversham and neighbouring Emmer Green have the natural boundary of the River Thames and its two bridges, plus the borough boundary with Oxfordshire. All of the schools are near the edge of their designated area (DA), with the majority of them located in East Caversham or Emmer Green. As distance from the school is an oversubscription criterion, families living in West Caversham are furthest from their DA school and hence least likely to get places. Therefore a new primary school when built, needs to be in the West part of the area to alleviate the pressure on the schools and infrastructure in the East as well as to provide a local primary school for the high number of families in the West.

2.0 Background to ‘The Heights’ Primary School

2.1 Proposed intake

Our proposed students have the following demographic characteristics:

| | |
|--------------------------------------------------------------------------------------------|-------|
| SEN without Statement i.e. School Action | 4.08% |
| SEN with Statement (included within this % are those children who are considered disabled) | 1.89% |
| EAL | 8.44% |
| LAC | 0% |
| G&T | 5-10% |
| Pupils from a deprived background/FSM | 3.06% |

Census information from the Caversham Heights area in 2001 describes the population as follows:

- 97% of residents consider themselves to be British, with 76% Christian, 1% Jewish, 1% Muslim and 22% no religion or not stated.
- There is a very high degree of home ownership with 80% of the population in AB or C1 approximate social grades.
- Only 9% were classified as on state benefit or unemployed at the time of the census, with nearly 100% of households with dependants having at least one adult in employment.

These figures demonstrate the potential that The Heights school has to provide a high achieving outstanding school that can build upon the high expectations of well educated parents. There is a low rate of deprivation and of SEN requirements and therefore more support can be given to the majority of pupils to reach their potential.

2.2 Proposed Age range

The school will be a mainstream primary school for children aged from 4 years to 11 years as this is where the growing need is for the local area. As part of the ethos of aiming to build a school which considers its community other facilities such as a pre-school or nursery may be an appropriate extension to the facilities that can be provided, if there is sufficient physical space and demand

What the Heights can offer to the local area:

By having a school founded by parents who support a local community primary school with class sizes no more than 25 in a class, we believe the Heights can offer the catchment intake the school it deserves. Parents want to provide the best education for their child in both academic and pastoral terms. The proposed catchment area for The Heights is the Caversham Heights and Mapledurham area, within West Caversham. There is current pressure on the three designated schools for the area (Caversham Primary, Emmer Green and The Hill) exacerbated by excellent Ofsted results for these schools. By also offering a school thriving on a community spirit and a personalized teaching style, we aim to offer something different and fundamentally important to the community.

2.3 Curriculum

The Heights will deliver the National Curriculum in a similar teaching style to other mainstream primary schools in the local area. This will generally aim to deliver Literacy and Numeracy hours in the morning and creative and active subjects later in the day according to Qualifications and Curriculum Authority guidelines. The Curriculum delivery will be based upon the idea of the 'Creative Curriculum.' The teaching and learning strategies we will use are embedded in the work of Chris Quigley who promotes the ethos of shared learning lines. We believe using such a curriculum will instill both the personalised learning idea as well as allowing the children to have complex ideas reinforced through each topic area.

2.4 Location

The location of the school is yet to be decided but we are aiming for a school within the Caversham Height / Mapledurham area. We are working with Reading Borough Council to identify suitable locations. We are aware that brown field sites are limited and if we were to use any 'green space' options, we would want to work sensitively and sustainably to create a

suitable and inspiring school.

A collaboration with Highdown Secondary school may also be an opportunity. However, our research has conclusively proven that this site is not the desired location for a school owing to its proximity to three other schools. A new primary at Highdown would also exacerbate the existing congestion resulting from families travelling from West Caversham along the limited through roads and bottlenecks. The relationship we have formed with Highdown however, is one of potential collaboration as both parties believe that the looming school places crisis needs to be resolved as swiftly as possible. Therefore, we have discussed the potential of using existing land at Highdown that could provide a 'through' school model, despite this not being the preferred option of most parents.

Fundamentally our plan for a future school and grounds is to consider the long term impact on the community and ensure good value for money over the next 10-20 years by making sure the location is where the need is most required.

2.5 Approach to teaching and learning

In order to meet the demands of our parents and deliver the best for our potential pupils, we aim to be an outstanding school which allows students to achieve their potential targets.

We aim to develop learning skills in the whole child, enabling mental, physical and emotional growth. We will organise the curriculum with balance, nurturing these key areas of child development allowing the child to discover where he or she excels, rather than forcing a particular emphasis on the school culture and curriculum.

We believe that a cross curricular and themed approach to learning is a progressive and effective teaching strategy. We seek to implement a themed learning experience to give a richness and depth to the curriculum, linking understanding across a wide range of key skills.

3.0 Ethos of the school

3.1 The Vision

The vision for The Heights Primary is centred on the word and mnemonic ASPIRE.

ASPIRE stands for: Achieving Success Promoting Individual Responsibility and Excellence

The consultation with parents has proven that high quality education underpinned by values which uphold sound moral behaviours are the most important feature for a local primary school in the Caversham Heights and Mapledurham area. For that reason, collaboration with those primary schools that are willing, is a key part of the bid. We are pleased that after consultation with the Headteachers of the local primary schools, some are willing to offer help and support and recognise the problem which exists. The following aims describe the features that are important to the parents.

- To provide an inspirational mainstream primary school for local children within walking distance of the Caversham Heights and Mapledurham area.
- To develop and prepare children for success in secondary school and beyond, establishing values that enable them to grow into confident individuals who act with thoughtfulness, care, respect and responsibility.

- To provide a curriculum which focuses on development of the whole child, using a variety of integrated learning styles and experiences
- To set high standards and share best practice with 'outstanding' Ofsted rated local schools enabling established, passionate teachers to promote each child's individual talent.
- To nurture and support academic, social, moral, intellectual, emotional and physical development.
- To create a culture of equality and trust, fostering positive relationships and a cooperative mindset.
- To be future-focused, equipping children with the necessary skills for social and economic success in our evolving technological world.
- To promote compassionate behaviour, respecting the rights of others, acting in fairness, showing tolerance and dignity.
- To provide a safe, accessible and healthy environment in which young minds can develop.
- To share school facilities and promote productive working partnerships with parents and the wider community.

The following Mission outlines the ethos of the school:

Our mission is to establish a new mainstream primary school for children and parents in the Caversham Heights and Mapledurham area of Reading. Building on established best practice, we aim to develop children for success in secondary school and beyond. We will care for each child in an inspirational, inclusive learning environment which guides them to fulfil their unique potential.

Rather than look to 'reinvent the wheel' or consider alternative methods of education, The Heights seeks to meet what its parents want; good quality education using successful strategies, which reinforce core learning principles in a mainstream school which our area currently lacks.

3.2 Rationale behind our school Vision and ethos

We believe that The Heights can provide excellent teaching and learning provision while also maintaining a sense of community. We feel that The Heights, having been founded by parents, can offer a school that delivers more than just outstanding education: rather than choose our school simply based on OFSTED results, we know from our survey that many parents desire a school they can walk to and is an integral part of the community. By ensuring that our curriculum can be flexible to fit with different aspects of local and national events, we can reinforce the sense of community that the pupils are part of.

The aim of the Heights is to deliver high quality education in classes of no more than 25 on a two form entry basis. We believe the best foundation and resource for a new school is gained by attracting the best teaching staff and a headteacher with a proven track record. By employing

teaching staff who believe in setting challenging targets for students, we will ensure both students and the school 'Achieve Success'. Not only with strong academic aspirations at the core of the curriculum but also by celebrating success across a range of areas including sports, drama, technology, environmental awareness and understanding of the local community. The parents behind this bid are passionate about having a school to which pupils can walk and be part of the community. Therefore, this school needs to be within the local area it will serve. Strong support from the community will be founded through activities such as the Parent Teacher Association and the quality and number of willing local governors.

Promoting Individual responsibility is an important feature of the vision to ensure that children become ready for secondary school and beyond after their time at The Heights. We believe that children should enjoy their years at primary school, benefitting from excellent facilities and generating a love for learning. Therefore, the structure of the curriculum and teaching style will enable children to identify with their own developmental needs from a young age. By using themed values across the pastoral curriculum, which will be reinforced through assemblies, visual aids and other communication methods, we believe pupils will learn to take responsibility for not only their own education but also their ability to work with others and appreciate how they may become happier individuals in the world in which they live. By having class sizes of no more than 25, students will also enable a more personalised approach to each child's development and a better understanding by the professional teacher of each pupil's needs.

The importance of using outdoor space as a regular part of the teaching week for all students will enable them to understand their role in the world and responsibility to the environment.

1.7 How the vision and ethos are reflected in the education plan and curriculum

Working within national curriculum guidelines we aim to design a curriculum with balance and attention to the diversity of learning strategies linking skills across subjects. We aim to instill a dedication to achievement and responsibility within the child so that they care for their own progress. We believe in nurturing development of the whole child with no forceful bias towards a particular skill in the curriculum but rather a focus on encouraging the individual to excel. Incorporating moral, physical and intellectual concepts into the daily culture and education plan we aim to equip children with skills to begin their educational journey, reflecting our core ethos to ASPIRE.

With a focus on individual responsibility we would reflect this vision in the curriculum and systems of the school, allowing pupils to share discussions and views, valuing the views of the school community as a whole and setting themselves rules, guidelines and principles of excellent behaviour which they can affect through class councils and school groups.

We aim to also add to the national curriculum a number of skills based clubs and activities from a wide range of interests that delight our children and their parents, for example; technology clubs, science groups, additional foreign languages, cookery clubs, dance and drama productions.

1.8 Aspirations for the achievement of individual pupils and the school

Our targets for our pupils can be split into two areas: Hard targets which focus on the academic targets easily measurable by performance indicators; and Soft targets which are subjective targets which consider the whole child.

Academic Targets

Early Years Foundation Stage:

| Base targets |
|------------------------------------------------------------------------------------|
| <i>Point 6</i> |
| 90% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 100% to achieve Point 6 at the end of FS2 for Personal Social Education |
| 50% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 40% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 75% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 57% to achieve Point 8 at the end of FS2 for Mathematical development |
| Aspirational targets |
| <i>Point 6</i> |
| 100% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 55% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 50% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 80% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 65% to achieve Point 8 at the end of FS2 for Mathematical development |

This will be a challenging and appropriate target in the first year in order to ensure our pupils achieve what they may have been able to elsewhere, but it will also take into account the new processes, teachers and systems that may need to be embedded for a couple of years in order to enable teachers to work with Pre-schools and understand the way in which they have worked with the pupils.

Key Stage 1:

| Base targets |
|-----------------------------------------------------------------|
| 90% achieving Level 2b+ or above for Reading, Writing and Maths |

| |
|-----------------------------------------------------------------|
| 70% achieving Level 3 or above for Reading |
| 30% achieving Level 3 or above for Writing |
| 65% achieving Level 3 or above for Maths |
| Aspirational targets |
| 95% achieving Level 2b+ or above for Reading, Writing and Maths |
| 75% achieving Level 3 or above for Reading |
| 34% achieving Level 3 or above for Writing |
| 70% achieving Level 3 or above for Maths |
| 98% achieving 2 +sub levels in English and Maths |

These tables show the percentage of Year 2 children achieving levels in the Teacher Assessment Key Stage 1 SATs in 2012.

A 2b is considered to be average at the End of Key Stage 1.

A Level 3 is considered to be above average at the End of Key Stage 1

These targets are set using the league table information for Emmer Green and Caversham Primary school. We are a school aiming to deliver the best practices and quality of education to the same intake therefore there is no reason why we cannot reach similar targets and more.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

| | Current number of pupils (if applicable) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------|-------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Year 1 | | 25 | 50 | 50 | 50 | 50 | 50 | 50 |
| Year 2 | | 0 | 25 | 50 | 50 | 50 | 50 | 50 |
| Year 3 | | 25 | 0 | 25 | 50 | 50 | 50 | 50 |
| Year 4 | | 0 | 25 | 0 | 25 | 50 | 50 | 50 |
| Year 5 | | 0 | 0 | 25 | 0 | 25 | 50 | 50 |
| Year 6 | | 0 | 0 | 0 | 25 | 0 | 25 | 50 |
| Year 7 | | N/a | N/a | N/a | N/a | N/a | N/a | N/a |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | 100 | 150 | 200 | 250 | 275 | 325 | 350 |

Section D: Education plan – part 2

D1.0 Rationale for the Curriculum

“Educational value is about accomplishment and progress in both academic and personal development” Chris Quigley, 2008

The Heights Primary School will deliver the national Literacy and Numeracy frameworks plus RE at Key Stage 1 and Key Stage 2. The Chris Quigley model for cross-curricular topic based learning will incorporate the other National Curriculum subjects and will aim to motivate and inspire children to have a love for learning. In addition there are five cross-curricular themes - environmental education, health education, education for Global citizenship and Community Cohesion, education for economic well-being and careers education. We believe that by following this model children will develop a keen interest as well as responsibility for monitoring and understanding their own learning and progression. We believe that one reason the surrounding primary schools achieve the ‘outstanding’ awards by Ofsted as well as very positive value added figures is because of the ambitious aspirations parents have for their children. Therefore they will support and help guide their children to achieve their potential. As the quality of pre school provision is also exceptionally strong in the surrounding area (Caversham Heights Pre-school, St Andrews Pre-school, Rocking Horse Montessori Pre-school) along with other private nurseries, we know that many children will be starting school with a good knowledge of the skills they are expected to develop in the Foundation year. Having a creative and engaging curriculum will present an exciting challenge to both pupils and their parents alike and enable parents to easily support their child at home.

D1.1 How the curriculum will improve pupil outcomes at The Heights

The aim of the curriculum is to enable each pupil to enjoy their learning while making progress to reach their utmost potential. We recognise that the pupil intake is a group of pupils with high ambition and the target we have set out in the vision indicate this.

To reiterate the profile of the pupils in the catchment is useful to ensure we are striving to build and develop on their needs as they begin their school life.

Intake Profile for ‘The Heights’:

Data from October 2012: Pupil Census picking up all primary school age children. The figures are from a cohort of 687. (RBC)

| | |
|-----------------------|-------|
| SEN with Statement | 1.89% |
| SEN without Statement | 4.08% |
| FSM% | 3.06% |
| Female | 49.8% |
| Male | 50.2% |

| | |
|-----|----|
| LAC | 0. |
|-----|----|

We believe the academic characteristics of pupils with the above profile to be a largely high achieving cohort of pupils whose parents will have aspirations and ambition for them. For this reason the mnemonic 'APSIRE' is appropriate and is at the heart of the academic and pastoral or 'soft' targets we will set for our children:

Academic Targets

Foundation Stage:

| |
|------------------------------------------------------------------------------------|
| Base targets |
| <i>Point 6</i> |
| 90% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 100% to achieve Point 6 at the end of FS2 for Personal Social Education |
| 50% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 40% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 75% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 57% to achieve Point 8 at the end of FS2 for Mathematical development |
| Aspirational targets |
| <i>Point 6</i> |
| 100% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 55% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 50% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 80% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 65% to achieve Point 8 at the end of FS2 for Mathematical development |

This will be a challenging and appropriate target in the first year in order to ensure our pupils achieve what they may have been able to elsewhere, but it will also take into account the new processes, teachers and systems that may need to be embedded for a couple of years in order

to enable teachers to work with Pre schools and understand the way in which they have worked with the pupils.

KS1:

| Base targets |
|-----------------------------------------------------------------|
| 90% achieving Level 2b+ or above for Reading, Writing and Maths |
| 70% achieving Level 3 or above for Reading |
| 30% achieving Level 3 or above for Writing |
| 65% achieving Level 3 or above for Maths |
| Aspirational targets |
| 95% achieving Level 2b+ or above for Reading, Writing and Maths |
| 75% achieving Level 3 or above for Reading |
| 34% achieving Level 3 or above for Writing |
| 70% achieving Level 3 or above for Maths |
| 98% achieving 2 +sub levels in English and Maths |

These tables show the percentage of Year 2 children achieving levels in the Teacher Assessment KS1 SATs in 2012.

A 2b is considered to be average at the End of Key Stage 1.

A Level 3 is considered to be above average at the End of Key Stage 1

These targets are set using the league table information for Emmer Green and Caversham Primary school. We are a school aiming to deliver the best practices and quality of education to the same intake therefore there is no reason why we cannot reach similar targets and more.

KS2:

| |
|------------------------------------------------------|
| Base targets |
| 95% achieving Level 4 or above for English and Maths |
| 40% achieving Level 5 or above for English and Maths |
| 95% achieving 2+ levels of progress in English |
| 95% achieving 2+levels of progress in Maths |
| Aspirational targets |
| 98% achieving 2+ levels in English and Maths |
| 47% achieving Level 5 or above in English and Maths |

Soft targets for the Heights:

Examples of soft targets we will focus on will be taken from the OFSTED parent view survey. We believe these are appropriate because they are areas that have been judged by experts as appropriate expectations of softer skills and requirements parents would like from a school. It will be vital to have a questionnaire completed by parents at regular points in the first three years in order to be aware of how the key stakeholders feel about the school and to assess the quality of the school in terms of both academic success and spiritual and emotional development.

Specific targets we will strive for are:

1. My child is happy at this school.

We aim for 90% of parents to agree with this statement by the end of year 1.

2. My child feels safe at this school.

We aim for 95% of parents to agree with this statement by the end of year 1.

3. My child makes good progress at this school.

We aim for 80% of parents to agree with this statement by the end of year 1. We are conscious that not all parents may feel they will be able to answer this specifically as they may not have the required data to support their response.

4. This school makes sure its school pupils are well behaved.

We aim for 95% of parents to feel comfortable with the ethos and values of the school and support the behaviour management policy of the school. The headteacher will enforce codes of good behaviour and respect alongside an enthusiasm to learn and enjoy the school environment.

5. This school is well led and managed:

We aim for 90% of parents to feel comfortable with the way in which the school is directed and decisions are made. It is imperative that the Head sets a good example and that we as

governors and stakeholders can feel confident in the appointment of the principal. There may be parents who will find it hard to comment on specific areas of leadership depending on their involvement with the school so 90% would be a positive and aspirational target.

6. Would you recommend this school to other parents:

This target of 95% would be extremely important for the school to monitor and ensure the majority of the parents are happy with the school enough to recommend it to others as a first choice. We would like to think that any issues would be known about more quickly as we will set up an open door policy for parents to encourage them to share both positive and negative feedback.

7. 70% of lessons to be considered to be outstanding in a typical week.

In order to re enforce the work of OFSTED it will be important to maintain a focus on delivering good quality lessons and have them observed regularly. Therefore this type of target will aim to ensure all teachers maintain their standards and focus on the requirements by OFSTED and help to build and maintain the reputation of the school.

Below details the aims of the school and how the curriculum will aim to achieve the academic and 'soft skills targets' through the subject and enrichment curriculum we propose.

| Type of Pupil & needs | Impact of Curriculum (Core) | Impact of Curriculum (Enrichment) | Outcomes/ Qualifications |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Gifted and Talented: A child operating at a high level across a range of skills and required stretch and stimulation across a number of subject areas.</p> | <p>The creative curriculum' enables more fluidity for the child to take responsibility for their own learning and tasks. They can probe into a topic more. Using groups for reading/numeracy and monitoring this will enable the pupil to be pushed.</p> | <p>Use of class based assemblies or 'curriculum' days eg a Trade Fair should enable the more able child to remain enthusiastic and involved as well as being able to develop other skills in areas such as enterprise or presentation skills.</p> | <p>The more able student should achieve the higher targets set by the school for each key stage. They will also have a broad range of skills to help them cope with secondary skills. For example basic presentation skills from assemblies or events, teamworking skills from group activities, an understanding of how to monitor their own progress from the literacy and numeracy groupings.</p> |
| <p>Gifted and Talented: A child with a specific strength in a subject area who needs development and encouragement when the specialism is noted.</p> | <p>If a child has a specialism in a core curriculum subject such as Maths, the ability to look at taking exams early or to move the child on to a higher level learning is an option in our curriculum model. By developing the links with Highdown, a child may be able to attend Yr 7 or appropriate lessons or receive work ideas from them in order to develop a particular skill.</p> | <p>The use of a wide range of existing educational providers in non core subjects such as Berkshire Maestros or specific sports groups, will mean pupils with a particular talent should not be overlooked and not have the opportunity to develop it further within the day or during clubs outside.</p> | <p>The pupil will excel in the particular area s/he is good at. This may result in winning competitions or achieving a high level of academic success at a younger age.</p> |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EAL | The Creative curriculum considers different learning styles in its suggestions of delivery. Therefore those who are 'EAL' will benefit from having a variety of different methods used to teach a particular topic. The use of TAs and small groups to teach other core subjects should allow a child struggling with the language to obtain the help required. | The use of visits, workshops and clubs will help a pupil to get a different perspective on a topic. By engaging more with others, it may help an EAL pupil to share in the wider community. | EAL pupils make progress at the same rate of non EAL pupils and feel more confident with their understanding of the local community as well as other aspects of the curriculum. Their targets are met by the end of their year/school life. |
| SEN: this covers a wide range of issues and is focused in more detail in sub section D5. However specific needs might involve support with writing, support with social integration. | The ability to work in groups and have TAs focusing on the personal needs of children will help to identify early support that may be needed. Regular tests at KS1 and 2 should ensure learning issues are spotted and referred to the teacher/SENCO as swiftly as possible. | By having a wide mix of enrichment activities, this should enable all pupils to find an area they can do well in. Drawing upon the strengths of those not as able in the core subjects, to lead tasks in non core, should boost the self esteem of those needing support elsewhere. | SEN pupils achieve their potential academically and progress is made in softer skills. |

AIM: To develop and prepare children for success in secondary school and beyond, establishing values that enable them to grow into confident individuals who act with thoughtfulness, care, respect and responsibility.

TARGET: My child makes good progress at this school.
95% achieving Level 4 or above for English and Maths

Ensuring pupils have confidence in the basic skills of literacy and numeracy will enable them to confidently tackle new areas of learning. By ensuring the number of hours for numeracy and literacy is in line with National Curriculum expectations, students will be given the opportunity to reach their potential in literacy and numeracy. The Heights will have a strong emphasis on global awareness as well as aiming to offer modern languages such as Chinese or Spanish as its languages at KS2. Skills based learning will enable children to have developed the confidence and awareness to become independent learners which will be vital at secondary school and beyond.

AIM: To provide a curriculum that focuses on development of the whole child, using a variety of integrated learning styles and experiences

TARGET: My child is happy at this school.

Average point score: 30

The Heights Primary aims to provide a range of resources and teaching methods to deliver core curriculum subjects. Where appropriate, ICT facilities will be used to ensure pupils can access information in different ways and their progress can be tracked. Cross Curricular themed projects will be used each year to deliver learning of different elements of core subjects as well as allow students to appreciate the integration of different subject matters. Through a range of speaking and listening strategies, children will develop life skills and begin to understand how to work in teams effectively. By committing to actively use features of Pupil Voice such as school council and eco/green teams, the children will be able to consult with staff and have an influence over important aspects of the school so 'The Heights' truly becomes a pupil focused environment. We believe an important feature of the school will be listening to the views of its pupils. Likewise, an important feature will be emphasizing and re-enforcing key values (e.g. Perseverance, Respect) that will influence the spiritual and moral development of the child. These will be an integral part of the school and delivered via assemblies and circle time.

AIM: To be future-focussed, equipping children with the necessary skills for social and economic success in our evolving technological world.

TARGET: My child makes good progress at this school

The Heights will aim to ensure cross-curricular projects have 'real world' application and develop skills to allow pupils to understand concepts such as enterprise, community cohesion and environmental understanding and moral and spiritual development. The range of teaching methods to cater for the different learning styles of the pupils will be used and will help each child to achieve.

In line with the National Curriculum programmes of study, curriculum coordinators and each team of class teachers will plan and implement the curriculum appropriate to the age and ability

of the pupils. Pupils in the Foundation Stage (Reception class) will be working within the EYFS and making the transition to Key Stage 1, which applies to Years 1 and 2. Pupils in Years 3, 4, 5 and 6 will continue through Key Stage 2 (juniors).

D 1.2 Plans for transition:

1.2.1 Transition into FS2

The following strategies will be deployed to ensure the transition from Pre school or other foundation year set up is as comfortable and successful for the child as possible:

Visit days and make links with pre schools

As with the other primary schools, we will be meeting with pre schools prior to opening and already are known by some pre schools. We will ensure the same standard of 'visit' day that is currently offered by the primaries is offered at The Heights. We will visit the pre school first with the relevant primary school reception teacher to ensure the children are comfortable visiting the school.

Inviting pre school to watch nativity plays familiarisation process

Building on the links already, we will work with Pre schools and engage with them as appropriate to share resources and ideas as well as invite the older pupils to the school to watch nativities etc and see their former friends comfortable in a new environment.

Home visits in summer term with key worker and class teacher

Visits by the reception teacher will be arranged with the parents so that the pupil has the chance to discuss any issues worrying them before they start in the following September. This will give all parties a chance to have a good starting point and to share expectations prior to the start of school.

Children are invited into Induction slots in summer term

During the summer term, induction slots will be used to build up the awareness and familiarity of the child to their new environment.

Graduated start dates in term 1

Where parents would like, we will offer staggered start dates for a full time basis for new starters in reception. For those born in the summer months or who need more adjustment time, staggered starts will allow each child to become settled in their own time.

Leaflet to welcome to school e.g. photos of teachers/key workers

We will have alongside the prospectus, a specific induction leaflet with photos of the teacher and the reception class and we will send these during the summer holiday prior to starting.

Buddy/reading with older children to help settle in and also for them to act as supervisors in playground and build up friendships across the school.

FS profiles including progress to date with Early learning goals are sent from pre schools to schools in summer holidays to ensure teachers are as familiar with the students performance as possible both academically and socially. This will mean any specifics that may be needed in terms of resources can be organised.

In order to allow the teacher to have an understanding of all their pupils which may or may not

have a FS profile, assessment to provide Entry Data will take place in first few days.

New parents evenings – coffee or drinks to get to know each other will be encouraged and the appointment of a social secretary for each year or class to help parents enjoy the journey their child will go through while at the Heights.

1.2.2 Transition from FS2 to KS1

The move from FS2 to KS1 is also important to consider as the style of teaching and classroom environment can be very different to pupils previous experiences.

The following strategies should help facilitate the transition between the levels:

A 'new teacher day' at end of Reception year to help with the moving on process – get to know activities will be completed so students are aware of new teacher/process e.g. drawings and descriptions of each other

More free flowing activities/EYFS style in the first term of KS1 should help pupils build up to more formal structure by December.

Summer term of FS2 has opportunities to experience more formalised and structured learning to prepare for KS1. Opportunities to experience more assemblies allow build up of skills/stamina as well as confidence to mix with whole school activities and older children.

Regular meetings between teachers to discuss their performance using assessment data will be planned into the monitoring timetable. Friendship and learning groups will be discussed and will provide opportunity to allow each teacher to have balanced classes.

1.2.3 Transition from KS1 to KS2

'New teacher' day will be held at the end of the previous year for every year group to allow all pupils to work with the new teacher and familiarise themselves with the new classroom environment.

Activities at the end of the term will include writing letter to the new teacher – things they are looking forward to/concerned about. The teacher will write letter back to pupils and re assure them.

SATS data will be in the system at the end of KS1 to help and inform teachers and their expected targets for children at the end of Yr 6

Each teacher at the beginning of the year will have had to set targets at the beginning of the year in line with school targets INSET days will provide time for teachers and TAs to discuss performance of each child and appropriate personalised targets according to their progress and background information

Teachers will also be working with Literacy and Numeracy specialists to advise teachers how to develop and focus on core groups

1.2.4 Transition from KS2 to Yr 7

This will be an important part in the transition process and if links have been made with the

secondary schools this will be extremely helpful to ensure this process is managed effectively. The following strategies will be used to facilitate this process:

SATS scores in Yr 6 will be provided and discussed with the future secondary school link for each child.

Highdown School has a specific Yr 6 co-ordinator and we will aim to establish a good link with this person to work together and understand the key areas for helping Yr 6 adjust to Yr 7. Visits will be organised to Highdown, Chiltern Edge and other schools where appropriate. Where appropriate behaviour support/SEN help will be discussed with the secondary schools and see if they can work with the pupils early

The Heights Year 6 teachers will work with secondary schools to deliver lessons at end of Yr 6 to engage and familiarise students with different subjects/ provide stretch for G&T students where possible

We will develop a 'transition booklet' in Yr 6 to help Yr 7 teachers understand the needs of pupils in core areas such as Literacy and Numeracy

Where possible, we will seek to invite Yr 7-9 pupils to come into school to help out with different activities e.g. after school clubs

We will seek to develop links in order to allow teachers to go and watch lessons to learn about the progression students make later in their education. This will help teacher to prioritise the skills required and prepare pupils for different learning styles that they may experience later on.

In FS2 the Foundation Stage profile will be the assessment tool. In KS1 and KS2 the majority of assessments will be formed by APP (Assessing Pupil Progress). We believe this builds a more honest and reliable assessment as we believe in the teachers ability to understand the ability of their pupils. In conjunction with this, the children in the summer term will be formally assessed through QCA/SATS tests to ensure they have experience of formal tests for future years.

By having a thorough understanding of each child and their current progress, teachers will be able to understand the best way to handle the transition of each child from EYFS to KS1 and KS2 to Secondary school. By already having set up a link with the local Secondary school it is the intention to work together during Yr 5 and 6 to ensure our pupils are comfortable with a potential new education environment for them and manage their expectations well. Using the Yr 6 coordinator from the local Secondary school (Highdown) we should be able to understand many of the key concerns facing pupils at this stage.

D2 – Curriculum plan

1.0 Background to timetable planning

'Through the focus on 'key skills' schools should give deeper consideration to progression and continuity of their curriculum; should take account of the distinctiveness of their school; and, organise their curriculum so that there is every opportunity for pupils to make use of their literacy, numeracy and ICT skills within a creative model designed to enrich and excite. The

principles of enabling every child to succeed outlined in 'Every Child Matters' should predominate our thinking.'

Key Skills for the Excellent and Enjoyable Curriculum – forward Clive Davies (2004)

1.1 The Curriculum

Our aim of The Heights Primary is to develop a broad and balanced curriculum that has the individual needs of the children at the forefront. We want to focus on the development and application of key skills for life and learning. We will adopt a creative, cross curricular approach that is designed to inspire and enthuse our pupils, creating lifelong learners. These cross curricular links will ensure that pupils' learning has even greater coherence.

The Chris Quigley model will be used where foundation subjects are taught in themes. This curriculum meets the requirements of the NC as well as providing an extensive range – the breadth of the curriculum- of learning experiences beyond the statutory requirements. The curriculum also embraces the outcomes of 'Every Child Matters', enjoyment, being healthy, staying safe, positive contribution and economic well-being.

The EYFS program will be used to deliver the Foundation stage 2 curriculum. As detailed in the timetable below we will also use them based learning to deliver their teaching requirements. We believe this will be a more motivating way to deliver parts of the EYFS framework as well as prepare students for this method of learning later on.

2.0 Timetables

2.1 Yearly timetable

The following schedule shows how the creative curriculum will be planned across the year. The themes can be linked to match seasonal changes and provide an opportunity to be as relevant as possible to the changing environment in which the pupils are learning. Alternatively topics or themes may be adopted if there is a particular local or national event that would motivate the children.

These themes incorporate the subjects of History, Geography, ICT, Art, Design and Technology, Music, Drama and PSHE and follow the National Curriculum. To enhance teaching and learning, these subjects may be blocked taught, so each subject may not necessarily be taught each week. However all subjects except for ICT will be taught for a minimum of 6 hours per term to ensure appropriate coverage of the National Curriculum. ICT will be taught each week for a minimum of 45 minutes which may be in a single lesson teaching skills or integrated into other subjects.

Science will be linked where possible to the Creative Curriculum, although it has been timetabled as a stand alone subject. For example the theme of Volcanoes links effectively with the Science topic of 'Changes' examining changes of state- solids, liquids and gases.

2.1.1 Creative Curriculum Theme Overview

There are 16 themes which will be mapped out over the key stages and will set out what will be taught and when. Key drivers which link to our vision will form the starting point of our curriculum map. These continuous objectives will be shaped according to the needs of the children. This curriculum map will ensure there is appropriate clear progression and continuity, both in the key skills for the subjects and essential skills for learning and life as reflected in the

schools ethos. Skills will also be age appropriate and teachers have more freedom to tailor the curriculum to effectively teach these skills for their pupils. This approach also strongly promotes enjoyment in teaching and learning, allowing learning to become more meaningful.

2.1.2 Foundation Stage 2 Theme Overview

FS2 will follow the EYFS curriculum and each of the different areas of learning will be incorporated within the themed approach.

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|------------------------|-----------|-------------|--------|-------------|
| Under the sea | Festivals/Celebrations | My Heroes | At the farm | Space | Mini-beasts |

2.1.3 KS1

| | Autumn Term | Spring Term | Summer Term |
|--------|---------------|----------------------|-----------------|
| Year 1 | World Kitchen | Dungeons and Dragons | Seaside Rescue |
| Year 2 | Treasure | Jurassic Forest | Mega-structures |

2.1.4 KS2

| | Autumn Term | Spring Term | Summer Term |
|--------|-----------------------|--------------------|------------------------------|
| Year 3 | Volcanoes | Tomb Raiders | Buried Treasure |
| Year 4 | Book Worms | The Banquet | Extreme Environments |
| Year 5 | Grand Designs | Raging Rivers | Fair Trade |
| Year 6 | Is it Right to Fight? | Enterprise Project | SATs/End of Year Production. |

2.2 Weekly timetable

2.2.1 EYFS

A sample timetable is detailed below. We have made the program as detailed as possible to show that we understand the structure of the EYFS program and the flexibility that it requires. We believe that following this timetable will provide the right mix of skills to allow pupils to reach the Point 8 targets we are striving for. This is because there is a structure in place with opportunities to allow students to demonstrate their skills in the areas required as part of the EYFS. The two forms will work together where possible and share resources as effectively as possible.

| Day | 8:50 Free flow parent and child time and Self Registration. | 9:20-10:20 | 10:25 – 10:50 | 10:50 -12:00 | 12.00 - 1.00 | 1.00- 1.30 | 1.30 - 2.45 | 2.50- 3.15 |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| M | Self Registration 8:50 9:00 Obs/Assessments 9:10 Bells ring for tidy up 9:20 Register in keyperson groups Intro to activities/topic | 9:25-10:25 Phonics/Handwriting and free flow (5 groups and some 1:1 throughout this time) Grapes and Pineapples Guided Reading 10 20 Ring bells for tidy up. 10:25 Wash hands. | Fruit and milk in keyperson groups. Story/Reading Diary stickers Focus Group Story with TA | 10:55 – 11:45 PSRN groups and free flow staggered groups and some 1:1 throughout 11:20-11:45 1:1 2 focus children 11:45 Ring bells for tidy up. 11:50 Wash hands and get ready for lunch. | L u n c h | 1:00 Registration 1:10 Key person group time. Intro to p.m. provision 1:30 free flow | Topic free flow 2:45 tidy up time | Wash hands for fruit and story. |
| T | Self Registration 8:50 9:00 Obs/Assessments 9:10 Bells ring for tidy up 9:20 Register in keyperson groups Intro to activities/topic | 9:25-10:25 Phonics/Handwriting and free flow (5 groups and some 1:1 throughout this time) 10 20 Ring bells for tidy up. 10:25 Wash hands. | Fruit and milk in keyperson groups. Circle Time TA PSED Focus Groups | 10:55 – 11:45 PSRN groups and free flow staggered groups and some 1:1 throughout 11:20-11:45 1:1 2 focus children 11:45 Ring bells for tidy up. 11:50 Wash hands and get ready for lunch. | | 1:00 Tick Register whilst children change into PE kit. 1:15 ICT/PE Rotate groups 25 mins each | Drama/ICT until 2:15. 2:40 tidy up | |
| W | Self Registration 8:50 9:00 Obs/Assessments 9:10 Bells ring for tidy up 9:20 Register in keyperson groups Intro to activities/topic | 9:25-10:25 Music 10 20 Ring bells for tidy up. 10:25 Wash hands. | Fruit and milk in keyperson groups. Story/Reading Diary stickers Focus Group Story with LW/SP | 10:55 – 11:45 PSRN groups and free flow staggered groups and some 1:1 throughout 11:20-11:45 1:1 2 focus children 11:45 Ring bells for tidy up. 11:50 Wash hands and get ready for lunch. | | 1:00 Register Key person group time. Circle Time/SEAL/Values | 1:30 Phonics/Handwriting and free flow (5 groups and some 1:1 throughout this time) 2.15 Golden Time 2:40 tidy up | |
| T h | Self Registration 8:50 9:00 Obs/Assessments 9:10 Bells ring for tidy up 9:20 Register in keyperson groups Intro to activities/topic | 9:25-10:25 Phonics/Handwriting and free flow (5 groups and some 1:1 throughout this time) Mangoes/Apples Guided Reading 10 20 Ring bells for tidy up. 10:25 Wash hands. | Fruit and milk in keyperson groups. Circle Time PSED Focus Groups | 10:55 – 11:45 PSRN groups and free flow staggered groups and some 1:1 throughout 11:20-11:45 1:1 2 focus children 11:45 Ring bells for tidy up. 11:50 Wash hands and get ready for lunch. | | 1:00 Register Key person group time. Circle Time/ SEAL/Values Intro to p.m. provision 1:30 free flow | (Some weeks Learning Through Nature Walks) Topic Free Flow 2:40 Tidy up | |
| F R I D A Y | Self Registration 8:50 9:00 Obs/Assessments 9:10 Bells ring for tidy up 9:20 Register in keyperson groups Intro to activities/topic | 9:25-10:25 Phonics/Writing and free flow (5 groups and some 1:1 throughout this time). 10:25 Ring bells for tidy up. 10:30 Wash hands. . | Fruit and milk in keyperson groups. Story/Reading Diary stickers Focus Group Story with TA | 10:55 – 11:45 PSRN groups and free flow staggered groups and some 1:1 throughout 11:20-11:45 1:1 2 focus children 11:45 Ring bells for tidy up. 11:50 Wash hands and get ready for lunch. | | 1:00 Register Key person group time. Circle Time SEAL/Values Intro to p.m. provision 1:30 free flow | Topic Free flow: 2.40 Tidy Up | As Monday |

2.2.2 KS1 and KS2 Timetables:

The following timetables show the breakdown of the weekly timetable for KS1 and KS2. These show the breakdown of how the compulsory subjects that are taught as well as the optional subjects through the creative curriculum. When taken across the year this shows how the hourly requirement for each key stage and subject will be met. Again, as there are two forms in each year, timetables will be tweaked in order to ensure resources can be shared effectively.

2.2.3 The background to curriculum design:

As well as focussing on the development and application of skills we aim to teach exciting and challenging lessons delivering them in a variety of ways by providing as many first hand practical experiences as possible, such as the use of practical apparatus, artefacts and technology; visits and the use of experts. Through continual assessment, work is matched to the ability of the child through differentiated activities, adult support, providing a level of challenge that is stimulating for pupils and questioning skills. This will form the understanding upon which our curriculum will be designed each year. By using the performance targets of the pupils, feedback from the teachers and children, we will be able to assess the effectiveness of the different aspects of the curriculum. In the summer term when all planning will take place for the next year, each topic will be reviewed and different topics may be introduced according to pupil and local interests. This will ensure that important national or local events are integrated into the learning of the pupils and again it is more meaningful.

KS1 Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 8:50 – 9:00 | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> |
| 9:00–9:20 | Assembly | Assembly | Assembly | Assembly | Assembly |
| 9:20 – 9:35 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 9:35-10:30 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 10:30 – 10:45 | Guided Reading: Green group Reading activities | Guided Reading: Orange group Reading activities | Guided Reading: Red group Reading activities | Guided Reading: Blue group Reading activities | Guided Reading: Yellow group Reading activities |
| 10:45 – 11:00 | Playtime | | | | |
| 11:00 – 12:00 | Maths | Maths | Maths | Maths | Maths |
| 12:00 – 1:10 | Lunchtime | | | | |
| 1:10 – | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> |
| 1:10 – 2.15 | RE | MFL | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | Science | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) |
| 2:15-3:15 | | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | | | PE |
| | PSHE | Creative Curriculum (History, Geography, ICT, Art, D&T, Music Drama) | | | |

Lower KS2 Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 8:50 – 9:00 | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> |
| 9:00– 9:20 | Assembly | Assembly | Assembly | Assembly | Assembly |
| 9:20 – 10:20 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 10:20 – 10:45 | Guided Reading: Green group Reading activities/phonics* | Guided Reading: Orange group Reading activities/phonics* | Guided Reading: Red group Learning spellings | Guided Reading: Blue group Reading activities | Guided Reading: Yellow group Reading activities/phonics* |
| 10:45 – 11:00 | Playtime | | | | |
| 11:00 – 12:10 | Maths | Maths | Maths | Maths | Maths |
| 12:10 – 1:10 | Lunchtime | | | | |
| 1:10 – | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> |
| 1:10 – 2.15– | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | MFL | Science | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) |
| 2:15- 3:15 | | PE | | | |
| | PE | PSHE | | | |

Upper KS2 Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------|
| 8:50 – 9:00 | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> | <i>Registration & Morning Work</i> |
| 9:00– 9:20 | Assembly | Assembly | Assembly | Assembly | Assembly |
| 9:20 – 10:20 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 10:20 – 10:45 | Guided Reading: Green group Vocab/Dictionary work | Guided Reading: Orange group Vocab/Dictionary work | Guided Reading: Red group Learning spellings | Guided Reading: Blue group Guided Reading Task | Guided Reading: Yellow group Guided Reading - all |
| 10:45 – 11:00 | Playtime | | | | |
| 11:00 – 12:10 | Maths | Maths | Maths | Maths | Maths |
| 12:10 – 1:10 | Lunchtime | | | | |
| 1:10 – | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> | <i>Registration</i> |
| 1:10 – 2:15– | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | MFL | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) | Science | Creative Curriculum (History, Geography, ICT, Art, D&T, Music and Drama) |
| 2:15- 3:15 | | RE | | | PE |
| | PSHE | | | | |

In KS1 and 2 a daily Literacy and Numeracy lesson will be taught following the National Primary frameworks. The topics within these will be mapped out over the year and where possible linked to the creative curriculum for example, instructional writing can be taught and re enforced creatively through the theme of pirates where the pupils are asked to write out a treasure map in Yr 2. A topic such as Fair trade in Upper juniors can allow pupils to practice their persuasive writing styles by devising adverts while at the same time developing their numeracy skills from considering the profit margins of large supermarkets.

2.3 Weekly timetable breakdown:

The timetable will consist of mornings allocated to Literacy and Numeracy and afternoons to Creative curriculum. Some subjects, such as Design and Technology, can be taught very effectively during a block of a few days. Teaching subjects such as DT over a shorter amount of time it is possible to achieve a higher standard of work and it is easier to maintain enthusiasm for the project. In line with our cross curricular approach, teachers will look for opportunities to link or block subject areas, for example making biscuits in DT would link well with instruction writing in literacy.

| | KS1 | KS2 |
|----------------|--------------------|---------------------|
| Maths | 5 x 1 hour lessons | 5 x 1 hour lessons |
| Literacy | 5 x 1 hour lessons | 5 x 1 hour lessons |
| Guided Reading | 5 x 20mins lessons | 5 x 20mins lessons |
| Science | 1x 1.5 hour lesson | 1 x 2 hour lesson/s |
| PE | 2x 1 hour lessons | 2x 1 hour lessons |
| MFL | 1x 40 mins lesson | 1x 40 mins lesson |
| Phonics | 5 x 15mins lesson | |

Collective worship – will be delivered in school, key stage or class assemblies. The rest of the timetable will be used flexibly by teachers to teach the creative curriculum where subjects may be taught in block.

The core day of the school will be taught with the following structure:

| | FS2 | KS1 | KS2 |
|----------------------------------------|--------------------------------------------------|-----------------|-----------------|
| Registration/Early morning work | 8.50am | 8.50am | 8.50am |
| Assembly | 9.00am (2/3 mornings per week as appropriate) | 9.00am | 9.00am |
| First morning session | 9.20am-10.25am | 9.20am-10.45am | 9.20am-10.45am |
| Break | 10.25am | 10.45am | 10.45am |
| Second morning session | 10.50am-12.00pm | 11.00am-12.00pm | 11.00am-12.10pm |
| | | | |

| | | | |
|--------------------------|----------------------------------------------|------------------------------------------------|------------------|
| Lunch | 12.00pm-1.00pm | 12.00pm- 1.00pm | 12.10pm – 1.10pm |
| Afternoon session | 1.00pm-3.10pm (including afternoon break) | 1.00pm – 3.10pm (including afternoon break) | 1.10pm – 3.15pm |
| Weekly Total: | 22hrs 5 mins | 22 hrs 5 mins | 24hrs 10 mins |

This structure will allow the Literacy and Numeracy to be taught in the mornings along with daily phonics and guided reading. A block of time will be given in the afternoon for the creative curriculum plus RE, MFL and PE.

2.4 Key dates and times:

2.4.1 Expectations around length of school day:

The length of the school day will be the same as other schools in the area. This will ensure anyone having to drop off children at other schools or pre schools will not have different expectations if their child attends the Heights. We understand that parents in the local area expect extended school provision at the beginning and end of the day. To that end we intend to offer a breakfast club for at least 6% of students in the first year or two. As the school grows there will be greater flexibility to offer provision for additional students and extended hours at the end of the day.

We intend to offer an afterschool club in 2017 for approximately 9% of pupils. This will also run and fit to the typical model of an hour after the school day.

2.4.2 Expectations around length of school term:

The length of the school term will be the same as other schools in the area. We will follow Reading Borough councils plans regarding term dates. As the aim of this school is to provide an equitable choice of primary in the area, it is only right that we follow the same patterns and models as other local schools. In particular this is important where siblings may be at other schools and it would be an unpopular decision to change the term dates or length of school terms.

2.4.3 Expectations around length of school year:

The length of the school year will be the same as other school in the area. We will follow Reading Borough council's dates regarding the commencement of the school year and the end. Inset days will be published a year in advance so that parents can make provision for childcare on these days.

2.2.1 Enrichment activities:

Enrichment activities are those areas which are accessible to all pupils as part of the academic curriculum. These will include visits linking to the themes being covered. For example going to 'Milestones' a local Victorian street museum to enrich the teaching of that period of history. Likewise, visiting Dinton Pastures, a local nature park to bring to life the teaching of different animal habitats.

We will ensure that each year group will attend a visit once per year.

Other enrichment activities will include visitors or 'experts' into the school. This may be in the form of whole school assemblies or workshops for particular classes for example, authors/artists/drama groups.

The themed days and weeks which will be built into the yearly timetable will provide an opportunity to consolidate the learning activities of the pupils within a theme. For

example a 'French day' will motivate pupils to learn about different aspects of France including its culture as well as the language. Other examples can include 'World Book Day'.

By having a whole week where the school as a entirety is engaged in a particular theme such as 'Global week' the sense of community can be re enforced across the school. This type of project can lead up to the school putting together an exhibition for parents and visitors to attend so that the work of the school can be celebrated.

Class assemblies can also form an invaluable part of the curriculum. The children will learn how to plan, prepare, deliver and organise themselves to present their work to parents and the rest of the school twice a year. This gives them a sense of pride and achievement as well as developing a variety of skills.

Each key stage will perform a production at some point in the school year. Key Stage 1 and FS2 will be Christmas. Lower Key stage 2 will be Autumn and Upper Key stage will be Summer. Not only will pupils be involved in the performance but also the backstage elements of a production such as prop design, lighting and costume design. This will help develop the whole child by ensuring that all of the children no matter what their strengths can see how they may succeed to areas outside their academic tendencies.

2.5 Extra curricular activities:

These activities are those areas which will be available to all children outside of the school day. They will be an important part of the school and we will actively encourage children to participate in these. We consider it to be important that a range of activities and clubs are offered in line with those at neighbouring schools. This may also allow the possibility of sharing and competing with local schools to add a sense of challenge and community.

These clubs will run by teachers and Teaching Assistants according to their expertise and interests. We will also look for volunteers from the local community and parents/governors to offer extra curricular activities.

There will also be the opportunity for those students who wish to pay to take part in clubs or lessons such as 'Berkshire Young musicians' or 'Elite' Soccer school.

3.0 Organisation of pupils: Academic and Pastoral

3.1 Academic:

All pupils will be taught in year groups once the school is reaching or at full capacity. In the first few years there may be some mixed year groups so that teaching staff are optimised and there is a sufficient ratio of teacher to pupils. We believe that the creative curriculum allows personalised learning to take place so for the bulk of the lessons it is appropriate to have pupils learn with their peers.

Setting will take place according to ability for Guided reading, Phonics and Numeracy. In KS2 there will be setting of pupils for Numeracy across the year. This will enable more targeted and personalised teaching to take place. As with other local schools like Caversham Primary, we may consider using a Booster teacher for Year 6 SATs and offering those able pupils the opportunity to take GCSE Maths in Year 6.

Where mixed ability year group teaching takes place for core subjects such as Literacy and Science, specific differentiation activities will be used via grouping pupils to cater for the differing needs of the class. Using the teaching assistants to work with different groups will allow all pupils the opportunity to challenge each other

and focus on their own learning and progress.

TAs will be used to provide additional support to boost skills and confidence. In Year 3 phonics teaching for those who require it will be added to ensure all students are at the level required and have the basic skills they need for KS2.

3.2 Pastoral

The pastoral system for organising pupils will be via year groups. When the school grows there will be KS leaders that will take ownership for organising pupils into particular key stage requirements. The key stage leaders will ensure that all aspects of the curriculum and learning of the students is focused around their needs and requirements at this particular stage. For example KS2 leader will consider the impact on the curriculum and how this will build up the pupils skills to feel secure and confident in life after the Heights. They will also take responsibility for managing the pastoral development of the pupils and facilitate activities which will draw upon their strengths and development needs. The advantage of using a creative curriculum model means that activities can be tailored to the specific needs of the pupils to help them progress.

TAs will be brought in as ELSA (Emotional Literacy Support Assistants) and ensure that pastoral support is given to specific pupils where required and will work with teachers to manage the pupils requiring additional help. Specialist teaching providers will also be brought into the school to enhance the learning and development of individuals. For example bringing in specialist drama teachers to assist with a particular theme may provide the stimulus to engage with a pupil who is a more active visual learner.

3.1 Pastoral provision:

Pastoral care will be primarily provided by the class teacher although all staff will have responsibility for the well being of the children. The Headteacher will take accountability for the SEN needs until the school grows and will therefore oversee Individual Education Plans and ensure they are reviewed and updated as required.

There will be use of common pastoral systems such as : Circle time, PSHE lessons and interwoven assemblies which build on the values that are the topic of a particular week or month for which the Deputy Head will be responsible.

The Heights will use certificates and award ceremonies to celebrate the achievement in behaviour and demonstrations of particular values. This will be part of the assembly proceedings along with weekly class assemblies where visitors are brought in and linked to the themes of their current curriculum topic. The following Assembly timetable details how we will use our assembly time to deliver part of our PSHE program as well as re enforce our school ethos. We aim to maximise the opportunity in the first year to use assemblies as a way to develop and build the culture of the school.

Assemblies provide part of our enrichment program allowing students at different stages to participate and build up different skills. For example at Foundation Stage children will be invited to some whole school assemblies as appropriate. Throughout the year they will attend more frequently, building up to full attendance in Term 6. Year 6 pupils will deliver part of the assembly program as they move through this year and have the opportunity to build up their presentation and research skills in preparation for their life beyond the Heights.

Assemblies will also be a key part of where we will celebrate academic and behavioural success in line with our targets. For example, the value award- 2 children will be chosen from each class and awarded a certificate for actively demonstrating the whole school monthly value.

The Headteacher award will be given to those children who have succeeded in work, achieved personal targets for behaviour, concentration etc. Again this gives the chance for the Headteacher to re enforce his/her leadership of the school and embed the values of the school.

3.1 Assembly Timetable

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------|
| Whole school assembly. Linked to monthly whole school value. | Whole school assembly/singing practice. Linked to monthly whole school value. | Key Stage assemblies. Linked to monthly whole school value. | Class assembly/visitors | Whole school reward assembly. Alternate weeks-values award and Headteacher award. |
| Headteacher | Deputy Head | Key Stage Team Leaders | Parents/carers invited to class assembly | Parents/carers invited of those children presented with awards |

D3 –Staffing Structure to Deliver the Planned Curriculum

1.0 Staffing plan

The staffing of the school has been structured to meet the requirements of the school and its pupils as it grows over time. This section will show how the staff will be phased from Reception to Year 6; it is anticipated that the school will be at full capacity in 2020/21. This plan has been designed to meet the phased student admissions profile, outlined at the beginning of section D.

We intend to maintain this number of full time teachers, even if we do not reach full capacity, although we will reduce the hours of teaching assistants, if need be for budgeting purposes.

This section also outlines the structures of our non-teaching staff.

1.1 Teaching projections

Being a two form entry school, with no nursery provision, when we are at full capacity we will have 14 classes, ranging from reception to year 6. We will have one full time teacher per class, who will hold full Qualified Teaching Status (QTS) as we feel this is imperative in order to develop our pupils for secondary school and beyond. Our full teaching profile will therefore be built up as per the following table. For each year group we will appoint one more experienced teacher (MPS4) and one less experienced teacher (MPS3). In 2015/6 and again in 2016/17, our two MPS4 teachers will be appointed to take on the role of Key Stage (KS) 1 and 2 leads; these teachers will receive a Teaching and Learning Responsibility (TLR) allowance. Our KS leads are identified by an asterisk in the table below. In our 80% budget scenario, all of our teachers would be recruited at MPS3 from 2015/6 onwards.

We have also outlined our profile for teaching assistants (TAs) below; we will have one full time TA per class for our reception and year 1 pupils. Years 2 to 6 will have one part time TA per class, working in the morning and focusing on numeracy and literacy. If we are in a position where we do not reach full capacity, we will maintain the same number of teachers but they will be reduced to 0.8 and 0.4 full time equivalents.

| Year | 2014/5 | 2015/6 | 2016/7 | 2017/8 | 2018/9 | 2019/20 | 2020/21 |
|-----------------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|
| Reception | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Year 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Year 2 | - | 1* | 2 | 2 | 2 | 2 | 2 |
| Year 3 | 1 | - | 1 | 2 | 2 | 2 | 2 |
| Year 4 | - | 1 | - | 1 | 2 | 2 | 2 |
| Year 5 | - | - | 1* | - | 1 | 2 | 2 |
| Year 6 | - | - | - | 1 | - | 1 | 2 |
| Total teachers | 4 | 6 | 8 | 10 | 11 | 13 | 14 |
| Full time TAs | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| Part time TAs | 1 | 2 | 4 | 6 | 7 | 9 | 10 |
| Total TAs | 4 | 6 | 8 | 10 | 11 | 13 | 14 |

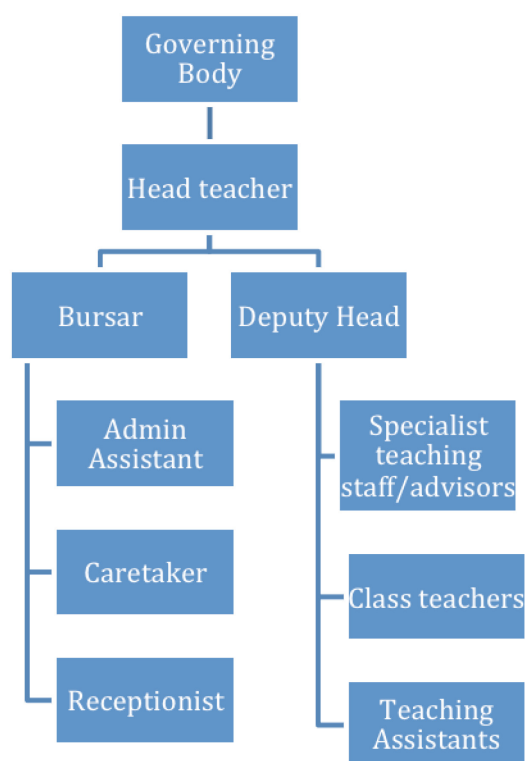
Leadership Team and Support Staff

Our leadership team will consist of our Headteacher and our Deputy. The Headteacher will be recruited at the earliest opportunity, to commence the post at the start of the summer term in 2014. One of the first priorities for the Headteacher will then be to recruit their Deputy Head, to commence in September 2014. As the school does not have a track record or any historic Ofsted reports to attract parents, the experience and reputation of our leadership team will be crucial. We have decided to appoint the team at a fairly high level, with our Head coming in at L25 and the Deputy coming in at an L9 level. Our Headteacher would be the SENCO within The Heights. The Deputy Headteacher would oversee the pastoral system and hold responsibility for the Early Years Foundation Stage (EYFS).

In contrast to a maintained school, The Heights will have a much larger and more complex budget to manage. We therefore intend to appoint a full time Bursar and Admin Assistant from the outset. Along with the Headteacher and Deputy Head, they will form our finance team to ensure effective and prudent budget management. If we do not reach our full capacity, we will look to reduce the hours of the Bursar to 0.8 FTE until 2017/8, when our budget will be stronger due to having less empty cohorts of pupils.

To support the teaching and finance team, we will recruit a full time receptionist and caretaker. Again, if we find that we are under capacity, we will make these roles part time initially (0.5 FTE each). We aim to increase the receptionist role to full time in 2017/8 and the caretaker in 2018/9.

1.3 Structure of Staff in Year 1 – 2014/5:



1.3.1 Teaching structure

The vision for the school in Year 1 of its establishment is that the senior team of a Headteacher and Deputy Head as well as Bursar will have been appointed already to plan and organise the start of the school year. Alongside the governors, they will have been able to appoint the 4 teaching staff (2 in Reception and 2 for Yrs 1 and 3) in order to meet the requirements of the pupils starting in 2014/5. We do not need any specific Key Stage Leads at this stage and the responsibility for this and Early Years Foundation Stage will be managed by our Head and Deputy Headteacher.

From our questionnaire results, there appears to be strong demand from parents to transfer their children from existing local schools into The Heights. In this instance, it is likely that their children attend an alternative local school, which they must travel to by car or bus. Parents with children in these years may have less hesitation to transfer their school place in order to gain a more convenient and economical journey to school each morning for both of their children. It is believed that parents who have a child at school already, but who is in Year 2, may feel less comfortable transferring a child at this stage because they will be taking year 2 SATs tests and therefore it may be more appropriate to leave them until after this year is complete. The same would apply to older children that are approaching their year 6 SATs. We discussed our intention to allow children to transfer into years 1 and 3 with the local Headteachers and this was not seen as an issue. However, there would be concern if we wished to transfer older children as there is conversely a current situation with an excess of primary school places for years 4, 5 and 6.

The finance model and staffing structure has therefore been designed to accommodate provision for older children in a 1 form entry in Years 1 and 3. As these classes may be under capacity for the specific age range, we may use vertical

or mixed age range classes where appropriate to ensure value for money as well as provide a stimulating environment for the children where older children can mentor and share their learning experiences with younger ones and the younger pupils will gain from having others who can guide and mentor them. This may allow us to take in a small number of pupils from other years, if parents request this.

As the budget for the teaching assistants has been allocated to enable each class to have one teaching assistant we believe that no age group will miss out on being challenged or supported where appropriate. Indeed the fact that the Deputy Head has only limited teaching responsibility on their timetable we have greater flexibility to be able to meet the needs of the different range of ages and experiences we may expect in the first year.

There is also a budget under Professional Services to ensure that specialist staff and expertise can be brought in which will also enable cross curricular and cross year learning to take place. This resource will be shared so that pupils do not miss out on accessing a variety of specialist knowledge. Part of our vision is to emulate the good work in this area that schools such as Emmer Green and Caversham Primary undertake by using groups such as Berkshire Maestros and Chinese teaching specialists amongst many other options that a new Headteacher may wish to consider.

Depending on the relationship that may be formed with Highdown Secondary school, there may also be good opportunities to form some positive links with Year 7 pupils so that any Year 5 or 6 student that attends in 2014/5 can gain exposure to life beyond primary school as well as access more challenging teaching concepts.

1.3.2 Back office staff

The importance of the school being able to manage its own budget and plan for the expenditure of large scale work and resources in its first year means that we believe it is important to employ an experienced Bursar to have responsibility of managing and controlling financial decisions within The Heights.

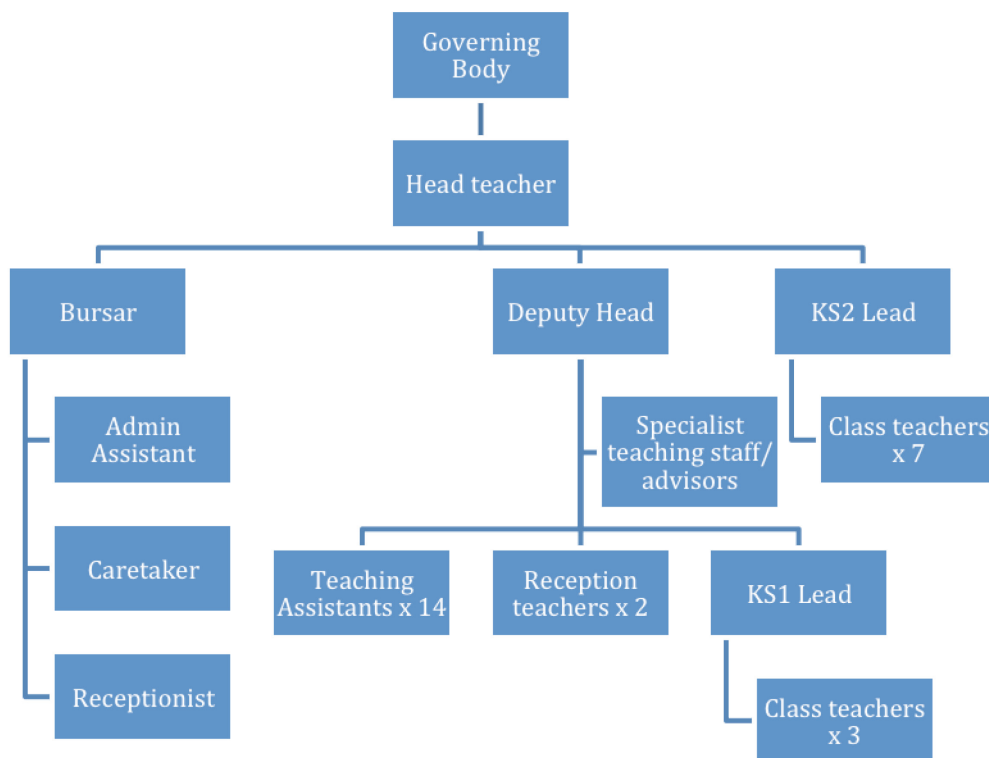
The Bursar will work closely with the Headteacher and Board of Governors, particularly the Finance Committee, which will have the financial expertise to help ensure the vision of the school is aligned to the financial decisions that get made. As the year progresses, we anticipate that more of the financial decisions of the school will be left to the discretion of the Headteacher and Bursar with the governors reviewing the accounts each term.

We believe that the school will be able to function without a full time receptionist until 2017/8. Until this time, there will be less pupils and staff and therefore less demand on the duties of front of 'house'. An experienced full time Admin Assistant with a school background will be recruited from the outset to assist the Leadership and Finance Team in setting up the established procedures and undertake manual /automated processes where necessary.

We have budgeted for a caretaker to work full time from 2014/5, unless we do not reach capacity and they will be part time (0.5 FTE) until 2018/9. As we do not know at this stage where our school will be located, we are unable to confirm the exact role of the caretaker, for instance whether we will be in our new school building or temporary accommodation. We may therefore be in a position to recruit a part time caretaker from the outset but felt it prudent to budget for the full time role at this stage.

1.4 Growth and full capacity:

1.4.1 Teaching structure:



1.5.2 Teaching staff:

The phasing of the teaching staff is in line with the growth of student numbers outlined at the beginning of section D and as per the initial budget. During the build up years, the allocation of teachers to a specific year group may have a degree of flexibility and use shared teaching classes until each specific cohort is at an optimum level where a specific year group teacher can be allocated. The view is to have one experienced teacher (MPS4) and one less experienced teacher (MPS3) working together across each year group. This will help to ensure there are new ideas and methods introduced as well as drawing upon tried and tested methods of successful classroom delivery. This will help deliver value for money without losing best practice of successful teaching practice.

As the school grows and the number of teachers grows, it is important that the responsibilities amongst the staff are clear. During the build up years our Deputy head will have the responsibility for the Early Years Foundation Stage (EYFS) and Key Stage 1. The Headteacher will have responsibility for Key Stage 2. As our pupils reach years 2 and 5, we will appoint an experienced teacher (MPS4) who will respectively have responsibility for Key Stage 1 and 2; these staff will have their own classes. The Deputy Head will line manage the two EYFS teachers and the Key Stage 1 Lead, who in turn will manage the three remaining year 1 and 3 teachers. The Headteacher will line manage the Key Stage 2 Lead, who will then manage seven remaining year 3 to 6 class teachers. It will be the Key Stage Leads and the Deputy for EYFS, to ensure that all relevant targets are being met.

We believe that in the first year and build up years it is important to have the Deputy Head managing the majority of the teaching and learning of the school while the Head can take an overview role of managing the performance overall and ensuring the transition of the school from a new project to an established community school. We have put together a summary of key decisions and how they will change for the Head, Deputy Head and bursar at these stages of the school.

Although all of our teaching assistants are being line managed by the Deputy Headteacher, the day-to-day management will be carried out by the relevant classroom teachers. It may be appropriate in future to bring in a second Deputy Head,

and split the responsibility for each key stage fully, i.e. one deputy to directly line manage the KS1 Lead and the teaching assistants for reception to year 2 and the second deputy to manage the KS2 Lead and the teaching assistants for years 3 to 6. Some of these decisions will be dependent upon the experience of the teachers, assistants and senior team themselves. We recognise that the style and strength of the Headteacher will play a part in the reality of how the school may be best managed in its operating state.

The teaching staff will be affordable because it will be dependent on the number of pupils that apply and are accepted to the school. Our model has been costed and is affordable both if we reach full capacity and if we only meet 80% of our expected pupil intake. The structure of the management of the staff should ensure the vision is followed by having the Head and Deputy Head each responsible for the Key stage 2 and Key stage 1 leaders, respectively. Our leadership team will have full awareness of the performance of the pupils at each stage and can monitor targets to ensure the school achieves outstanding educational performance.

The specialist staff budget is contained within the budget under Learning Resources and Professional Services (curriculum). An area we may need to focus on in particular is the IT staffing and ensuring that there is sufficient expertise within the teaching staff to meet the needs of the individual pupils. IT support will be paid for from this budget and this may allow us to employ a part time member of staff to permanently help ensure full and effective access to IT facilities.

1.5.2 Back Office staff

The main change in the Back office staff will be the duties performed by the Bursar as the school becomes established and the addition of a receptionist. As the school grows we envisage that the bursar will take a less hands on role in the inputting of data and financial administration to enable them to monitor performance and advise on financial decisions; this work will be taken on by the Admin Assistant. The Bursar will also manage the school site and be the line manager for the caretaker as well as receptionist and Admin Assistant. They will work closely with the Headteacher in the build up years to ensure funds are available to purchase required resources and staff at the appropriate time. The requirement for a receptionist from the outset will be to help process and manage the arrival and departure of the growing number of students and their parents. The requirement for accurate attendance records is needed and with a higher number of pupils we will need more resource to fulfil that statutory requirement. Additionally ensuring that school lunches are managed and administered for all pupils will be a role that the receptionist will complete.

2.0 Role and Responsibilities of Key decision makers in Year 1 and beyond:

2.1 The Role of Headteacher in Year 1:

| Year 1 | Role | Responsibilities |
|-------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Headteacher | To provide the direction of the Heights by articulating clearly to key stakeholders its vision and aims. | Meeting with stakeholders regularly to align the vision to the day to day running of the school. Ensuring the vision and aims are articulated to staff and students and runs central to the set up of all activities. |
| | To ensure high quality education can be delivered | To recruit the best teachers for the school and induct them effectively in |

| | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>through ensuring the school is properly resourced.</p> <p>To create an effective management structure within the school and ensure all lines of responsibility are clearly drawn up.</p> | <p>line with the school ethos.</p> <p>To ensure all classrooms and teaching areas are resourced fully to provide the best quality of education within the budget.</p> <p>To ensure all back office and support areas of the school are adequately resourced to provide a safe comfortable and motivating place to work.</p> <p>Meet with governors to ensure lines of responsibility are clearly defined and understood.</p> <p>To ensure all members of staff know how they fit into the organization and are comfortable with lines of authority.</p> <p>To ensure all staff have an appropriate handbook detailing their terms and conditions and is in line with colleagues in other schools. To establish the procedures for dealing with the pay and welfare of all members of staff.</p> <p>To ensure that all health and safety practices are drawn up so all staff know from day 1 of opening how to respond in cases of emergency and how to ensure child welfare is upheld.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2.3.1 The role of deputy head in Year 1:

| Year 1: | Role: | Responsibilities: |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>To support the Headteacher in key decision making activities and assist in delivery of vision and aims of the school.</p> <p>To ensure effective recruitment, management and monitoring of all teaching staff.</p> | <p>Preparing policy documentation and other communication which reflects the values of the school as and when required.</p> <p>To deliver assemblies and present at whole school events ensuring the ethos of the school is accurately reflected in the style.</p> <p>To assist with interviews/selection procedures of members of staff and ensure all existing staff are correctly inducted.</p> |

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| | <p>To have responsibility for the day to day functioning of the school and to ensure all legal responsibilities are managed.</p> | <p>Monitor the performance and welfare of teaching staff by setting up an effective observation schedule. Advising on training needs where appropriate.</p> <p>Ensuring all pupils are registered accurately and absence recorded in line with legal requirements. Ensure all teachers and classes have accurate resources in order to fulfil the aims of each part of the curriculum.</p> |
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The role of the Deputy Head in this first year will primarily be to ensure the operations of the school go ahead smoothly and the primary job of delivering outstanding lessons is able to take place. This means managing the teachers and resources of the school as well as ensuring the systems are in place to cover the legal aspects of recording pupil details on the systems. By taking up the day to day management of the school, the Headteacher will be able to focus on the strategic role of building up the school and the transition to the new school site should that be required. The Deputy and Headteacher share responsibility for EYFS and the Key Stages as outlined above.

The roles of the Head and Deputy Head will remain largely the same as the school reaches capacity. However, their attention will transfer from setting up and establishing the school to ensuring continuous performance of pupil standards, as outlined in section D5. Their focus will be on retaining and developing an experienced and motivated staff profile and embracing new teaching methods to ensure the vision is met and exceeded in future years.

2.4.1 The role of the Bursar in Year 1 and beyond:

The Bursar will have the role of setting up the necessary systems and administration of the school very quickly. This will therefore require an experienced bursar who will be able to understand the school requirements and fit these against the required procedures of any school office. The person will need to be able to work very well with the Headteacher and the governor responsible for assisting with the Finances of the school. The bursar will need to structure their time to be able to manage the day to day finances and administration of the school as well as being able to look ahead and consider the future plans and decisions and how these need to be financed.

They will also be responsible for assisting to recruit an administrative assistant, receptionist and a caretaker. Site management experience will be extremely useful as the initial site and school building project will need specific consideration of security and health and safety.

Once the school is up and running it will be expected that the role of the Bursar will take on the role of any other finance manager in a Primary school. They will be supported by a full time admin assistant with additional support from part time receptionist and/ or secretary role. Additionally we would hope that a governor who is interested in supporting the Financial role and running of the school will have built up a sound understanding of the school as an operation and can provide help, guidance and audits to help the bursar focus on the key requirements of the role.

D4 – Strategy for ensuring that the needs of pupils with differing abilities are met

| Type of Need and description of these | Estimated % of total student population (based on the Caversham Ward data from RBC) | Strategies to support these needs | Outcomes – What we expect the results of the strategies to look like. |
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| <p>SEN without Statement i.e. School Action <i>When a class or subject teacher identify that a child has special educational needs they provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum offer. An IEP is usually devised.</i></p> <p>School Action Plus <i>When the class or subject teacher and the SENCO are provided with advice and support from outside agencies so that additional interventions and strategies</i></p> | 4.08% | <p>It is important to note that class teachers as part of their job will be monitoring and differentiating for the students in their class on a daily basis and that it is only when these methods don't work fully, and therefore the child is not making suitable progress, that School Action/School Action Plus intervention will happen.</p> <p>School Action</p> <ul style="list-style-type: none"> • Classroom teachers will be the first point of contact should suspicion arise a child may have a SEN. • They will speak to SENCO and the parents. The SENCO will then arrange to look at the child's assessment data, observe the child in lessons and speak to the parents in more detail. • In some cases, outside organisations may also be involved in the child's education and will therefore be | <ul style="list-style-type: none"> • If by identifying early on that a child has a SEN and that they are not coping in the classroom environment with a usual amount of differentiation, then an IEP can ensure that the child still access the curriculum. • The child will feel happier and more motivated to work and will have better self-esteem. • Well informed teaching staff and a SENCO who is constantly reviewing and recording data concerning these students. • Happy and content parents who are assured their child is making progress at school. |

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| <p><i>to those for School Action can be implemented.</i></p> | | <p>approached for further information.</p> <ul style="list-style-type: none"> • The SENCO will then lead in identifying the child's strengths and weaknesses and will speak with the child to gain their insight too. • This information will then form an Individual Education Plan (IEP) which the teacher will use to inform planning and teaching. This will only include additional information outside of the usual teaching framework. • Following on from the introduction of the IEP, the teacher will provide different learning materials and/or special equipment, there may be specialist INSET days to further support the child. • There may sometimes be a need an extra adult/LSA/Teaching Assistant to work with the child if this will benefit the student. • This IEP will be reviewed at least every 6 months, preferably once a term to ensure that it is still meeting the needs of the student. <p>School Action Plus – As above and as follows:</p> <ul style="list-style-type: none"> • At a review meeting for the IEP, it may be apparent that School Action is not enough for the student to make progress and access the curriculum | <ul style="list-style-type: none"> • Regular up to date IEPs for each child concerned and reviews carried out on a regular basis. It may be that the level of need is reduced as time goes on. |
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| <p>Social Emotional and Behavioural Difficulties. These could include mental health issues, depression, eating disorders, divorce of parents, death in the family, abuse and other issues.</p> | <p>(i.e. 12% of those students with a statement have SEBD)</p> | <p>carried out as far as possible in the normal classroom setting</p> <ul style="list-style-type: none"> • Students with a Statement are entitled to support from a LSA which will be outlined in their IEP. | |
| <p>EAL English as Additional Language These are pupils who regularly use one or more languages in addition to English. English is not necessarily their first/home language.</p> | <p>8.44%</p> | <p>EAL speakers will have a home language which is not English and therefore each student will vary in terms of how easily they are able to access the language.</p> <p>In the classroom environment, teaching staff will need to ensure they address the following areas to support EAL students:</p> <ol style="list-style-type: none"> 1) Developing spoken and written English <ul style="list-style-type: none"> • Ensure vocabulary covers both technical and everyday language as well as meanings, idioms and metaphors • Use of language in different registers i.e. differences between written and spoken English • Provide a range of reading materials using a variety of language • Ensure there is ample opportunity for spoken activities and that this is used to reinforce the written work • Encourage transfer of knowledge and | <ul style="list-style-type: none"> • EAL students with these interventions will be expected to make progress in all subjects. • EAL students following these strategies in school will be more confident with the language and will be able to access more and more in lessons. • It is not always the case that EAL students will also have SEN. It is only their access to the curriculum which is being blocked, rather than their ability. • If EAL students, however, continue to not make sufficient progress then School Action or maybe School Action Plus may be necessary. |

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| | | <p>skills from language to another.</p> <ul style="list-style-type: none"> • Build on the home languages as well to further support English. <p>2) Ensuring access to the curriculum</p> <ul style="list-style-type: none"> • Use accessible teaching material • Provide learning support through the use of ICT, video/audio materials, readers, visual support materials etc • Use of first language when appropriate <p>3) Providing additional EAL support if necessary</p> <ul style="list-style-type: none"> • Providing bilingual support when necessary e.g. the Young Interpreter's Scheme • Teacher Assistant Support to work with smaller groups, therefore more individual attention • Additional support for those students who are underachieving <p>Source: Willingham Primary School, Sept 2010, EAL Policy</p> | |
| <p>LAC</p> <p><i>Children who are subject to care orders, under a criminal law supervision order and for other reasons are not able to</i></p> | 0% | <ul style="list-style-type: none"> • The SENCO and CPO within the school, likely to be the Headteacher in the first instance will be responsible for LAC. | <ul style="list-style-type: none"> • Regular contact with social services and awareness of the social needs of the children at the school. • CPO, teaching staff and |

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| <p><i>live at home with their parents.</i></p> | | | <p>other support staff to be constantly aware of the signs of abuse and neglect to help identify potential LAC in the future.</p> |
| <p>G&T <i>Top 5-10% of students within the class. According to the DofE, gifted refers to this in curriculum subjects whereas talented is the subjects of music, art and PE. This is a very rigid definition and may be argued. These students will demonstrate a high ability in the subjects they have been recognised in.</i></p> | <p>5- 10%</p> | <p>General</p> <ul style="list-style-type: none"> • Identification record from pre-school passed on to Primary • Discussions with parents and carers to establish where strengths lie • On-going assessment in reception and every year at school to ensure needs are constantly being met • Regular comparison of assessment data to national and LEA data to check sufficient progress is being made • Regular review of G&T student progress by teacher and sufficient differentiation in lessons. • Pupils classed as G&T should also be aware of their own needs and carry out self-assessment. • G&T Co-ordinator to be employed to oversee and monitor teaching in all areas concerning G&T students to ensure they are being challenged and to liaise with outside bodies e.g. the governors and LEA. | <ul style="list-style-type: none"> • Every child that is identified as G&T is stretched and challenged as far as possible • Teachers set suitable homework which allows work to be set at an individual level for the pupils • Classroom activities are taught on a range of levels, to allow the G&T pupils to access some of the higher order thinking skills • G&T students would take leadership roles within the classroom and enjoy extra-curricular opportunities • The G&T register would be monitored on a regular basis allowing movement on and off the register should the needs to the child change. • Sample work from G&T students to be collected to inform progress of these students but also to help with the identification process. |

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| <p>Pupils from a deprived background/FSM</p> <p><i>In England, children are eligible to receive free school meals (FSM) if their parents are in receipt of any of the following benefits:</i></p> <p><i>Income Support</i></p> <p><i>Income-based Job Seekers' Allowance</i></p> <p><i>Income-related Employment and Support Allowance</i></p> <p><i>Support under Part VI of the Immigration and Asylum Act 1999</i></p> <p><i>the Guaranteed element of State Pension Credit</i></p> <p><i>Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs.</i></p> | <p>3.06%</p> | <p>Deprivation, indicated by % of FSM, is a huge factor in underachievement in students. For this reason, the following strategy would need to be employed:</p> <ul style="list-style-type: none"> • Ensure the progress of students on FSM is monitored closely – the gap between FSM and non FSM should be as small as possible. This will be done through assessing NC Levels in subjects as well as teacher input. • Intervene with necessary action if students begin to underachieve e.g. Progress reports, meetings with parents, after school sessions • Ensure that FSM students are aware of all opportunities available to them and that financial support is available in the school for them to experience school trips and other beneficial educational excursions • Teaching staff need to know who they are as they are this group of students is known nationally as underachievers. | <ul style="list-style-type: none"> • All students, regardless of home background, will make the same progress relevant to their ability. • There will not be a noticeable and obvious difference between students who are on FSM and those who are not. If there is, then the classroom teacher/other school staff will intervene with strategies mentioned before. • Motivated students who are given and accept the same responsibilities as everyone else in the school. |
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- Show how you will use ICT, other agencies and partners resources to support the learning and achievement of pupils of varying abilities and needs

| Type of Need | Estimated % of total student population | How we will use and deploy resources including ICT, other agencies and partners resources to support the learning and achievement of pupils of varying abilities and needs |
|--------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SEN without Statement i.e. School Action, School Action Plus | 4.08% | <ul style="list-style-type: none"> • Students with SA or SA+ may receive personal laptops, use of these in assessments, one to one or group attention from a LSA or other adult support apart from their teacher. • Each classroom will be fitted with an Interactive Whiteboard which would allow active teaching for students or all abilities to benefit from • Students may benefit from some expert sessions and/or conversations with outside agencies through web cams and/or online forums • SA and SA+ students will be encouraged to use the ICT equipment e.g. hand held devices and voting systems for example and be an integral part of their use in the classroom. • The use of a data management package such as SIMS would allow information about the SA and SA+ students to be monitored and shared with all staff. • There would be a central secure shared area on the school network for the IEP information and reviews so that all staff have access to these should they have to teach the class. • SA and SA+ students will benefit from some more individual attention from teaching assistants to ensure that they are able to access the curriculum every day. |
| SEN with Statement (included within this % are those children who are considered disabled) | 1.89% | <ul style="list-style-type: none"> • As above for SA and SA+. • In addition, however, students with a statement may need to/wish to use a laptop for some written work, use the online facilities to link up with other outside organisations for their IEP reviews. • The LEA will be able to further support the child with a variety of support networks and provide the parents with grants to allow them to make the child's learning experience more rounded and accessible. |
| | 0.2268% | |

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| Within these students: SEBD | (i.e. 12% of those students with a statement are SEBD) | |
| EAL | 8.44% | <ul style="list-style-type: none"> • As for SA and SA+. • In addition to this, EAL students will use online programmes to develop their English skills such as ICTMagic. • They may be referred to Speech and Language Therapists who will help them to work on their spoken English. • They may have EAL workshops which would be targeted support for those students who perhaps were finding the transition too much. |
| LAC | 0% | <ul style="list-style-type: none"> • As for SA and SA+ – there will be no need to alter the deployment of resources for this group of students except there may be an issue with photographs and use of these in public places. |
| G&T | 10% | <ul style="list-style-type: none"> • G&T students will be able to access a range of ICT resources and will take the lead in ensuring that other groups of students benefit too. They would maybe benefit from being an online mentor to other students in the school, set up an e-buddies link with students in Year 7 at secondary school (to bridge the gap between primary and secondary school) |
| Pupils from a deprived background/FSM | 3.06% | <ul style="list-style-type: none"> • As for SA and SA+ – there will be no need to alter the deployment of resources for this group of students except there may be an issue with photographs and use of these in public places. |

The Special Education Needs Code of Practice will form the core of The Heights Primary's SEND Policy. The students at The Heights Primary will be taught in an inclusive environment with students who are EAL, G&T, on FSM, School Action, School Action Plus and those with a statement being taught in the same class.

As highlighted in the table above, there will be strategies and eventually policies that ensure each group of students is able to access the curriculum whatever their need. The school will monitor and ensure that class teachers differentiate their lessons in the first instance, but that if it is apparent that students are not making enough progress, the School Action route is followed and then School Action Plus and so on.

The students will be taught primarily by one class teacher with the help of Teaching Assistants (TAs) and Learning Support Assistants (LSAs) if there are students with statements. There will be mixed ability teaching, with obvious differentiation for those students who require it, as well as group work which could have a more ability centred approach. As is the case for School Action, School Action Plus, Statements and IEPs, parental involvement will be central and their support will be at the heart of the SEND policy.

Students that require an IEP will have one which is tailored to their needs following on from a meeting with the SENCO, teaching staff, parents and any other outside agencies, and that the class teacher and any TAs, LSAs are fully aware of when and how to use the strategies recorded. Regular review and recording of these strategies will ensure that the student's progress and development is properly monitored should they need further intervention.

TAs and LSAs will be trained and have taken part in INSET days to increase their knowledge of the needs of their particular students, for example Behaviour Training, Autistic Spectrum Training. They will also be encouraged to share ideas, discuss strategies for dealing with students and work alongside the teacher to create a positive, united front in the classroom.

Students at The Heights Primary would be encouraged to work with students of differing abilities, in both traditional classroom and non-traditional activities. Team building activities and outdoor pursuits would form part of the curriculum whereby every student at the school will be valued and respected and feel important in some area within the context of school life. There may be a celebration wall to show the positive attributes students have and one main role of the class teacher's will be to create a cohesive environment that the students feel safe and secure in.

As mentioned in the previous tables, the class teacher, along with the relevant co-ordinator (SEND, G&T, EAL etc), parents and the child themselves will be there to support the learning. On occasion there may be a need for outside agencies to become involved with the education plan, but this would be in conjunction with those individuals named previously.

As in the Caversham Primary School SEN Policy, the Code of Practice has been referred to

throughout the policy, when describing and explaining the approaches to the differing needs and this is the same approach that The Heights Primary would like to take.

- The roles of teaching assistants, classroom teachers and the SENCO

| Member of Staff | Description of their role and how this will support those students with a SEN |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Assistants including LSAs | <p>The TAs and LSAs will be responsible for the following:</p> <ul style="list-style-type: none"> • Working with identified students/groups of students to ensure that they are able to access the curriculum • Working alongside and in collaboration with the class teacher to ensure that the work is differentiated to the right extent • Be suitably trained and knowledgeable in the area of SEN that the students they are working with have • Be an integral part of the IEP review and work with the parents, SENCO and class teacher to suggest new strategies and also to evaluate what worked well for the student <p>The TAs and LSAs will be working with the students with SEN on a daily basis and will see first-hand along with the class teacher. They will build a relationship with the child and be a point of contact they can trust and know will be able to help them in the educational environment.</p> |
| Class teacher | <p>The class teacher will be responsible for the following:</p> <ul style="list-style-type: none"> • Planning and Teaching the curriculum to all students in his/her lesson, using a variety of methods to differentiate depending on SEN needs. • Assessing and monitoring the progress of the students in the class and taking effective action for those who are underachieving. • Referring students who have been identified as having SEN on to the SENCO who will then further assess the child and decide if SA or SA+ will be more effective. • Being part of the review meetings for students who are on SA, SA+ or Statements and sharing, alongside the LSA, their views on the strategies that have worked, those which could be improved. <p>The Classteacher will be, along with the TA or LSA, the first point of contact for most parents and students. Their job is to share concerns about the progress of students in the class and ensure they teach a varied and differentiated curriculum. They will support the students both directly in the classroom environment but also indirectly with discussions with the SENCO and other outside agencies as appropriate.</p> |
| SENCO | <p>As The Heights Primary is aiming to emulate the best practice of other local school, the role of SENCO will be the Headteacher:</p> <p>The SENCO at The Heights will have the following responsibilities:</p> |

- coordinating provision for children with special educational needs and monitoring their integration in the school as a whole.
- liaising with, advising and providing resources for fellow teachers, particularly those whose classes include statemented pupils.
- working closely with Learning Support Assistants, particularly those delivering the Early and Additional Literacy Strategies, those working with statemented pupils and those pupils on School Action and School Action Plus.
- overseeing the records of all children with special educational needs. The school will record the steps taken to meet the needs of individual children. The SENCO keeps a copy of all the individual education plans and any letters and reports from outside agencies. These files are also accessible to the school secretary and Headteacher. Copies of all letters and reports are given to the child's class teacher and their implications discussed with any other teachers or Learning Support Assistants who are working with the child. If the school refers a child for a statutory assessment, the SENCO needs to provide the LA with a detailed record of the school's work with the child including the arrangements they have already made.
- liaising with parents of children with special educational needs, explaining test results, describing help available from educational and voluntary sources and distributing material from the parent partnership service. The SENCO works with the class teacher to give the parents a realistic picture of the severity of those difficulties and offering support and reassurance.
- contributing to the in-service training of staff.
- liaising with external agencies including Reading Borough Council's support and Educational Psychology Services, Health and Social Services and Voluntary Bodies.
- keeping up to date with developments, research and resources for use in special educational needs. This includes attendance at meetings held by Reading Borough Council and relevant professional bodies and charities.
- ensuring that all SEN paperwork is made accessible to the class teachers at the beginning of each academic year and liaising with the SENCOs of early years settings and secondary schools as appropriate.
- providing information to the governors and Senior Management Team so that they can evaluate the way resources are being used and the success of the SEN policy.

The SENCO will support the needs of the students identified as SA, SA+ and ST by reviewing and writing their IEPs and referring their

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| | needs on as and when there is cause to do so. |
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- **The roles of other external agencies**

| Agency | Description of their role and how this will support those students with a SEN |
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| Health Services | Students defined as LAC or with SEBD, as well as those disabled children requiring medical attention will have strong links to the Health Services. They may support through appointments outside of school hours, within school hours and/or in school itself. If a child is absent due to their medical needs because of a SEN, then this agency will become further involved. |
| CAMHS | Children and Adolescents Mental Health Service (CAMHS). If a child is deemed to have SEBD issues, then this will be referred on to CAMHS through the CPO at the school. The student may then be offered counselling sessions, family therapy or be referred on to doctors who may deem medical intervention essential. If a member of staff is concerned about a child, they will refer this to the CPO then external agencies like CAMHS will get involved. |
| Social Services / LAC | Social workers who are responsible for the LAC in the school would need to ensure that they are responding the needs and help required for certain students. As The Heights Primary is very unlikely to have any LAC, this will a group of students who won't need any direct support at the start. |
| Children in Need | A Child in Need is defined as a child who is unlikely to achieve and maintain a reasonable standard of health or development without provision made by the local authority, their health is likely to be significantly impaired with assistance from the local authority or they are disabled. These children will be referred on to Social Services through the CPO at school if there is a concern. |
| LEA | A good Local Education Authority is an active partner with schools. They promote higher educational standards and offer rich and rewarding educational experiences to all children and young people that are valued by their communities. They will play an integral part in ensuring that there is a variety of school trips approved for all students to partake in and that there are equal opportunities. |

The following resources were drawn upon in completing this section:

Special Educational Needs Code of

Practice <https://www.education.gov.uk/publications/eOrderingDownload/DfES%200581%20200MIG2228.pdf>

Caversham Primary School Special Educational Needs Policy

<http://www.cavershamprimary.org/Mainfolder/PDFs/October-2012/Policies/SEN-policy-May-2012.pdf>

Emmer Green Primary School More able and Talented Policy

<http://www.emmergreenprimary.com/wp-content/uploads/2012/08/More-Able-Talented->

[Policy.pdf](#)

Willowbrook Primary School Look after children Policy

<http://www.willowbrook.leicester.sch.uk/School%20Policies/Policy%20for%20Looked%20After%20Children%20Oct%2009.pdf>

Willingham Primary School EAL Policy

<http://www.willingham.cambs.sch.uk/downloads/Policies/EAL%20Policy%20May%202010.pdf>

The Lancashire Grid for Learning-A model school's Special Educational Needs Policy

http://www.lancsngfl.ac.uk/projects/sen/index.php?category_id=180&s=!B121cf29d70ec8a3d54a33343010cc2

D5 – Definitions and measures of success

1.0 Areas of Achievement:

The Heights Primary aims, through its vision, to be an outstanding school with an exemplary teaching and learning performance. The academic targets it has set itself will enable the school to become one which can be graded by OFSTED as outstanding in its 'achievement of pupils'. This is a fundamental part of the vision as the school wants to provide a similar learning environment as the other local schools. We are aware that parents make choices based on the results of test results and OFSTED reports, therefore it is important for the school to retain its credibility as a equitable choice.

Not only do we want to be successful in academic terms, but also in the softer, emotional and spiritual terms that the grounding years of primary education provide. Therefore we aim to show success in how we manage our attendance record such that our attendance rate is at least 92%. We are working with an intake where there is a lot of parental support and therefore we should be able to work with any family where absence is an issue.

2.0 Key Targets:

The hard and soft targets embedded in our vision and the goals behind our curriculum design are re- iterated below. The Heights will aim to follow through on its ethos of 'ASPIRE' by ensuring its targets are in line with like for like schools but also aspirational as the school grows.

We recognise that the targets are ambitious but also are required to set the expectations from the outset as to what we intend to achieve. This school has arisen from the very fact that parents are dissatisfied with the inability to access the good school places on their doorsteps due to the oversubscribed nature of these schools. It seems justifiable therefore to presume that with the support of the local community, local council, parents, and other local schools which the Heights has, the potential for the school is unlimited.

Academic Targets

Foundation Stage:

| Base targets |
|------------------------------------------------------------------------------------|
| <i>Point 6</i> |
| 90% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 100% to achieve Point 6 at the end of FS2 for Personal Social Education |
| 50% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 40% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 75% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 57% to achieve Point 8 at the end of FS2 for Mathematical development |
| Aspirational targets |
| <i>Point 6</i> |
| 100% to achieve Point 6 at the end of FS2 for Communication, Language and Literacy |
| 55% to achieve Point 6 at the end of FS2 for Mathematical development |
| <i>Point 8</i> |
| 50% to achieve Point 8 at the end of FS2 for Communication, Language and Literacy |
| 80% to achieve Point 8 at the end of FS2 for Personal Social Education |
| 65% to achieve Point 8 at the end of FS2 for Mathematical development |

This will be a challenging and appropriate target in the first year in order to ensure our pupils achieve what they may have been able to elsewhere, but it will also take into account the new processes, teachers and systems that may need to be embedded for a couple of years in order to enable teachers to work with Pre schools and understand the way in which they have worked with the pupils.

KS1:

| Base targets |
|-----------------------------------------------------------------|
| 90% achieving Level 2b+ or above for Reading, Writing and Maths |
| 70% achieving Level 3 or above for Reading |
| 30% achieving Level 3 or above for Writing |

| |
|-----------------------------------------------------------------|
| 65% achieving Level 3 or above for Maths |
| Aspirational targets |
| 95% achieving Level 2b+ or above for Reading, Writing and Maths |
| 75% achieving Level 3 or above for Reading |
| 34% achieving Level 3 or above for Writing |
| 70% achieving Level 3 or above for Maths |
| 98% achieving 2 +sub levels in English and Maths |

These tables show the percentage of Year 2 children achieving levels in the Teacher Assessment KS1 SATs in 2012.

A 2b is considered to be average at the End of Key Stage 1.

A Level 3 is considered to be above average at the End of Key Stage 1

These targets are set using the league table information for Emmer Green and Caversham Primary school. We are a school aiming to deliver the best practices and quality of education to the same intake therefore there is no reason why we cannot reach similar targets and more.

KS2:

| Base targets |
|------------------------------------------------------|
| 95% achieving Level 4 or above for English and Maths |
| 40% achieving Level 5 or above for English and Maths |
| 95% achieving 2+ levels of progress in English |
| 95% achieving 2+levels of progress in Maths |
| Aspirational targets |
| 98% achieving 2+ levels in English and Maths |
| 47% achieving Level 5 or above in English and Maths |

The aim of the school in terms of OFSTED performance is also to aim for 'Outstanding'. This will mean ensuring progress at KS2 is pupils improving by 4 sub levels or more and at KS1, by 5 sub levels or more.

An important feature of 'The Heights Primary' will be ensuring that the school can deliver the quality of education that the exemplary schools in the local area have achieved. We recognise that without the trust of the parent that we can provide the same experience and learning progression for their child, a new school will not be popular and indeed will be letting down children who may have been able to achieve more in an existing local school. Therefore, appropriate targets for our school are taken from the achievements of Emmer Green primary school at which covers the same catchment area as our school.

While these targets may be considered ambitious for a new school without the understanding of its pupils, the calibre of staff we seek to employ alongside the enthusiasm and resources of a new school should enable these targets to be reached.

We have had confirmation from the Primary School Network meeting in the local area that a Headteacher for the Heights would be welcome to join the cluster meetings and we would hope that best practice can be shared and strategies explored together to ensure targets for all children are met.

We know from our survey, that many of the pupils who will be applying to the Heights are children with extremely supportive parents, and many of these children also attend excellent Pre school organisations. Therefore we seek to ensure that the good work and experiences of Foundations Stage 1 will be built on. The targets that we propose will ensure the balance of challenge and progression while at the same time allow all pupils to move to Key Stage 1 with sufficient confidence in their basic skills to cope with the expectations at this point.

Clearly these targets will be revised once we have the pupil information and their FS1

profiles. However, this will give the Headteacher and staff a clear idea of the performance expectations for the school. The targets are above the National benchmark in most cases so a new Head will need to be convincing in their interview about the strategies they will seek to employ to meet these targets.

At Key Stage 1 the targets will also be challenging. In the first year we may not have as many pupils in classes therefore it is reasonable to expect that we can achieve these targets if there is a better teacher: student ratio than in other schools. In addition, some of these children may have been moved from already very good schools such as Emmer Green if it will be a more convenient and appropriate journey from home for them. Therefore it is essential that these pupils do not miss out on the potential progress that they could have made in an established school.

2.0 Strategies for success:

2.1 Tracking pupil performance

A key strategy to ensuring pupils achieve their personal targets is to ensure their performance is sufficiently and appropriately monitored. This should ensure that every teacher has an understanding of the needs of each child and can tailor the teaching to the areas where they may need additional help or support.

2.1.1 Assessment

Assessing pupil progress (APP) via the use of a specific tracking program explained to teachers in the induction period should allow each teacher to accurately record how each child is progressing in each of the key areas of their learning for a particular key stage. This information will be an online tool so that Teaching Assistants through to the Headteacher will be able to know the progress of each child in the school. Formal assessments will be made each term to capture the current performance of each child. As there will be more than one class in each year, moderation meetings will be set up prior to the termly assessments to ensure that standards are consistent.

2.1.2 Observations

The use of observing pupils in particular at FS2 will help teachers to become informed of the personal and social development of the child. These observations will be a formal part of the assessment progress and will inform teachers how each child may be fitting in to the school and the way in which they prefer to learn. Teaching Assistants in particular will be extremely useful at completing these observations. The aim would be that these would be very positive records of the pupils performance.

2.2.0 Monitoring Teaching and Learning

While the Heights will seek to ensure the best calibre staff are recruited who will have good track records and be familiar with delivering good and outstanding lessons, it is vital that the Headteacher and governors are confident in their staff and their ability to push the pupils to their potential. Therefore a variety of strategies will be used to monitor the quality of the teaching and learning in the school.

2.2.1 Lesson observations

Regular teaching observations will take place during the year. In particular the Head will use the 'TMV' approach 'Ten-Twenty minute visits' to classrooms as an informal way of monitoring classroom behaviour and performance. The Monitoring timetable detailed below should ensure there are sufficient observations which take place without staff feeling under pressure of having visitors to their classroom too often. We will encourage an 'open door' policy for teachers to use which will allow all teachers to visit other lessons where possible

and the sharing of best practice.

2.2.2 Work Scrutiny

By taking in a variety of different books and homework exercises periodically for each class, it will help to inform the senior staff how the learning of each child is being supported outside of the classroom. Again, this will be structured to balance the importance of self evaluation as a school as well as aiming to give the teachers a certain amount of freedom and flexibility to educate their children as they deem appropriate in terms of the projects or tasks they wish to set children outside of their class.

2.2.3 Paired Teaching

As the plan with our recruitment policy is to recruit 1 more experienced teacher and 1 NQT for each year, it makes sense to use Paired teaching arrangements where possible to draw upon the best practice and expertise of a particular teacher for specific topics. This will help to support teachers as well as re enforce a feeling of a school where the staff aim to help each other to improve as much as possible.

2.2.4 Teacher Training

We will ensure that teachers receive the necessary teaching via INSET or external providers where appropriate. As there are new initiatives that will arise in teaching, we wish to ensure that our staff are at the forefront of any changes to the curriculum and primary teaching that will prove advantageous to our pupils. Therefore, the budget will be in place to make sure teachers at the Heights are given the same support as those in any other school. The use of staff INSET will be planned carefully by the Head prior to the beginning of the school year to ensure that general policies are changes which affect all members of staff are delivered to all the staff as appropriate.

2.3.0 Additional Support to complement progress

We understand that the area in which we are looking to set up the Heights, there is a lot of added value to children's performance which comes from the extra support and activities that the school provides to ensure successful teaching and learning outside the normal school hours and environment. We aim to promote virtual learning environments that encourage parental involvement not only with elements such as topic lists and homework but allow communication access with their children's teachers. Through an open-door policy, communication through homework diaries, target sharing, VLEs and formal reports we will support parents efforts to support their child's learning outside school.

2.3.1 Experts and Specialist teaching

As already mentioned in D2, a variety of 'experts' will be introduced to deliver parts of the curriculum as appropriate. We will monitor the success of these experts and specialists each year by using some observation as well as work scrutiny. We will also listen to what the pupils say about these kinds of experiences to ensure they are enjoying the learning that is taking place. By using the cluster meetings, the Headteacher will also be able to identify any successful initiatives that other schools have used and have proved successful to use for our pupils also.

2.3.2 SEN and G&T identification

Children who are not making sufficient progress are quickly identified and are placed on intervention programmes, such as ALS or ELS, and those identified as having special educational needs are given either a provision map or individual education plan linked to the stage they are on the code of practice. The progress of these children will be closely

monitored. (See section D5 on Monitoring Progress)

2.3.3 Reporting to parents

The aim of the Heights will be to actively engage with parents using a variety of methods: There will be three parents evening per year for every class with a formal report at the end of the year. Termly newsletters will be produced by each teacher to inform parents of the activities and projects their child has been involved in as well as gain an understanding of the learning focus for that particular term. The use of homework diaries with specific projects or tasks that will involve parents should also mean parents will understand what their child is learning and experiencing.

After the initial year we also will look to set up a variety of workshops for those parents that might be interested to learn about areas such as 'Phonics', Numeracy etc. We believe that in a new primary school with the vision of having a big role in the community, our parents will enjoy taking an active part of the life of the school.

We also aim by Year 2 to have set up an effective Virtual Learning Environment which will provide the bulk of the communication and information to parents. As we are seeking to be as 'environmental' as possible we would like to use IT as a way of informing parents and carers of a variety of different messages about the school and their child.

3.0 Recording and Monitoring Success

The following Progress table and monitoring and tracking systems, strategy for intervention

3.1 Monitoring and Evaluating schedule:

We have used the following schedule from 'Woodlands Junior School' in Kent. This is an outstanding school and we would look to use this as an outline for our monitoring of success:

Monitoring and Evaluation Policy

1 Introduction

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support selfevaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

2 Monitoring and Evaluation framework

2.1 Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year.

2.2 We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

2.3 A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

3 Roles and Responsibilities

3.1 Senior Leadership Team

To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Woodlands Junior School to develop and improve;

To identify areas that need to be monitored;

To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;

To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);

To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;

Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;

Ensure that pupil performance data is collected, analysed and used to inform target setting.

3.2 Subject Leaders

Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;

Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

3.3 The Governing Body

Agree, in consultation with the Headteacher, the areas which need to be monitored and evaluated;

Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;

Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;

Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance;

Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Timetable for performance monitoring:

| Term | Monitoring | Person responsible |
|------|------------------------------------------------------------------------------|----------------------------------|
| 1 | Medium Term | Head/Deputy Head |
| | Weekly Planning | Subject leader |
| | Ten/Twenty minute visits | Headteacher |
| | Pupil Progress review | Inclusion leader/subject manager |
| 2 | Weekly Planning (termly release) | Subject leaders |
| | Work sampling, Pupil talks, writing books and homework planners | Headteacher/Deputy Head |
| | Observations of literacy | Headteacher/Deputy Head |
| 3 | Medium term planning | Head/Deputy Head |
| | Work sampling, Pupil talks, writing books and homework planners: Mathematics | Subject leader |
| | Lesson Observations Performance Management/Mid Year Review Meeting | Performance management reviews |
| 4 | Weekly planning | Head/Deputy Head |
| | Teaching Assistant observations | Performance management reviewers |
| | Pupil Progress reviews | Head/Deputy Head |
| | Paired teaching | Ongoing reviews |
| | G&T monitoring | Subject leader/Deputy Head |

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 5 | Medium term planning Work scrutiny (pupil talks on specific subjects) Agreement trialling (writing levels) | Head/Deputy Head Head/Deputy Head Head/Deputy Head |
| 6 | Weekly planning Ten/twenty minute visits Work scrutiny (subject focus) Pupil progress meetings Question level analysis of SATs data | Subject leaders Head/Deputy Head Subject leaders Head/Deputy Head Head/Deputy Head |

In order for monitoring to impact on learning and teaching, written feedback should be incorporated and where appropriate, targets set. Any actions and targets need to be reviewed to ensure appropriate progress. This is evidence for SEF as well as Performance Management and information for the Governors' report. We expect that the Governors of The Heights primary will take an active role in the monitoring and reviewing of the school and its performance.

Performance Tracker: Data

We will also set up a system to ensure that the data that is gathered on the students is appropriate. This will use information gathered regularly to inform the head and governor about the performance of the pupils and will take the form of the following model from Wiltshire council:

Data entry

Data will be recorded for each child 3 times a year. In exceptional circumstances, a school may need to enter data more regularly. **The reliability of any data in terms of drawing conclusions is only as good as the quality of the data inputted.** The data entered, is of good quality, if it is based on a range of evidence. Examples of good evidence may include testing, notes from observations/discussions, video evidence or notes on teachers planning. **It is also only robust if the school has regular moderation in place.** Moderation has been considered as part of the way in which teachers will work together across year groups.

It will be useful for the school to work with pre schools and secondary schools, particularly where children transfer at the end of the Key Stage. Ideally evidence of children's learning will be reviewed every 12 weeks and entered in late November, March and June.

Pupils' progress at different rates and governors should not expect to see a straight line on a graph. Within KS1, a school leader should expect at least 2 sub levels over the year. (This maybe expressed as 4 points) At KS2, 6 sub levels or 12 points between the end of Y2 and the end of Y6. Over the 4 years, this divides into 3 points a year and therefore over the 3 'old' terms in a year, it is mathematical to expect 1 point. However, when assessment evidence is gathered and the effects of moving classes are considered it is usual that progress increases as the year progresses. Many schools enter assessment data in October when you wouldn't expect to see a sub level of progress.

4. Accountability and performance management

From the outset the school will have a culture of review and reflection to inform and improve its performance as a whole. The advantage of having 'outstanding' primary schools within the same area will mean the Heights will not become complacent and not question how it is performing from its first day of opening onwards. Indeed, it is more likely that the school will get a lot of focus and attention from its governors, parents and other educational organisations such that many decisions will be questioned. We aim to take the best practice of many existing providers already but we will also understand that our school and our pupils will be different and therefore different strategies will need to be implemented each year to ensure the appropriate methods are used for each year group.

The table above in section 3 outlines the program we will use to ensure that a system of monitoring and self review is embedded in to the practices of the school.

The teacher will instil a culture in their classroom of discussing targets with their pupils, assessing their performance and reviewing together with a view to determining areas to improve and build on. In a similar way, teachers will be reviewed by each other and their line manager. This culture of regular review and monitoring alongside open discussions and approachability should help both hard targets to be calculated and measured as well as softer targets such as 'happiness' in the school to be assessed. Pupil talks as well as the 'TMVs' will enable both sets of targets to be assessed in terms of the quality of the teaching that is regularly being seen and this will provide an opportunity for the Headteacher to ask pupils about their enjoyment of school life and perspective on their environment.

Governors will play an active role in supporting the ongoing improvement of the school and its achievements. The different governors will have different areas of expertise and will be given specific areas of the school upon which to focus. It is important that the governors challenge the Head regularly about the key measures and targets of the school so that they can focus their efforts on areas which need greatest support. There will be a governor who will be accountable for the soft targets and making sure the survey of parents is carried out and analysed in detail. This will entail having specific focuses each term to monitor behaviour as well as learning. For example one term the governor may choose to focus on the playground and how children interact with each other. This will determine how well the pupils play together and whether they behave well as well as assess if some of the values of respect are demonstrated.

A different governor will also have responsibility for carrying out a mini inspection following completion of the SEF by the Head each year to ensure the school is aware of its weaknesses and can identify ways to improve them if, indeed, this is the case.

5. Reporting success

Formal reports:

Pupil performance:

There will be one full report that will be given to parents each year which will inform them about how their child is performing. This will detail the current level they are working at as well as their potential level. Strategies to allow the child to meet their potential or continue to succeed or exceed will be detailed. Alongside these strategies will be comments about behaviour and attendance.

School performance:

Each year the school will complete a Self Evaluation Report. This will formally and constructively review the performance of the school in each of the different areas. This report will be available to review by parents or other stakeholders should they wish to see it.

Key results such as SATS will be published on the website.

Target setting and Review:

Pupils:

Each term as part of the monitoring and tracking of progress, pupils will discuss with their teacher their targets and performance. This will be on an informal basis but will allow both parties to identify any major concerns.

Staff:

Each term, members of staff will meet with their line manager to set and agree aspirational targets for their pupils. When it is the member staffs Performance Review, this meeting can be used as an opportunity to set themselves a target to achieve also. The performance will be reviewed in the following term and any intervention strategy that is required can be discussed and put in place. If there is additional training that is required this can also be arranged with the line manager. This may take the form of external INSET or internal observations. If pupils are struggling to reach their targets such and are not achieving 2 or more sub levels then immediate action will be required. This may involve shared teaching and assistance given with lesson planning to ensure the most effective strategies can be delivered. These meetings will be documented and linked back to performance management targets.

Reporting to the Educational Commissioner:

We envisage this will take the form of an annual report that will include the following:

- Academic results against targets
- Relevant sections of our Self Evaluation Report
- Ofsted report as applicable
- Parent satisfaction survey results
- Pupil well-being survey results
- Financial review against projections
- Conclusions and summary of the year

- Aims and targets for the coming year

D6: Admissions

The Heights Primary, as an Academy, is by law required to comply with the School Admissions Code and the law relating to admissions. It is the responsibility of the Governing Body that the admissions arrangements of The Heights Primary are compliant with this code.

Planned admission number (PAN)

In our first operating year we are planning for transfers into the Heights at appropriate transitional points i.e. year 1 and year 3. For the second year and subsequent years, the maximum number of new admissions will be 50 into the reception class.

| Year | 2014/15 | 2015/16 | Subsequent years |
|-------------|----------------|----------------|-------------------------|
| Reception | 50 | 50 | 50 |
| 1 - Infants | 25 | 0 | 0 |
| 2 - Infants | 0 | 0 | 0 |
| 3 - Juniors | 25 | 0 | 0 |
| 4 - Juniors | 0 | 0 | 0 |
| 5 - Juniors | 0 | 0 | 0 |
| 6 - Juniors | 0 | 0 | 0 |

Justification of PAN

As outlined in our vision, we aim to maintain a low pupil to teacher ratio, with classes of no more than 25 students. This has been reflected in our pupil number input. When discussing our admissions phasing, it seemed appropriate to open in 2014 with a full cohort of reception children (2 x 25) and a single class of years 1 (1 x 25) and 3 (1 x 25), totalling 100 children. These older classes would involve children transferring from the existing neighbouring schools, likely to be those schools that have taken on a 'bulge' class to resolve the over-capacity in those years. Coupled with evidence gathered from prospective parents (see Table 1, Section E) there is significant demand for covering these years which supports our planned PAN. Although unorthodox to transfer children at these stages, having taken appropriate advice the consensus was that transferring children into years 1 and 3 would not impact adversely on their education, e.g. they are not SAT years and would assist local families with more than one child. We discussed these plans at the Caversham and Emmer Green Headteachers cluster meeting on 21st November 2012 and this was not seen as an issue, providing we did not transfer beyond year 4, as there is currently an excess of places locally in years 4, 5 and 6.

Oversubscription Criteria

Children with a Special Educational Needs statement that names The Heights Primary School are to be allocated a place above all other applicants.

The remaining places are allocated in the category order set out below:

- i. Looked after children
- ii. Children whose permanent home address in the designated area of the school and who have siblings who are attending the school and are still attending the school when the younger sibling is due to take up their place
- iii. Children whose permanent home address is in the designated area of the school
- iv. Children whose permanent address is not in the designated area but who have siblings who are attending the school and are still attending the school when the younger sibling is due to take up their place
- v. Children with strong medical grounds for admission
- vi. Children with strong social grounds for admission
- vii. Other children

Justification of the admissions policy and oversubscription criteria

Several of the specific aims stated in the vision for The Heights Primary have directly informed the admission policy which in turn we hope will contribute to achieving our vision.

Aim

- To provide an inspirational mainstream primary school for local children within walking distance of the Caversham Heights and Mapledurham area.
- To nurture and support academic, social, moral, intellectual, emotional and physical development.
- To provide a safe, accessible and healthy environment in which young minds can develop.

Bearing

The Heights will be local to its pupils, with most choosing to walk. The priority of catchment area is evident in the oversubscription criteria.

This aim stretches beyond what happens in the school to how that will support what happens outside of school. A pro-sibling admission policy as well as a clear local designated area will support families, links between families and children's out of school social lives.

Individual pupil safety is increased when fewer cars are used in bringing children to school. When the norm becomes walking and cycling to school, the health benefits will spread.

Explanation of terms used in the oversubscription criteria

Looked after children-Children in the care of a local authority and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order) immediately after they had been looked after.

Home address-by home address, we mean the child's home address. This is the child's home address at the time of making the application for a place at The Heights Primary. This is regarded as being where the child spends the majority of the school week from Sunday night to Thursday night. In cases where the child has a split residence arrangement

between the homes of two parents, the home will be where the child sleeps for most of the nights between Sunday and Thursday. Temporary addresses cannot be used to obtain a school place whilst retaining a previous permanent home address within Reading unless evidence is produced to show that this is no longer available to the family.

Supporting evidence will be sought to justify the address used for the application at the discretion of the Governing Body.

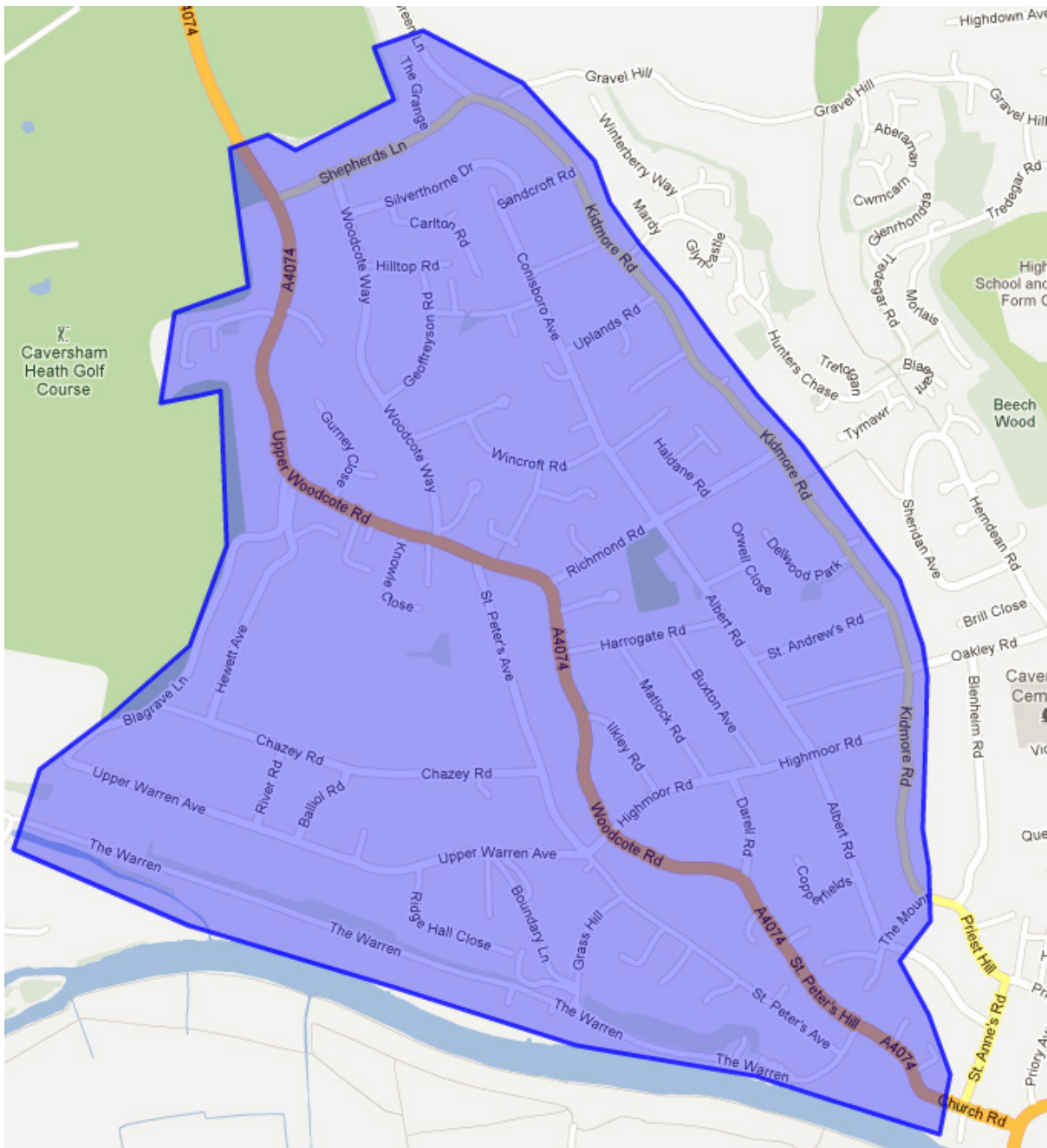
Designated area-The designated area (also referred to as 'catchment area') is the geographical area from which children are given priority for admission to The Heights Primary school as part of the oversubscription criteria laid out above. This area is represented on the map below. This means that if there are more applications than places available children living in the designated area will be given priority but it does not guarantee admission to the school. If you move into the designated area after you child has started school elsewhere then admission to the Heights will only be possible if there is a place available in the appropriate year group. Places are not reserved for children living in the designated area therefore to be considered for the Heights when living in the designated area you must list it as one of your preferences.

Siblings-Siblings are children who have either the same mother or father, or they are children that live together in the same family unit and with their parent(s)/carer(s). Siblings must also live at the same address as each other. If they do not live at the same address they are not treated as siblings.

Medical/social grounds-These relate to a child with a chronic medical condition or strong social grounds, where the application must be fully supported by written confirmation from the professional person involved in the case (i.e. social worker, Doctor), stating that the school should be attended for these medical or social reasons and that no other school can meet their needs and the difficulties which would be caused if the child had to attend another school.

Parents/carers-Any person having parental responsibility for a child (as defined in the Children Act 1989) or who has care of a child, including a Local Authority.

Map of designated area:



Tie break and waiting list

If The Heights Primary does not have enough places for all applicants in a particular category, places will be allocated to those living nearest the school. Distance is measured as a straight line between the Ordnance Survey data point for the child's home address and the school.

The Governing Body will retain a waiting list indefinitely, and when a vacancy becomes available, the place will be offered in accordance with The Heights Primary oversubscription criteria.

Appeals

In accordance with the 1998 School Standards and Framework Act as amended by the 2006 Education and Inspections Act, parents/carers have the right to appeal against the decision of the Governing Body in refusing to admit their child. The Governing Body is responsible for arranging/providing for an appeal against refusal of a place at The Heights Primary. The Governing Body of The Heights Primary will set up independent panels to hear appeals.

Admissions process

The proposed timetable for entry in our first operating year

| | |
|---------------------------------|---------------------------------------------------------|
| November 2013 | Distribution of infant/primary school application packs |
| January 2014 | Closing date for applications |
| April 2014 | Offer letters posted to parents |
| Start of May 2014 | Deadline to accept the places at the allocated school |
| Mid May 2014 | Deadline for lodging an appeal |
| April 2014 – August 2014 | Waiting lists in operation |
| June 2014 – August 2014 | Appeals hearings |
| 31 August 2014 | End of Admission round |

D7 – Behaviour management, pupil wellbeing and attendance

1.0 Background to behaviour strategies:

The founders of The Heights Primary School have read through and agree to the following ideas put forward by Southampton University Education Dept:

Effective schools place a high value on positive behaviour and good attendance.

- There is a shared understanding of what constitutes ‘good’ behaviour, and of the factors that promote regular attendance, because these are talked about on a regular basis and are acknowledged and genuinely celebrated in all areas of the school community.
- Teaching of appropriate social and learning behaviours is commonplace.
- There is a behaviour and attendance framework in place which sets out clear expectations and sanctions.
- The emphasis is on belonging and on social responsibility rather than exclusion and externally applied discipline.

The ethos of the Heights is a school where pupils treat each other and their surroundings with respect. The hard and soft targets we have set ourselves will only be achievable if we have sound behaviour policies in place to ensure the right environment is created where pupils will feel happy and enthusiastic for their learning experience.

1. My child is happy at this school.
2. My child feels safe at this school.
3. My child makes good progress at this school.
4. This school makes sure its school pupils are well behaved.

5. This school is well led and managed:
6. Would you recommend this school to other parents:
7. 70% of lessons to be considered to be outstanding in a typical week.

The following strategies show how positive behaviour can directly result in the achievement of our targets in particular target 4:

These principles underpin the behaviour policy:

1.1 Strategies to promote positive behaviour

Whole-school level

- All staff understand and demonstrate the school's core beliefs about behaviour
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies are used to develop children's social, emotional and behavioural skills
- Positive behaviour in corridors, playgrounds, dining room is noted and celebrated
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and cooperation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There are classroom rules, devised through discussion with children, which promote positive social and learning behaviours
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour
- There are systems which allow all children to be 'special' at times
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

These values can be articulated into an effective behaviour policy and we believe that Emmer Green School's Behaviour Policy fits with the values and expectations that we consider important. It can be found at the following site:

<http://www.emmergreenprimary.com/wp-content/uploads/2012/08/Behaviour-and-Discipline-Policy.pdf>

We also believe the following Behaviour charter encapsulates the key values we wish to uphold:

Behaviour Charter

At Emmer Green Primary School we have:

- The right to be educated
- The right to be healthy
- The right to be treated fairly
- The right to be heard
- The right to be safe

Therefore we have the responsibility of:

- Being polite and respectful to adults
- Being kind to other children
- Trying to solve arguments in a calm way
- Respecting things that we own or belong to others
- Acting quietly around school
- Behaving sensibly and safely at playtimes
- Looking after the school and its grounds

We understand that with rights, come responsibilities.

1.3 Rationale for using Emmer Green model of Behaviour policy:

We believe that this policy is an effective policy for encouraging the kind of behaviour we expect in our children. It has a balance which uses lots of praise and reward as well as having a few rules to guide the pupil's behaviour. The ability to provide **outstanding and consistent lessons regularly at the heights** will be underpinned by a workable behaviour policy and charter. The fact that these policies work and have enabled Emmer Green to

achieve an Outstanding award (Nov 2012) proves that pupils from a similar intake benefit from the strategies employed. We believe that it is essential to have robust discipline methods in order to set the standards of expectations for the pupils. If they are learning in an environment where a consistent and a thorough behaviour policy is in place and is upheld around the school pupils will feel safe and secure because the school **ensures its pupils are well behaved**. They will be able to **make good progress** in lessons where the environment is conducive to quality teaching and learning and there is a celebration of success. The fact that the Headteacher will be responsible for monitoring the behaviour policy and ensure all children/parents sign up to this, will instil the culture of a school **well led and managed** from the top. This is important to reinforce the hierarchy of different stages in managing the behaviour and discipline of the children.

We do recognise that a Headteacher of the Heights may have their own way of wishing to articulate this sentiment so we will reserve a degree of flexibility for their views. There is some discussion to be had behind the focus on rules as with Emmer Green versus the rights and responsibilities which are highlighted in the charter.

We also have to consider the impact that the behaviour policy has on our students at different key stages. For example, at EYFS, teachers will have more emphasis on learning routines and listening to others while at KS1 this will develop in to teaching pupils how to develop skills to compromise with others. At KS2 the focus will be more on learning to work with different kinds of people and understanding why the rules and rights are important for day-to-day life. These ways of working will be reinforced by the values pupils will learn about in assemblies and PSHE. Key stage leaders will take responsibility for planning the PSHE/Values curriculum and what topic should be covered when. This will mean that topics such as co-operation and sharing can be a focus when preparing for Xmas plays. This will also provide an opportunity for evidence of achievement and improvement in such areas to be celebrated in assemblies across the school after the events. D5 details the use of assemblies and values to teach these ideas.

2.0 Attendance policy:

The DfEs have put together the following statements about how to promote attendance in school at different levels and we will use these ideals to support our attendance policy:

2.1 Promoting regular attendance

Whole-school level

- All staff are clear about their role in promoting attendance and feel confident in this role
- Parents/carers and children are encouraged to understand the importance of attendance and punctuality for successful learning, and this issue is regularly addressed through newsletters, parents' evenings, assemblies and work in class
- A range of strategies is used to promote good attendance, at the individual, class and whole-school level. These strategies will include, for example, phone calls made to home on the first day of any unexplained absence and incentive schemes for attendance (at individual, class and school level). They might also include breakfast clubs, parenting groups and small-group work with children
- A system is in place to ensure that attendance data is accurate and is regularly analysed
- The school regularly and consistently challenges reasons for non-attendance and where appropriate does not authorise the absence
- There are clear, consistently used systems for pursuing questionable absences

Individual child level

- Systems are in place for noticing and celebrating good or improved attendance
- Systems are in place for identifying individuals with poor or unusual attendance patterns
- All children with poor or unexpected attendance patterns are offered an opportunity to discuss any difficulties they may be having in or out of school
- Children are aware of what they miss if they are absent from school and are encouraged to catch up with their work
- Potential academic and social needs are explored and mechanisms to address these are put in place where appropriate
- Parents/carers are routinely contacted in cases of poor attendance and steps are taken to build positive relationships with, and to support, particularly hard-to-reach families
- Effective links with a number of agencies ensure that a 'joined-up' approach is used to plan and implement appropriate intervention with individuals or groups experiencing attendance difficulties
- A system is in place to ensure that children who have been absent from school for extended periods are the subject of a reintegration plan drawn up with all the necessary agencies

© Crown copyright 2003 DfES 0759-2003 Developing and reviewing your whole-school behaviour and attendance policy
Primary National Strategy

2.2 The Heights view:

As attendance is a legal requirement and a requirement which we will aim to manage and administer as well as possible, it is sensible to use common attendance policies which have been written for new schools as well as those that are in existence already in schools such as Emmer Green Primary where attendance is not a major problem. Below are examples of policies which we will use:

2.3 Hackney Learning Trust: Attendance policy

A model version of the Attendance policy can be found here:

http://www.learningtrust.co.uk/schools/important_information/schools_attendance.aspx

Rationale behind the Attendance Policy:

Our targets are set with the aim of creating an environment where children at the Heights enjoy their time at school and have an enthusiasm for learning. Therefore we believe a 92% attendance policy is very achievable. Parents of our proposed intake have shown commitment to ensuring children attend primary school regularly considering attendance figures from Emmer Green and Caversham Primary. We interpret this as meaning parents actively support their child's access to education.

The policy above outlines a rational and sensible way to manage PAs and we believe that

working as much as we can with the family, possibly using a mentor where required, the situation will be managed respectfully in a manner which will encourage the child to re-engage with school and learning.

3.0 Pastoral care and Anti bullying policy:

3.1 Pastoral care:

The Heights will ensure that it will look after the welfare of each of its pupils and this responsibility lies ultimately with the Headteacher. S/He will ensure that the school is a safe and healthy place to learn. By ensuring that the behaviour policy is in place and is upheld by all teaching staff, children should learn to treat everyone in the school with respect.

By having a culture which encourages openness and honesty as well as a sense of community, we aim to show children how to work through any differences they may have in a calm and considered way. By encouraging children to take part in after school clubs and by having mixed age groups for thematic cross curricular days, the children will develop skills to be able to work with others in different situations.

3.2 Anti-bullying Policy:

Again, using a tried and tested policy makes more sense for the welfare of our pupils than taking a risk in this area likewise using a policy that has worked for children similar to those we will expect to see in our school. Emmer Green policy for bullying fits with the other policies we will use for behaviour and therefore it makes sense to have all of these working towards the same goals. We have noted that the parent survey completed in Nov 2012 reported some disagreement with how the school has responded to bullying issues and therefore we will aim to ensure any bullying issue is dealt with thoroughly. To that end there are two additions we will make to the Anti Bullying policy below. The first addition will be to include Teaching Assistants to be an integral part of the bullying policy. If they witness any issues or are concerned that a bullying incident may have occurred, they will have a duty as part of their job description to pass on information.

Second, we will pre empt concerns by parents by carrying out regular feedback surveys to ensure the soft targets of our vision are being met. One of the founding members of the school is passionate about engaging with parents and gathering research to analyse the subjective nature of theirs and their childs experience at school. By re-enforcing the culture that we have an open door policy and are genuinely engaged with the community and parents, we should be able to tackle any bullying concerns at the earliest possible stage.

3.3 Emmer Green Anti-bullying Policy:

<http://www.emmergreenprimary.com/wp-content/uploads/2012/08/Anti-bullying-Policy-EGPS.pdf>

Safe guarding Policy:

Safeguarding our children is our absolute priority. We will ensure that care is taken to protect our children at all points in their daily life at school. We will ensure that the design of the reception area and entrances to the school are considered with care to balance an open and welcoming school but with tight security systems in place. The full time administrator and receptionist who will be in place when the school is operating at full capacity will take responsibility for managing the visitors to the school using a badge and sign-in book. No visitor will be able to enter the school without being accompanied by a member of staff or

child unless there is a particular event such as Christmas event which will be a public event and this level of protection will not be required.

There will be CCTV cameras used at the reception desk to enable the school to have a record of all those who are visiting the school. This will be protection both for observing people entering the school as well as a record of whether students exit the building.

Any member of staff whether full time, part time, temporary or permanent will be CRB checked. A register of these members of staff will be held by the Bursar and they will be responsible for updating the register at least every year. There will be a governor who will take accountability for this area of the school and work with the Bursar each year to ensure the policy is workable and covers all eventualities. The governor will inform the Headteacher if there is a need for training staff about any changes in the safeguarding policy. INSET will be arranged as a priority if there are significant changes.

Within the pastoral curriculum we have set out time for activities and initiatives such as Circle time and Pupil Voice. These areas will allow pupils to build relationships with teachers and teaching assistants in smaller groups which should encourage them to discuss any issues they may have and any welfare issues that may be a concern. We will actively seek to use some of the time dedicated to this area if we think there may be an issue with any of our pupils.

The Heights will form working relationships with Reading Borough Council and the Education Welfare officer to ensure any relevant information is known by the school and the Headteacher in particular. The cluster meetings with local heads and other relationships that will be formed will also help to share relevant information and best practice to work together and improve welfare provision overall. For example if there was a person in the local area who was known by the police as a potential threat, it will be important for the Headteachers to inform each other of sightings and build up a profile to assist the police.

SAFEGUARDING POLICY

Purpose and Background

The Heights is committed to promoting the health and welfare of all its students, and to following the national and local guidance for the safeguarding of children. This policy applies to everyone who works in the school, whether they are employed or volunteers.

Policy Objectives

The school will:

- Appoint a designated teacher for child protection from the Leadership Team, who will be trained and supported in the task of overseeing all safeguarding matters within the school. The designated teacher for Child Protection will be the Headteacher.
- Ensure that a named governor for child protection is appointed and given appropriate training.
- Arrange training for all staff in safeguarding awareness, that will include what to do if they are worried about a student and how to respond.
- Set up a good, accurate and confidential record-keeping system to monitor all students about whom concerns have been expressed, whether or not these concerns lead to a child protection referral.
- Ensure that all staff, and all volunteers who have substantial contact with students, have undergone relevant checks at appropriate level.
- Develop effective links with other agencies, such as Social Services, police and health and contribute to inter-agency enquiries safeguarding conferences and other related groups as appropriate.
- Make parents/carers aware of the school's responsibilities in child protection.
- Fulfil any special responsibilities or tasks required in the care of students on a child protection plan.
- Take steps to ensure the safety of all members of the school community from the presence of visitors on the site.
- Ensure confidentiality on all matters relating to child protection.
- The School Manager will maintain a Single Central Register (SCR) of all people who are employed by the school.

The school also has policies in related areas that might be useful to read in conjunction with this one. They are:

- Physical Intervention
- Bullying
- Special Educational Needs
- Equal Opportunities
- Behaviour Management
- Sex and Relationships

Management of Policy

The policy is implemented and managed by the Leadership Team and it will be formally reviewed annually.

The policy is reviewed and overseen by the Governors' Curriculum Committee.

Approved by the Governing Body:

Next review due:

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

| | 2014 | | | | 2015 | | | |
|-----------|------|-----|---|-----|------|-----|---|-----|
| | A | B | C | D | A | B | C | D |
| Reception | 50 | 46 | | 92 | 50 | 54 | | 108 |
| Year 1 | 25 | 37 | | 148 | 50 | 46 | | 92 |
| Year 2 | 0 | 0 | | 0 | 25 | 37 | | 148 |
| Year 3 | 25 | 21 | | 84 | 0 | 0 | | 0 |
| Year 4 | 0 | 0 | | 0 | 25 | 21 | | 84 |
| Year 5 | 0 | 0 | | 0 | 0 | 0 | | 0 |
| Year 6 | 0 | 0 | | 0 | 0 | 0 | | 0 |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | 100 | 104 | | 104 | 150 | 158 | | 105 |

Section E: Evidence of demand – part 2

Section E: Evidence of demand and marketing

E1: Evidence of demand

All results as of 22/12/2012.

Table 1 – Parental demand for year 2014-2015

| | No. of children | % of total number of places available |
|-----------|-----------------|---------------------------------------|
| Reception | 46 | 92% |
| Year 1 | 37 | 148% |
| Year 3 | 21 | 84% |
| Total | 104 | 104% |

Table 2 – Parental demand for year 2015-2016

| | No. of children | % of total number of places available |
|-----------|-----------------|---------------------------------------|
| Reception | 54 (new) | 108% |
| Year 1 | 46 (continuing) | 92% |
| Year 2 | 37 (continuing) | 148% |
| Year 4 | 21 (continuing) | 84% |
| Total | 158 | 105% |

See Annexe B for details of the exact questions asked and for a template of the survey.

Table 3 – Survey results – Respondent type

| | Total respondents | Respondents who have chosen the heights for one or more of their children | Respondents who have chosen the heights for one or more of their children and who are in catchment |
|------------|-------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Number | 292 | 150 | 93 |
| Percentage | 100% | 51.4% | 31.8% |

Table 4 – Survey results – Respondent type by question

| Survey question | Of total respondents | Of respondents who have chosen the heights for one or more of their children | Of respondents who have chosen the heights for one or more of their children and who are in catchment |
|-------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1) Understand there is a need for more primary school places in the Caversham area. | 292 | 150 | 93 |
| | 100% | 100% | 100% |
| 2) Believe that a new primary school serving the Caversham Heights area is needed. | 290 | 150 | 93 |
| | 99.3% | 100% | 100% |
| 3) Support in principal, the vision and ethos of The Heights Primary School. | 289 | 150 | 93 |
| | 99% | 100% | 100% |

Table 5 – List of parents that have identified The Heights as their first choice

| Date of birth | Joining school in 2014/15 | Joining school in 2015/16 | Postcode | Date of birth | Joining school in 2014/15 | Joining school in 2015/16 | Postcode |
|---------------|---------------------------|---------------------------|-------------------|---------------|---------------------------|---------------------------|-------------------|
| ██████████ | yes | | RG1 ██████████ | ██████████ | | yes | RG4 ██████████ |
| ██████████ | yes | | RG1 ██████████ | ██████████ | yes | | RG4 ██████████ |
| ██████████ | yes | | RG1 ██████████ | ██████████ | | | RG4 ██████████ |
| ██████████ | yes | | RG1 ██████████ | ██████████ | yes | | RG4 ██████████ |
| ██████████ | | yes | RG4 ██████████ | ██████████ | | yes | RG4 ██████████ |
| ██████████ | | | RG4 ██████████ | ██████████ | yes | | RG4 ██████████ |
| ██████████ | | yes | RG4 ██████████ | ██████████ | | yes | RG4 ██████████ |
| ██████████ | | yes | RG4 ██████████ | ██████████ | yes | | RG4 ██████████ |
| ██████████ | | | RG4 ██████████ | ██████████ | yes | | RG4 ██████████ |

| Date of birth | Joining school in 2014/15 | Joining school in 2015/16 | Postcode |
|---------------|---------------------------|---------------------------|----------------|
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |

| Date of birth | Joining school in 2014/15 | Joining school in 2015/16 | Postcode |
|---------------|---------------------------|---------------------------|----------------|
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | yes | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | yes | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |
| [REDACTED] | | | RG4 [REDACTED] |

| Date of birth | Joining school in 2014/15 | Joining school in 2015/16 | Postcode |
|---------------|---------------------------|---------------------------|-------------------|
| ██████████ | yes | | RG4 ██████████ |
| ██████████ | yes | | RG7 ██████████ |
| ██████████ | | | RG7 ██████████ |
| ██████████ | yes | | RG8 ██████████ |

Figure 1 – Map showing location of parental demand within the proposed catchment area



Each pin is a centre of a unique postcode and may represent multiple responses and multiple children. For full details please consult Table 5.

Figure 2 – Map showing location of parental demand in relation to proposed catchment



Views on location of The Heights Primary Table 6

How: email sent to all interested parties for whom we had an email address
 Details: recipients were asked the following:

Please can you respond indicating your preferred location for a future primary school, at either:

- a) Highdown, or
- b) Mapledurham / Caversham Heights area

Table 7 – Preferred location of future primary school (of those who responded)

| Location | Number | Percentage |
|---------------------------------------|--------|------------|
| a) Highdown | 6 | 11% |
| b) Mapledurham/Caversham Heights area | 49 | 89% |
| Total | 55 | 100% |

Account of how we have engaged and collected demand with methods Table 7

See Annexe A for copy of the poster.

Table 8 – Publicising The Heights Primary School

| Type | Details | Method |
|---------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|
| Community events | Caversham Methodist Church fete | Personal canvassing |
| | Mapledurham Pavillion Christmas fete | Personal canvassing |
| Community primary schools | Emmer Green School | Email shot, personal contacts |
| | Caversham Primary School | Email shot to some parents, personal contacts |
| Community venues | Balmore Park Doctors Surgery | Poster |
| | Caversham Library | Poster |
| | Mapledurham notice board | Poster |
| | Mapledurham Pavillion | Poster |
| | Priory Avenue Doctors Surgery | Poster |
| | St Barnabas Doctors (Emmer Green) | Poster |
| | St Martins Precinct notice board | Poster |
| Local businesses | Alto Lounge coffee shop | Poster |
| | Caversham Tennis Club | Poster |
| | Conisboro Stores | Poster |
| | Costa coffee shop | Poster |
| | Mapledurham Gym | Poster |
| | Oakley Road corner shop | Poster |
| | Oakley Road vets | Poster |
| | Play Zone, Cav health & Fitness | Poster |
| | Rivermead Leisure Centre | Poster |
| | Tesco | Poster |
| | Truefood coop | Poster |
| | Woodcote Way Post Office | Poster |
| | Word Play | Poster |
| Local media | Reading newspapers | Feature |
| | Round and about free magazine covering RG4 postcodes | Feature |
| | Radio Berkshire | Had discussions |
| Local MP | Rob Wilson MP | Promotion through newsletter to constituents |
| Other local community group | Caversham & District Residents Association | Feature on their website |
| | National Childbirth Trust Reading branch | Posts on their Facebook page, email shot, personal contacts |
| Preschools, play groups, childrens centres | Bishops Wood Preschool | Email shot |
| | Caversham Heights Preschool | Email shot and feature in their newsletter |

| | | |
|------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Caversham Childrens Centre | Email shot, posts on their Facebook page and poster |
| | Emmer Green Preschool | Poster and posts on their Facebook page |
| | Escape playgroup | Email shot |
| | New Bridge Nursery | Email shot |
| | North Reading Childrens Centre | Email shot |
| | Rocking Horse Nursery | Email shot |
| | St Andrews Preschool | Email shot |
| | Time for you at Caversham Baptist Church | Poster |
| Social networks | Facebook | The Heights Primary Facebook page https://www.facebook.com/groups/450530948317039/ |

Engaging deprived sectors of the community

We purposely engaged with the local Sure Start Children's Centres, namely North Reading and Caversham as these are community centres whose core purpose is to improve outcomes for young children and their families, with a particular focus on the most disadvantaged no matter what their background or family circumstances. We have made contacts at each of the centres and have displayed our school posters there. Exploiting the centres existing contact lists to send emails has allowed and will allow us to reach all users of the centres including those less deprived families as identified by the centres themselves.

We have also aimed much of our poster campaign at places that will be visited by all sectors of the community regardless of background such as at the local Doctors surgeries.

In the future we will continue our active engagement with the Children's Centres to publicise The Heights Primary by means of email shots, posters, leaflets and information sessions held at accessible community venues.

The website www.theheightsprimary.co.uk

The website has been central to our efforts in gathering demand for The Heights Primary. A full copy of the website can be seen in the appendix.

The website was launched on 12/11/2012 and has at the time of writing had 2653 unique visitors.

Social Networks-Facebook <https://www.facebook.com/groups/450530948317039/>

Along with promoting the website we have created a community Facebook page for The Heights Primary and promoted this widely, inviting interested parties to join. We have over 100 members. We use this to share updates on the bid and gather help and support.

By finding and targeting relevant groups on Facebook we have been able to post

details and links about The Heights Primary school that will be seen by sections of our target audience. For example, posting on the Caversham Children’s Centre Facebook page.

The local media

We have succeeded in being featured in two local papers. The link to one article is here:

http://www.getreading.co.uk/news/education/s/2125067_parents_bid_for_new_free_schools

Statements of support

[Redacted]

Councillor Isobel Ballsdon

“Caversham Primary (not just Emmer Green and The Hill) is also oversubscribed and serves Caversham Heights. This area of Caversham desperately needs another primary school. Ideally it should be in Caversham Heights, ie west of Kidmore Road, so the community it would serve could have a level walk to it. For years Caversham Heights families have been forced to live with the uncertainty of getting a school place at their catchment school because of the shortage of places, with mainly being dispersed to various primaries wherever places could be found: The Heights Primary could turn the situation around and bring all local families here together in the heart of Caversham Heights.”

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

See Annexe C for a support letter sent by Rob Wilson MP.

E2: Marketing

“We will care for each child in an inspirational, inclusive learning environment which guides them to fulfil their unique potential.” (The Heights Primary Vision)

Integral to the school’s vision is the desire to ensure equal access and opportunity for all children meeting the admissions criteria. This will require an inclusive marketing strategy and supportive learning framework to welcome all children irrespective of ability, faith or background, ensuring full access to the curriculum for all.

To meet the requirements of the application process we have sought to demonstrate need and understand preferences amongst local parents. This has been done in a very short timeframe with very little budget, demonstrating both the strength of feeling amongst parents in the area, the parent group’s ability and the community’s willingness to engage. We have been able to generate a strong response through the initiatives set out in table 7 which have helped to publicise this application through word of mouth and local press interest.

To ensure the school is a success however, a more holistic approach to marketing will be required to ensure the school reaches all members of the community and that they are given equal opportunity and access to the school. This will require a strategy that builds on the links within the community as well as reaching out to those who are outside it.

Research

Whilst demand and need has been established, the first requirement of the marketing plan will be to undertake further research to ensure an Inclusive approach is assured from the outset.

2001 census data for residents within the proposed catchment shows that 97% of residents consider themselves to be British, with 76% Christian, 1% Jewish, 1% Muslim and 22% no religion or not stated suggesting a low level of diversity. There is a high degree of home ownership with 80% of the population in AB or C1 approximate social grades. However 9% were classified as on state benefit or unemployed at the time of the census in a period of prosperity. This suggests that there is likely to be a low but significant level of underprivileged families within catchment.

Further research will be needed to understand the change in demographics since 2001 and the statistics for the wider Caversham area beyond the catchment boundaries. In particular we will need to understand the distribution of the underprivileged, different faith groups, backgrounds, cultures and language preferences to ensure that our methods of communication are appropriate to all and targeted to ensure they have the most efficient impact. The school will encourage applications from everyone meeting the admissions criteria both within and beyond the catchment area.

Communication & Engagement

In addition to the promotional support of Reading Borough Council’s education team, the school’s marketing plan will seek to establish a communication and engagement

strategy that will ensure the school reaches out to community groups and residents in the most far reaching and effective manner. This will be done in consultation with the Equality Services department of Reading Borough Council which was set up as part of the schools improvement programme to help raise attainment and meet the needs of all pupils, With their support we envisage making use of the following:

Pre- Opening

E-marketing

The response to the survey demonstrates the effectiveness of the web and e-marketing in reaching parents in the area. Given the cost effectiveness of this type of marketing we will seek to invest in a good website with a consistent and sustained e-direct marketing campaign, keeping in contact with the 264 survey respondents and encouraging other parents in the area to register for regular updates. Where possible all marketing activities will seek to refer back to the website as a central source of information.

Direct Marketing

In addition to electronic marketing we will engage in direct marketing through mail drops to residents of the wider Caversham area. Given that some residents may not have access to the internet or email, phone and postal options will be included in all material to ensure full access. All collateral will also offer appropriate translations as advised by Equality Services.

Advertising

Whilst normally an expensive and un-targeted activity, we will seek to build on the awareness achieved by the poster campaign for the survey by approaching existing local primary schools, outreach groups, community and religious venues, libraries, children's centres, pre-school providers, nurseries, NHS services and health care centres, supermarkets and businesses. We have already established relationships with 20 venues through the promotion of the survey and will seek to enlarge this number by including residents associations, religious groups and places of worship as well as seeking to gain endorsement from specific stakeholder groups to give support and validity.

The need for schools has strong cross party support amongst local councillors and Members of Parliament so we will seek to capitalise on this by seeking their support in the promotion of the school to their constituents.

We will also look to secure advertising opportunities in local printed publications (papers, classifieds and local event publications) at key stages in the schools development.

Events

There are many fetes and fayres run by local residents associations, schools and religious groups which we will identify and resource to ensure the school furthers awareness and ownership amongst the community.

Once pre-opening funding has been secured and certainty of provision has been confirmed we will look to arrange a series of events at pre-schools, residents' association meetings and local venues to raise funds and provide an opportunity to discuss the plans for the school with local parents. To ensure good coverage we will aim to hold events alongside other local interest meetings.

Our target audience at this stage are those parents choosing a school for their

reception year children in 2014. Application packs are sent out by Reading Borough Council in the autumn 2013 and so we need to focus on raising the profile of the school before this time. We will therefore plan a series of events over the summer 2013 to ensure local parents are aware of the school's progress. We will host a series of open days aimed specifically at these parents in the autumn, although we will need to be flexible on where we host these given the likely development stage of our school building. We intend to host public displays of the model of the school to allow a visual appreciation of how the school will look.

PR

Reading benefits from a strong local press offering with two, well read, local papers and several local news websites targeted specifically at Caversham. This presents a very cost effective option for reaching local parents. The local press has already published many stories covering the shortage of school places in Caversham, catering for the strong local interest in the subject. It has also responded well to requests for publicity of the application survey, with our story making front page news in the Reading Midweek on Wednesday 28th November 2012.

The local media have expressed a desire to follow our story. We will therefore look to formulate a PR strategy to generate as much interest in the development of the school as possible, starting with a press release issued on receipt of funding and following key milestones in the school's development (site selection, acquisition, Headteacher appointment etc.).

We intend to appoint our Headteacher at the earliest opportunity, in the summer term of 2013. Given the standard one term notice period for Headteachers, we should be in a position to publicise who our Headteacher will be from January 2014. The success of our recruitment drive will rest largely on the reputation of our Headteacher and we therefore hope to use the Head designate in our promotional events from 2014 onwards.

Key Communication Messages / Themes

| Summer 2013 | Autumn 2013 | Winter/spring 2014 | Summer 2014 | Autumn 2014 |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------|------------------------------|
| Success of the bid Plans for the coming year Introduction to the Board of Governors | Vision and ethos of the school Open days for prospective parents | Introducing the Headteacher | Progress on school building Introducing the teaching staff | Grand opening of The Heights |

Post Opening

Once the school is established, in addition to continuing and furthering the strategies set out above, it will be able to make use of its facilities to ensure it becomes part of the wider community and not just "owned" by the children and their parents. This will be achieved through direct and indirect means.

Direct Marketing Events

Like all local schools within the area, we will encourage local parents to view the school to help them decide which school to choose for their children. The Headteacher will lead these tours to make the best first impression, and students will

be encouraged to engage in conversation with prospective parents. We will therefore develop a programme of events each autumn to demonstrate the excellence of our school and show how each child is reaching its utmost potential.

Indirect Marketing Events

Wherever possible the school's facilities should be made available for use by the community with an active campaign to attract groups attended by parents of pre-school age children (exercise classes, music groups, language classes etc.). This will help to improve ownership of the school and demonstrate its facilities to local parents of children who may wish to attend in the future. The cost of doing this will need to be offset by charging, with the ability for free hire being made available to non-profit making groups deemed to be in the interest of the school by the governing body. Any profit generated from this will be re-circulated in to the running of the school.

Pre-school and Secondary School Partnerships

During the pre-opening stage we will seek to establish relationships with other education providers within the Borough to identify areas of mutual benefit and facility sharing to help support learning for The Heights pupils and children from other schools, nurseries and pre-schools.

Improving Access and Supporting Diversity

To improve awareness of the school's facilities and policies towards deprived or disadvantaged children, the school's equality and equal access strategies will be available on the website. It will actively promote this to social services, the North Reading and Caversham Children's Centres and local pre-school providers, nurseries and child-minders to ensure that its supportive approach is well known. These policies will include the following specific measures.

Overcoming Language and Learning Barriers

The school will actively promote inclusive learning policies for children and parents with English as an additional language (EAL) or who suffer from learning difficulties themselves. This will be reinforced by targeted and regular CPD on the latest methods of teaching and interaction for all staff. Any marketing collateral will be available in alternative languages where required and the school will seek to provide an interpreter if necessary for any parents' events. Face to face support will be provided in workshop sessions to explain the school's policies and learning strategies as well as help parents with language or learning difficulties to support their children's education.

Faith Advisory Team

Alongside the advertising campaign we will seek to create a faith advisory team from local religious groups that will meet on a monthly basis to discuss the school's performance in meeting the requirements of all the different religions in the area. Their brief will be to ensure that all policies and communications for the school meet the requirements of the broad spectrum of faiths in the Reading area, whether pupils of those denominations attend the school or not. This will enable the elders of religious organisations to promote the school to parents within their organisation.

Disability Access

In addition to the school's requirements under the Disability Discrimination Act to staff, parents and pupils, the school will work alongside Reading Borough Council's Access team to ensure that the school's access strategy meets both the legal requirements as well as being capable of securing their endorsement. This will enable parents with disabilities themselves or with children with disabilities to send their

children there with confidence.

Pupils eligible for free school meals.

All pupils eligible for free school meals will receive additional support and assessment which will seek to ensure that any barriers to the curriculum created by their financial circumstances are limited as much as possible. This will be funded by the pupil premium and will include, where necessary, the provision of additional teaching support on a one to one or small group basis, additional books and IT facilities where none are available at home to ensure that access to on-line learning, where relevant, is not restricted in any way.

Section F: Capacity and capability

F1: Roles of the company members, governing body and principal.

The Academy Trust has been set up with the aim of providing a high quality education to children in the Mapledurham and Caversham Heights area and to solve the issue of the shortage of primary school places in this area. It will have strong links with the local community and will be accountable to its pupils and parents for the level of education that it provides, as well as to the wider community.

The Trust is ultimately responsible to the Department for Education for the correct use of public funds and provision of a quality level of education. The school will be subject to inspection by Ofsted. In addition, all members of the Academy Trust and the Governing Body will be required to follow the information contained within the Treasury's Guidance on Codes of Practice for Board Members of Public Bodies.

The Seven Principles of Public Life as defined (and copied below) by The Committee on Standards in Public Life will be adhered to by the members of The Heights and its Governing Body.

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

In practice the Trust will delegate most of its powers to the Governing Body, who will be responsible for the day-to-day management of the school, along with the Principal. This will be overseen by the Members.

The members will

- Set the strategic direction of the Trust

- Oversee the achievement of the objectives of the company, by holding the Governing Body to account.
- Take part in Annual and Extraordinary General Meetings.
- Appoint some of the governors.
- Sign off the company's financial accounts and annual report.
- Have the power to amend the Articles of the company and, ultimately, to remove the governors/directors if it becomes necessary.

The Governing Body

The Governing Body's key responsibilities will be to:

- Ensure the quality of educational provision.
- Challenge and monitor the performance of the school, acting as a critical friend to the principal and the leadership team.
- Manage the Academy Trust's finances and risks
- Manage the staff, with the assistance of the principal.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the Academy Trust complies with charity and company law.
- Operate the Academy in accordance with the Funding Agreement that has been signed with the Secretary of State.
- Carry out the Principal's performance management

The Principal will be responsible for many of the operational issues involved in running the school, but the Governing Body will set the aims and objectives for the school, along with robust policies and protocols to assist in the achievement of these aims. Clear targets will also be set to enable accurate monitoring of the progress, and regular reports will be required from the Principal and the leadership team of the school.

Once the school is established the Governing Body will comprise:

- one of the Trust members; [REDACTED] [REDACTED] will take on the role of Interim Chair of Governors;
- the Principal,
- a Local Authority appointed Governor, who will have specific financial experience, or previous experience of school governance
- two parent Governors
- A additional governor to meet the experience requirement that the Local Authority appointed Governor does not provide
- Two wider community Governors

We will ensure that one of our Governors is sufficiently experienced to oversee the Financial Committee of the Board. The Governing Body is specifically designed not to be too large, enabling it to be more efficient and fast moving.

In time, as the school increases in size, with the new annual intake of pupils, the Governing Body is likely to appoint an additional Governor to represent the staff at

the school, along with an additional parent Governor, taking the total number of Governor's to ten.

Initially the only sub-committees will be the Finance Committee and the Audit Committee. All other matters will be dealt with inside the normal Governing Body meetings, but the Governing Body will review its own performance and suitability on an annual basis. Following on from this review process the Governing Body may decide that the use of further sub-committees would be useful in dealing with issues in more detail outside of the Governing Body meetings. Any committees established would be set up with clear terms of reference and responsibilities, and would be required to report back to the full Governing Body.

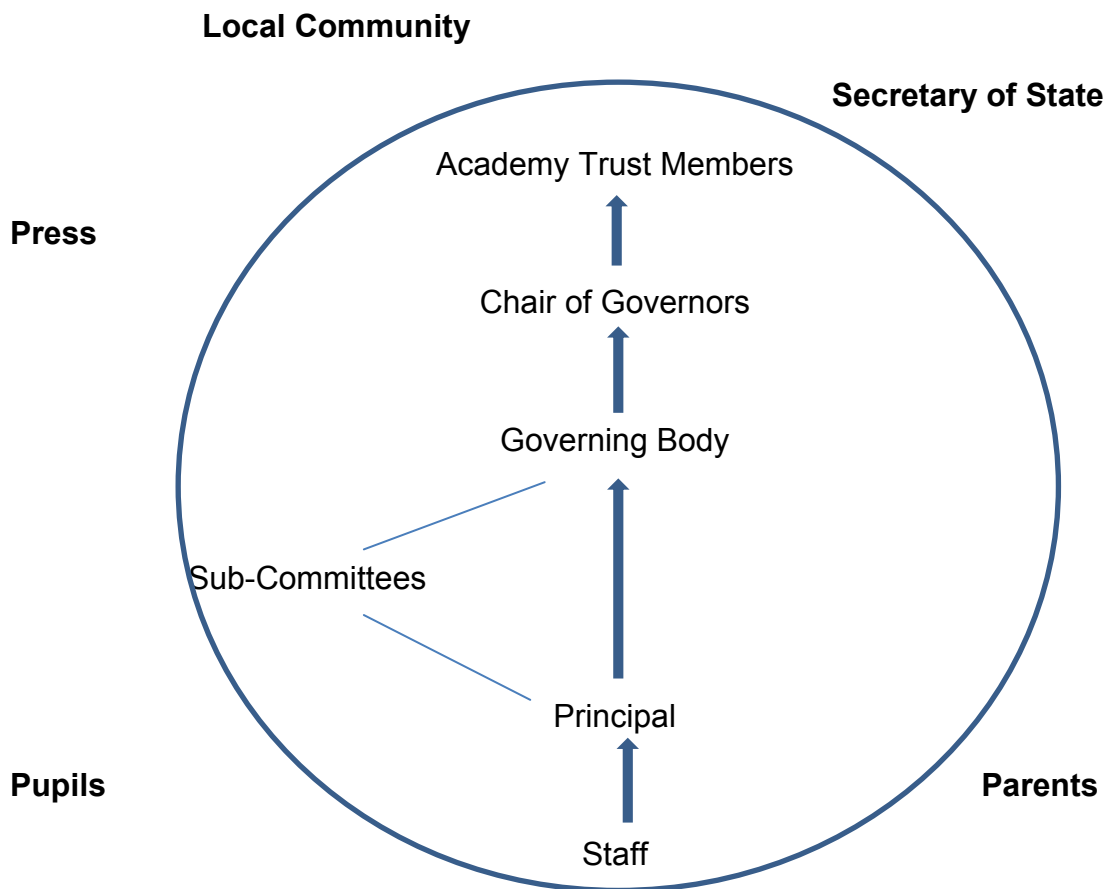
The Governing Body will hold regular meetings every term, along with any other meetings as required. The Action Plan for the school will be reviewed at each meeting, to assess progress against the agreed targets, as well as ensuring that it continues to remain relevant and up to date. A key part of the meetings will be reviewing performance data from the school, looking at the progress of pupils. The Principal and school leadership team will be responsible for providing suitable data to the Governing Body.

The Principal

The appointment of the Principal will be a key task for the Governing Body and a high quality candidate will be sought who will be responsible for:

- Translating the aims and vision of the Governing Body into specific detailed plans and procedures.
- Managing the finances of the school on a day to day basis.
- Ensuring the quality of teaching.
- Leading learning and teaching.
- Effectively managing the school and the staff.
- Strengthening community ties and collaborative links with other schools in the area.
- Safeguarding children and acting as the child protection officer for the school.

On an overall level, the Members, Governing Body, Principal and staff, will be responsible to the pupils, parents, the wider community, the press and the Secretary of State for the performance of the school.



There are direct lines of accountability from the staff to the principal, from the principal to the governing body and from the governing body to the Academy Trust. Any issues should be escalated along the lines of responsibility outlined in the diagram above. However, if there are serious issues it may be appropriate to raise this higher than the immediate level above, i.e. if a member of staff is concerned that the principal is not managing the school's finances dishonestly then it would be appropriate to raise this directly with the Governing Body.

The principal and the governing body have various options to deal with poor performance or unsatisfactory conduct, such as reflecting this in pay reviews, issuing a formal warning, suspending a member of staff, or even dismissal in the most serious cases.

The governing body also have the power to appoint and remove the chair of governors and the clerk to the governing body, and the members of the Trust can remove governors if they are not fulfilling their role correctly, or achieving the aims of the Trust.

Sub-committees will be responsible to the Governing Body, and their terms of reference will be set when they are established. However, they are likely to be given the power to report their recommendations to the full Governing Body for ratification.

The Governing Body will be responsible for checking that the sub-committee have followed the correct procedures in making their recommendation, but not for revisiting the decision. They are also likely to meet at least three times a year.

Conflicts of Interest

A formal conflicts of interest policy will be established for both governors and members. In addition to this, a register of conflicts of interest will be maintained for each group, which will record any conflicts of interest that arise.

The policy will set out in detail the types of conflict that may arise, with examples, along with the appropriate action. Depending on the degree of conflict the action taken might be to record the conflict in the register and take no further action, or a governor might be involved in the discussion on an issue, but not the vote, they might be required to leave the room while the issue is discussed, or in the most serious of conflicts they might be required to resign as a governor.

A standing item of 'Declaration of any conflicts of interest' will be included on every meeting agenda, where those present will be required to highlight any items on the agenda that could present a conflict of interest to them.

F2: The Heights Academy Trust's Education Expertise.

Key Skills Needed

The recruitment of a Principal Designate with proven experience of running a highly successful school will be key to the strategic and operational running of the school. As laid out elsewhere in this bid, we plan to use experienced Headteacher search and recruitment professionals to ensure that we secure an outstanding individual for the role, which we will fund from the Project Development Funding.

This individual will be recruited to join the team at the start of the summer term in 2014. Their first task will be to conclude the recruitment of the remaining required staff members for our opening in September 2014, which will have been initiated by the Board of Governors. They will need the skills to finalise the curriculum and school development planning.

Although we intend to build the school incrementally in terms of pupil numbers, we have budgeted to lay a firm foundation by recruiting a full leadership team from the outset. This will allow these experienced and proven staff to put in place the necessary continuing professional development (CPD) and operational policies and procedures to ensure that the school can achieve excellence from the outset and maintain an outstanding profile as it grows.

As shown in Section F5, we have planned a model of internal continuing professional development so that we can grow talent internally. Our experienced staff will train up more junior staff to deliver at the outstanding level required by the Heights and to take on positions of responsibility as the school expands. The aim is to ensure staffing continuity by offering internal career development pathways, such as we

hope to promote two existing staff into our two Key Stage Leads, providing they have sufficient experience.

However, we are mindful that it is vital that a school receives challenge and support beyond that provided by paid staff to ensure accountability and maintain outstanding expectations of performance. This will be provided by board of governors, founding members and volunteers.

Key Individuals

Our group was only established on 8th November 2012, following a meeting by Reading Borough Council outlining the current crisis of school places on 22nd October 2012. We did approach CfTB, being a local education provider and as we already has some contacts within the charity. It was felt that there was insufficient time to fully evaluate the implications of handing the project over to CfTB. We also felt that we had a strong, experienced and committed group of individuals willing to get involved and we therefore decided not to work with CfTB or any other education provider at this stage. Our Members and steering group include 4 experienced education professionals and 3 individuals with school governor experience who will be able to provide the experience and expertise necessary to challenge and support internal school staff. In addition to this, we have [REDACTED], [REDACTED] as an active member of our Steering Group.

In the past seven weeks we have consolidated the considerable offers of support from the wider community and have established our company with its four Founding Members. In addition, we have a steering group, who have been heavily involved in writing this bid and if successful, in turning our school into a reality. In Annexe D we have provided a summary of the skills and time availability of the Members and the steering group, which has been collated via an electronic survey. The relevant educational skills and experience of our Members and Steering Group are outlined below.

- Curriculum Design and Delivery: [REDACTED]
- Maximising Pupil Progress: [REDACTED]
- Staff Development: [REDACTED]
- School Leadership and Governance: [REDACTED] [REDACTED]
- Performance Management and HR: [REDACTED] [REDACTED]

- Finance and Budget Management, Project Management and Procurement: We plan to recruit an experienced bursar to manage day to day budget and to carry out all procurement, alongside the headteacher. However, [REDACTED] [REDACTED] is experienced in school budget setting and procurement and can provide the necessary expertise to hold these internal staff to account. [REDACTED] [REDACTED] [REDACTED] [REDACTED] is experienced in managing and setting budgets; [REDACTED] and [REDACTED] were instrumental in setting out the initial budget and sensitivity analysis for the bid. These skills will also enable the team to work with the local Council to ensure that the school site is prepared in an efficient and best value manner, although we welcome the involvement of the Project Manager to be allocated to the project from the Department for Education. We also intend to appoint a Governor with substantial financial experience and have already made contact with the School Governors One Stop Shop, who are able to help us find a suitable local candidate. Further details on our financial skills are contained within section F3.

Skills Gap

Our local area schools and pre-schools report very actively involved parents with a range of professional skills at a high level. We anticipate that, once approval is gained for the school, it will be easy to source additional voluntary expertise for areas such as fundraising and marketing from the local community.

In addition to the skills listed above and those skills that we intend to recruit into our team we have budgeted to purchase in additional expertise, outlined in our finance plan under professional services (curriculum) and learning resources. We have unfortunately not had time to assess the market for these services but would do in the pre-opening stage, carrying out a formal procurement before committing to any one supplier.

[REDACTED] [REDACTED] and [REDACTED] [REDACTED] attended the [REDACTED]. Whilst none of the members were in a position to assist in writing this bid, there was a willingness to support us should we be successful. We have been offered an ongoing route into this group and our Headteacher would be offered a place alongside the existing headteachers. We will therefore use this group as a sounding board for sense checking our education plans, until our Headteacher is in post. [REDACTED] [REDACTED], [REDACTED] has already provided input into our draft financial plans and has been given permission from her Governing Body to assist us further.

F3: The Heights Academy Trust's Financial Expertise

Key Skills Needed

The level and experience of the team will change depending on the phase of opening we are at. It is important to have a team overseeing the finances for The Heights are experienced in setting budgets, managing public funds and familiar with finances

within an education setting. The level of skill required will vary depending on the stage we are at, for example the skills needed to develop a strong bid will differ to those that are required on an on-going basis to manage the finances of the school.

We have therefore identified the skills needed at each stage of opening as follows.

| Skills Needed | Phase | Detail of skills / experience required |
|--------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Setting & managing budgets | Bid | Setting initial budget and applying sensitivity analysis. Understanding the elements required to build-up the overall budget |
| | Pre-opening | Managing the pre-opening grant and reducing the level of assumptions on the initial budget as elements become more certain |
| | Post-opening | Detailed oversight of all budget lines, with monthly review of forecasted and actual expenditure |
| Understanding school costs | Bid | Utilising the available resources to make sensible assumptions to build up the budget picture, utilising experienced members of the wider team, when available to provide a sense check and scrutiny |
| | Pre-opening | Revising the initial budget as certainty develops, including obtaining indicative costs from suppliers to reduce the need for assumptions. |
| | Post-opening | Accurate forecasting of costs on a monthly basis and realistic annual budgets submitted |
| Understanding education grants | Bid | Utilising the available resources to make sensible assumptions to build up the budget picture, utilising experienced members of the wider team, when available to provide a sense check and scrutiny |
| | Pre-opening | Revising income from grant as certainty develops |
| | Post-opening | Accurate forecasting of costs on a monthly basis and realistic annual budgets submitted |
| Payroll & finance systems | Bid | Understanding the systems needed to set up and manage the school's finances |
| | Pre-opening | Setting up the finance systems to manage the pre-opening grant |
| | Post-opening | Maintaining accurate finance systems on an on-going basis |
| Managing public funds - risks, procurement | Bid | Setting out appropriate registers and committees required for the school |
| | Pre-opening | Establishing appropriate registers and setting up and managing the finance committee of the Governing Body. Utilising sound procurement practices for any expenditure |
| | Post-opening | Reviewing and maintaining stringent finance practices and reviews to ensure appropriate use of public funds and managing risk effectively. |

During the pre-opening phase, the Board of Governors will appoint and set up a Finance Committee, to meet once a term, which will have responsibility for establishing and monitoring the following:

- Register of hospitality and gifts.
- Conflict of interest register

- Register of declared business interests
- Risk register
- Setting up the sales and purchase ledgers
- Agreeing delegated finance levels

Once the school is established, our day-to-day finance team will consist of the Headteacher, Deputy Head, Secretary and bursar. The team will have full access to the schools finance systems and records, to ensure that there are always two active members of staff available to manage our finances. It also ensures that we can have sufficient signatories to sign off expenditure, as appropriate. The Heights bank account, finance systems and financial records will therefore be managed jointly by the bursar and the Headteacher, but with access for the wider finance team.

Our initial proposed delegated budget levels are:

Up to £249 – any one signatory

£250 to £999 – any two signatories

£1000 to £4999 – The Headteacher or Deputy Head and one other signatory

Over £5000 – one member of the finance team plus one member of the governing body.

The above levels apply to both approval of purchase orders, which are required for all expenditure over £250 and invoices. The same signatories cannot approve both documents.

Our finance team will be required to carry out the following finance tasks:

- Financial planning –The Headteacher will be responsible for setting an indicative annual budget, which will need to be presented and approved by the Governing Body. This will then be submitted to the Department for Education, as an indicative budget by 15th February, with the final budget submitted by 30th June, for the following year.
- Annual Accounts and Audit – Each year, an independent, registered auditor will prepare an annual financial statement for the preceding year and perform an audit of our accounts. In addition to our obligations to filling this with Companies House and the Charities Commission, this statement will be reviewed and ultimately approved by the Governing Body and then presented to the Secretary of State by the 31st December.

A meeting of the Finance Committee will be held within the first four weeks of each term and the Headteacher will be required to produce a finance statement for review and approval by the Finance Committee, highlighting total and any significant items of income and expenditure and financial commitment. This statement will also will highlight any significant variance (more than +/- 10%) between the forecasted and actual spend for the previous term for any given budget line or total spend. Finally, the statement will also outline forecasted spend for the current term. A financial statement will be prepared and approved by the Finance Committee for submission to the full Board of Governors.

Key Individuals

Within our group we have three key individuals experienced in various aspects of financial management.

[Redacted]

[Redacted]

[Redacted]

Skills Gaps

Whilst [REDACTED] and [REDACTED] are very experienced at managing budgets and finances, this has not been within a school setting. Therefore, during the bid phase, the team gathered much of their information from the Schools Benchmarking Website to provide an initial indication of costs. However, this was then sense checked with experts, as outlined above. In the pre-opening phase, we intend to appoint a part time finance resource to assist in refining out budget and setting up the systems to manage the pre-opening grant. We would approach the local primary schools to gauge if one of their Bursars was available on a casual part time basis, paid for out of the pre-opening grant. We expect this to be no more than one day per week.

We intend to appoint our Headteacher to start in the summer term of 2014. From this stage onwards they will be the Accounting Officer and report directly to the Finance Committee of the Board of Governors. As an experienced Headteacher, they will already have hands on experience of managing a school budget and being accountable to the Board of Governors for the day to day running of the school finances. They will be supported by a Bursar, again with experience of working within a school setting, who will take on the role of Principle Finance Officer. The permanent Bursar would be appointed as a member of the Association of Accounting Technicians. We also intend to appoint a Board Member that has significant financial experience, able to take on the role of Responsible Office. Ideally, this person would be a qualified CCAB Accountant, to ensure full compliance with all statutory requirements. We have already made contact with SGOSS, the School Governor Recruitment Charity to begin discussions to identify a suitable candidate.

Based on the skills and experience outlined above we are therefore confident that the budget submitted is robust and realistic. However, we intend to appoint the services of a paid for Headteacher at the earliest opportunity and bursar and to ensure we have representation on our Board of Governors that is both a qualified accountant and experienced in school finances.

F4: The Heights Academy Trust's Other Relevant Expertise

Key Skills Needed

In addition to experience in education and financial management there are many other skills required to enable the successful establishment of a new school. The key areas of expertise are:

- Project management – this is a key skill, and required across various levels of the establishment of a new school. One person will need to take overall responsibility for managing the different tasks involved in the set up of the school, ensuring that each aspect is dealt with, and that everything comes together as a whole. Those people who are delegated responsibility for the separate task areas will also need to manage the delivery of their own goals. We understand that if successful, the Department for Education would appoint a project manager to work with us. We would welcome this and feel it would

enhance the skills we already have within our group.

- Legal experience – legal advice will be required in the preparation of contracts and terms and conditions for staff to be employed by the school, as well as contracts for services that the school will need to enter into.
- Governance – the Governing Body will play a crucial role in setting up the school, and delivering the strategic vision of the Trust. The Governing Body as a whole needs to have the appropriate mix of skills in order to be able to carry out its role effectively. Previous experience of school governance, strategic planning, monitoring, evaluation and measuring outcomes will be crucial.
- Recruitment – the recruitment of the principal designate is a key task for this project, given the input that they will be expected to have in the set up of the school. After the principal designate is recruited they will be responsible for securing the other staff required to open the school. For the first year of operation, this will be the Deputy Head, Bursar, Admin Assistant, four teachers and teaching assistants, the caretaker and receptionist.
- Procurement – once approval for the school is received consideration will need to be given as to who will be selected to provide certain services, such as catering, payroll and legal support. This process will require input from people with experience of procurement.
- Premises – We anticipate that the school will need to find suitable short-term premises to operate in upon opening, along with a longer term solution that fits the aim of ensuring the children understand their role in the world and have an environmental awareness. This will be done in conjunction with the Education Funding Agency and Reading Borough Council (RBC).
- Marketing and Communications – the local community has shown a strong interest in the prospective school, but this will need to be maintained, with parents and the community being kept informed of progress. Once approval is received for the school, it will be important to engage parents in the process and help convert interest in the school into firm applications for places.
- ICT – this is an important part of establishing and running a school, both for practical management purposes, and also ensuring that the pupils are able to benefit from the latest technology and teaching materials, as well as equipping them for the future.

Key Individuals

The Heights Primary School Academy Trust

The Academy Trust currently comprises one Director and three members, and details of their background are set out below.

Director:

[REDACTED]

In the application phase, [REDACTED] has overseen section D, the Education Plan section, supported by several members of the Steering Group.

Founding Members:

[REDACTED]

During the application phase, [REDACTED] was responsible for developing section G, the costs and financial viability section and assisting in section F, capacity and capability.

[REDACTED]

In the application phase [REDACTED] has been involved in collecting the evidence of demand for a new school, as well as drafting the admissions policy.

[REDACTED]

In the application phase [REDACTED] has been involved in collecting the evidence of demand (section E) for a new school and building our website and online surveys

Other Associates Not Mentioned Elsewhere:

[REDACTED]

[REDACTED] has been involved in drafting Section C, the education vision for the school, as part of this application.

[REDACTED]

[REDACTED] led the drafting of section F on Capacity & Capability for this application.

[REDACTED]

For this application [REDACTED] has drafted section H on the Premises.

The Steering Group also has the following representatives from Reading Borough Council and local Councillors, who have provided general high-level guidance and advice on the application:

[REDACTED] – [REDACTED] [REDACTED]

Cllr Isobel Ballsdon – Isobel is the Councillor for Mapledurham Ward (Caversham Heights), where currently there is no school, a shortage of primary school places and where we hope to site the school. Before her election in May 2006 onto Reading Borough Council (RBC) in 2001 Isobel campaigned successfully to improve the fairness of primary school admissions. She used the experience to help many families win admission appeals and has continued doing this for parents both in Reading and Oxfordshire. Isobel is an experienced governor and became chair of governors at The Avenue Special School in January 2010, which is rated “outstanding” by Ofsted. She helped the school convert to Academy status in September 2011, the first opportunity for special schools to do so. She is the governor with responsibility for safeguarding which is a key area given the vulnerability of the pupils. On RBC she has chaired the Planning Committee and also the Education & Children’s Services Scrutiny Panel and still sits on the Planning Committee.

Cllr Ed Hopper – As Councillor for Thames Ward, (Lower Caversham), Ed has been working to secure local school places for families from ward surgeries, public meetings and other community engagement events. Ed is a member of RBC's Planning Committee and a member of the Traffic Management Panel, with broad experience across both. Ed has 15 years professional experience within the recruitment industry, working with major multi-nationals and will assist in the recruitment of the senior leadership team for The Heights.

Cllr John Ennis - John is Lead Councillor for Education & Children's Services at Reading Borough Council.

This section provides more details of the skills within the team against the relevant skills needed.

- Project management - [REDACTED]
- Legal - There is limited legal experience within the group, and therefore a legal adviser will be selected to work for the school on an ad hoc basis. This has been allowed for in the school budget for 2014/5 onwards but will also be funded from within the Project Development Funding.
- Governance - Isobel Ballsdon is an experienced governor and became [REDACTED]. Isobel advised on the capacity section of this bit and will be able to support The Heights Primary for up to four hours a week on an ongoing basis.

[REDACTED] [REDACTED] is a recently appointed [REDACTED], and will be gaining valuable experience of school governance while this application is under consideration. He is also prepared to support the school for up to four hours a week on an ongoing basis.

The Trust also intend to seek out an experienced governor from the local area, who would be prepared to act as the Chair of the Governing Body, a role to be filled by [REDACTED] [REDACTED] on an interim basis. The School Governor's One Stop Shop has been approached to are able to help us identify suitable candidates for this role and also for an additional governor superficially with financial experience.

- Recruitment - [REDACTED] [REDACTED] has extensive experience of recruitment and HR and can commit up to four hours a week to support the school. [REDACTED] [REDACTED] has experience of headteacher performance management and can help lead the selection process for an outstanding principal designate, in conjunction with an experienced educational recruitment agency and the Board of Governors.
- Procurement - The bursar appointed to the school will be primarily responsible for procurement, but [REDACTED] [REDACTED] is experienced in procurement and can hold staff accountable for this.

[REDACTED] [REDACTED] [REDACTED]

- Premises - [REDACTED] [REDACTED] is experienced in the acquisition and development of commercial land and planning large scale residential developments. [REDACTED] has had speculative discussions with local land owners to identify the potential sites listed in section H and has been leading on discussions with Reading Borough Council regarding sites. [REDACTED] can commit over four hours a week.

[REDACTED] [REDACTED], [REDACTED] is conducting a borough wide investigation to see what land may be available for The Heights and other prospective schools also undergoing the bidding process. However the time scales for this work mean that any conclusions will be made after this bid has been submitted.

- Marketing and Communications - [REDACTED] [REDACTED] and [REDACTED] [REDACTED] were responsible for the initial marketing campaign to inform local residents of the intention to set up a new local primary school, gathering interest and spreading the word. This involved developing a communications plan to target a wide range of organisations as possible to, primarily raise awareness of our online survey. This resulted in nearly 300 responses. [REDACTED] [REDACTED] was also responsible for our social network campaign; our facebook page has attracted over 100 members.

In addition, [REDACTED] [REDACTED] has experience of drafting and reviewing announcements issued to pension scheme members. These are often on complex statutory issues, but need to be explained in a clear concise manner that everyone can understand.

- ICT - [REDACTED] [REDACTED] has fourteen years' experience in the telecommunications area.

Skills Gap

We carried out an online survey to collate the skills of our Members and Steering Group and to identify the time commitment that each was able to spend on the school over the coming two years. The time commitments were categorised as being able to spend more than four hours a week, less than four hours a week or only a limited amount of time. This is outlined in Annexe D but we have highlighted below where we feel there is a gap within our group for the required skills.

- Legal Experience - Outside experience will be bought in, which has been included in the budget
- Recruitment / HR - An external recruitment consultant will be used to help recruit a high quality principal designate.

Other Commitments

This is an application to set up a single school, and the group are not involved in any attempts to set up another school, so they will be able to focus their commitment entirely on this application. The only exception to this is [REDACTED], who is

responsible for [REDACTED] and Isobel, who as mentioned above is [REDACTED].

F5: Plans for recruiting a high quality principal, other staff and governors.

Recruiting the Principal Designate

The Heights will be a brand new school and we therefore recognise the concerns that parent may have in sending their children to a school with no track record. For this reason we will only appoint a principal or Headteacher with a proven track record and considerable experience. Ideally they would hold the National Professional Qualification for Headship (NPQH), or at least be working towards it.

Although there is no requirement for them to hold Qualified Teacher Status (QTS) we feel that this is an important qualification for someone who is leading teaching standards within the school and assessing the performance of the staff.

We will be seeking to appoint a principal who has experience in a similar role at primary school level, and who can demonstrate the value they have added to the schools that they have worked at.

In terms of personal qualities, we will be looking for someone who is particularly good at inspiring and motivating others, to help instil the vision and create a culture of excellence within the school from the outset. They should also be driven and innovative where appropriate. Another important skill will be their ability to aid the other staff in their improvement and development.

We accept that we will need to pay a premium for a principal with the skills and experience outlined above, but feel this will be crucial to gain the confidence of the local parents. To ensure we appoint a suitable Headteacher we will ask three agencies to quote for the recruitment job. Having spoken with other governing bodies who have gone through the process recently, we intend to ask TES Prime; Randstad Education; and Hays Recruitment for tenders. All of these companies are well known in the industry and well established. We believe the likely fee (in the order of [REDACTED]) will be a sound investment because of the experience and expertise of whichever agency is selected.

The Governors will set up a recruitment panel, who will be given clear terms of reference and responsibilities. Their initial tasks will be to draft a job specification and job advert, in conjunction with the selected recruitment agency. This will then be presented to the Governors for their approval.

The recruitment panel will be responsible for creating a shortlist of suitable candidates and carrying out the interview process. At least one member of the interview panel will have undergone training in safe recruitment.

The interview process will be decided by the recruitment panel, but it is likely to involve a two-stage interview, with the most impressive candidates from the first round invited back for a second interview. After the second interviews the recruitment panel are also likely to want to visit the preferred candidate in their current school if possible. The successful candidate will be recommended to the Governors for their formal approval, before the candidate is appointed.

The intention will be to begin the search for a suitable principal designate soon after the school receives initial approval, so that the successful candidate is able to start work with the school from the beginning of 2014. This will be an important requirement, as the educational expertise an experienced headteacher can bring is an invaluable part of this application and the set up process. Therefore the intention will be to have the majority of the process complete by the start of September 2013, in order to allow for the likely notice period that an existing principal will have to give.

Much of the work involved in setting up the school will be the responsibility of the principal designate, but they will be invited to attend the weekly progress meetings before they officially start their appointment with the school. If they are unable to attend, one of the Governors will arrange a weekly telephone call with them to keep them updated.

Recruiting Other Members of Staff

Once the principal is appointed they will be asked to lead the recruitment process for the other members of staff required, as outlined in the staffing plan (Section D).

All staff members will be required to share the vision for the school. In addition, the staff should be motivated by a desire to achieve excellence, and show a commitment to continued self-development, to benefit both themselves and the school and the pupils. We expect this development potential for staff will be a key tool in attracting high quality staff.

The principal designate will be responsible for recruiting the staff. The initial cohort of teaching staff, along with any teaching assistants, will need to have accepted the role by 31 May 2014 in order to be in place for the opening of the school in September 2014. Therefore, the application process will need to be initiated by March 2014 in order to allow enough time for a thorough process to be followed, and to ensure that the best candidates are not already signed up to another job offer. The Board of Governors will therefore initiate the recruitment process but the Headteacher will have the overall decision on who to recruit.

Recruiting Governors

Currently the only Director of The Heights Primary School Academy Trust is

██████████ (██████████), who will continue in the role through the pre-opening and post-opening phase of the school. ██████████ has played a key role in the application stage, chairing the regular meetings and providing leadership for the application. ██████████ has also led the section on the education vision and education plan, and is ██████████. More detail on ██████████ background and experience is contained in Section F2 and F4.

██████████ will be a Governor of the school, and will initially be the interim Chair of Governors, while a more experienced Governor is sought to strengthen the team and take over the role as Chair of Governors.

██████████ is also willing to be a Community Governor of the school. He is currently a governor of a primary school in the local area, and will be gaining valuable experience of the role while this application progresses. This is particularly the case in relation to serving on the Finance Committee and acting as the link governor for school performance management. Further detail on ██████████ background and experience is explained in Section F4.

All Governors will be required to undergo training for their role, assuming they have not already done so. This training will be provided by a relevant body with experience in this area, such as Reading Borough Council, the National Governors Association or the School Governors One Stop Shop. The Governing Body will also be expected to follow Ofsted's guidance on outstanding school governance, not limited to:

- complementing and enhancing school leadership, challenging and supporting them, ensuring statutory duties are met and holding the leadership team to account for improving pupil outcomes.
- demonstrating trust, openness and transparency.
- setting development targets and monitoring them regularly.
- explicitly stating the responsibilities of all parties in clear protocols.
- maintaining and developing links with staff, pupils, and parents and staying in regular contact.
- establishing committees, with clear terms of reference, where appropriate.
- appointing an effective clerk to the governors, who stays up to date with current developments.
- maintaining and reviewing a clear school development plan.
- ensuring there is a clear induction and training path for new governors.
- annually reviewing the performance of the governing body and any training needs

As outlined earlier in Section F1, the Governing Body is intended to comprise eight people soon after the school is open. This will be made up as follows:

- The two prospective governors mentioned above
- An experienced school governor, who can act as the long term Chair of Governors
- A governor with experience of financial management (see section F3)
- The principal
- Two parent governors, nominated and elected by the parents once the school is open

- An additional governor, appointed after a skills audit of the Governing Body is undertaken to identify any key skills or experience that is not on the rest of the body

The governing body is expected to be complete by the end of the first time that the school is open, after allowing for time to nominate parent governors, and hold an election if necessary. In time, as the school grows in size, it is likely that an additional parent governor will be sought, along with another governor to represent the staff.

The School Governor's One Stop Shop has already been approached to look at the possibility of finding potential governors with relevant experience. The Members and Directors of the Trust, along with the wider group, will also use their networking skills to identify any suitable candidates.

████████████████████████████████████████ at Reading Borough Council has already confirmed that the local authority would welcome a role as a governor, and the Members will liaise with them over selecting a candidate that meets the required criteria, i.e. they may fulfil the requirement for a governor with financial expertise, or previous experience of school governance.

Section G: Initial costs and financial viability



Section H: Premises

Section H: Premises

The Role of Premises in the Vision

Whilst Department for Education (DfE) guidance makes it clear that proposals will not be assessed on availability of appropriate sites, the parent group believes that the approach to site selection has the potential to support the parents' vision for the school.

Central to the schools' vision is to help children to understand their role in the world and take responsibility for the environment. To remain consistent with the vision therefore the physical attributes of the school should, where possible, reinforce these principles by supporting the Eco Schools Programme and provide pupils of The Heights Primary and surrounding schools with an example of sustainable living.

It is proposed therefore that site identification, procurement and development (whether new build or refurbishment) should be carried out with an emphasis on the nine topics identified by the Eco Schools Programme to help it to embody long term environmental and financial sustainability.

- Energy
- Water
- Biodiversity
- School grounds
- Healthy living
- Transport
- Litter
- Waste
- Global citizenship

In line with these topics, and government policy working towards zero carbon development by 2019, the property solution should therefore be "outwardly green". It is important to clarify that this does not mean a desire for an expensive statement green technologies (which is often the case when striving for Carbon Neutrality) but rather an approach to the re-use of materials and introduction of self-subsidising/funding technologies, materials and building methods which will provide an outward example of sustainability to support the childrens' day to day learning.

Premises Requirements

Location

Survey respondents stated a strong preference for a school within walking distance.

This supports the vision by reducing dependency on cars in a built up urban area where peak time demand already outstrips capacity creating significant traffic issues. By encouraging children and their parents to walk to school it will also provide health benefits.

██████████

██████████

Building Requirements

Eco Schools' principles and the desire of parents is to set an example by striving to minimise the school's carbon footprint. It is unlikely that the cost of a building designed to meet established standards such as BREEAM "Outstanding" will meet the requirement for Free Schools to minimise capital funding. The buildings will therefore need to be specified or modified, as the case may be, to meet budget requirements, whilst incorporating as many sustainable materials and construction methods as possible.

If possible the selected site will allow the development of the school on a phased basis to incur the least expenditure possible in the early years, whilst not restricting teaching capabilities. For example, if possible the school will be designed to allow classrooms and supporting facilities to be added over time, as the school expands and new sustainable technologies can be exploited. This will ensure both cost and carbon efficiency are maximised as well as helping to keep maintenance and running costs low.

In that regard the buildings will be as energy efficient as possible with the intention of benefitting from income under the Government's Renewable Heat Incentive scheme and Feed in Tariffs available for on-site generation. The future rate of income from these schemes is unknown (if indeed they prove the most viable option to service the school) so it has been excluded from our assumed income. We anticipate that our energy costs will however be significantly lower than many existing schools, but given the uncertainty on location, we thought it inappropriate to discount these costs at this stage and have therefore provided a figure in line with the benchmark figures of a medium school.

Site Requirements

We have referred to Building Bulletin 99 (Briefing Framework for Primary School Projects) to assess the size requirements of the school, incorporating the Education Funding Agencies' requirement to achieve a 5% reduction in cost / size. Based on a projected size of 350 pupils, in time the school will need to provide a gross built area of circa 1,862 sqm and a likely site area from 8,835 to 9,899 sqm (2.18 – 2.45 acres). However, given the urban nature of the area, we have sought to identify all possible sites for both existing buildings and / or development sites.

Site identification

To identify potential sites a manual search of the area was conducted with the following interest groups consulted.

Reading Borough Council (to identify any appropriate Local Authority Assets)

39 local consultants and agents (to identify sites that are or may become available)

Local landowners on the edge of the Caversham Heights settlement boundary.

A strategic review was also undertaken of Reading Borough Council and South Oxfordshire District Councils' Strategic Housing Land Availability Assessments and Site Allocation Development Plan Documents to identify any land which is being promoted or considered for the long term provision of housing.

Identified Sites

No Local Authority Assets or available properties capable of supporting a primary school could be identified by Reading Borough Council when consulted. However council officers have confirmed that there is a site which they hope may be suitable for use for a free school close to [REDACTED]. Whilst this is being evaluated by officers, further details have not been disclosed due to the sensitivity of the site so we are unable to include it within the options analysis below. We have assumed therefore that any property solution is likely to be provided by a new development in the long term, supported by temporary accommodation in the short term.

Short term accommodation could be provided most cost effectively by making use of [REDACTED] (detailed below) or [REDACTED], both of which would need the support of the existing trustees / governing body. Their facilities would also need to be supplemented in the short term by additional classrooms in temporary structures.

The following principal sites were identified as being suitable for the long term delivery of the school:

[REDACTED]

| Site / location | Ownership | Size | Status | Proximity to centre point |
|-----------------|--------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------|---------------------------|
| 1. [REDACTED] | Held in trust for residents' use as an open space with [REDACTED]. | 25 acres | Available but constrained by the terms of the Trust | Less than ½ mile |
| 2. [REDACTED] | Owned by [REDACTED] and family | 2,500 acres (specific sites TBC) | Available - owning family would be happy to consider use for a school | Less than ½ mile |
| 3. [REDACTED] | Owned by (TBC) | 5 acres | Available with proposals for a pre-school. | More than 1 mile |

| | | | | |
|---------------|------------|----------|-----------------------|------------------|
| 4. [REDACTED] | [REDACTED] | 32 acres | Potentially available | More than 1 mile |
|---------------|------------|----------|-----------------------|------------------|

Strengths / Weaknesses / Deliverability

| Site | Strengths | Weaknesses |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [REDACTED] | <ul style="list-style-type: none"> + Ideal location close to the centre of identified demand. + Greenfield site with no physical constraints + Efficiency of land-take by siting on existing playing fields reducing site requirements. + Sufficient Access in place + Already serviced + Potential to benefit residents and generate income through the provision of resources for public use. + Room for on-site nature reserves and gardens etc. over time. + Of sufficient size to permit use of a small part for education purposes without compromising the overall use for recreation + Within the Reading Borough Council Administration (politically supportive given the need for school places) | <ul style="list-style-type: none"> + Trust ownership makes availability of the site uncertain + Likely to attract significant interest from residents both in support and opposition given the location's allocation for community use. |
| [REDACTED] | <ul style="list-style-type: none"> + Close to centre of demand. + No size constraints. + Greenfield site with no physical constraints. + Potentially very supportive landowner subject to further discussion. + AONB location would provide an ideal learning environment with potential to develop on-site nature reserves and vegetable gardens etc. over time. + Close to Mapledurham Playing Fields offering the potential to use off site facilities. | <ul style="list-style-type: none"> + AONB designation likely to pose constraints which will require sensitive master-planning and design to achieve planning consent. + Within South Oxfordshire District Council Administration which is less supportive of development on the settlement boundary with Reading and is under less pressure to provide new school places in this location. + New site access will be required + Land unlikely to be serviced. |
| [REDACTED] | <ul style="list-style-type: none"> + Allocation for a school already | <ul style="list-style-type: none"> + Located to the east of |

| | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>contained in the developers proposals which are being promoted ahead of submission for planning permission.</p> <ul style="list-style-type: none"> + Funding may be available through S.106 contributions released on granting consent (Whether simply land or financial contributions) | <p>Caversham.</p> <ul style="list-style-type: none"> + Site too far for most children to walk – a key aim of survey respondents. + Road access significantly constrained with cars having to reach the site from Emmer Green and poor (single track) access for walking. + Sited in a busy traffic area which suffers from school congestion with two primaries and a secondary school nearby. + Site currently allocated for a pre-school. + Land constrained by developers requirements. |
| <p>██████████</p> | <ul style="list-style-type: none"> + Potential to share resources + Potential to benefit from support from an “outstanding” Academy + Sufficient land to create on site play areas, nature reserve and vegetable gardens | <ul style="list-style-type: none"> + Located to the east of Caversham. + Site too far for most children to walk – a key aim of survey respondents + Sited in a busy traffic area which suffers from school congestion with two primaries and a secondary school nearby. |

Preferred Sites

From the analysis above the first two sites identified in Mapledurham would provide very clear benefits over the others, in both location terms and their ability to support the facilities required. Whilst all sites are in reasonable geographic proximity, road access to sites 3 and 4 is constrained by the availability of only one direct thoroughfare, with traffic restrictions limiting the availability of alternative routes. A supplementary survey of 56 respondents was carried out to evaluate parent’s willingness to travel to a school at locations 3 and 4 with 89% favouring options in the Mapledurham / Caversham Heights area.

Site 1 would provide the ideal solution and is a clear preference but may not be deliverable as a result of the charitable trust ownership structure. The owners of Site 2 have indicated that they would be happy to engage in discussion for the provision of a school on their land, subject to further details and agreement on a location within the estate (██████████). Whilst access and servicing requirements make this a more expensive solution it is ultimately more deliverable.

Should funding be made available then both of these options should be considered in further detail.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

The Heights Primary Caversham

In classes of no more than 25 pupils, we will care for each child in an inclusive and stimulating learning environment, equipping them to achieve their potential.



The Heights Primary School, Caversham, will be a new mainstream primary school to cater for children and parents in the Caversham Heights and Mapledurham area. As many of you will know, Reading has a shortage of 380 primary school places required to meet the demand for September 2013. This problem will continue for the next few years. In Caversham the problem is exacerbated with the location of primary schools within the Caversham and Emmer Green area and none in West Caversham. A free school built on the demand of local communities is the only way to get a new school built in the area that parents and students want. Therefore, we need you to complete the questionnaire below in order to demonstrate the requirement for a new school in your area. *Thank you for your support.*

For more information, and to complete the questionnaire, please visit:

Annexe B – Online questionnaire

Questionnaire

By completing the questionnaire below we can demonstrate the requirement for a new school in our area. Thank you for your support.

As well as looking to fill our school, we are keen to gather support in the local community. Therefore even if you have no children, not of the relevant age or live outside the proposed catchment, please do complete the survey to show your support as a new school would most certainly enhance the Caversham area and help the over subscribed primary problem across the whole area.

(The data provided below will only be used during the bidding process to show the need for the new school. No part of the data will be passed on to third parties. We will only e-mail you if you have given us consent to do so.)

Full name

Postcode

Email

I would like to receive e-mail updates (you can opt out at any time)

1) I understand there is a need for more primary school places in the Caversham area

Yes No

2) I believe that a new primary school serving the Caversham Heights area is needed

Agree Disagree

3) I support, in principal, the vision and ethos of The Heights Primary School

Agree Disagree

4) How many children do you have?

0 1 2 3 4 5

Your children not yet at primary school in 2014

| Child | Date of birth (DD/MM/YYYY) | I would choose The Heights Primary as the first choice for my child |
|-------|-------------------------------|------------------------------------------------------------------------|
| 1 | / / | |
| 2 | / / | |
| 3 | / / | |

| | | |
|---|-----|--|
| 4 | / / | |
|---|-----|--|

Your children already in primary school in 2014

The plan is to allow children meeting the admissions policy to transfer into The Heights Primary who are going into Year 1 or Year 3 when we open in September 2014.

| Child | Date of birth (DD/MM/YYYY) | I would transfer my child to The Heights Primary at a suitable time |
|-------|--------------------------------------------------------------------|---------------------------------------------------------------------|
| 1 | / / | |
| 2 | / / | <input type="checkbox"/> |
| 3 | <input type="text"/> / <input type="text"/> / <input type="text"/> | <input type="checkbox"/> |
| 4 | <input type="text"/> / <input type="text"/> / <input type="text"/> | <input type="checkbox"/> |

Please add any comments you may have in particular statements of support or your experiences of the primary school places issue in Caversham

Please tick this box if you are happy for your comment to be quoted in the free school bid to be submitted to the DfE

Annexe C – Letter of support from Rob Wilson MP

ROB WILSON MP
Reading East



HOUSE OF COMMONS
LONDON SW1A 0AA



[REDACTED]
Caversham
Reading
[REDACTED]

21 December 2012

Dear [REDACTED]

I'm writing to assure you of my strong support for The Heights free school bid. I have been very impressed by the Parents Group's work. Please pass on my appreciation to everyone in your group.

I am fully aware of the urgent need for more primary places in Caversham and agree that local parents want an excellent new primary school within walking distance of their homes. I share your vision of a two-form entry free school providing an inclusive and stimulating learning environment where teachers have high expectations and the children achieve their full potential.

You have formed an effective team and have worked hard to garner huge support from local families. I hope your bid to the Department of Education will be successful and I will certainly be supporting it.

Yours sincerely,

ROB WILSON MP
Member of Parliament for Reading East

Telephone: 0118 375 9785

Email: robwilsonmp@parliament.uk



Annexe D – Summary of skills and time availability

| Area of Expertise | Individual | Summary of Experience | Weekly Time |
|----------------------------|------------|-----------------------|-------------|
| Project Management | | | 4+ hrs |
| | | | 4+ hrs |
| | | | Limited |
| Legal Experience | | | |
| Governance | | | 4+ hrs |
| | | | 4+ hrs |
| Recruitment/HR | | | 4+ hrs |
| | | | 4+ hrs |
| | | | |
| Procurement | | | 4+ hrs |
| | | | 4+ hrs |
| Premises | | | 4+ hrs |
| | | | Limited |
| Marketing & Communications | | | 4+ hrs |
| | | | 4+ hrs |
| | | | 4+ hrs |
| ICT | | | 4+ hrs |
| Curriculum Planning | | | 4+ hrs |
| | | | 1-4 hrs |
| | | | |
| School Leadership | | | 4+ hrs |
| School Finance | | | 4+ hrs |
| | | | |
| Media/ Communications | | | Limited |
| Marketing | | | |

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