



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

Maiden Erlegh School in Reading

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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 template.

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 and Excel templates.

In **Section G** we are asking specifically about costs and financial viability. This requires the completion the relevant sections of the Word and Excel templates.

In **Section H** we are asking for information about premises, including an outline of any research/progress you have made so far. This requires the completion the relevant sections of both the Word and Excel templates.

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 are excluded from the page limit.

Please include the name of your school in the file name for both your 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 established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
6. 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"/>
7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below? 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or	<input type="checkbox"/>	<input type="checkbox"/>

9am on 5 May 2014 and 12 noon on 9 May 2014.		
8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<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		
9. Have you sent: 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 by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

I 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

The trustees of Maiden Erlegh School are submitting a free school application for a new 600 place secondary school in the East Reading area. The intention is to open a second outstanding school in the family of Maiden Erlegh Schools in 2014 if the preferred site is ready or temporary accommodation can be made available to house the first cohort of the school.

Maiden Erlegh School is a 50 year old 11-18 all ability school situated on the border of Wokingham and Reading and serves both authorities. For many years families in neighbouring communities (East Reading) have wanted their children to be educated at Maiden Erlegh School, but the school has always been heavily oversubscribed- 814 applicants for 280 places and many have been disappointed.

Maiden Erlegh School has already increased its admissions number in 2004 to meet the growing demand for places, but with 1840 on roll the school cannot accommodate any more students on the present site.

The vision for the proposed new free school is:

1. To provide a stimulating and challenging learning environment
2. To ensure all students make exceptional levels of progress and attain excellent outcomes
3. To work in close partnership with families, providing a hub that responds to the needs of the community
4. To offer a secure and caring community with many extra-curricular opportunities, growing our own teaching talent
5. To provide progression for older students into the Maiden Erlegh school sixth form

Our vision is to create a Free School with, and for, our local community. The new secondary school will respond to what local people say they want and need. It will have 4 forms of entry and will be an 11-16 Maiden Erlegh School in Reading, with access to the Maiden Erlegh Sixth Form.

Our vision is to create and sustain another centre of excellence which will promote social mobility especially for the children from economically and socially deprived areas. We will ensure that every individual will be valued and encouraged to give their very best. We know from experience that the culture of a school is far more important than the strategy it adopts. Our vision is to create a culture where the pursuit of excellence in all the Free School's activities is the norm. We know that such an organisational culture is achieved by employing highly committed teachers dedicated to giving children the very best and by keeping these teachers 'fired up'.

Our pursuit of excellence will also be achieved in the Free School through an uncompromising drive each day by our school leaders who will focus relentlessly on assuring the quality and improving teaching and learning.

The vision is underpinned at all times by the passion and vision of our leadership teams who will consistently communicate high expectations.

Why start a new free school?

The Free Schools' programme has given trustees an exciting opportunity to respond to

a) the high demand for places at Maiden Erlegh School from families in the neighbouring communities in East Reading. There were 814 applicants for 280 places in 2012.

b) the pressure of a growing local population.

Sponsoring a free school is the natural next step in this academy's development.

Reading Borough Council education commissioning services presented a report to Reading Borough Cabinet in October 2012 entitled 'School Place forecast 2012- 2020'. The report shows that the number of pupils seeking a secondary school place after attending a Reading primary school will begin to increase from September 2014 and will continue to rise as far as can be predicted. In addition the surplus places in Reading and neighbouring authority secondary schools suggest the number of 'unused year 7 places' will fall dramatically over the next 10 years. The 2015 -16 academic year appears to be the point where demand will outstrip places.

Why start a new free school in this part of Reading?

The proposed secondary Free School situated in the heart of the Reading East Primary School planning area would significantly help address this predicted shortfall of places without the cost of a new build. Maiden Erlegh School is well placed to serve as a sponsor because of its successful track record of school-to-school support and brand strength. A major strength of our submission is that the proposed new school site would be less than a mile away from Maiden Erlegh School and it is well known to local residents.

A new secondary Free School will increase the diversity in the local mix of secondary provision, strengthen provision and extend for families the choice of education available.

Apart from the two highly selective grammar schools- Kendrick Girls' Grammar School and Reading Boys' Grammar school- Maiden Erlegh School is the only all-ability state school in the local area judged by Ofsted to be outstanding. Maiden Erlegh School performs consistently above both Reading and Wokingham averages and as a National Support School (NSS) has a proven track record of supporting schools where the educational achievement of children has historically been below the national average. If the results of the two grammar schools are removed from Reading's results, then the educational achievement of children in Reading has not always compared favourably to national figures. It is an area where many have low expectations of educational success and we want to provide an alternative to low quality local provision. There is clearly a need for a new approach to drive up standards in the area.

We are mindful of the social and economic context of the putative catchment area in determining our approach for the new school. It is clear that there will a significant proportion of children in the Free School catchment with English as an Additional Language (EAL) and over 20% would be Pupil Premium. This will require systematic and high order inclusion strategies. Over 36% of students at Maiden Erlegh School are Black Minority Ethnic (BME) and numbers of children with EAL are increasing. There are also 120 children who are Pupil Premium. We propose to draw upon our expertise to support those children who need additional help with their written and spoken language skills. Maiden Erlegh School's expert team of staff supporting students with

Additional Needs have a strong record of building the repertoire of EAL children's language skills, confidence and self-esteem. In this way EAL children will be able to make rapid progress with functional literacy and then equally rapid progress in all areas of the curriculum.

Children from BME backgrounds achieve very well at Maiden Erlegh school at KS3 and KS4, join the Maiden Erlegh Sixth form in large numbers and then progress to university. Post-16 achievement and retention rates (QSR 2011-12) are uniformly very good for all ethnic groups. We are confident that we can put in place a similar very high performing culture with close monitoring and robust performance tracking in the new Free School. We have successfully introduced innovative approaches for overcoming barriers to learning and achievement, which again can be replicated in the new free school. We want to work closely with working families to find practical ways to support them through breakfast and after school clubs, on-site childcare as well as offering extended summer schooling.

In addition, Maiden Erlegh School has an excellent reputation for meeting the needs of Gifted and Talented students who progress to the best universities in the country, including Oxford and Cambridge. In 2010 we were the first school in the Wokingham Borough Council and one of the first in the country to be awarded the National Quality Mark for provision for Gifted and Talented students. The school was also awarded the Cultural Diversity Quality Standard (GOLD) in 2010 to acknowledge our outstanding work in celebrating diversity.

What will the school be like?

The school will aim to provide all students with a course of study which meets their specific needs and provides a broad and balanced basis for further study and future choice. Enrichment and extension activities will complement the timetabled curriculum, enhance personal development and contribute to student happiness, well-being and a sense of belonging and serve the broader curricular aims of developing confidence, tolerance and personal skills in leadership, problem solving and decision making. Students will be proud to represent the school in the local community and parents will feel that the school meets their needs well.

How will we achieve this vision?

The Inner Leadership team consisting of the [REDACTED] [REDACTED], his two Deputies and Business Manager have between them a wealth of experience across all aspects of school leadership which will enable us to deliver this vision. Maiden Erlegh School has in place a deliberate and systematic talent development strategy which enables us to 'grow on' our own people as future leaders, which, in addition to leading the Berkshire Teaching School Alliance, would ensure that we are able to continue to deliver a high quality education to the current Maiden Erlegh School as well as the new one. Sharing induction programmes, staff training and professional development will ensure that the staff team at the new school starts off in the strongest possible fashion. The sharing of teachers, coaches and professional mentors will continue throughout the life of the new school spreading the very best practice in a systematic way.

How will we use the academy freedoms to achieve our vision?

We will take advantage of the range of possibilities we now have open to us to establish methods for ensuring better outcomes. We anticipate the use of the following freedoms to help us do so:

- The use of an extended school day three times a week for more intensive tuition in Maths, English and Science to provide adequate time to stretch and challenge every child
- The sharing and deployment of existing Maiden Erlegh staff in the new school for sound induction, training, leadership and teaching
- The sharing and deployment of new teachers trained by the Teaching School at Maiden Erlegh to ensure the recruitment of the highest quality teachers
- The contractual use of teachers to deliver high quality extra curricular opportunities after school to offer a secure environment for longer periods of time as well as additional learning time
- The contractual use of teachers to run a summer literacy school to ensure that all children make the progress expected of them

How will we know whether the school is successful?

In order to make sure the school is delivering the vision we outline in this section we will use the following checks and measures, explained fully in section D3. They are:

1. The judgement of teaching and learning as consistently high
2. The judgement of leadership, management and governance as outstanding
3. Exceptional student behaviour, attendance and reported levels of safety
4. Exceptional levels of student progress and high levels of attainment
5. Strong indicators of parental involvement and high levels of satisfaction with the school

The school will be designed with these success indicators in mind. The process of evaluation and review will be robust and ensure the governors are able to quickly recognise and challenge underperformance in any area. Trustees will have full accountability and will ensure that steps are taken to ensure the very best outcomes are always possible.

Plans for the future

At the moment the plans for the Maiden Erlegh Trustees are to focus solely on the creation of a second new school which are tightly in line with the rationale for establishing a new school in the local vicinity. At the present time there are no further plans for a bigger academy chain.

Trustees at Maiden Erlegh have earmarked funds for the school's site improvement plan to improve the building stock and create teaching and learning facilities fit for the 21st century.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020	2021
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7		120	120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120	120
Year 9				120	120	120	120	120	120
Year 10					120	120	120	120	120
Year 11						120	120	120	120
Year 12									
Year 13									
Totals									

D1

The table below reflects the curriculum for the majority students in all year groups.

- Variations between Year Groups are shown in the Comments column.
- As subsequently described a *Purple Pathway* will provide support for students with EAL and/or needing support for numeracy and/or literacy.
- Enrichment opportunities are provided through mainstream lessons and through the work of Enrichment and Extension Co-ordinators leading extra curricular activities.

- The curriculum aims to provide all students with a course of study which meets specific needs and also provides a broad and balanced basis for further study and future choice.
- Enrichment and extension activities complement the timetabled curriculum, enhance personal development and contribute to student happiness, well-being and a sense of belonging and serve the broader curricular aims of developing confidence, tolerance and personal skills in leadership, problem solving and decision making.

Subject/other activity (e.g. enrichment)	Minutes per week	Mandatory/ Voluntary	Comments
English	280	Mandatory	
Maths	280	Mandatory	
Science	280	Mandatory	(210 in Years 7 and 8)
PE	140	Mandatory	(70 in Years 10 and 11).
Religious Studies/PSHE	70	Mandatory	(140 in Years 10 and 11)
Spanish	140	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Geography	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
History	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Technology	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Music	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Drama	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Art	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
Computing	70	Mandatory	Years 7 and 8 only, replaced by four option choices in Years 9-11
OPTIONAL SUBJECTS Spanish Technology BTEC Business Studies	140	Guided Choice	With a year group of 120 eight classes would generate class sizes of 15. Students would choose four subjects from those shown.

History Geography (x2) Art BTEC ICT			More vocational courses could be offered through the nearby UCT. Some additional GCSE courses – e.g. Music, Drama, PE could be offered at Maiden Erlegh.
The Gold Programme	60	Students are nominated	Enhancing aspiration programme for KS4 students of exceptional ability.
Outdoor Pursuits at Tirabad		Strongly encouraged for all Y7	One week residential
Passport for Life: Community Service	30-120	Strongly encouraged for all Y7/8	KS3
Young Rotarians Group	30-120	Strongly encouraged for all KS4	KS4
The Duke of Edinburgh Award	30	Voluntary	KS4
Sport,	30-120	Voluntary	A range of options in which students are encouraged to engage in voluntarily – participation is monitored with non participants identified and actively encouraged.
Music	30-120	Voluntary	A range of options in which students are encouraged to engage in voluntarily – participation is monitored with non participants identified and actively encouraged.
Drama	30-120	Voluntary	A range of options in which students are encouraged to engage in voluntarily – participation is monitored with non participants identified and actively encouraged.
Art	30-120	Voluntary	A range of options in which students are encouraged to engage in voluntarily – participation is monitored with non participants identified and actively encouraged.
Subject linked clubs	30-120	Voluntary	A range of options in which students are encouraged to engage in voluntarily – participation is monitored with non participants identified and actively encouraged.

Educational trips and visits	Variable.	Voluntary	Carefully managed to support the timetabled curriculum.
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Rationale for the curriculum

At Maiden Erlegh II we will aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Knowledge which meets the needs of all groups including the most able and SEND
- Rigorous requirements for pupil attainment
- Clear communication with parents

KEY LEARNING POINTS FROM THE MAIDEN ERLEGH CURRICULUM

The key strengths of the Maiden Erlegh curriculum are

- **the Purple Pathway at Key Stage Three**
- **alternative Curriculum Pathways at Key Stage Four**
- **very strong Inclusion, SEND and Pastoral teams**
- **meticulous use of data to set targets, track and ensure high attainment**
- **creative use of information technologies to support learning**
- **bespoke strategies for gifted and talented students**

We will take our learning, experience systems and strategies in these elements to the new school, where they will be supplemented by strong specific provision to support students for whom English is an additional language. We will provide strategies to ensure high levels of literacy development.

<p>The First Year of The New School We see strong advantages in building a new school from Year 1 with an intake of Year 7 students only.</p>	<p>Rationale The new Year 7 intake will be provided with high levels of stretch and challenge in all areas. As this Year group will be the only one in the school in the first year of its life, there is a clear opportunity to develop a strong ethos of high aspiration – both for these students and as a characteristic of the Year group for the future.</p>
<p>The school day We will replicate the original Maiden Erlegh school day, which operates from 08.50 to 14.25 with a split lunch (3 sittings) from 11.30 to 1.05. There are four double lessons in the day..</p>	<p>Rationale This will provide opportunities for synergies between the schools in terms of provision, training, and before and after school activities where there would be joint enrichment provision for the two schools. The compressed day has undoubted advantages, ensuring as it does that students are engaged in learning for as much of the time as possible with good consequences for behaviour and relationships.</p>
<p>An Extended Day On Tuesday Wednesday and Thursday there will be an extra period of En Ma and Sc for all year groups.</p>	<p>Rationale This will enhance progress and attainment in these core areas of learning and address literacy issues.</p>
<p>The opportunities of ICT Maiden Erlegh has a well developed Virtual Learning Environment which provides for staff, students and parents, access to learning materials and to information about student progress. We will replicate these systems at the new school.</p>	<p>Rationale The use of data to support progress is well established and remote access to learning materials and virtual learning opportunities is developing strongly. This will enable us to build community links and a modern approach to learning.</p>
<p>The Purple Pathway This provides a bespoke curriculum for</p>	<p>Rationale The aim is to ensure students make two</p>

students entering Y7 with \leq L3 in English and mathematics. These students attend mainstream lessons in Science (4), PE(4), Music (2), Drama (2), ICT(2) and Technology(2) with peers. They have the same teacher for their remaining 22 lessons, using Humanities, MFL lessons, English and mathematics time to follow a bespoke curriculum focusing on literacy and numeracy.	levels of progress wherever possible and to cover a basic humanities programme through topic based work. This course runs in Year 8 and Year 7.
Purple Pathway II In the new school the approach above which is already highly successful at Maiden Erlegh will be developed to provide for students for whom English is an additional language. We envisage that there will be one group of students in each of Years 7 and 8 for PPI and PPII	Rationale This approach will meet the additional EAL needs in the new school.
Computer Science The focus in KS3 will be on Computer Science rather than ICT	Rationale Students will develop functional ICT skills as autonomous learners, and will be stretched to develop a deeper understanding of computing, able to think critically, innovate and solve problems.
Alternative Science routes Single double or triple science will be available at KS4.	Rationale This will provide a range of options to suit the ability spectrum.
Spanish The language offered for study at the new school will be Spanish.	Rationale With 120 students in each year group there will be limitations on the number of languages which can be offered. We propose to offer Spanish as a new departure from provision at ME1 - and a language which is accessible and of increasing international importance.
Religious Education and PSHE RE and PSHE will be compulsory at both key stages.	Rationale This will acknowledge the structure and nature of the local community and more broadly promote the spiritual, moral, cultural, intellectual and physical development of students and prepare them for the opportunities, responsibilities and experiences of later life.
Social Moral Spiritual and Cultural Education Through assemblies and the tutorial programme as well as the taught	Example of social, moral, spiritual and cultural education: Students will develop a strong moral code through the notion that actions have

<p>curriculum, enrichment and school life more broadly we will address key aspects of local, national and global society in relation to SMSC</p>	<p>consequences. This is a key feature of the Maiden Erlegh ethos of managing behaviour and in addressing actions rather than perpetrators we show care for individuals and for personal ethics. We will encourage participation, tolerance and engagement with others in a heterogeneous community.</p>
<p>Key Stage Four: Core All students starting Year 9 will take a core of compulsory examination subjects: English Language and Literature, Mathematics, Biology, Physics and Chemistry. Some students will take examinations in Science and Applied Science rather than the three separate sciences.</p> <p>Other compulsory subjects will be Physical Education and Personal, Social & Health Education which is incorporated into the tutor programme and core RE.</p>	<p>Rationale The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 9 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth.</p>
<p>Optional Subjects</p> <p>Spanish History Geography (x2)</p> <p>BTEC ICT BTEC Business Studies</p>	<p>Rationale With 120 students in each year group there will be limitations on the number of optional subjects which can be offered.</p> <p>We wish to offer a personalised curriculum which will meet individual needs through high expectations, equal opportunities and choice. These are the key elements which will enable us to meet these expectations:</p> <p>ENGLISH BACCALAUREATE We wish to ensure all eligible students have the opportunity to achieve the English Baccalaureate group of qualifications.</p> <p>GUIDED CHOICE The Maiden Erlegh Curriculum offers personalised pathways linked to student abilities, aspirations and needs and we would hope to replicate this approach of guided choice within the narrower range that a cohort of 120 necessarily implies.</p> <p>BTECS We therefore offer two BTEC courses which might prove attractive to the full ability range as well as providing a more</p>

Technology	accessible alternative to the GCSE courses.
	<p>TECHNOLOGY Technology will provide an opportunity for appropriate students to develop practical skills.</p>
Art	<p>ART Art provides an aesthetic dimension to the curriculum. Maiden Erlegh has built a reputation as a centre of excellence in this area since being designated in 2000 as a Specialist College for Visual Arts.</p>
	<p>UTC We would anticipate collaboration with the local UTC to offer a wider range of vocational options post 14.</p>
	<p>MAIDEN ERLEGH Some additional GCSE courses – e.g. Music, Drama, PE could be offered at Maiden Erlegh.</p>

Enrichment Programme

<p>Overview Maiden Erlegh II will provide a diverse programme of enrichment, extension and extra-curricular activities which are designed to complement the timetabled curriculum.</p>	<p>Rationale These activities will enhance personal development and contribute to student happiness, well-being and a sense of belonging.</p>
<p>Management There will be designated staff Activity Leaders to will promote, co-ordinate, organise and develop a range of extra-curricular activities.</p>	<p>Rationale This replicates highly successful practice at Maiden Erlegh where these posts have proved instrumental in extending participation in enrichment activities, targeting reluctant groups and individuals, responding to student preferences and providing opportunities for students to develop leadership, team working, problem solving and decision making skills.</p>
<p>Staffing There will be an expectation that every teacher offers an after school club and every department offers one subject support session once per week.</p>	<p>Rationale This is essential to optimise provision especially in the early stages of a small and developing school.</p>
<p>Volunteers</p>	<p>Rationale</p>

We will seek opportunities to engage suitably qualified and accredited volunteers to support the enrichment programme.	This will have the additional benefit of providing opportunities for engagement with the local community.
The Gold Programme A bespoke programme of after school academic enrichment activities linked to the curriculum and targeted at the most able students.	Rationale Again, already highly successful at Maiden Erlegh this will provide enrichment and extension learning for gifted and talented students in Key Stage Four and will be focused on raising awareness, and understanding of, and preparedness for, opportunities at the Russell Group Universities including Oxford and Cambridge.
Tirabad An Outdoor Pursuits centre in Wales, already used with great impact by Maiden Erlegh and other schools will be used to provide residential opportunities for all students in Year 7 and will also be used for residential sports and enrichment opportunities.	Rationale This will provide opportunities for students to join with those from Maiden Erlegh School, extending their horizons and developing personal and social skills, fostering a sense of belonging, and raising self-esteem and confidence.
Passport for Life KS3 Structured, acknowledged and rewarded community service opportunities.	Rationale This is a programme to develop a sense of community and concern for others where all students are expected to serve their local community as active young citizens.
Young Rotarians Group KS4 Student led, structured, acknowledged and rewarded community service opportunities.	Rationale To develop a sense of community and concern for others, leadership and management skills.
World Challenge Expeditions and alternative foreign travel	Rationale To widen personal experiences and cultural horizons, developing a sense of self and confidence.
The Duke of Edinburgh Scheme	Rationale To widen personal experiences, social and cultural horizons, developing a sense of self and confidence.
Extra Curricular Programme The extra-curricular programme will include sport, music, drama, art and other subject clubs; educational trips and visits will be managed carefully to support the timetabled curriculum.	Rationale Developing specific personal interests, skills and abilities; addressing the education of the whole person for life and leisure; social education;
Trips and Visits Students will have the opportunity for cultural enrichment visits including to galleries, theatres, churches, mosques and temples.	Rationale Social development and cultural enrichment; broadening tolerance and understanding of diversity and heritage in different contexts.

Curriculum Plan

Key Stage Three (Years 7 and 8) – number of lessons per week

En	Ma	Sc	Spanish	PE	Gg	Hi	Re	Te	Mu	Dr	Ar	ICT
8	8	6	4	4	2	2	2	2	2	2	2	2

See above for details of the alternative Purple Pathway Curriculum.

Key Stage Four (Years 9, 10 and 11) – number of lessons per week

Year 9

En	Ma	Sc	Re/PSHE	PE	OPT1	OPT 2	OPT 3	OPT 4
8	8	8	2	4	4	4	4	4

Year 10 and 11

En	Ma	Sc	Re/PSHE	PE	OPT1	OPT 2	OPT 3	OPT 4
8	8	8	4	2	4	4	4	4

<p>The House System Students will be allocated to one of four Houses. Students would decide on the names of the houses.</p>	<p>Rationale Maiden Erlegh' s well established vertical House system provides a focus for competitive activities, rewards, celebration and student engagement. This will be replicated at the new school.</p>
<p>Curriculum Areas Six Faculty leaders will also have Pastoral responsibilities in the first years of the school:</p> <ul style="list-style-type: none"> • English and Languages • Maths • Science • Humanities and PSHCE • Arts • Business Technology and ICT 	<p>Rationale In the early years of the developing school, especially with only around a dozen staff in year one, leaders will need to have wide vision and versatility, a capacity for independent working and high levels of self motivation.</p>
<p>Pastoral Care All teachers will have pastoral responsibilities for a tutor group and in the first years of the school it is likely that curriculum leaders will also have pastoral leadership responsibilities.</p>	<p>Rationale Maiden Erlegh has well established procedures policies and practice for supporting children in their learning. Pastoral leaders engage fully with academic progress as well as student welfare.</p> <p>The established practice of close linkage between pastoral care and academic monitoring will be reinforced by this strategy.</p>
<p>Class Size 120 students in each year group will be divided into two populations of 60. There will, in most cases be two classes of 30 in each half year group at KS3.</p>	<p>Rationale Our class sizes are based on considerations of health and safety and economy and the firm belief that best practice in other areas of pedagogy does</p>

<p>Science Technology Art Music Drama and Computing will have three groups of 20 in each half year group at KS3.</p> <p>As there are eight option subjects at KS4, these classes will contain 15 students on average.</p>	<p>not require small classes. In each half of the Year group there will be the opportunity to set in order to provide focused learning and teaching. The new school will use extensive ICT to support personalised learning.</p>
<p>Staffing We will seek to deploy some teachers from Maiden Erlegh to lead the development of the new school.</p> <p>All staff at the new school will need to be versatile and confident especially in the early stages.</p>	<p>Rationale We wish to ensure the best possible start for the new school and the first Year 7 students whilst obtaining value from money.</p>
<p>Progression and Guidance Maiden Erlegh has a strong tradition of providing focused Information, advice and guidance to ensure appropriate progression from one Key Stage to the next. This includes an annual careers fair open to all students from Year 8 up to Year 13 with around 100 representatives from all professions, businesses and higher education providers. Parents and students attend and feedback is excellent. Students at the new school will benefit – see below for transitions.</p>	<p>Rationale Guidance is essential to success at all Key Stages. Students and parents from the new school benefit.</p>

Transition Arrangements

Maiden Erlegh School II will have clear systems and structures for managing the transitions between all key stages and clear policies and procedures for offering information, advice and guidance to all students to help them make appropriate progression decisions.

Entry to Year 7

The admissions process will begin with an open afternoon and evening for all eligible Year 6 students and their parents in October. In July there will be an information evening for new parents.

The School Prospectus will provide detailed information about the curriculum, enrichment and pastoral care.

Pastoral Leaders from Maiden Erlegh School in Reading will visit all link Primary schools during the summer term preceding admission. Strong relationships with the Primary Schools will be formed.

All Year 6 students progressing to Maiden Erlegh School in Reading will attend one of the Induction Days in the second half of the summer term which provide an opportunity to meet key pastoral staff and experience taster lessons and the routines and

resources of the secondary school.

Introductory handbooks for students entering Year 7 and their parents will be developed from the Maiden Erlegh handbooks, which have been refined over many years. This will result in essential information and reassurances built up over time which reflect the perceptions and priorities of the students themselves.

Existing Year 7 students will play a lead role in communications with their Year 6 successors and Sixth Form Student Leaders from Maiden Erlegh will also play a part in managing the transition process.

Year 6 students will be given the opportunity to communicate online with Year 7 students through the school's tried and tested e-Buddies scheme which has received national recognition at Maiden Erlegh 1.

Close relationships with the link Primary Schools will ensure a full transfer of information about students so that pastoral and curriculum leaders are able to respond to specific individual needs.

Some Year 6 students will have participated in link projects during the school year and through Summer School activities.

Students settle in quickly at Maiden Erlegh and are happy in school: over 90% of parents and students agree strongly that our Y7 transition programme is highly effective. We will plan accordingly for this to be the case in the new school.

Progression to KS4

Maiden Erlegh School in Reading students will choose their examination courses at the end of Year 8 and strong information advice and guidance will be provided to ensure that they follow appropriate curriculum pathways at Key Stage Four.

An Options Choices Booklet will be tailored to provide detailed relevant information appropriate for individual student needs. An Information Evening for students and parents will be held in October to provide early guidance and will be followed up with a Careers Fair in January, a full Options Information evening in February and consultations with subject teachers in March before final decisions by the end of term.

Close links between Pastoral leaders and parents will be based on detailed knowledge of the students, including rich data about prior attainment and potential. An equal emphasis will be based on decision making through objective data and care for the needs of the students and their families. Decision making will be shared with Options' Surgeries at the beginning of March, and there will be provision for second and third discussions with parents and students to ensure that the right decisions are made.

Progression to KS5

Parents and students at Maiden Erlegh currently rate the Y12 transition programme very highly. We will adopt the same approach for students who want to transfer from Maiden Erlegh School in Reading to the sixth form at Maiden Erlegh. The new 11-16 school will prepare students with the expectation for transition to Level Three courses in Maiden Erlegh Sixth Form.

Where students do not qualify for courses on offer in Maiden Erlegh Sixth Form we will

liaise closely with other local providers, including the UTC and other local post 16 providers to ensure that there is meaningful progression and bespoke guidance.

The Sixth Form Prospectus provides detailed relevant information about a wide range of courses which are offered in the Sixth Form. This will be supplemented by talks in Assemblies from subject leaders, during lessons and in after school consultations.

Close links with the Connexions service and other local post 16 providers will ensure that all students have access to impartial information, advice and guidance to help them make choices. This will include visits to local colleges for interested students and also access to visiting speakers who visit Maiden Erlegh from other providers to provide information about opportunities elsewhere.

Information Evenings for students and parents in September and November will provide early guidance and will be followed up with the Options Information evening in December, a Careers Fair and consultations with subject teachers in January, in March before final decisions by February half term.

KS5 (Years 12 and 13) – choices available at Maiden Erlegh

Students can choose four courses to study in Year 12 and most students will then do three courses in Year 13.

GCE Theatre Studies	GCE History	GCE Computing
GCE Sociology	GCE German	GCE Chemistry
GCE Physics	GCE Geography	GCE Business Studies
GCE Physical Education	GCE Further Mathematics	GCE Biology
GCE Photography	GCE French	GCE Art
GCE Philosophy and Ethics	GCE Fine Art	BTEC L3 Media Studies
GCE Music	GCE Fashion Design & Textiles	BTEC L3 ICT
GCE Media Studies	GCE English Literature	BTEC L3 Hospitality
GCE Mathematics (Statistics)	GCE English Language	BTEC L3 Business Studies
GCE Mathematics (Mechanics)	GCE Design & Technology	AS Critical Thinking (for G&T students)
GCE ICT		AQA Baccalaureate*

* Students who are gifted and talented in Year 12 will be given the opportunity to study for the “AQA Bac” which is taken alongside A levels. It consists of four components, these are: three A levels, Critical Thinking at AS Level, an Extended Project which develops students’ abilities to manage tasks using their own initiatives and resources and Enrichment Activities.

Progression beyond KS5

All students in the Sixth Form at Maiden Erlegh study Level 3 courses and the vast majority progress to University. The Head of Sixth Form, Co-ordinator for Progression and Careers, Heads of Year 12 and 13, and Tutors are all actively involved in providing information, advice and guidance through procedures which are well established through the Tutor programme.

We work closely with our Careers Advisory consultants to provide information, advice and guidance for those students who are seeking apprenticeships or other employment opportunities at age 18. The Careers fair in January, Careers Seminars organised by the Activity Leaders and The Year 12 Future Pathways Evening in July all provide further support for decision making. Students from Maiden Erlegh in Reading will have on-line access to the extensive careers advice on the Maiden Erlegh website.

At Maiden Erlegh School in Reading we will aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

In order to ensure enough curriculum time for all pupils to receive additional depth of tuition, stretch and challenge, the school day will be as follows:

Time	Duration	Activity	Description
08.15 – 09.00	45 min	Registration and Breakfast club	Breakfast provided with form tutor, delivering well-being and skills provision
09.00- 10.10	70 min	Lesson 1	Core timetable
10.10-10.25	15 Min	Break	
10.25 - 11.30	65 min	Lesson 2	Core timetable
11.30 - 12.00	30 min	Lunch Break	
12.00 – 1.05	65 min	Lesson 3	Core timetable
1.05 - 2.15	70 min	Lesson 4	Core timetable
2.15-2.25	10 min	Registration	
2.30 – 3.30	60 min	Lesson 5	Extended day three times per week
2.30 - 4.00 Mon, Fri	90 min	Extra-curricular clubs	Mandatory enrichment, in which students select from a range of activities

We will adopt the same annual terms as other Local Authority Schools. Where Reading and Wokingham school term dates differ we will consult and agree the best compromise to meet the needs of all.

D2 Who are our students likely to be?

We anticipate the following profile of pupils, again based on the demographics of the neighbouring primary schools as well as the demographics of the East Reading area itself.

Projected pupil profile for the new school based on intake from 11 closest primary schools

Primary School	NOR	Boys %	Girls %	Statement/ School Action Plus %	EAL %	FSM %
England	538301	51	49	11	16	29
Reading	1347 (aged 10)	51	49	11	27	31
The Alfred Sutton School	446	56.1	43.9	7	56.4	11.1
Katesgrove Primary School	475	50.1	49.9	4.2	62.5	22
Newtown Primary School	236	47.9	52.1	9.3	69.4	24.8
Redlands Primary School	247	55.1	44.9	3.2	52.5	8.2
St Johns CofE Primary School	337	51.3	48.7	15.4	53.5	8.7
Christ the King Catholic Primary School	367	53.1	46.9	12.3	26.8	23.4
Geoffrey Field junior School	280	48.6	51.4	17.9	16.4	30.7
George Palmer Primary School	429	52.9	47.1	16.8	40.1	37

New Christ Church of England School	186	45.7	54.3	11.3	37.6	12.9
The Ridgeway Primary School	198	53	47	20.2	17.2	42.2
Whitley Park Primary and Nursery School	621	54.4	45.6	26.7	14.2	47.7
Average across 11 primary schools	347.5	51.7	48.3	13.1	40.6	24.4

The gender balance of the eleven closest primary schools is roughly equal, representing the Borough as a whole. There may be slightly more boys than girls. The sampled schools' average percentage of pupils with an SEN is 13.1%, higher than the Borough's average of 11% which is in line with the national average of 11%. Seven of the schools have an average percentage of pupils having an SEN.

The sampled schools' average percentage of pupils with EAL is 40.6%, significantly above the Borough and national averages. This is supported by the data indicating the ethnic diversity in the wards surrounding the proposed new school.

Overall, the eleven sampled schools have above average numbers of pupils receiving FSM however some primary schools bring this average down. We anticipate that approximately 1 in 4 children will be eligible for the pupil premium. We have amended this figure accordingly in our budgets.

Demographic profile of the proposed location of the new school

1. A growing population in Reading.
The 2011 Census estimates the population of Reading at 155,700. This a 9% increase on the 2001 census figure of 143,096 and a 2% bigger change than the one between 1991 and 2001 when there was 7.1% increase in the Reading population. There have been significant increases in the 0-19 age groups, particularly the 0-14s. This evidence supports the data from the Local Authority indicating a rise in the secondary age population and thus a need for a new secondary school.
2. Relative areas of deprivation.
Three of the wards surrounding the proposed location of the new school are in the 30-50% most deprived, which shows further evidence for the likely number of pupils on free school meals and in receipt of the pupil premium. The areas are circled in yellow below and the red circle refers to the proposed site for the school.



Wards and levels of deprivation

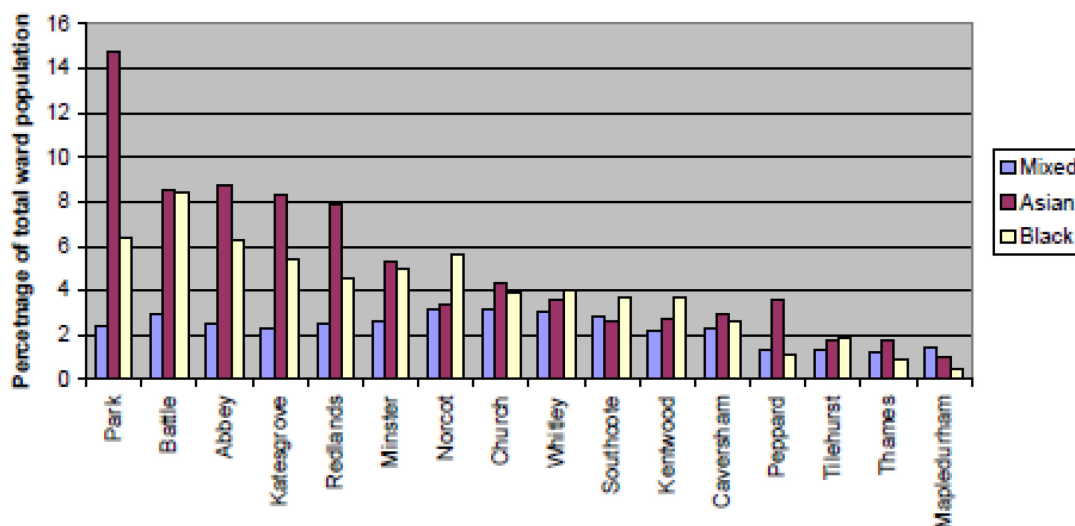
- 1. Abbey 30% to 50% most deprived
- 2. Katesgrove 30% to 50% most deprived
- 3. Church 30% to 50% most deprived
- 4. Park 50% to 30% least deprived
- 5. Redlands 30% least deprived

3. Ethnic diversity.

Reading's population has increased in ethnic diversity. 25.3% of the population is now currently 'non-white', a 12.1% increase since 2001. Within the 'white' classification, 'other white' has increased from 4.2% to 7.9%.

Reading continues to have the second highest proportion of non-white ethnic groups in the South East after Slough. There has been a shift in the diversity over the 10 year period with Black African becoming marginally the largest non-white group (4.9), followed closely by Pakistani (4.5%) and Indian (4.2%). Mixed, Other Asian and Black Caribbean are all represented above the national average. The projected intake of the new school is likely to be equally as diverse as the surrounding communities. Although the table below is relatively old, it clearly shows the wards of Park, Abbey, Katesgrove and Redlands as having high concentrations of Asian and black families.

Ethnic group of residents



Source: Census 2001 Key Statistics Table KS06

Planning for a school that meets the needs of children from the surrounding community

The data here shows a diverse community of families facing a number of challenges probably arising from the higher than average levels of deprivation in the surrounding wards. Therefore it is key to our vision that every individual is valued and encouraged to pursue excellence, whether in the classroom or elsewhere, that their families are key

to their success and all will respect diversity. This will also allow the school to contribute positively to social mobility and cohesion.

It is vital that we have systems and structures in place to break down any barriers individual students and families may have to full participation because we believe that all students should have the best qualifications and social/"life" skills they can have in order to move positively into the next phase of their work, education or training.

There is one overall implication when expecting exceptional rates of progress and outcomes: "no dips, no gaps." Inclusion will not be only about the academic life of the school, but impacts on the pastoral and advice and guidance work we will provide.

In terms of measuring progress, our central tracking system will allow us to monitor that of all students and intervene where necessary. Where we know students have particular "vulnerabilities" we will highlight those so that all staff are aware of interventions and differentiation strategies they may need to use.

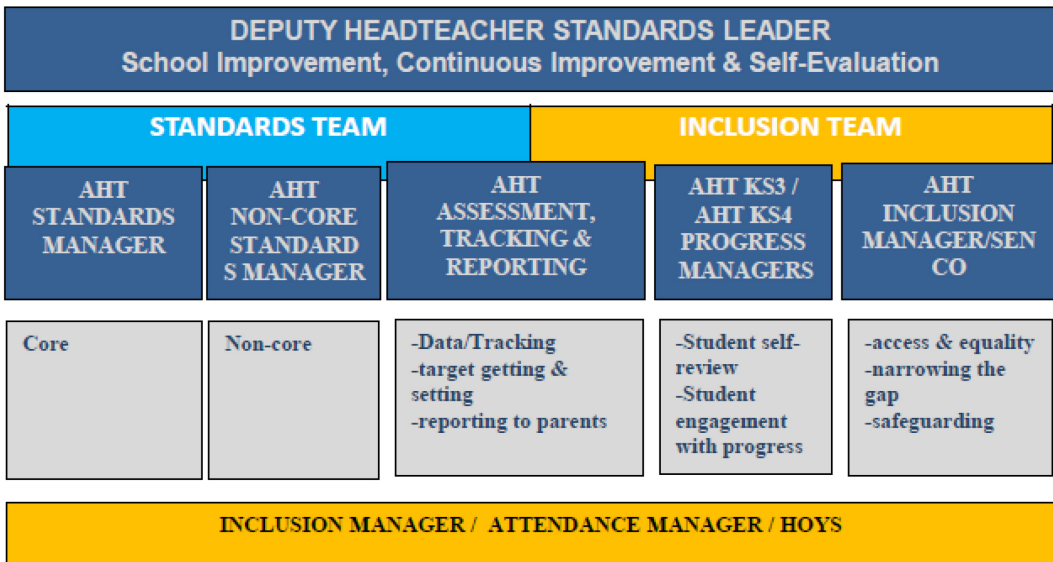
In addition, we will also track the progress of larger groups, or those we have identified as "at risk" of underachievement. These may change from year to year as cohorts change.

In the first instance we would predict the focus to be on:

- Disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
- Boys
- Groups of pupils whose prior attainment may be different from that of other groups
- Those who are academically more able (gifted and talented)
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Pupil Premium including Looked after children
- Students young for their year

Structuring the inclusion of all

We will use a similar structure for this work as is currently in place at Maiden Erlegh School: The diagram below shows that all levels of leadership are responsible for tracking progress and sharing information.



The Inclusion Team

The Inclusion Leader at Maiden Erlegh School has responsibility for ensuring that the needs of individuals and groups are met. He/she does this by:

- Ensuring all staff are aware of who these students are and effective strategies to help them do their very best.
- Deploying staff and resources (and engaging other agencies) to support students who are particularly vulnerable (eg: internal staff such as the Attendance Manager or Inclusion Manager but also “bought in” services such as Connexions, counsellors, EWO etc)
- Tracking their progress and the impact of local interventions to ensure that barriers to learning and success are being broken down where they exist.
- Working with parents, particularly those hard to reach, to help them support their child.
- Working with local KS5 providers and the careers services to ensure there are no NEETs.
- Preparing impact reports for the DHT Standards, SLG and governors

This approach will be closely followed in the new school, although roles may be carried out by other individuals in the early years. The Inclusion leader will also act as Safeguarding Officer and Child Protection Lead, Lead Teacher for Looked After Children and Pupil Premium champion. They will:

- Be a qualified and experienced SENCo
- Act as a champion for SEND, EAL, G&T and students in receipt of the pupil premium to ensure all stakeholders have the highest expectations of
 - their progress, attainment, attendance and conduct
 - their positive integration into the school community
 - their life chances
- Manage and deploy Teaching Assistants and specialist SEND staff.
- Efficiently manage SEND resources
- Carry out baseline testing and tracking of progress of SEND students and implement of appropriate and effective interventions
- Effectively and positively liaise with parents.
- Effectively collaborate with outside agencies and the Inclusion Team and procure high impact support.
- Train staff in terms of identification of and provision for SEND students.
- Ensuring all SEND students have the necessary access arrangements in place (eg: for examinations).

General support strategies for groups of students

The Inclusion Manager will have oversight of the following programmes for each group of students, they will be responsible for deploying resources accordingly and for

ensuring all are held to account for the progress made by the students in the respective groups.

LAC	Pupil Premium/FSM	Those behind in reading age
<p>In addition to statutory Personal Education Plan (PEP) meetings a half-termly meeting with LAC students and carers to monitor progress against PEP targets.</p>	<p>Summer School with literacy/numeracy focus Head Teacher meets with all Pupil Premium students and their parents in term 1. PP students identified as not making requisite progress (10 sublevels progress KS2/3 for all L4b+ on entry) allocated a personal mentor.</p>	<p>Summer School with literacy/numeracy focus Book Club – including parent-child sessions Toe2Toe peer reading programme (using from Y2 onwards) Purple Pathway equivalent. Booster tuition (small groups) for those identified as behind</p>
EAL	G&T	SEN
<p>Bank of key terms in English and mother languages for all EAL students in all subjects. Standard Operating Procedures for teachers and for EAL stages 1, 2 and 3. Translation facility on website to support parents. Work with local community to find Community Mentors who can work with students and parents.</p>	<p>Baseline testing from Y7 (using CAT tests and prior attainment). Targets: 4L progress for all AG&T students. 30%+ L7 35% A*/A at GCSE Implement a KS3 Gold Programme: All students arriving L5a+ Programme of afterschool workshops led by Maiden Erlegh staff and Sixth Form students eg: -English literature -Junior Maths/Science Challenges -Humanities -Public Speaking (eg: debating club) KS4 Gold Programme – e.g.: -Elite Thinking Workshops -Oxbridge workshops and visits -Access to IGGY website -A* seminars</p>	<p>In addition to statutory Annual and Interim Reviews for SEN students, termly meetings with parents and SENCO.</p>

The Achievement Centre

Meeting the needs of statemented students and those with learning difficulties or disabilities will be managed through the Achievement Centre and their specialist staff

(eg: Teaching assistants, HLTAs, specialist teacher). Where possible we will ensure that students participate in mainstream classes with their peers, either independently or with access to TA support in lessons. On rare occasions we will take students out of lessons to provide specialist intervention, such as for EAL sessions, social skills, literacy and numeracy support, dyslexia support etc.

One of our key aims is to ensure all students become as independent as possible so that by the end of KS4, they are able to cope well wherever they move on to. For this reason we will avoid having 1:1 TA support wherever possible.

Key workers for statemented students

All statemented students will have a Key Worker – a TA who is responsible for the welfare of the student, tracking their progress, communicating with parents and form tutor.

Where possible we would share resources with Maiden Erlegh School in order to maintain levels of expertise e.g.: Maiden Erlegh School would specialise in support for ASD and the new school specialise in EAL. This means both schools can benefit from high quality training and resources.

Collecting baseline data from which to measure progress (for all students)

On entry to school, all students are assessed using:

- KS2 scores
- CAT scores
- Standardised reading and spelling tests
- Standardised numeracy test
- We will also look at their KS3 extended writing.

Based on an analysis of this data, we would identify students who have either not achieved in line with their chronological age, and those who have achieved much higher. In those cases we would:

1. Devise a provision plan based on their strengths and areas for development (stage 1 = in-class differentiation / stage 2 = study support outside lessons / stage 3 = in-class personal support).
2. Assign a Lead Staff to each provision plan (eg: stage 1 = tutor / stage 2 = HOY or other middle leader / stage 3 = Inclusion Manager or Achievement Centre Key worker)
3. Ensure all staff are aware of their strengths and areas for development.
4. Track progress against targets and the impact of any interventions (tweaking the provision plan as necessary)

Tracking and monitoring progress of individuals and groups

In year one of the new school:

- We will carry out baseline testing on entry with which to set ambitious targets. The standard will be 10 sublevels progress KS2/3 and 4L progress KS2/4 (all students L4b+ on entry)
- We will measure progress on a half termly basis and use the data to lead to interventions if progress is not sufficiently rapid.
- We will design a CPD programme run by the CPD lead (and collaborate to participate in the CPD programme in Maiden Erlegh)

- This level of monitoring is over and above the tracking and monitoring procedures described in more detail in section D2.

From year 2 of the new school onwards:

- The Inclusion Team will be expanded as necessary eg: specialist staff for EAL and Equality and Literacy/Numeracy Lead
- We will develop EAL/Equality specialism in collaboration with Maiden Erlegh

As outlined in section C, there are five main ways in which we will measure success at Maiden Erlegh School in Reading, they are:

- 1. Consistently high quality of teaching and learning**
- 2. Outstanding leadership, management and governance**
- 3. Exceptional behaviour, attendance and reported levels of safety**
- 4. Exceptional levels of student progress and high levels of attainment**
- 5. Strong indicators of parental involvement and high levels of satisfaction with the school**

Headlines of the targets for each success indicator can be found in Section C and more detailed breakdowns can be found below:

1. Consistently high quality of teaching and learning

In order to ensure that the quality of teaching and learning is consistently high, we will deploy the following strategies:

- We will implement a Continuing Improvement Programme – see below for more details)
- In year one senior leaders will observe all staff and train middle leaders (middle and senior leaders from Maiden Erlegh will also be used)
- In year two and beyond of a teacher's career at the school, lesson observations will be carried out by respective middle leaders and line managers
- Kudos Coaching training will be run to train all staff – this model will then be rolled out at the school expands. Kudos Coaching trains teaching staff to using coaching techniques for staff professional development and reflection on practice.
- Classwatch implemented and there will be an expectation that every staff has a lesson recorded each year. Classwatch is a recording system which allows staff to record their teaching and use it for self-review but also to provide training extracts for other colleagues.

The Continuing Improvement Programme

- Provides a link between self-evaluation, school/team improvement, CPD and Appraisal
- School self-evaluation is revised half termly by senior leaders and is monitored

by governors.

- School Improvement Plan is monitored half termly and monitored by governors termly.
- CPD programme is established at the start of each year based on self-evaluation and enshrined in School Improvement Plan
- Team reviews take form of summative review of examination results (October) and Developing Practice Programme (rolling programme over the year)
- Developing Practice Programme is a structured timetable of peer reviews of the quality of teaching and impact of whole school achievement strategies (eg: literacy & numeracy).
- Appraisal policy is designed to be consistent, rigorous and exacting of all staff – using a small team of trained appraisers who review the performance of all teachers.

Relationship between data and teacher performance management

Teacher appraisals will be linked to the data collected on pupil performance and from the observation schedule. An appraisal team will be trained up gradually as the school expands.

The data used will be:

- Progress measures – against student/school targets
- Lesson observation records
- CPD participation
- Attendance

If teachers are underperforming, we will work with the colleague to determine whether performance is typical or not. Teachers will be then treated according to the judgments made by joint observation, described below:

- Type 1 – observed performance is not typical or due to a temporary issue (eg: bereavement). We will then work out a coaching and review plan.
- Type 2 – typical performance is good-outstanding but one area not so (eg: teaching outside their area, a particular class). We will then work out a coaching-review plan.
- Type 3 – typical performance is not good-outstanding. This leads to a structured 4-6 week support-review plan.
- Type 4 - typical performance is not good-outstanding with little or no response to support plan. This leads to an early appraisal review and informal capability

1. Outstanding leadership, management and governance

Leadership is evaluated through a range of methods:

Leadership of the school as a whole is evaluated as part of the self-evaluation process. This includes reviewing the impact of such things as appraisal, professional development, resource management, safeguarding etc. It also looks at progress towards key indicators and school improvement plan objectives, and the impact of any new strategies. The self-evaluation is initially done by senior leaders and this is then verified by governors through the MIG reviews.

Leadership of individuals is evaluated and assessed as part of the appraisal process. The Headteacher is appraised by the Governing body and senior leaders by the Headteacher or a deputy.

Middle leadership is evaluated as part of the Standards Strategy (impact on student outcomes and quality of teaching) and also through appraisal.

2. Exceptional behaviour, attendance and reported levels of safety

School attendance figures in Reading continue to be significantly better than national averages. We recognise the need to maintain such expectations and will be more ambitious in terms of the targets we will set. The attendance targets will be set at 95% and our ambition is to have zero fixed or permanent exclusions.

	<u>Overall absence: percentage</u>	<u>Persistent absence: 15% +</u>
England - national (secondary state-funded)	5.7%	6.8%
Reading (Secondary state-funded)	5.2%	5.1%
Targets for proposed new school In East Reading	5%	5%

Permanent and fixed term exclusions - State-funded Secondary schools 2011/12		
LA	Number of permanent exclusions	Number of fixed period exclusions
ENGLAND	4390	252,210
Reading	30	340
Targets Maiden Erlegh School in Reading	0	0

<https://www.gov.uk/government/publications/permanent-and-fixed-period-exclusions-from-schools-in-england-2011-to-2012-academic-year>

How will you ensure high attendance?

We will ensure that parents are clear about their legal obligation to ensure that their children attend school regularly and encourage their children to see the value of education. The school will not expect any parents to request permission for holidays for their children during the school term unless there are really exceptional circumstances. Medical appointments will not normally be given permission to attend during the school day. Retrospective requests for leave of absence for holidays will not be granted and the absence will be recorded as unauthorised. Any requests that are not authorised by the school may result in a request being made by the school to the local authority to issue a Penalty Notice.

Punctuality

Students will be expected to arrive punctually to school and to lessons. Lateness will be recorded in registers by both tutors and teaching staff. A member of staff will be on duty in the morning to ensure that all students arrive at tutor areas as promptly as possible.

Rewards and Sanctions for Attendance and Punctuality

REWARDS	SANCTIONS
Outstanding & excellent attendance and punctuality will be recognised through the award of certificates to students who complete a full term or year with over 98% attendance and no lates.	Attendance Truancy will be punished with an hour-long school detention. Students will be expected to make up all work missed, if necessary, in further detentions. Appointments may then be issued by departments if necessary. A truancy card will be issued and parents asked to check that all work is completed.

How will we ensure excellent behaviour?

We will implement a clear code of conduct with rewards for good behaviour and sanctions for poor behaviour.

Code of Conduct

All students are expected to conduct themselves in a manner which promotes the interests of the community of the school. Our code of conduct will be:

- Treat everyone in the school community with kindness and respect
- Move around the school in a safe and responsible manner
- Respect the school environment and the property of others
- Be attentive and polite in lessons and aim to contribute positively
- Attend school regularly and arrive at school on time
- Be prepared for lessons: arrive on time with homework, equipment and books
- Listen, and follow, all reasonable instructions from members of staff
- Use digital technology and the internet safely and positively
- Dress smartly and appropriately all times

We will provide students with rewards for good conduct as they are powerful tools for teachers to use and we acknowledge that rewards are more effective than punishment in motivating students and creating a culture of positive behaviour. The general practice of classroom management will involve many rewards being given to children on a daily basis.

They will include:

- verbal praise
- written remarks about good work
- sending children to the Head of Year or the Head/Deputy for praise
- commendations
- letters or postcards home
- achievement or effort certificates (given to children in recognition of outstanding work, effort, behaviour or service to the school)
- prizes (given at presentation and celebration events)

However we also acknowledge, however, that behaviour support and sanctions have their place in maintaining good discipline.

Sanctions for poor behaviour

We may deploy a range of more formal sanctions such as:

- disciplinary detention – either before or after school
- disciplinary detention on a staff training day or during a training session
- confiscation of property (for which we may reserve the right to search a student's belongings)
- faculty withdrawal – usually for 1 lesson (in rare cases 2-3 lessons) where students work on their own
- internal isolation – arranged by a senior leader

Safety and wellbeing

Parents at Maiden Erlegh rate the school's expectations and provision for safety and wellbeing of their children as the top factor for choosing the school. Every year our parent surveys confirm that the school's expectations for student safety and student wellbeing are very high and parents report very high levels of satisfaction with the provision.

Students also report in the annual surveys that they feel very safe at Maiden Erlegh, value the planned provision to support safety and have very high levels of satisfaction for the school's provision for their overall wellbeing.

Students tell us they feel at ease in the school, enjoy coming to school and feel valued and supported.

The school strives at all times to create the conditions for participation and engagement. We try our utmost every day to create a positive, meaningful experience for every child – this is inclusive education. We find that it is this positive ethos and gentle, civilised atmosphere which helps our students to feel safe.

Our PSHCE programme is dynamic and covers the key elements of SRE, drugs education, cyber safety and also responds to parental and student concerns. As a direct result we have introduced lessons on road safety, cultural diversity, homophobic bullying and have strengthened our cyber-safety programme.

Our large in-house inclusion team provides additional personalised support for over 180 vulnerable students to ensure that they feel safe and supported. These support and intervention structures are well known to students and parents and trusted by them.

We monitor behaviour and bullying very closely and use data to decide where we need to provide additional support.

We measure the number of exclusions and monitor attendance closely.

There are very few fixed-term exclusions in this very large school of 1850 students and there have been no permanent exclusions for the past 5 years as RAISE 2012 confirms. Racist incidents remain rare in the school. Attendance is consistently high (above 95%) and on the top quartile in the 2011 data dashboard. The rate of persistent absence is very low and well below local and national figures.

These outcomes do not happen by accident, but are the direct result of carefully tested processes and systems which we have refined over many years.

We have very high expectations at Maiden Erlegh School which is why 814 parents expressed a preference for a place in Year 7 in 2012. Other schools process benchmark against our methods and want to learn from our approaches, especially for safety, reducing exclusions and student wellbeing.

We have been able to replicate some of these tried and tested procedures in other schools which have asked for our support as a National Support School.

We are confident, therefore, that our approaches are trans-contextual and can be applied to the proposed new school in East Reading.

3. Exceptional levels of student progress and high levels of attainment

Target Setting- Overview

We will ensure we know the starting point of each student in order to monitor the amount of progress students make. The types of data collected are:

- Initial Baseline Assessment on entry- Year 7 (see p31)
- Further points of baseline data collection – half termly formative data
- Raw attainment scores in assessments
- Targets for outcomes at KS3 and KS4 – (see p32)

We will use these methods because they allow a rounded view of the student but also the setting of high expectations. Three levels of progress is too limiting for many students, so by setting the expectation generally at four levels progress, we hope they will exceed expectations. Half termly tracking allows all staff to check students are making rapid progress, and that differentiation/intervention strategies are working.

Attainment Targets

Rationale:

All students are set targets in line with 8-10 sublevel progress KS2/3 model (6 sub-levels in rare cases where students arrive L3b or below). We have also used attainment and progress data from the 11 closest primary schools to base our projection on.

Attainment patterns – Key Stage 2 (Eleven closest primary schools)

▲ School name	Ofsted Grading and year of inspection	% achieving Level 3 or below in both English and maths in 2012	% achieving Level 5 or above in both English and maths in 2012	% achieving Level 4 or above in both English and maths in				% making expected progress (2 levels or above)	
				2012	2011	2010	2009	English	Maths
England - all schools				79%	74%	73%	72%	89%	87%
England - state funded schools only				79%	74%	73%	72%	89%	87%
Reading				77%	69%	72%	69%	90%	87%
The Alfred Sutton School	Good Oct-12	15%	33%	75%	64%	61%	82%	86%	88%
Katesgrove Primary School	Good Nov-12	5%	14%	78%	46%	IA	63%	83%	90%
Newtown Primary School	Requires Improvement	14%	17%	80%	71%	82%	49%	80%	80%

	Jan-13								
Redlands Primary School	Good	7%	50%	89%	83%	77%	94%	100%	93%
St Johns CofE Primary School	Good March 2012	5%	38%	86%	86%	80%	88%	100%	91%
Christ the King Catholic Primary School	Good November 2010	12%	31%	74%	56%	IA	67%	85%	90%
Geoffrey Field Junior School	Good November 2008	8%	25%	84%	77%	78%	71%	88%	90%
George Palmer Primary School	Inadequate September 2012	29%	3%	52%	30%	IA	66%	96%	68%
New Christ Church of England School	Good March 2010	11%	21%	79%	71%	IA	53%	100%	88%
The Ridgeway Primary School	Good January 2013	16%	5%	68%	50%	60%	62%	88%	82%
Whitley Park and Primary Nursery School	Requires Improvement March 2012	12%	7%	60%	66%	NA	NA	85%	85%
Average across 11 primary schools		12%	22%	75%	64%	40%	63%	90%	86%

Future Targets	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
5 A*-C GCSES (inc E&M %)					88%	89%	90%	91%
Key stage 3 progress measures (3 levels of progress English and Maths) %			88%	89%	90%	91%	92%	93%
Take up of English Bacc			85%	85%	85%	85%	85%	85%
Achievement of English Bacc %					50%	50%	50%	50%

Take up of vocational routes (at least one vocational option)			15%	15%	15%	15%	15%	15%
Achievement of Vocational qualifications %					100%	100%	100%	100%
Narrowing the Gap (% FSM achieving 5*A-C inc E&M)					88%	89%	90%	91%
Further education, employment and training: further education %					70%	70%	70%	70%
Further education, employment and training: employment %					5%	5%	5%	5%
Further education, employment and training: training %					25%	25%	25%	25%

How student performance will be measured and monitored:

- Progress will be tracked half termly by student, by target groups and whole school through the use of formative assessment during lessons and milestone assessments
- Teachers will be responsible for tracking the individual progress of students they teach and intervening at class level.
- Assessment data will be collected electronically and disseminated to students and parents using a VLE (parents without internet access will be provided with paper copies).
- Curriculum leads, along with their Line Managers will track progress of individuals and groups through a programme of structured Standards Meetings and monitor impact of teacher and team interventions.
- Standards Strategy meetings will focus on achievement and attainment and impact of interventions, quality of teaching and impact of CPD and support strategies and impact of Appraisal (particularly impact of UPS teachers)
- The senior lead for Standards will collate all meeting notes and monitor whole school progress against school and group targets along with the Head of Inclusion.
- Standards reports are will be prepared for Middle Leaders, Senior Leaders and Governors.
- Governors will discuss progress and conduct SEF reviews termly.

4. Strong indicators of parental involvement and high levels of engagement with the school

Working with parents is extremely important to the success of our school. Whilst the majority of parents will engage with the school and come in readily to discuss their child's successes and how to support them further, we also recognise that for some

parents there may be reasons which prevent them doing this. It is our job to break down as many barriers to full engagement as possible.

We know from Maiden Erlegh School, that parents want e-communications and survey results show increased satisfaction since introducing these methods. We would take this forward into the new school. In terms of communication, in addition to letters etc, we will also use our website and social media (eg: Twitter). For group communications we will use a group email/text service. This has the advantage of being immediate and fair but also economically and ecologically sound. It also has the advantage of automatic translation built in which will support engagement with families where English is not their first language.

In order to support the new school, with its larger ethnic/EAL catchment, we will have a link on the website to a translation application, so that parents can translate the website if necessary.

We would expect around 90% of families to have access to the internet (based on our surveys and the fact that about 33% of the FSM students do not have access), but where parents have no access to the internet we will ensure they have paper copies of the communications pertaining to their child.

We will run Information Evenings (1 per year group) where we will talk with parents about learning, future pathways, keeping children safe on the internet etc. We would expect 50% turn out here. If necessary we would take the evenings into the community if we see a cohort of parents are not attending.

We also run information evenings for options and transitions – these are open to students and parents. We would expect 90% attendance at these events.

The main ways we communicate with parents about their child's progress are:

1. Full Report

The annual Full Report consists of 1 written report with comments on each subject and an overall evaluation of progress and participation but also 4 half termly progress “snapshots” which simply gives current attainment grades and effort grades. All elements of the Full Report are delivered through the VLE electronically. All parents will receive this as per their entitlement.

Again the translation button can be used where parents need language support.

2. Parents' Evenings

Each year group has one parents' evening per year where parents can meet subject and pastoral staff to discuss progress. Students would also attend these meetings. We will use trained Sixth Form translators where necessary.

3. Ad-hoc meetings

Parents can make appointments with tutors and teachers and other relevant staff to discuss issues relating to their child.

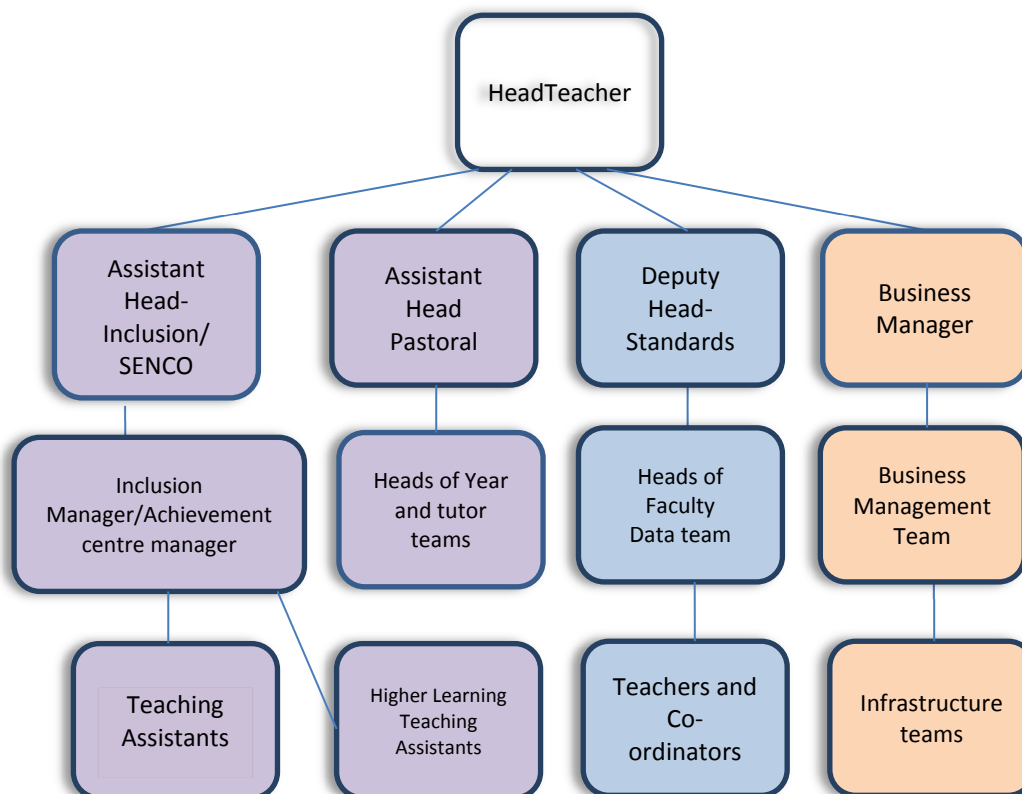
We will encourage parents to participate in our Parent Teacher Association, the main aim of which will be fund raising. 10 parents per year group would be a target.

To enable parents to contribute to school improvement, we would use an annual survey to canvas views from a wide cross section (min 10% return) and also run on-line discussions on set topics (e.g.: during a week on cyber-bullying).

To support and encourage our most hard to reach, we would use the Inclusion Team staff to make contact with these parents individually, by phone or off-site meetings. This will build their confidence and hopefully bring them into school.

D3

Staff Structure – when the school is 100%



Position	Role in the early years	Role when the schools are full
Executive Headteacher	To lead the school and ensure ethos, vision and standards are embedded in the school. To Quality Assure teaching and learning and to support the AHT in their day to day management of the school. Ensure students are progressing.	Assuring standards, values, progress and attainment ethos and vision are being delivered.
Deputy Head of Maiden Erlegh school	Embed the ways of working and strategies around Standards into the new school. QA of T&L. Strong focus on delivery of English, maths and science.	Quality Assurance of Teaching and Learning. Support and challenge on Standards, specifically the core subjects.
Business Manager of new school	Budget planning and monitoring, higher level Finance responsibilities, recruitment, policies, setting up ways of working for infrastructure teams, mentoring new staff	Higher level support for teams. Budget planning and monitoring. Quality assurance in terms of employment law, audit and funding agreement.
Headteacher – role starts in Year3	To lead the school and ensure students are progressing, compliance, performance management, marketing of school, monitoring standards, CPD, line management of AHT's/ senior leaders, Educational Visits Coordinator. (EVC).	

Assistant Head- role starts in Year 1	Oversight of the school, pastoral, Inclusion lead, provides cover, CP Officer, safeguarding, SENCO, EVC	Leading the Inclusion team, SENCO, ensuring all students are learning to best of their ability, championing the minority groups, EAL, BME, Pupil Premium, G&T, SEND, .
Assistant Head – role starts in 2018		Leading the pastoral team, enrichment activities, ensuring student well- being.
Deputy Head- role starts in 2016	Standards strategy, assessment, data tracking, target setting, monitoring standards. School improvement, continuous development. Line management of Heads of Faculty and data teams	
Head of English	This post will be awarded to a suitably experienced and qualified teacher to ensure high quality of English teaching – available from 2015. Middle leader within the school ensuring policies are put into practice across the school.	
Head of Maths	This post will be awarded to a suitably experienced and qualified teacher to ensure high quality of maths teaching – available from 2015. Middle leader within the school ensuring policies are put into practice across the school.	
Head of Science	This post will be awarded to a suitably experienced and qualified teacher to ensure high quality of science teaching – available from 2015. Middle leader within the school ensuring policies are put into practice across the school.	
Heads of Year	Supporting students pastorally, to remove barriers to learning, key links between school and parents, accountable for standards and progress of students in the year.	
Business Manager – role starts in 2016	VAT returns, bank reconciliations, invoicing, budget monitoring and review, procurement, sub-contracts, policies and procedures, resources and payroll, pensions, budget planning, EFA returns and audit, all employer compliance, Personnel and Health and Safety	
Class Teacher	Planning, preparation and delivery of high quality lessons, marking and assessment, differentiation, after school enrichment.	
Heads of Faculty	Accountable for progress made in their subject, leadership of faculties, supporting the policies of the school.	
Inclusion Manager/ Achievement centre manager starts in Year1	Supporting AHT with responsibilities for minority groups. Oversight of G&T, EAL, SEND and Pupil Premium programmes and progress, identification of learning needs, management of teaching and learning assistants and higher level teaching assistants, CP support/ triaging.	
Teaching Assistants	Ensuring the exceptional progress of individuals and small groups of children	
Higher Level Teaching Assistants	Ensuring the exceptional progress in English and maths of individuals and small groups of children with priority for children in receipt of the Pupil Premium	
Educational Psychologist/ OT	To be hired in individual cases as required	
Counsellor	To be hired in individual cases as required	
Cover supervisors		Cover for absent teachers during lessons and tutor. Morning and afternoon duties and oversight of some after school groups/clubs. Support for individual students as required.

Office Manager	Managing the MIS; attendance, admin, Clerk to governors, PA to executive Headteacher, admissions, marketing and promotion, stationery, reprographics, uniform, lettings, parent communications, Managing admin and reception team., First Aid/medical	Managing the MIS; attendance, admin, admissions etc., marketing and promotion, stationery. Managing the admin and reception teams.
Office Assistant and Receptionist	Newsletter, website, photocopying, parent communications, hospitality, reception duties	
Heads PA		Support to Headteacher and Executive Head. Clerk to Governors.
Finance Assistant	Order processing, uniforms, lettings admin, Vat returns, trips and visits management, cashless catering.	
Network Manager	Managing the school network, running a help desk for staff and students.	
IT/Network Assistant(s)	Day to day maintenance of IT equipment, upgrades, security, troubleshooting	
Data Manager	Analysis of data, benchmarking, reports to parents, managing assessment manager in MIS. Supporting staff to use and understand data	
Admin Assistant – role starts in 2016		Admin support to Faculties, reprographics, ordering, uniform, lettings, newsletter, website, photocopying, parent communications.
Technicians	To provide technical support to practical subjects- science, technology, art.	
Inclusion team admin	CP/safeguarding administration, support for inclusion team, correspondence, examination concessions,	
Cover Manager/ personnel	Manage staffing requirements on day to day basis, sickness absence, provide cover if necessary, room changes.	
Reprographics technician	Provide printing and copying service for staff and maintaining displays around the school.	
Medical/welfare Officer	Provide First Aid, medical care plans, admin, support for attendance	
Snack break manager/on patrol	Manage the snack break, ensuring safety of students, dealing with student incidents around the school, providing and on call system for staff throughout the school day, managing detentions.	
Site/Premises Manager	Buildings maintenance, movement and maintenance of physical resources, security of premises, lettings, Health and Safety, compliance	
Premises Assistant	Support with the maintenance and security of the premises, lettings, cleaning	Support with the maintenance and security of the premises, lettings
Cleaning Staff	Cleaning the school	
Lunchtime Controllers	Supervising students during lunch break and supporting catering team	
Catering Manager	Provision of breakfast club and lunch break meals. Cooking, serving, supervising students., H&S and food hygiene compliance.	
Catering assistants	Preparing and serving food, supervising students during breakfast/lunch breaks.	

Phased staffing plan

The school will grow in staff numbers over the period of five years as outlined below. This model demonstrates staff numbers in FTE if the school were 100% full in each year group (note that for support staff 0.7FTE is more or less equivalent to 30 hours per week Term time only plus INSET days, the equivalent of a full time teacher).

Staff member	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Executive Headteacher	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1
Headteacher			1	1	1	1	1	1
Assistant Headteacher/ Inclusion lead	1	1	1	1	1	1	1	1
Maiden Erlegh School Business Manager	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Maiden Erlegh School Deputy Head	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Business Manager			1	1	1	1	1	1
Deputy Head			1	1	1	1	1	1
Assistant Head					1	1	1	1
English Teacher - Head of Faculty		1	1	1	1	1	1	1
English Teacher	1	1	1	1	1	1	1	1
English Teacher		1	1	1	1	1	1	1
English Teacher and Head of Year in Yr 3			1	1	1	1	1	1
English Teacher				1	1	1	1	1
English Teacher					1	1	1	1
Maths Teacher Head of Faculty		1	1	1	1	1	1	1
Maths Teacher	1	1	1	1	1	1	1	1
Maths Teacher and Head of Year in Yr 2		1	1	1	1	1	1	1
Maths Teacher and Head of Year in Yr 5			1	1	1	1	1	1
Maths Teacher				1	1	1	1	1
Maths Teacher					1	1	1	1
Science Teacher Head of Faculty		1	1	1	1	1	1	1
Science Teacher	1	1	1	1	1	1	1	1
Science Teacher		1	1	1	1	1	1	1
Science Teacher				1	1	1	1	1
Science Teacher and Head of Year in Yr 4				1	1	1	1	1
Science Teacher					1	1	1	1
Hums Teacher and Head of Faculty			1	1	1	1	1	1
Hums Teacher	1	1	1	1	1	1	1	1
Hums Teacher	1	1	1	1	1	1	1	1
Arts Teacher Head of		1	1	1	1	1	1	1

Faculty								
Drama Teacher		1	1	1	1	1	1	1
Music Teacher				1	1	1	1	1
Technology HOF					1	1	1	1
Technology teacher	1	1	1	1	1	1	1	1
Bus Studies Teacher and Head of Yr in Yr 5					1	1	1	1
IT teacher			1	1	1	1	1	1
PE Head of Department			1	1	1	1	1	1
PE Teacher and Head of Year in Year 1	1	1	1	1	1	1	1	1
Language Teacher	0.5	1	1	1	1	1	1	1
Inclusion/Achievement centre Manager	0.4	0.4	0.5	0.7	0.7	1	1	1
Teaching Assistants	0.6	1.2	1.8	2.4	3	3.6	3.6	3.6
TA for Behaviour or EAL			0.5	0.7	0.7	0.7	0.7	0.7
Medical/Admin	0.5	0.5	0.7	0.7	0.7	0.7	0.7	0.7
Cover supervisor			0.7	1.4	1.4	1.4	1.4	1.4
Technician-Science/DT	0.5	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Lunchtime supervisors – up to 4 p/t staff	0.2	0.4	0.6	0.8	0.8	0.8	0.8	0.8
On patrol /snack break manager	0.4	0.4	0.5	0.7	0.7	0.7	0.7	0.7
HLTA MATHS	0.3	0.4	0.5	0.7	0.7	0.7	0.7	0.7
HLTA ENGLISH	0.3	0.4	0.5	0.7	0.7	0.7	0.7	0.7
Invigilators					0.2	0.2	0.2	0.2
FLA					0.1	0.1	0.1	0.1
Office Manager	0.6	0.8	1	1	1	1	1	1
Admin Assistant			0.5	0.7	0.7	0.7	0.7	0.7
Receptionist	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Finance Assistant	0.5	0.5	0.5	1	1	1	1	1
Data analysis/reports	0.4	0.4	0.4	0.7	0.7	0.7	0.7	0.7
Exams officer			0.3	0.5	0.5	0.5	0.5	0.5
Network Manager	0.6	0.6	1	1	1	1	1	1
IT Technician			1	1	1	1	1	1
Cover Manager/Personnel	0.3	0.5	0.7	0.7	0.7	0.7	0.7	0.7
Heads PA			0.5	0.5	0.7	0.7	0.7	0.7
Inclusion admin	0.2	0.2	0.4	0.7	0.7	0.7	0.7	0.7
Repro/printing/display	0.2	0.2	0.4	0.5	0.5	0.5	0.5	0.5
Site Manager	1	1	1	1	1	1	1	1
Asst Site Manager			0.5	1	1	1	1	1
Caretakers		0.5	0.5	1.1	1.6	1.6	1.6	1.6
Cleaners- up to 10 part time staff	0.2	0.2	0.2	1.2	2.0	2.0	2.0	2.0

Why have we chosen this staffing structure?

The staffing structure we have chosen allows us to have best possible support in place during the early years when the budget and pupil numbers will not support a full structure.

It allows us to run the curriculum described in section D, with a mixture of specialist teachers and teachers teaching outside of their subject specialism. Some option choices at KS4 will be delivered at Maiden Erlegh school to enable maximum choice for students, within a limited budget. The need for staff to work flexibly in all areas of the school, both support staff and teaching staff will be a key requirement. All staff will be expected to work flexibly to meet changing needs of the school and the students.

The initial teaching structure aims for a mix of experienced, Threshold range teachers, together with less experienced teachers. Newly Qualified teachers may be drawn from the Teaching School Alliance and we envisage that we would support Schools Direct placement in the new school, as we do at Maiden Erlegh School.

The model provides for a rigorous approach to the delivery of English, maths and science and inclusion, providing targeted support for all minority groups. The model provides a good 'back of office' structure from the start, building further capacity in the later years. This will provide teaching professionals with the back up and support to enable them to focus relentlessly on Teaching and Learning and inclusion.

How does this staffing model represent good value for money?

- This staffing model is built up over the years in line with increasing pupil numbers to enable the delivery of the curriculum plan. However, there will be some diseconomies of scale in the early years and this has been minimised as much as possible without compromising on standards. The use of the Post Opening grant funding to support this model is, we feel, appropriate.
- The executive Headteacher and leadership teams have experience and expertise to work with both schools, to coach and mentor, provide back up as required
- As the new school will be very close to Maiden Erlegh School (preferred site is 1.5 miles away) back up support will be readily available for any critical incidents.
- All staff will be expected to work flexibly to meet all the needs of the school.
- As a National Support School (NSS) and Teaching school, Maiden Erlegh school will provide staff in the new school with high quality support, induction, coaching and mentoring to enable the highest quality of teaching
- CPD sessions will be run jointly, providing high quality CPD collaboration between schools
- Expertise, both teaching and support staff, will be shared between the 2 schools and secondment of staff between the schools will become the norm.
- We would recruit high quality teaching assistants who are able to deliver high quality support to students. Our experience at Maiden Erlegh school shows that we recruit many graduates into these roles, many of whom are wanting to move into a teaching role. They provide excellent value for money

D4 not required

Section E: Evidence of need – part 1

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

	2014				2015			
	A	B	C	D	A	B	C	D
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	124		103%	120	120		100%
Year 8					120	124		103%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	124		103%	240	244		102%

Section E: Evidence of need – part 2

Assessing evidence of need

When assessing evidence of need, we took three elements into account:

1. Do parents want the school we are offering?
2. Is there a projected shortage of year seven places in the East Reading Area?
3. Are there too many students attending other local schools judged to be underperforming or failing by Ofsted?

We found that the answer to all three of the above questions is 'yes' and this section explains how each factor contributes to the case we make that a new secondary school, of this type, is required in the area.

1. Do parents want the school we are proposing?

The Maiden Erlegh School Academy Trust undertook several strategies of gathering evidence of demand and ensuring parents were offered the choice of signing up for the proposed new school. The first stage began in early September 2013 where members of the team talked with local community leaders in primary schools, local stores, churches and temples. Leaflets were also distributed to homes in the target catchment area together with local community areas, fitness centres, children's sports classes, swimming pools, doctor's surgeries, Scout and Guide buildings and local Punjabi and Arabic classes. Local leaders of the Nepalese, Zimbabwe and Pakistani communities were also contacted to ensure that their members were made aware of the proposal.

The aim of this exercise was to introduce parents to the school, give potential parents the opportunity to ask questions there and then, to promote the public information evening and to collect signatures demonstrating their interest and support.

Members of the team met with the Chief Executives of both Reading and Wokingham Borough Councils to gather their views. The CEO and Head of Education Commissioning for Reading Borough Council were both very supportive of our proposals and offered to promote them to local primary schools. As a result many schools sent out electronic communications to their parents informing them of the proposal and the public information evening.

A website was set up to enable parents to register their interest, the local press were contacted and a series of FAQs were made available on the website and at the public information evening.

During our marketing campaigns we have found that the vast majority of parents are very supportive of our plans.

The table below demonstrates that there is sufficient demand for the new school in Year 1 and Year 2. In addition, we have collected many signatures for Year 3 and beyond, suggesting that the school will be viable in both the short and medium term.

Address Distance from preferred site	Year 7 cohort 2014		Year 7 cohort 2015	
	Number	%age	Number	%
Within 1.5 miles of preferred site and within the East Reading Primary school planning area	65	52%	77	64%
Within 1.5 miles of preferred site and within East Reading	15	12%	12	10%
Not in above areas but within 3 miles from the preferred site	34	27%	22	18%
between 3 and 6 miles from preferred site	10	8%	9	8%
> 6miles from preferred site	0	0%	0	0%
Total number of parents stating they would make this school their first choice	124		120	
% of PAN	103%		100%	
% of students living within 3 miles (approx) of preferred site	92%		93%	

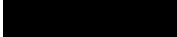
Remaining children live less than 6 miles from the preferred site

Over 92% of the 2014 Year 7 signatures and 93% of the 2015 year 7 signatures were from parents living within 3 miles of the preferred site and over 52% and 64% respectively were within the East Reading Primary Planning Area, demonstrating that the school is within commuting distance of interested parents.

It is clear that there has been a groundswell of support from the local community and a massive endorsement of our proposal.

The 2 maps below show the post code mapping of prospective Year 7 in 2014 and Year 7 in 2015. The blue line represents the East Reading Primary Planning Area and is approximately 2 miles wide. The preferred site is almost in the centre of this area.

Postcode map of prospective Year 7 in 2014.



Postcode map of prospective Year 7 in 2015.



Promotional Material

The leaflets dropped advertised a public event held at Maiden Erlegh School. The session was advertised as below and was designed to be an informal session whereby parents could talk one-to-one with lead educationalists involved in the application from the Maiden Erlegh Academy Trust.

A double sided leaflet with the following information was distributed to over 4000 households in East Reading. The leaflet had the Maiden Erlegh school logo on it.

Front

A new local school for East Reading

Maiden Erlegh School is an outstanding school situated on the border of Wokingham and Reading. The Headteacher and Governors of Maiden Erlegh are proposing to open a new secondary school situated in the heart of East Reading, bringing with them their 50 year tradition of academic success.

The proposed school will cater for mixed ability students and will be non- selective.

Find out more and have the opportunity to ask questions to [REDACTED] and his team at our Information evening on Monday 9 September 2013, anytime between 6.00pm and 8.30pm at Maiden Erlegh School, Silverdale Road, Reading, RG6 7HS.

In addition you can register your interest NOW at:

www.maidenerleghschool.co.uk/newschool.

Back

A new local school for East Reading

Find out more and have the opportunity to ask questions to [REDACTED] and his team at our Information evening on Monday 9 September 2013, anytime between 6.00-pm and 8.30pm at Maiden Erlegh School, Silverdale Road, Reading, RG6 7HS.

In addition you can register your interest now for a place in 2014 and beyond at:

www.maidenerleghschool.co.uk/newschool.

The proposed new school will:

- Provide a stimulating and challenging learning environment
- Work in close partnership with families
- Offer a secure and caring community with many extra-curricular opportunities
- Cater for 11-16 year olds with priority places in Maiden Erlegh Sixth Form
- Be led by [REDACTED], [REDACTED], [REDACTED]

Face to face signature collection

We also produced a flier for people to sign up on. This has a tear off slip for us to keep and the parent could keep the information on the top.

All parents who signed the forms were asked to do so after having read the information about the school as an indication they had made an informed choice and they were also given the opportunity to make suggestions or ask questions. The form layout was as below.

<p>A new local school for East Reading</p> <p>Maiden Erlegh School is an outstanding school situated on the border of Wokingham and Reading. The Headteacher and Governors of Maiden Erlegh are proposing to open a new secondary school situated in the heart of East Reading, bringing with them their 50 year tradition of academic success.</p> <p>The proposed school will cater for mixed ability students and will be non- selective.</p> <p>The proposed new school will:</p> <ul style="list-style-type: none">• Provide a stimulating and challenging learning environment• Work in close partnership with families• Offer a secure and caring community with many extra-curricular opportunities• Cater for 11-16 year olds with priority places in Maiden Erlegh Sixth Form• Be led by [REDACTED], [REDACTED], [REDACTED] <p>Register your interest now for a place in 2014 and beyond</p> <p>.....</p> <p>Name</p> <p>Post code</p> <p>Child's Date of birth</p> <p>I would select a school in East Reading led by Maiden Erlegh school as first choice for my children</p> <p>Signed</p> <p>Email address (for updates)</p>

Public Information Evening

During this session we documented any concerns raised as well as any suggestions regarding what parents would like from the school. The overwhelming message was that parents do want this school and any concerns they had about the type of school and what it would provide were answered at the information evening. A sample of comments are detailed below.

Some of the comments received can be seen in the table below.

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

In light of parents comments from the information evening we have translated our information leaflet into Punjabi, Urdu and Hindi and senior leaders of the school will be doing road shows in local primary schools talking about our proposals. We anticipate that this will elicit an even greater response and will reassure all members of the community that our vision is to create a free school with, and for, our local community.

School Website- the proposal was advertised on the front page of the Maiden Erlegh School website, as well as a separate page on the website where parents could register their interest on line for a place in a school in East Reading led by Maiden Erlegh School.

See link here to web page <http://maidenerleghschool.co.uk/newschool/>

2. Is there a basic need for new secondary school places in East Reading?

Reading Borough Council have recently changed their student places forecast to be based on Child Benefit data from DWP who give them an aggregate number for each of the five planning areas they use, see table below, which shows Primary school leaver demand (Year 7) by area regardless of destination.

Area in Reading	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
North	11	12	12	12	12	14	15	14	14
South	10	10	10	11	11	11	12	14	14
East	6	7	7	7	8	9	12	11	11
Central West	11	11	10	11	12	12	13	16	18
West	11	11	12	13	12	13	15	14	15
Total Reading	49	51	51	54	55	59	67	69	72

(Forms of entry - classes of 30 pupils)

This shows that the Council expects 180 students (6 x 30) in Reading East to seek a secondary place in 2013 and expect that to rise to 360 a peak in 2019/20. This forecast shows 2020 as the year in which all schools in Reading become swamped in Yr 7.

Academic Year	Size of Yr 6 cohort	Seeking Yr 7 in RBC boundary	Choosing non RBC	Estimated Surplus RBC Yr 7 Places
03-04	1316	959	357	209
04-05	1393	953	440	215
05-06	1334	1008	326	160
06-07	1373	815	558	353
07-08	1374	1015	359	153
08-09	1354	1050	304	118
09-10	1384	1034	350	134
10-11	1373	1101	272	67
11-12	1379	1125	254	43
12-13	1334	1075	259	93
13-14	1336	1076	260	92
14-15	1399	1128	271	40
15-16	1477	1191	286	-23
16-17	1507	1215	292	-47
17-18	1581	1274	307	-106
18-19	1686	1359	327	-191
19-20	1930	1556	374	-388
20-21	1965	1584	381	-416
21-22	2016	1625	391	-457
Total no Y7 places currently available in the Reading Borough 1168		1168		

This table shows that 2012/13 and 2013/14 are small cohorts and it has been forecast that there are 90ish unused spaces in those years. The deficit of year 7 places begins in 2015 and then looks set to continue and rise dramatically. The projections assume the preference for individual schools doesn't vary and the non-Reading Borough Council choice is a constant percentage. This is limited by the ability of other schools to continue to take Reading students from out of catchment area. The other authorities are currently not planning to reduce or limit places for Reading pupils. However, we are aware that Wokingham Borough Council is also forecasting an upward trend of Wokingham children requiring a secondary school place. They predict a likely shortfall

of Year 7 spaces in 2015/16 and of actual school capacity by 2020/21. Wokingham has a net inward migration from Reading of around 390 students per year. A new secondary school in East Reading would partially alleviate this net intake, allowing more Wokingham children to attend a Wokingham school.

School	5 A*-C GCSE Including English and Mathematics
Maiden Erlegh	82%
Bulmershe	62%
Highdown	68%
Hugh Farringdon	72%
John Madejski	45%
Piggott School	70%
Prospect School	48%
Reading Girls'	53%
The Emmbrook	65%
The Forest	67%
The Holt	83%
St Crispin's	70%
Waingels College	73%

3. Are there students attending satisfactory or inadequate schools locally?

Attainment levels in East Reading schools are mixed, with average GCSE results for the two neighboring authorities above the average for England. However there are two schools in the proposed vicinity to the new free school that are not performing as well as the borough averages in terms of Ofsted, rates of progress and raw attainment – please see the table below overleaf for data from the eight closest schools to the proposed site. The table below shows the 2013 unvalidated results for GCSE. This demonstrates that the differences between other schools and Maiden Erlegh School is even more marked. There has been a 13% improvement in the Maiden Erlegh School 5A*-C results against a national downward trend.

5 A*-C GCSE including English and Mathematics 2013.

Attainment patterns – Key Stage 4 (Eight closest secondary schools to the proposed location of the free school)

▲ School name	Ofsted Grading and year of inspection	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% achieving grades A*-C in English and maths GCSEs
		English	Maths	2012	2011	2010	2009		
England – all schools		NA	NA	59.40%	59.00%	53.50%	49.80%	18.40%	60.00%
England – state funded schools only		68.00%	68.70%	58.80%	58.20%	55.20%	50.70%	16.20%	59.30%
Reading		69.90%	72.40%	60.70%	55.90%	54.70%	52.90%	23.20%	60.80%
Wokingham		70.20%	75.90%	65.70%	67.60%	65.60%	63.20%	24.40%	66.20%
Maiden Erlegh	Outstanding June 2007	73%	76%	69%	74%	75%	74%	24%	70%
The Bulmershe School	Satisfactory May 2012	77%	71%	66%	53%	49%	45%	14%	66%
Blessed Hugh Faringdon Catholic School	Good Nov 2012	65%	69%	57%	43%	34%	34%	9%	57%
John Madjeski Academy	Inadequate January 2012	43%	44%	33%	31%	28%	18%	6%	34%
Kendrick School (converted from Ind.)	Outstanding Oct 2008	100%	100%	100%	100%	100%	99%	78%	100%
Prospect School	Good January 2013	66%	69%	52%	40%	43%	36%	3%	52%
Reading School (converted from Ind.)	Outstanding May 2010	100%	100%	100%	100%	100%	100%	77%	100%
Reading Girls School	Good January 2012	66%	56%	47%	54%	45%	37%	10%	47%

Therefore the number of secondary aged students currently attending weak existing schools (Ofsted 'Requires Improvement or Inadequate) are:

The Bulmershe School 1041
 John Madjeski Academy 998

Total 2039

This suggests that in the vicinity of the proposed new school there are over three times the number of pupils currently attending schools judged to be weak by Ofsted than our proposed school's capacity.

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)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

F1 (b) Skills gap in pre-opening

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
Accountancy	To advertise and appoint a local accountancy firm with experience of academies financial arrangements to support the Business Manager in financial arrangements
HR	To procure HR advice through provider with experience of the academy/school sector.
Legal	To advertise and appoint legal advisers with experiences of the education sector and the setting up of MATS, free schools and academies.
ICT	To advertise and appoint an ICT consultant to lead the procurement and installation of IT systems and hardware in conjunction with [REDACTED].

Section F2: Governance structure

Introduction

Maiden Erlegh School (the “Company”) was established as a single academy trust in 2011, a not-for-profit organisation established to convert Maiden Erlegh School from local authority leadership to Academy Status. The Trustee team combines business and education expertise to ensure high standards of progress and achievement are attained by all students attending Maiden Erlegh School.

Governance

The Company will be the legal persona for the 2 schools. It will employ all staff; hold all land (except any held by trustees) and own all assets of the Academies. The “owners” of the Company are the Members, as they are referred to in the Company’s Articles of Association (the Company’s constitution). The Members have no management role in the business of the Company and are best viewed as “guardians of the constitution” ensuring the Company operates in accordance with its object (to provide free education). Only Members can change the Articles. Profit cannot be distributed to the Members. The current Members of the Company drawn from Maiden Erlegh Governing Body will remain.

Strategic Board of Directors

The business of the Company will be conducted by the Directors, who are also the trustees for charity law purposes. The Directors must act in good faith and in the best interests of the Company and they owe fiduciary duties as trustees of a charity. They can be personally liable if they act outside of their authority and are negligent or dishonest in their actions. They are accountable to the DfE for all aspects of the Academies, including standards and attainment. The Directors will be responsible for the strategic vision of the Company and will take responsibility for the accounts of the Company, insurance and risk management. The Directors will include the members of the trust, the chairs of the two schools, the head teacher as the executive officer and 3 other Directors chosen from the Governing Body of Maiden Erlegh for their skills and experience in strategic management and school improvement.

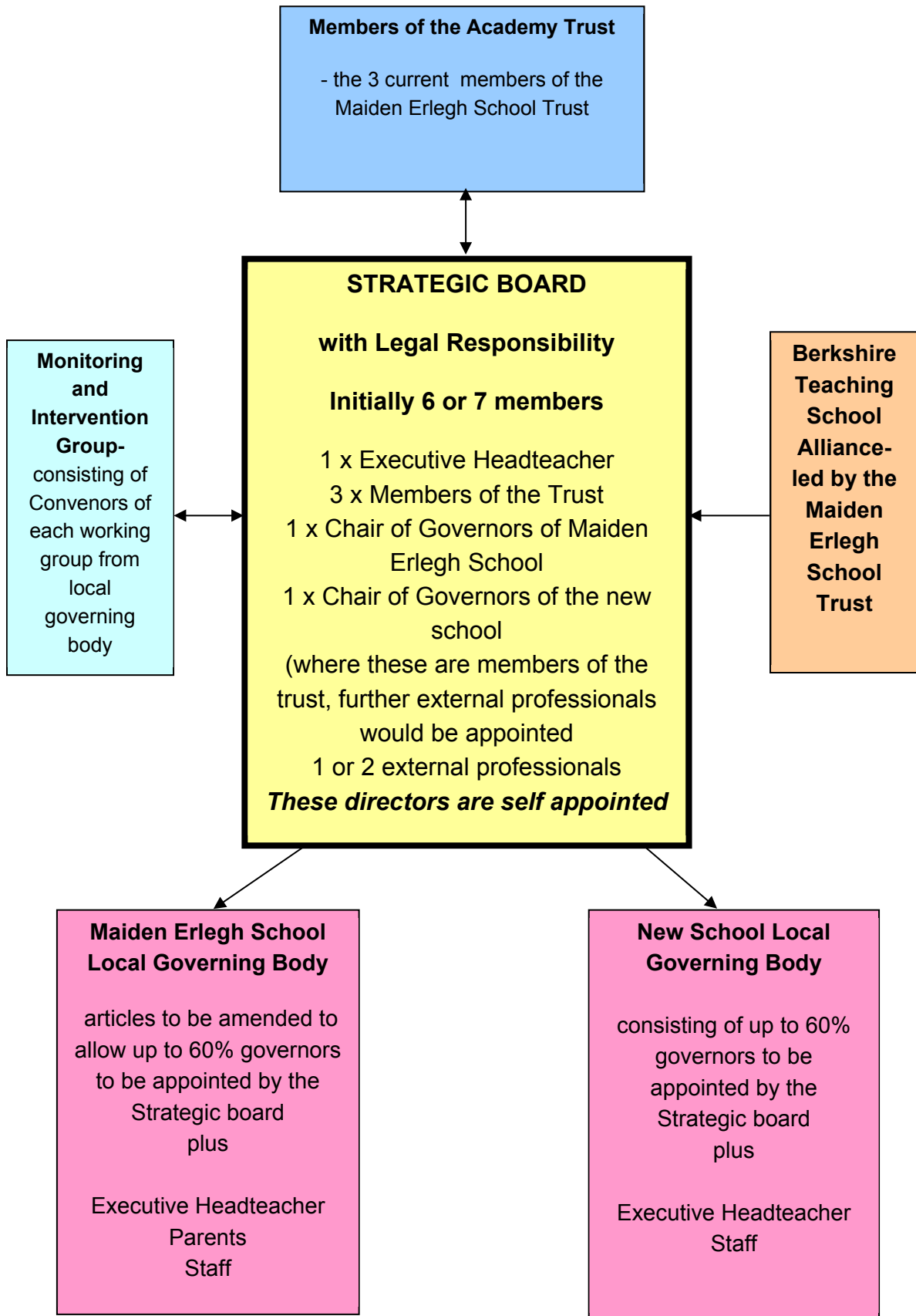
Local Governing Bodies

The day to day management of each Academy, however, is to be delegated to a “local governing body”. A detailed Scheme of Delegation is to be put in place so there is clarity as to the responsibilities of the Local Governing Body and how it is to be constituted. Whilst in practice those serving on the Local Governing Body will be known as “Governors” legally they are not the equivalent of governors of a maintained school and they do not have trustee responsibilities. They will have no personal liability and the Local Governing Body is in effect a committee of the Directors. This is illustrated in

the diagram attached to this Summary marked Appendix 1. In the new school there would be 6 or 7 members chosen for their ability to support and challenge the school as an educational business and also to represent the needs of the local community. There would not be a specific role of 'parent governor'; however, it is likely that some of the members will be parents.

Scheme of Delegation

The Scheme of Delegation will acknowledge the mission and values of the Company i.e. what will make the academy trust and the collaboration represented by the trust unique and distinctive. It will set out the detail of the financial delegation, noting in particular the right of the Directors to levy a charge on the Academies on account of central/shared costs, i.e. the cost of managing the risks for which the Directors are responsible and the cost of the central services provided to the Academies. (This would not be invoked initially). The Scheme will also deal with matters such as recruitment, performance management, capital, admissions and expansion. In essence, it is expected that the Directors will set the policies of the Company and the Local Governing Bodies will implement those policies, reporting to the Directors as necessary.



Recruiting the Governing Body

Our strategy for recruitment of Governors to the local board would be:

- To ensure a good mix of skills within the group to fully support the company in the delivery of its' object- to provide free education of high quality.
- To ensure that the local community, including parents and families, is represented in order that the local needs and views can be represented at both local and strategic board level.
- To ensure a mix of expertise that will support the object of the trust and compliance with Company Law.

Some of these positions may be filled by parents, but none would be available exclusively to parents.

The members of the trust would run a recruitment campaign as soon as possible after the application has been approved to appoint the local board. It would advertise in the following ways:

- Through leaders of local community groups
- Through Reading University and the Royal Berkshire Hospital, 2 of the largest employers in Reading and both sitting within the boundaries of East Reading.
- Ask for personal recommendations from the current Governing Body of Maiden Erlegh School -many of whom hold senior posts within Reading University and local businesses.
- Advertise within the parent body of Maiden Erlegh School and also the primary schools in the local area.

All applicants would be made aware of their responsibilities prior to appointment. Appointment would be dependent on an interview together with an overview of the skill mix of the new group. The board would aim to cover the following areas of expertise:

- Education
- Employment law
- Finance
- Fundraising
- Business and entrepreneurship
- Work or industry
- Leadership and management
- Premises related skills including health and safety
- Political awareness
- Community engagement and voluntary work
- Skills related to working with children.

The local governing body would carry out a skills audit annually, in order that, should a vacancy arise, the strategic board can easily identified the skills gap and target a recruitment campaign accordingly.

Roles and responsibilities to ensure accountability

We will use the Maiden Erlegh Monitoring and Intervention group of governors (MIG) to help with the establishment of the new school's governing body. We would want a team of high calibre and supportively critical individuals who knew the community, understood our ethos and high expectations but also had expertise to bring to the school and were willing to be both supportive and challenging.

We would ensure the governor working groups were linked to the Ofsted strands but also finance, human resource management and site management/health & safety. This would mean that their scrutiny of the work of the new school was focused and led to improvements in the most important areas.

The strategic board may appoint external consultants to scrutinise the judgements of the new local governing body and their ability to hold senior staff to account. The strategic board will hold the local board to account for the delivery of agreed targets and KPI's and that the ethos and quality of Maiden Erlegh is maintained in the new school.

The MIG will comprise of the convenors from each schools governor working groups and will monitor the school's self-evaluation.

Governance training

A great advantage of this type of governance is the ability to share skills and expertise between the 2 local governing bodies. We would expect a degree of informal coaching and mentoring between the 2 groups, especially to help the new governing body to discharge its critical friend responsibility.

In addition, senior members of Maiden Erlegh School would continue to provide in-house training and updates. Both governing bodies would be invited to these sessions which take place termly and include topics such as:

- The new Ofsted framework
- Update on safeguarding
- The role of a governor in an academy

The School Business Manager provides training to all new Finance and Personnel Governors on all aspects of school funding and this would be available to the new school.

All new Governors would be asked to complete an on-line safeguarding course and to be aware of the local arrangements for safeguarding within the school. The person appointed to the role of Safeguarding Governor would be required to attend at least Level 2 formal training.

Maiden Erlegh School is a member of the National Governors Association (NGA) which provides on line resources and regular updates on Governance and Education

generally. It also provides access to on-line training on a variety of topics, including a new governor induction course. This facility would be extended to Governors of the new school.

External providers, including local authorities would be used for specific training requirements.

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. 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 on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

F3 (b) Skills gap for governing body

We do not feel that there are any significant gaps in our skills. However, we would hope to recruit a governor with a financial background and another with a legal background.

Skills/experience missing	How you plan to fill the gap
Finance/Accountancy	See section F2 for how we would recruit. The members of the trust would run a recruitment campaign as soon as possible after the application has been approved to appoint the local board. It would advertise in the following ways:
Legal	
	<ul style="list-style-type: none">• Through leaders of local community groups• Through Reading University and the Royal Berkshire Hospital, 2 of the largest employers in Reading and both sitting within the boundaries of East Reading.• Ask for personal recommendations from the current Governing Body of Maiden Erlegh School -many of whom hold senior posts within Reading University and local businesses.• Advertise within the parent body of Maiden Erlegh School and also the primary schools in the local area.

F4

The Role of the Executive Head in pre-opening phase

During the pre-opening phase , the Executive Head will lead the following areas of the project management of the school with other members of the project team:

- Designing, appointing and training Governing Body
- Developing curriculum in line with the vision and ethos of the school
- Developing timetable and arrangements of school day/year
- Developing detailed and outline school development plan
- Developing provision for pupils with SEN
- Preparing for opening meeting
- Preparing for pre-opening Ofsted inspection
- Developing admissions policy and literature
- Developing arrangements for admissions and exclusions appeals
- Developing educational policies and procedures
- Developing employment contracts and conditions of remuneration, pensions and service
- Developing 10 year financial forecast and two sets of sensitivity analyses
- Demonstrating evidence of demand for places
- Preparing GAG paperwork
- Preparing Start Up grant and Lead In funding bid
- Overseeing implementation of marketing plan
- Overseeing the school site and infrastructure
- Joining TPS and LGPS
- Undertaking data protections, exam board and independent school registration

The Role of the Executive Head when the school opens

The role of the Executive Headteacher when the school opens in September 2014 is to oversee all dimensions of the school and to bring coherence and a sense of community to all involved in the process. It is his role to insist on high standards in all aspects of the services provided and to value each person as an individual. This will take place by establishing clear lines of communication, responsibility and accountability and rigorous quality assurance.

What type of person we are looking for the permanent Head Teacher

In year three of the school we expect to make a permanent appointment for the post of head teacher. The senior member of staff originally seconded to the new school will be invited to apply, however the post will go to national advert in order to attract a large field of candidates from which to make the best choice. It will be desirable but not essential for the right candidate to have an NPQH qualification and they will have more than two years' experience of senior leadership. It will however be essential for them to hold a professional teaching qualification and a degree with a class of 2:1 or higher.

The Head Teacher will need to be an experienced, well-qualified, articulate and inspiring leader with the utmost integrity who will be able to galvanise all stakeholders behind our vision for the school.

The Head Teacher will be ambitious for the pupils, staff, and the community they serve and have high expectations of every pupil and teacher, setting stretch targets for both pupils and staff to ensure high quality teaching, learning and outcomes.

The Head Teacher must have a clear understanding of how to establish and develop an outstanding school in every area but foremost how to develop staff to teach in an outstanding and inspiring way so that pupil achievement is outstanding. The principal will have experience in developing a rich, broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential, make excellent progress in their learning, and promotes good behaviour, safety as well as strong spiritual, moral, social and cultural understanding.

The Head Teacher will demonstrate the effective management of any poor behaviour as well as establishing an ethos and approach across the school to promote effective behaviours for learning.

The Head Teacher will need strong analytical skills to interpret both in-school tracking data and externally produced data and use this information to effectively target areas for improvement and allocate resources appropriately for maximum impact on the achievement of all groups of pupils.

The Head Teacher will need the drafting skills necessary to write succinct and targeted action plans for school improvement which are reviewed and evaluated regularly and develop his middle leaders to be able to do so as well.

The Headteacher will need a strong understanding of different leadership strategies to lead well so that leadership capacity within the school is actively developed and devolved leadership structures are effective and have impact on standards of achievement. School success must be set up to be sustainable.

The Head Teacher will have the interpersonal skills needed to gain the trust and respect of all stakeholders and to build a culture where parents and school work in partnership for the best outcomes possible for the pupils. The Principal will have the confidence to embrace and support structures which promote healthy informed debate and engagement with the parents and pupils and seek regular feedback from parents and pupils regarding the education offered at the school. The Head Teacher will make strong links with schools, including the new University Technical College (UTC) and feeder primary schools in the local area, and with educational support services and social services to ensure our children's safety and well-being.

Head Teacher Recruitment timeline

Activity	Key dates
Begin recruitment of Head Teacher	November 2015
Head Teacher in post	September 2016

F5 - Educational track record (existing providers)

- Latest Ofsted report 6-7 June 2007. Grade: outstanding (including quality of teaching and leadership). <http://maidenerleghschool.co.uk/information/ofsted-report/>
- Links to the most recent performance data for each of your schools.
<http://maidenerleghschool.co.uk/information/examination-results/>

Maiden Erlegh School Attainment Data updated September 2013

Key Stage Three Data

	2013	2012	2011	2010
%L5+ Eng	99%	95%	97%	93%
%L6+ Eng	87%	72%	80%	66%
2L prog Eng	89%	70 %	66 %	41%

	2013	2012	2011	2010
%L5+ Ma	95%	93%	97%	88%
%L6+ Ma	74%	78%	84%	56%
2L prog Ma	83%	86%	87%	46%

	2013	2012	2011	2010
%L5+ Sci	96%	91%	96%	83%
%L6+ Sci	76%	75%	81%	77%
2L prog Sc	71%	65%	68%	

Key Stage Four Data

ATTAINMENT TREND

	2013	2012	2011	2010	2009	2008
%5A*/C	97%	95%	93%	86%	82%	75%
%5A*/C EM	82%	69%*	75%	75%	74%	64%
%A*/A	33%	30%	36%	33%	33%	29%
%3+A*/A	52%	52%	51%	48%	44%	37%
%A*/G		99.8%	100%	100%	100%	100%
%EBACC	33.1%	24%	34%	25%	28%	23%
ACPS	383.9	381.9	373.8	368.7	364.9	348.2

%A*/C En	90.3%	80%	85%	88%		
%A*/A En	28%	15%	29%	29%		
%A*/C Ma	84.5%	74%	79%	79%		
%A*/A Ma	34%	33%	39%	29%		

*2012 figures were affected by marking anomalies in English and maths.

PROGRESS TREND

	3L PROGRESS					4L PROGRESS			
	2013	2012	2011	2010		2013	2012	2011	2010
ENGLISH	85.3%	73%	85%	89%	ENGLISH	45%	30%	45%	44%
MATHS	83.8%	76 %	78 %	79%	MATHS	51.1%	42%	50%	42%
SCIENCE	87.1%	86.7%	76%	76%	SCIENCE	56.1%	43.2%	47%	47%

	2012	2011	2010	2009
KS2-4 VA Best8	1020.2	1014.8	1018.1	1025.6
KS2-4 Percentile rank	17	24	16	10

Key Stage Five Data

A2 LEVEL (with BTEC LEVEL 3)

	2013	2012	2011	2010
% A*-E	98.2%	98.3%	98.3%	98.2%
% A*-C	85.3%	81.9%	78.8%	84.2%
% A*-B	59.7%	57.0%	58.5%	61.2%
% A*-A	31.2%	31.4%	31.2%	33.2%

AS LEVEL

	2013	2012	2011	2010
% A-E	93.5%	97.2%	95.5%	90.6%
% A-C	67.5%	78.1%	69.7%	63.7%
% A-B	43.9%	57.7%	46.4%	43.6%
% A	17.5%	33.1%	22.8%	21.9%

Maiden Erlegh School has a very experienced senior leadership team of 12 expert leaders and managers with a national profile. The Head and 2 deputies of Maiden Erlegh School will be providing school improvement support.

Profile

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

In addition to the 4 key people above, the school also has 8 experienced Assistant Headteachers who will contribute to school improvement as required, according to their skills. The range of skills includes:

- Senior pastoral leaders with 15-20 years of experience.
- An expert 16-19 leader (Sixth Form 440).
- An expert timetabler.
- An expert vocational curriculum leader who is a NSS Consultant on vocational education.
- Standards Strategy Leaders.
- Pupil Premium/ Inclusion Leader.

Leadership and Management at Maiden Erlegh was judged outstanding by Ofsted (2007). At the subsequent Ofsted risk assessments we were judged to be maintaining this outstanding level and so did not need to be re-inspected.

Maiden Erlegh school was subsequently awarded National Support School Status in 2010 and [REDACTED] was appointed a [REDACTED]. The NSS/NLE appointments were roles, not honours. Maiden Erlegh School was expected to be a wider system leader to support and challenge other schools. [REDACTED] was also expected to make a national contribution to education policy and practice and to share his leadership experience more widely. We have taken this wider system leadership role very seriously and have supported other schools across the country.

In this way we have ensured that this outstanding school has not “luxuriated in its outstandingness” – the criticism made by [REDACTED] of insular outstanding schools.

The Maiden Erlegh leadership team of senior and middle leaders has been in constant demand to undertake NSS/NLE outreach work.

[REDACTED] was asked by Wokingham Local Authority to be the [REDACTED] at a local secondary school for 4 years to provide stability and leadership. He undertook this work as a wider system leader in addition to leading Maiden Erlegh School.

The senior team has been approached to provide leadership support and consultancy to local secondary schools which were stuck on satisfactory/in need of improvement. As a direct result of the interventions the schools have made significant improvement. Emmbrook School, for example, was judged ‘good’ in their recent inspection when for the past 3 inspections it was a ‘stuck’ school and only judged satisfactory each time.

We are providing leadership support to a failing school in Windsor and Maidenhead, Churchmead School, which was judged inadequate at its last inspection. Churchmead is now more stable and is making steady progress with our support. The [REDACTED] has asked [REDACTED] for 25 days of NLE leadership support for the school over the next year.

Members of the leadership team have been asked to lead leadership training and development in other schools, to support governing bodies with academy conversions and headteacher performance management. The school has undertaken this work as part of its wider system leader (NSS) obligations.

In 2011 Maiden Erlegh School became the first outstanding converter academy in the area and took advantage of the new freedoms afforded by academy status. We also assisted a number of other outstanding schools with their academy conversions (Chenderit School, Northampton, Charters School, Ascot and Oakgrove School in Milton Keynes). We were invited to meet with governors and to lead staff meetings. Again, we saw this as part of our wider system responsibilities.

In 2012 Maiden Erlegh became one of the first National Teaching Schools in the country. This was the natural development of being a National Support School. Maiden Erlegh established the Berkshire Teaching School Alliance with a range of educational stakeholders across Berkshire to lead training and development in the region. This was a major undertaking for the school and demonstrates our strong commitment to outreach work, successor planning and talent development.

Opening a free school in the East Reading area is the next logical step in our wider system leadership. We see this proposal as part of our legacy to transforming secondary education in the area.

The detailed CVs of the senior leaders involved in leading the development of the free school show that we are a credible team with proven experience of delivering very high quality outcomes.

There is also a team of 11 recently appointed expert Specialist Leaders of Education (SLE) from our Alliance who are being deployed to support other schools in the secondary and primary sectors covering the following areas:

- Business Management(Business and Finance)
- Geography/Humanities
- Science and Literacy/Numeracy
- Mathematics and Numeracy
- Performing Arts
- Mathematics
- Primary School
- Geography/Humanities
- Humanities/RE
- Sport/PE
- Science

The SLE team can be deployed to provide expert support for staff in the new free school and to set standards. We envisage the SLEs teaching lead lessons in the new school and writing schemes of work and lesson plans with new staff. In this way we can assure the quality of teaching and learning at the outset.

In terms of the specified performance indicators we can adduce strong evidence to demonstrate:

- 'High calibre of educational leadership' – see above.

- 'Compelling evidence of high, sustained educational impact' over time
 - KS3, KS4 and KS5 results all above LA and national averages.
 - Our best 8 value added over time shows that we are consistently in the top quintile range.
 - Our Ofsted S5 judgements for Quality of Teaching and Leadership and Management are both outstanding (Grade 1).
 - We have a proven track record of success in other schools

We have experience of establishing new schools and of capacity-building in expanding schools. We are confident that we have the transferable skills which can be applied to the leadership and management of a new free school.

F6 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 Support and Challenge

A number of the leadership team are qualified Ofsted inspectors who are able to challenge the staff of the free school against the exacting standards of the revised Ofsted framework. This will ensure that the new school is performing at national benchmark standards. The leadership team of the National Teaching School and the SLE team have the expertise to provide on-going support for leaders, teachers and governors in the free school. Maiden Erlegh School has, therefore, both the expertise and capacity to challenge and support the new school to assure high standards.

Maiden Erlegh School has a highly effective [REDACTED] led by [REDACTED] ([REDACTED]) who has wide experience of supporting other primary and secondary schools. When [REDACTED] was the [REDACTED] she supported over 70 schools in the Borough. She and her team have the expertise and capacity to set up robust financial systems in the new school and to ensure that services provide value for money.

Financial performance

Since becoming an academy in 2011, we have built up reserves to refurbish buildings to improve the teaching and learning environment. Each external audit has provided unqualified management reports to the trustees and recommendations have been minimal. There have been no adverse audit opinions.

Capacity to expand

Maiden Erlegh School has deliberately expanded its senior leadership team to build additional capacity for planned outreach work. Similarly it has appointed a team of accredited SLEs to be deployed by the Teaching School Alliance on consultancy contracts for client schools and to provide support for Initial Teacher Training especially for School Direct Trainees in the region.

There is a deliberate systematic policy of “back-fill” to ensure that Maiden Erlegh School has the on-going capacity to do more. This approach operates at senior leadership, middle leadership and support staff levels. This enables Maiden Erlegh School to extend its reach and broaden what constitutes ambition without compromising its efficiency and effectiveness.

We are confident that our approach to capacity building is sustainable.

The school has grown from 1300 to 1850 in the past 7 years and results have gone from strength to strength as the 2013 figures attest. This is the direct result of building capacity and careful planning. We believe that this model will allow the trust to grow and provide further capacity to challenge and support the new school.

We will source additional capacity from our Schools Direct trainees and by our programme of talent development. We continue to attract very good fields for our teaching and support staff posts because of the school’s reputation. We received over 100 applications for a recent main scale teaching post which shows that discerning teachers want to work at Maiden Erlegh. We have similar interest in our support staff posts from high quality applicants in the Thames Valley who are seeking new

challenges. Accordingly, we are confident that we will be able to source additional capacity, if required.

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
	£0.00	£0.00

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.

Criteria G1 and G2

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. In the box below 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.

Explanation of financial plan

- The budget plan meets the needs of the school, enabling the curriculum plan and inclusion agenda to be delivered and has delivered middle leadership to core subjects initially (Year 2) with middle leaders in other subjects in the later years, supporting our need for robust and rigorous work in the core subjects right from the start.
- In the early years, there are many diseconomies of scale which have to be managed without compromising the learning and teaching of the students. The post opening grant has been key to setting a balanced budget.
- Year 3 (2016/17) is a key year, where the POG is reducing, but the number of students are still increasing and not sufficient to deliver the plan. There is a small in year deficit planned in this year, which will be funded by surplus from previous years. The following year, higher pupil numbers enable a balanced budget to be set with a planned surplus.

- On costs for all staff include pension contributions, as auto enrolment will be in place. Lower paid employees do not show NI contributions. Pay scales are based on NJC term and conditions for support staff and pay rises would be in line with the LGA/NJC recommendations. Job evaluation scheme in use at Maiden Erlegh school would be used in the new school. Teachers would be paid on either the main pay range or upper pay range, values as determined in the STP&CD. Maiden Erlegh trust has its own pay points within these ranges- for ease of understanding the pay points referred to are the 2012 points (M1-6 and UPS 1-3).
- Procurement of supplies and services will be done in conjunction with Maiden Erlegh School, enabling economies of scale, better discounts with suppliers and contractors. Money has been set aside for capital investment in the premises from the revenue budget in the later years. As the site has not yet been determined, the on going costs of reactive and planned maintenance and on-going refurbishment are difficult to plan. Capital funding has not been added into the plan. Devolved capital allocations would be very small and capital grant applications to the ACMF would be targeted as necessary.
- The plan has been modelled on current plans for the school. The School Improvement plan may require some redistribution of the model, in order that the plan fully reflects the needs of the school



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 also refer to the Excel template.




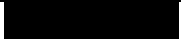
We have been working with the EFA since July 2013 about a suitable site within the East Reading area and they have all the information.

Annexes

Any annexes you add:

are excluded from the page limit and restricted to CVs for key individuals; and should be submitted as part of your application, i.e. as one Word document.

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 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 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, 	[REDACTED]




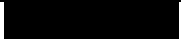
	if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	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 (2 needed)	

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 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 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 	[REDACTED]

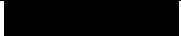
	added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your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

8.	Reference names(s) and contact details (2 needed)	
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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 	[REDACTED]
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		[REDACTED]
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	<ul style="list-style-type: none"> ▪ 	
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 	
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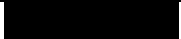
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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details (2 needed)	██████████

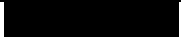

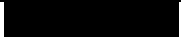
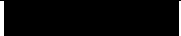
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		[REDACTED]
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5.b	For education only: if you are in a teaching or head of	[REDACTED]

	<p>department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	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 (2 needed)	██████████

CV template		
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2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
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		[REDACTED]
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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 	
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Department
for Education

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