



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

WYNYARD CHURCH OF ENGLAND PRIMARY SCHOOL

Pre-registration reference number - 73109

Contents

Completing and submitting your application.....	3
Application checklist.....	5
Declaration.....	7
Section A: Applicant details.....	9
Section B: Outline of the school	9
Section C: Education vision	10
Section D: Education plan – part 1.....	19
Section D: Education plan – part 2.....	20
Section E: Evidence of need – part 1	67
Section E: Evidence of need – part 2.....	72
Section F: Capacity and capability	75
F1 (a) Pre-opening skills and experience	75
F1 (b) Skills gap in pre-opening.....	80
F3 (a) Proposed governors.....	84
F3 (b) Skills gap for governing body.....	86
F6 (existing providers and any new applicants seeking to open more than one free school).....	97
F6(a) Shared services	97
F6 (b) Shared services	97
Section G: Budget planning and affordability	97
G3 Financial resilience to reductions in income	98
Section H: Premises	99
Annexes	99
CV	109

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget 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, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) 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 the Word and Excel templates 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

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

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	x	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

√

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

Overview

1. Wynyard C of E Primary School will provide children with high achievement, confidence and strong moral values, developed through excellent teaching, a stimulating curriculum, and a Christian ethos. It will be a school where wellbeing is paramount, every child valued and which will be at the heart of the local community.

2. Delivering first-class education, with exceptional teaching and purposeful learning, and underpinned by Christian values and principles, it will be an aspirational and caring school, devoted to ensuring local children realise their full potential. Wellbeing and respect for others will be paramount and children will pursue excellence academically, morally, and creatively. They will develop an eagerness for learning, zeal to achieve, confidence and self-reliance, and an enduring commitment to work with and help others.

3. The school will welcome all children, of every faith or no faith. They would share in an ethos that believed in fulfilling human potential, delivered through an education focussed on progress and achievement and in the context of Christian belief and practice.

4. Our aspirations as a school are:

- To be inclusive and allow every child to achieve their potential in whatever their talent
- To ensure the wellbeing of every member of the school is maintained and enhanced
- To create a school where children develop a love for learning and how to use knowledge wisely
- To ensure the school is central to the life of the Wynyard community

The school will be built in response to the needs and desires of the local area and its residents and would be part of the Diocese of Durham's family of schools. It will be located on the Wynyard Estate in Stockton on Tees.

Rationale

1. Wynyard Primary School would serve a relatively new and growing community that currently has no primary provision within three miles.

2. Our proposal will create a school that serves an expanding, aspirational, community with particular characteristics. It is based on what the expectations, aspirations and needs of the local community are, the track record of the Church of England Dioceses in the region in delivering good and outstanding schools, and a distinctive vision and ethos that would provide successful outcomes for children, staff and residents. It incorporates:

- Response to the need to provide accessible primary education for local children

- Meeting the desire from parents for high quality schooling
- The track record of the Church of England in providing good and outstanding Primary schools in the region
- Ambitious and appropriate objectives

3. The school would provide

- high educational achievement,
- an all-embracing emphasis on spiritual, moral and physical wellbeing,
- the development of children so that they are confident and determined,
- teaching and leadership that uses best ideas and practice,
- recognition by the wider community of it being an integral part of its life.

4. The new school would meet both existing and expanding demand for school places. It would serve the educational needs of the children and also act as hub for the whole community, providing a resource that would be an integral part of the lives of over 4000 people.

5. There is a demographic demand for a new primary school. Begun in 1987 the Wynyard community presently has 850 homes. On April 1 2014, planning approval was given for 900 new homes and a new school to be built in the Wynyard area. The census of 2011 showed that the then population was 3361. Of these 21% were under the age of 15, with 282 being Primary age children.

6. The tables below compare the total estimated number of primary age pupils who will be resident in the Wynyard area by 2017 when the new homes have been completed. The comparison is calculated using:

0.26 Pupil Yield v 2011 Census data

TABLE 1: Uses a pupil yield of 0.26 (i.e. 26 Primary Pupils per 100 homes). This is a nationally recognised figure that has been adjusted to suit local population patterns by Stockton Borough Council.

TABLE 2: Is based on the 2011 Census data which shows a slightly higher number of primary aged pupils living in Wynyard

7. These tables shows a growing demand for primary provision in the Wynyard area. Based on this, we propose 2FEs, PAN 60, Capacity 348 (Y1 – Y6)

Based on Stockton Primary Yield = 0.26			TABLE 1	Based on 2011 Census Data		TABLE 2
	Homes	Y1 - Y6		Residents	Y1 - Y6	
Existing Wynyard Village	850	221	Actual residents	3361	282	
Wynyard (Additional)	500	130	Estimated residents	1975	165	
Wynyard Park (Additional)	400	104	Estimated residents	1580	132	
		455			579	

8. Existing Maintained provision for Primary age children is not available within three miles. The Stockton MBC policy is for no child to have to travel further than 2.5 miles. For children of this age walking or cycling to school is therefore impractical. Routes are not main roads and bad weather makes vehicular transport to school difficult. Locating within Wynyard overcomes these difficulties.

9. The new school would reflect community desires and characteristics. Our schools are local schools serving the whole community. Across the diocese many of our schools are the only school making provision for that age group in that particular locality. There is huge support for these schools among the communities they serve. Parents are overwhelmingly happy with the provision, as the invariably favourable ratings of parental satisfaction in Ofsted reports show. Strong Ofsted ratings for our schools resonate with Wynyard residents who demonstrate high aspirations for their children

10. Extensive consultation has been carried out locally which endorses support for this school. To ensure feedback we held a consultation event open to the public, distributed leaflets about our proposal to existing residents, local surgeries and dental practices, shops, and the local early years nursery. We have worked closely with the Residents' Association. In addition there was press coverage of our plans in local media. A website, Facebook page, and Twitter feed were also established (full details in Section E). Individual meetings have been held with the education teams from both Stockton and Hartlepool councils, and the MP for Stockton North, Alex Cunningham. These have also been supportive of the school.

Vision and Ethos

1. The vision for the school is that it would ensure every individual pupil fulfils his or her potential. It would nurture young people to be good citizens who are capable, confident and caring; contributing and proud of their own community, and equipped with the necessary basic skills to be effective members of the national and global community. The ethos underpinning this vision

reflects the principles and values of the Church of England. The school's Christian character will be developed in partnership with the Church at local and Diocesan level. The school would serve the community by providing education of the highest quality within the context of Christian belief and practice. The ethos would encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all pupils.

2. The Church of England has been involved in education in this region for 150 years, serving the whole community and not solely the Christian constituency. As with each of our schools, Wynyard would be a place of education, not proselytising, providing opportunities for young people to make the most of their inherent potential and so make a contribution to the society of which they are a part.

3. Our Christian beliefs would cement the relationship between school and community, with a clear focus on building local partnerships and demonstrating inclusivity.

4. Every aspect of school life would be designed to ensure the rounded development of each pupil. The learning environment would be one that provided pathways for every child to reach their potential no matter what their talent. Through enrichment activities and providing activities across and beyond the curriculum we would create opportunities for all pupils to grow intellectually, morally, creatively, physically, and spiritually.

5. Our commitment to spiritual development has implications right across the curriculum, and at all ages. Every subject area would include in its aims such objectives as the following:

- to sustain the self-esteem of pupils in their learning experience;
- to develop the individual's capacities for critical and independent thought;
- to foster the emotional life of the individual, particularly in regard to being able to express one's feelings, and to enlarge one's appreciative range;
- to provide opportunities for the development of imaginative and empathetic experiences;
- to encourage the setting apart of moments for stillness and reflection;
- to provide learning material and situations that encourage moral responses and obligations towards other persons;

6. Our Christian commitment to spiritual development will show itself in:

Management and leadership issues and spiritual development:

- the school's shared vision and shared values;
- working together to achieve agreed goals;
- establishing a community where all are valued and with a commitment to building sound relationships between staff, between pupils, and between pupils and staff;
- consistency, e.g. in staff responses to pupils, behaviour policies;
- having a shared understanding of spiritual development leading to a clear policy that is owned by all, i.e. children, staff, governors, and parents;
- planning to allow opportunities for spontaneity;

Classroom strategies providing opportunities for spiritual development

- A range of opportunities for active learning.
- Circle time, e.g. as a forum for expression of personal feelings.

- Provide time for confidential support and opportunities for children to communicate with the teacher even if the teacher is busy, e.g. having a worry box or post box, putting a message on a Post-it note.
- Celebrate children's work and ideas, e.g. thoughtful use of display areas, interactive displays, interest tables; draw children's attention to detail.
- Group children together to cultivate sound relationships.
- Build into the timetable opportunity for reflection, stillness, quiet times
- Providing opportunities for pupils to share experiences.

School worship and spiritual development

- Celebration of all that is good and beautiful and express thankfulness for the joy of being alive;
- Provision of opportunities for pupils to share what is meaningful and significant to them, including the darker side of life;
- Ensuring that experiences provided are relevant to the age, aptitude and family background of the pupils;
- Using forms of worship that can be helpful in spiritual development, e.g. silent contemplation, dance, singing;
- Providing a rich variety of forms of expression, e.g. art, drama, music, story and giving pupils the opportunity to experience these at their own level
- Inviting, never coercing, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.

9. Set out below are four principles (amplified elsewhere in this submission) that will underpin our vision for Wynyard C of E Primary School.

- Wellbeing
- Excellence in teaching and purposeful learning for children and staff
- Community Involvement and responsiveness
- Inclusivity

Wellbeing

10. This would be central to the life of the school, in formal and informal activities, in curriculum and non-curriculum settings. Each child would benefit from pastoral care and support systems ensuring they feel safe, happy and nurtured. Excellent knowledge and relationships with pupils allows each individual to be addressed empathetically.

11. The new school would be designed with safety and security in mind. Our Christian ethos of the “golden rule” of treating others as you would like to be treated by them would help promote good relationships, mutual understanding, respect and responsibility.

12. We recognise the importance of mental, emotional, and physical wellbeing to a child’s ability to learn and achieve. We would ensure that it was embedded into the planning and provision of all our activities, whether based in the classroom or elsewhere.

13. We believe that wellbeing and the consequent positive attitudes to learning and attainment can be developed across the breadth of our provision. They would manifest themselves in achievement results, levels of confidence, and positive relationships, as well as in physical health. We would ensure that our pupils understood their value as individuals, their self-worth, and their value to the wider community, both locally and globally.

14. The school’s provision would include:

- Maintaining a safe environment for pupils and staff

- Road, fire and e safety programmes and other relevant safeguarding initiatives
- Healthy lifestyle provision through good food, freely available drinking water, and encouragement to walk or cycle to school
- Vertical groupings where appropriate, developing relationships peer to peer across ages, and a Buddy system helping new children settle in
- Pupil Council facilitating pupils raising issues and their involvement in finding solutions
- Small class sizes
- Emphasis on good and positive behaviour with strong bullying prevention
- Circle Time
- Collective Worship , reinforcing the school community
- Strong preparation for transition to secondary school

Community Involvement and Responsiveness

15. The school would be a community hub both physically and symbolically. It would play a significant role in developing strong community spirit through its:

- **Approach:** a philosophy that would emphasise the central role of a school in bringing together the wider community, recognising that children act as a unifying feature of society, that their social development and well-being is enhanced by a vibrant and connected local community, that there are strong and beneficial resources to be called on locally, and equally that the energy and assets of the school will be of benefit to local people. Partnerships with all those who play a role in the local community would be central to our ethos and we would emphasise the school's role in creating mutual trust and respect across the locality. We would actively seek out ways of involving the school with local businesses, voluntary groups, charities and individuals not only from whom children and staff can learn and draw inspiration but to whom we can contribute. We would establish links with further and higher education institutions and with others, such as hospitals and other health providers, arts and sports bodies and the like. Participation in the governance of the school by such organisations and individuals would be actively pursued by us.
- **Activities:** actively initiating and developing activities that draw other members of the community into the school, and forging links with groups and businesses to provide a base for their activity and events. We would develop programmes that supported key themes that would be important in drawing the community together e.g. multi-generational links, environmental care, connections with the local planetarium and observatory, sporting and artistic activities, and also that brought our children and staff closer to the talents and experiences of individual local people. We would have a particular focus on parents and families of our pupils, setting up a Parents Council, facilitating a Friends group, and ensuring that the families of pupils feel part of the school family.
- **Accessibility:** making provision that its resources would be available to community groups as widely as possible, ensuring that buildings, facilities and other assets are utilised seven days a week, and outside school hours and terms. Provision will be made to ensure school resources are accessible to people with disabilities.

16. Our emphasis on developing every child as a global as well as local citizen , ensuring that they grow to be sure not only of their self-worth but of their value to the wider world, would lead us to maintain links with schools in different types of community, regionally, nationally and internationally.

Excellence in Teaching and Learning

17. We would attach the highest importance to excellent teaching, underpinned by high quality professional development, and use and instigate the best ideas and practice we can. This is not an end in itself but a means to ensuring that our pupils are given the strongest possible opportunity to learn.

18. We would adopt a robust approach to identifying the most appropriate CPD for our staff, enabling them to constantly deliver highly effective teaching and care for pupils. We would encourage them to manifest what we would say to pupils – “be the best you can be”. In this way we would demonstrate that we prize commitment to learning throughout the school. In addition we would make use of the strong family of diocesan schools that exists, sharing success and ideas, as well as with other schools with whom we would co-operate.

19. The sharing of expertise would be pursued through making use of the specialisms and passions of individual teachers across the school and not just with their own class. We would also make use of specialist peripatetic teachers, parents and other community members with particular expertise to ensure that our pupils receive the widest exposure possible to excellence in teaching across both core and non-core subjects.

20. Learning would be underpinned by distinctive features that would include 10% facilitated child learning, extended school day, flexible school hours, subject clubs e.g. French, Maths, Science, and Sports. We would ensure that teaching reflected community characteristics and resources.

21. We would ensure opportunities for children to equip themselves with learning techniques that are appropriate for them as individuals and equip them with skills and knowledge that will prepare them for later life. There would be strong ICT provision, language learning, and opportunities to understand about money management.

22. We would also make provision for children at either end of learning ability, or those with challenging behaviour, with a special GAT programme and targeted individual support when needed to close any achievement gap.

23. Underpinning successful teaching and learning will be strong leadership. We would develop leadership skills in all staff, enhancing a sense of responsibility and purpose. This would also be carried through amongst pupils ensuring their growth as leaders of their own learning.

An Inclusive School

24. Our school will welcome all children. There will be no barriers on the grounds of family background, race or faith. We will work consistently to ensure that every child develops and fulfils their potential.

25. Our Christian beliefs will ensure that the school is a place of focus and participation for all the community. It will be a physical resource and a stimulus for thought and action throughout Wynyard.

Aspirations and Outcomes

Aspiration 1. To allow every child to achieve their potential in whatever their talent

We would recognise achievement in its broadest sense. We would look for and reward achievement in every individual. We would see its impact through:

- Excellent results in formal assessments
- Numbers of pupils receiving commendations in any activity

Participation in non-curriculum activities

Aspiration 2. To ensure that the wellbeing of every school member is maintained and enhanced

We would care for the physical, mental, and emotional wellbeing of pupils and staff and see its impact through:

- Children being safe, happy, included and wanting to come to school
- Children will move easily and confidently between phases
- Children and staff will respect each other

Aspiration 3. To create a school where there is a sincere love of learning amongst children and staff.

We would stimulate all the school community to want to know more and develop understanding of all they come into contact with. We would see its impact through

- Inspiring and creative curriculums that motivate and boost achievement in both Foundation and Primary phases
- Evident desire to gain knowledge about non-core subjects
- CPD being an inherent part in the worklife of every member of staff

Aspiration 4. To ensure that the school is central to the life of the wider Wynyard community

Our Christian ethos believes that only by working with others can children and adults contribute fully to a caring and responsible society. We would see its impact through:

- Our school being a thriving cultural and community centre
- All places being subscribed
- Positive development for the whole community

Summary

37. Our proposal is based on four key components:

- A significantly growing community with consequent shortfall in primary school places
- A robust and realistic vision for a high quality school that meets community aspirations and expectations
- The Christian ethos that has proved successful and popular in other Diocese of Durham schools
- An approach to teaching and learning that is inclusive, based on a strong curriculum and uses creative and inspirational activities to ensure that all abilities and talents are developed, every child aspires to the best they can be, and that they are all allowed to fulfil their potential.

It is a proposal for a school that will provide current and future children with a stimulating, supportive, and successful education.

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		13	20	35	45	58	60	60	60
Year 1		8	20	35	40	52	60	60	60
Year 2		6	10	35	40	45	55	60	60
Year 3		7	10	20	30	45	50	60	60
Year 4		7	10	20	30	30	48	60	60
Year 5			10	18	25	30	40	60	60
Year 6				17	30	40	47	60	60
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									
Totals		41	80	180	240	300	360	420	420

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	Reception - Year 6
Maths	5	“	“
Science	2.5	“	“
Other Knowledge & Understanding (e.g. history, geography)	5 / 1.5	“	Years 2 – 6 / Reception & Year 1
PSHE	1.5 / 2	“	Years 2- 6 / Reception & Year 1
Creative (e.g. music, art)	1.75/ 2.5	“	Years 2- 6 / Reception & Year 1
Physical Activity	1.75 / 2	“	Years 2 – 6 / Reception & Year 1
Enrichment	2.5	“	Reception – Year 6

This allocation is based on 25 hours class time for Years 2-6, and 23 hours for Reception and Year 1. Final determination will be subject to determination by the Headteacher and Governors. A percentage breakdown of subject time and rationale is identified in D1, para 67.

Section D1:

Curriculum Plan

Curriculum Principles

- 1 .Our Christian emphasis on spiritual development, with the ensuing positive outcomes for personal and educational development , will lie at the heart of our curriculum. Distinctly Christian values will be made explicit and be embedded in our teaching and learning, encouraging every child to realise their full potential in an environment that is supportive and caring, and dedicated to their individual growth and achievement. It is a curriculum that will deliver academic achievement, personal development and well-being for all learners, regardless of their ability or background.
2. The school's curriculum will consequently provide all learners with a range of opportunities that will excite and inspire, supporting all children so they can achieve individually and make a positive contribution to society. It will be a curriculum that allows and assists children to succeed and make the best of their talent and ability. Developing leadership and an expectation of service will be a cornerstone of the school. Children will have the opportunity to take responsibility for their own learning and supporting that of others, and the chance to contribute to and lead developments in their own community.
3. The education vision of our school is influenced by the needs we have identified in the community and underpins the curriculum design for the proposed school. The Diocese has already gained invaluable experience through the successful management over 50 primary schools and this experience has allowed us to analyse the needs of the local community very accurately and inform the design of the proposed curriculum.
- 4.Above all, parents want to see the provision of high quality, accessible primary education for local children. Local parents here want their children to walk with their friends to an excellent local school set in the heart of their community. They want to become actively involved in the school, investing part of themselves in the schooling of their children. They want a nurturing environment in which their children will thrive. They want a school set in the very heart of the community, playing an essential role in promoting cohesion and community spirit. They want their children to have the opportunity to discover rich experiences that will develop them as well rounded individuals with high aspirations for their future success. We will offer these parents what they really want for their children – an excellent community school in the heart of their locality and a sense of pride and belonging to the community.
- 5.Our consultation with the community has shown demand not just for year R, but for all year groups in our opening year of 2015. This demand comes from parents who would choose to transfer their children to our school from their current school. This is a due to the current absence of any school provision in Wynyard. Some parents have put their children temporarily into private schools even though their finances can't sustain the cost on a long-term basis. Others are travelling out of the estate by car and bus, some to schools in other towns. Our school will provide an excellent community school in the heart of the locality and a sense of pride and belonging to the community.

Curriculum Aims:

6. The curriculum will offer children a series of designed experiences and opportunities that are transferable and adaptable throughout their lives. Its design will enable them to become valued members of, and increasingly contribute to, the wider community. Children who pass through the school will leave with optimism. They will understand the concept of opportunity and service and that with hard work, they can be successful. The curriculum will drive our vision forward and will be underpinned by the ethos that defines our school: Wellbeing, Community Engagement, Excellent teaching and Purposeful Learning and Inclusion. Our children will:

- develop a set of values which contribute positively to their learning and their lives
- demonstrate exemplary conduct and self-discipline
- make informed choices and pursue healthy lifestyles
- feel valued as individuals and celebrate their own and their community's achievements
- contribute to the common good of the community locally, nationally and internationally
- develop skills in the school's specialisms and use these across the curriculum;
- work hard to develop their personal, learning and thinking skills
- have the opportunity to understand and experience the Christian worship in the school
- be well prepared for education and life beyond the school.
-

7. We have therefore planned and built our curriculum on Christian values to be:

Broad: so that it provides a wide range of knowledge, skills and experiences

Balanced: so that each subject has sufficient time to contribute effectively to learning.

Relevant: so that learning can be linked to real experiences, both in the children's local community and the world at large

Coherent: so that subject areas can be linked to make the learning experience more meaningful

Progressive: so that objectives are specific and progress year on year ensuring consistency, continuity and rigour

Differentiated: so that what is taught and the tasks that are set are matched to the aptitude and ability for each child.

Inclusive: so that there is equal opportunity for all children to access every area of the curriculum.

8. We will provide a curriculum that will enable all pupils to make outstanding progress throughout their time in school and reach levels above those expected nationally. With this in mind, we will set very challenging targets in all classes and for all children based upon an expert knowledge of their developmental needs. The Gifted and Talented children and those who are more able will be identified and targeted at levels above those expected for their age.

9. Our curriculum will help children to set aspirational targets for their future achievements and to acquire the core skills they need to be successful later in life. We will provide a solid foundation of Christian values and a nurturing environment, promoting tolerance, respect and perseverance. We will create an ambitious and inspirational learning community that recognises and fosters unique strengths and abilities. We recognise that outstanding attainment in the core curriculum combined with the development of excellent personal and social skills will enable our children to be successful now and in later life. We will therefore focus strongly on:

- A core curriculum that secures high standards in English, mathematics, science, RE and computing. We believe that this is the key to unlocking further learning and essential to becoming independent learners. The progress of all children will be closely monitored through Pupil Progress Meetings (including all staff involved with each class), and identified children will be supported by the class teacher, TA or specialist staff to secure accelerated progress against National Curriculum targets.
- A curriculum that will foster high aspirations with each child in the school. Our children will know that their aspirations are important, and also recognise the skills and attitudes they need to fulfil these. We will help children formulate their dreams by sharing the passion of a range of positive and inspirational role models within the school and the local community with them. We will do this by introducing the children to a range of new experiences to help them discover their interests.
- An enriched curriculum, taking into consideration our specific locality and the community around us.
- A curriculum which places spiritual development at its heart
- High expectations of all members of the school community (including teachers, parents, governors, non-teaching staff, and volunteers from the community) to contribute their knowledge, skills and time to enhance the learning opportunities of the next generation.
- Maximum use of outdoor classroom environment for all ages, in a response to research concerned with 21st century children's indoor existence, their static lifestyle and their high rates of obesity.

Curriculum Planning

10. We will plan our curriculum in three phases:

- A long term strategic plan will be agreed by the governors, Headteacher and teachers. This will indicate which topics are to be taught in each term and to which groups of children. It will be reviewed regularly and open to change to reflect community or wider developments.
- Medium term plans will be designed by teachers in collaboration with subject leaders. They will be theme-based and planned to ensure full coverage of subject areas. Clear guidance on the learning objectives, resources and teaching strategies will be given.
- Our short term plans are those that our teachers review on a daily basis to set out the learning objectives for each session and to identify how work will be adapted to suit the need of all children in the class. Short term planning will be an ongoing process, as it will take into account children's initial understanding and the effectiveness of learning that has taken place. Any gaps that may have arisen will be addressed accordingly.

11. Our basic curriculum will ensure coverage of the Early Years Foundation Phase (EYFS) and the National Curriculum (NC). The EYFS and NC secure entitlement to a broad curriculum, set clear expectations for learning and attainment and promote continuity within the school and on school transfer. They provide a common basis for primary education that is broadly understood by professionals and parents alike.

12. A key driver which underpins our curriculum and creates our distinctiveness is the Christian values at the heart of our school. The RE curriculum will be the agreed syllabus from the Diocese

i.e. 80% Christianity and will include learning about and learning from all major world religions. The emphasis will be on values shared across all faith groups and the values that we hold in high esteem in school and in the local community. Collective worship will be inspirational, inclusive and permeate all areas of school life. As a Christian school we will ensure that we recognise the collective responsibility of humankind to look after the natural world. We will raise awareness of sustainability and the role that each of us play in the care for our immediate environment and as global citizens.

The Creative Curriculum:

13. We will use themes and topics in each year group to enable children to develop key skills whilst covering important curriculum content in a more interesting and cross curricular way. We will

- make learning memorable through first hand experiences and a high impact entry point
- tailor teaching and learning to the children in our school so that we consider the learning that matters to them
- provide more continuity and progression in the skills that children learn across all areas of the curriculum from Nursery to Yr 6
- deliver high standards across the Foundation Subjects (geography, history, D&T, art, music, PE)
- ensure all children have an excellent grounding in reading, writing, speaking and listening and numeracy
- create cross curricular links to help children make connections in their learning
- use the local community and parents as a resource to support learning
- provide time for children to engage, explore, extend and enjoy their learning in all areas of the curriculum
- create learning partnership between school and families through raised motivation and home learning opportunities and involvement of parents in school.

14. We will plan all elements of English and mathematics as discreet areas of learning as well as making cross curricular links where they happen naturally. Themes and topics will be cross curricular and will cover learning in science, geography, history, design & technology, art, PSHE. There will be links to RE, PE and music when possible. Where there are no clear cross curricular links, subjects will continue to be taught in a discreet way. PE will be timetabled twice weekly.

Example Format of Themes:

WOW FACTOR

Each theme will start off with a “WOW” event to motivate and inspire children and to give each child an experience which they can build on in their learning.

KNOWLEDGE HARVEST

Teachers will find out what children already know about a topic or theme so that they can plan learning based on previous learning.

WONDER MOMENT

Teachers will ask the children what they want to learn about the topic so that they can cover learning that matters to the children. (I wonder.....?)

PLANNED LEARNING

Teachers will plan a wheel of learning which is cross- curricular and incorporates the skills to be taught through the topic activities as well as the learning that children are interested in.

FIRST HAND EXPERIENCES

Planning will include more first-hand experiences for the children through visits, visitors and practical activities linked to their learning. We want to involve the school community in our learning and use people in the community and the local area as a resource for learning.

REVIEW OF LEARNING

Children will review their learning to ensure that they have built on their previous knowledge.

EVALUATION OF THEME

15. Teachers will evaluate how the theme has gone and will keep a portfolio for each theme to monitor how we are covering the curriculum. Portfolios will show samples of work for different areas of learning and for different abilities of children.

16. Progress and Progression

The curriculum will support our vision for smooth progression in the following ways:

- Smooth transferrals between schools:

In our initial stage of opening we do not anticipate any difficulty integrating children who may be moving to us from elsewhere. This is because all children should be arriving from schools where they have already experienced the curriculum through the six areas of learning.

- Assessment, tracking and reporting progression:

The SLT will ensure rigorous assessment to track the progress of individuals, groups, whole classes and the whole school, against the skills and national curriculum levels. We will teach children at the level and in the manner that best suits their specific needs, and so tailor our teaching directly, based on the understanding and level of the individual child. We will be clear, detailed, specific and transparent when reporting our progress to parents and other teachers and professionals.

- Supporting inclusion and personalised learning:

Our class sizes and the exceptional knowledge all staff will have of their children will enable early identification and intervention to occur. This allows for the continuation of inclusion and personalised programmes of learning for every child, providing equality of opportunity for all pupils. Clearly where a child requires more specific support, or where children's needs are not met by the curriculum, we would provide additional support on an individual and discrete basis.

- P Scales:

Tracking progress of SEN children’s attainment will be rigorous, through breaking down P scales 1 to 8 into five levels within each of the six areas of learning and then into skill sets. Continuity between different phases is ensured through P levels, EYFS and Primary tracking. Thus a complete inclusion development programme will be created, allowing us to be creative whilst integrating all pupils with special needs into a mainstream creative curriculum, helping them to achieve their full potential.

Into the Future:

17. We will regularly review and update our curriculum to address changes to national policy and curriculum documents.

18. We will organise the structure of our school traditionally, as we know it will have to have a positive impact on the wellbeing of children and ensure smooth progression through the year group. It will also provide clear and appropriate continuation and progression into schools from the local nursery settings:

Year Group	Wynyard Model	
	Curriculum	Key Stage
YR	EYFS	KS1
Y1	NC	KS1
Y2	NC	KS1
Y3	NC	KS2
Y4	NC	KS2
Y5	NC	KS2
Y6	NC	KS2

The Foundation Phase

19. We will implement all the principles of the EYFS curriculum (September 2012), because we believe that this will help our children to make the best possible start to school. The curriculum will be organised in the following seven areas:

- **Communication and Language** is aimed at developing children ability to express themselves confidently in a range of situations. To achieve this, we will provide a rich language environment. We will also provide opportunities for EAL children to develop their home language through play and learning.

- **Physical Development** will help the children enhance their co-ordination and develop greater control over their movements. It will also encourage healthy lifestyles.

• **Personal, Social and Emotional Development** will help children to better understand their own feelings and help them to manage these feelings. We will encourage positive behaviour and positive relationships with adults and children in their class.

- **English** will include the systematic teaching of phonics which will allow children to begin to read and write. We will provide a wide range of reading materials for the children to access.
- **Mathematics** will focus on developing counting skills and a basic understanding of the number system. This will provide the basis for early work in calculation. We will also explore shapes, space and measure through the world around us
- We will develop our **Understanding of the World** by learning about people, places and the environment. We will use the cultural diversity of our local community to enrich our own understanding.
- **Expressive Arts and Design** will include aspects of art, music, movement, dance, role play and design and technology. Children will get the opportunity to explore ideas and feelings through a range of media and materials.

20. In the Reception Class we will implement an enjoyable and child centred curriculum based strongly on our knowledge of individual needs, interests, and stages of development of each child.

21. We believe that the three prime areas form the basis for securing further learning, and would therefore aim to secure these in the initial stages of the children's time in Reception. Once the children have secured the prime areas and become more ready for learning, the balance will be more equal between all seven areas. This would not however become a whole class approach, but will consider the developmental need of the individuals in the class.

22. The curriculum will be balanced between adult-led more formal teaching, and child initiated activities that would enable children to explore.

23. All children will have a key person whom will be responsible for ensuring that their needs are met fully through a tailored curriculum, and excellent levels of care.

The Primary phase

24. This will be constructed as a careful and coherent progression from the Foundation phase and into mainstream primary education. Children entering it will have established positive attitudes to learning and begun to develop the language and study skills essential to their later progress.

25. As the children enter this phase our first task will be to analyse their individual and group needs. This will be informed by their Foundation Phase Profiles and personal knowledge of children (assisted by the home room system). The teachers will use their knowledge of the curriculum and their knowledge of the children to inform their planning to meet the needs of the children and progress their learning.

26. As children move up through the primary years we will teach them the skills they need to become increasingly independent and direct their own learning within a creative theme. They will have been taught the skills they need to investigate, research, hypothesise and develop ideas in a creative way and we will give them the freedom to do so.

Transition between Key Stages in the Primary Phase

27. Good transition between key stages in the primary school will be easier to achieve as we will be able to do the following very successfully:

- Share information about children's learning needs between staff in the school and pass on detailed records on each child from year to year.
- Ensure that all children and parents meet their new teachers in advance of them starting in the new class.
- Designate the second half of the summer term and the start of the autumn term in the following year as transition phases, during which there would be movement between old and new classes and teaching staff and greater flexibility in the curriculum. The curriculum at the start of year 1 will include some play based activities, especially for those children who are not yet ready to access the Year 1 curriculum.

Transition to secondary school:

28. We will support children and parents through the entire transition process from ensuring they can attend open days in year 5 through to continued links into the secondary years:

- Ensure all parents receive information and advice about secondary schools in a form they can access
- Use our community links with secondary schools to develop friendships between primary and secondary schools students through – reading buddy schemes, music and sports groups
- Recognise the needs of more vulnerable children on secondary transfer and assist according to individual needs
- Ensure we always offer a welcoming environment for year 7 (or older) students to pop in to visit in the form of the year 7 after school club

KS1 and KS2 Curriculum

29. We believe that the core curriculum will provide the children with the essential skills they need to make them successful now and in the future. All children will be taught at least one hour of discreet English as well as a systematic phonics lesson in KS1 (and where necessary throughout KS2), maths every day, and at least two hours of science every week. In addition to this we will provide a broad range of specialised intervention programmes for those who need to develop the essential skills needed to access the curriculum. These could include 15 Minutes a Day reading, a catch up phonics programme, speech and language interventions, Springboard maths etc. The core curriculum will be firmly embedded in all topics to ensure that children can apply essential skills across all subjects.

Curriculum Areas

30. English . The teaching of English must ensure that all children can access the curriculum, enabling them to understand, express and evaluate their own learning.

In EYFS and KS1 we will focus on systematic phonics teaching to secure good progress in reading and writing. We will also ensure that speaking and listening features very strongly in all aspects of the curriculum.

In KS 2 we will further enhance English by focussing on comprehension reading and writing for different purposes. We will also maintain, through intervention, phonic catch up programmes for those who need further support or those who joined the school after KS1.

31. In English we will aim to achieve the following for all our children:

- Good listening skills and clear understanding of all aspects of the curriculum
- Speaking clearly, confidently and with appropriate language in a range of contexts
- A love of books and being able to read fluently with understanding, enjoyment, feeling and discernment ;
- The ability to communicate clearly and confidently in writing, and to be able to apply their writing skills across the curriculum
- Confidence and accuracy in the use of spelling, punctuation and grammar
- Clear, fluent and legible handwriting.

32. All children will have curriculum appropriate levelled targets. Marking and assessments will be done against these. These targets will also form the basis of children's success criteria in each lesson and will inform the summative assessments used to plan the next steps in their learning.

33. Maths. Children will take part in a daily mathematics lesson. Emphasis will be placed on mental and written calculation strategies and a thorough understanding of the number system. We will develop a good understanding of number work and appropriate mental recall skills in KS1. In KS2 we will develop good understanding of times tables and secure calculation strategies for all children as early as possible.

Mathematics will also be integrated into cross curricular topics, as well as science and computing. Throughout the school, children will regularly be taught problem solving skills linked to real life scenarios.

34. The following areas will be taught in maths:

- Number and Algebra
- Shape, Space and Measures
- Data handling
- Using and applying maths (taught discretely and integrated as part of all topics).

35. For maths we will use similar targets to those described in English. These key skills will form the basis of assessment and identifying next steps in learning. These will have a high profile in children's books and help staff and children to evaluate their progress.

36. Science. Science will be taught discretely for two hours every week, but will also be very firmly embedded in topic work.

Children will learn about:

- life and living processes
- materials and their properties
- physical processes

37. In KS1 children will start to develop aspects of scientific enquiry alongside the learning about the three areas stated above. In KS 2 the children will study the areas stated above in more detail and include a topic on the solar system. They will also have a far greater emphasis on scientific enquiry and apply this across all aspects of their learning in science.

38. We will stimulate the children's curiosity for investigating scientific concepts and teach them the inquiry processes and methods they need to carry out their scientific investigations effectively. Children will learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

39. Children will learn to predict, hypothesise and carry out a fair test. They will also learn to observe, evaluate and record their findings in a variety of ways including through the use of ICT. We will also use the school's natural surroundings and other natural areas to gain first hand experiences in science.

The Foundation Curriculum

40. The subjects that make up the foundation curriculum will be combined in thematic modules as detailed above in The Creative Curriculum. This means that the subjects that form part of the foundation curriculum will not be taught in isolation, but will form part of a multi-disciplined topic, where individual curriculum areas enhance each other to form a relevant and exciting learning experience.

In all topics, a strong emphasis will remain on English, maths and science, allowing children to apply the core skills across the curriculum.

Although this is will be a thematic curriculum which integrates most subjects, the individual subject's skills, knowledge and understanding can be broken down as follows:

41. Computing. This will be taught discreetly and as a cross-curricular skill in teaching and learning of most other subjects. We believe that the use of ICT is an integral part of learning now and in the future. Children will be taught to use ICT for the following purposes and then apply these skills across the curriculum:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

We will help children and parents to understand the potential dangers of the Internet and how to keep themselves safe.

42. Music. Music will be part of the integrated topic work but will also be extended to clubs and events at school. There will also be a programme of individual music tuition provided by Stockton

LA support service for those who want to learn how to play an instrument. All children will have a weekly class music lesson. Music will also play a big part of Collective Worship and we will hold annual music events where the children can perform. All children will get the chance to take part in a musical production at least once every year through their key stage performances.

The teaching of music will include: performing skills, composing skills, appraising skills and applying knowledge and understanding of music.

43. History. Children will develop an appreciation of time and past events through a range of primary and secondary sources. We will learn about important episodes and developments in Britain's past (locally and nationally) and how it affects our lives today.

44. We will also develop a very strong understanding of how the history of different places in the world is linked. History skills in the curriculum will include the teaching of chronological understanding, knowledge and understanding of historical events, people and changes in the past and historical interpretation and enquiry.

45. Geography. Children will explore the school environment, the local community, the UK and the Global Community and study the interaction between the earth and humans across the globe. Children will acquire geographical knowledge and understanding of places, patterns of environmental change and sustainable development. They will also develop their skills in geographical enquiry.

Geography will play a major role in the development of our local and international perspectives. In addition to the above we will therefore focus specifically on other relevant aspects like services in the local community, recycling, interdependence, and the similarities and differences between different people in the world. All of these will address some of the specific learning needs of our school community.

46. Design Technology. This will offer the children a practical context in which to learn about their world and how things work. They will learn about identifying needs, specifications and opportunities to address a demand in the market and will develop the practical skills they need to make these products. Children will develop their understanding of different aspects of design technology including the design proposal, plan and make phase, evaluating a product and refining the product for future. The use of ICT in these processes will be highlighted.

47. Physical Education. Children will be encouraged to take part in a wide variety of sports and physical exercise including competitive team games, dance, movement, gymnastics and athletics. We will supplement the PE curriculum with a wide range of clubs aimed at improving the children's physical health. These will include gymnastics, dance, football, netball, cricket, athletics, games, gardening and healthy cooking club. These clubs will also aim to introduce children to a broad and to further develop the skills of children who are talented in these areas.

The planning of the school building will include adequate space and resources to teach a wide range of PE and Sports activities.

48. Art (including aspects of performance arts). Art will have a high profile in the school and would include the following aspects: exploring and developing ideas, investigating and making art, craft and design and evaluating and developing work.

Through art children would develop their appreciation of communities around the world. We will use art displays around the school to celebrate the beauty of our cultural diversity.

49. Society. We will teach the children about their community and how to be safe within it. While we will ensure that our children and parents understand and can access the community services they are entitled to. We will also highlight our responsibility to others (including vulnerable people) we are in contact with. In school we will celebrate our diversity, and while we will aim develop a good understanding of what make people unique, we will focus even more strongly on the things that connect us.

50. International. We will aim to develop 'International Mindedness', by enhancing children's understanding of the differences between people on our planet. It also teaches children to understand our responsibilities towards each other and towards the planet we share.

51. We will explore the different cultures, traditions and customs of people around the world, and start focussing of the global issues that affect us all. Learning units include work on drugs, climate change and sustainable energy and international conflict (war).

52. Modern Foreign Languages. French will be taught as the main component of our MFL curriculum as it is taught at the local nursery. It will initially centre on singing and speaking and listening activities. In upper KS2 this will be extended to basic elements of writing.

53. We will use specialist teachers and native language speakers to deliver the French lessons. We will also teach children basic conversations in other languages spoken by families in the school. Involving parents in this way will enhance the contribution of our parents to the curriculum. We will seek to develop links with a school in France for joint curriculum projects and possibly for visits in Y5.

54. Religious Education. We will study all the major world religions in RE and use the curriculum structure developed by the Durham Board of Education. We will teach the stories, traditions and beliefs of different religions and use the religious diversity of the community to enhance through first hand experiences. We will also learn from the different religions we study, by reflecting on how the experiences of others are relevant to our own beliefs. These reflections will be part of every RE lesson. This curriculum and the ethos of the school will be founded on the Christian belief that each person has equal worth. We will therefore seek to ensure that all children and families feel valued in the school and that that they are treated with the respect they deserve.

Curriculum Planning, Monitoring, and Enrichment

55. Enrichment Provision. Enrichment will occur in two main ways; firstly through our timetabled curriculum enrichment and secondly through our programme of 'extended school' clubs (detailed below). Timetabled curriculum enrichment will be compulsory and includes participating in child-led learning (detailed earlier).

56. We don't feel it is necessarily best for every child to arrive at school at 8am and stay until late in the afternoon. However we are very mindful of the difficulties and time constraints of working parents, so have done our very best to ensure we have catered for all needs in an effective and fully inclusive way. We are planning to provide an extensive programme of extended school clubs, which will run both before and after school on a daily basis both before and after school on a daily basis. Children can attend any of these clubs (which will be voluntary, mainly free and open to all)

to enhance the diversity of their education. Children will be able to choose from numerous activities and will have the freedom to choose what interests them and some children will be guided towards clubs or activities that would specifically benefit their needs, or help them improve a particular skill

57. We will also offer specific sessions run by HLTAs which are linked to school action intervention. These would be for children identified by their teacher as needing early intervention and compulsory attendance would be advised. All teachers would be responsible for running one lunchtime club, and one after-school club that reflects their specific interests or skill set.

58. To enable us to provide wrap around care, we will work with pre- and after-school providers who will provide care on site until 6pm. We will provide further enrichments to the curriculum as a timetabled part of the school day.

59. 10% of the timetable. Friday afternoon will be given to the children to lead their learning in the direction of their own choice. This will be a time for children to develop their own interests and may involve working individually or in small groups. This might include the following:

- Taking part in local or national competitions – art, poetry, creative writing, dance, design
- Raising money for charity
- Creating a tapestry, mural or sculpture
- Developing a recipe book
- Producing a detailed work of reference on Wynyard Hall
- Producing a fanzine for the pop star of the moment
- Writing and rehearsing music, drama or dance
- Developing a computer programme
- Model making

60. There will be very high expectations of the children's outcomes in these sessions and children will be expected to present their work to the class on completion. Exceptional work will be presented in assembly.

61. Community led enrichment programme: We will ensure things that are important to our community to have a place at our school. This may be in the form of shaping our curricular themes or a focus for the curriculum enrichment programme. We will also encourage a strong emphasis on activities and skills to be taught by experts in their field from the community whether to support curricular themes or to enrich our curriculum. In addition, whole school productions will be held as a purposeful culmination to children's learning and will be performed to, and with the community.

62. We will also be providing a comprehensive range of voluntary lunchtime and after-school activities. These will provide a broad and eclectic range of free and low-cost activities to be provided by community volunteers, teachers and specialists.

63. Collaborative and specialist teaching. Teaching will be exemplary as we believe inspirational teachers create the best learners. We will seek the active support and involvement of our local partner primary schools-such as William Cassidi and Prior's Mill. Our teachers will bring their own passions to the school, but will also collaborate with each other; local primary and secondary schools; local businesses, specialist peripatetic teachers, parents and skilled members of our community to ensure our children are taught by people who are eager to pass on their

enthusiasm for the subject and their love of learning. Teachers at our school will be encouraged and developed to:

- encourage pupils to learn independently
- promote self-evaluation
- help pupils learn to cope with failure and frustration
- focus on the learning process, not simply on the result
- develop special interests
- offer opportunities to work with a variety of materials
- ask 'why' questions to stimulate the study of cause-effect relations
- instruct pupils in the processing skills used to analyse and synthesize problems.

64. Support staff. We value the contribution of teaching assistants extremely highly and will maximise our use of their skills to broaden our provision. It is essential that all our TAs have exemplary interpersonal skills, and are able to communicate extremely effectively, both with the children and their colleagues. Teaching assistants will work alongside class teachers, specialist teachers, and homeroom tutors:

- Helping to facilitate effective delivery of the taught curriculum and follow-up activities (e.g. working alongside individuals and groups to focus their attention, and maximise potential learning)
- Work effectively one-to-one and with small groups, to provide specific intervention and to boost outcomes
- Helping to facilitate child-initiated learning (having an excellent knowledge of how to encourage and stimulate the children's own ideas and how best to resource any practical activities)
- Role-modelling positive behaviours

65. In addition our HLTA's will be qualified and competent to provide a small amount of PPA cover where required and responsible for delivering before-school booster groups.

Homework

66. We will make judicious use of homework to support children's learning and accelerate their progress. A homework policy will be drawn up by the professional staff in consultation with children and their families.

Curriculum plan and organisation of learning

67. Although as already stated the curriculum will be taught creatively in themes rather than by subjects, time allocation to each subject area within a theme will be carefully monitored and reviewed by the Headteacher and Governors. Below is a broad outline of the curriculum model. Numbers represent the percentage of time spent on each subject area over the academic year.

Year	Wynyard C of E Primary Curriculum Model							
	English	Maths	K&U Science	K&U Other	PSHE	Creative	Physical	Enrich
R	20%	20%	10%	5%	10%	15%	10%	10%

1	20%	20%	10%	10%	10%	10%	10%	10%
2	20%	20%	10%	20%	5%	7.5%	7.5%	10%
3	20%	20%	10%	20%	5%	7.5%	7.5%	10%
4	20%	20%	10%	20%	5%	7.5%	7.5%	10%
5	20%	20%	10%	20%	5%	7.5%	7.5%	10%
6	20%	20%	10%	20%	5%	7.5%	7.5%	10%

- Appropriate emphasis will be given to the core subjects of English, mathematics and science. This will total 50% of the time available in all the year groups.
- Differences between Foundation Phase and Primary Phase percentages are for reasons of differing maturity of the pupils. For example children in the Foundation Phase will receive a greater percentage of taught time on PSHE in order to create patterns of behaviour and understanding of self and others.
- Percentages given reflect coverage over an academic year.
- Physical education is above the National Curriculum guideline of 5%. This reflects our commitment to health and wellbeing.

68. In order to train children how to express themselves effectively in front of an audience, daily JAM (Just a Minute) sessions will be carefully planned to link in with specific learning objectives. These will be prepared by the children at home with their parents. Keeping this to a very short, regular and non-threatening task ensures it doesn't become too onerous, yet the children become used to and comfortable with the process. Preparing the JAM content at home ensures parents are included, and fully in touch with their child's learning.

69. PE is timetabled to occur twice weekly, to ensure that the hall space is available for each class on a regular basis. However, physical activity will also occur across the curriculum, for example in drama sessions or through outdoor activity.

70. All classrooms will have a minimum of three computers, ensuring that there is always provision for one group of children, working in pairs, to access their learning electronically. This is important, given that the majority of daily life in secondary school and beyond will encompass technology. This also extends the range of activities the teachers can plan for and include in the children's learning on a daily basis. In addition to this, every child in the school will have time in the ICT suite for specific, dedicated ICT teaching and there will be laptop trolleys; a minimum of 1 in EY, one in KS1 and 2 in KS 2, each holding 20 laptops as computing must be used to enhance all areas of the curriculum

71. Playtime, in keeping with Homeroom time will integrate children from all age groups. This further develops our nurturing ethos, as older children can look out for the younger ones and carry out a buddy system. Alongside this nurturing aspect, we will cater for the differing needs of the children; zoned areas will be provided in the playground designated for quieter activities. This will ensure the safety of smaller or more vulnerable children.

Vertical Groupings – The Homeroom

79. Each child will be assigned to a Homeroom for morning and afternoon registration. These Homerooms will be made up of mixed age groups, and will on the whole stay together for at least two academic years. The Homeroom tutor responsibilities will be of a more generalised nature, focussing mainly on aspects of whole-school interest, and building relationships within the broader spectrum of the school. For example:

- Registration
- Home and nursery visits
- Sharing notices and informing children about daily / weekly activities throughout the school
- General day-to-day housekeeping issues (e.g. receiving money & permission slips etc.)
- Start-of-day home contact (e.g. receiving letters from parents or speaking about any general school issues)
- Updating the Homeroom web page

80. The Homeroom tutor will also take responsibility for any individual reading the children may be doing and guide them in their selection of independent reading material.

Rationale:

81. The reasons for our vertical groupings are as follows:

- Encouraging children to get to know each other very well throughout the school
- Enabling older children to have positions of responsibility and roles within the class that promote a supporting, nurturing environment
- Effective cognitive and social development through interacting with different aged children
- Role-modelling excellent positive behaviour and expectations, by using the older children to teach the younger ones about self-responsibility etc.
- Encouraging a culture of hierarchy of authority, enabling older children to use appropriate powers of intervention where required.
- Promoting peer-support and a love of reading, as children share books with each other and read together.
- A strong emphasis on community and citizenship

82. Morning and afternoon registration (Homeroom time) will happen in these mixed age groupings. Vertical Homeroom Groupings will take a number of years to establish, as the school builds up to having full numbers. Initially we will work on a two-year rolling programme, ensuring that each Homeroom grouping stays together with their Tutor for the duration of the two years. As numbers build, a few minor adjustments will have to be made to accommodate new intakes and additional teachers. This will also allow for flexibility in the case of any conflicts of interest, children being unhappy with their peers or placement or other necessary changes to balance the groupings. Pupils will be allocated to Homeroom groups on a random basis, ensuring a minimum of four children per year group are in each Homeroom.

83. As with standard state primary schools, children will on the whole be grouped according to age and assigned to a class teacher for the duration of an academic year.

84. Pupils will be allocated to classes on the basis of their date of birth. However as detailed in section D1, we are very aware of individual children's varying developmental progression. We

have therefore developed our timetable to be extremely flexible, allowing for different groupings according to specific need, ability or interest, in order to meet and extend each child's full potential.

85. In the case of children being grouped in ways other than by DOB, it will be purely on the basis that the revised grouping is the best possible way to extend the children's learning. Everything will be justified by thorough assessment and regularly reviewing children's progress; in conjunction with (where appropriate) the Inclusion Leader, the parents, the Homeroom tutor and the child itself.

86. The class teacher will be responsible for all the usual aspects of running a class, for example:

- Providing general academic curriculum coverage
- Tracking academic achievement
- End-of-day home contact – two-way dialogue with parents about any issues arising (both positive and constructive)
- Organising class assemblies
- Organising class trips
- Organising and setting up their classroom, including the majority of the display boards
- Updating the class web page

87. Home and nursery visits are considered to be extremely important in the initial introduction of the child to the school. By using Homeroom tutors to do these visits, we are ensuring that teachers from all points in the school are in close contact with the children, their roots and their background, further strengthening our excellent family and community ethos.

88. Some aspects of care will be divided between the homeroom tutor and the class teacher. This will enable first-rate transfer of information between staff about the children currently in their care, but also looking ahead to the future, for example shared report writing and shared parent consultations (possibly alternating on a termly basis). To enable us to provide wrap around care, we will work with pre- and after-school providers who will provide care on site until 6pm.

Monitoring the Curriculum

89. We believe that the curriculum should be under continuous review, because the needs of the children will be different from year to year. We will implement a very rigorous schedule for monitoring and evaluating the impact of the curriculum. This will enable us to design the curriculum such that it best suits the needs of all children.

90. We will regularly monitor performance data in each class to ensure that the delivery of the curriculum secures outstanding outcomes for all our children. Whenever there are indications that groups or individuals are falling behind, we will deliver tailored interventions to secure good progress and narrow the gap.

91. Lessons will be observed regularly and work will be thoroughly scrutinised to ensure that any areas for development are addressed effectively. We will provide support in these areas through the expertise in school, our partnership with the Diocese using the Assistant Director of Education who is responsible for school improvement and other leaders within Durham Diocesan Schools.

92. Excellent teaching and learning and an excellent curriculum will be the main priorities of the school. Our success in learning will be measured by the progress of all the children and the outcomes they achieve.

93. We will be an inclusive school, engendering a sense of community and belonging through:

- Our inclusive ethos
- Giving all children full access to a broad and balanced curriculum
- Systems for early identification of barriers to learning
- Challenging but realistic targets for all children.

94. We will ensure the individual wellbeing of all the children in our school and will work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential or from accessing our provision.

Understanding and providing for the needs of all children

95. While the school will make excellent provision for those with specific learning needs, we will equally ensure that children of all abilities make outstanding progress. An in depth understanding of the children's starting points is essential to meet their individual needs. To achieve this, we will observe and assess all aspects of the children's development in school. Effective progress processes and materials for tracking pupils' progress in daily lessons and over the course of a topic will help us to identify a series of targets for each individual child. This will then inform the individual's next steps in learning.

96. These individual targets will be assessed in daily marking of the children's books and the achieved targets signed off. Children can then track and evaluate their own progress over the course of a topic or themes in the core curriculum. These levelled targets will feed in to the summative assessment of the children's attainment over the year. Levels will be recorded termly and regular meetings will be held where all the staff involved design individual/group interventions to best cater for the needs of children of all abilities.

How we will establish starting points for each child and plan next steps

97. In EYFS we will use Development Matters and the EYFS profile to establish developmental stages for each individual child against each of the areas of learning. This will happen within the first half term of their entry to the school. We will carry out these assessments through observations of and discussions with the children. We will also work very closely with parents to complete this picture and liaise closely with nursery providers to gain a clear understanding of the child's developmental stage. We will use this information to design the appropriate next steps for each child. This will then become an ongoing process of assessing children against the EYFS profile and planning next steps.

98. The key person responsible for each child (class teacher, teaching assistant, Inclusion Leader, HLTA or LSA) will work closely with the other staff in the class to ensure that the appropriate provision is made for all. In the new EYFS framework, one of the guiding principles states that: *'children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities'*. It is the role of the key person to ensure that each child is

catered for at the appropriate level. The class teacher however will remain responsible for the learning of all children in their class.

99. At the end of the EYFS, the Profile report and a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning will be transferred to the new teacher. There will also be ongoing dialogue between the two teachers about individual learning needs and stage of development.

100. In KS1 and KS2 we will ensure that the thorough transition arrangements described previously allows us to pass on detailed and up to date information about each child. This includes the passing on of all assessment and progress documentation. Through the use on these documents, that clearly show children's progress against National Curriculum targets, new teachers will be able to establish the existing levels of attainment for each child and use this to plan next steps, including intervention strategies where required.

101. Children who join the school at times other than the start of Reception, of whom there are likely to be significant numbers, will be assessed against National Curriculum levels or Development Matters within the first two weeks in school. This will help us to quickly establish their current levels of attainment and development, and provide appropriate challenge as soon as possible.

Challenge and High Expectations

102. Although the information about children's current attainment provides us with a good understanding of children's next steps in learning, we will ensure that we have the highest expectations of what children can do. We will also ensure that tasks do not limit children to in terms of outcomes, but enable them to acquire new learning beyond our expectations.

103. We will discuss the children's challenging targets with them and instil the self belief that will help them achieve this. Children will be able to talk about their targets, to judge their own success and to gauge their own progress towards their goals. These targets will be child friendly National Curriculum Level Descriptors and the appropriate levels each child aspires to will be displayed in their books. This will be used for teacher assessments and self-assessment.

104. We also set children challenging end of year targets and plan the necessary interventions to ensure that all children will be able to do this. These will include booster lessons, language intervention and homework clubs, but may also be include interventions to improve children's social and emotional readiness for learning (circle time, friends groups. counselling etc)

105. We will also expect good progress in KS1, considering children are starting points in EYFS. This will include comparing key areas in the EYFS with national data and comparing similar key areas at the end of KS1. This will indicate good gains made across EYFS and KS1 using this comparative data. The expectation is for children to make rapid progress that is sustained across their years in the primary school.

Special Provision

Provision for SEN pupils.

106. We will provide a broad and balanced curriculum for all children. Provision for children with SEN will be a matter for the school as a whole. When planning, teachers will set suitable learning challenges and respond to the wide range of abilities, aptitudes and interests of the children in their class. Some children may have special learning needs and require particular support by the school. We will ensure that the necessary provision is made for any child who has Special Educational Needs with regard to the Special Educational Needs Code of Practice. Meeting the needs of individual children and groups of children will require flexible working with outside agencies. We will record all steps taken to meet the needs of these children and will ensure that the records are kept and available as needed.

107. We are aware of new regulations coming in September 2014 and will adapt to them, taking account of new guidance on the support pupils and students should receive in education and training settings, the clearer focus on the views of children and young people and on their role in decision-making, ensuring close co-operation between education, health services and social care, a co-ordinated assessment process for children and young people with more complex needs and the new 0-25 Education, Health and Care Plan (EHC plan) which will replace statements and Learning Difficulty Assessments (LDAs).

108. Parents of children with SEN will be treated as partners, having information, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Involvement of the children in the review of their needs and the setting of new targets will be encouraged.

Roles and Responsibilities:

109 The Governing Body, having regard to the New Guidelines, will:

- Ensure appropriate provision is made for any child with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure that children with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy.

110. The Headteacher will be responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and will keep the Governing Body informed of all developments with regard to SEN. A teacher with a TLR will have responsibility for Inclusion.

111. The role of the Inclusion Leader will involve:

- Overseeing the day to day operation of the school's SEN policy
- Ensuring an appropriate budget allocation to meet SEN
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEN, ensuring that relevant background
- Ensuring information about individual children with SEN is collected, recorded and updated
- Overseeing the creation and maintenance of provision maps

- Maintaining the SEN provision register
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Overseeing the child profile, IEP and review process for both statemented and non-statemented children

112. Class teachers will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEN
- Work with the Inclusion Leader to decide the action required to assist the child to make progress
- Work with the Inclusion Leader to collect all available information on the child
- Develop and review IEPs for children
- Work with SEN children on a daily basis to deliver the individual programme set out in their IEP
- Develop effective relationships with parents
- Encourage children to participate in decision-making
- Continuously assess a child's progress and identify the next steps to learning
- Keep parents informed of their child's progress
- Work with the Inclusion Leader to identify their own specific SEN training needs
- Be involved in the development and review of the school's SEN policy

113. Teaching Assistants will:

- Provide relevant support to identified children
- Develop positive working relationships with parents and other professionals
- Assist with the recording, monitoring and evaluation of children's progress
- Assist with the identification and preparation of appropriate resources
- Attend liaison and team and meetings as necessary
- Work alongside the Inclusion leader and teaching staff in the preparation of IEPs
- Undertake appropriate training.

114. Children: We will actively encourage the involvement of children in their education:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Talk about the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the child
- Encourage the child to comment on his or her SEN provision through an appropriate medium
- Involve the child in the implementation of the IEP
- Aim to further develop the child's self-confidence and self-esteem, as necessary

115. Parents/Carers: We will encourage and recognise the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met

- Invite the parent/carer to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the parent/carer providing them with a copy of the IEP
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their IEP
- Encourage the parent/carer to comment in writing on their child's SEN provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision.

Gifted and Talented Children

116. We will plan our teaching and learning to enable each child to reach the highest level of personal achievement. We will recognise and support the needs of those children in our school who are identified as 'gifted' and 'talented' according to national guidelines. We will keep a register of gifted and talented children. Children may move on and off the register over time as they develop at different rates to their peers.

117. In order to be as accurate as possible in identification, we will obtain as much information about individual children as possible. The methods will be:

- Information from any previous settings
- Internal and external assessment and testing
- Teacher/parent/peer/self-nomination
- Advice from outside agencies e.g. The National Association for Gifted Children

118. We will:

- Enable children to develop to their full potential supporting their abilities, personal qualities and talents
- Encourage children to think and work independently and give them opportunities to generate their own learning
- Ensure that we challenge and extend the children
- Provide additional activities beyond the everyday timetable or signpost available activities
- Train staff to provide for these aims to be achieved

Roles and Responsibilities

119. The Governing Body will appoint a link governor with special responsibility for Gifted and Talented children to ensure the effective support for the children is being delivered.

120. Gifted and Talented Leader: This role will be carried out by a senior teacher liaising with the Headteacher/Inclusion leader. The coordinator will:

- Coordinate and champion our response to meeting the needs of G & T children
- Establish mechanisms for coordinating and monitoring progress of the children
- Raise awareness amongst all staff of their role in the identification of more able children
- Establishment of a register of more able children
- Arrange professional development for staff when needed
- Develop teaching and learning strategies that take account of differentiation, enrichment and extension.
- Audit enrichment and extension opportunities provided by the wider community

- Evaluate the progress made by children and provision generally on an annual basis
- Encouragement of children to enter relevant local and national events, including residential courses and competitions.
- Provide discreet pastoral care (where required) on an individual basis.
- Provide mentoring, where appropriate.
- Provide opportunities for more able children to work together.
- Encourage the recognition, celebration and rewarding of achievement of all children.

121. Class Teachers and Teaching Assistants: The class teacher will provide:

- Enrichment/extension activities as part of normal differentiated provision
- Facilitate opportunities to work with similar children
- Differentiation to provide activities requiring higher order thinking skills.
- Challenge the thinking of the child
- Clearly defined support of a teaching assistant.

122. Children : Children will take an active part in their education:

- Pupils will have access to support in areas identified for further development such as self esteem, social skills or presentational skills
- Pupils and parents will be consulted about preferred learning styles, development needs, strengths and ambitions
- Regular opportunities will be provided for children to meet and work with other children of similar ability, perhaps from other year groups or from other schools.

Children with disabilities

123. Close attention will be paid to ensure inclusion and equality of opportunity for all children and that a child is not treated less favourably for a reason related to a disability, whether sensory or physical. Our aims are:

- Ensure the physical environment of the school allows disabled children to take advantage of the education provided by the school.
- Maximise the delivery to disabled children of information which is provided for children who are not disabled.
- Ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs
- Ensure that, as far as reasonably practicable, needs of children with disabilities are met in terms of the physical environment of the school.
- Ensure that written and other communications with children take into account the needs of those with disabilities.

124. Implementation:

- Access will be enhanced by the effective deployment of Learning Support Assistants and by deploying multi-sensory techniques as appropriate.
- Training activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff.
- Staff will take account of mobility difficulties in the movement of children into, out of and around the school.

- As far as is reasonably practicable, all children will have the opportunity to participate in activities and educational visits irrespective of disability.
 - All children will take part in lessons and projects that educate the whole school community on disability
 - Emergency evacuation procedures will be in place to provide 1:1 supervision of disabled children
 - Transport to off-site facilities and for educational visits caters for disabled children
 - Information will be made available in an appropriate form to children and parents who may have difficulty with standard printed information.
-
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.

Use of ICT:

125. ICT will be used to help meet the requirements of the Code of Practice to record details of a child's needs, the particular provision that is being made and the child's progress. ICT will be used to help the school meet our duties outlined in the Code of Practice in a number of ways, to communicate with parents or carers, LA support services and other agencies. ICT will be used as a tool to:

- Assess children's abilities
- Assist in the administration of the SEN Code
- Provide direct support for children with special educational needs
- Access information, advice and support

126. The benefit of using an ICT for staff is that the analysis of data will be presented in a clear form, without the need for teaching staff to spend time on detailed analysis. The analysis will detail how children are progressing in particular areas of the curriculum.

127. A particular advantage a computer network is that it will allow all teachers to share responsibility for individual children's special needs and IEPs while providing the Inclusion Leader with an overview. Internet access will allow teachers and teaching assistants to find web sites offering information and advice strategies to support children with special needs.

128. We will be committed to the use of ICT which promotes the teaching and learning of children with SEN and disabilities to provide increased curriculum access.

129. We will provide additional access to ICT and to specialist equipment and materials to meet identified learning outcomes. These may be in the form of:-

- Word processing with spell-checkers and speech feedback
- Word banks with graphics clues either on screen or on an overlay keyboard, providing instant access to specialist vocabulary
- Disabilities as well as specific programs to support access to the curriculum
- Software designed to reinforce spelling, memory or numeracy work
- Information-handling programs with their emphasis on describing, classifying and analysing, provide opportunities for language development.

- Alternative methods of input to the computer such as switches, touch-screens, joysticks and trackerballs
- Multimedia presenting information in a variety of ways creating opportunities for learning not dependent on the written word.
- Symbol processor links symbols to words, making written information more accessible, e.g. Communicate in Print

Additional Considerations for children with English as an Additional Language (EAL)

130. The language of the school's curriculum will be Standard English. The aim of our EAL provision will be to successfully bridge any gap in fluency in English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives. The variety and diversity of the languages that the children bring to the classroom and to the school will be respected. We recognise that the provision for EAL is different to that of SEN and adaptations to the curriculum will be planned and provided for.

Additional Considerations for children in care

131. We will work alongside social workers and other professionals to ensure that each looked after child has a current Personal Education Plan (PEP) in place which includes challenging targets. This is an effective tool to help us do everything possible to support the young person's educational progress. In addition we will:

- Closely monitor the academic, social and personal progress of all looked after children
- Ensure that Personal Education Allowance (PEA) money is accessed and used to provide additional, personalised support to improve outcomes for looked after children
- Challenge negative stereotypes
- Ensure discretion when addressing a child's care status and the background and family history of children who are in care, especially surrounding teaching and learning relating to the family
- Ensure a clear protocol is followed in the sharing of information, both within school and with outside agencies

Additional Considerations for children from deprived backgrounds

132. We will use the Pupil Premium and a full range of strategies to tackle the barriers which face children from deprived communities and seek all ways possible to improve their chances of success.

133. We will ensure that the Pupil Premium is claimed as widely as possible for pupils from deprived backgrounds. We will be guided by the findings of the Sutton Trust's "Toolkit of Strategies to Improve Learning: Summary for Schools Spending the Pupil Premium" to maximise the effect of this money on pupil achievement. The high impact approaches suggested by this study will be part of teaching for all pupils:

- Effective Feedback
- Meta-cognition and self-regulation strategies
- Peer tutoring
- Early Intervention

- Strong Leadership with an infectious “can do” approach and resilience not to give up on any pupil
- Support at transition points both within and between schools. We will provide support to fall back on and strategies for increasing personal resilience will be promoted
- Plenty of Speaking and Listening Opportunities to develop vocabulary and meaning so that pupils start to develop the repertoire they need to be able to succeed in more formal and unfamiliar situations
- Promote and value partnerships with parents/carers. The family’s presence in the school will be welcomed and valued and a range of strategies adopted to form fruitful partnerships
- Broadening pupil’s horizons. We will provide cultural opportunities that will enable all pupils to get a taste of sports, arts and activities from which they are otherwise excluded.

Section D2

Measuring pupil performance effectively and setting challenging targets.

Outcomes

1.. Our vision states clearly what we set out to achieve and our key outcomes have been designed to deliver that vision and to promote the ethos of our school. We understand that careful monitoring, tracking and measuring of our achievement against predetermined measures for success will be needed to secure outstanding progress for all pupils. All children will have challenging long term targets for achievement which will mean at the end of each year that the school’s APS will be well above national expectations. The key to achieving this is the monitoring and tracking of pupil’s progress to achieve their term goals. To do this we will set short term targets and monitor these regularly through discussions between teaching staff, SEN staff and the SMT during termly Pupil Progress Meetings. During these Pupil Progress Meetings we will adjust targets for those who are making better than expected progress, so that they are challenged even further. We will also plan interventions for those who may not yet have made the anticipated progress.

2. Whilst keeping a close check on the progress of individual pupils, we will ensure that these individual targets will enable us to achieve the overall outcomes for the school. We will ensure that the school’s performance data (RAISE online and the school’s own performance data for each class) is carefully analysed and that the progress against any identified areas is carefully monitored and tracked.

3.. We will work towards the following strategic measures of success:

Outcomes related to well being

↓ Indicators of success ↓ In five years' time ...	↓ Range of strategies employed ↓ to achieve success
Children will be safe, happy and included and will want to come to school	
<ul style="list-style-type: none"> • An attendance rate of at least 96% will have been maintained • A supportive pastoral care system will have been developed • Bullying will not be tolerated 	<p><i>Develop a reward system for good attendance</i></p> <p><i>Develop strong PSHE & SEAL teaching, peer-support programmes and excellent staff/child and child/child relationships</i></p> <p style="text-align: center;"><i>Anti-bullying policy to be rigorously upheld</i></p>
Children will develop and flourish as rounded individuals	
<ul style="list-style-type: none"> • We will have achieved healthy school status • A safe and secure climate will have been created that promotes learning • All children will be playing their part in all that we do • Children will independently plan charity fundraising events 	<p><i>Develop a healthy school strategy to include healthy meals.</i></p> <p><i>Develop a new and distinctive term calendar and daily timetable to promote children's wellbeing</i></p> <p><i>Employ a homeroom system which will facilitate children's interpersonal relationships</i></p> <p><i>Develop a student council responsible for making genuine and relevant decisions</i></p> <p><i>Introduce buddy system and peer mentoring schemes</i></p> <p><i>Organise outside activities, trips & visits</i></p> <p><i>Provide a wide range of clubs and activities</i></p>
Children will be supported on transition	
<ul style="list-style-type: none"> • Children will experience a smooth transition from nursery • Children will experience a smooth transition to Primary phase • Children will experience a smooth transition to Secondary school 	<p><i>Develop close links with community nursery schools</i></p> <p><i>Class teachers to visit new intake children in their home environment</i></p> <p><i>Develop strong links to local schools and run a y7 after school club to maintain supportive links</i></p>

Outcomes related to Community

↓ Indicators of success ↓ In five years' time...	↓ Strategies to achieve success ↓
Our school will be popular with families in the community	
<ul style="list-style-type: none"> The school will be oversubscribed each year 	<p><i>Develop a welcoming and informative school website</i></p> <p><i>Develop a prospectus that truly reflects the vibrant and high achieving nature of the school</i></p> <p><i>Demonstrate a positive, active, visible presence in the community.</i></p>
Our school will become a thriving cultural and community centre	
<ul style="list-style-type: none"> We will have provided an eclectic range of non-compulsory activities at low or no cost open to our pupils and the wider community 	<p><i>Develop a range of after school and lunchtime clubs to be run by teachers, peripatetic teachers, parents and sports coaches</i></p> <p><i>Develop a range of pre-school activities and support sessions</i></p> <p><i>Make our facilities available for hire at weekends and school holidays by organisations running regular classes, youth groups or activity workshops</i></p>
Our school will contribute to the positive development of the whole community	
<ul style="list-style-type: none"> We will have provided opportunities to local people who want to participate in education and share their skills or experience We will have provided key links with local elderly people, creating a community with greater cross-age relationships 	<p><i>Set up a reading volunteer register</i></p> <p><i>Set up an oral history register</i></p> <p><i>Set up links with experts in the community</i></p> <p><i>Set up links through a range of strategies and activities to build a multigenerational family.</i></p>

Outcomes related to Teaching and Learning

↓ Indicators of success ↓ In five years' time	↓ Strategies to achieve success ↓
An inspiring, creative curriculum will be developed for the <i>Foundation</i> Phase which motivates and boosts the achievement of all children	
<ul style="list-style-type: none"> All children will enter the primary phase with skills at or above the national average in EYFS 	<p><i>Offer a high quality, inspirational and flexible Foundation phase curriculum using the</i></p> <p><i>Develop a boys' reading buddy scheme</i></p>
A inspiring, creative curriculum will be developed for the <i>Primary</i> Phase which motivates and boosts the achievement of all children	
<ul style="list-style-type: none"> At least 75% of children will achieve level 4+ in English and Maths in y6 At least 45% of children will achieve level 5 in English and Maths in y6 The target for RE will be in line with English and maths All children will have learned to play a musical instrument All children will become highly self-motivated, and able to efficiently direct their own learning 	<p><i>Teachers to have taken full ownership of the curriculum</i></p> <p><i>Offer a high quality, inspirational and flexible Primary phase curriculum</i></p> <p><i>Celebrate creativity in a termly performance</i></p> <p><i>10% child led learning time established</i></p>
Subject specialist teaching will be a feature of the school	
<ul style="list-style-type: none"> 15% timetabled lessons will be taught by peripatetic teachers and sports coaches 	<p><i>Match older people offering free tuition in music or creative arts to suitable individuals or groups</i></p> <p><i>Ensure flexibility of pupil groupings enables children to pursue their own strengths and interest</i></p>

Outcomes related to Inclusion

↓ Indicators of success ↓ In five years' time ...	↓ Strategies to achieve success ↓
All children, irrespective of their special needs, will exceed their expected potential	

<ul style="list-style-type: none"> The SEN achievement gap will be closed 	<p><i>Rigorous SEN identification strategies to be used as soon as problems are suspected</i></p> <p><i>Ensure and maintain excellent communication between staff, facilitating appropriate and effective intervention strategies to be used by all</i></p> <p><i>Rigorous monitoring and reviewing of provision for SEN children</i></p>
All children, irrespective of their family background, will exceed their expected potential	
<ul style="list-style-type: none"> The FSM achievement gap will be closed 	<p><i>Put effective feedback mechanisms into place, based on proven methods</i></p> <p><i>Put effective meta-cognition and self-regulation strategies in place</i></p>
Gifted and talented pupils will be recognised and developed at an appropriate rate	
<ul style="list-style-type: none"> Challenging and inspiring Individual targets will be set and reviewed for gifted and talented children at least three times a year Children will be effective at setting their own challenging targets and will be working towards reaching their true potential 	<p><i>Teachers will set high-challenge independent research tasks</i></p> <p><i>Creative, child-initiated, open-ended tasks will be encouraged and supported</i></p>

Target Setting

4.. These targets will shape our first School Improvement Plan (SIP) and hence be part of the formal whole school evaluation, monitoring and target setting process. Responsibilities for these processes are as follows:

5. Governors are legally responsible for ensuring targets are set and reported each year for pupil performance in the core subjects. They should be involved at an early stage so that they can shape the process of setting targets and fulfil their strategic role. Governors will:

- Engage in discussions with the Headteacher and staff around analysis of school results and performance
- Support the Headteacher and staff in working through a cycle of school improvement that looks at outcomes for individual pupils or groups of pupils, the relative progress of pupils against prior attainment, evaluates past results, compares with similar schools and the best schools
- Ensure the school has effective systems in place for monitoring pupil progress and is using prior attainment data supported by more recent teacher assessment to set challenging pupil targets
- Link the process of target setting with the school's development planning
- For looked after children ensure that all Personal Education Plans (PEPs) are up to date and that appropriate targets have been set

- Agree statutory school targets and submit

6. Headteacher, Teaching and Learning Group (including Inclusion Leader) will:

- Analyse previous year's results and compare with targets for individuals, groups and classes
- Review tracking systems to ensure the Headteacher and class teachers are clear which pupils are working at age related expectations and which are making insufficient progress, or accelerated progress.
- Arrange appropriate intervention/support to assist those identified above
- Ensure PEPs and IEPs are up to date with relevant targets
- Develop projected outcomes for individuals and groups based on prior attainment and progress.
- Headteacher to engage in discussions with the Governors as above

Foundation Phase Outcomes

7. It is important that the children's general development is assessed through observation as they enter the school to provide a programme tailored to meet the child's individual needs and opportunities. Assessment in the Foundation Phase will be a gradual and cumulative process that tracks progression and provides a clear overview to teachers and other interested parties. This overview informs the teacher of any general or specific gaps in both class and individual attainment. It is therefore clear which areas need addressing, with what priority.

- Improve young children's development by increasing the percentage who achieve a Good Level of Development. Last year's NA was 52% so we would envisage a target of 75%
- Improve the average FSP score of the lowest achieving group to close the gap between that group and the rest.

Primary Phase Outcomes

8. All children achieving a level 2 or above and an increasing proportion of children achieving level 1 at the end of Y2 will have a target for achieving level 4 by the end of the Primary Phase. We will use the following as a guideline:

- At the end of year 2 more than 50% of children achieving level 2 should make 3 levels of progress ie to level 5 and similarly for children achieving level 1 at the end of year 2 should progress to level 4 or above. (Note that children need to reach level 3 by the end of Y4 to be on track for level 4 at the end of Y6)
- Pupils with those types of SEN which mean achievement of level 4 is unlikely should have targets which help them to progress as far as possible

9.. Our school will set targets which enable us to match the performance of the top quartile of similar schools.

10. Using RAISE online, we will identify groups of children who are not making the expected progress and target intervention strategies appropriately. All involved (Headteacher, Teachers, Teaching Assistants will be clear on how the barriers to achieving targets can be overcome.)

Monitoring, Evaluation and Reporting

11. Externally the success of our school will be measured in two ways

- Performance Tables published annually by the DfE which include measures of attainment, progress and attendance and compare our school with other schools and in relation to the DfE floor standards.
- Ofsted and SIAMS Inspections and LA and Diocesan reviews will provide an independent, external evaluation of the school.

12. We will also engage in a constant, rigorous cycle of self-evaluation which will involve monitoring both quantitative and qualitative indicators against expected outcomes in the following areas:

- Attainment and progress (against national standards and our own targets) monitored by formative and summative assessment
- Quality of teaching, monitored through lesson observations
- Pupil attendance, monitored through analysis of the register
- Behaviour, monitored through logging of incidents and pupil/teacher interviews
- Pupil's enjoyment of school, monitored through questionnaires
- Parents' and carers' attitudes, monitored through questionnaires
- Budget planning and management, monitored through financial analysis

13. The results of any monitoring process will be judged against targets and used to inform further planning for improvement.

14. The following features will define our self-evaluation:

- Headteacher, teachers, teaching assistants and pupils will be fully involved
- Self-evaluation will be a continuous process and determined by the needs of our school and our pupils
- The indicators to be monitored on a day-to-day basis will reflect the indicators of success identified in our SIP.
- Strengths and weaknesses will be analysed and form the basis of plans for continuous improvement

15. There will be a clear system of accountability for the success of our school:

- The Headteacher will be regularly held accountable for the success of the school by the governing body
- Class Teachers and Teaching Assistants will have clear job descriptions whereby specific members of staff hold ultimate responsibility for achieving each of the school's goals.
- The Governing Body will be ultimately accountable to the wider community for the success of the school and is responsible for ensuring high standards through setting strategic direction, ensuring within-school accountability, and monitoring and evaluating school performance.

Pupil Assessment

16. Foundation Phase

The Early Years Foundation Phase Profile (EYFSP) will be completed by the class teacher with the support of the teaching assistants throughout the child's time in the Foundation Phase. Children will move onto National Curriculum objectives once the majority of FSP objectives have been met. Smooth progression will be ensured by aligning tracking materials through the six areas of learning. Evidence will be collected throughout the year in the form of photographs, quotes, examples of work and the teacher uses their judgement against the Early Learning Goals. In the Summer Term of Y1, children will take part in the new phonics screening test.

17. Primary Phase:

- KS1 SATs in English and Mathematics in Y3 (teacher assessed)
- KS2 SATs in English and Mathematics in Y6

18. In addition other non-statutory summative assessment will include:

- Bi-annual reading age assessment
- Bi-annual spelling age assessment
- Termly maths tests to be levelled against NC attainment targets
- Termly writing tasks to be levelled against NC attainment targets
- Termly reading task to be levelled against NC attainment target
- Constant teacher assessment.

Reporting to and consultation with parents

19. Reporting against all academic and personal targets will formally occur every term, after which a survey will be distributed to all parents to determine the levels of satisfaction in the work of the school. The majority of reporting opportunities will be face to face, to allow us to work with parents in securing the best outcomes for their children. We will also use this to help parents develop strategies to support learning at home. The termly surveys will help us consult with parents about behaviour, parental involvement, bullying, safety, community cohesion and their overall satisfaction with all areas of school life. This will feed into school self assessment and subsequent development plan.

Behaviour management, wellbeing and attendance

20. Aims :

- To create a positive climate within the school that actively promotes learning and achievement
- Bullying will not be tolerated
- To achieve and maintain a *minimum* attendance rate of 96%.
- To ensure all pupils develop positive attitudes to school; feeling safe, happy, accepted and included and therefore wanting to attend.

Draft Behaviour Policy

21. Rationale: There is a very clear link between good behaviour and stimulating and engaging teaching which meets the needs of pupils. A creative, inspiring curriculum and excellent teaching will be the backbone of our good behaviour strategy. Expectations of good behaviour will be explicit and clear and rewards and sanctions will be applied consistently throughout the school. In the case of a pupil whose behaviour is particularly challenging, effective and targeted support will be devised on an individual basis. As a Christian school we emphasise respect for others and good behaviour is a key aspect of this.

22. Promoting good behaviour

We will promote good behaviour in the following ways:

- Engaging children with stimulating teaching and an inspiring curriculum
- Clear Expectations: all members of the school community are expected to follow a set of Golden Rules. It is the responsibility of the class teacher to ensure the rules are enforced in the class. This will be done in a calm, controlled but determined manner.
 - We are gentle. We don't hurt others
 - We are kind and helpful. We don't hurt anyone's feelings.
 - We listen. We don't interrupt.
 - We are honest. We don't cover up the truth
 - We work hard. We don't waste our own or others' time
 - We look after property. We don't waste or damage things
- Rewards. Positive reinforcement of good behaviour is more effective than negative punishments. Good behaviour will be rewarded by praise and encouragement, class based reward systems (e.g. marbles in jar towards a class treat), positive notes or phone calls home from class teacher to let parents know how pleased we are or opportunity to show good work to the Headteacher. The whole school has 30 minutes of Golden Time on Friday afternoon where children choose from a menu of activities. Access to a full Golden Time is dependent on good behaviour.
- Class Environment. Calm, well ordered environment with established routines reduces the potential for poor behaviour. Class teachers with their TAs will ensure that all learning activities are well planned, organised and resourced as this will help children know what is expected.
- Parental Involvement. Parents will be expected to model the behaviour we expect from the children whilst on the school site. All parents will be made aware of and encouraged to support the school's values and expectations. Parents can support their children by ensuring they arrive at school on time, well rested and well-equipped for the day ahead.

23. Deterring unacceptable behaviour: For many children a reminder of appropriate behaviour is all that is required. However, if we need to apply sanctions we will always ensure it's clear that it is the *behaviour* that has necessitated sanctions, not the child. Emphasis will be on making the right choice of behaviour in the future. The following sanctions may be applied:

- A reminder of the required behaviour
- A warning that they will lose a minute's Golden Time
- The loss of one Golden Minute

- The loss of a second Golden Minute
- Time out in class
- Time out in a paired class
- Sent to Headteacher

24. In cases of persistent or extreme misbehaviour the Headteacher may impose an internal exclusion – a period of time (from one session to one week) working in isolation, with work set by the child's class teacher. Parents will be informed and required to meet with the Headteacher to discuss their child's behaviour.

25.. Exclusion: in cases of extremely unacceptable behaviour or if there is no response to any previous strategies, children will be excluded from school:

- To cool off – perhaps for the rest of the day
- For a specific number of days
- Permanently

26. Any type of exclusion is very serious and we'd hope to avoid them by home and school working together. Exclusion is made know to the Governors and recorded in the child's file which goes on to secondary school. Parents have a right to appeal against exclusion.

27. Targeted support for Individuals. Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we can give additional support in school to try to put it right (targeted support given by trained teaching assistants). With agreement of the parents the assistance of the Primary Learning Support Service, the Educational Social Work Service or the Educational Psychologist would be sought.

Attendance

28. We know that it is in the best interests of every pupil to attend school regularly and punctually in order to make the most of every opportunity that school presents. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school in both children and parents and we will promote the benefits of good attendance to parents, pupils and teachers. We will adopt the tried and tested policy used in our Diocesan schools.

Pupil wellbeing

29. Pastoral Care System: The relationship between teacher and child will be at the heart of our approach to Pastoral Care. The homeroom teacher will guide and counsel each child in their care. We believe that effective Pastoral Care must be supported by cooperation and communication between home and school. It is therefore vital that the school is informed of any changes in circumstances that may affect children. If something prevents a child from being happy, school and home must cooperate to achieve a solution as soon as possible. All matters will be handled in complete confidence and children involved will be treated with sensitivity.

30. School Council: a School Council will be part of our Pastoral Care Policy. All pupils will be members of their Class Council. This is a forum for pupils' views which will feed into the School Council. On a yearly basis classes will elect representatives. The School Council will meet

fortnightly to discuss issues that affect the pupils and the life of the school. The School Council will provide the pupils with a voice and with the opportunity to take responsibility and to contribute to decisions about aspects of school that directly affect pupils.

31. The most important aspect of Pastoral Care is to ensure the safety of all children. All staff and volunteers, prior to working in school, will have been subject to an enhanced CRB check. Staff and volunteers will be fully aware of child protection procedures and trained in the appropriate procedures and actions to be taken.

32. Anti-Bullying: Bullying is repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Any of the following could be bullying if they are carried out repeatedly: name calling, mocking, exclusion from games, hitting, stares, teasing re family or culture, making fun of work and making threats. We will not tolerate bullying at our school. Bullying will be treated very seriously and if persistent, may result in exclusion.

33. We will use the following anti-bullying strategies:

- Preventative: We will build in anti-bullying strategies when designing the physical aspects and procedures of the school. For example, coat pegs in narrow corridors outside classrooms can become bullying hotspots. We will endeavour to have pegs inside classrooms in full view of the teacher. Another example would be training midday supervisors to lead children in “active playtimes”.
- Peer Support: Children are much less likely to be bullied if they are not alone. Peer buddy schemes and peer mentoring schemes will be put in place.
- Reactive: The school will take direct sanctions against the bully in line with the behaviour policy.
- Learning New Behaviours: Some children will persistently bully and others will persistently be bullied. Much can be done to address behaviour on both sides. Bullies need empathy skills, and victims need to learn not to react out of emotion. Children who are victimized tend to have reactions that make them even more likely to be a target, and can be taught techniques to address this.

34. Dedicated curriculum time: One of the six areas of learning that make up the curriculum is personal, social and emotional development. This embraces PSHE Citizenship and SEAL. By combining these three traditional areas into one, we aim to deliver a much more focussed curriculum that avoids overlap or repetition.

Section D3

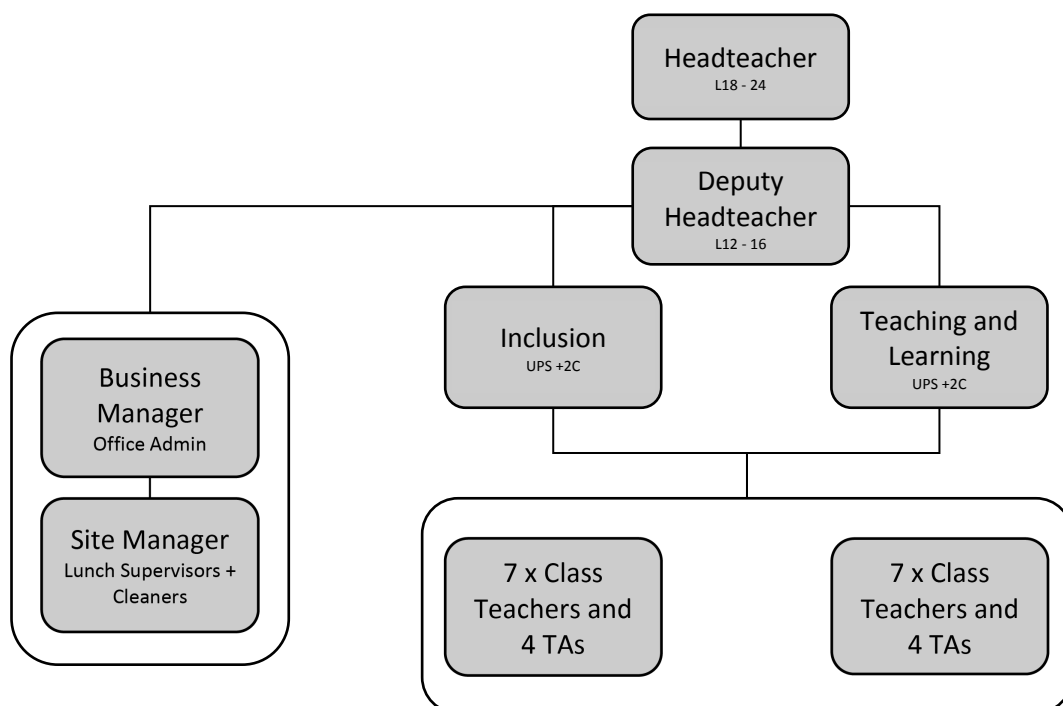
Staffing Structure

1.. The table shows that the school will be at capacity in 2021/22 with 420 pupils. This represents a PAN of 60. We will begin with a small leadership team consisting of a head and deputy who will both have a teaching commitment in the first few years. The headteacher will teach 0.5 in 2015/16 and 2016/17 and from 2017/18 onwards will have no teaching commitment. The deputy headteacher will have 1.0 teaching commitment reducing to 0.5 in 2017 and 0.0 in 2019.

2. In 2017/18 and 2018/19, the additional members of the SLT-the Inclusion leader and the Teaching and Learning leader will be appointed. Until that point, their responsibilities will be undertaken by the head and deputy. See also the Staffing tab of the financial plan which shows the breakdown of teacher appointments e.g. UPS, NQT, M6.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
SLT	2	2	3	4	4	4	4	4
Teaching	0.5	2.5	6	7	10	13	15	15
Pupil support	0	1.5	3	4	5	6	8	8
Administrative	1	1	2	2	2	3	3	3
Premises	1	1	2	2.5	3	4	5	5
Lunchtime	2	3	4	5	6	8	10	10
Total	6.5	11	20	24.5	30	38	45	45
Pupils (100%)	41	80	180	240	300	360	420	420
PTR	21	20	24	25	25	24	25	25

The diagram shows the staffing structure when the school has reached capacity.



3.Roles and responsibilities

The responsibilities of the inclusion Leader, the classroom teacher and the homeroom tutor are outlined in section D1.

4. Head and Deputy

The school's Headteacher and Deputy Headteacher will have clearly defined roles and will work closely together to secure effective management systems in school. We will allow time for strategic planning and communication between the Headteacher and the DHT. This means that the DHT will on occasions be released from classroom responsibilities to make provision for this.

The roles of the Headteacher and Deputy Headteacher will include:

- The overall management of the school, including the management of finances, staff and resources.
- Reporting to the governors on all aspects of school life.
- Strategic planning for the curriculum, teaching and learning, developing the leadership team and resources.

The Headteacher will be responsible for:

- The appointment and contractual matters of all staff
- Strategic planning and self evaluation
- Overseeing financial management of the school
- Overseeing the maintenance of the building and the school site.

- The performance management of all staff
- The overall performance of the school
- OFSTED inspections
- Leading the work of the SLT

The Deputy Headteacher will be responsible for:

- Leading teaching and learning for all staff
- Leading Pupil progress meeting and planning provision with the inclusion leader
- Leading the curriculum
- Overseeing the day to day management of the school.

5. SLT

In 2018/19, when appointments to SLT are complete, the team will consist of the Headteacher, the DHT and Inclusion Leader (class teacher with TLR) and the Teaching and Learning leader (class teacher with a TLR). The SLT will:

- Monitor the progress of all children in the school.
- Scrutinise the curriculum across the school
- Be responsible for school self-evaluation and the school development plan.
- Monitor teaching and learning (with specific focus on inclusion).
- Monitor parental involvement in the identified areas of school life.
- Lead the core subjects.

6. Support staff

Teaching assistants will work alongside class teachers and homeroom tutors, ensuring continuity, consistency and smooth running of daily 'housekeeping' jobs. In addition we foresee them fulfilling the following roles:

- Helping to facilitate effective delivery of the taught curriculum and follow-up activities (e.g. working alongside individuals and groups to focus their attention, challenge their goals, and maximum potential learning)
- Work effectively one-to-one and with small groups, to provide specific intervention, and to boost outcomes
- Helping to facilitate child-initiated learning (having an excellent knowledge of how to encourage and stimulate the children's own ideas, and how best to resource any practical activities)
- Role-modelling positive behaviours.

Staff Development

7. We believe that all staff should continue to grow as professionals and as people, our ethos of working to fulfil every individual's potential applying to staff as well as to pupils. They will be involved in a continuing process of improvement and we are committed to fostering a positive belief and practice in continuous learning. Continuing Professional Development (CPD) will be an important way of motivating and developing our staff and a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

8. All those involved in our school community will have an entitlement to equality of access to high quality induction and continuing professional development. The focus of CPD will be on improving standards and the quality of teaching and learning. We will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.

9. CPD planning will be integrated with the School Improvement Plan and based on priorities identified through self-evaluation and links to Performance Management arrangements (aligning CPD directly with identification of need, individual objective setting and review).

10. All forms of professional development will be based on the following principles:

- all staff are encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- all staff have regular opportunities to discuss their development needs and professional aspirations
- all staff have a responsibility to participate in school focused CPD and personal career development
- all staff will be expected to actively apply professional learning into practice.

11. Collaboration and networking with colleagues in and beyond the school and the development and the promotion of an open culture of trust and mutual support will be an important feature of all CPD. This includes opportunities to engage in professional learning communities and coaching and mentoring programmes, the expectation and support of staff to share best practices, present and discuss professional learning, collaborate in the development of ideas for next practices, observe each other and undertake joint planning.

Section D4

Meeting the needs of all pupils

1. Our Primary School will serve the whole community and will have at its core the principle of social inclusion. The school will have a Christian ethos but will be open to pupils of any faith and those with no faith. There will be no church attendance criteria in the admissions policy, instead priority zones will be identified in case of oversubscription.

2.. Although the school's core values will be Christian in principle, we will ensure that we embrace the values we share across faith groups. We will ensure that these are expressed as the values we share as a school community rather than values we share as Christians. We know that this approach very often encourages rather than deter families of other faiths, as many would prefer be part of a school with strong and clearly defined values and principles than one without these.

3.. We will actively engage parents of all faiths and ethnic backgrounds. We want to show all families that the school has a genuine interest in them, and value them in the following ways:

- Offer if possible staff, parents and volunteers who can converse with parents in their mother tongue. We will also offer translations of the school prospectus and other letters in different languages.

- The school will consult with parents (especially those of ethnic minority groups) about their own learning needs (e.g. language and ICT skills). This will act as a strong indication to parents that we value all our families.

4.. We will ensure that all official and unofficial bodies in the school have representation of all cultural and faith backgrounds. It is important to engage parents on a policy making level in the following ways:

- Broad representation on the school committee/governors level, giving a representative group of parents the opportunity to ensure that the values of all members of the school community are reflected in its policy documents.
- Broad representation on the Parent Forum, to ensure that the practical arrangements in school have the values and interest of all groups at heart. The views of the parent forum will also be represented to the school committee/governing body, giving a widely representative group of parents the opportunity to influence policy and decision making.

5.. We will also encourage strong participation in the curriculum, especially as far as RE and Collective Worship are concerned. We will do this in the following ways:

- Holding an International Evening and International Week at the beginning of each year. During this week we will celebrate our diverse cultural, ethnic and religious backgrounds by sharing games, food, music, displays and performances. Parents play a very active role in this week, by visiting classes and Collective Worship to share their experiences and knowledge. They also take part in the cultural performances and the preparation of food from their country of origin.
- Parents from all faith groups will be invited to share their experiences and beliefs during Collective Worship on specially selected occasions and as part of the RE curriculum. We will also encourage parents from particular faith groups to accompany educational visits to their places of worship as part of the RE curriculum.
- Parents may also play a role in the delivery of international aspects of the curriculum. Parents from relevant countries will be invited to deliver firsthand accounts of life in their country of origin and will help children in developing their international perspective
- Displays in and around school will reflect the whole range of cultural, ethnic and religious backgrounds represented in the community.

6.. We will build on this and other approaches to ensure that all parents can access the school and value their personal contribution towards it. We know further that our relationship with each family will be paramount to them feeling welcome in school.

7.. These good relationships will enable dialogue rather than division and bring about a school community that feels free to express their individual needs and concerns while holding the common interests of the whole school community at heart.

8. The RE Curriculum will introduce children to the major World Faiths and children, parents and other visitors will be invited to share their customs and beliefs within RE lessons. This will provide our children with first hand experiences in a range of different faiths and ensure that all children and parents feel equally worthy contributors regardless of religious background. We will allocate 2

hours per week, or an equivalent time across a term/half term for RE, during which children will learn about all major world religions. Children will also reflect on how the content of what they have learned about, applies to their own faith or the values they live by. This will be described as learning from religion and will apply to each individual's personal beliefs and experiences. RE lessons will not be an act of worship and will therefore be an inclusive lesson delivered in line with the aim of the National Curriculum.

9. There will be a daily act of Collective Worship which will be predominantly founded on Christian themes including the church year. It will however focus on the life lesson we can learn from this hence including engagement with other faiths in the delivery of these sessions. Collective worship will aim to enhance all children's spiritual and moral development. Parents will be able to withdraw their children from Collective Worship but will be encouraged not to do this. Those children who are withdrawn from collective worship will engage in supervised PSHE activities.

10. At lunchtime there will be a meat and vegetarian option on the menu every day. Children will be able to choose the appropriate option based on their religious beliefs or dietary requirements. We will regularly consult with children and their parents about menu choices. We currently provide a menu that is suitable to the needs of all children.

11. The school will have a uniform policy. All children in the school will wear an age appropriate and practical school uniform, including PE/Sports kit appropriate for all children. Uniform will be simple and readily available, to ensure that all children, even those from deprived circumstances, can be smartly dressed for school.

12. All children will be allowed to wear religious symbols or items of clothing as long as they:

- comply with the colours of the school uniform,
- do not pose any risk to children or staff's health and safety and,
- are practical and do not exclude children from any activities which are part of the curriculum.

Inclusive Admissions policy

13. We will abide by the School Admissions Code and our admissions policy will reflect the following inclusive principles of our school ethos:

- **Community:** Our school will be a neighbourhood, community school so in the case of oversubscription we will prioritise children who live closest to the school. We want our school to have a cohesive effect on our local community; ensuring local children can maintain the relationships they have made at local nurseries and playgroups.
- **Wellbeing:** We will prioritise children who live closest to the school to promote walking. Walking to school is good for children's health and fitness as well as an excellent start to the school morning. It cuts down on local traffic and parking issues leading to a much less stressful journey for parents and therefore their children.
- **Inclusion:** Our school will welcome children with special educational needs and looked after children. We want to ensure that children eligible for the pupil premium are fairly represented and will ensure our marketing strategy reflects the inclusive nature of our school.

Opening Year Admissions:

14. We will work with Stockton Council to bring us into their co-ordinated admissions process for September 2015. If this is impossible due to the short timescales involved, alternative arrangements will be made for the year of opening and there will be a separate admissions process for that year. We expect admissions to open in November 2014 for approximately twelve weeks. We are aiming for allocations to be made in line with the timings of the Stockton process so that parents will be informed about whether they have been allocated a place at the same time as they receive notification of their Stockton allocated school place on 31st March 2015.

15. Parents should therefore submit their admissions application as normal by January 2015. All parents will be given the additional opportunity to apply directly for a place at our school. Parents whose children are allocated a place will also be allocated a place at a local authority school and will be asked to make a choice between these two offers.

16. We will use the Stockton Council Admissions policy as our Draft Admissions policy. If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

a. Pupils who are in the care of the local authority, or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.

b. Pupils with complex needs who have been discussed at the Moderating or Statements Panel and who have been identified as needing a 'named' primary or secondary mainstream school.

c. Pupils who have a brother or sister living at the same address, who are still at the school when the pupil begins. We define brother or sister as follows: A brother, sister, stepbrother, stepsister, adopted brother or sister, or children of partners who are living at the same address as a family unit. In all cases, the parent who receives the Child Benefit for those children must permanently live at that address with the children. We will consider brothers or sisters who live in separate households because the parents are separated and have shared responsibility for the children under conditions covering exceptional circumstances (subject to approval by the Panel mentioned in the explanatory notes for criterion e). This does not include separate families living together in the same property. If there are other family situations where there are different carers, e.g. aunts, uncles or grandparents, each case will be considered individually.

d. Pupils resident within the admission zone who have returned a Common Application Form by the closing date. When a school is oversubscribed with in-zone applications i.e. there are more applications from children living in the admission zone of the school than there are places available, we will allocate places: firstly to children living in the admission zone (Criterion d) with social or medical reasons for attending the school (Criterion e); then to children living in the admission zone (Criterion d) according to their distance from the school.

e. Pupils who have social or medical reasons for being admitted to the school which would, should the child not be admitted, cause him or her to be seriously disadvantaged or put their personal safety at risk. In all cases corroboration will be sought from independent sources such as a medical specialist who has had continued involvement over a period of time; a social worker; an

attendance officer; or another professional. It should be noted that places would not be allocated on the basis of aptitude or ability. There will be a panel of professionals from Children, Education & Social Care to look at any applications where there are social or medical reasons for a child to attend a particular school. In all cases parents must provide written information from independent sources to confirm the social or medical condition and to explain why the child has to attend the preferred school as opposed to any other. Please note that submitting this information does not guarantee that your child will be included in this category. The panel will make a decision as to whether your child's needs can only be met in your preferred school or whether they could be met in any Stockton school.

f. Pupils who attend the nursery of the school they wish to attend on a full-time basis at the time of application.

g. Pupils who live closest to a particular school measured in a straight line ("as the crow flies")The LA uses a Geographic Information System, known as GIS, to identify and measure the distance from the home to the school. The distance is measured electronically from a point of the school (the same point for all applications) to a point of the home (including flats). The GIS undertakes all measures in exactly the same way for every applicant, to ensure consistency and fairness. Random allocation will be used as a tie-break in category '3' above to decide who has highest priority for admission if the distance between two children's homes and the school is the same. This process will be independently verified.

Section E: Evidence of need – part 1

Table to show evidence of demand for places at Wynyard C of E Primary School

A: Proposed number of places in each year group.

B: Number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

D: Demand as a percentage of the places available

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	13		21.5%	60	20		33%
Year 1	60	8		13%	60	20		33%
Year 2	60	6		10%	60	10		16.5%
Year 3	60	7		11.5%	60	10		16.5%
Year 4	60	7		11.5%	60	10		16.5%
Year 5	60				60	10		16.5%
Year 6	60				60			
Totals	420	41		10%	420	80		19%

Notes on Demand Figures:

The Wynyard C of E Primary School proposes to open with three classes (R+ Y1 + Y2) and (Y3 + Y4). We have chosen this course for the following reasons:

- We want the school to have a positive and vibrant start. With a single reception class of 10 and single class teacher it would be very difficult to set the systems in motion and foster the ethos we are hoping to promote as a lasting feature of the school.
- It provides much better value for money than starting with a single class.
- We want to offer an alternative to parents whose children are currently not in a school of their choice. It will be a second chance for families to get what they really want for their children – an excellent, local school in the heart of their community

For the first year of opening, we do not yet have demand to fill the Y1 to Y4 classes. We are confident that these places will be filled for the following reasons:

- Parents will be more likely to commit to placing us as their first choice of school when they know the school is going to be a reality
- Expressions of interest for places continue to come as news spreads. We anticipate this will continue in the next few months and hopefully more so when the true marketing campaign is launched in the pre-opening phase.

If we do find ourselves unable to fill whole classes, we can offer some flexibility and have the following alternative plans:

- Opening with 2 parallel reception classes and one mixed Y1/Y2 class (We anticipate being

significantly oversubscribed for reception places)

- Opening with 1 reception class and two mixed Y1/Y2 and Y3/Y4 classes

We will continue to market and collect demand for the school over the next few months and to carefully monitor the demand for the opening-year classes.

Maps showing the distribution of Primary Schools in Stockton



Gathering support

A dedicated website, <http://www.wynyardprimary.org> was the place holder for our vision, capability and track record. It outlined our proposal and provided a survey form to gather views and opinions.

Register Your Support

Wynyard CoFE Primary School

We need to show the Department for Education (DfE) that there is sufficient demand for our proposed school.

Once you have read our vision for the school, please fill in the form below to indicate whether you would choose Wynyard Church of England Primary School for your child if our application to open the school is successful.

The information you supply below will remain completely confidential. Your indication of preference is not binding and has no bearing on the local authority admissions process.

This survey is designed to prove the demand for free Primary School education provision in the Wynyard area of Stockton-on-Tees. The school will be situated within a planned development on the edge of the existing Wynyard Village.

The questions and choices below will help us structure our submission to the DfE, whilst it would be helpful if you filled in every item, only the items marked with * are required.

Name * <input type="text"/> First Last	Please let us know your name – we will use it to keep in contact with you – if you say that you would like us to.
Email <input type="text"/>	
Phone Number <input type="text"/>	

Your Postcode *

Maximum Allowed: 10 characters. Currently Used: 0 characters.

Where Do You Live? *

Wynyard Village Stockton
 Billingham Other

Your Views *

Maximum Allowed: 50 words. Currently Used: 0 words.

Your Situation in 2015 *

	No Children	One Child	Two Children	Three Children
Number of Children entering Primary Education	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Number of Children in Primary Education	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Number of Pre School Aged Children	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Please Evaluate The Following *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I/We support the proposed school	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
I/We would send our Child/Children	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

If Wynyard Church of England Primary School is approved, I/We would select it as the first choice for our Child/Children *

Yes No

We would like to stay in contact and send you details of progress on the process of establishing Wynyard CoFE Primary School. Would that be OK? *

Yes Please Do

Privacy & Cookies Policy

Survey Results

The survey collected data from 57 respondents.

Geographic split of results:

- 73% Wynyard
- 10.5% Billingham

Positive support was received from 93% of respondents. Of those 13 would be reception age (all selected Wynyard as 1st choice), 14 would be in Y1/2 (all selected Wynyard as 1st choice), and 25 are already in primary education (14 selected Wynyard as 1st choice).

Primary school places in Stockton.

The council and its partners have taken action to keep the level of empty places at around 10% of capacity in accordance with policy. The spring schools census collected in January 2013 showed a total of 15,548 children (Reception to Y6) attending primary schools with total capacity of 16,791 pupil places (7.4% vacant places).

Most of those empty places are in the upper age groups in primary schools. This table shows the number of children in each year group at the January 2013 census:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2430	2347	2326	2248	2110	2102	1985

The trend of rising numbers is very clear. Every school has a Published Admission Number (PAN). This is the number of children normally admitted into Reception. The total of all the PANs for September 2012 of all primary schools was 2,379. In 2012 the LA consulted with a number of schools to establish available capacity where it was expected demand would exceed available places. Without these unofficial increases in PANs in some schools the Reception year group would have exceeded available school places by 51 leaving no surplus.

September 2013 combined PANs across the borough was increased to 2,373

September 2014 combined PAN was increased to 2,582

The next table shows the projected reception year groups for the next five years starting with the current September 2013 intake taken from the Tees Valley Unit, July 2013 data report:

Year	2013	2014	2015	2016	2017
Total PANs	2373	2582	2629	2629	2629
Reception pupils	2342	2450	2458	2468	2517

The LA must not breach Key Stage 1 Infant Class Size legislation. This ensures that infant classes must not contain more than 30 children aged 5 to 7 in a single class with one teacher. Many primary schools have adopted an admission number of 30 or a multiple of 30, but some schools have admission numbers below 30 or around 40.

Local Demand for Additional School Places

On April 1st 2014, planning approval was granted for 900 new homes and a new school to be built in the Wynyard area. 500 homes are proposed for Wynyard Village with another 400 in neighbouring Wynyard Park.

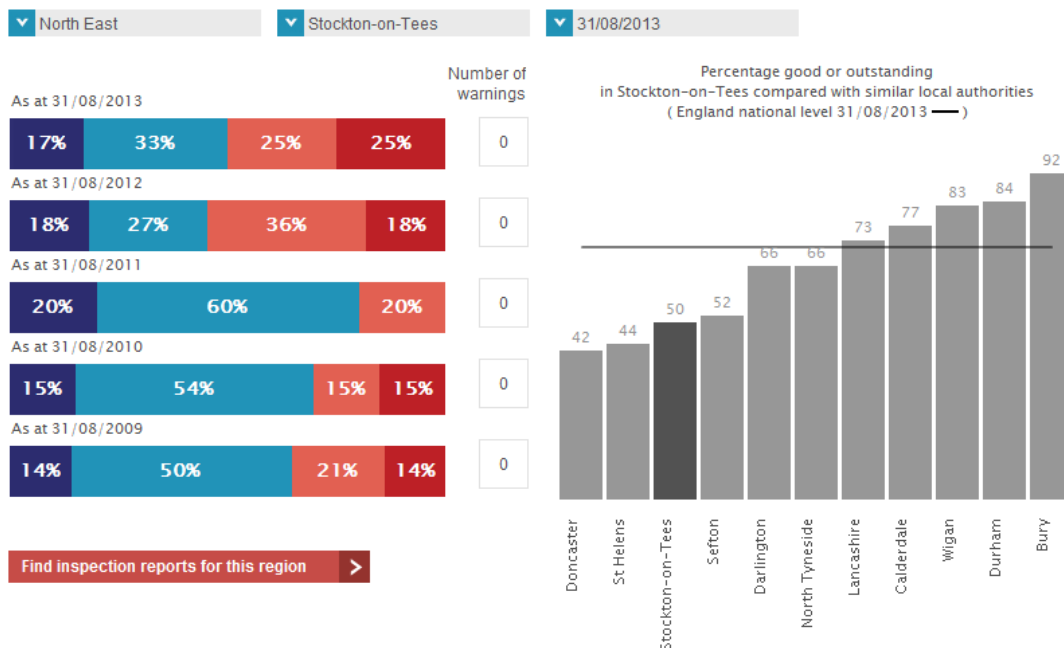


Distance via road to local primary schools from Wynyard Village and the number of Wynyard Pupils v Total Number on Roll (NoR)

1 Wolviston	(PAN 15)	(Wyn/NoR 25/142)	3 miles
2 St Pauls RC	(PAN 30)	(Wyn/NoR 20/230)	4 miles
3 Priors Mill CE	(PAN 75)	(Wyn/NoR 8/503)	4 miles
4 William Cassidi	(PAN 29)	(Wyn/NoR 26/210)	5 miles
5 Sedgfield	(PAN 30)	(Wyn/NoR 4/195)	5 miles

Performance in local Primary Schools

Performance across Stockton Primary Schools falls below that of similar local authorities. The implications of this means that approximately 40% of primary age pupils who live in Wynyard attend fee paying schools in Durham and Teesside.



Section E: Evidence of need – part 2

In an effort to reach as many families as possible, we directed our marketing at parents of pre-school and early school-aged children.

We displayed posters and leaflets at local Nurseries and in the community, initially focussing on establishments in the area surrounding our site, such as:

- Kids 1st – a Nursery that follows the Early Years Foundation Stage (EYFS) which covers children's development and learning from birth to 5 years.
- Local GPs Surgery and Dentist
- Wynyard shops

Furthermore we:

Delivered leaflets to existing local residents

Approached local schools and toddler groups

Press Coverage

Once we had built up the outline of what we wanted to offer and had formed a suitably strong steering group with a broad range of relevant skills and experience, we felt ready to go to the press with our story.

Our reasons for going to the press were twofold. Primarily we wanted more publicity, to enable anyone who had not already heard about us to have a voice, and to be able to express their interest (in sending a child to the school or offering their help and skills) if appropriate.

A focused set of PR initiatives were also launched. Designed to inform and request support, a multi news outlet approach was adopted to cover conventional printed, broadcast and online media outlet channels. Two tranches of press releases were sent out using this multi-channel approach during late March and April. In each tranche, all regional newspapers, TV, BBC and Local Radio, Web News, and specialist Education, Community and Faith media were targeted. These included:

- Northern Echo
- Sunderland Echo
- The Journal
- The Evening Gazette

<http://www.gazettelive.co.uk/news/teesside-news/new-church-england-school-proposed-6832301>

<http://www.hartlepoolmail.co.uk/news/local/new-plans-submitted-for-wynyard-that-could-see-1-100-homes-built-1-6477072>

http://www.thenorthernecho.co.uk/news/local/teesvalley/stockton/11076334.Plans_for_new_Church_of_England_school_unveiled/?ref=rss

<http://www.anglicannews.org/news/2014/03/plans-for-new-church-school-are-announced.aspx>

<http://wynyardresidents.co.uk/blog/>

Consultation event

On the 31st March we held a consultation meeting, 2pm to 6pm at Wynyard Hall. This meeting was attended by 27 people - 20 members of the general public and 3 Stockton/Hartlepool officers.

██████████ (██████████) ██████████

The Diocese has been involved in education in the region for more than 150 years and there are 48 Church of England Primary Schools in the Diocese. Their record of success is very high, with 94% of our primary schools being graded Good or Outstanding by Ofsted, substantially higher than the national average.

Other members of the project team were available to give details of the curriculum, ethos and site and our aspirations as a school:

- to ensure the physical and spiritual well-being of every member of the school is maintained and enhanced
- to create an environment where children develop a love for learning and learn how to use knowledge wisely
- to be central to the life of the Wynyard community

We addressed the importance of extra-curricular activities and our vision to be at the heart of the community. Some attendees asked about the proposed admission procedures and we were able to explain our policy to welcome children of all faiths and none. We stressed how the school would work closely with the community, local business and industry.

Conclusion

The Project Steering Group have considered in detail the overwhelmingly positive responses received from the consultation exercise. Although the formal consultation process has now finished we remain in regular contact with many of the respondents and are confident that they can retain these high levels of communication.

Engagement with the community

██████████, ██████████ - ██████████: "██████████."

Our intention is to maintain a continuous consultation with the local authority education officers in both Stockton and Hartlepool in the interests of establishing and developing partnership arrangements. We are particularly anxious to work alongside the local authority to link with the hard-to-reach families, and to develop wider community links.

Alex Cunningham (Stockton North MP) – we met with our local MP to explain the rationale for a new primary school. To help us co-ordinate with our local private school (Red House, Norton)

██████████.

██████████ – ██████████. The school is planning to expand and add Post 16 provision and are not planning to expand its existing primary provision. We have agreed to remain in contact and communicate regularly to aid both parties to progress amicably.

██████████ – ██████████

This was a particular concern as Hartlepool also needs to increase its number of primary places and the Stockton/Hartlepool border meets at Wynyard. The nearest Hartlepool primary school (Greatham CE Primary) is over 4 miles from Wynyard.

William Cassidi Church of England Primary School – we met with a small group of governors from this neighbouring Diocesan school. They expressed interest in working with the school once it is open. We have agreed to meet with them to discuss the ways in which the two schools could work together if our application is successful.

██████████ – ██████████

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Sunderland	<ul style="list-style-type: none"> • ██████████ 	██████████	2-3

██████████	Y	Redmarshall, Stockton on Tees	<ul style="list-style-type: none"> • ██████████ • ██████████ 	██████████	2-3
██████████	Y		<ul style="list-style-type: none"> • ██████████ 	██████████	3
██████████	Y	Wynyard	<ul style="list-style-type: none"> • ██████████ 	██████████	3-5
██████████	Y	Newcastle upon Tyne	<ul style="list-style-type: none"> • ██████████ 	██████████	2-3

██████████	Y	Newcastle upon Tyne	• ██████████	██████████	3-6
██████████	Y		• ██████████	██████████	3

[REDACTED]	Y	Heighington, Stockton	• [REDACTED]	[REDACTED]	3-6
[REDACTED]	Y	Cleadon, South Tyneside	• [REDACTED]	[REDACTED]	3-5

██████████	Y		<ul style="list-style-type: none"> ██████████ 	██████████	3
██████████	Y		<ul style="list-style-type: none"> ██████████ 	██████████	2

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

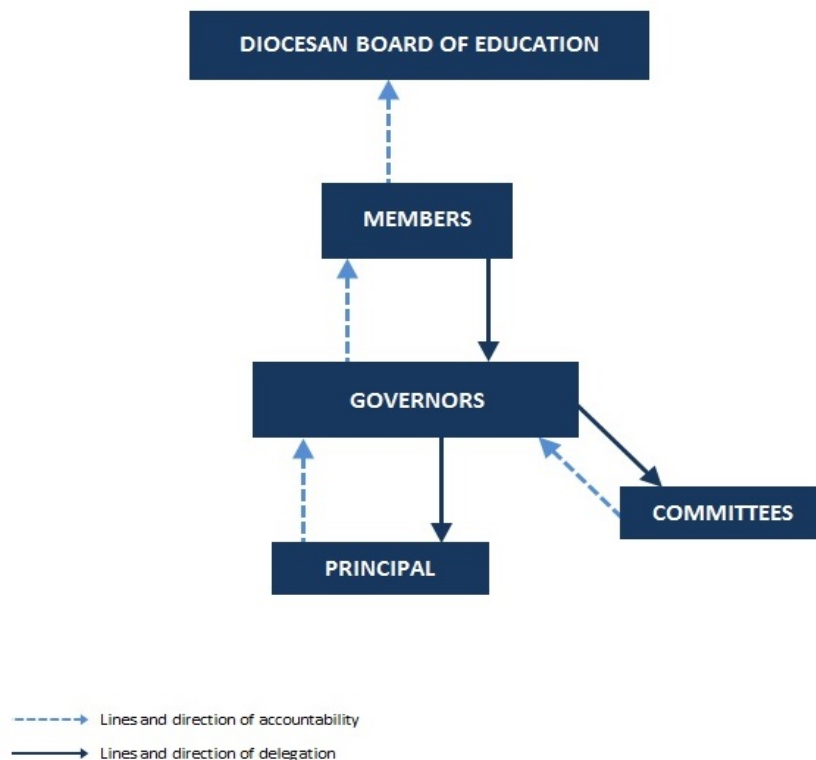
Skills/experience missing	How you plan to fill the gap
Dedicated project management	If this application is approved the Directors would undertake a procurement exercise for a professional project manager and appoint on best value criteria.

Section F2

Governance

1. Background

It is intended to establish this school as a stand alone academy. A number of the Diocese of Durham's schools have already converted to academy status (with two further primary schools in the process of conversion at the date of this application). Of the 7 schools that have already converted, 5 have converted as stand alone academies. These 5 were also originally voluntary aided schools and, as such, had a majority of 'foundation' governors. The influence of the Diocese has been maintained in these converter academies through the members of the Academy Trusts who then appoint the majority of the directors/governors. Following the model documents agreed between DfE and the National Society, the Trusts' members are all corporate bodies or persons in order to ensure the proper involvement of the Diocese (which does not itself have a corporate personality)



2. Members

The existing Diocesan approach to the membership of the academy trusts has been followed in the establishment of the Wynyard Church of England Primary School Trust. This is to ensure representation of:

- the Diocese itself through the office of the Bishop of Durham ;

- the Diocesan Board of Education through the Diocese of Durham Educational Trust (which acts as the corporate personality of the Board as the Board is not incorporated);
- the Church locally through the office of the Area Dean for the Stockton Deanery.

The members of the AT will therefore be as follows: the Bishop of Durham, the Diocese of Durham Educational Trust, the Area Dean and the Chair of the Board of Directors/governors. At the present time and in the pre-opening phase until the shadow board of governors is more fully established the role of Chair will be taken by the Chair of the Durham Diocesan Board of Education (██████████).

The role of the members will be to hold the governing body to account. For the Diocese's existing converter academies this usually takes place at the AGM when members review the academy's academic and financial performance. This is not a 'rubber stamping' exercise; governors are subjected to rigorous challenge in both areas. In this instance it is planned that members would receive interim reports from the governing body on a termly basis for the first couple of years from opening in addition to the AGM.

3. Board of Governors/Directors

3.1 Directors (pre-opening phase until summer term before opening)

The Articles of Association provide for the composition of the Board of Governors/Directors as follows:

- 7 persons appointed by the members
- 2 elected parent governors
- 1 Local Authority nominated person
- 1 member of staff
- The Principal.

It is intended that the Board will initially consist of an NLE and 5 members of the project team appointed by the members. This initial Board (which, for clarity's sake, is referred to as the Board of Directors) will take forward the early stages of the pre-opening phase (including appointing the Principal). As we get closer to the date of the school opening it is anticipated that some of the directors will be replaced by suitably qualified individuals (see section F3) who will act as key members of the school's governing body on opening.

3.2 Governors (from summer term before opening and on opening)

As mentioned above, the individuals who will constitute the first governing body of the school are likely to come into post as such immediately before and on opening. The role of governors will be strategic. They will hold the school's senior leadership to account while delegating the operation of the school to the Principal. They will be ultimately responsible for the quality of education in the school; the management of the school's finance and resources; and the health and safety of pupils and staff in the school.

4. Committees

As mentioned above governors will delegate the operation of the school to the Principal. They are likely also to delegate some areas that require more intensive scrutiny to committees. It is anticipated that the governing body will establish a Finance and Resources Committee (which will also pick up staffing issues) and a Curriculum and Ethos Committee. It will also need to have a group of members who are identified as an Appeal Committee to hear appeals from decisions of the governors/Principal in relation to any complaints or staff disciplinary matters.

5. Managing conflicts of interest

As with any academy trust there is scope for conflicts of interest to arise, pecuniary or otherwise. These will be managed according to the AT's conflicts policy which will contain the following key points:

- The AT will maintain a register of interests which will be kept up to date and regularly reviewed.
- The declaration of interests will be an agenda item at the beginning of every meeting of the AT whether that meeting is a general meeting of members or a board meeting. Members/directors will also be reminded that they should also declare any interest or potential or actual conflict at any point in the meeting when that interest/conflict becomes apparent if they have not done so at the outset.
- The governor/member in question may be asked to withdraw from the meeting if the nature of the interest/conflict requires it.
- Where a governor may have an interest in any contract to be awarded by the governors a competitive procurement procedure will be followed and the relevant governor or governors will not be involved in any part of that procedure.
- Where the members and the Diocesan Board of Education are responsible for the appointment of governors they will seek to avoid the appointment of persons who are also governors at immediately neighbouring schools.
- Where there is cross membership between the members and the governors a conflict may arise during the process of 'holding to account' at the AGM. Our present proposals include two cross memberships: the Chair of Governors and the individual who is the current [REDACTED] is proposed as a governor as well as the corporate post of [REDACTED] also being one of the members. As the membership role is a corporate appointment it would be possible for another individual to represent this role at the AGM while, if necessary, the Chair of Governors could be asked to withdraw from the meeting. (As the quorum for the meeting is 2 the meeting would still be quorate in these circumstances.)

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Wynyard, Stockton	██████████	██████████	██████████	3
██████████	Redmarshall	██████████	██████████	██████████	2-3

██████████	Bishopton	██████████	██████████	██████████	2-3
██████████		██████████	██████████	██████████	2-3

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
<p><u>HR/personnel</u></p> <p>██████████</p>	<p>We would look to recruit by working with the Residents' Association, SGOSS and the local Chamber of Commerce as well as possibly Durham University's Stockton campus to identify suitable candidates. All candidates would be asked to complete application forms/CVs and a small working group of the AT's Board of Directors will compile a shortlist and meet with the shortlisted candidates in order to make recommendations to the AT's members on suitable appointments.</p>
<p><u>Chair</u></p> <p>A strong and experienced Chair will be vital to the success of the new school. It will be important to recruit someone who can combine enthusiasm, commitment, and leadership skills with the necessary time available to support the school and the Principal at this point in the school's development. The amount of time the Chair will need to be able to put in is likely to be significantly more than other governors. Ideally these attributes will be combined with an understanding of</p>	<p>As above – although we will also look for talented and experienced chairs from amongst our family of Diocesan schools who may be interested in moving to work with another school.</p>

Skills/experience missing	How you plan to fill the gap
education (possibly via a previous role as a governor)	
<p><u>Buildings issues</u></p> <p>Although it is hoped that the school will be able to open in a new building, it is recognised that this is ambitious, given our proposal to open in September 2015. It is likely, however, whether the new building is ready or not that there will be a need for buildings expertise on the governing body either to see through the last stages of the building project or to keep an eye on any snagging or other issues that may arise on completion.</p>	<p>As for the HR/personnel category, although our searches would be directed towards businesses with an estates function or in the construction sector.</p>
<p>We have sought to identify the key skills that we believe to be missing from the group of governors identified to date as potential member appointed governors. We believe that the skills identified here together with the education, financial, marketing and commercial skills present in the governors listed at F3(a) establishes a core skilled group of governors which will then be augmented by staff and parent governors and an LA governor.</p>	

Section F4

Recruitment of Principal

We are aware of the crucial nature of this appointment and the fundamental importance of the school being led by an exceptional leader.

4.1 Process

If we are successful in our application we will begin the recruitment process by advertising the post in the TES, via the National Society and on the recruitment site 'North East Jobs'. Given the difficulties of recruiting over the summer holiday the Directors would be aiming to advertise, shortlist, interview and appoint in the first half of the Autumn term 2014. Candidates are likely to have to give a term's notice so anyone appointed technically would not be free to join the project until half term in the Spring term. We would anticipate, however, that the ideal candidate would come from a school with a strong senior leadership team. If this is the case it is likely that the appointee would have a good deputy in place so that in practice it may be possible to secure early release on a full or part time basis. As this project is public knowledge in the Diocese we are already aware of at least one excellent candidate from amongst our outstanding heads who has expressed an interest.

On application potential candidates will be issued with documents describing the role and setting out a person specification. The content of those documents will be broadly as set out under the relevant headings below. Shortlisting of interviewees will be conducted by a panel of three of the directors which will include [REDACTED]. At interview candidates will meet all Directors and some local parents in a 'carousel' arrangement before the formal interview with the panel of three Directors. References will be taken up prior to interview.

4.2 Sample job description

The Principal will undertake the following duties in consultation with the Governing Body, staff of the school and parents, as appropriate

- (a) Effectively manage the school on a day-to-day basis, provide strong leadership and promote the notion of team spirit;
- (b) Produce and implement the School Improvement Plan adopted by the Governing Body;
- (c) Produce, implement, monitor and review the policies adopted by the Governing Body;
- (d) Effectively deploy the teaching and non-teaching resources within the school to ensure that the targets detailed in the School Improvement Plan adopted by the Governing Body are achieved;
- (e) In accordance with the Academies Financial handbook act as accounting officer, monitor the school budget, expenditure and income, and advise the Governing Body on spending priorities;
- (f) Manage the appointment of teaching and non-teaching staff;
- (g) Provide a broad, balanced and relevant curriculum in accordance with the requirements of the Funding Agreement with the Secretary of State and the requirement for the teaching of religious education for all pupils attending the school; and ensure that pupils have access to a daily act of collective worship;

- (h) Promote high standards of individual pupil and school achievement and ensure the development of a stimulating and supportive learning environment;
- (i) Promote an ethos in which individual pupil responsibility for learning, positive behaviour, personal development and achievement is fostered;
- (j) Ensure that the progress of pupils of the school is monitored and recorded and that an effective system is developed for informing parents about their child's progress;
- (k) Encourage the development of a culture that offers equality of opportunity to all pupils and staff;
- (l) Monitor, review and evaluate the standards of teaching and learning within the school and ensure that proper standards of professional performance are established and maintained;
- (m) Ensure that the requirements for teacher appraisal are implemented and to identify and promote the delivery of the training and development needs of the staff of the school;
- (n) Develop the role of the school within the community;
- (o) Provide the Governing Body with sufficient advice and information to enable it to fulfil its legal responsibilities;
- (p) Ensure that a range of legal obligations associated with the proper running of the school, including health and safety matters, are addressed;
- (q) Carry out the duties defined in the Conditions of Service Regulations and any subsequent amendments.
- (r) Any other duties consistent with the nature of this post which may be required from time to time by the Governing Body.

4.3 Sample Person Specification

Essential Qualifications and experience

- Qualified Teacher status
- Currently Headteacher of a successful school
- Sustained and successful experience at Senior Leadership level within a Primary school
- Experience of successful and co-operative working as a member of a leadership team
- Experience of the successful leadership of change
- Track record over time of raising pupil achievement
- Track record of promoting safeguarding procedures in a school
- Experience of working effectively with parents, carers, Governors and key partners
- Experience of robust financial and/resource management
- Successful teaching experience with children with a wide range of abilities and needs including the ability to challenge the most able
- Experience of effective performance management

Desirable Qualifications and experience

- Evidence of further study - this could be ongoing and/or Further Professional Qualifications
- A range of leadership, management and teaching experience in more than one context
- Teaching experience across the Primary age range including EYFS
- Knowledge and experience of SIAMS Inspection
- Knowledge of the challenges for children who have English as an additional language
- Experience of being designated teacher for child protection

Essential Professional Development

- Evidence of commitment to own professional development through recent and relevant CPD
- Up to date Safeguarding training
- Research and development work covering leadership, curriculum and management issues that have resulted in successful change and effective practice within the last two years
- Significant contribution to and evidence of impact on the professional development of other colleagues in schools

Desirable professional development

- Experience of planning and managing professional development
- Training in safer recruitment

Essential knowledge/skills

- Ability to communicate effectively in a variety of situations, orally and in writing
- Ability to communicate effectively in a variety of situations, verbally and in writing
- Ability to secure good progress and have high expectations for all children including vulnerable groups
- Ability to account to stakeholders and hold others to account
- Ability to promote change through strong, supportive leadership
- Understanding of the importance of and an ability to promote a very rich and diverse curriculum that seeks to develop the whole child
- Ability to support and empower colleagues to develop their skills and expertise
- Secure knowledge of child protection responsibilities and procedures and an understanding that child safety is paramount
- A high level of expertise in curriculum management - planning, delivery and assessment
- Ability to analyse and evaluate school self evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives.
- Ability to articulate a clear vision for the immediate and longer term to maintain and further develop an outstanding and inclusive school, communicate this to

the staff to maximise their participation and use this vision to inform the school development plan and other strategic work

- Ability to track progress and have high aspirations for every child
- Knowledge and understanding of education partnerships
- Knowledge and understanding of school administration and budget management processes

Essential specialist knowledge

- Expert detailed knowledge of the structure and content of the current primary and Early Years/Foundation curriculum and the new National Curriculum and associated assessment and record keeping
- Expert understanding and knowledge of current issues in education locally and nationally

Desirable specialist knowledge

- Knowledge of administrative procedures
- Understanding of the factors critical to children's development and emotional wellbeing

Personal Attributes

- Ability to initiate and lead change positively
- Ability to provide high quality care, guidance and support for pupils, staff and parents
- Ability to build and sustain effective working relationships with staff through a shared vision
- Flexibility and adaptability in order to be able to relate to and work with a wide range of people including Governors, members of the community, the Diocese and the LA
- Ability to uphold and develop the core Christian values of the school across all aspects of the life of the school
- Ability and commitment to maintaining and developing links with the Parish and Diocese and take a positive role in the co-ordination of Collective Worship
- Ability to model a creative, flexible, committed and enthusiastic approach to management and the education of children
- Approachable, adaptable and socially skilled
- Resilient in the face of challenges
- Enthusiasm, energy and commitment

Section F5 (existing providers and any new applicants seeking to open more than one free school)

Education Track Record

5.1 School improvement support

██████████ There is a long tradition of willing school to school support between primary schools in the Diocesan family. ██████████. Key to this will be ██████████ (whose CV has been supplied ██████████). The new school's head will also become part of the Diocese's local cluster of Church of England head teachers.

5.2 Performance data

Dioceses are not subject to Ofsted inspection so we are not able to supply an overall judgment on our capability. However, the Diocese of Durham takes its responsibility for securing school effectiveness extremely seriously. This is discharged by ██████████ (██████████), deploying both permanent and seconded senior colleagues to monitor performance in Diocesan schools and to advise/support/intervene as appropriate if concerns are identified. ██████████.

A secure evidence based measure of the level of performance of the family of schools is that of its 51 primary schools/academies, 48 (94%) are judged by Ofsted to be Good or Outstanding. This percentage exceeds very comfortably the comparable rates for the 7 local authority areas in which our schools are located and also the national average.

Headline performance data for 4 comparable schools (one of which is an academy) taken from the Raise online analysis for 2013 is set out below.

Data Headlines for School comparable to Wynyard CE Primary School:

Bishopton Redmarshall CE Primary School Academy Status– Ofsted Good, 2012

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS1	15.4	15.3	18.7	15.5	17.3	15.8
Reading	16.1	15.8	19.5	16	18.0	16.3
Writing	14.8	14.4	18.1	14.7	17.1	14.9
Maths	15.3	15.7	18.5	15.9	16.9	16.1

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS2	30.5	27.5	28.0	28.2	30.5	28.3
Maths	29.3	27.6	27.5	28.4	30.8	28.7
Reading	31.6	28.1	30.0	28.8	31.1	28.5
Writing	32.1	26.4	27.0	27.3	29.3	27.5

PROGRESS

	2011	2012	2013
All Subjects	100.7	98.7	100.4
Maths	100.2	98.7	100.0
Reading	-	-	101.2
Writing	-	-	100.0

<http://dashboard.ofsted.gov.uk/dash.php?urn=137021>

<http://www.ofsted.gov.uk/provider/files/1897521/urn/137021.pdf>

William Cassidi CE Primary School – Ofsted Good 2013

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS1	14.9	15.3	16.9	15.5	16.6	15.8
Reading	15.4	15.8	17.1	16	17.2	16.3
Writing	14.4	14.4	16.1	14.7	15.5	14.9
Maths	14.9	15.7	17.5	15.9	17.1	16.1

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS2	29.0	27.5	29.3	28.2	28.9	28.3
Maths	29.4	27.6	29.0	28.4	29.0	28.7
Reading	29.7	28.1	31.0	28.8	29.5	28.5
Writing	25.9	26.4	29.0	27.3	28.3	27.5

PROGRESS

	2011	2012	2013
All Subjects	99.9	100.2	100.4
Maths	100.5	99.8	100.2
Reading	-	-	100.7
Writing	-	-	100.3

<http://dashboard.ofsted.gov.uk/dash.php?urn=111720>

<http://www.ofsted.gov.uk/provider/files/2186869/urn/111720.pdf>

Stockton Holy Trinity Rosehill – Ofsted Good, 2013

APS KS1	15.9	15.3	15.5	15.5	16.3	15.8
Reading	16.3	15.8	16.2	16	16.8	16.3
Writing	14.7	14.4	14.6	14.7	15.4	14.9
Maths	16.7	15.7	15.8	15.9	16.7	16.1

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS2	28.9	27.5	28.7	28.2	28.8	28.3
Maths	29.4	27.6	29.5	28.4	29.9	28.7
Reading	29.4	28.1	28.2	28.8	29.2	28.5
Writing	27.4	26.4	27.4	27.3	26.3	27.5

PROGRESS

	2011	2012	2013
All Subjects	100.0	99.5	99.7
Maths	100.2	99.9	99
Reading	-	-	99.6
Writing	-	-	98.2

<http://dashboard.ofsted.gov.uk/dash.php?urn=131251>

<http://www.ofsted.gov.uk/provider/files/2317751/urn/131251.pdf>

St Mark's Elm Tree CofE VA Primary School – Ofsted Good, 2013

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS1	15.5	15.3	14.0	15.5	15.5	15.8
Reading	16.4	15.8	14.7	16	15.8	16.3
Writing	13.8	14.4	12.9	14.7	14.5	14.9
Maths	16.3	15.7	14.5	15.9	16.0	16.1

	2011 SCHOOL	2011 NATIONAL	2012 SCHOOL	2012 NATIONAL	2013 SCHOOL	2013 NATIONAL
APS KS2	28.1	27.5	29.0	28.2	29.4	28.3
Maths	28.4	27.6	30.0	28.4	30.3	28.7
Reading	29.2	28.1	29.6	28.8	29.0	28.5
Writing	26.2	26.4	27.2	27.3	27.9	27.5

PROGRESS

	2011	2012	2013
English	100.9	100.2	101.2
Maths	101.3	100.6	101.8
Reading	-	-	100.3
Writing	-	-	100.7

<http://dashboard.ofsted.gov.uk/dash.php?urn=133301>

<http://www.ofsted.gov.uk/provider/files/2186901/urn/133301.pdf>

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

Although the Durham Diocesan Education Board is responsible for a large group of schools (some voluntary aided, some voluntary controlled and some academies) it does not operate its academies within a single multi academy trust.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
n/a				

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
N/A		

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1 & G2 (see also associated spreadsheet)



.

G3 Financial resilience to reductions in income



Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

Annexes

CVs for Key Individuals

CVs attached for:

[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where	

CV template	
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,

CV template		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where	

CV template	
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,

CV template		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]

CV template		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C 	N/A

CV template		
	GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where	N/A



CV template		
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, 	N/A

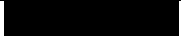
CV template

	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]

CV template		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	N/A

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

CV template		
8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in	

CV template	
	<p>your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score

CV template		
	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisatio n ▪ position and responsibili ties held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualificatio 	

CV template		
	<ul style="list-style-type: none"> ▪ professional body membership number ▪ how your qualifications are maintained 	
5. a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths 	

CV template

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualificatio ns</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5. b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared	

CV template

	<p>to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in</p>	

CV template				
	any or all of your three previous roles.			
8.	Reference names(s) and contact details	<table border="1"> <tr> <td>██████████</td> <td>██████████</td> </tr> </table>	██████████	██████████
██████████	██████████			

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in	N/A

CV template		
	<p>your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	N/A

CV template		
	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
<p>For education only: if you are in a leadership position in your latest school (where</p>	N/A

<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 	<p>N/A</p>

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

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where	██████████

CV template

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

CV template		
	student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]