



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

**73151 RUGBY FREE PRIMARY SCHOOL
Route 2**

Contents

Section	Page
Application checklist	3
Declaration	5
Section A: Applicant details	6
Section B: Outline of the school	6
Section C: Education vision	7
Section D: Education plan – part 1	23
Section D: Education plan – part 2	34
Section E: Evidence of need – part 1	53
Section E: Evidence of need – part 2	54
Section F: Capacity and capability	61
F1 (a) Pre-opening skills and experience	62
F1 (b) Skills gap in pre-opening	64
F3 (a) Proposed governors	72
F3 (b) Skills gap for governing body	73
Section G: Budget planning and affordability	86
G3 Financial resilience to reductions in income	90
Section H: Premises	91
CV template	

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

<p>7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

Signed:

Position: Chair of company

Print name: [REDACTED]

Date: 5th May 2014

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

Section A: Applicant details

Excel application form completed.

Section B: Outline of the school

Excel application form completed.

Section C: Education vision

Rugby Free Primary School will be a 4-11 school, which will meet the growing need for high quality school places in Rugby. It is being established by a group of professionals, predominantly based in the town. The group also brings significant experience in opening free schools.

We will open with two Reception classes each of 30 children and grow to our full capacity of 420 by 2021. The school will be from the community, for the community. It will be non-selective, non-faith and open to all children from all backgrounds.

Our school will create community cohesion in an area where new housing developments have created two distinct communities living side by side.

Our vision and ethos will be based on a curriculum that will be broad and balanced with a strong focus on literacy, numeracy, and computing. We will operate within a local Grammar school system and in an area with several high quality fee-paying secondary schools

We will work to ensure that every child achieves their maximum potential in a safe, supportive, happy, inspiring and high achieving school. They will leave our school as capable, confident and content young people ready and able to thrive, not only in their and their parents' choice of secondary school but also in their life beyond education.

We believe that all children can make better than expected progress and attain high standards if they learn in a high quality environment with outstanding teaching. This is exactly what Rugby Free Primary school will provide. We will be an inclusive school providing equal opportunity to all children and parents.

Our vision is that children achieve most through learning in an environment that has clear expectations, consistent boundaries of what is acceptable and not acceptable behaviour, and we will work with children and their parents or carers to achieve this. We also believe that school must be enjoyable in order to get the most from all that attend.

Our ethos will support this vision by:

- Using free school freedoms to select methods and techniques from both independent and state education which have proven success in leading to outstanding attainment and progress, particularly in core subjects
- Ensuring that our high expectations of the whole school community are evident in all that we do – from observations of pupils and staff during the school day to the professionalism shown in each and every interaction with the school community

- Having an inclusive approach and valuing the contribution of the whole school community to contribute to positive outcomes for all our children

Key features of our school

- We will only recruit qualified teachers (QTS) to take on the full responsibilities of a class teacher
- We will recruit additional fully qualified and experienced teachers to focus on the core skills of English, mathematics, and computing, based on ICT facilities that are relevant to the learners of today and the workers of tomorrow. This will mean that for each 'pair' of classes in each age group, from Reception through to Year 6, there will be three qualified teachers per cohort of 60 pupils resulting in our target classroom pupil-teacher ratio of 20. There will also be a Teaching Assistant or an HLTA working with each 'pair' of classes in each age group from Reception through to Year 6
- A high percentage of teaching time will be devoted to English, mathematics and computing, as discrete and cross-curricular subjects. This focus will ensure children are highly competent in basic skills to provide them with the foundations to participate in the wider range of subjects.
- A strong emphasis on pupils' acquisition of independent learning skills alongside taking responsibility for their own learning
- Pupils' being fully involved in the life of their community through an approach to 'society service'. We see this as a crucial aspect of how children and young people should see themselves as part of society to which they make significant contributions and from which they can derive various benefits.
- Wide-ranging enrichment and extension learning opportunities provided during an extended day. These opportunities will further enhance pupils' core subject learning and encourage wider interests in areas such as the arts and sport
- Assistance for parents/carers, (especially those that work) through professional before and after school childcare. We aim to be a parent friendly school that works with parents to help balance the demands of home, school and working life
- Using free school freedoms to personalise the National Curriculum 2014 and EYFS frameworks in order to suit the requirements of a diverse pupil intake. This approach will be enabled by the staffing model described above with three qualified teachers and a Teaching Assistant or HLTA for each year of 60 pupils giving a classroom

pupil-teacher ratio of 20

- We will have high aspirations for all children, particularly those from more deprived backgrounds (those who attract pupil premium). We will support our children, using the Pupil Premium where appropriate, to develop the necessary knowledge, skills and understanding required to support any application to one of several Grammar and private schools in the area. For example, we will incorporate principles from the 11+/Common entrance examinations, both during and after the school day
- We will provide formal termly reports to parents to ensure they remain engaged with and updated on their child's attainment and progress. We will also offer support to parents, enabling them to contribute to their child's learning
- We will develop strong partnerships with other agencies and professional organisations to support children and parents who may be experiencing difficulties.

Why this school is needed in this area at this time

There is a demonstrable and growing desire from local parents for our school. This is clearly evidenced in Section E. Furthermore, there is significant demographic data which shows that there is a demand for additional primary school places in the area. This need is only going to increase with the building of hundreds of new family homes in the immediate vicinity of both proposed sites for the school.

DfE data shows the following increasing demand for primary school places in Warwickshire:

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
39,173	40,674	41,477	41,981	42,607

Similarly, the data from Warwickshire County Council shows the following related to the specific area in which the school will be located:

	<u>2011</u>	<u>2012</u>	2013	2014	2015	2016
Rugby North of River	None	None	Moderate	High	Severe	Severe

Key

Severe	Shortfall greater than or equal to 5% capacity
High	Shortfall less than or equal to 0% and less than 5% capacity
Moderate	Surplus less than 0% and less than or equal to 5% capacity
None	Surplus greater than or equal to 5% capacity

In the short-term, more places are needed at primary and secondary schools in Warwick district, along with Rugby and Nuneaton & Bedworth. In a report to Warwickshire County Council's children and young people overview and scrutiny committee, [REDACTED]

[REDACTED]
See:

[REDACTED]
Between 2011 and 2013 Warwickshire received [REDACTED] in DfE emergency basic need funding.

The Warwickshire Indices of Multiple Deprivation 2010 note that: "in terms of relative positions in the national rankings, Table 1 suggests that relative to other English Local Authority Districts, Rugby Borough is more deprived in the latest IMD 2010 than it was in the 2007 Index across three of the four summary measures."

See:

[http://www.warwickshireobservatory.org/observatory/observatorywcc.nsf/0/F11BB5BB649E59CF802572CF002FE3FA/\\$file/IMD%202010%20Warwickshire%20Report.pdf](http://www.warwickshireobservatory.org/observatory/observatorywcc.nsf/0/F11BB5BB649E59CF802572CF002FE3FA/$file/IMD%202010%20Warwickshire%20Report.pdf)

The nearest schools offering primary education are:

- Boughton Leigh Junior, which was identified as 'Requires Improvement' as a result of an OFSTED inspection in October 2012
- Brownsover Community Infant School, which achieved a 'Good' OFSTED grade arising from an inspection in September 2013
- Boughton Leigh Infant School, which achieved a 'Good' OFSTED grade arising from an inspection in July 2012

As noted below, one of our targets is to achieve an OFSTED inspection grade of 'Outstanding' from the first inspection, which will take place in the first two years of the school's operation.

We have set ambitious targets for attainment and progress:

- 80% or more of pupils will achieve a 'good level of development' during EYFS
- 95% or more of pupils will achieve Level 2 or above in English at the end of KS1
- 95% or more of pupils will achieve Level 2 or above in mathematics at the end of KS1
- 85% or more of pupils will achieve Level 2 or above in both English and mathematics at the end of KS1
- 50% or more of pupils will achieve Level 3 or above in both English and mathematics at the end of KS1
- 90% or more of pupils will achieve the required standard in the Y1 phonics screening test
- 95% or more of pupils will achieve Level 4 or above in English at the end of KS2
- 95% or more of pupils will achieve Level 4 or above in mathematics at the end of KS2
- 90% or more of pupils will achieve Level 4 or above in both English and mathematics at the end of KS2
- 65% or more of pupils will achieve Level 5 or above in both English and mathematics at the end of KS2
- Attendance rate in excess of 95%
- Persistent absence (15%) will be less than 5%
- Unauthorised absence will be less than 2%
- There will be no permanent exclusions during each year
- There will be no more than 2 fixed term exclusions during each year
- 80% or more of the pupils will regularly participate in enrichment activities
- An OFSTED inspection grade of 'outstanding' at first inspection.

Current NC levels have been used for this application. Revisions will be made in light of 'life beyond levels'.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60	60
Year 2				60	60	60	60	60	60
Year 3					60	60	60	60	60
Year 4						60	60	60	60
Year 5							60	60	60
Year 6								60	60
Totals		60	120	180	240	300	360	420	420

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
<u>Early Years Foundation Stage (EYFS)</u>			
<u>The prime areas of learning:</u>			We will provide support to individual children in the following four specific areas, through which the three prime areas as listed are strengthened and applied. literacy mathematics understanding the world expressive arts and design.
Communication and language	10	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Physical development	6	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Personal, social and emotional development.	6	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Total hours	22		
Key Stage 1			
<u>Core subjects</u>			

English	6	Mandatory	
Mathematics	6	Mandatory	
Science	6	Mandatory	
<u>Foundation subjects</u>			
Art and design	1	Mandatory	
Computing	2	Mandatory	
Design and technology	1	Mandatory	
Geography	1	Mandatory	
History	1	Mandatory	
Music	1	Mandatory	
Physical education	1	Mandatory	
<u>Other</u>			
Religious education	1	Mandatory	
Total hours	27		
Key Stage 2			
<u>Core subjects</u>			
English	6	Mandatory	
Mathematics	6	Mandatory	
Science	6	Mandatory	
<u>Foundation subjects</u>			
Art and design	1	Mandatory	
Computing	3	Mandatory	
Design and technology	1	Mandatory	

French	2	Mandatory	
Geography	1	Mandatory	
History	1	Mandatory	
Music	1	Mandatory	
Physical education	1	Mandatory	
<u>Other</u>		Mandatory	
Religious education	1	Mandatory	
Total hours	30		
<u>Enrichment</u>			For more details, see below.
Competitive team sports		Voluntary	The amount of time will be determined by pupils' interest and needs.
Arts		Voluntary	
Academic extension		Voluntary	
Community Initiatives		Voluntary	

Section D1:

Our curriculum

Rationale

- Our curriculum, including our approach to teaching and learning, is derived from our vision. The Rugby Free Primary School curriculum will:
 - be based on an entitlement to the breadth and balance of the National Curriculum 2014 and the Early Years Foundation Stage
 - enable children to achieve challenging individual targets based on exceeding local and national expectations
 - ensure pupils are 'secondary ready' and support applications to Grammar/private education where appropriate

- strongly encourage all pupils to be involved in a wide range of enrichment activities
- encourage parents to be involved in how their children learn, including helping them to understand what we are teaching and why we are teaching it

Our curriculum at Key Stages 1 and 2 will be based on the revised statutory National Curriculum for Key Stages 1 and 2, as published on 11 September 2013, and the Early Years Foundation Stage (EYFS). The curriculum will therefore be broad and balanced and will:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- develop pupils' thinking and learning skills

It will also provide pupils with an introduction to the essential knowledge they will need to be educated citizens. It will introduce pupils to the best that has been thought and said, and help engender an appreciation of human creativity and achievement.

We have used the various statutory guidance documents published so far to set out our overall intentions below. We will develop these into detailed plans so that all elements of the curriculum are in place for September 2015.

Our distinctive approach to teaching and learning: our rationale for the curriculum

Our curriculum will meet pupils' needs fully, by having in place the concept and practice of personalised teaching and learning. This is defined as taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning.

Most parents recognise the link between 'success' in whatever ways this is defined (e.g. economic and personal) and a high quality education. However, given the diverse nature of the community that we seek to serve, some parents will not see education as a priority. Some, particularly who were failed in their own education, may even have a contemptuous

view of formal education. Our personalised approach to each child will recognise their individual circumstances and home lives and will adapt accordingly.

Warwickshire is a Grammar school area where children sit the 11+ examination to gain entry. Rugby also has a 'bilateral' school in Ashlawn where 90 places are reserved in a 'Grammar stream'. There are also two well-respected independent fee-paying school's (Rugby and Princethorpe) who offer entrance via examination and scholarships and bursaries. We will therefore offer support and tuition, both within the school day and as part of enrichment, to enhance the chances of success at examination for all children, regardless of their individual circumstances.

PLTS (Personal Learning and Thinking Skills)

By engaging pupils in active learning contexts across all areas of the curriculum, our teachers will develop pupils' personal and interpersonal skills, capabilities and dispositions, and their ability to think both creatively and critically. There will be seven strands to our approach:

1. Managing information
2. Thinking skills
3. Problem-solving and decision-making
4. Being creative
5. Working with others
6. Self-management
7. Learning styles awareness

The essence of this aspect of our cross-curricular planning will help pupil learn how to learn and operate as informed, critical, independent-minded young citizens.

Working with parents

As stated above, central to our vision and ethos is working closely with all parents to ensure that their children make (at the very least) expected progress across a range of activities, including academic, sporting, and cultural. We will therefore place great emphasis on our home-school agreement which will set out:

- our school's aims and values

- the school's responsibilities towards its pupils who are of compulsory school age
- the responsibilities of parents/carers
- what the school expects of its pupils

We will seek to engage with all registered parents of our pupils to encourage the signing of the parental declaration to indicate that they understand and accept the contents of our home-school agreement. We view this document as a key vehicle for working closely with all parents to maximise the cooperation between parents and the school and so maximise the impact of the time children will spend in school. However, we will not allow the failure of a parent to engage in the home-school agreement to be used as an excuse for our failing a child. Where a parent does not engage, we will develop strategies to encourage the parent to buy into the ethos and approach of the school. Such strategies will include regular meetings with the parents and inviting them to learning tours of the school to observe how their child is learning.

Enrichment activities

As reflected in our vision and ethos, a full programme of extended learning opportunities will be a key feature of our school. These opportunities are key to the all-round development of our pupils. They will establish a firm foundation for their development through secondary education and into adulthood. Although enrichment activities will not be mandated, we will promote such activities as integral to the ethos of the school and will strongly encourage all pupils to participate. Enrichment activities will include:

- competitive team sports
- the arts
- academic extension
- charitable enterprises

Homework

We see homework as a significant element in helping pupils to achieve their individual target. Homework will therefore be set on a regular basis while ensuring that it does not become too onerous for our pupils and their parents and does not interfere with pupils taking part in enrichment activities as outlined. Therefore, a flexible approach will be taken

using professional judgement exercised by our teachers, taking account of the circumstances of individual pupils:

R	Encouragement and guidance for parents / carers to discuss school work and read to / with children in a supportive way. No set time
Y1 & Y2	Reading, spelling, other literacy work, and number work. 1 hour per week
Y3 & Y4	Literacy and numeracy together with occasional assignments in other subject areas and themes. 1.5 hours per week
Y5 & Y6	Continued emphasis on literacy and numeracy, but also ranging widely over the curriculum in terms of context and scope, with some independent learning including research. 0.5 hours per day

It is our intention to offer homework clubs after school which we believe have at least two potential benefits. For working parents, they reduce the need for costly child care arrangements and for all parents it means that time the child spends at home is less pressurised and is not ruled by homework deadlines. However, our personalised approach to each child means that there is likely to be some homework which will be undertaken at home with parents.

The Early Years Foundation Stage (EYFS)

The EYFS learning goals in the Reception classes will be delivered via a thematic approach to teaching children across the 17 learning goals in 3 Prime Learning Areas and 4 Specific Areas, covering the 3 Characteristics of Effective Learning, and with strong parental involvement in developing the profile.

Children in the Reception classes will learn through play individually and co-operatively including taking turns with others, knowing when to ask for help, and sharing ideas about organising their activity within a framework that secures their safety, encouraging resilience and independence. Our consistent and positive approach to behaviour will support learning

and personal development. It will also support children in forming positive relationships with teachers, support staff and their peers.

Reception class teachers will read stories to cultivate listening skills in children. Children will be encouraged to respond to what they hear with relevant comments, questions or actions including answering teachers' questions and listening to the views of other children. Children will be given opportunities and support to generate their own narratives including those connecting ideas or events.

Through opportunities for indoor and outdoor play, Reception class children will develop gross and fine motor skills including pen, pencil, mouse and tablet computer use as well as balance and coordination. They will be taught about health and hygiene including lifestyles and diet.

We will use a synthetic phonics based approach to teach reading as part of our programme to create free readers who go on to read books for pleasure as well as purpose. Children's reading and writing skills will be developed through regular and irregular words, which will contribute to preparation for the Year 1 phonics screening test. Our ethos of high expectations and focus on core learning in terms of literacy and numeracy will enable our Reception children to count to 50 and carry out basic operations with one and two digit numbers. Children will also learn to talk confidently and accurately about size, mass, volume (capacity), position, distance, time and money, including recognition of patterns, to make comparisons and solve problems.

Our thematic approach to teaching and learning will develop children's knowledge and understanding of the world, with a particular emphasis on science which will include observations and measurements of animals and plants, simple experiments involving forces (push, pull) and toys, and explore the application of science in a range of technologies as found and used in places such as schools and at home.

Children in the Reception classes will take part in creative activities including music making (singing, simple instruments) and will explore colour, design, texture, and form through art. There will be sequences of lessons and group activities including productions relating to seasons and festivals representing a diverse range of cultures.

Consistent with our vision, Reception children will be offered a rich experience of computing in various forms including personal devices for writing, editing, displaying and communication, also via floor robots and digital cameras for example. We will use ICT resources to help meet the needs of all our children, and we will place a strong emphasis on both digital literacy and e-safety from day one so that children understand how to remain safe online at school and at home.

We will use the EYFS Profile Handbook to help teachers make accurate assessments about each child's attainment, including effective moderation of assessments. We will set high expectation gap closing targets for Reception children.

Key Stage 1 and Key Stage 2

English

The curriculum will be focused on the statutory programmes of study with therefore an appropriate emphasis on reading, writing, and spoken language.

Writing: Pupils will develop their competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. In addition, pupils will be taught how to plan, revise and evaluate their writing.

Reading: Teaching will focus on developing pupils' competence in both dimensions of word reading and comprehension (both listening and reading) and different kinds of teaching will be used for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics will be emphasised in the early teaching of reading to beginners when they start school. All pupils will also be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. In line with our ethos, we will engage the support of parents in their child's learning by introducing schemes which closely track attainment and progress in reading (e.g. Accelerated Reader) This in turn will introduce an element of healthy competition between children and positive rewards for progress.

Spoken language: The quality and variety of language that pupils hear and speak will be vital for developing their vocabulary and grammar and their understanding for reading and writing. We will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

We will also take account of the requirements of the range of academic entrance examinations at 11+

Mathematics

All pupils will:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We will also take account of the requirements of the range of academic entrance examinations at 11+

Science

During KS1, pupils will explore the world around them and raise their own questions based on their observations. They will experience different types of scientific enquiries including varied, safe practical activities, and begin to recognise how to answer scientific questions experimentally. Pupils will use features to compare objects, materials and living things and decide how to classify them.

Pupils will observe changes over time, for example by creating an animation from a sequence of still digital images (e.g. plant growth and flowering) and use their growing scientific knowledge and understanding to notice and explain patterns and relationships. Older pupils in KS2 will build on what they have learned about fossils and rocks and gain an understanding of how living things on earth have evolved over time.

Through investigations, pupils will be taught that it is important to collect evidence by making observations and measurements when trying to answer a scientific question. They will be given opportunities to plan and carry out practical work to test their ideas, which will include the concept of a fair test. They will gather and present data and evidence, consider the evidence gained, and evaluate outcomes against expectations where they will be encouraged to explain results in terms of their scientific knowledge and understanding, sharing their ideas using scientific language and via drawings, charts and tables.

Our pupils will learn about the characteristics of living, non-living and never-lived things, the needs of living organisms and consider human senses. They will study green plants, classify living things and learn about the interactions between organisms and their environment. Opportunities will be provided to investigate the properties (nature and

characteristics) of materials and use information from this study to classify them, also linking a material's uses to its properties.

Practical work will include looking at the physical effects of forces on objects in terms of pushing, squashing, spinning, speeding up or slowing down and changing direction, and the chemical impacts of heating on selected materials. Pupils will also study common appliances that use electricity, and investigate light and sound as physical phenomena that can be measured and analysed. Where appropriate, pupils will use ICT/computing including sensors to take and store data, and as a means of presenting and communicating scientific information.

Art and design

During Key stage 1 pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During Key Stage 2 pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

In particular, pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

Computing

During Key Stage 1 pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

ICT/computing will also assist with access to the wider curriculum and support learning in all areas. To assure a high quality of ICT/computing provision we will procure a high quality ICT solution including a VLE which has an interface that can be personalised to suit the age of pupils using it securely and safely at school or at home. We will prioritise e-safety and teach pupils safe online behaviours, while including cyberbullying in our anti-bullying policy.

During Key Stage 2 Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and technology

During Key Stage 1 and key Stage 2, through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Modern Foreign Languages

Teaching will focus on enabling pupils to make substantial progress in French or another MFL. The teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus will be on practical communication.

Geography

During Key Stage 1 pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During Key Stage 2 pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History

During Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

During Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Music

During Key Stage 1, pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

During Key Stage 2 pupils will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Physical education

During Key Stage 1 pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During Key Stage 2, pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

We will make effective use of the School Sport Premium to continually improve the standard of teaching and learning in PE and school sport.

Religious Education

We will use the locally agreed syllabus, reflecting that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Meeting the needs of pupils with SEN and the role of the Special Educational Needs Co-ordinator (SENCo)

The experienced teacher we will recruit as the SENCo will have QTS as required and work with other teachers in the team as well as the Teaching Assistants/HLTA and pupils directly to ensure that the specific learning needs of each pupil are identified early. From this, the SENCo will ensure clear and measurable plans are in place for all children on the SEN register. They will also undertake the organisational and statutory duties required of them in

order for the school to meet requirements and best practice. The list below represents a comprehensive but not exhaustive description of the role and responsibilities of the SENCo.

- Identifying and supporting children with Special Educational Needs and maintaining the Special Needs register and the gifted and talented register
- Assessing pupils who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for pupils with SEN
- Disseminating information about specific pupils to relevant staff.
- Monitoring SEN pupil attainment and progress and setting up 1:1 interventions and group interventions
- Deploying and directing support staff resources for pupils with SEN
- Allocating teaching resources for use with SEN pupils within the budgetary envelope in order to meet individual learning needs
- Ensuring that the relevant staff have the necessary training and support to deliver programmes of work and interventions
- Regularly communicating with parents of children with SEN
- Ongoing organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs
- Identifying and organising resources
- Communication with outside agencies in relationship to the needs of the identified pupils
- Organising and attending annual consultation meetings
- Monitoring of, and reporting on, statemented, school/EYFS action pupils and school/EYFS action pupils
- Conducting annual reviews of statemented, school/ EYFS action pupils and school/EYFS action pupils
- Monitoring and reporting on gifted and talented pupils.

School Action (SA) and Early Years Action (EYA)

Differentiation within curriculum planning and delivery will normally address the range of ability within a class, assisted by a classroom pupil-teacher ratio of 20. Beyond this, a classroom pupil-teacher ratio of 20 via deployment of three qualified teachers (and Teaching Assistants or an HLTA) to each 'pair' of classes in each year will facilitate smaller break-out group sizes and assist with personalisation and differentiation. Sometimes, however, pupils' needs either generally throughout their work or in a specific area will be outside the scope of this level of learning support and other interventions are needed.

School Action (SA) status on the SEN register will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of a Teaching Assistant/HLTA working under the guidance of the class or subject teacher and the SENCo, and the use of different learning materials and/or a different teaching strategy. This will be detailed in the pupil's Individual Education Plan (IEP).

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) status will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCo and teaching teams. This is detailed below. To safeguard the wellbeing of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. We will work closely with parents and carers to inform them as well as learn from them. Parents will receive copies of any IEP in operation.

School Action Plus (SA+) and Early Years Action Plus (EYA+)

If the pupil's progress within School Action intervention is monitored by the Class Teacher and SENCo and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage. If the pupil's progress is still a concern, the pupil may be placed on the School Action Plus (SA+) regime. At the SA+ stage the pupil continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP will be reviewed twice a year. There will also be an 'Annual Review' of the pupil's progress which can be attended by any professionals currently working with the pupil as well as the pupil's parents or carers.

A request for support from external services is likely to follow progression to SA+ normally at a review of the pupil's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the pupil so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Pupils with a Statement of Special Educational Needs

Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCo's direction and with learning support assistance.

All statutory requirements in terms of reviews, IEPs and best practice will be met including as follows:

- The publication of information
- Statutory assessment of special educational needs
- Statements of Special Educational Needs
- Annual reviews/transition plans
- Phase transfers of pupils with statements
- Transfer of statements
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)

Pupils with disabilities admitted to the school will have full access to the curriculum as our provision will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010.

Looked after children (LAC)

We recognise the scandal that LAC are consistently at the bottom of every achievement and attainment measure. Their lives are characterised by instability, especially that:

- they spend too much time out of school
- they do not have sufficient help with their education if they fall behind
- primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development
- they have unmet emotional, mental and physical health needs that impact on their education.

We will put in place clear support for any LAC in our school, working closely with the Warwickshire Virtual School Head. This support will take the form of a Personal Education Plan (PEP), which will:

- be a comprehensive and enduring record of the child's experience, progress and achievement, academic and otherwise
- be linked to information in other education plans, including a statement of special educational needs and IEPs
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations)
- document identified actions for specific individuals intended to support the achievement of agreed targets
- highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels
- Maximise the impact of Pupil Premium funding on attainment and progress of the LAC.

Those requiring literacy recovery/intervention, including English as an Additional Language

The needs of those pupils who require specific literacy recovery/intervention including English as an additional language (EAL) will be met as part of our overall approach to

meeting individual needs as facilitated by our staffing model with a classroom pupil-teacher ratio of 20 and a Teaching Assistant/HLTA supporting each 'pair' of classes in each year. However, we do recognise that there may be a particular need to put in place specific support for those pupils who require specific literacy recovery/intervention, including for those pupils who have EAL.

With particular reference to those pupils who need extra support with their reading and literacy more generally, we will implement an approach which will be based on the 'Reading Recovery' model. This model was originally designed as a school-based, short-term literacy programme designed for pupils aged five or six, and who are the lowest literary achievers after their first year of school.

We will ensure that any pupils who do not make sufficient progress in reading/literacy by the age of six are supported using an approach based on the 'Reading Recovery' model. However, we will also use this approach, if needed, for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter are school after the age of six.

The approach will take the format of intensive one-to one lessons for 30 minutes a day, for between 12 and 20 weeks. It will differ for every pupil, assessing what the pupil knows and what he/she needs to learn next. The focus of each lesson will be to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. The goal is for pupils will be to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

Therefore, the key features of our approach will be:

- Pupils receiving this support are those who have the most difficulty in reading and writing after one year at school, the lowest six year olds in mainstream class
- This support will also be available for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six
- The approach is different for every pupil. The starting point is the pupil's strengths, and teaching builds upon what the pupil is able, and trying, to do
- Each pupil has an intensive programme of daily 30 minute lessons which are individually designed and individually delivered. This is supplementary to normal class activities
- The focus of each lesson is on comprehending messages in reading and constructing messages in writing. In every lesson pupils read several books and

write their own stories, learning how to attend to detail without losing focus on meaning.

Pupils with Emotional and Behavioural Difficulties (EBD)

Pupils with emotional and behavioural difficulties (EBD) will be supported by the SENCo, and the team of Teaching Assistants/HLTAs. TAs remaining attached to a year group will offer additional security and comfort from continuity of contact. In addition, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of the school ethos.

If and where necessary, external professional support will be sought and the school will work closely with parents and carers of SEN pupils. Our curriculum model and commitment to high quality of teaching will ensure all pupils have an opportunity to discover what they can do well and their next steps. This includes academic work and social conventions in our learning community.

Use of Pupil Premium

Our vision shows we are deeply committed to promoting the progress and attainment of all children, whatever their backgrounds.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most (Source: DfE)

How we will allocate this money

It is difficult for us to give real detail on how the Pupil Premium will be allocated without knowing how many children will attract Pupil Premium and their particular needs. We have set out below some examples but we would seek to use external resources and research to design a programme that maximises the impact of every pound spent. We believe that the Sutton Trust toolkit will be an invaluable aid in this process.

We will consider social and emotional learning interventions (SEL) seeking to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.

Linked to social and emotional learning interventions will be a consideration of behaviour interventions seeking to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.

All classes in our school will have additional adult support on a daily basis (approximately 15 hours per week). This, in addition to our additional teaching staff, will ensure that the needs of our children can be met in small groups where appropriate.

We will have a dedicated team of support staff working across the school to ensure access to the curriculum, providing interventions in reading, writing and mathematics for children who are not working at national age related expectations or not making expected progress.

We intend to implement an online tracking system allowing us to track the progress and attainment of all children in reading, writing and mathematics on a termly basis. Data will be analysed to ensure that all children, whatever their backgrounds are able to access the curriculum and will make good (or better) progress in their learning. It will also enable us to identify vulnerable children at the earliest opportunity. This system will be supplemented by individual 'Assessment and Progression' booklets, where evidence of current attainment and 'next steps' can be found. In addition to the above, we intend that:

- Staff meet with the Headteacher on a termly basis to agree class plans and discuss pupil progress
- Comprehensive information is provided to governors to facilitate a full assessment of the effectiveness of the application of the Pupil Premium
- The school will provide specific CPD opportunities for staff to enable them to provide a high level of support for children
- We provide parents with written information in relation to how they can support their children at home and hold regular information meetings relating to specific aspects of the curriculum, e.g. phonics, reading, maths, e-safety
- We purchase high quality resources for learning and teaching to support our curriculum
- We provide after school clubs, trips and visitors to enrich our curriculum and make sure that all children are able to access additional learning experiences outside the school day.

Strategies for pupils when they leave and enter the school

We will put in place the appropriate strategies, which will ensure a positive induction to Rugby Free Primary School and smooth transition into secondary education. These strategies will include:

- A member of SLT will coordinate all the activities around induction of new pupils into the school and transition at the end of each Key Stage

- We will form close working arrangements with nursery and other Early Years settings and local secondary schools, in order to exchange information on transfer.
- Children will enter Reception class over two weeks to allow the pupils to settle in and for routines to be created
- A series of baseline assessments will be undertaken. The assessment will become a description of the whole child that make up the baseline profile. This will be assessed in a planned and systematic way to help inform the teaching and learning process. The descriptions of assessed and observed behaviour are grouped into six development areas which best describe the journey between 'child development and learning outcomes'.
 1. Personal, Social and Emotional
 2. Speaking and Listening
 3. Reading and writing
 4. Sort, Order and Number
 5. Approach to learning, thinking and reasoning
 6. Physical

On leaving Rugby Free Primary School, we will supply the following information:

- Key Stage 2 SATS results
- Complete assessment profile of academic and non-academic work of each pupil
- Attendance and behaviour records
- Record of enrichment activities
- Any SEN reports and records

We will therefore seek to collaborate in the following ways:

- moderation of Y6 work in core subjects alongside colleagues

- providing sufficient evidence to demonstrate the robustness of end of Key Stage 2 judgements
- participate in transition opportunities offered to our to help ensure a smooth transition
- to be partners in a linked, coordinated relationship with local secondary schools
- encourage secondary subject specialists to work alongside our own subject specialists on providing valuable staff training and individual or pupil cohort teaching.
- to work closely with our parents and provide high quality advice to ensure a successful pupil transition into a local secondary that best suits their needs.

One of the roles of a senior staff member will be to develop and maintain effective transition partnerships with local secondary schools. This relationship will be subject to regular review between heads and subject coordinators to assist pupils being placed in the correct class, level or set.

Meeting the needs of the most able/gifted and talented pupils

The school will adopt a clearly defined approach to meeting the needs of the most able/gifted and talented pupils to ensure they make sustained progress. This will take place via extending work in terms of pace and challenge (breadth and depth). Pupils will be identified for intervention using the following:

1. Any valid and relevant information available prior to joining our school
2. Teacher formative assessment
3. Standard tests in most subjects and teacher summative assessment

Our approach to supporting pupils who are gifted and talented will form part of our ethos of enabling every child to make expected progress as an absolute minimum. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively. Our approach will ensure that developmental changes over time are always considered so that any pupil's emerging strengths are identified and that pupils who may join the school mid-year can be accommodated smoothly.

The diagnosis of gifted and talented pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

The SENCo will maintain a register of gifted and talented pupils using the categories of School Challenge/EYFS Challenge and School Challenge Plus/EYFS Challenge Plus. We will apply expertise developed around the needs of gifted and talented pupils at Warwick University and pupils at EYFSC+/SC+ will be supported by involvement of external agencies such as the National Association for Gifted Children.

In particular, for gifted and talented pupils, we will foster higher level skills through independent learning. This will include such higher level skills as synthesis (finding and organising) and evaluation.

We will also nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision, which incorporates enrichment and academic extension activities. We will also offer the opportunity for pupils to use their strengths for the benefit of others, for example as learning mentors as part of personal development. Our approach will allow the facilitation smaller break-out groups to support interventions within any potentially vulnerable group.

Section D2

Targets, including those for pupil performance, behaviour and attendance are as follows:

- 80% or more of pupils will achieve a 'good level of development' at the end of EYFS
- 95% or more of pupils will achieve Level 2 or above in English at the end of KS1
- 95% or more of pupils will achieve Level 2 or above in mathematics at the end of KS1
- 85% or more of pupils will achieve Level 2 or above in both English and mathematics at the end of KS1
- 50% or more of pupils will achieve Level 3 or above in both English and mathematics at the end of KS1
- 90% or more of pupils will achieve the required standard in the Y1 phonics screening test
- 95% or more of pupils will achieve Level 4 or above in English at the end of KS2
- 95% or more of pupils will achieve Level 4 or above in mathematics at the end of KS2
- 90% or more of pupils will achieve Level 4 or above in both English and mathematics at the end of KS2
- 65% or more of pupils will achieve Level 5 or above in both English and mathematics at the end of KS2
- Attendance rate 96%
- Persistent absence (15%) will be less than 5%.
- Unauthorised absence will be less than 2%
- There will be no permanent exclusions during each year
- There will be no more than 2 fixed term exclusions during each year
- 80% or more of the pupils will regularly participate in enrichment activities
- An OFSTED inspection grade of 'Outstanding' at first inspection.

Current NC levels have been used for this application. Revisions will be made in light of 'life beyond levels'.

We will have in place an assessment and data tracking system which will ensure that pupil performance is efficiently and effectively monitored and addressed. In particular, we will work with the Principal Designate to set 'closing the gap' targets for all pupils. This will form part of a clear cycle of quality assurance and self-review agreed with Governors. This will include regular feedback to Governors against agreed criteria and targets.

We will also track attendance rigorously, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents and in the context of the home-school agreement. Attendance will be scrutinised daily, weekly and half-termly to identify any individual children with attendance issues as well as attendance trends for each class, year group and the school as a whole.

Once individual children with attendance issues are identified or negative trends are highlighted, strategies will be put in place to rectify any issues. This could include fining parents for non-attendance of their child or arranging transport.

Careful records will also be kept of attendance at extra-curricular activities and these will be scrutinised with reference to such factors as gender, ethnicity, and SEN. Our overall approach of establishing good relationships with all parents, especially hard to reach parents, as soon as their children start school will be crucial in this respect. Parents will have regular opportunities to review their child's achievement, attendance and behaviour records. There will be regular communication with parents in the form of updates to the website, social media such as twitter and YouTube and SMS. These channels will also be used to share and celebrate successes.

Pupils' attainment on entry as measured by teachers will be used by all teachers to inform lesson planning, and to frame high expectation targets for all pupils. Pupils' progress will be closely monitored and intervention will be planned in response to regular checks on progress. In this way, we will identify underperforming individuals and groups of pupils at an early stage. Frequent formative assessment using the principles of Assessment for Learning (AfL) will take place with a comparison of outcomes against high expectation targets, in order to provide the necessary support as quickly and effectively as possible, using flexible short term interventions to ensure all groups and individuals stay on target.

Summative assessment will match the National Curriculum requirements with the programmes of study and will be benchmarked internally, regionally and nationally in pursuit of personal best performance for pupils, and in fostering a climate of continuous improvement in whole-school performance.

A full range of skills will be assessed regularly and monitored centrally. To do this, we will use various forms of assessment according to need, including teacher, peer and self-assessment as appropriate, and particularly to:

- monitor progress of pupils and groups of pupils
- inform teaching, including the planning of teaching and learning
- measure school performance against expectations including those of OFSTED
- establish and celebrate achievement
- provide opportunities for external verification.

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of best practice so that high quality teaching and learning takes place, and so that pupils make at least good progress and achieve high standards. Children will sit applicable National

Curriculum tests at the end of Key Stage 2. Additional screening tests may be used to measure progress and identify specific learning issues presented by pupils.

As part of our approach to monitoring, evaluation and intervention, we will produce our own self-evaluation form (SEF) using OFSTED gradings which will be validated by external support. Regular reviews of processes will also be conducted using such tools as external parent questionnaires and staff questionnaires. Regular student voice activities will be a crucial part of the quality assurance, including the use technology for quick consultations eg “Survey Monkey”.

We will also use the following specific approaches to regular monitoring and evaluation of teaching and learning:

- Regular lesson observations, using the OFSTED inspection criteria and using external support for verification of school judgements
- Peer observations involving teacher-teacher and SLT-teacher pairs, again using the OFSTED inspection criteria and external support
- Regular work scrutiny from work samples across all year and ability groups
- Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching
- “Quality assurance weeks” which will use the OFSTED criteria, including those for lesson observations
- Governor scrutiny of outcomes of monitoring work and assessment outcomes
- Pupil and Parent voice opportunities as a way of providing feedback
- Community perception surveys as a way of providing feedback

It is important that staff, leadership and Governors have an accurate knowledge of the school’s strengths and weaknesses in all aspects of its provision. These can then be addressed through focused action plans and progress measured.

Information and data on pupils will be monitored by each individual teacher and analysed by SLT. Teachers will be able to access information through the school’s MIS. Pupils will be involved in understanding their attainment levels in reading, writing and mathematics. They will understand what targets they have and how to move their learning to the next level. We will consider the full range of data available on pupils to track progress, exploring best

practice approaches to tracking including a MIS which is suited to our needs and, in particular, can be used very effectively by members of staff to inform planning and teaching.

For monitoring progress towards annual targets, class teachers, Middle and Senior Leaders will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each individual situation, in order to maintain progress towards the target and ensure it is achieved. More frequent monitoring will then be used to examine the effectiveness of the intervention(s).

We will have the highest expectations for all who work in our School, particularly our pupils. Appropriate and challenging targets will be set for each pupil and these will be reviewed regularly. In the half-termly tracking of pupil progress and outcomes, we will use a range of qualitative and quantitative indicators that refer to individual, group, cohort and whole-school performance in both academic and non-academic terms (the latter including aspects of personal development), to ensure each pupil makes at least expected progress.

Therefore, our strategy for success involves the key aspects of: developing and sustaining outstanding teaching, and securing the wellbeing and confidence of pupils so they attend well and are happy, safe and secure learners who increasingly understand what it takes to learn and succeed, and at all times want to learn. Curriculum links to the work place and their next stage of education will help pupils to develop their own aspirations for their future beyond our school.

Pupils will be encouraged to participate in the wide range of enrichment activities and learning opportunities that will be on offer, aimed at increasing self-confidence, developing a greater range of skills and increasing enjoyment. All groups will be tracked to ensure we are meeting the needs of the school community. Targeted visits, visitors and international ICT links will further enrich the curriculum, developing greater engagement and aspiration.

Views of pupils (pupil voice from PSHE and circle time, student leaders, pupil voice week and school council), parents and the community will be asked to help inform actions and gauge the success of initiatives. This will allow for quick response to any concerns that may be raised. The process for dealing with such matters will be set out in our complaints policy and procedures.

Liaising with and Reporting to Parents and Carers

We regard engagement with parents and carers as important in securing high standards of education provision, high level pupil outcomes, and improved community cohesion. We will review feedback from 'parent voice' sources in the same manner as feedback from pupil

voice. We are though aware that in a diverse community, we need to ensure that we listen to all parents, not just the most motivated.

Through bespoke, proactive and positive engagement with parents, we will achieve the following:

- the establishment of a strong partnership based on good communication
- active involvement of parents in the education and progress of their children
- the promotion of parental expertise as a key support in the learning journeys of students
- thorough ongoing information for all parents on the curriculum
- an enhanced understanding of parents' views and opinions.

Our relationship with parents will develop in the following ways:

- running workshops to encourage parents' practical involvement and support in core learning areas of numeracy, literacy, ICT/computing and science
- holding periodic information sharing events and telephone surveys as well as regular teacher consultation evenings
- ensuring that parental involvement in their children's learning is a recognised topic of staff activity and CPD
- reinforcing the two-way nature of home-school communication and consultation including via a bespoke parent area of the school website which will give information about homework and other ideas for supporting their children's learning

We will report on children's progress to parents and carers in writing and online on a termly basis. This will include elements of personal development as well as academic progress against NC levels or P levels. This will be revised in light of 'life beyond levels'.

Continuing professional development (CPD)

Staff appraisal and linked CPD will play a key role in the achievement of our targets as outlined above. Staff appraisal and CPD will be rigorous but rewarding and excellent teaching and progress will be recognised and celebrated. Linked to the School Improvement Plan and Teacher Appraisal framework but not limited in scope, will be a

programme of CPD to upskill our teaching and support staff. This will allow us to maintain high standards across the school and we will seek to put in place shared CPD with other local schools. Support across schools will allow for effective mentoring of new staff, modelling of outstanding teaching, moderation of work and challenge of attainment.

Accountability

The Principal will be accountable to the governors for school performance. The Deputy Principal will deputise for the Principal, and be responsible for the quality of teaching and learning across the school. Class teachers will be responsible for the progress of pupils in their class.

The teachers of Reception and KS1 classes will report to the teacher with responsibility for the leadership of EYFS and KS1. Teachers of Year 3, 4, 5 and 6 classes will report the teacher with responsibility for the leadership of KS2. TAs/HLTAs will report to the teacher with responsibility for the phase (EYFS and KS1 or KS2) where they work and as a team. In the years while the School is growing to capacity, when a teacher responsibility for a particular stage of the school has not been appointed then the relevant teachers will report directly to the Principal.

Governors will hold the school to account; this is a key aspect of their role as detailed in Section F.

Section D3

The table below sets out how we will plan the growth of our staffing structure as the numbers of our pupils increase up to the point at which the school is full.

We are confident that we can deliver a high quality curriculum and teaching and learning experience during this period of growth and that we have an affordable staffing structure as demonstrated in our financial plans and associated commentaries.

Year	Number of pupils	SLT	Teaching	Pupil support	Administrative	Premises	Catering
Year 1. 2015. Year R.	60	1 Principal 1 Deputy Principal	3 reception class teachers 1 SENCo	1 teaching assistant 1 HLTA	1 PA to Principal/reception 1 School business manager	1 site supervisor	3 midday supervisors (p/t) 1 catering assistant (p/t)
Year 2. 2016 Year R, 1.	120	1 Principal 1 Deputy Principal	3 reception class teachers 3 year 1 teachers 1 SENCo	2 teaching assistants 1 HLTA	1 PA to Headteacher 1 receptionist/admin 1 School business manager	1 site supervisor	4 midday supervisors (p/t) 2 catering assistants (p/t)
Year 3. 2017. Year R, 1,2.	180	1 Principal 1 Deputy Principal	3 reception class teachers 3 year 1 teachers 3 year 2 teachers 1 SENCo	2 teaching assistants 1 HLTA	1 PA to Headteacher 1 receptionist/admin 1 School business manager	1 site supervisor	5 midday supervisors (p/t) 3 catering assistants (p/t)
Year 4. 2018.	240	1 Principal	3 reception class teachers	3 teaching assistants	1 PA to Headteacher	1 site supervisor	5 midday supervisors (p/t)

Year R, 1,2, 3.		1 Deputy Principal	3 year 1 teachers 3 year 2 teachers 3 year 3 teachers 1 SENCo	1 HLTA	1 receptionist/admin 1 School business manager		3 catering assistants (p/t)
Year 5. 2019. Year R, 1,2, 3, 4.	300	1 Principal 1 Deputy Principal	3 reception class teachers 3 year 1 teachers 3 year 2 teachers 3 year 3 teachers 3 year 4 teachers 1 SENCo	4 teaching assistants 1 HLTA	1 PA to Headteacher 1 receptionist/admin assistant 1 admin assistant 1 School business manager	1 site supervisor	5 midday supervisors (p/t) 5 catering assistants (p/t)

Year 6. 2020. Year R, 1,2, 3, 4, 5.	360	1 Principal 1 Deputy Principal	3 reception class teachers 3 year 1 teachers 3 year 2 teachers 3 year 3 teachers 3 year 4 teachers 3 year 5 teachers 1 SENCo	4 teaching assistants 1 HLTA	1 PA to Headteacher 1 receptionist/admin assistant 1 admin assistant 1 School business manager	1 site supervisor	5 midday supervisors (p/t) 5 catering assistants (p/t)
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<p>Year 7. 2021. Year R, 1,2, 3, 4, 5, 6.</p>	<p>420 (full)</p>	<p>1 Principal 1 Deputy Principal</p>	<p>3 reception class teachers 3 year 1 teachers 3 year 2 teachers 3 year 3 teachers 3 year 4 teachers 3 year 5 teachers 3 year 6 teachers 1 SENCo</p>	<p>4 teaching assistants 1 HLTA</p>	<p>1 PA to Headteacher 1 receptionist/admin assistant 1 admin assistant 1 School business manager</p>	<p>1 site supervisor</p>	<p>5 midday supervisors (p/t) 5 catering assistants (p/t)</p>
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The essence of the staffing model is that there will 3 teachers and 1 Teaching Assistant/HLTA assigned to each class in each year. This will enable the personalised learning approach described in Section D.

- The midday supervisors and catering assistants will be on a 0.1 FTE contract.
- The salary scales have been set with reference to national pay scales and similar posts advertised. With specific regard to teachers and senior leaders' salaries, these have been set towards the top end of the relevant pay scale which also takes account of 'incremental drift'.
- There will be an allowance to one of the teachers from KS1 and one from KS2 to reflect their extra responsibilities as Reception/KS1 coordinator and KS2 coordinator.
- When the school is full, the senior leadership team will consist of:
 - The Principal
 - The Deputy Principal
 - The Reception and KS1 coordinator
 - The KS2 coordinator
 - The SENCo
 - The SBM

These will meet on a regular basis and will focus upon improving standards, moderating standards and grades across the curriculum. They will be seeking ways to ensure SEN pupils and gifted and talented pupils especially make progress. They will support teaching staff and develop training and induction courses for new staff. They will support NQTs and teaching assistants in their areas..

- The Principal and Deputy Principal will teach to ensure that they:
 - are in touch with day to day concerns
 - are offering a high quality standard of teaching to inspire pupils and other less-experienced colleagues
 - they have first-hand experience of the needs of the pupils

This method, especially during the build-up of numbers, ensures best-value for money.

- As the school starts we will have a flat structure as it is more important to use money and resources to build-up the curriculum offer. The Senior Staff will be interchangeable

but in the event of long-term sickness of the Principal, the Governors would step-up a member of staff.

- We are confident that we can put in place credible contingency plans if the school were not to recruit to its target numbers and so experience a reduction in income as it grows to full capacity or beyond that. See section G for more details of what staffing changes we would make if we had to operate with only 70% of our expected income until we reach full capacity ('steady state') while preserving the vision for the school.

The Principal

We will appoint a strong leader who believes in pupil discipline as a platform to support the delivery of high quality education and is well respected by colleagues. She/he will be able to inspire staff, parents and pupils; write and implement school policies, school self-evaluation plans and monitor school development plans. She/he must understand the process of work scrutiny measures and implements them in a fair and reasonable manner. We believe she/he should lead, develop and inspire all the elements of the school towards achieving its aims and goals.

She/he must have the drive to raise standards and sustain improvements; have enough ambition to motivate young people and parents towards improving their life chances. She/he will certainly not allow a pupil or staff member to 'fail in peace and quiet'.

They will have responsibility for the following specific areas:

- Shaping the Future - which involves working with the governing body and others to create a shared ethos, vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school community. The Principal will need to ensure that all aspects of the school are based upon the core principles as defined in our vision.
- Leading Learning and Teaching - The Principal will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This involves setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- Developing Self and Working with Others - The Principal will be committed to their own continuing professional development and support all staff to achieve high standards through performance management and effective continuing professional development practice. The Principal will be a 'torch bearer' of the ethos of the school and actively seek to develop this ethos to further the principles of the school, and improve the experience and outcomes for pupils. They will regularly review own practice, set

personal targets and take responsibility for managing their own workload and that of others.

- **Managing the Organisation** – The Principal will provide effective organisation and management of the school and seek ways of improving organisational structures and functions. People and resources within the school will be organised to provide an efficient, effective and safe learning environment. The pupils will create a structure which reflects the values and enables the management systems, structures and processes to work both effectively and legally by producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities. They will work with the governors to manage the school's financial and human resources effectively and efficiently through recruitment and deploying staff appropriately to achieve the school's vision and goals.
- **Securing Accountability** – The Principal will account for the efficiency and effectiveness of the school to the pupils, parents, carers, the Board of Governors, and the DfE. They will Promote collective responsibility within the whole school community and contribute to the education service more widely.
- **Strengthening Community**- The Principal will collaborate with other schools in order to share expertise and bring positive benefits to our own and other schools. They will actively promote the partnership between school, family and community to ensure families are fully engaged in planning and supporting the learning journey of their children.

However, school leadership will be distributed throughout the school. Leadership is a quality that the governors expect to see flourish. Distributed leadership will enable staff and pupils to take ownership of the school, vision and ethos. From the outset, the leaders will be expected to find ways to manifest the vision into the classroom and into the pupils and parents. Leaders will be expected to take ownership through the school development plan. Together with staff they will be expected to review it and move forwards every year. The plan will be revised formally three times a year.

The Deputy Principal

The Deputy Principal will assist the Principal in the six key areas identified above and deputise in her/his absence. The Deputy Principal will also have oversight of the school's support for pupils with the full range of special educational needs, including those who speak English as an additional language and for other vulnerable pupils. More generally he/she will ensure that the school's inclusion and equality policies and procedures are carried out and monitored, with appropriate assessments of their impact and effectiveness, to guide future plans.

They will also have particular responsibility for transitions.

The School Business Manager

The School Business Manager will be responsible for five key areas including Strategic Leadership and Management of the school 'back office', Finance and Managing Resources, Human Resources, Estate Management and Marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting the School with links to other schools and agencies, including business community and volunteer organisation links.

The Reception and KS1 Co-ordinator and the KS2 Co-ordinator

They will:

- be responsible for Reception and Key Stage 1, and Key stage 2
- embed the values, ethos, and culture of the school
- develop the curriculum
- undertake teaching and learning reviews
- improve standards across the ability range.

Co-ordinators of curriculum areas

They will:

- Embed the values, ethos and culture of the school
- Improve the quality of teaching and learning in their curriculum areas
- Coach and mentor staff
- Report on pupil outcomes.

The Middle Leadership Team

This will consist of coordinators for the following curriculum areas:

- English
- Mathematics
- Science
- RE and Humanities
- Other foundation subjects.

An allowance for each has been included in the staffing budget

Teaching Assistants and HLTAs

All Teaching Assistants and HLTAs will be allocated to year groups.

Administrative support, catering and premises staff

The administrative support team will have a crucial role in delivering our vision and reaching our pupil and whole-school targets. Therefore, these colleagues will attend key meetings of staff which address key issues associated with teaching and learning and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the school. We will also review the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff reduction does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

We are therefore confident that our staffing plans during the period when our school is growing and when it is full are sufficient to deliver a high quality curriculum and learning experience for our pupils.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60		117	195%	60		100	167
Year 1								
Totals	60		117	195%	60		100	167

Section E: Evidence of need – part 2

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

Section E1



As local parents, teachers and professionals, it has been clear for some time that there is a growing concern of school places in the area. The topic is often discussed alongside the rapid expansion of housing in the area and the general requirement for more facilities to meet the influx of new residents. To evidence the demand to match the clear need for school proposers revisited the locations that they had used between them when bringing up their own children. This included nurseries, children’s centres, play-cafes, childminders and other childcare settings. In addition to this, proposers took a stall in the Clock Towers Shopping Centre in the middle of Rugby and conducted street canvassing both in the town centre and in the vicinity of the proposed site. 500 leaflets were produced and an initial website designed to provide more information for those parents and community members who wished to know more. This gave the Proposers the opportunity to answer questions and take suggestions that allowed us to shape the final submission for the school. Parents and the community were overwhelmingly in favour of the establishment of a new school, the inclusive nature of the school and the straightforward admissions policy.

The tables and maps below show the breakdown of children in the first two years of the school’s life and the number of parental first choice preferences by the key postcode areas nearest the preferred site.

Postcodes within a 2m radius of the preferred site

The postcode for the preferred site is [REDACTED] is in the outer ring of Rugby postcodes (CV23). This is illustrated by the red shaded map below. The map next to is a satellite map showing a 2m radius of the preferred site and the current housing densities within it.


Evidence of Demand by Postcode area and first two years' intake

All postcodes noted below fall within the 2 mile radius of the site shown above. Postcodes CV21  and CV23  are within 1 mile of the preferred site.

Home Postcode of Child	Number of first choice pledges for 2015 Admission from appropriate age range	Number of first choice pledges for 2016 Admission from appropriate age range
CV21	8	6
CV23	14	18
CV21	12	6
CV21	16	10
CV21	2	4
CV22	12	11
CV22	41	28
CV23	4	5
Other	8	12
Totals	117	100

Collecting expressions of first choice preference for Rugby Free Primary School

The form below was used to collect demand in conjunction with the flyer for the school which was handed out and discussed with potential parents:

Rugby Free Primary School Proposed to open in September 2015

*We will use this data to demonstrate demand for the school to the Department for Education.
By signing this form you agree that we share this information and add you to our database.*

First Name	Last Name	Child D.O.B.	By signing here, I confirm that I will select Rugby Free Primary School as first choice for my child should it open in September 2015.	Email	Mobile

The form was replicated online with additional information for the community to complete should they be interested in the school but not have children of the right ages. In total pledges of support outside the relevant age ranges standard at well over 100.

I am *

- an extra-curricular provider
- a member of the local community
- interested in staff vacancies
- a parent/carer of child(ren)

Email *

Post Code *

Number of Children You Would Like to Register *

Please select
 1
 2
 3

If the Rugby Free Primary School is approved to open in September 2015, I would select it as the first choice for my child(ren) *

Yes No

Publicity Materials

This flyer was used when talking face to face with parents. Copies were also left at the various settings around Rugby that were visited.

A flyer for Rugby Free Primary School. The top section features the school's name in a white serif font on a dark grey background. Below the title is a photograph of several young children sitting at desks in a classroom, focused on their work. The bottom half of the flyer is a dark teal color with white text. It is divided into two columns: the left column contains introductory text and contact information, while the right column lists key characteristics of the school.

Rugby Free Primary School

Rugby Free Primary School is a new 4-11 school proposed to open in September 2015 to meet the growing need for high quality school places in the town.

It is being established by a group with significant experience in opening free schools and led from Rugby.

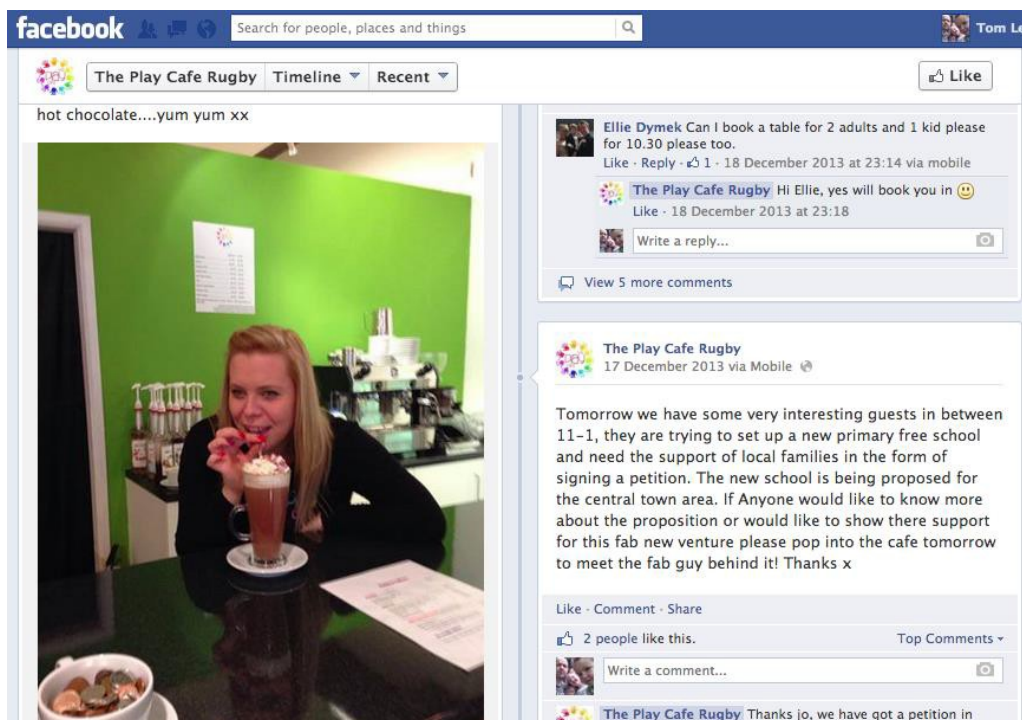
We will open with two Reception classes of 30 children and grow to our full capacity of 420 by 2021. The school will be from our community, for our community and will be non-selective, non-faith and open to all children from all backgrounds.

To find out more about our vision for the school, please visit www.rugbyfreeprimary.co.uk or email: info@rugbyfreeprimary.co.uk

Key Characteristics

- Additional teachers to focus on core skills
- Enhanced approach to the National Curriculum
- Wide-ranging enrichment activities
- Focus on critical thinking skills
- Focus on verbal & non-verbal reasoning
- 'Best in Class' ICT in the school
- School day designed to suit hard working parents
- From the community, for the community
- Individual support for each child
- No unqualified Teachers

We were also lucky to have one of the main meeting places for parents in Rugby publicise the school on their Facebook page as shown below:



Other provision in the area

As evidenced clearly in Section C, there is a clear and increasing need for additional primary school places, both in Rugby in general and specifically in the area and site proposed for the school 'North of the river'. This is clearly shown in the table below.

Warwickshire Primary Planning Area Shortfall Trends

Planning Area Name	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Rugby North central	None	None	Moderate	Moderate	Moderate	Moderate
Rugby North of River	None	None	Moderate	High	Severe	Severe
Rugby Rural	Moderate	Moderate	Moderate	None	None	None
Rugby South central	None	None	Moderate	Moderate	High	High
Rugby West	Moderate	Moderate	High	High	High	High

Local School Standards

Standards are variable in Rugby in the Primary phase. While a majority of local schools are rated as 'Good' by Ofsted, Boughton Leigh Juniors was categorised as 'Requires Improvement' at its last Section 5 Inspection.

As it to be expected, local schools have full (or near to full) rolls, making a further case for the establishment of Rugby Free Primary School.

Initial website

To publicise the school and allow parents who the Proposers had not spoken with to ask questions or make comments a website for the school was established at:

www.rugbyfreeprimary.co.uk

This site provides an overview of the plans for the school and allowed parents and the community to get in touch, not only to register their support for the school but to make suggestions and offer help. The Proposers have reviewed and in some instances revised plans in light of comments and suggestions received and will be meeting with interested parties after the submission to DfE to discuss how those how are keen can get involved in more depth.

To maintain the momentum that has been built, Proposers will continue to engage with the community as they have done since the start of the project and have a clear marketing plan that takes the proposed school from pre-application through pre-opening and onto a successful (and fully subscribed) launch.

Section E2

A school for the community, from the community

Part of the appeal for the school on the proposed site has been the Proposers' intention to open it up as a community resource in an area of Rugby that is under-served by community facilities. Our discussions with parents and residents in the housing estates near the proposed site have given us a wealth of ideas that we hope to be able to put into practice to make the school as popular with the wider community as it already is with potential parents.

Community Engagement

As Proposers who have worked in the Free Schools and in wider public service, we are aware of the importance of meeting the requirements of the Equality Act 2010. We established the school to foster community cohesion and from day one the Trust and the

school will actively promote equality of opportunity and eliminating any form of discrimination. We will uphold these values by:

- Establishing the school as a part of the local school community
- Capitalising on the links we have already established with local businesses, youth groups and public services
- Building productive, mutually respectful and supportive relationships with the wider community around the school
- Seeking regular feedback through a range of channels including the school website and on and offline surveys
- Establishing and maintaining a communications plan, both on and offline
- Reaching out to community groups to utilise the school's resources out of hours and during holiday times
- Building the reputation of the school and the Trust as a responsible local employer
- Establishing partnerships with children's and other agencies

As is clearly evidenced from our demand figures, the school has engaged extensively with the community in a variety of settings. Local knowledge has been invaluable to target areas both of high footfall but also the diversity of the local community. This engagement both validated our plans for the school but also gave the Proposers an opportunity to reflect on our plans to ensure that they are most appropriate for the community the school will serve. This is further evidenced by the inclusive and compliant admissions process and approach to delivering the curriculum to all children in the school.

Section F: Capacity and capability

F1 The necessary experience and credentials to deliver the schools to opening

The proposers believe we have strong coverage across all areas required to successfully open a new school and particularly in the areas of school leadership, education, governance and finance. CVs are included in the Annex.

Core Team:

██████████, ██████████, ██████████, ██████████, ██████████, ██████████.

Members of the wider Proposer Group:

██████████, ██████████, ██████████

The proposers also have a number of other local individuals who we are assessing in terms of skills and fit and may be invited to join the team if approved into pre-opening. As discussed later, we will also follow a proven model of externally advertising for members of the governing body at the appropriate time.

Table F1a is on the following page.

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Rugby	██████████	██████████	15
██████████	Y	Rugby	██████████	██████████	15
██████████	Y	Rugby	██████████	██████████	10
██████████	Y	Exeter	██████████	██████████	10

██████████	Y	Nottingham	██████████	██████████	15
██████████	Y	Rugby	██████████	██████████	15
██████████	Y	Rugby	██████████	██████████	10
██████████	N	Rugby	██████████	██████████	7.5
██████████	N	Rugby	██████████	██████████	7.5
██████████	N	Rugby	██████████	██████████	5


F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Education ICT (Infrastructure)	We will seek to use a small proportion of our project development grant to buy in expertise in this area to assist in liaison with the appointed ICT contractor.

Section F2

The Trust has been established in order to enable the setting up of Rugby Primary Free School. The Trust will be the immediate vehicle for the legal framework in which the school will operate during the early stages of the preopening phase.

The following diagram shows the direction of accountability between the various individuals and bodies which might then exist:

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Trust members	
Governing body consisting of directors/governors	
Principal	

Therefore, the Principal will be accountable to the Governing body consisting of directors/governors

- The governing Body will comprise 11 directors/governors as follows:
- 2 parent governors
- 2 staff governors
- 1 Principal
- 6 Member Governors elected by members

Summary of Governing Body responsibilities:

- Acting as a critical friend, holding the school to account for performance against targets
- Acting as the Admissions Authority for the school
- Agreeing targets for pupil achievement with the Headteacher / principal
- Managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum is balanced and broadly based
- Overseeing pupil safeguarding to ensure it meets requirements and supports well-being
- Appointing staff, considering recruitment and retention strategy
- Carrying out performance review of the Principal

- Reviewing staff performance and pay
- Premises including health and safety
- Communications regarding key elements of strategy
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Holding at least three meetings per year
- Pupil and staff discipline, including pupil attendance

The Board of Governors will have three key roles:

Key Role 1. To provide a strategic view

The Board has important powers and duties but limited time and resources. So it will focus on helping to decide the school's strategies for improvement so that its pupils learn most effectively and achieve the highest standards.

This means the Board will:

- set suitable aims and objectives
- agree policies, targets and priorities
- monitor and review aims, objectives, and whether the policies, targets and priorities are being achieved.

Key Role 2: To act as a critical friend

The Board will offer support, constructive advice, be a sounding board for ideas and provide a second opinion on proposals and help where needed. The Board will be 'critical' in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. It will also seek to arrive at the best solution in the interests of the school and pupils by asking questions, seeking information and leveraging the expertise of Governors.

Key Role 3: To ensure accountability

The Board of Governors will be responsible for ensuring an excellent quality of education in the School. The Principal and staff will report to the Board on the School's performance and the Board will discuss, question and refine proposals while always respecting the professional roles of the Principal and other staff, and their responsibilities for the

management of the School. In its turn, the Board will be accountable to parents and the wider community for its actions and the School's overall performance. The Board will be responsible for the performance review of the Principal.

The Board of Governors at opening in September 2015 will include several people who will have served on the Project Steering Group (discussed later in this section) to ensure continuity between pre-opening and post-opening and to maintain organisational memory about decisions, policies and plans agreed during pre-opening. All Governors will be required to sign up to the governor charter that will set out expectations for attendance, conduct, responsibilities and participation. The Chair will be responsible for monitoring Governors against the charter.

The Board of Governors will have clear terms of reference and a scheme of delegation to ensure clarity over levels of authority between the Board and its committees and the Principal. A consistent, cohesive risk management strategy will be integral with each committee assessing, monitoring and mitigating risk in their sphere and the Board will review and consider critical risks and the associated preventative plans. Also, a dashboard of 10-12 key performance indicators will be used to monitor progress against educational, operational and financial targets set out school development plans.

The school business cycle will be used to structure an intelligent timetable of meetings to support appropriate upward/downward cascading of information. For example, the Board will approve the final annual budget each September which will need the finance committee to agree the budget earlier that month. Attainment data such as end of Key Stage results will be considered by the Board and the School and Pupil Performance and Wellbeing Committee in September and adjustments to the school development plan presented to the Board in October. So, two meetings will be needed in one half-term but then the Board need not meet again until the following January.

While Governors will be elected by and represent constituencies within each school's community all will be expected to focus on the common goal of creating outstanding schools for pupils, staff and the wider community. Each will serve a four year term of office.

Each of the governors' committees will have clear terms of reference including areas of authority, key performance indicators and spheres of risk.

The Trust has been established with three members. The proposers understand that Members of this Trust have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings. The directors of the company are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees. While the roles of company members and company directors are distinct, they may be occupied by the same people.

Matters within the responsibility of the Principal that can involve the Board of Governors are complaints, appeals over exclusions, and appeals for admissions. Also, Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where staff have exercised a right of appeal. Furthermore, some appointments of senior leadership will involve Governors on recruitment panels. These processes will be managed within the Board's and committees' terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that Governors, who have had no involvement in the original decision, are available to be allocated to appeals.

Members, Governors and senior leadership will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy to be produced and ratified jointly by Company Members, Governors and SLT. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example, she/he may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Principal in the role of Governor when other Governors are reviewing and deciding on the Principal's pay.

In a similar way, we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Principal and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

The school's operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We should point out that there are no familial relationships in the proposer group.

The company members as part of the Trust Board will have the following responsibilities:

- Legal responsibility: returns to Companies House and Charity Commission, DfE, EFA
- Funding agreement with Secretary of State

- Overall strategic vision, performance and development
- Establish and hold to account Governing Body, agree Instrument of Governance
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer role
- Risk management
- Establishing and monitoring of Key Performance Indicators

Based on our experience and expertise we will have five committees when the school is operating at near full capacity.

- Finance
- School and Pupil Performance and Wellbeing
- Buildings
- Strategic management and the curriculum (there will be a link governor for each key area: literacy, mathematics, assessment, standards, ICT, and SEN)
- Admissions
- Audit

Each of the committees will have a majority of Governors but will also have an important minority of specialist or lay members to provide an objective and/or external perspective. For example, if the Board did not include an accountant then an accountant would be sought to sit on the finance committee. Equally, staff will also be able to play a full role in these committees as full voting members while providing specific expertise or insight. The chairs of each committee will be appointed by the Board who in turn have authority to appoint other committee members including non-governors. All committee papers will be available to all Governors.

The Principal will have key responsibilities around:

- Appointing all staff
- Performance Management

- Quality Assurance
- Responsibility for the school’s target-setting and developmental plans
- School budget and resources
- Setting and promoting high standards around pupil progress, attainment, behaviour
- Responsible to the Governing Body for all elements of the school

We have in place the required expertise within the proposer group. These individuals are well equipped to drive the ongoing improvement of our school. In particular, school improvement support will be provided by [REDACTED] with support from other education colleagues on the steering group and further governor appointments in this area.

Name	Previous Support	Outcomes
[REDACTED]	[REDACTED]	[REDACTED]

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F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Rugby	██████████	██████████	██████████	15
██████████	Nottingham	██████████	██████████	██████████	15
██████████	Exeter	██████████	██████████	██████████	10

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Staff representation	Staff representatives will be appointed when a full staff body is recruited
Parent representation	Parental representatives will engaged during the admissions phase for the school and
School improvement	This expertise will co-opted to the governing body through [REDACTED]. We are currently in discussion with a senior leader at other local schools to join the governing body to provide further support in this area.
Clerking	We will seek to share a clerk with one of the schools in the area and have identified one experienced candidate already.

Experience has shown that the pre-opening phase is most efficiently managed by small group of committed and experience individuals who are able to quickly produce work and make informed decision, while preparing the school for a seamless transition to the school's governing body The Proposers of Rugby Free Primary have considerable experience of both governance and governor recruitment. At this stage it has been a conscious decision not to increase the size of the governing body as our experience shows that the early stages if pre-opening require different skillsets than the operational governance of a school. This being the case, we will seek to start further governor recruitment towards the end of 2014/early 2015.

All members of the proposer team outlined above have made commitments to being part of the school's governing body. However, to ensure a full range of skills and to demonstrate that the school is fully inclusive, we will seek to advertise governor appointments other than those outlined in the table above.

Section F4

In keeping with DfE guidance we will expedite recruitment to be able to appoint a Principal Designate up to two terms in advance of the school's opening date. Several members of the proposer group have already supported Headteacher Designate / Principal Designate and Deputy Headteacher / Vice Principal appointments in Free Schools and we are aware of resignation deadlines. In terms of the Deputy Principal appointment, to appoint a Deputy to start one term before the school opens would require a resignation by the end of February 2015.

All appointment will be by open competition. We will advertise nationally for the Principal Designate role, using online media to attract an outstanding leader for our school, reflecting the levels of experience and expertise needed to successfully open and then develop a Primary Free School under the high expectations of the proposers and the national level of interest in Free Schools.

We expect that the Principal will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of guidance from DfE which states that NPQH is not mandatory for Free School leaders and we do not wish to rule out the appointment of an outstanding Principal from the independent sector. However, we are also mindful of feedback from parents in the local area who have supported the school. The clear message from them is that in a new school, the fact that qualifications such as QTS and NPQH are seen as significant comforting factors

The selection process will be mindful of the resignation deadlines for serving Heads and Deputies. It will also will take account of the need to advertise when it is generally thought that relevant professionals will be looking to move posts. The timeline for the recruitment of the Principal Designate is as follows:

Date	Action
15/9/14	Agree assessment criteria, Job Description and Person Specification. Draft advertisement and accompanying materials
19/9/14	Advertisement live in TES, eteach, school website and through LA if permitted. Press release to local press. Informal enquires received and responded to
3/1/14	Closing date for applications
w/c 6/10/14	Shortlisting and reference requests. Due diligence on candidates. Invitations to assessment day
w/c 13/10/14	Assessment day(s)

17/10/14	Offer to preferred candidate subject to FA, DBS, references, medical etc
May 2015	Principal in Post

The timeline above allows sufficient time to attract, assess and appoint a high quality Principal for the school. It will also allow an announcement of an appointment to be made prior to the open events for the school and, crucially, the deadline for applications to primary schools. We would work with the school from which the PD has been recruited to help assist succession planning and also to negotiate time where our PD can attend key meetings prior to their official start.

Should we be unhappy with the field for the first round of interviews, we will close the process and seek to re-advertise, immediately after the half term break (27th -31st October 2014). In addition to advertising, we will engage the services of a research company to bring additional high quality candidates into the process. This timeline will still enable the appointee to hand in her/his resignation before Christmas 2014, well in advance of the resignation dates for serving Heads and Deputy Heads. This deadline also allows the school to announce the appointment prior to parents making their final selection of primary schools in January.

In the very unlikely situation that we cannot recruit in good time for somebody to take up post in September 2015 when the school opens, we will explore the possibility of appointing an interim Principal. We would then use our extensive contacts in education to identify this person.

We will ensure that best practice and safer recruitment principles in all our recruitment exercises. We intend to use the following menu of selection instruments following advertising nationally:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

Role of Principal Designate

The role of the Principal Designate will be to quickly become engaged with the project, working with proposers on developing and implementing the vision, also further appointments particularly the Deputy Principal, and assisting with the implementation / pre-opening phase regarding education deliverables.

The Principal Designate will also have a role in terms of communications with prospective parents and in establishing links within the community. They will also contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

When the school is open they will be responsible for the overall direction of the school and accountable for school performance as outlined above.

Principal Job Description

Rugby Free Primary School: Principal

Accountable to: Governors

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for Rugby Free Primary School
- Ensure that learning is at the heart of everything the school does
- Develop a culture that promotes inspired teaching and outstanding learning
- Develop school policies and practices that promote effective learning in a safe and secure environment
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in the learning experiences and outcomes of pupils
- Continuously monitor, evaluate and review every aspect of school life
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with Governors

Planning and setting expectations

- Adopt, take forward and develop the vision and ethos of the school
- Set the tone of the school in keeping with its character as an all-ability free school
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities

Teaching and planning pupil learning

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with racial harassment
- Ensure that improvements in literacy, numeracy and computing are priority targets for all pupils, including those identified as being Gifted and Talented and SEN pupils
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

Pupil achievement

- Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for all children
- Ensure that resourcing and staffing are dedicated to achieve the highest standards for all pupils
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement

Relations with parents / carers and the wider community

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the LEA, the local community and Ofsted
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities

Managing own performance and development

- Participate in arrangements for Performance Management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain their own motivation and that of other staff

Managing and developing staff and other adults

- Line manage the Deputy Principal, Key Stage Coordinators and SENCo
- Implement and sustain effective performance management systems
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example

Managing resources

- Work with governors and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met

- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money

Strategic Leadership

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money

The Headteacher will also be required to carry out such duties from time to time in keeping with the role of Headteacher as may reasonably be required by Governors. This job description will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

Principal Person Specification

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	QTS NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership in a 4-11 school Successful experience of leading one or more subject areas or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Teaching experience in EYFS or KS1, or KS2 Experience of teaching in more than one 4-11 school with a diverse intake in terms of ability and background
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

<p>4. Strategic Leadership</p>	<p>Evidence of having successfully translated vision into reality at whole-school level</p> <p>Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards</p> <p>Understanding of and commitment to safeguarding</p>	<p>Experience as an executive leader across institutions</p> <p>Experience of managing capital projects</p>
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<p>5. Teaching and Learning</p>	<p>Knowledge and experience of a range of successful teaching and learning to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies and the use of assessment to inform progress in learning</p> <p>Experience of effective monitoring and evaluation of teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of excellent pastoral care and successful behaviour management</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development</p>
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<p>6. Leading and Managing Staff</p>	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p> <p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
<p>7. Accountability</p>	<p>Experience of whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>Experience of presenting reports to governors</p> <p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>

<p>8. Skills, Qualities & Abilities</p>	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of Rugby Free Primary School</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	<p>Ability to manage public relations</p>
<p>10. References</p>	<p>Positive recommendation in professional references</p> <p>DBS (E) clearance</p>	

Section G: Budget planning and affordability

Section G1









[REDACTED]

G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted (staff salary impacts account for f/t p/t roles and on-costs)	Savings from original budget (£k)
2015 FIRST YEAR WITH REDUCED INCOME FROM REDUCED PUPIL NUMBERS		
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
TOTAL SAVED:		[REDACTED]
[REDACTED]		[REDACTED]

[REDACTED]




Section H: Premises

Excel application form completed.



CV Annex

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	N/A

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


		██████████
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(s) and contact details	██████████

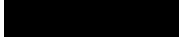
[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional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

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

		██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

[REDACTED]		
1.	Name Jacqueline Read	[REDACTED]
2.	Area of expertise (i.e. education or finance) Education	[REDACTED]
3.	Details of your last three roles including: 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: date of qualification professional body membership	[REDACTED]

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

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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

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


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


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

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w.w5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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 	

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

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

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

8.	Reference names(s) and contact details	


[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[REDACTED]


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

	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	██████████

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1.	Name	<div style="background-color: black; width: 100%; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100%; height: 15px;"></div>
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	<div style="background-color: black; width: 100%; height: 15px;"></div>
		<div style="background-color: black; width: 100%; height: 15px;"></div>
		<div style="background-color: black; width: 100%; height: 15px;"></div>
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership	

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

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

[REDACTED]		
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]
	This should cover the last four years. If not, please include additional roles	[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 	

Emma Turner

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

- the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- school's best 8 value added scores for the years you were in post, if applicable

5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):

- 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

Emma Turner		
	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	