



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

St Mary's Church of England Primary School, Cheshunt

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	√	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	√	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of need	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Budget planning and affordability	√	<input type="checkbox"/>
Section H: Premises	√	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	√	<input type="checkbox"/>
5. Have you fully completed the budget plans?	√	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	√	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	√	<input type="checkbox"/>

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 7th January 2014

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

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

√

Section A: Applicant details

Please see attached Excel application form.

Section B: Outline of the school

Please see attached Excel application form.

Section C: Education vision

We are a group of education professionals who have proven experience and successful senior leadership in delivering outstanding education provision in the area of south Hertfordshire and have wider impact across the education sector. Our passion is to create outstanding faith-based education provision drawn from this experience in a location that has an increasing deficit of primary places and a proven demand for this specific type of school provision.

St Mary's CE Primary School will be a 2 form entry 4-11 faith primary school. The school will admit 60 children each year. One of the distinctive features of the school will be that in Reception and Year 1, children will be organised into three classes of 20. It aims to be at capacity in 2020/21. Once it reaches full capacity the school will have 420 children. In addition the school will make provision for 60 nursery places. The school will open on the site of St Mary's CE High School.

Local educationalists make up the proposer group. The lead proposer is an existing secondary head teacher working with a team that includes the Head Teacher of an 'Outstanding' primary school, an experienced business manager and an experienced senior education consultant. The primary Head Teacher is the Head Teacher designate of the new free school.

The school will be located in the Cheshunt/Waltham Cross area that has a significant deficit of primary school places and is one of the most deprived and ethnically diverse parts of Hertfordshire. The driving force behind this project is to secure sufficient high quality school places for primary children in the local area. See Table below.

Table 1: Local Primary School Pupil Profiles and Quality of Provision below.

School Latest Ofsted report				Ofsted report comments on phonics, literacy and numeracy
% SEN D	% FSM6	% EAL	VA 2012	
Bonneygrove Primary Requires Improvement (07/13)				School leaders have not enabled improvements in pupils' progress in English and mathematics to be rapid enough. This is because skills are not taught systematically across different subjects.
7	15.7	6.6	99.0	
Holy Trinity CE Primary Requires Improvement (02/13)				Standards in writing by the end of Key Stage 1 are not high enough. Standards in mathematics at the end of Key Stage 2 have declined slightly over the last two years. Pupils' work is not consistently marked well enough, especially in mathematics.
13	23.8	6.6	99.5	

School Latest Ofsted report				Ofsted report comments on phonics, literacy and numeracy
% SEN D	% FSM6	% EAL	VA 2012	
Dewhurst St Mary's CE Primary Good (07/13)				...pupils not sufficiently clear about what they are expected to learn... pupils' learning in lessons slows down when they are not moved on to the main task quickly enough... pupils' progress in reading trails behind writing and mathematics.
7	40.2	6.3	99.0	
Brookland Junior Satisfactory (09/11)				Progress in writing is not as good as it is in reading and mathematics.
11	19.6	5.8	99.0	
Churchfield CE Primary Requires Improvement (11/13)				Some younger and less-able readers have not developed the skills to apply their phonic knowledge (the sounds letters make) when reading unfamiliar words.
20	40.1	8.5	99.4	
Fairfields Primary Good (06/13)				...staff do not always make enough use of their knowledge about what pupils already know to move them on quickly enough with new learning...do not organise lessons well enough and take too long to explain to pupils what they need to do, which slows their learning. The quality of written marking is inconsistent and too few opportunities are provided for pupils to respond to the advice given. In the Early Years Foundation Stage, boys are not developing their mathematical calculation skills as well as they should through investigative play.
17	17.1	7.4	99.4	
Flamstead End Primary Good (10/09)				Academy status autumn 2013
12	23.9	7.6	100.9	
Longlands Primary Good (09/13)				More able pupils are not always challenged enough in lessons and sometimes do not push themselves to work at a good pace when working independently.
10	45.0	11.9	102.2	
Millbrook Primary Good (11/12)				Not enough teaching pushes the more able sufficiently to make rapid progress. Writing activities in Reception do not interest boys enough and so they do not write as well as girls.
3	35.9	12.9	100.4	
St Paul's RC Primary Requires improvement (02/13)				Teaching does not enable pupils to make consistently good progress throughout the school. In Years 1 to 4, teachers do not always match work to the needs of different groups of pupils or use their teaching assistants to full effect. At times, staff do not question pupils carefully to check their understanding, and teachers do not get them to follow up the advice in their marking.
7	17.0	7.4	99.4	
Hurst Drive Primary Requires Improvement (06/13)				Standards in both English and mathematics are below average. The progress pupils make in both subjects is too uneven; while some pupils make rapid

School Latest Ofsted report				Ofsted report comments on phonics, literacy and numeracy
% SEN D	% FSM6	% EAL	VA 2012	
9.2	44.6	41.5	99.0	progress, those making too little are not always identified quickly. In spite of action taken by the school, boys are not reaching the same standards as girls in their writing. There are insufficient opportunities planned to develop boys' writing in Reception and, elsewhere, writing tasks do not engage or interest boys sufficiently.
Four Swannes Primary Good (02/13)				There is a very good marking scheme which is well used to support pupils' learning in English. However, this is not used as effectively in other subjects.
10.3	41.9	36.6	102.3	
Holdbrook Primary Outstanding (06/12)				Year 6 pupils produced writing of impressive quality, because the task was challenging and high-quality tablet computers gave them the freedom to concentrate on the content. The attainment of pupils in reading has improved and is average by the end of Key Stage 1, because of a school culture which expects pupils to read at least two books a week. Pupils who find reading more difficult are helped by well-trained staff, who give them close attention in learning to link sounds and letters (phonics) and consequently they make rapid progress.
12.1	52.4	32.5	100.0	
Broxbourne CE Primary Outstanding (01/12) (HT Designate current school)				From average starting points when they join the school, children get off to an excellent start, making rapid progress and attaining above the expected level of development in reading in the Early Years Foundation Stage. The teaching of phonics enables pupils to have an excellent grasp of the link between letters and sounds and consequently to read difficult words.
8.6	6.2	2.2	100.8	

Rationale

There is a very strong rationale for the establishing of a new primary school to serve the Cheshunt East and Waltham Cross areas of Broxbourne Hertfordshire. The most important are:

1. a significant shortage of primary school places in the local area (See Section E Table 1 Waltham Cross & Cheshunt East April 2012 HCC Pupil Forecast)
2. a shortage of Church School primary places in the local area to support opportunities for children to access faith based education from 4 – 19 years in the local area;
3. the local Church School provision needs to be:
 - a. consistently distinctive and characterised by the vision and values reflected in Section D1 and across the Local Learning Collaborative Trust (LLCT) See 3 & 5 below
 - b. outstanding as measured by pupil performance and quality of provision
4. high levels of socio economic and health deprivation in the local area, low levels of aspiration result in barriers to learning that lead to significant attainment and achievement gaps. See Section E1 Evidence of Low Standards in Local Schools
5. to support improved attainment and engagement in learning by building on the success of providing a single point of delivery for high quality integrated services and

partnership work, that includes education provision, for families with children aged - 9months-19yrs (25yrs for SEN) to meet the needs of families in this community

1. To Address Basic Need: There is a projected deficit of reception places of 9.8% projected for Waltham Cross and Cheshunt East by 2014/15 that almost doubles to 18% by 2015/16 (Ref HCC Meeting the Rising Demand 2012). This represents at least 1.5 forms of entry. For school planning purposes, it makes excellent sense to exploit the high level of value for money that would be achieved by providing a two form entry primary school co-located on the site of an existing high school. This proposal represents exceptional cost savings because of the potential collaborative opportunities characterised by the LLCT of Church schools incorporating two secondary high schools and seven primary schools. See Section E

2. To Respond to Parental/Carer Demand: The local demand for Church School education has increased significantly over the past four years. This is demonstrated by the seven local church primary schools which are already filled and the local church secondary school that has increased its pupil intake from 152 to 240 (2009 – 2014). See Section E2

3. To Improve Standards and Consistency of Education Provision Locally: The quality of provision in local primary schools is inconsistent. See Table 1 above. The Free School will provide an outstanding quality of educational provision from the outset and add to the capacity of the LLCT. Working collaboratively, Church School head teachers have identified and demonstrated their shared commitment to tackling local educational shortcomings and to share the responsibility for achieving the very highest standards of educational provision and pastoral and spiritual wellbeing across our schools. The LLCT has tested this concept as a vehicle for effective partnership collaboration and enriched provision. Children in LLCT schools have benefitted from a number of successful collaborative projects. This reinforces our high level of confidence for future benefit of partnership working for the new school. Governance accountability will monitor the effectiveness of partnerships and deployment of resources (See Section F Ref Governance Partnership Committee).

4. To Promote Equality of Opportunity and Access to High Quality Education Provision: The CE primary schools and the CE high school have faith based admission criteria but all welcome children from families of other faiths or none. All of the local Church schools have strong inclusion policies reflecting their Christian ethos to make all children feel welcome in their schools and to provide each individual child with the hope and aspiration to attain their full potential. As St Mary's CE Primary School joins the existing LLCT, the capacity to promote and extend these inclusive, culturally diverse and harmonious learning communities will be expanded. See Section D4

The pupil cohort is highly likely to be at high risk of educational disadvantage as 6/55 wards (11% of the population) in the Borough of Broxbourne are in the 30% most deprived IMD nationally and 49/55 wards (89% of the population) are in 70% least deprived. 21.6% of the most deprived children in Hertfordshire live in Broxbourne (Herts average 17%). 17.4% of households in Broxbourne with a child aged 0-18 are workless (Herts 12%).

Families present with significant needs in speech and language, health and wellbeing and parenting. This is reflected in Broxbourne's second highest position in Hertfordshire

districts for domestic violence and one of the ten highest for domestic crimes. Broxbourne is the worst district in Hertfordshire for obesity. 26.4% of Broxbourne adults and 29.2% of reception children are considered to be obese (this figure has risen rapidly from 9.3% in 2007). There is an increasing demand for mental health services for both young people and adults.

Eligibility figures for 2 year old funding show approximately 53% of families would qualify for Free Schools Meals on entry to primary school in 2015. There is an average gap of 30% in the achievement of FSM and non FSM children in EYFSP in Waltham Cross and Cheshunt East.

An increasing proportion of pupils have EAL with current figures showing up to 41.5% EAL in local primary schools. Four of our seven CE primaries are in the highest quintile for %age SEN with a further one in the second quintile. Ref DfE Performance Tables as summarised in Table 1 above.

Broxbourne has the highest number of NEETS (2004) and teen pregnancy (2011) in Herts. NEETs are now increasingly being joined by well qualified school and university graduates who are also not able to find employment. The Borough of Broxbourne has below average levels of adult literacy skills. Ref IDACI 2011

5. To Make use of Academy Freedoms:

In response to local and national initiatives, all seven local church primary schools have joined with St Mary's CE High School and Townsend CE School, (located in St Albans), to form a Local Learning Collaborative Trust with the main objective to drive up standards to make them consistently high/outstanding across all local church schools. The ethos of the schools is based on a strong Christian foundation and values and these provide common purpose. There are two outstanding primary schools in the Trust and they will lead on teaching and learning to drive up standards rapidly across the schools.

A Sure Start Children's Centre is located on the St Mary's High School site. As a result of innovative services organisation, it provides a wide range of services for families with children aged -9 months to 19 years of age (25 for SEN) in addition to its standard function as a Children's Centre. The impact of Children's Centre work is positively supporting a partnership of schools led by St Mary's and which the new St Mary's Primary would join. Thus we can provide an outstanding 'all through' experience of learning from birth to 19 years (25 for SEN) on one site, complemented by the provision of high quality family and community services. The new primary school will allow these services to be extended and for more local children and their families to benefit.

Vision and Ethos

1. Addressing Basic Need: St Mary's CE Primary School will be a two form entry, mainstream, co-educational, quality church primary school, serving the local and wider community. Local data informs us that at least one and a half forms of entry will be required by September 2015. Ref Section E1 Table Evidence of Demand.

This would provide capacity to respond to the need for places that is forecast to be required to support housing developments in the Greater Brookfield / Cheshunt area as well as the further demand that is considered to be 'difficult to manage' beyond 2012 in

Waltham Cross where there is no appropriate land on which to build (HCC Core Strategy Consultation – Further Evidence 2010).

2. Responding to Parent/Carer Demand: In order to meet the needs, and respond to demographic change, we will reduce class sizes to 20 and have a strong focus on basic skills in reading, writing and maths and especially phonics for the first two academic years of a child's education. Having small adult to child ratios with fully qualified teachers and Teaching Assistants (TAs) will embed these basic skills. These sound educational strategies have been shown to increase rate of learning and close achievement gaps. (Sutton Trust).

The new school will provide places for 60 children in each year group although it is expected that the school will rapidly become a school of choice for local parents/carers. This is because the school will have a reputation for delivering high standards of educational provision in a high quality learning environment made distinctive by the Christian principles on which it is founded. The Head Teacher's professional record of leadership of outstanding primary education in church schools and for being a NLE will further support confidence for exceptional success of the new school.

Once full the primary school would have 420 pupils on roll. Foundation admissions criteria for up to 50% of places would support the transition of pupils from St Mary's Primary, Church of England and other faith primary schools, to St Mary's High School. Other local primaries would be supported through community places admissions criteria.

Apart from the Church of England primary schools, there are no other faith denominational schools in the local area (more than ten miles radius). School surveys show that parents/carers of faiths other than Christian, have a preference to send their children to a CE school in the absence of a school of their own faith. Reasons include the alignment of Christian principles with many other faith groups and the reputation for Church schools to have high levels of care and student behaviour. Only 42.8% of the Year 7 CE High School cohort in 2013, and 26.5% (as of 6/1/14) of parents/carers signing up for the new school, declared a faith, confirming that parents/carers are choosing a Church of England school for reasons other than their own faith. See Section E1 Evidence of Demand.

As a Church of England Primary School, we will obviously have a strong Christian focus, but this religious character will also be morally suited to those of all faiths and none.

Christian Values will be articulated and expressed from school entry and will permeate the school creating an ethos of shared responsibility and exposing the distinctive Christian character. Expected codes of behaviour will be underpinned by these values. See Section D1 1 Christian Values.

3. Improving Standards and Consistency of Education Provision Locally: Value added scores (ie progress measures from KS1-KS2) for eight out of thirteen (61.5%) of our local schools dip under 100. (See Table1) It is our intention therefore to set aspirational targets. (Section D2 Measuring Performance Effectively & Setting Challenging Targets).

Following a high quality Early Years' experience, children will continue to make rapid progress in maths, reading, writing and phonics whilst following programmes of study based on the new National Curriculum. These will be innovated by engaging teaching

strategies that will be at the heart of every lesson. Children will learn to become resourceful and independent, taking control of and applying their own skills. Teachers will be highly skilled in using Building Learning Power (BLP) teaching strategies to develop learning capacity in children. See Section D1 3 Building Learning Power.

It is therefore imperative that we enable our children to attain high standards through a creative and challenging curriculum that is underpinned by Christian Principles and core skills. Five of our local schools were judged as 'Requires Improvement' by Ofsted in 2013, mainly because the standards in the core subjects were inconsistent. Our aim is to concentrate on teaching maths and English, daily and systematically. These are fundamental to the acquisition of knowledge and the understanding in all subjects.

Outcomes for our children will focus on getting 100% two levels progress in maths and English from KS1 – KS2. We will do this by maintaining a relentless focus on Quality First Teaching using performance appraisal, Teacher Standards and Ofsted criteria to evaluate. See Section F.

For future sustainability, we will use our school improvement plan to progress towards the school's goals and the children's outcomes. It will help propel Key Stage teams towards meaningful improvement. It will provide detailed expectations and priorities for all staff and will include specific plans that guide improvement focusing on children's achievement.

4. Promoting Equality of Opportunity and Access to High Quality Education: Local data, from the Borough of Broxbourne (Ref IDACI 2012), has identified the need to raise awareness of healthy lifestyles because Broxbourne has one of the highest rates of obesity in the country. We will make our Healthy and Active programme an intrinsic part of the school day emphasising the fundamental messages that support healthy child development and modelling health living. See Section D1 4 A Healthy and Active Lifestyle.

Religious Education will be taught as a core subject and all children would leave with a very good understanding of Christianity and the main world faiths. SMSC will be a distinctive feature that links intrinsically with the Christian Values of the School and contribute to the personal and social lives of children.

Children will aspire to red brick university/high level employment so breaking generational poverty cycles. They will have access to support to address domestic circumstances such as being a main carer or needing to contribute to household income. Parent/carers, a high proportion of whom have not had experience of higher education, will be supported to help their children to achieve more highly than themselves if they are unable to access the resources that are used by more affluent or experienced parents/carers

5. Making Use of Academy Freedoms: We will model our shared beliefs, values and collective commitments but staff will not work in isolation. They will forge relationships and partnerships that will strengthen the learning community and drive up standards. These partnerships will be exploited to not only advantage St Mary's CE Primary but also to strengthen the work of the LLCT

The LLCT arrangement will provide the benefits of shared resources and expertise as well as improved transition between phases. The close relationship of Church primaries with the Church secondary will eliminate transition achievement dips and support improved

outcomes for children and more effective deployment of resources/value for money. The existing Trust already provides the mechanism for Church schools to work together and to be recognised as centres of excellence and leaders in Church School education. The Free School is planned to complement and further strengthen the LLCT.

The shared facilities and creative use of resources within the LLCT will help with sustainability and demonstrate efficiencies. This in turn would allow savings made to be used to provide more support/resources for children, for example enrichment activities and higher staff ratios. Partner work, particularly with the LLCT schools, will be critical to this aspect of our vision.

The staff at the Children's Centre have a clear and coherent view of the expected intake and they will help us to identify the disadvantaged families so that no time is lost during transition from pre-school. Staff will know the children and their families very well, which will allow provision to be accurately targeted and differentiated to meet educational, social and health needs. Children and their families will continue to be supported by Family Support Services and local partners to break cycles of socio-economic and health deprivation as identified through IDACI scores and local data; as a result of such early intervention aspirations are raised and barriers to achievement are eliminated.

There is potential to achieve a primary school build that represents excellent value for money if it adjoins the high school building and shares existing core facilities such as kitchens, sports and dining halls and some administration facilities. This co-location will also support transition across key phases, creative use of resources and improved provision and opportunities for children particularly across KS2 and KS3.

Aspirations and Outcomes

1.To Address Basic Need and 2. Respond to Parental/Carer Demand:

60 additional places for children in the Waltham Cross and Cheshunt East Area. This will be measured by Local Authority and Borough planning that will demonstrate the capacity to provide sufficient primary places.

60 additional places for primary age children in a Church school chosen for a reputation for outstanding provision and a strong Christian ethos. The school will be known to provide a safe and exciting learning environment that supports high levels of achievement for all children from the local area. The school will become an oversubscribed, thriving school of choice, chosen because of its reputation for delivering high standards in a distinctive learning environment for all its children. It will provide places that the area so desperately needs and will be measured by the number of applications and appeals. See Section E

3.To Improve Standards and Consistency of Education Provision Locally:

The quality of provision St Mary's CE Primary will be outstanding as measured by the use of school evaluation processes, Ofsted criteria and quantifiable academic and non-academic outcomes.

Children will take responsibility for their learning, build resilience and resourcefulness. 'Building Learning Power (will help)... young people to become better learners, both in school and out. It is about creating a culture in classrooms - and in the school more widely

- that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.' *Guy Claxton*

It is our aspiration to ensure that all children exceed national standards this not only through 'outstanding' teaching but also expecting 'outstanding' learning. Performance data will show that all children are challenged and those with protected characteristics are well supported. Progress and standards will be raised above national averages setting high expectations in transition to the secondary phase. There will be no noticeable attainment 'dip' across key transitions.

The quality of teaching will be consistently judged as outstanding and thus will improve outcomes for all learners.

Children will experience an enriched curriculum that focuses on the key skills of literacy, numeracy and phonics. Expectations will be for achievement and progress to be above national standards. Other subjects will be delivered to excite and engage children. Raising aspirations through the extended and enriched curriculum, we will equip our children for life by encouraging a healthy lifestyle rich with active pursuits and taking personal responsibility. This will be measured by outstanding attendance at school reflecting our engaging curriculum as well as participation in extracurricular activities.

We aim to unlock the potential in our children by challenging the perceptions of children, staff and parents/carers. Through ambitious targets we will increase expectations and aspirations and empower children to achieve. As a result the reflective self-assessing learner will emerge. See Section D1 and D2)

4.To Promote Equality of Opportunity and Access to High Quality Education Provision:

Christian ethos and the values curriculum will ensure a strong foundation of provision that is accessible to all learners.

Achievement gaps for vulnerable groups will be eliminated and children will make more than expected progress. School and DfE data sets will provide evidence of these outcomes.

As a result of families and children accessing services coordinated by the Children's Centre and other local partnerships, comparative local data will show better outcomes and closed gaps for children in St Mary's CE Primary School. Stakeholder engagement and feedback will demonstrate positive impact of single point of service delivery.

Whilst the admissions policy will be based on 50% of the intake being Christian it is expected that the learning community of St Mary's CE Primary will be multi faith and multi-cultural celebrating diversity and equality. This will be measured through the monitoring of our equality schemes.

We want to raise the expectations of children in the area and give them more life chances in the future and make a difference. Pupil Voice and school self evaluation will provide us with ongoing feedback.

We will boost family independence and ambition and empower our parents/carers to have a positive impact on their children's futures. Taken together, aspirations and expectations

reflect the degree to which parents/carers presume that their child will perform well in school, now and in the future. Individual career progression will indicate aspiration and progression pathways.

High expectations of good behaviour based on Christian values will be established along with a cohesive approach to social, moral, spiritual and cultural development. We will create a fair and inclusive school for all children by eliminating potential inequity in school systems. This will be tracked using SIMS data bases and through observations of children's behaviour in classrooms, around school and out of school. (See Section D)

5.To Make use of Academy Freedoms:

A real advantage and distinctive nature of our school will be the transition between key phases in our children's education. The Children's Centre and associated Family Support Workers will know most of our families already, their difficulties and their successes. Our school, with the knowledge and expertise and support of our Children's Centre and family support services, will help us to engage quickly with our families so they can make rapid progress from the outset.

We will make excellent use of collaborative partnerships to optimise effective delivering of high quality provision and efficient deployment of staff and resources. Financial planning will demonstrate efficiency savings as a result of shared use of resources and procurement. Attainment data will measure the positive impact of seamless transition

The focus on teaching and learning will be characterised by our relationship with our neighbouring secondary school and further developed with our colleagues in the LLCT. Partners involved will engage in processes that are focused on removing barriers to learning. Through the LLCT we already have support for our school and the encouragement to strive to bring our ideas into fruition.

In summary, we will promote healthy and active lifestyles and offer an entitlement, where every child, every family and every member of staff matters. We will educate families and measure our success by the number of individuals who attend. Access will not be stifled by affordability but encouraged by inclusivity.

We will realise our vision into action by evaluating our practice regularly, identifying whole school improvement priorities and embedding them into a strategic plan. Our community will be characterised by limitless ambition and a drive to provide the very highest standards for our children and their families.

Section D: Education plan – part 1

The Curriculum Plan Local Context

The pupil cohort is highly likely to be at high risk of educational disadvantage as 6/55 wards (11% of the population) in the Borough of Broxbourne are in the 30% most deprived IMD nationally and 49/55 wards (89% of the population) are in 70% least deprived. 21.6% of the most deprived children in Hertfordshire live in Broxbourne (Herts average 17%). 17.4% of households in Broxbourne with a child aged 0-18 are workless (Herts 12%).

Education Plan (Part 1) Pupil Numbers 2015 - 2021

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

Introduction

Our aim is to provide high quality primary education for local children, adding capacity to existing provision. Local Church of England primaries are oversubscribed and provide a very mixed profile of success based on Ofsted outcomes. Our school will provide places for 60 children, some from single parent families and some in receipt of Pupil Premium funding, which can be as high as 54% in some of the local schools. There is also a substantial ethnic mix of children in the local area, up to 41% EAL; it is imperative that we provide a culturally rich curriculum for children who come from a diversity of backgrounds. Section C illustrates the groups the school will serve succinctly.

Six of our local schools are judged to 'require improvement' in 2013 and have in common a shared feature of value added measures indicating insufficient progress between KS1 and KS2. For example, where Average Points Score (APS) is 17.2 and KS2 average level is 4a, high attaining schools would expect at least Level 5 or Level 6. (Section C Table 1).

Of the local Church primary schools achievement is patchy, with English and maths two levels progress at KS2 reaching 81% at the highest and other falling to 68% against a national average of 79%. APSs at KS1 were all very similar, about 15 points. It is our intention to increase the opportunities to attain higher by focusing on a very rich curriculum beginning with basic skills. There is a direct correlation between KS1 APS and the levels outcomes at KS2, so children need a better start to learning starting with the strong focus on basic skills in reading, writing and maths and especially phonics. Having small adult to child ratios will impact on these as valuable time to embed these skills will be evidenced.

It is our intention to build an excellent school based on the principles that work in schools with outstanding provision. XXXXXXXXXX

We aim to achieve a better start for children by targeting 16+APS by the end of KS1 and in order to achieve this we will be improving the teacher to child ratio in the first few years, to enable practitioners to spend more valuable time with the children, to nurture, to engage in learning and also to build confidence so that they become more resilient. Time devoted to

reading with a child in school will help the child acquire the language required for writing. Time dedicated to teaching the skills of writing will help the child access other curricular areas. Time committed to the teaching of number will give the child confidence to try new skills.

By giving children time to consolidate these basic skills throughout Key Stage 1, the richness of the curriculum can be allowed to develop and higher academic performance expected. In Year 2, the BLP principles become prevalent as the children build resilience and are able to work independently, hence the opportunity to adjust staffing to a higher teacher to child ratio. BLP strategies – see Section D1 3.

As a Church of England Primary school, we will have a strong focus on Christian Values, but this religious character will also be morally suited to those of other faiths and of none. This is particularly important when moral values are not necessarily taught explicitly in the home. Values are the mechanisms through which appropriate behaviour is taught. When these social and moral aspects of learning are taught succinctly from the start, children will understand the positive behaviour expectations set by the school to create positive learning environments. As evidenced in our own schools, we see that when classroom behaviour is outstanding, the learning culture is enhanced and successful outcomes are achieved...by this we mean that all children have an opportunity to learn. In some schools where the ethos is not well-established, low level intrusive behaviour impacts negatively on learning.

Data informs us that in over 50% of local schools, lower and middle attaining children do not make expected two levels progress. In a further 25% of local schools, there is evidence to suggest that they are attracting only higher attaining children and so lower attaining children in particular are not well served by our local schools as a whole. Ref DfE Performance Tables.

A main focus will be stimulating each child, regardless of background or ability, to achieve his/her academic potential evidenced by clear assessment procedures and sound governance structures. This academic progress will be supported by the promotion of healthy and active lifestyles through well-targeted interventions and the enrichment programmes. The BLP models outlined in our curriculum plan are based on tested and trusted principles already working effectively in our own schools.

‘The curriculum is outstanding because it is exceptionally well organised and teachers reinforce key skills in all lessons, ensuring pupils make very quick progress. It is highly creative and provides excellent opportunities for all pupils to extend their life experiences and make outstanding progress academically and personally’. Broxbourne Primary Ofsted Report Jan 2012

Children are enabled to take control of their own learning through appropriate use of praise and encouragement. Effective and targeted questioning techniques by the teacher and well-pitched activities based on sound subject knowledge skilfully shape the learning. We can evidence this in our own schools not only through successful outcomes in statutory assessment tests but also the outstanding outcomes in behaviour and safety as outlined in the latest Ofsted and SIAS reports.

In keeping with our Christian ethos, a constant and ordered approach to learning will support children from disadvantaged backgrounds because it offers equality of opportunity in a school with consistent messages running through its core. Everyone will have the right to feel safe and the right to learn.

Curriculum Principles

The school will provide children with an 'entitlement' curriculum in which they will be able to access outstanding teaching delivered by fully qualified professionals with QTS status. Effective performance appraisal systems will challenge our practitioners to retain the highest standards of provision.

When shaping the curriculum we decided that the subjects needed to reflect the needs within the local area and society in general, hence the strong focus on creating a culture for learning as well as demonstrating the need to live healthy and active lives. See Section C for local data. As experienced practitioners, who have witnessed many changes in curriculum design over the years, we know that in order to access a wider curriculum, children need to be secure in basic skills of English and maths. We will create a curriculum that will equip our children to live as successful learners, confident individuals and responsible young people who are academically secondary ready and, socially, already immersed in the values that will enable them to become accepted and resourceful.

The class structure will be based on a mixed ability, limitless learning approach. Using a variety of teaching methods where extension and support are required. Assessment for Learning will be evident in feedback from target groups and individual conferencing. Pre-teaching strategies may be needed to support some children, but these will leave no child disadvantaged or left behind.

The links with the High School and other collaborative partnerships such as the Children's Centre and LLCT will bring clarity to the performance measures. We will share good practice and develop consistency across our range of schools through shared standardisation and moderation. This enables us to work together and become better at evaluating the effectiveness of our provision as against that of other local schools by benchmarking assessment and observing teaching.

The local picture of health and well-being is a concern to local councilors as well as the wider community and national leaders. One major programme being delivered by the Broxbourne District Council is targeted at cutting obesity rates. We will support this programme by developing a strong thread of learning based on how to lead active and healthy lifestyles. The healthy lifestyles education will weave through the curriculum. We know that regular physical activity is essential for good health and we will share this knowledge with the children. Physical education will inspire and challenge our children to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give our children an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Outdoor learning especially in the Early Years will contribute to physical activity and enhance learning in other areas of the curriculum.

When taken together, the experiences and outcomes in physical education, physical activity and sport will establish the pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.

The type of enrichment activities we deliver at the beginning and end of the day will focus on healthy lifestyles and although these activities will not be compulsory, children will be encouraged to participate through subsidised schemes and local competitions.

Practical food activities will feature across the food and health experiences and outcomes so that children will enjoy a variety of opportunities to apply their knowledge and skills to plan and safely prepare dishes for a healthy balanced diet to meet their own needs and the needs of others. In this way they will gain an appreciation that preparing and eating food can be a pleasant, enjoyable and social experience.

Local unemployment rates are higher than national averages (See Section C). Whilst we are unable to influence these directly, we can help working families by offering pre and post school provisions for their children. This will be subsidised by using Pupil Premium funding to provide staffing at a high level so that the children are immersed in active learning rather than simply 'looked after'. Engagement in these activities will develop children's physical health as well as social and emotional well-being. Children will be given opportunities to make informed choices based on the key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. Our curriculum will be based on six key principles:

1. Christian Values
2. A rich, broad and balanced curriculum
3. Building Learning Power
4. A healthy and active lifestyle
5. Effective transitions
6. Positive learning partnerships

1. Christian Values

St Mary's CE Primary School will be a Values-based school. Values are what we believe in that help us to make decisions about how to behave. They are the principles that guide our lives. Some commonly held values include thoughtfulness, respect, trust, love, friendship, courage.

At St Mary's CE Primary we will look at values in detail so that we all have the words to describe them to each other and know how to spot them in ourselves and in others. We will celebrate when people are showing values - by sharing them both on the website and in school. There are lots more values and many overlap. Some values will be quite tricky to understand and difficult to do every day; others will be easier to spot and simpler to do.

It's not just children who need to learn about values, adults have to think about them too and sometimes need to remind themselves to slow down and think about what is really important to them. Teachers will be trying to live the values at the same time as the children: that way we can all learn together.

Values Education is not just something that helps you to learn when you are younger; it is a set of tools that you will carry with you all your life. Understanding the values will help

everyone to make difficult decisions. To feel valued is special and something we want our children to experience.

Our church school will be a place where children will learn how to love God, one another and ourselves. This is will be achieved through collective worship, religious education and the application of Christian principles to relationships within the school.

Christian Values will be taught explicitly during acts of worship and RE/SMSC. They will be displayed in the main entrance and around the school and referred to during the school day. They will follow an annual cycle of core values that relate to expected codes of behaviour in school and in society. SMSC aspects of the curriculum thread through the key principles, mentioned individually on the next few pages, and explicit, systematic learning about values enables children to develop a bedrock of well-considered reference points on which they can draw as they face life's challenges. The understanding acquired nurtures consistency and is especially reassuring when exploring many of the important and sensitive issues raised during instruction focusing on spiritual, moral, social and cultural (SMSC) growth.

SMSC development, underpinned with a good grasp of the significance of the values we choose to live by, individually and collectively, enriches the experiences of children as they journey along their paths of personal discovery and development. Armed with uplifting attitudes, mindsets, skills and knowledge, the individuals are well equipped to make positive transitions into adulthood.

All adults will be expected to promote and present high levels of respect and regard for children and adults thereby being role models for the children including by:

- Using polite, warm greetings and respectful conversations.
- Moving around the school with consideration for others.
- Maintaining the tidiness and organisation of the physical environment of the school.
- Listening respectfully.
- Including children as equal partners in the life and ethos of the school.

Love and respect, truth and forgiveness, will be the four main values because they will reflect the expectations in our positive behaviour policy.

A rich and varied curriculum will enable them to discover the wonders of God's creation and the worth of other people. Learning in an atmosphere of excellence and enjoyment will enable us to grow in confidence and self-esteem.

We will have a very strong and clear school ethos that will thrive within the school community and we will provide a quality environment underpinned by Christian faith and principles. This will promote positive relationships, mutual respect and tolerance for others and will encourage the full potential of everyone. We are committed to nurturing a love of learning and to developing independent learners.

In order create the appropriate climate for learning a respectful and positive learning environment needs to be created. It is vital that classes of children are well managed and supported, that teachers articulate and display the behaviours that they wish to be mirrored and that opportunities for aspiration and inspiration are exploited.

Parents/Carers who choose to send their children to the school will be informed of the values prior to entry and asked to sign the home-school agreement based on these values and the high expectations of positive behaviour that they underpin. Whilst the values will be broadly Christian in nature the moral codes of conduct will be adhered to by those of all faiths and none. In setting this standard, active and purposeful learning will be allowed to happen.

2. A Rich, Broad and Balanced Curriculum

The purpose of the rich, broad and balanced curriculum is to give children opportunities to learn knowledge and skills that will generate enthusiasm and a thirst for further learning. These skills and attributes will be required if they are to flourish in life, learning and work, now and in the future.

As mentioned in our vision, (see Section C1), our curriculum will be based on a curriculum that focuses on the core/key skills of English and maths and these key subjects will be taught every day. It is therefore imperative that we enable our children to attain high standards through a creative and challenging curriculum that is underpinned by Christian Principles and core skills.

Our aim is to concentrate on good quality teaching of maths and English, daily and systematically. These are fundamental to the acquisition of knowledge and the understanding in all subjects. In the Early Years this is dedicated time to learning key skills, such as daily phonics, so that children can build words for reading and writing. It will be our aim to teach children to read in the first and second terms of Reception, so that they have greater access to texts later in the year and into Year 1. Similarly, writing will be encouraged from the onset, using phonics to help build words and eventually create sentences. In maths the acquisition of number will be explicitly taught through discrete teaching, games and furthering development of skills through child initiated learning activities.

Children continue to succeed through further high quality learning experiences, based on the subjects within the National Curriculum but these will be innovated by engaging teaching strategies that will be at the heart of every lesson. Our school curriculum will be the framework for learning and the context in which the National Curriculum will be set.

Basic skills will focus prominently in the daily routine as the children progress through the school, with phonics, spelling and grammar being used as the building blocks to good narrative and explanation texts. Reading will continue to be taught using quality texts and children will enjoy regular guided reading sessions. This will reinforce understanding, inference and deduction and the smaller adult to child ratio in Year 1 will allow this to happen more regularly.

These strategies will help children to achieve the highest possible academic levels of literacy and numeracy. Science, RE and PE, although core, will have a weekly focus and have equal priority. Discrete cognitive skills will be taught to develop skills for learning and life and eventually the skills for work. Children will develop knowledge and understanding of society, life in Britain and our place in the context of the world.

The curriculum will be broadly based on the statutory elements within the new National Curriculum but will also encompass opportunities for enrichment and widening experience. The new National Curriculum will be mapped into a curriculum plan giving a broad and balanced coverage to all subjects so that children develop a foundation of knowledge and basic skills, well informed views and can act responsibly.

3. Building Learning Power (BLP)

We recognise that one of the most important contributions we can make to the lives of children is to develop positive attitudes towards learning and confidence. This applies to all children from all backgrounds. Whilst developing these positive attitudes to learning we will be enhancing the Christian values that sit alongside, respecting the contribution that everyone makes to learning, life and their community.

Every classroom will have its own display showing the four key areas for BLP: resilience, reciprocity, resourcefulness and reflectiveness.

These are the four main LEARNING muscles:

- Resilience - the ability to keep trying
- Reflectiveness -the ability to think about what you have learnt
- Reciprocity-the ability to work on your own and with others
- Resourcefulness- the ability to use what you know already know to help you learn

These dispositions are inherent in us all. They are not fixed at birth, or when we leave school; they can be developed by everyone regardless of “ability”, social background or age. In fact, there are NO limits to extending our learning.

Language for learning is used in all classrooms, across the school. This helps everyone to talk about and understand learning to learn. This language will be shared by parents/carers and across the community.

Our whole school ethos will be one of encouraging success and building aspirations. All staff have high expectations of learners, believing that everyone has something to offer and the capability of rising to a challenge. We reinforce this by encouraging learners to reflect on how and why a success, however small or large, has been achieved. Teachers will model how to respond to others doing things well and how to use mistakes as a springboard for new learning.

Critical to the successful implementation of BLP pedagogy is the training of classroom staff to use language to encourage and stimulate children to determine their own learning, prompting by careful and challenging questioning rather than providing answers. This benefits our children by creating in them a confidence to approach problems and take calculated risks to work out solutions: a strategy that will empower them throughout their learning and lives. Lower attaining children will benefit from accessing all aspects of the curriculum as a result of using this pedagogy and so they will experience early success and recognise their ability to make positive contributions to teams and their own learning.

4. A Healthy and Active Lifestyle

Good health and well-being is central to effective learning and excellent preparation for successful, independent living. Children will be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives.

The areas covered in our curriculum programme will include: healthy eating; mental, emotional, social and physical wellbeing; physical education, physical activity and sport and sex and relationship education. These aspects will also be strongly reflected in our extended school provision (See extracurricular activities section below). Food and drink offered by our catering team will also support the principles of healthy eating and adhere to national standards.

We believe that aspirations for children can only be met through a concerted approach when schools, parents/carers and professionals work together to plan programmes of support. For example this might be making use of the Family Support Worker to engage with families by encouraging participation in parenting activities health and nutrition programmes.

The links with the Children's Centre will establish these partnerships and we will be able to plan explicit programmes that take into account local circumstances and individual needs. Planning to provide, coordinate and manage the many different and complimentary contributions will be challenging for us and we will ensure that individual practitioners are aware of their roles and responsibilities.

5. Effective Transitions

As mentioned in our vision collaborative working practices with a wide range of partners will allow for high quality provision and will also apply to effective transitions between different phases.

Children's Centre staff have an excellent knowledge of local demographics, which is shared through competent data streams and knowing families well. This understanding and accurate use of facts and figures enables the school to make closely matched provisions for incoming children. Admissions programmes will be tailored to support all children to make positive transitions into the school and between key stages. Intervention will be provided for children who are at risk of being less well prepared for full time school.

Children in the local area have a variety of diverse needs as demonstrated in Section C. This summary allows us to predict likely intakes and plan programmes of support to enable smooth transitions into the primary school.

When children transition to secondary, their fears are broadly based around the size of the establishment, the unknown and unquantifiable measures of social interaction and homework. Some of these difficulties can be eradicated particularly for those who make the transition from St Mary's CE Primary to St Mary's CE High School. Children will already be familiar with the building, will know some of the secondary pupils and will know some of the secondary staff. Personal preparation will be nurtured through the use of cross phase teams linked to specific year groups. Benefits to this arrangement include the elimination of achievement dips and improved outcomes for known children.

Effective use of professional development opportunities will secure approaches to learning across the phases and enable the development of subject specific criteria so that unnecessary repetition is eliminated in curriculum subjects.

Mutual trust and respect will also enable effective working practices and partnerships to be maintained between schools. Mistrust is built up when staff in either phase do not know

the working practices required for each sector. In our school this will no longer be the case.

Positive Learning Partnerships

Many positive learning partnerships have already been mentioned and these will continue to feature. At this time it is necessary to mention the importance and trust of families in our school. Parents/carers as the first educators of their children are sometimes difficult to reach and as a result they and often their children become disengaged with the system. Wherever possible and from the onset it is our intention to build on the positive relationships that are established when a child starts school. The very first meetings with parents/carers will be practical, providing relevant information that they can access.

We will continue this extremely valuable relationship by encouraging parents/carers to come into the school, particularly at the beginning of the day, share their children's learning and take part in mini events to celebrate learning, engage in adult and family learning activities and volunteer in school.

Parents/carers are a crucial part of our school and our open door policy means that they will be welcome to visit and discuss their child's progress.

Some parents/carers are difficult to engage so we will find creative ways to encourage them to feel a sense of community and belonging. We will empower our parents/carers to have a positive impact on their children's futures by boosting family independence and ambition. Communication will be the key to developing an effective strategy for engagement. We will ensure information and reporting procedures are clear and coherent and that practices are seen to be fair and transparent.

Expected Pupil Intake

Local schools where there are high numbers of children with one or more protected characteristics have outcomes showing they follow the national trend of having lower achievement data (See Table 1 in Section C). St Mary's CE Primary school also expects to have significant numbers of children with one or more protected characteristics and based on local data will have a likely profile of 30% FSM (pupil premium), 25% EAL and 12% SEND. See Sections C Table 1).

SEND

Inclusive practices will be based on the SEND Code of Practice and our own understanding of the needs of the different children. XXXXXXXXXX

Children with SEND will fall into one of three categories receiving Waves 1, 2, or 3 intervention strategies. The Wave of intervention will depend on the severity of the need. For example a child with an autistic spectrum disorder could fall into any category. As a high functioning child with autism, he or she might well be included and indeed stretched in order to achieve his or her full potential but, he or she may need support with

communication and/or social interaction. This child may only require in class support given by the teacher and a suitably qualified Teaching Assistant. This would be a Wave 1 intervention.

Children with difficulties in phonological awareness such as dyslexia may require one-to-one or small group support, possibly through the delivery of a succinct phonics programme. This would be deemed Wave 2 intervention. A child who requires Wave 3 intervention would then be one-to-one intense training based on the area of need such as a speech and language programme or for a child with severe behavioural difficulties relating to traits of autism, this might mean a social stories intervention or time out to avoid sensory overload.

In order to get the best from children with SEND, the teaching and the curriculum needs to have some degree of adaptability and flexibility. Staff will require a good mix of qualifications, practical skills and personal qualities. Their interpersonal skills, ability to problem solve and try new ideas will be of paramount importance. They will need to take responsibility and show initiative when designing the formulae for intervention. Technologies would be used purposefully, for example use of voice recognition software to help support children with severe dyspraxic difficulties. Whatever interventions we use we will be clear about the inclusive practices that underpin the learning ethos of the school.

In the future, our parents/carers will have a greater awareness of that the school can offer. Our local offer will match that of other local schools so that provision across the area is both inclusive and consistent.

Able, Gifted and Talented

We are committed to an elastic education that inspires even the most able children. Mindful, of value added performance data as referenced earlier, these children will need to benefit from a fully inclusive agenda that motivates them to aspire to greater outcomes. This programme of intervention will not be a train track of more and more of the same but extending the curriculum's breadth to acknowledge the child's greater capacity and expect them to give reasons for and why things happen. Critical thinking and philosophical learning skills will be at the heart of this extension work. An example of this may be in RE, where theological and philosophical debate can give our able children an extension from learning from and learning about religion.

In English, children will be extended by teaching them to independently select ideas and relevant information for different purposes. They will develop organisational skills that are essential in supporting the detail for scripts that require a logical order and they will use vocabulary to communicate effectively to a wide variety of audiences.

In maths, our expectations are higher than they have ever been; this is due to the increasing recognition that we should raise performance levels in maths and sustain them through lifelong learning. To support this, the experiences and outcomes for our children will be without ceilings. They will be challenged at an appropriate level for their understanding through high quality opportunities to progress at an aspirational pace. As our children gradually accumulate the concepts and skills contained in mathematical experiences and outcomes, they will extend and demonstrate their competence by applying them in a number of ways.

EAL

Children in our local area (up to 40+%) come from a range of ethnic cultures. Equality and Diversity schemes will ensure that provision for our EAL children is appropriate.

Our EAL children will not only benefit from being immersed in the English language but also they will contribute to the richness of our school life by sharing cultural experiences. It is important that learning for our EAL children begins at home in their own language. Parental involvement for these children is vital; it is through this that the building blocks to English formal education are created. A dialogue with parents and carers of EAL children will be necessary in communicating our shared vision and expectations. Children will learn through positive and appropriate play and the language experiences that are involved in social interaction. Sometimes, when the language barrier is too vast we may find the need to employ a Bilingual Teaching Assistant.

Pupil Premium

Our summary of local provision indicates that the numbers of children in receipt of Pupil Premium funding varies widely from school to school. For the purposes of this exercise we have used the figures of St Mary's High School (28%) but it could be anything up to 52%. The needs of children who are in receipt of Free School Meals or who are our 'ever 6' children vary. We will ensure that no child is marginalised by the inability to fund activities and experiences that link directly to their education. Pupil Premium funding will be used to enrich children's learning experiences and give them a good balance of academia, arts and sports that interweaves the curriculum.

Education research (DfE/Sutton Trust) confirms that whilst there can be no simple strategy or easy formulaic solution to provide effective intervention, an approach that combines a range of actions can contribute significantly to close attainment gaps. These are enhanced further when the interventions are active and practical e.g. breakfast clubs and provision of laptops. The school is committed to exploring a using a wide range of strategies to bring about the most effective and positive impact.

All of these groups of children will benefit from the differentiated nature of tasks when teachers feel that their needs cannot be met in any other way. Monitoring of interventions will take into account children's starting points. Measures of progress will determine the effectiveness of each intervention and programmes will be adapted accordingly.

Curriculum design will focus on the six key principles so that vulnerable groups mentioned above will be entitled to the provision stated in the Curriculum Principles. High levels of progress will be expected. Successful children, who gain a love of learning will not be limited by who they are or where they come from. Children will not be set into ability groups, they will be able to access/ catch all of the teaching and will receive in class support using quality teachers and Teaching Assistants. Only children who need very specific programmes of study will be removed from the classroom. BLP strategies will help all children to build confidence and self-esteem so that they can 'have a go' without feeling failure.

Type of Curriculum

The type of curriculum that we wish to provide for our children is very closely based on the Early Years Foundation Stage Framework and National Curriculum for England & Wales.

We do not wish to disadvantage children by giving them such a different curriculum that transition to secondary would be compromised.

We will concentrate on the core subjects of English and maths, covering the areas of study itemised in the National Curriculum and use schemes such as Big Maths to focus on the specific teaching of number within the maths curriculum. This programme focuses on learning basic number facts and manipulating number in different contexts. The scheme is effective in that the steps to success are small, well broken down so that gaps in understanding are less likely. This scheme has been trialed in local primary schools and the children enjoy the interactive and dynamic pedagogical approach to learning maths.

Tree of Key Skills at St Mary's CE Primary

Successful learners, confident individuals,
responsible contributors

Enthusiasm and
motivation for learning
Determination to reach
high standards
Openness to new ideas

Self- respect
A sense of physical,
mental and emotional
well- being
Secure values and beliefs

Respect for others
An enterprising attitude to
learning and life
Resilience
Self-reliance

Literacy, numeracy and
communication skills
Technology for learning
Think creatively and
independently
Learn independently and
collaboratively
Make reasoned evaluations
Link and apply learning
Create and develop

Relate to others well and
manage themselves
successfully
Pursue a healthy and active
lifestyle
Be self-aware
Develop and communicate
their own beliefs
Assess risk and make
informed decisions

Understand and respect
different beliefs and cultures
Develop informed, ethical
views
Communicate differently
according to settings and
audiences
Work in partnership
Share responsibility
Take initiative
Solve problems

Christian Values	A rich, broad and balanced curriculum	Effective transition
Building Learning Power	A healthy and active lifestyle	Positive learning partnerships

Curriculum Models: Early Years Foundation Stage (EYFS)

The children will come in to our school in the Foundation Stage, initially at Reception level and then with Local Authority agreement, at Nursery level thus aiming for an 'all through education experience' that naturally follows from pre-school Children's Centre provision.

Children will enter the Reception class at rising 5 and be put into class groups of no more than 20 children. This enables the nurturing process to operate effectively. Children will be encouraged to follow the schools Christian Values and taught how to behave and learn. This is enriched through active learning and planned, purposeful play.

Fully qualified practitioners will teach according to the Early Years Foundation Stage Curriculum (EYFS) but with an added emphasis on the core skills of English and maths.

Phonics, using mainly Letters and Sounds materials, will be taught daily along with key skills in maths. Many activities will centre on listening and talking skills, encouraging children to improve their vocabulary and communicating, collaborating and building relationships.

The day will begin at 8.40 am with self-registration and 'little fingers' games/exercises to encourage fine motor skills and which the children will be encouraged to enjoy along with their parents and carers. After 10-15 minutes a healthy and active activity will follow for approximately ten minutes, again encouraging parents/carers/adults to join in with the children although this will not be compulsory. Following this, the parents/carers will be expected to leave and the children will carry on with their daily routines involving a balance of adult- led and child- initiated activities. The timetable below explains the main activities for the day.

An act of worship will either be incorporated into the day's programme and, on specified days of the week, classes in the Early Years will be expected to join the rest of the school in worship.

Curriculum Models: Key Stage 1

In Year 1 children will also be grouped into classes of no more than 20 children per class. This will not only enable the smooth transition between the EYFS and the National Curriculum but also help to secure children's phonic knowledge ready for the Year 1 phonics tests. Young children thrive on praise and encouragement; this can be achieved really effectively when the smaller adult to child ratio is executed. Effective Assessment for Learning techniques are achieved when time for feedback has been given and a shared conversation emphasises the next steps in their learning. By having smaller classes, children will be able to access support more readily and children who are ready for academic challenges can be guided and stretched appropriately.

In Year 2 the teacher to child ratio will change. The small classes of 20, although ideal, would not be financially viable across the rest of the school. The expected standards of behaviour and key learning processes will have been instilled ready for children to take on the resilience and responsibilities as emphasised in Guy Claxton's work on BLP. The Key Stage 1 curriculum model will follow the outcomes itemised in the National Curriculum.

The day will begin with healthy and active activities just as in the EYFS so that children feel energised and ready to learn. Parents/carers will be invited to stay on to share early learning or reading activities with their children. The morning will follow a similar routine every day covering the core subjects of English and maths, interspersed with a morning act of worship and a break time of 15 minutes. The daily phonics session will begin at 11.45 am followed by a healthy and active activity before lunch. The afternoon curriculum will be organised around the following key curriculum areas: science and technology, humanities including RE, performing and creative arts including PE. Whenever it is appropriate, we will link skills learned in the core curriculum with foundation subjects, in order to make teaching meaningful and relevant for children. They will receive a good general knowledge of the world in which we live and the curriculum will be made accessible to all abilities through a cross- curricular approach. However, we will not divert

from the statutory elements of the National Curriculum but will be more creative in how we deliver it.

Curriculum Models: Key Stage 2

High educational standards will be maintained in Key Stage 2 through robust systems and teaching strategies. Children will enjoy rich educational experiences not only gained through curriculum content but also the enrichment opportunities that will be provided when extending the school day.

In Key Stage 2, children will be encouraged to become more independent learners and thinkers, and to help them in this they will benefit from and enjoy specialist teaching across the whole curriculum, sometimes moving around the school and the High School to the different designated classrooms. All pupils will have a dedicated class teacher for their pastoral care who also monitors their academic progress and communicates regularly and effectively with parents. This class teacher will be part of the whole school team and will be linked to the pastoral secondary leads.

The day will begin with healthy and active activities. A consistent timetable of English and maths will follow for morning activities. This will be interspersed with the daily act of worship, break time, phonics and spelling objectives and a further healthy and active regime before lunch.

Every afternoon will begin promptly at 1.00pm and will be split into two hour long sessions. Both hours on occasion may be used to firmly embed any learning that requires the momentum to continue. Just like the Key Stage 1 curriculum the afternoon will be organised around the following key curriculum areas: science and technology, humanities including RE, performing and creative arts including PE.

Parents and carers will not be expected to take part in early learning activities in Key Stage 2 as we wish to instill greater independence and a proactive approach to learning. The timetable for Key Stage 2 will look similar to that of Key Stage 1.

Time	Proposed activity EYFS	Proposed activity KS1 and 2
8.30	Healthy and Active	Healthy and Active
8.45	Little fingers	Early learning/parents and carers as readers (KS1)
9.00	AL and CIL,	English or maths
10.10	English or maths	Daily Act of Worship
10.25		Morning break
10.45		English or maths
11.45	Healthy and Active	Phonics or spelling
12.00	Lunch	Healthy and Active
12.15		Lunch
13.00	AL and CIL, English or maths	Science and technology Humanities including RE
14.30	Story	Performing and creative arts including PE Languages (KS2)
15.00	End of the school day	End of the school day

Section D: Education plan – part 2

Subject or activity (e.g. Enrichment)	Hours per week EYFS	Hours per week KS1/2	Mandatory/ Voluntary	Comments
Maths	5	5	Mandatory	Approx time spent on subject above

Subject or activity (e.g. Enrichment)	Hours per week EYFS	Hours per week KS1/2	Mandatory/ Voluntary	Comments
				EYFS expectations
English including Phonics	6	7	Mandatory	Approx time spent on subject above EYFS expectations
RE	N/A	1	Mandatory	At least 1hr per week Will also involve aspects of PSHE/SMSC
Science	N/A	2	Mandatory	EY – included in EYFS framework
Humanities (History & Geography)	N/A	1	Mandatory	EY – included in EYFS Equivalent. Might be delivered as a block of learning
The Creative Arts (Art, Drama, Music)	N/A	1.25	Mandatory	EY – included in EYFS framework
The Performing Arts including PE	N/A	1.25	Mandatory	EY – included in EYFS framework
Technology inc Computing	N/A	1.25	Mandatory	Equivalent. Might be delivered as a block of learning or as cross curricular theme
Healthy & Active	2.5	2.5	Mandatory	
MFL	N/A	1	Mandatory	
PSHE & Citizenship		1	Mandatory	Embedded in curriculum Equivalent. Might be delivered as a block of learning or as cross curricular theme
Collective Worship	1.25	1.25	Mandatory	
Breakfast Club	5	5	Voluntary	1 hour per morning 7.30 – 8.30am
After School Club	5	5	Voluntary	1 hour per day 3.05 – 4.05pm
Enrichment activities including trips, fieldwork (staying in or going out)			Voluntary	This will replace curriculum time as and when appropriate
EYFS Framework (7 areas of learning)	20.75		Mandatory	Blue font = National Curriculum Subjects and school curriculum Orange font = Enrichment & Extended Day Black Font = Statutory aspects retained

Content of the Curriculum: Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the start of each child's own learning journey and will be designed to build on the foundations of their learning in a safe, supportive and caring environment filled with opportunities and enrichment for every individual child.

Learning at St Mary's CE Primary will be fun, exciting and inviting, with children learning through productive play and adult led activities. We will offer a broad curriculum, which will be linked through topics to provide opportunities for the children to extend experiences and further their learning and knowledge.

We will follow the Framework and Practice Guidance for the Early Years Foundation Stage but we believe in a flexible approach, for example taking a break to play in the first snow of the year or admiring a rainbow XXXXXXXXXX

Key elements within the curriculum will be English and maths. To begin with children will be encouraged to listen and talk appropriately within a motivating and challenging environment whilst developing an awareness of texts relevant to their lives. They will enjoy activities that support interaction and presentation and as text 'explorers' they will listen to, watch and talk about the different texts with increasingly complex ideas, sentence structures and vocabulary.

The analysis and evaluation of these early texts will generate questions and link learning to their own life experiences and other areas of the curriculum. Children will learn to apply the elements of text discovery in their writing, writing short texts for different purposes such as shopping lists, maps and plans, labels and a weekly diary.

When learning to read, children at this early stage will be encouraged to enjoy, explore and play with patterns and sounds of language. Phases 1, 2 and 3 of Letters and Sounds will help children in selecting the appropriate sounds and phonics will be taught as part of a daily routine, sometimes involving parents/carers (little fingers activities). Early reading skills will help the children to understand and make sense of stories and other texts, to ask questions that help them to gain an informed view and to generate ideas for innovating their own texts.

Writing in the early years is initially based on playing with patterns and sounds that occur naturally in the environment or in texts. The sounds in language will be spoken clearly and children will be encouraged to mimic these sounds. Children will be taught how to use tools appropriately and to explore/discover how words link together. They will use different materials and contexts and record their experiences in different ways, often imitating the adults who demonstrate the activities or who skilfully extend child initiated play. Children will be encouraged to share their language skills in different ways, often evaluating without realising the impact that they are having on their own learning.

In maths, again as part of a daily routine, children will develop their numeracy through cumulative growth in their understanding of key concepts and the application of their skills in new contexts. For children in the early years this means that skills will be taught explicitly but then extended and applied through play and discovery.

Collaboration with other professionals in the other two classes of 20 children will encourage a shared expectation of standards as well as the effective teaching and learning of maths within the early years' curriculum.

Shared planning for the different contexts in which the early years children learn and apply numeracy skills will also be crucial in maintaining the strong focus and applying consistency across the three classes. Early years' children in particular need opportunities to bring together different combinations of numeracy skills and this need careful planning based on progression. High quality learning depends on achieving a suitable balance between developing the children's understanding of key facts and integrating and applying them in imaginative and relevant contexts.

Children will be expected to follow a consistent programme of healthy and active activities every day. The format of these sessions will be interchangeable according to the topics

covered on the programme, for example within the topic of healthy bodies, children of this age might be asked to notice how their heart rate changes after exercise.

Above all, in every area we will encourage independence, thinking and investigating, enquiring minds, imagination, creativity, self-confidence and communication. We will treat every child as an individual and we firmly believe that happy children are learning children.

The EYFS works within four key principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development -

With these four principles in mind, the curriculum features three prime areas of development and four specific areas of development.

Central to our vision remains the Christian ethos. Christian values will be taught explicitly to children as soon as they enter the setting. These will be shared with parents/carers and the social and moral codes that they underpin, will form part of our healthy and active programme. This is because we believe that mental health is important in allowing learning to take place. Emotional intelligence will sit firmly alongside IQ.

Content of the Curriculum: Key Stage 1

Children in Year 1 will benefit from being in classes of 20 with one teacher and one TA per class. Some children in the first term of Year 1 may require additional support and continue to work on the Early Years Outcomes and this arrangement will facilitate this process. Furthermore, in the early stages of reading, writing and maths, children often require more input in order to get to grips with the mechanics of the basic subjects.

In Year 2 teachers and children will have developed open, positive relationships in which children will feel that they are listened to and allowed to make full and valuable contributions. Teachers will promote a climate in which children feel safe, secure and valued. They will model behaviour that promotes effective learning and well-being and teachers and children will become responsive and sensitive to the needs of others. This will be established through the teaching and impact of Christian Values. As a result, children will take on responsibilities as role models and contribute positively in the life of the school. This includes opportunities to participate responsibly in decision-making, to contribute as leaders, to offer support and service to others and to play an active part in putting the values of the school community into practice.

Teachers will follow the National Curriculum for the teaching of core subjects. This may be embellished by creative opportunities such as visiting authors but fundamentally they will follow a morning programme of English and maths.

Following our early morning healthy and active programme, parents/carers of children in Key Stage 1 will be invited in to share guided reading opportunities with their children before the start of the main lessons. These will focus on increasingly complex or unfamiliar ideas, sentence structures and vocabulary. Teachers will model the required process to parents/carers and develop relationships at the same time as developing reading skills.

Children will then extend their reading in class by using strategies from these prior learning opportunities and learn to make the meaning of their texts clear.

In Year 2 children will be extended by using reading as a analysing and evaluating tool. They will begin to gain an appreciation of fiction and non-fiction with increasingly complex ideas, sentence structures and vocabulary. They will develop and understanding of vocabulary for different genres.

In maths teachers will use the National Curriculum and the Big Maths scheme to plan, establish and consolidate children's fundamental numeracy skills. They will use a variety of imaginative and interactive approaches so that children develop a good understanding of number. Through Big Maths approaches children will grow in confidence, especially with the recall of number bonds and multiplication facts. They will grasp the strategies that reinforce their understanding of place value and they will learn to apply mental strategies, when appropriate. Teachers will reinforce these skills continually through a daily routine of 'Learn it's' taken from the Big Maths scheme.

The use of mathematical concepts will be applied in all other areas of the curriculum as well as being taught discretely. This design is to demonstrate the relevance and importance of maths.

When planning for the remainder of the curriculum practitioners will be aware of the required level of coverage for each of the other subject areas. The other key strands in the curriculum will be science and technology, humanities including RE and performing and creative arts including PE.

Innovative planning using the National Curriculum and other quality materials will enable teachers to create learning without limits, a cross-curricular knowledge base and the teaching of discrete skills.

It is important to note that during Key Stage 1, RE, Science and PE become more discretely taught. As a church school, it will be imperative that learning and assessment of RE is recognised as a key element of the curriculum and the SIAMS inspection framework.

Content of the Curriculum: Key Stage 2

In Key Stage 2 children will work in classes of 30. There will be one teacher and one teaching assistant per class unless the nature of the children requires additional support. Children will start the day with a healthy and active activity that builds on prior learning and encourages a rich and dynamic fitness regime.

As in Key Stage 1, teachers will plan from the National Curriculum documents and use other support materials to inspire and challenge children. In Key Stage 2 there will be an even greater emphasis on BLP. Children will be expected to take control of their learning opportunities, develop discover and research skills and gain the thirst for learning that will give them confidence when transferring to secondary education.

In English/literacy, whilst using the National Curriculum as a base, we will help the children to continue to develop using BLP as a tool for accessing learning.

Communication skills are based around the use of effective Reading, Writing, Speaking and Listening skills that can be used in a range of collaborative and independent situations

of both a functional and imaginary nature. Strengthening these learning muscles will help children to develop their Communication with a wide range of audiences.

Children will be encouraged to make links with their BLP throughout their learning and are at the start of each lesson will be asked to consider and record which learning muscles will help them learn best. Children will focus on the following skills:

- Learn to communicate effectively and politely and to develop an understanding of what is special and vibrant about our own language and to value the diversity of languages in other cultures
- Through a range of texts and media, explore and extend the richness of vocabulary and to encourage a love of reading
- Explore ways in which we write creatively, using the correct terminology and enriching literacy
- Engage in opportunities that help children to reflect and explain their thinking and literacy skills and using evaluative feedback help them improve.

In Key Stage 1 and 2 Mathematics will be taught every day as basic numeracy skills alongside challenges and puzzles, in line with the National Curriculum.

Teachers will use practical equipment, visual images, computer programs and drawings as much as possible to enable children to visualise the maths they are doing. We will teach a wide variety of mental and written strategies, eventually encouraging the children to independently determine the best strategy to solve challenges and use the BLP muscles in the process. Children will use mathematics in a range of other lessons and will be encouraged to use their growing knowledge at all times.

In maths/numeracy we will continue to promote an interest and enthusiasm through a rich learning environment which will support that skilful mix of BLP with a variety of mathematical approaches:

- By practising numeracy regularly and consistently through the use of relevant contexts and experiences, that are familiar to children
- A strong focus on developing mental agility and asking children to explain their thinking
- Encouraging children's problem solving capabilities by using both collaborative and independent learning
- Building children's confidence in maths by using appropriate technology and making links across the curriculum so that concepts and skills are further developed by being applied differently in a range of contexts

Content of the Curriculum: RE

It is important to emphasise the increasing value of RE within our curriculum as it enables us to establish firm foundations for lifelong learning. Children will be expected to develop respect for others and an understanding of beliefs and practices that are different from their own. They will recognise the place of Christianity as a core part of our RE curriculum and learn about and from the beliefs, values, practices and traditions experienced by Christians. Children will be able to reflect upon their own moral values and develop their attitudes and beliefs based on reflection, discernment and their own critical thinking.

The children will learn about spiritual, moral, cultural and social decisions when reflecting on their own situations, their relationships with others, their position in the community and their contributions in the wider world.

Content of the Curriculum: Other Curricular Areas

Our pupil intake may determine a stronger emphasis on learning English as additional language, which is not just a simple process of acquisition of new linguistic knowledge and skills; it also has an affective and cultural dimension. Ideally, teachers would like to see bilingual children develop a sense of affiliation to English, in addition to their home and/or community language(s). This means helping children to feel comfortable with the English language in school and its many specific ways of use in the curriculum context.

Helping bilingual children to learn to speak, read and write in English in school is part of a general and long-term experiential process involving learning to use English for communication in both the spoken and written forms within the wider context of learning the curriculum content and learning about the English language (e.g. rules of grammar and social conventions of use). These are focus areas in the key strands mentioned above.

Other subjects will add richness and diversity, knowledge and skills in a learning environment in which children can thrive and grow. This does not mean that we underestimate the magnitude of the task nor shrink from the responsibility of the challenge but the rest of the curriculum innovation will focus on a more holistic approach. Rather than adding to English and maths a rather fragmented curriculum based around individual subjects we intend to look at the whole curriculum and dovetail the micro elements/subjects into a bigger picture.

Qualifications and Assessment

Expectations for achievement and progress will be above national standards and will reflect the good-outstanding Ofsted and SIAMS outcomes. Teachers will work with other teachers to moderate and verify judgements; some of this work may be with practitioners from the LLCT. Agreement trialling opportunities would add value to the partnership.

In the EYFS children will be assessed using the Early Years Outcomes based upon the ages and stages of children. At the end of the Foundation Stage children will be expected to achieve their Early Learning Goals and assessed using the Early Years Foundation Stage Profile.

In Year 1, children will continue to reinforce their phonic knowledge and also work within the levels currently used within the National curriculum. The phonics test will identify children who have a good phonic knowledge and those requiring further support and who will retake the test in Year 2. Should this be the case, additional support will be sought to help children accelerate progress. The vast majority of children will be expected to achieve at or above national standards.

Key Stage 2 assessment opportunities will mirror those of Key Stage 1. Further phonics support mainly at Phases 5 and 6 may be necessary to firmly embed the learning. By the end of Key Stage 2 almost all children will be expected to make above average progress and attain in line with or above national expectations. Teachers will be highly skilled in teaching an aspirational curriculum that motivates children and gives outstanding

outcomes. Children in Key Stage 2 will also become more efficient in peer and self-assessment techniques. Inclusive strategies such as learning partners and developing a good mindset within mixed ability teaching arrangements will empower all children to 'have a go'. BLP really begins to have an impact and children will take control of their own learning and outcomes. When learning is not good, effective pre-teaching and conferencing strategies will come into play.

Assessment across the Key Stage will therefore be a combination of formative and summative procedures. Assessment is powerful when children take ownership and are able to make informed decisions about the quality and standards of their learning. The use of peer and self-assessment opportunities will further enhance these judgements.

What Will Success Look Like in Our school?

Success will be measured by the achievement of quantifiable targets as identified in Section D2. These will be important as national measures of our success.

Success will not simply be measured using summative academic performance. The success of children will manifest itself in numerous other ways. Sometimes these are unquantifiable and challenging to evidence but it will be important to trust professional judgement about a child's achievement. For example this will be critical to the successful implementation of BLP which requires teachers to encourage and identify abilities and attributes such as resilience, endeavour and respect for others. These intrinsic values that permeate school life will support and develop further the distinctive Christian character.

The school ethos is specifically cultivated by the following:

- Inculcating a sense of common purpose, mutual respect and tolerance
- The creation of a welcoming and inspirational learning environment that celebrates endeavour and achievement
- Visits and visitors
- Charitable work and contribution to the local community
- Links with local, wider and global communities
- Creating a culture of shared responsibility by engaging in voluntary work
- Opportunities to reflect and experience awe and wonder
- Strong commitment to ensuring equality and celebrating inclusivity and diversity within the context of a positive Christian ethos

These distinctive and important features of the school will be monitored and evaluated using a range of strategies such as pupil voice, stakeholder questionnaires, Head Teacher and Governor surgeries as well as the visual environment, relationships and interactions, participation and involvement.

Extra-Curricular Activities: Health and Well Being

We will firstly establish a Breakfast club, that will not be compulsory but will meet a variety of important needs: it meets children's health needs by providing a balanced meal at the beginning of the day, it meets educational needs in terms of ensuring children start the school day on time, feeling well-nourished and settled and at the same time it meets the needs of children and their families through the provision of a safe, supervised environment before school starts. The Breakfast Club would be run by a combination of our own staff and external professionals who offer experience and expertise.

Our After School Clubs will help to instil a sense of belonging. It will build on the BLP principles about group building, and boosting team spirit as well as that of the individual. Also, it will give children the choice of which activity they wish to participate in gives them a sense of ownership in their club as well. Our club will also promote personal and social skills, raising hands, manners, taking turns, respect, responsibility, and more. In multi-age groups older children can also be taught to be good role models and help younger children or model positive behaviours to them.

Our school will also help to secure social relationships by working in a group. By participating in our Club will provide children with the opportunity to work in groups with their peers. This can help them to build new relationships and improve upon existing relationships. Staff can help to facilitate this by reinforcing manners, expressing expectations, and encouraging positive relationships.

As well as our Breakfast and After School Clubs we plan to provide healthy and active options, For example dance clubs, hockey clubs and martial arts, all of which would be sourced locally to provide the appropriate skills. Appropriate Service Level Agreements and CRB checks would ensure correct delivery and safety. Risk assessments would be carried out and systematic evaluation would measure the impact of the provision. Where possible the clubs would be funded by the parents/carers, supported by Pupil Premium funding and donations from charitable organisations. The value of the club would be measured by attendance and popularity figures. Special programmes as part of the local core purpose to cut obesity rates would be sourced and evaluated by the local Borough.

Regular netball and football clubs could be managed by our own staff or volunteers from the High School, all again with the appropriate safety measures undertaken. The 10-15 minute snippets before school and before lunch would be run by our own teachers.

We aim to create an environment for learning which will support and nurture the health and wellbeing of children. This will include creating a positive ethos and maintaining good relationships. Children will participate in activities which promote a healthy lifestyle.

These aspects of the health and wellbeing programme will be the responsibility of all adults who are working together to support the learning and development of our children.

It will be every adult's role to establish open, positive, supportive relationships across the school community, where our children will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. We will promote a climate in which children feel safe and secure by modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

With the injection of new money into schools by way of promoting physical education, our sports specialists will play an important part in physical activity and sport provision and thus promoting our emphasis on health and well-being.

We know our children will come from very diverse backgrounds. We also know that there is a problem with childhood obesity within the local area. We understand that children are often affected by poor diets, lack of exercise and lack of education in the family.

It is our responsibility therefore to try to engage with families to help them take control of the aspects of health and well-being that are influencing their children's futures.

We also know that children's capacities to learn are often shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

In addition to the daily routines and intervention programmes, we intend to provide children with before and after school activities that enable us to continue educating. The content of these after school activities will depend upon the affordability and the take up rates. As mentioned previously, children in receipt of Pupil Premium funding may be able to access a range of activities due to the funding allocations.

Eventually for the older children when the school day finishes at 3.00pm, we will offer a wider range of activities. These activities will continue to focus mainly on health and well-being criteria or extensions of the curriculum, such as film making that cannot be accommodated in school time but will nevertheless provide valuable learning experiences. There is an opportunity to work with the high school and other local partner schools to enhance our extracurricular activities if we open clubs to children from other schools.

Enrichment during the school day will relate to 'staying in' or 'going out' activities which relate to the curriculum and can be used to enhance or extend learning. Such activities come in the form of workshops or visits to places of interest.

In the early days when the children are young, this might include visits to nearby parks or visits from education providers who specialise in a specific area of the curriculum. We know that children learn by seeing and doing and their understanding is enhanced by practical and motivational experiences that give meaning to a subject.

Ideally the extended school's provision will run by our own TAs unless the area is specialist, requiring expertise in its delivery. We will be unable to make the extended activities compulsory due to the cost of the provision, but we would keep costs to a minimum, access funding streams and encourage as many children as possible to attend.

Assessing and Meeting the Needs of the Children

Local Context (See Section C1 Rational)

There is an average gap of 30% in the achievement of FSM and non FSM children in EYFSP in Waltham Cross and Cheshunt East.

Families present with significant needs in speech and language, health and wellbeing and parenting. This is reflected in Broxbourne's second highest position in Hertfordshire districts for domestic violence and one of the ten highest for domestic crimes. Broxbourne is the worst district in Hertfordshire for obesity. 26.4% of Broxbourne adults and 29.2% of reception children are considered to be obese (this figure rose rapidly from 9.3% in 2007). There is increasing demand for mental health services for young people and adults.

An increasing proportion of pupils have EAL with current figures showing up to 41.5% EAL in local primary schools. Four of our seven CE primaries are in the highest quintile for %age SEN with a further one in the second quintile (DfE Performance Tables). This figure is increasing with the migration of families into Cheshunt schools from north London.

Assessing Children with Protected Behaviours

As well as the standardised testing arrangements it may be necessary from time to time to rely on specific tests that measure the criteria for particular areas of need. For example, teachers may want to find out children's comprehension levels or speed of writing so that special arrangements can be put into place to support them.

In some cases external professionals may be required to carry out the tests as part of the Statutory Assessment process (now Education Health and Care Plan(EHCP)).

The needs of most children can be met in mainstream settings, some requiring an adaption to the timetable, like for example with dyslexic tendencies and others requiring specialist support, like for example a child who is physically disabled. As mentioned before in the plan, the degrees of difficulty within a spectrum of need can range enormously and sometimes if the need is coupled with a behavioural difficulty it can be difficult to determine whether it is the child's special educational need that is the root of the problem or whether it is the child's behaviour. The plan is to work with parents and carers, outside agencies and school professionals to enable the child to access learning and make progress. This may be conducted through the Common Assessment process or the new Health and Care Plan.

Skills Set, Teachers and Teaching Assistants (TAs)

An experienced teacher or TA is often more able to identify the difficulty due to the wide variety of children she/ he has met before. Children often present with similar traits and experience will lead to using the strategies that have been most successful in the past. An assessment by the Early Years professional, for example a paediatrician or educational psychologist etc. may just confirm what the teacher has already suspected. An experienced teacher may also have received previous training and will have benefitted from network support groups. We will employ a balance of experienced teachers and new teachers, whilst bearing in mind that the key to early identification is appropriate professional development for teachers.

The experiences that children engage with in the classroom are intrinsic in their academic and social development. We will employ dynamic practitioners who inspire children and enable them to be the best that they can be. A positive learning environment for all children, including those with SEND will enable them to be successful.

We will employ effective TAs, who are employed to support teaching and learning, adding capacity in the classroom, often when the needs are very challenging; sometimes this may mean 1:1 support for a child with a specific programme of support. A TA working alongside the teacher providing wave 1 support, will be expected to understand the learning intentions and be articulate enough to engage effectively with the children to move their learning on, when the teacher is supporting other children. The teacher and TA roles will be interchangeable as sometimes it may be necessary for the teacher to work with a target group. We do not wish to see the TA always working with the same SEND

group in the corner of the classroom or outside the classroom! BLP and the positive mindset it creates does not put a ceiling on learning and neither should we. By allocating one TA per class, the teacher and TA will get to know each other's strengths and work together understanding each other's capacity within the learning environment.

We will develop the strengths of teachers and TAs by creating ambassadors that specialise in different aspects of SEND, some specialising in SpLD for example or Autism, as increasingly children with such difficulties impact on others within our classrooms. These specialisms will be cultivated in an atmosphere of shared responsibility. This expertise will benefit everyone within the school and often in partnerships beyond the school. We will appoint good quality TAs and pay them according to their degree of expertise and responsibility. The HLTA who becomes a PPA cover leader will be encouraged to develop curriculum expertise in a similar way.

From time to time, we may need to seek external support, when the expertise has not been sourced internally. An example of this may be a teacher who specialises in teaching Makaton for our young children with poor speech and language skills or hearing impairment.

The needs, aspirations and learning of children in the 21st century and in our school will be different as the learning focuses on children taking responsibility for their learning. In the past, quite often a child with SEND, will have programmes identified for them and done to them; for us the challenge will be for these children to engage with the programme as a support to further their learning in class.

Building Learning Power and SEND

Effective learning through BLP promotes confidence, independent thinking and positive attitudes and actions.

For our children with SEND, we will ensure a provision that is open, collaborative and responsive that enables us to engage with parents/carers and other professionals to provide children with coherent, positive experiences which not only promote learning but also their health and well-being. The positive mindset which BLP creates will promote the health of all within our school community and will develop arrangements to support their mental, social, emotional and physical well-being.

The inclusive pedagogical approaches that we will use for all children take into account children with special educational needs and disabilities. We aim to:

- engage with children and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices;
- takes account of successful practice in supporting the learning and development of children;
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology;
- encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment;
- encourage children to act as positive role models for others within the educational community and beyond;

- encourage a commitment in children and their families to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable;
- work with a range of professions, parents and carers, and children, and enable them to understand their responsibilities and to build resilience for future success.

Health and Well Being for SEND

Children's capacities to learn are often shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way they behave, their attitudes and their values. In turn this affects their ability to learn and make decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social educational and health issues and upon the community context. Our teachers, TAs and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child in his or her circumstances.

When considering the different needs of these children and their personal circumstances planning will ensure appropriate pace and coverage, and teachers and other practitioners will decide when and how the experiences and outcomes are introduced and how they will be adapted to suit the needs of our SEND children within the classroom.

The knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes are interrelated; teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked.

The experiences and outcomes which support learning will be challenging and enjoyable; they will provide the necessary breadth and depth to meet the needs of all learners; they ensure that account is taken of individual and/or community contexts. The experiences and outcomes will offer flexibility to allow school staff and partner agencies to plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression. It is important that all aspects of health and wellbeing including mental health, are planned as part of a whole school strategy, to ensure that they have sustained impact for all learners.

SENCO

The traditional role of the SENCo was one that managed the administration, occasionally worked with small intervention groups and managed a diverse range of support staff (often with very limited qualifications) and supported the class teacher whenever possible. This role includes staff training, working more closely with external agencies, measuring the impact of interventions, a stronger focus on teaching and learning, data analysis and leading on school improvement priorities. It is therefore essential that our SENCo has the qualities to take on all of these tasks efficiently.

In St Mary's CE Primary School, this role will initially be the responsibility of the Head Teacher Designate, who is already an established SENCo and assessment coordinator in her own setting and well regarded in the Local Authority. [REDACTED]

From 2017-18, the SENCo role will be handed over to the TLR KS1 lead, who will be a member of the Primary Leadership Team. There will be a strong relationship between the SEND governor and the SENCo, with regular termly meetings arranged to inform and evaluate.

Our SENCo will not only be accredited with the SEN Award but will also have Qualified Teacher Status. The SENCo will ensure that the curriculum is differentiated, when necessary and accessible for all the children that they monitor through classroom observation, data analysis and curriculum development. Within our own models of BLP, children will not be put into SEND sets, where the ceiling on learning deflates and disengages but children may be identified on a daily basis of target groups, which are interchangeable and not fixed.

By observation in classes SENCos are often able to carry out assessments and advise on appropriate and alternative interventions and strategies; in short the SENCo is often a 'constant' who is able to have a good oversight in to the child's progress as he or she moves throughout the school, especially when the class teacher is immersed in the teaching and learning for 29 others. The SENCo can also see from the outside the impact the child with SEN is having on other children and how this can be addressed. The Head Teacher designate would enable this in her monitoring capacity.

We acknowledge that one of our SENCo's key roles will be that of administration, ensuring that record keeping and appropriate paperwork is undertaken for referrals, review meetings, transition and parent meetings. The SENCo will play a strategic role in school improvement and clear leadership structures will be set up to support this role.

Budget Planning

Another reason for having the SENCo play a lead role within the school is the responsibility he or she may have with regard to how the budget is spent. With the greater need for transparency within SEND in particular, parents will want to know how their child is being supported, what provision is available to them, how decisions are being made and ultimately how their child is progressing. Improving parental involvement in decision making, not only about their child's education but also about the design and delivery of services, is central to this. Our SENCo will need to know how the school budget is spent and the Head Teacher designate can maintain this focus.

Provision Mapping

Accurate and effective provision mapping will enable us to ascertain what provision is required, how much it will cost and what the expected outcomes should be once the provision is in place. This provision will be monitored and evaluated and if necessary adapted, according to cost effectiveness. The management of the SEND budget is fundamental to the allocation of resources and support. SEND funding arrangements are constantly changing; we will make sure that changes are understood and resources are well deployed.

Provision mapping will ensure that all the additional support and provision and all the interventions are mapped and costed against particular children. We will then be clear and transparent about how we meet the needs of our children within our allocated budget. This

will be part of the 'outcomes' agenda and shared with parents and governors at the very earliest stage.

Working With Parents/Carers

In the next few years parents/carers have a greater say in how they wish their child to be supported.

The SENCO, class teachers and parents/carers will continue to work together to understand the type of provision being offered, the time scale of the intervention, the review process such as in the case of Individual Education Plans, and the intended outcomes. As always, these need to be SMART (smart, measurable, achievable, realistic, time related) targets, whilst also having a high expectations. The SENCo will be available to reassure and explain procedures and processes to parents. Many difficult relationships are often avoided by being proactive in communicating clearly the school's intentions.

Assessment

Our SENCo will carry out summative and formative assessments based on teacher and parent concerns. This information will be shared with both parents/carers and teachers and when necessary external support may be sought.

Assessment on entry determines the severity of the need and the type of intervention that may be required. Specialist assessments from external professionals will be vital in giving us a better picture of the condition and the appropriate strategies required to support the child in school.

Different assessments are often required at different times within the system and also for the individual child. The coordinating role of the SENCo brings together education, health and social care to meet the needs of children and their families.

The Common Assessment Framework (CAF) has come some way to addressing some of these needs, where the families find themselves in complex situations and confused about which agency will support them best. The CAF can be very effective in offering this multi-agency support.

EAL and Other Groups

It is important to mention at this stage that there may well be varying types of need and EAL children for example whose command of English may not be secure will be assessed differently. It is a common misconception in schools that a child with EAL is academically unable also, when quite often this is not the case.

A first language assessment is usually a good tool to help to assess the child's capabilities. The degree to which the language barriers impede the learning will often depend on the ability of the child. It will be important for us to engage with the family in order to secure learning in the child's first language to start with. Often when children immerse themselves in play and interaction programmes particular in the Early Years, their understanding and oral command of language improves very quickly. Sometimes, when a child enters the school in the latter years of primary school, it may take longer to integrate especially when the learning focus is less on play and more on written skills. This is when specific skills as teachers will come into play and more specialist support will be required.

English and maths, as core areas, are the responsibility of all staff and are relevant across all aspects of learning. Assessment will focus on children developing and applying essential skills. From the early years to secondary level and particularly at transition, it is vital to get a clear picture of progress so that further learning can be planned and action taken, if any ground has been lost. In the overall approach to assessing these core subject, evidence of progress will also be gleaned from the day to day learning across the curriculum and this will complement the evidence gathered from specific assessments. Teachers and learners will require a common understanding of the expectations across all areas and then challenge the more able, gifted and talented children accordingly. This will not be a matter of more of the same but a skilful decision to increase the breadth of expectation and develop more philosophical and analytical thinking skills.

Partnerships to Support SEND

We will work cohesively with our local cluster and district SEND teams and we will also facilitate professional development within our LLCT. Outside agencies will be sourced to provide specialist training and a SEND team made up from the LLCT members and any other settings who wish to take part, will meet at least once a term to look at SEND across the district and find ways to adapt the curriculum and teaching styles etc. to meet the needs of the children. There is increased concern that staffing cuts within the Local Authority, much of this much needed support will disappear, so we should be mindful and prepared for this and look at alternative ways of accessing training and support.

Colleagues who have been accredited with the SEND Award have seen some excellent examples of online collaboration and networking opportunities. Our local Special Schools also offer excellent training and will also provide outreach support. With this in mind we would like our SENCo to take a lead role in instigating, developing and driving joint working partnerships.

Transition for Children with SEND

We strongly feel that there needs to be and we will provide a robust transition process that starts early in a child's educational journey. We firmly believe that each child's individual needs will need to be met in order to achieve their full potential and gain the skills they will need in adult life – these will not necessarily be academic.

As stated earlier, children are now more complex and diverse than those of previous generations and we need to ensure that the curriculum and the expectations we expect match the needs of the child. Broxbourne has the highest number of NEETS (2004) and teen pregnancy (2011) in Herts. NEETs are now increasingly being joined by well qualified school and university graduates who are also not able to find employment. Many of these children will if not given the appropriate educational opportunities, end up as NEETS or in the Youth Justice System. The education system will have failed them. We do not want to!

Our SENCo, therefore, will need to have the added capability of taking on a greater liaison role than would normally be apparent in other primary settings. He or she will firstly be required to liaise with families and staff from the Children's Centre; this early identification and intervention will enable systems to be put into place without waiting until a child enters school; this early engagement with parents/carers will bring trust and empower us to make the right decisions for the child alongside the parents/carers.

Many young people with SEND find it very difficult to make the transition from school to an adult life. Through the right support and a culture of high expectations, these young people can fulfil their potential and eventually live independent and purposeful lives.

Liaison with the High School will be an invaluable link. Children who enter the High School will be known and the Inclusion manager will already know what is working well. Quite often SEND traits fall in families and the all through engagement with these families will give our children better life chances and opportunities for work.

The Role of the SENCO: In Conclusion

The SENCO role in St Mary's CE Primary School will be strengthened so that his or status within our school is raised and leaders and governors acknowledge that the SENCO has the knowledge, skills and understanding to co-ordinate the provision effectively.

Our SENCO will need to be trained to manage the financial aspects of the role and be accountable for how that money is used to support the children. There will be much more emphasis on outcomes and progress, not just around academic results but also on child well-being (reducing the growing incidence of mental health). The curriculum will be adapted to meet the needs of all learners so that it is accessible to all.

Pupil Transitions Into and From the Primary School

Our vision sees effective transition as one of the key points of the project and much has already been said in other parts of this document about the proposed effectiveness of transitions. From our point of view the two key transition points will be into the Early Years and seven years later into secondary school.

The first transition will be into the Early Years from pre-school. This key point in a child's life comes about when a parent/carer chooses the provision they require for their child through a County wide admissions programme. Parents/carers are formally notified of the deadline dates by which they should let the Local Authority know their choice of school. It will be up to us to make sure that the admissions process that we adopt is fair and transparent. The criteria we choose to use will be scrutinised by Diocesan and local Authority professionals to make sure that the code of practice has been followed. It is our intention to allow for 50% of children to come from a Christian faith background with the remaining 50% from all faiths and none.

Following our successful bid, the marketing of our school will identify the families who have shown an interest in sending their children to our school. Parents/carers can be invited into school and full transition arrangements put into place; these will take the form of school visits prior to entry, catch up interviews with parents/carers, once term has started. These interviews will be conducted by the Head Teacher Designate and will confirm that the child has settled in well. This will also be an opportunity to share any concerns from either the teacher or parent/ carer point of view.

The Early Years timetable has made allowances for parental involvement from the start of each day through healthy and active activities and little fingers activities which follow.

The on-going collaboration with parents/carers will enable conversations that relate to academic progress and social and emotional well-being.

The partnership with the Children's Centre will enable us to help families with issues other than academic or those for whom the transition may be difficult. A representative from the Children's Centre will sit on the Governing Body of the Primary School along with a representative from the High School; this is vital for keeping lines of communication open.

It is our intention to try to eradicate much of the potential stress that comes with this transition process. Our children will be used to using the facilities within a secondary school setting. Children choosing to transfer to the High School will know many of the teachers and the children and they will have been in pastoral groups since the beginning of Year 2. Children transferring to other secondary schools will have a familiarity with their transition staff as a result of partnership work.

The biggest change for our children when entering the secondary school system will be in the day-to-day routine which involves a number of different subjects along with changes of teachers and classrooms. In our school children will be used to the variety of experts who could be brought in from the High School to deliver high quality lessons. We will take further advantage of our collocation by minimising the anxieties that are often attributed to these changes. Children will already know most of the teachers and there will be many opportunities for the children to experience discrete subject delivery due to the closer alignment of timetables as the children enter Years 5 and 6, for example with subjects such as modern foreign languages and technology.

Taking part in cross phase after-school activities will be a great way of getting to know more children in the school. Whether it's in the drama circle, the computer club or on the playing field, each child should find activities which they enjoy.

Taking part in such activities builds confidence, they get to mix with other children from other years and as a result, they settle into the school environment a lot quicker. Children will be encouraged, from both home and school, to try out new activities. Even if they may have tried something before, or even if they don't know what the activity entails, children will be encouraged to try practically everything available through the school.

As mentioned in our vision, partnership working in the LLCT will provide the opportunity to minimise transitional gaps in learning so that there will be no noticeable attainment dip that is so often present at this key transition point.

Section D2: Measuring Performance Effectively and Setting Challenging Targets

Assessment and tracking system that will allow pupils performance to be monitored
St Mary's Primary School will operate a managed MIS system (Capita SIMS) that will store, monitor present and track all of the data concerning the individual child's learning life, the staff and the whole school structures. The system is well established in schools and allows data to be shared and accessed widely. The system will be fully utilised to retain, communicate and present data at the individual, class and school level to facilitate analysis and action by the schools' staff and leadership (including governors) on a regular basis. This data will inform regular reviews of each individual child's progress, characterised by review consultations being conducted on six weekly cycles, more regularly in many cases where swift intervention is required. Data will be stored and

archived to ensure public record requirements are met and data trends are scrutinised and responded to.

The school will use the system to fulfil its statutory obligation to maintain an admission register and maintain attendance records on a daily basis using advised coding systems to ensure data can be monitored and tracked as required.

As children enter the school they will all follow the Statutory Framework for the Early Years Foundation Stage. Fully trained and experienced staff will complete the necessary assessments supported by school systems to record and store the information used to plan and inform programme design on an individual personalised basis. Reading, writing and mathematical assessments will direct specific early interventions or extension challenges where identified. Teaching staff will use the data to inform the design and delivery of necessary interventions where identified, strategic decisions about external partners for meeting specific learning and development needs will be informed by this data also. This information will then be complemented by regular and rigorous checking of progress through individual assessments. Senior leaders, managers and class teachers will use and engage with this information on a regular basis, all reviews and consultations with parents and carers or other professionals will be informed with this high quality data.

Classroom based assessments will be stored on the centralised system by staff fully trained to use the information on a daily basis to structure and inform decisions on children's progress. Baseline data will be established and stored for all children on entry. As they progress through the school, this data will stay with each child for their school life mapping their progress toward challenging targets set in all key areas and establishing a baseline of evidence to their learning experiences. This information will allow staff to make reasoned and informed decisions about programmes that best suit each individual child's ability and needs. Access to provisions targeted at specific needs will ensure that all learning and social emotional needs are met.

The system will be used to record attendance, behaviour, and achievement data integrated to provide holistic analysis of each child's performance; any characteristics of underperformance will be observed quickly to allow swift intervention. The data system will ensure that there are clear records of teacher and other adult input into each child's learning journey, logging experiences and opportunities provided for the development of progress, characterising good practice that can be shared and developed throughout the school.

The reporting procedures established throughout the school and based on agreed standardised systems will support classroom based staff in conducting the necessary consultations with parents/carers and other professionals. They will have access to robust, secure data and reliable information that will allow good decisions to be made with a focus on early intervention for all. Procedures in place will ensure that all children are monitored regularly with no exceptions or omissions. Reporting templates will be established to ensure consistency of approach using agreed language and methodology in analysis. This will be used to support high standards and expectations at all levels of leadership throughout the school organisation involving Trust Members, governor, leadership and teacher communication and considering benchmark standards and national standards.

A system will be established to identify groups of children for whom specific interventions are required through careful monitoring by key staff with responsibility for inclusion/SEND. Attendance data will be monitored twice daily, and reported regularly. Parental/carer access to the systems through 'the Learning Gateway' will encourage full involvement in the processes of managing excellent attendance and behaviour for learning. Rewards and sanctions will be quickly communicated into the home environment with systems to ensure parent/carer engagement and understanding for each child and their family.

Children assessed as having special education needs will be quickly and appropriately identified as a result of staff knowing children well. This will ensure that decisions about intervention and support programmes are identified and delivered promptly and impact evaluated to narrow attainment gaps. It is expected that with the current demographic make-up of the area children requiring SEND provision will make up approximately 10% of the child population with approximately 11% with English as an additional language. It is expected that within the Broxbourne area at least 30% of the children will qualify or will have qualified for Free School Meals on entry to the primary school in 2015 (compared to 20% in Hertfordshire and 29% nationally). The numbers of children at high risk of education disadvantage we expect to be at least 20% of the population (29% nationally).

The gap in performance between FSM and non-FSM children has been shown to be around 30% so the tracking systems will be used to ensure that any gaps on entry to school are identified quickly and closed with appropriate and meaningful interventions linked to high expectations of more than good progress for these children.

Anticipated Pupil Intake: Identifying Specific Target Groups

- Disadvantaged children: Percentage of Key Stage 2 disadvantaged pupils i.e. those who are either eligible for free school meals (FSM) in last 6 yrs or have been looked after continuously (CLA) by LA for 6 months. National 29% Herts 20% Broxbourne 30%
- Pupils with SEND: Statements or School Action Plus. National 11% Herts 10% Broxbourne 10%
- Pupils with EAL: National 16% Herts 11% Broxbourne 14%
- Pupils with low attainment on some baseline measures: KS1 National 19% Herts 14% Broxbourne 20%
- Pupils with high prior attainment on some baseline measures: KS1 National 24% Herts 33% Broxbourne 20%

Targets for Pupil Performance and Behaviour and Attendance

Academic Achievement

Once children enter the school at reception level, the EYFS framework, and the BLP 'Four Muscles', will be recorded and monitored. The 3 Waves intervention strategies will be closely linked to children who are identified as not making the levels of progress expected. The integration of the EYFS capabilities and the BLP muscles definition will be worked to produce a cohesive, all round model of academic achievement and personal learning, emotional and social strength development for the versatile learner and citizen.

Our rationale for setting the following targets is based on our BLP strategies: involving parents, carers and children in consultations and reporting, a carefully planned target setting process, AFL and marking and feedback which will support the teaching of learning

'skills' and ownership of goals and targets. The school is committed to exceeding national and regional expectations:

Data quoted on 2012 published figures.

	Nationally	Herts	Broxbourne	SMPS Target
Performance of children against those in similar schools.				First quintile
Percentage of children achieving level 4 or above in both English and Mathematics.	79%	82%	79%	Above 85%
Percentage making expected progress in English from KS1 to KS2. (Expected progress being NC 2 levels)	89%	89%	92%	93%
Percentage making expected progress in Maths from KS1 to KS2. (Expected progress being NC 2 levels)	87%	87%	88%	95%
Percentage of pupils with low Key Stage 1 attainment making at least 2 levels of progress in English.	83%	82%	95%	98%
Percentage of pupils with low Key Stage 1 attainment making at least 2 levels of progress in mathematics.	71%	68%	77%	Above 80%
Percentage of pupils with high Key Stage 1 attainment making at least 2 levels of progress in English.	87%	88%	85%	Above 95%
Percentage of pupils with high Key Stage 1 attainment making at least 2 levels of progress in mathematics.	92%	92%	89%	Above 95%
Average pupil achievement at KS1	15.2	15.9		Above 16.0

Attendance: Combined pupil absence targets of authorised and unauthorised

As a result of provision that is carefully matched to student need, an exciting and relevant curriculum and full engagement with the community, these will ensure absence will be below national level of 4.4% at 3.5%. Persistent Absence will be well below the national average at 3.5%. All children will have an expectation to aim for 100% attendance with a minimum of 97% achieved.

Full and regular monitoring and swift intervention will achieve these goals. First day contact, target recidivists and working in partnership with the families to ensure that the school day and extended day experiences are valued and accessed widely by all children because they are engaged in the provision and value it. Regular family contact and professional service provision using the Children's Centre, Family Support Workers and external partners will address concerns before they arise and allow children to learn knowing that their families are well supported. Engagement with these comprehensive family support services will provide in-house whole family solutions to reduce the potential

for negative impact across the school. Knowing our families and co-ordinating provision will reduce attendance concerns by addressing directly the reasons for poor attendance.

Having worked with local families via the Children's Centre to optimise preparedness for learning, and intervening where potential problems may exist for engagement with school, it is expected that regular attendance and excellent punctuality, will be an intrinsic part of very positive attitudes to learning that will have been inculcated in children before they formally start school.

Behaviour

Strong and positive learning focussed behaviour will be modelled by all staff and children. Mentors and champions will recognise and reward good behaviour and focus on all children being able to access the learning environment.

Children's experiences will be recorded as engagement with the curriculum and learning will be emphasised rather than 'badges of success'. Children will be fully informed about their development of learning behaviours within the BLP model to provide positive reinforcement of learning behaviours, to experience the enjoyment and develop a love of learning. Sanctions will at times be necessary and will be recorded but as a fact rather than a tally of positives against negative.

The School's Behaviour for Learning Policy will be robust and reflect the very highest standards that will be expected of children in terms of their attitudes to learning. Indeed, its very name promotes the concept that we are not focussing on how a child behaves around school, but taking a more learning centred approach in encouraging and expecting proactive demonstration of behaviours that will support learning. It will reflect the understanding that children will make mistakes and need to be provided with the opportunity to make amends and self-correct. This supports the Christian ethos of the school and the valuing of forgiveness and self-improvement. The Policy will be regularly reviewed and the children will have the opportunity to contribute to the policy thus ensuring that there is a clear understanding of and 'buy in' to the policy. Pupil Voice will be used to contribute to the monitoring of behaviour for learning so that children have a high level of awareness of their own behaviours and what constitutes good learning behaviour. The MIS system will be used to record and communicate this data with home on a regular basis where encouragement of progress will be reinforced.

Opportunities for pupil and stakeholder voice and feedback through the school website and Parent View will be supported and encouraged. Social media tools will be employed to encourage dialogue, with the school and systems will be in place to ensure feedback is responded to quickly and appropriately. Individual concerns will be dealt with within 24 hours.

A 'Have your say book' in classrooms will focus on curriculum experiences and allow children to engage in feedback about their experiences and provide opportunities for children to shape their own learning experiences and learning journeys. A 'Prayer box', dealing with community and personal matters will be reviewed by designated faith leaders, taking seriously matters raised by children, alongside a 'worry box' used where more school matters can be raised, further reinforcing the understanding of where to raise

concerns and who can help. School council members, ECO ambassadors and digital and learning champions will further embed the collaborative learning environment.

Learning climate walks will be conducted by senior and middle leaders ensuring that policies are being consistently applied. The school will have a very open culture of support and shared responsibility with accountability being established through conversation as part of peer coaching/mentoring and clear expectations. Leadership will be very visual through regular presence around school and with the children and staff. Staff and children will be known by name: a key aspect to establishing good behaviours and involvement in the school.

Assessment and Data Tracking

Assessment systems will be written into delivery plans. Schemes of work and lesson planning will be essential aspects of the form of teaching requiring regularised, formative assessment including regular marking, feedback and testing. The EYFS and BLP programmes will require regular formative assessment points with a variety of assessment methodologies to engage children and staff in learning dialogue and formative appraisal. Summative assessment points will be planned into the programmes and centrally recorded for monitoring and reporting processes. These will be planned to build the picture for review and reporting internally and with external partners including parents/carers and statutory bodies.

Similarly, we will need to assess the impact of BLP strategies across the school and we will do this by analysing children's performance on tests and examinations. The practices of BLP are not aimed directly at raising standards as traditionally defined, but at building wider transferable dispositions towards learning. We will be encouraging Ofsted and other inspectors to notice and approve of the effects of BLP strongly enough to make comments in their reports. We will keep the focus as a standing item on our SLT agenda and conduct small action research projects to evaluate the impact and make changes or interventions to alter or fine tune the effect of the learning powers.

We will use pupil voice opportunities to get children's perceptions of themselves as learners; it is clearly useful to know if youngsters feel as if they are being helped to become more resilient, resourceful, imaginative and so on. And we will gauge adults' perceptions; it would be helpful to know from parents/carers and teachers if they are seeing positive effects for children.

Children will receive this information with clear guidance about what has been achieved, next step targets and what is needed to improve further. Elements of this data will be centrally recorded to ensure evidence is available to demonstrate progress and to support intervention decisions where necessary.

Classwork and homework will be marked and assessed at least weekly ensuring that a body of evidence is available for the review cycle each six weeks. Moderation and standardisation will be embedded in planning and delivery practice. Both stages will be important as staff develop peer monitoring and coaching approaches thus standardising becomes embedded practice.

There will be evidence of on-going dialogue between teachers and children in work books, learning journals and in classroom display as teachers provide a range of feedback and children respond showing their interaction and resilience in striving to improve their work further.

At Reception stage the data system will record performance across the four capabilities. The systems already exist and are embedded at this stage. These generate baseline assessment for KS1 and targets for KS2. The data system at KS1 and KS2 will be used to record performance in curriculum subjects using the sub-level data drawn from statements of attainment in each national curriculum subject.

Following the collation of data every six weeks, there will be a whole school analysis, (initially carried out by the Head Teacher and later by a dedicated administrator working with a senior leader). This data analysis will provide an overview of whole school data tracking towards targets and the breakdown of data by vulnerable group including any children who may be at risk of underachieving. This data will be used by governors and strategic leaders to check accountability and provide support or intervention as required. It will be particularly important to track the groups for which there is external accountability and this would include those pupils in receipt of pupil premium and those with SEN/Statements.

In time, taking advantage of partnership arrangements would allow innovative use of standardisation across Years 5, 6, 7 and 8. This would support the transition of children from primary to secondary phases and contribute to avoidance of attainment dips traditionally associated with transition.

Monitoring and Evaluation Systems

A culture of regular line-management meetings for reviewing progress and impact will be established and monitored. These will ensure that the monitoring and evaluation of the systems take place regularly and will be supported by impact evidence at every level. Sampling and summary reporting to ensure best practice will be established through system design to ensure consistent practice across the school. Accountability structures will be in place with levels of monitoring to ensure that data is secure, accurate and meaningful. Teachers will be responsible for recording classroom data. The SENCo will record intervention provision and outcomes as well as carrying out quality assurance. The data will be compared and triangulated to ensure interventions are successful and accurately targeted. Line managers will draw key data from the formative data on an assessment cycle each six weeks. The reports generated will inform strategic level discussion and actions by Senior Leaders and Governors.

External partners are already and will be engaged to validate judgements and accountability will be secured through evidence based questioning, and moderation against high performing partners. Some of these will be drawn from the LLCT. These will include partners delivering and sharing best practice in ICT education and eLearning facilities, ensuring best and next practice examples are available to our teaching staff. The collaborative is developing an approach to training school and Schools Direct to ensure we are able to source and train new teaching staff of the highest calibre in partnership with the University of Hertfordshire. Shared resourcing in personnel and provision is also possible

with intervention professionals and educational support services of the highest quality available to and supported exclusively by the LLCT.

Reports generated by the MIS system will focus on benchmark standards and will be formed in collaboration with the MIS provider ensuring ease of use and access by staff and value for money from the software provider.

Benchmark data reports are currently in use through Assessment Manager 7 and can be enhanced with further requirements in negotiation with local authority provider. BLP reporting will be developed alongside National Curriculum and EYFS reports which are well established to ensure the full characteristic development of child performance.

As the school opens, management responsibility for standards will sit strategically with the Head Teacher and more operationally with TLR holders who look after Early Years and Key Stage 1. These two TLR holders will work closely with the Head Teacher to establish the very highest standards and outcomes. As the school fills, responsibility for standards will be taken on with an SLT member who will meet regularly with curriculum and delivery staff. The highly visual management style within the classroom will ensure delivery is consistent. Regular lesson monitoring and observation data will be stored alongside the outcome data to further support school self-evaluation and decisions about classroom improvement work. It will remain a priority to review success measures and targets regularly to improve further the schools performance.

Strategic monitoring and evaluation will be achieved through termly review of the School Improvement Plan and impact reporting to show progress towards targets. These will be provided for link governors and then to the Full Governing Body. Summaries of progress with school improvement planning will form a standing item in the Head Teacher's report to governors and the annual Directors Report.

Operational use of impact reports will keep staff with management responsibilities focused on targets which will predominantly relate to the quality of teaching and learning and provision and standards of outcomes for pupils. These will be produced for line managers and summarise the impact of actions that have been taken towards the achievement of school improvement and professional targets. Once the school is full, the Deputy Head Teacher will provide regular impact reports for the Head Teacher. In turn the Head Teacher will be providing impact reports for governors to evidence progress towards strategic targets.

Senior leaders and managers will use the Ofsted framework as the basis for construction of the School Improvement Plan and the School Evaluation Form. All staff will be involved at least once each year in contributing to the evaluation of the work of the school. It will be important to ensure that standards are accurately being evaluated and to provide reference to external standards checks and benchmarks. This will be achieved through use of Improvement Partners or education partners such as members of the LLCT. Annual reviews of the SIP will inform the targets and areas for inclusion in subsequent plans.

Quality of Teaching

All lesson provision will be evaluated as at least good with outstanding features or as outstanding as judged using the Ofsted evaluation framework. Staff will be supported and

provided with appropriate resources to ensure that this expectation can be and is, consistently delivered. The school will have direct access to NLE and national school inspection practice via the Head Teacher as well as a wide range of other professional support that will be found in the High School and the LLCT as well as other external partners.

A key aspect of raising and maintaining standards will be full engagement by all staff with the Ofsted framework with all teaching and learning practice derived from an understanding of its application in the classroom and across the school. Peer and paired lesson observation will also be used to ensure that all teachers and classroom based staff have a clear understanding of what good and outstanding practice looks like and how it can be achieved in their own practice.

Robust appraisal and performance management processes will be in place to ensure that staff have clear targets linked to Teacher Standards and school improvement plans as well as access to professional development programmes and support. On-going programmes for CPD will be a feature of the school and this will be provided by a range of providers including those who are in house sharing best practice, the LLCT and external providers. Staff are recognised as the schools most valuable resource and therefore deserving of investment and on-going training.

This school-wide agenda on standards and expectations will be the main focus on teacher appraisal and teacher standards agenda will inform and predicate the professional development of teachers and all staff within the school. Senior leadership will ensure that there is a standardising through external partners to ensure that the best national practice is understood and delivered if not generated in-house. Partnership working with the High School would be easily achieved for this aspect of our work.

A key to shared best practice will be in 'peer coaching' practice where teachers will take ownership for standards through shared practice, observation and delivery. The management approach on the profile of teaching over time will be established and maintained by the delivery of embedded observational practice rather than infrequent observation.

Liaising With and Reporting to Parents/Carers

In keeping with the Christian ethos of the school, working in partnership with parents/carers and families is considered to be of critical importance for all children in the St Mary's learning community. The role of parents/carers as partners will be intrinsic to appropriate school policies and practice and to provide full support for children.

Engagement with parents/carers will begin from the very earliest time, with visits to the school being encouraged, and visits by staff to the home being offered ahead of admission to the school This will allow transition staff (or the head teacher in the first years) to meet with parents/carers and children to initiate the process of welcoming children to the school and building strong and trusting relationships.

It is important that parents/carers are clear about the high standards and expectations that the school has for all children and staff as well as parents/carers and other stakeholders. This is so that there can be a shared and common understanding of the ethos and values

of the school, the ambitious outcomes that it will expect for its children and the partnership work that will be required to achieve them. For this reason, clear information about the school, its curriculum, standards and outcomes as well as its distinctive features and ethos will be provided in a range of media including a school brochure and website. School Policies will be available along with key school documents such as Home School Agreements, the Child Protection Policy and results of Statutory Assessments.

The extended day will be used to focus and encourage parents/carers to engage in learning with their child(ren). Programmes to help parents/carers with engaging in reading, writing and maths with their child will ensure that they are involved at every level, challenging high performers as well as encouraging slower learners.

There will be a daily opportunity for parents/carers to come into school before the school day starts to play or work with their child on an activity. This will support parents/carers in modelling how to support learning from the first days of school and provide some examples of activities that can be used at home to reinforce learning. Regular activities will be set for the child to complete at home including daily reading to further reinforce and secure good early learning habits.

The Children's Centre and Family Support will be able to offer further support to parents/carers with parenting and other services to encourage engagement with learning and the school, particularly for those parents/carers and families who may find engaging with the school more difficult. These services will also include adult learning programmes to boost opportunities for families whilst modelling the value of lifelong learning.

As regards attainment and progress data, it is envisaged that parents/carers will be consulted formally at least once per term with regular contact established through the class teacher using a range of communication. Telephone, emails and letters will be important but face to face contact will be considered essential to foster the relationship and partnership between home and school.

Progress reviews and SEN reviews will also provide formal and regular opportunities to discuss progress against targets using clear attainment and progress data every six weeks. This will coincide with the teacher assessments that take place in class. Strategies and supportive mechanisms can be discussed ensuring parental/carer involvement and contribution to the process. As children grow up, they will be expected to take increasing responsibility for their learning and to contribute to setting their personal targets and showing their achievement portfolios as evidence of progress.

The MIS will allow stored data, in a controlled manner and mindful of Data Protection, to be shared regularly with parents/carers empowering them to monitor and be involved in their own child's progress. Attendance, behaviour logs, rewards and sanctions, learning journals, examples of work and progress against targets can all be managed through web applications. Clear protocols and information sessions to explain the meaning and implications of the data will ensure a high level of understanding of the purpose of the information shared and engage parents/carers in the learning journey of their child(ren).

Additional support mechanisms such as information events and workshops, curriculum booklets, website pages, blogs and newsletters will be used to promote information

sharing with parents/carers and provide regular updates and explanations about the work of the school and what their children are doing. Class teachers will take the lead in day to day parental/carer engagement. Senior staff will lead on formal consultations and protocols for parent/carer contact and visiting the site.

Although there is an open approach to learning and encouragement for parent/carer, involvement a clear professional approach to teachers leading on learning while establishing the collaboration with parents/carers. This behaviour will be lead and modelled by senior staff throughout the school.

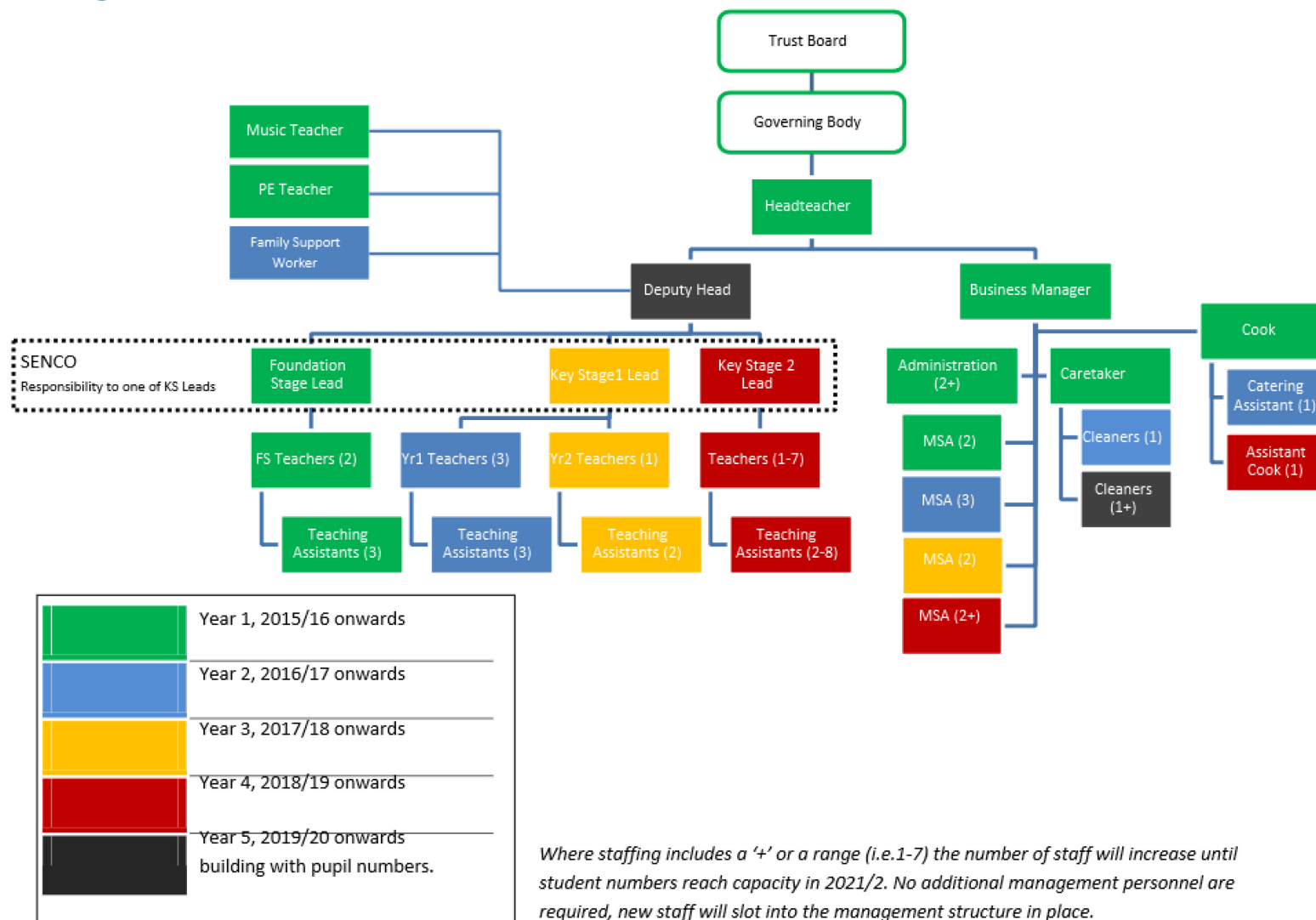
Regular feedback will be sought from parents/carers in order to evaluate school practice and to improve our work in school and our liaison with parents/carers. Regular opportunities will be provided for parents/carers to provide feedback via surveys and questionnaires and the school will commit to responding to the feedback. Head Teacher and Governor Surgeries held each term will allow parents/carers dedicated time to raise matters that they wish to discuss. These will demonstrate a genuine desire to hear what is going well and what could be done better ensuring that leaders and managers have an accurate idea of parental/carer experience and can quickly address any issues.

Section D3 Staffing (With reference to Staffing Structure & Accountability – see table on next page)

St Mary's CE Primary School will open as a two form entry school with 60 Reception children organised into three classes of 20, each with one qualified teacher supported by a TA. Each year the school community will grow by one year group meaning that in year two of operation there will need to be six qualified teachers and six TAs to support three classes in each of Reception and Year 1. All staff in the early years of operation will be led and managed by the non-teaching Head Teacher.

St Marys CE Primary School

Staffing structure



The staffing structure of St Mary's CE Primary School depends on a core strategic leadership team, [REDACTED]. This breadth of experience and sound partnership work sets a firm footing for collaboration with the neighbouring St Marys High School and the LLCT. As a strategic lead the Head Teacher will focus on school improvement priorities, teaching and learning, partnerships and liaison and leadership and management plans, procedures and policies.

The vision will be to create an effective learning environment in which everyone's strengths are recognised and self-evaluation practices are developed. From the onset, the school ethos will value the contributions made by all members of the school team and although a professional approach will be expected at all times, appreciation of personal reflections and circumstances will be acknowledged.

During the early days of development the Head Teacher will play a lead role in developing the Christian vision and distinctive core Christian values that permeate the environment. She will be instrumental in creating an environment that is welcoming and deeply rooted in high aspirations.

High expectations of teaching and learning will be monitored through pupil progress opportunities and classroom observations. Teaching staff will be coached and practice will be evaluated regularly. The Head Teacher will be a visual member of the team, trusted and respected for her fairness and relentless focus on achievement and progress. All this will be achieved through a mutual understanding of the vision.

On appointment, one of the Reception Teachers would have a Teaching and Learning Responsibility (TLR) allowance and will be responsible for Early Years reporting directly to the Head Teacher. This will ensure that the person appointed will have the required experience to immediately provide high quality teaching and learning provision and ensure that these standards are firmly established from the very earliest days of the school opening. The additional leadership capacity will also provide the Head Teacher with quality time to drive the standards agenda across the emerging organisation and into processes and procedures as they are implemented and embedded. The Head Teacher will also need to proactively market the school to attract a full pupil cohort and high quality future staffing.

A Teaching Assistant (TA) will be appointed to support each class in Reception in the first year so providing a high level of adult contact with the very young children. The staffing structure reflects one TA per class for each class in every year group across the school.

In year one of operation, an additional HLTA will be employed to lead the TAs and to provide supervision for the before and after school enrichment activities. As parents/carers will be invited to join these before school activities it is envisaged that the adult to child ratio will remain high and provide a excellent and inspiring environment for daily family supported learning.

The first few years will be driven by a skeletal staff, teachers who are Early Years experts, who are dynamic and influential among the young children who first enter our school. Their skills will be profoundly linked to ensuring the children are nurtured into

their new environment. They will ensure that the climate is conducive for learning and that play is positive in building good relationships. The 1:10 ratio including TA support will help to support the ethos and compliment the required expectations in the EYFS.

The teachers will be professional when dealing with parents, sympathetic to their needs yet practiced in dealing with the daily demands. They will welcome all parents/carers into their setting with a friendly face and build a rapport that enables engagement and encourages the relationships to build. The Early Years practitioners will not only help the children to learn using practical child led initiatives but also be excellent teachers who use dynamic strategies to engage children in their adult led learning. We will require good specialists in the teaching and learning of English and maths, who understand what the school is endeavouring to achieve through BLP and support the school's Christian focus and values for learning.

From the onset the school's Early Years Leader on a TLR for contributing expert knowledge and skills and sharing progress and achievement with the Head Teacher on a regular basis. The Early Years leader will also be the link practitioner with the Children's Centre and he/she will represent the school during any moderation meetings with other schools. He/she will play an instrumental lead in developing and leading good practice and have the experience and expertise to liaise with the new teachers going in to Year 1 at the end of year two of opening. The Early Years Leader will also take on the vision priority of promoting healthy and active lifestyles. As this is a focus that we wish families to inherit from day one, it seems only sensible that the Early Years Leader should take on this responsibility.

In year two, when the Early Years children transfer into Year 1 and the National Curriculum, the staffing structure of 1:10 will continue so that the early learning routines, very different to the Early Years curriculum, can be embedded and learning can be accelerated. We feel that it is so very important to acquire a fast-track approach to the learning of the core skills in these very formative years. The new teachers in this second year of opening will need to be flexible and adaptable. They will ensure that transition arrangements from Early Years will support both children and parents/carers. Their liaison with parents/carers will need to confirm those early relationships and build on the processes already established.

Teachers in Year 1 classes will need to demonstrate good language and maths skills alongside a varied and rich curriculum, broadly balanced curriculum and devotion to keeping children healthy and active. These teachers will begin to introduce 'learning partners' and peer and self-assessment and be committed to the vision of the school. They will take part in honest and professional discussion about the progress children have made in the Early Years and ensure that the pastoral care, evidenced through the Christian ethos and values is continued.

From year three of operation on, there will be recruitment of two additional qualified teachers plus two additional teaching assistants each year. In year three of operation, one of the Year 2 teachers will have a TLR to be responsible for Key Stage 1 and the

SENCo role. This post is equal to that of the teacher responsible for Early Years and means that both report directly to the Head Teacher.

When the children transfer into Year 2, they will be merged into two equal classes of 30 children with one teacher and one TA. At this stage teachers continue to have a compelling and dynamic approach to teaching and learning. Their key responsibility at the end of this Key Stage is to ensure that children are Key Stage 2 ready.

The KS1 TLR will be able to attend moderation meetings for Year 2 and 3 teachers. At this point a standalone Primary Leadership Team (PLT) will be formed including the Head Teacher, Business Manager, Early Years Lead (TLR) and Key Stage 1 Lead (TLR). The Key Stage 1 TLR will also take on responsibility for SEN from the Head Teacher who will oversee teaching and learning in KS2 until the appointment of the Deputy Head Teacher.

The Head Teacher will take on the role of SENCo in the first and second year of operation using dedicated time to ensure statutory duties can be fulfilled. This will also serve the purpose of the Head Teacher knowing the needs of the children and families very well and managing provision to match needs. From year three of operation, the KS1 TLR will take on the role of SENCo.

After seven years in 2021/22, the school will be full and have a classroom based staff of 33 staff. See diagram illustrating the staffing structure for year seven of operation.

In 2019/20 a non-teaching Deputy Head Teacher would be appointed to add capacity to the strategic leadership of the school and provide line management for the Early Years, Key Stage 1 and Key Stage 2. The non-teaching Deputy Head Teacher would be appointed to deputise for the Head Teacher and take on such responsibilities as assessment and lead on a key aspect of the strategic improvement.

With the appointment of the Deputy Head Teacher post, the Head Teacher would be able to direct her attention to the line management of the Deputy Head Teacher, the administrative staff and being responsible for the partnership activities of the primary including the interface with Governors and the High School. The Head Teacher would retain responsibility for the overall strategic work of the school and effectiveness of the school from the initial opening onwards.

Other teachers will take on strategic leads that match the teaching and learning areas as mentioned in D1 and which link with the subject leaders in St Mary's High School. This will form a sustainable balance of experience and expertise across the school and it will also enable us to have a common conversation with the pastoral leaders and subject specific experts in the school to which most of our children will transfer. D1 also details the high quality transition programme envisaged for those children who choose to transfer.

Non Classroom Based Support Staff

Non classroom based staff team will be managed by the Business Manager who will be line managed by the Head Teacher. From opening the team will comprise of a Caretaker, Cook and two Midday Supervisory Assistants (MSAs) and two part time Administrators. This will be sufficient manpower to provide adequate support services and to keep the children safe. The number of support staff are increased proportionately as the school roll grows until the school is full in 2021.

In summary, Table 1 illustrates the increase in the staff teams across the school as the pupil numbers grow and the year cohorts fill.

Table 1: Summary of Staff Recruitment for Phased Growth from Year One to Year Eight of Operation (in line with pupil numbers at full capacity)

	Teachers	LSAs	Admin	Premises	Catering	MSAs	DHT	Other Staff	Total Staff
	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Numbers	Numbers	Numbers	Numbers	Numbers	Numbers	Numbers	Numbers	Numbers
	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
Year 1 - 15/16	3	4	2	1	1	3	0	3	17
Year 2 - 16/17	6	7	2	2	2	6	0	4	29
Year 3 - 17/18	8	9	3	2	2	8	0	4	36
Year 4 - 18/19	10	11	3	3	3	10	0	4	44
Year 5 - 19/20	12	13	3	3	3	12	1	4	51
Year 6 - 20/21	14	15	5	4	3	14	1	4	60
Year 7 - 21/22	16	17	6	4	4	16	1	4	68
Year 8 - 22/23	16	17	6	4	4	16	1	4	68

Table 2: Summary of Staff Roles & Responsibilities for Phased Growth from Year One to Year Eight of Operation (in line with pupil numbers at full capacity)

Staff/Yr	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Roll	60	120	180	240	300	360	420
Primary Leadership Team (PLT)							
HT	1	1	1	1	1	1	1
BManager	0.4	0.4	0.4	0.4	0.4	0.8	0.8
DHT					1	1	1
EY TLR	1	1	1	1	1	1	1
KS 1 TLR/SENCo			1	1	1	1	1
Total	2.4	2.4	3.4	3.4	4.4	4.8	4.8
Teachers	3	6	8	10	12	14	16
TAs	4	7	9	11	13	15	17

Section D4 Inclusivity

How will St Mary's CE Primary School Welcome Children and Families of all Faiths and None?

Whilst the Admissions Policy will be based on 50% of the intake being Christian, it is expected that the learning community of St Mary's CE Primary will be multi faith and

multi-cultural celebrating diversity and equality. Our school will contribute a nurturing and a service role to the local community, making sure that we cater for both Christian families as well as meeting local needs.

As a Church of England school, we will both distinctively Christian and inclusive. This will be interpreted as the inclusion of children with not only different faiths but also different needs. Our school will play an important role in extending opportunities for children that they wouldn't always get within their own families or communities. Discussions about ethnicity, culture and religion will become part of an everyday language. It is important that children from different ethnic groups play and learn together. We will have an important role in bringing our communities together under a shared understanding of Christian values. As teachers, we will have an important role in modelling how faith and belief can be explored and expressed. This will help us to bring together people who may feel isolated in their communities yet in school have a shared identity and expected behaviour. This also means that we take all faith and no faith seriously, placing a high premium on dialogue and understand and respect difference.

Promoting Positive Behaviour

The high quality environment and strong focus on Christian Values will support our positive behaviour for learning policy. High expectations of good behaviour for learning will be established and maintained by a sustained and consistent approach to promoting positive behaviour in all aspects of school life. This will be formalised through a Promoting Positive Behaviour Policy, which will be shared with the whole school community.

The focus on Christian Values will be a key focus along with a cohesive approach to social, moral, spiritual and cultural development. For children to develop a spiritual understanding of the world around them, they will need to develop trust in the people around them, that their questions will be listened to and also trust that school is a safe place for them to learn.

Collective Worship

In collective worship children's spirituality can be explored as they are given opportunities to praise God for the wonders of the world, to give thanks to God for limitless love and to learn and celebrate the shared Christian values which unite them as a school family. Biblical teaching will be at the root of the Christian values that shape the school's life, values such as friendship and respect, which will be the life giving thread that interweaves throughout the school community.

The Christian foundation of our church school will point to worship as a central focus for its ethos. It will be delivered as a quality activity, important to the life of the school and to its religious character. It will be one of the ways whereby Christian values and principles may be reflected and affirmed, and God will be the focus of worship.

Worship is, therefore, an area of church school life which will present special opportunities to promote spiritual and religious development. It also has the potential to contribute to faith nurture, providing a means by which all children – including those

with no faith and those from other backgrounds - may understand more about the Christian faith, while experiencing and learning about worship and what it means to those who take part. We recognise that children our school may come from a wide variety of backgrounds, reflecting the plural and secular nature of our society and if worship is to be meaningful, we must be sensitive to this. Whilst the Christian context will be explicit, the overall pattern will be collective rather than corporate as shared beliefs may not be assumed although shared values may be respected.

Staff will be expected to be professionals, who support the Christian ethos even though they may not be practicing Christians themselves. We shall aim, therefore, to provide opportunities for all to share in worship in a way which make sense to them and is appropriate to their stage of development.

In reality, we invite the challenge to develop a unique kind of experience. One which is analogous to faith group worship, but which still retains the openness and integrity of learning.

Social, Moral, Spiritual and Cultural Development

Opportunities for spiritual development will also be actively planned into all aspects of the curriculum. Spiritual capacities such as imagination, empathy, and insight will be modelled indifferent ways by staff and also encouraged and celebrated in children. There will be a shared understanding that the spiritual life of the school is the wellspring of moral, social and cultural development and all that makes the community what it is and strives to become.

SMSC will be central within the curriculum in St Mary's CE Primary as it will be the explanation behind what is right and wrong. Teachers will encourage children to develop acceptable social skills and to take responsibility and make a positive contribution in school, in their community and in the wider world; these skills will also help children to recognise the richness of cultural diversity in Britain. Although we are committed to ensuring children are aware and understand their Christian and cultural heritage, we can model expected behaviours that encourage children to respect and accept cultural diversity.

Cultural diversity will also be taught through modern foreign languages and project-based learning, which celebrates their own Christian heritage as well as recognising the differences in others.

St Mary's CE Primary School Curriculum

The St Mary's CE Primary School Curriculum has been outlined in Section D1. All the planned activities that we will organise will promote learning and personal growth and development. We will provide an environment in which children develop and acquire skills by engaging and aspiring. We aim to teach children how to grow into positive, responsible individuals, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential. This teaching of critical skills will equip children with the tools they need to be successful learners allowing learners to participate in positive activities to develop personal and social skills. Furthermore, our strong focus on healthy and active lifestyles will encourage the

children to think about taking care of themselves and promote well-being and in turn reduce behaviour that puts them at risk.

We are committed to raising standards and attainment for every child, with a particular focus on literacy and numeracy. We will focus on what matters most - improving teaching quality to deliver performance, setting high aspirations for all and focusing on every individual. RE will be taught regularly by class teachers and given the prestigious position of a core subject within our school. It will form approximately 5% of the school curriculum.

Through RE we will aim to help children to:

- think theologically and explore questions of life and death, meaning and purpose;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and postmodern society;
- develop the skills to handle the Bible text;
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world;
- respond in terms of beliefs, commitments and ways of living;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

Taken from: The National Society

Local Clergy

St Mary's CE Primary will be recognised for its distinctive Christian ethos and the impact this has on our standards and an all-round education. These are the gospel values of loving God and one's neighbour, and the practical outworking of this in a school context. The distinctive identity will be enhanced by the relationship with the school's parish church. The relationship will encourage local clergy and other members of the church to become a familiar presence in the school, respecting and supporting the teachers, while the school seeks to involve itself in the life and worship of the church. It is intended that a member of the local clergy will also sit on the Governing Body, to guide and to advise on church matters.

Governing Body

As a Governing Body, we will evaluate our own effectiveness as a church school. We will reflect through a cycle of self-review, which becomes deeply embedded and will engage all stakeholders. We will accelerate progress and become insightful in our self-evaluation. We will endeavour to capitalise on the skills that already exist in the High School and within our own structure and we will make brave decisions to empower professionals in bringing our vision to fruition. Christian values will offer us a unique vehicle for evaluating how well our school shapes the attitudes of our children to their

learning and their lives in the wider community. We recognise the potential and have the passion to achieve it. Christian values will be a key driver for our school improvement.

Creationism, Intelligent Design etc.

The school will use information from biblical texts and other religious texts to teach alternative theories about the origins of life. We understand that not everyone accepts the theory of evolution and that there are other beliefs about the origins of the universe. However, these discussions will only take place in the context of RE lessons and not as valid scientific theories.

A Summary of the Impact of School Policies on Children of Other Faiths or None Religious Education

Religious Education will be taught as part of the curriculum to all year groups. Christianity will be the main focus for teaching and learning in RE and as a church school we have a 'duty to foster an accurate and increasing understanding of world religions and world views'. An important part of RE is to consider what people of other faiths and no faith may believe and how their views might compare to that of a Christian or other faith follower.

Members of the Clergy, other faith leaders and other guest speakers may be invited to join RE lessons to share their views and ideas about faith with children and staff. This will always be done in a respectful manner with the aim of promoting tolerance and understanding.

Whilst the school recognises the right of parents/carers to remove their child from RE Lessons, the School would hope to attract parents/carers who are choosing the school for its ethos and values and all of the contributing factors that make up that ethos. The inclusion of RE in the curriculum will be made very clear to parents/carers in transition and it will be included in key policy documents and information about the school such as the school brochure and on the website.

Where parents/carers express a wish to remove their child, there is a commitment to working with the parents/carers in an attempt to arrive at a mutual understanding of the value of all children being involved in this important part of our school curriculum. The Governors would ultimately respect the wishes of the parent/carer if there was an insistence on a child not be involved in RE.

Collective Worship

There will be an Act of Worship each day for all pupils. This will usually take place in the school hall or a classroom but may on occasions take place in Church. This will sometimes take the form of a class act of collective worship or whole school worship. There will be opportunities to take part in Eucharist services and services that mark key events in the Christian calendar. Members of the clergy, senior members of staff, teachers and children may lead acts of worship. From time to time, other faith leaders (and those of no faith) may be invited into school to share their ideas about faith with our children and staff.

Children will be encouraged to be involved in the act of worship in a way that is meaningful to them. For some this may mean active prayer and gestures such as closing of eyes or putting hands together in prayer. For others it may mean a period of quiet reflection. Children from other faiths and no faith will be included by recognising their beliefs and values and with reference to special celebrations/festivals in other faiths. Stories from other scriptures or holy books may be included.

Whilst the school recognises the right of parents/carers to remove their child from acts of worship, this is a very important part of the school day and it makes an important contribution to the school community. The Act of Worship provides a time for the community to be together, for quiet reflection and/or worship, the sharing of news and information and an opportunity to experience spirituality, awe and wonder.

The School would hope to attract parents/carers who are choosing the school for its Christian ethos and values and all of the contributing factors that make up that ethos. The inclusion daily acts of worship will be made very clear to parents/carers in transition and it will be included in key policy documents and information about the school such as the school brochure and on the website.

Where parents/carers express a wish to remove their child from acts of worship, there is a commitment to working with the parents/carers in an attempt to arrive at a mutual understanding of the value of all children being involved in this important part of our school day. The Governors would ultimately respect the wishes of the parent/carer if there was an insistence on a child not be involved in Acts of Worship. If a parent/carer or child requested a space for personal prayer for example, during Ramadan, then reasonable attempts would be made to provide this facility.

Uniform Policy

The school uniform is an important part of the identity of our St Mary's community and we want children to feel proud to wear their uniform and to represent the school as our ambassadors.

The uniform style, design and colour will be selected, while being mindful of cost and availability, so that no family would be excluded from being able to obtain a uniform for their child. Most items will be available from general supermarket eg polo shirts, school shirts, socks, shoes, plimsolls and trousers. The sweatshirt and girls skirts/pinafores will need to be purchased from a uniform supplier but these will be commissioned at a reasonable, low cost option and made of hard wearing, 'child resilient' materials.

Children are required to wear the appropriate school uniform as it is described in the school prospectus and uniform policy. However, if there is a genuine reason why a child cannot wear our specified uniform or if they require special dispensation e.g. health or religious grounds, governors will consider sympathetically any such request from a parent/carer and make accommodations where feasible. This might apply for example where a Muslim girl wears a head scarf or a Rastafarian boy wears a hat. Adjustments to the uniform will be in keeping with the uniform style and colour

schemes as it is important that all children are recognisable as members of our community.

Children may not normally wear any jewellery to school to support health and safety and avoid loss of potentially valuable items.

Inclusion and Equality Policies

In keeping with our Christian ethos, the school is committed to equality of opportunity for all members of the community. The School will have a robust Inclusion/Equality of Opportunity Policy and other policies that are aimed at ensuring that no one individual is made treated differently or in a way that is prejudicial. These policies will be monitored and reviewed regularly by senior staff and governors and shared on the school website.

Using the monitoring information we gather, we will identify any gaps or potential issues for children or other stakeholders in relation to the protected characteristics and our school specific characteristic of socio-economic deprivation.

This will be tracked using SIMS data bases, pupil voice and stakeholder feedback as well as through observations of children’s attitudes to learning in classrooms, around school and out of school.

Food and Nutrition Policy

The catering service will provide a wide range of healthy snacks and drinks at break Children who have special dietary needs will be catered for as far as is reasonable although it will not be possible to guarantee certain provision eg nut free provision. Children are able to bring a packed lunch to school and parents/carers will be asked to support the schools commitment to eating healthy meals.

Provision for specific religious observances (e.g. fasting) would be made.

School Visits and Fieldwork

Parent/carers will always be advised where the school is planning to visit/activities in which pupils will partake when the school is planning trips.

Specific considerations will be made when visiting places of worship or venues requiring particular dress codes or particular sensitivities.

Section E: Evidence of need – part 1

Evidence of Basic Need for Places

April 2012 Forecast	2012/13	2013/14	2014/15	2015/16
Number of reception places available	270	255	255	255
Demand	254	253	280	301
Supply shortage	16	2	-25	-46
% Surplus/Shortage	5.9%	0.8%	-9.8%	-18%
No of Forms of Entry	0.5	0.1	-0.8	-1.5

The table shows there is a projected deficit of reception places of 9.8% projected for Waltham Cross and Cheshunt East by 2014/15 that almost doubles to 18% by 2015/16 (Ref Herts County Council (HCC) Meeting the Rising Demand 2012).

The Free School is planned to open to the first cohort of 60 nursery and 60 Reception children in September 2015. This would respond to the deficit of primary places for Waltham Cross and Cheshunt East that is expected in 2015/16. It will not be sufficient to provide any surplus of places.

Hertfordshire County Council have advised local head teachers (autumn 2013) that their School Places Planning Department are now analysing population data on a six monthly basis as the data is changing and growing so rapidly. Waltham Cross has been identified as one of the areas that has experienced rapid and unpredicted increases in population that has led to unexpected increases in the need for primary places. This could mean that the actual need for places is higher than is currently recorded.

St Mary's CE Primary School would also add capacity to respond to the need for places that is forecast to be required to support local housing developments in the Greater Brookfield / Cheshunt areas as well as the further demand that is considered to be 'difficult to manage' beyond 2012 in Waltham Cross. In these areas there is no appropriate land on which to build a school (HCC Core Strategy Consultation – Further Evidence 2010). In addition, more locally, 83 new homes are planned to be built on the former St Mary's CE High School site, 750 homes have been scoped for West Cheshunt, a conversion to 60 flats of a former office block in central Waltham Cross and a further 70 new homes on land to the west of the new St Mary's site. Not all of these developments have been factored into the projections for school places.

Waltham Cross has been identified as the area that has the most severe deficit of places. The three Church schools currently providing three and one half forms of entry, are situated in heavily built up areas and have no capacity to expand, (Ref Meeting the Rising Demand for Places 2012). It has been confirmed by Herts County Council and Broxbourne Borough Council that there is no land on which to build a school and to date Herts have no published strategy for addressing this need. St Mary's CE Primary School is offered as a solution to provide additional primary places in an area of demonstrable growing need.

The local demand for Church School education increased significantly over the past four years. In the five local Anglican Church primary schools, only one has one reception place (as of November 2013). Three Church of England schools in the immediate area have capacity of 745 children. The two Catholic schools add a capacity of 420. Taken together, Church school provision is over capacity, (by 29 places), and oversubscribed in reception across the board.

These Church schools provide a total of five and one half forms of entry with only three of the five being sufficiently close to St Mary's CE High School for children to continue into secondary Church school education. Applications for St Mary's CE High School, the only Anglican Church School in the East of Herts, have risen by over 37% in the past four years.

Evidence of Low Standards in Local Schools

The nearest 20 schools are within 3.67 miles of the proposed location of St Mary's CE Primary School. Only 10% of these schools have been judged to be 'Outstanding' by Ofsted (Ref DfE Performance Tables). Five of the schools inspected during 2013 have been judged to be Requiring Improvement (RI). In higher attaining schools, provision for lower attaining children is not evident in these schools and it is predicted that the provision for lower attaining pupils, therefore, will continue to reduce with the increasing population and demand for places in outstanding schools.

There are a total of 765 pupil places available each year in reception in the 20 local schools. Of these, 230 places (eight forms of entry), are offered by six schools that are deemed by Ofsted to 'Require Improvement'. This equates to 30% of local primary places being offered in weak existing schools and in turn this is over three times the number of places that will be offered in the new St Mary's CE Primary School. It is likely that these Ofsted judgements will adversely impact on the number of applications for schools with RI judgements. St Mary's CE Primary will offer these parents/carers a high quality alternative choice of school for their children.

10% of the local primary schools attained an average KS2 L5c. All other schools attained less than L5. There are significant inconsistencies between schools with very low percentages or no SEND children and their KS1 Average Points Scores (APS). For example a school with 2% SEND gained an APS of 14.2. By contrast, a school with 17% SEND achieved an APS of 16.1 by end of KS1.

Schools with the lowest APS at KS1 had the highest percentage of FSM. For example, a school with 52.4% FSM achieved an APS of 11.7. By contrast, a school with 9.1% FSM achieved an APS of 17. This confirms the attainment gap for disadvantaged children in the area.

With regard to expected levels of progress, six out of 20 schools made less than 14 points progress from KS1 to KS2. Only one school made outstanding progress adding 16 points to their KS1 APS. This school has 41.9%FSM and 13%SEND but nevertheless 71% of low attainers achieved L4 in both English and maths. This proves that even with significant disadvantage, children can achieve in tests.

Using benchmarking data and ranking of similar schools, there is a clear correlation between the ranking of each school and their FSM and SEN data. For example, a school with 5.3% FSM and only 3% SEND is ranked 9 out of 125. Whereas, a school with 44.6% FSM and 10% SEND was ranked 106 out of 125. This confirms a significant achievement gap for children from vulnerable groups. For further details and data see Table 1 in Section C.

It can therefore be concluded that the quality of provision in local schools is inconsistent and data indicates that insufficient progress is being made by the large majority of our local children and particularly those in vulnerable groups.

Evidence of Demand from Local Parents/Carers

The form used to collect evidence of demand was based on the required DfE criteria and is shown below. It allowed parents/carers to make an informed decision about their support for the new school. The surveys were carried out by talking to potential families on a one to one basis as this personalised the approach and reflects the School's Christian vision.

Timeline Table to Show Continuing Marketing & Preparation Activities

Date	Activity
Sunday December 15 th 2013	Broxbourne and Allsorts Community Event Raise awareness and collect evidence of demand
Spring Term 2014	Evidence of demand collection continues -various events. Monthly newsletter to signatories and published on website and to key partners to maintain awareness of and progress of proposals
May 2014	Newsletter / leaflet distribution / Media PR to advise stakeholders and local community of outcome of application and next stage of planning*
June 2014	Midsummer Family Picnic (1) for local community on proposed site
Oct/Nov 2014	Admissions Open: Two major admissions open events for potential parents/carers Major marketing campaign using school prospectus and brochures, leaflets and website (and newsletters) etc
January & Spring term 2015	Admissions Applications Close Head Teacher Designate continues planning and will maintain regular contact with signatories and those who have provided supplementary information forms (SIFs) to the school via newsletter and website
May 2015	Allocations announced: Welcome event
June 2015	Midsummer Picnic (2) Introductory visits to pupil family homes to provide general information, uniform details, pre start advice etc
September 2015	Opening of School – special events involving new parents/carers, pupils, staff and stakeholders

*Presumed success to allow group to demonstrate full action plan to Sept 2015

In order to ensure that parents/carers expressing an interest in selecting our school as their first choice are committed to the school, clear information has been provided about St Mary's CE Primary School and close attention was paid to providing parents/carers with clear explanations, an opportunity to ask questions and a copy of the information for them to keep. A display of the key features of the new school as described in Section C was enlarged and displayed in the area used to collect signatures. This display was left in the Allsorts Children's Centre, (which serves the local community around the proposed site), for parents/carers to refer to on later visits. The other Children's Centre that serves Cheshunt East and Waltham Cross was included in the consultation process. A copy of the form that was used to collect evidence of demand is shown below:

St Mary's CE Primary School: A New Primary School for Waltham Cross/Cheshunt East Support Survey

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school. Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

About the Proposed St Mary's CE Primary School

The plan is for the new St Mary's CE Primary School to open in September 2015 as part of a local group of Church schools, including St Mary's High School, who work together to share good practice. The school will be for children aged 4 – 11 years and will have places for up to 60 children in each year (a 2 form entry school). When full, with 60 pupils in each year group, the school will have 420 pupils.

The School will:

- Be a high performing primary school to add capacity to and complement existing nursery & primary provision with places for 90 children per year group including a full and effective Foundation Stage.
- Have a Christian ethos that means every child and their family will be well known and supported to raise aspirations and eliminate barriers to achievement
- Provide outstanding programmes of teaching and learning based on the National Curriculum that will be distinctive, exciting and engaging because of the strong focus on:
 - English and maths which will be taught discretely each day along with their application to other subjects. Science and technology, creative and performing arts and RE will be studied each week. Learning will be active, involve problem solving and feature student led learning.
 - Developing independent learning skills that allow pupils to understand how they learn
 - Personal development and how to be healthy and active
 - All children accessing enrichment activities such as family learning, sport and drama before and after the traditional school day as part of a daily extended learning programme.
- Be highly successful at developing children who:
 - Feel safe and nurtured as a member of a caring community underpinned by Christian values
 - Are able to make rapid progress and attain highly
 - Have high levels of literacy and numeracy and personal development
 - Are independent learners who enjoy learning and are empowered as lifelong learners
 - Develop a strong sense of self belief, a thirst for knowledge and limitless ambition
 - Will have outstanding behaviour for learning, be healthy and lead active lives
- Work with a wide range of partners to provide high quality education and services to support outstanding outcomes for children and improved support for local families.
- Be a Church of England school that will welcome applications from families of all faiths and none
- Have a local and national reputation for high standards of attainment and student outcomes
- Be an active member of the Local Learning Collaborative Trust of Church Schools driving up rapidly standards of local Church school education to be consistently outstanding
- Be part of an existing collaborative group of local schools allowing learning facilities and resources to be shared which makes the new school and it's work very good value for money.

Why is St Mary's CE Primary School Needed in this Area?

There are very good reasons for establishing a new primary school to serve the East Cheshunt and Waltham Cross areas of Broxbourne. The reasons include that:

- There is a significant shortage of primary school places in the local area from September 2015 and the shortage is predicted to continue to increase after 2015;
- The new school will focus on ensuring that pupils will learn better and attain more highly because they and their families are well known and well supported.
- There is a shortage of Church School primary places in the local area to support parent/carer choice and provide opportunities for children to access faith based education from 4 – 19 years. With the two extra forms of entry provided by this school, it will mean that each year in the local area there would be up to 240 places available in primary Church of England schools.
- There is a strong commitment for local Church School provision to be consistently distinctive and outstanding. This new school would be part of the Local Learning Collaborative Trust which is a group of local Church of England schools that are working together to improve the quality of provision and share resources across Church schools.

Who will be able to go to St Mary's CE Primary School?

St Mary's CE Primary School will be a Church of England School and will welcome Christian families, families of other faiths and those of no faith. Families do not need to attend Church to apply for a place but it is important

for families to be able to support the Christian ethos of the School. The admission criteria will state that priority will be given to up to 50% of each year group based on faith.

How Can I Register Interest in a Place for my Child?

Parents/carers who would like to register interest in a place for their child can do this by completing the slip below and returning it to The Principal Designate, St Mary’s CE Primary School c/o St Mary’s CE High School, Lieutenant Ellis Way, Waltham Cross, Herts EN7 5FB.

Children can be registered for:

- Reception places from September 2015 (birth date between 1st Sept 2010 and 31st Aug 2011)
- Reception places from September 2016 (birth date between 1st Sept 2011 and 31st Aug 2012)
- Reception places from September 2017 (birth date between 1st Sept 2012 and 31st Aug 2013)

Please note that by registering your child you are not committed to taking up a place at the school and this registration does not guarantee a place at St Mary’s CE Primary School.

Name (please print)	Postcode	Child’s date of birth	I would select St Mary’s CE Primary as first choice for my child(ren) <i>Please sign</i>	I am interested in finding out more information	Email address	Are you of Christian faith? If not, please specify your religious beliefs...if any

Thank you for completing and returning your form – we will keep you updated on progress of the new school and would welcome any feedback or queries that you may have.

Website: www.stmarysprimary.info Email: Admin@stmarysprimary.info Twitter: @SMPSch

An analysis of demand to date provides the following evidence of demand in the form of signed up parents shown in the table below. UPDATED 6.1.14

	2015				2016			
	A	B	C	D	A	B	C	D
R	60	59		98	60	55		92
Yr 1					60	59		98
Yr 2								
Yr 3								
Yr 4								
Yr 5								
Yr 6								
Totals	60	59		98	120	114		95%

21 parents/carers have signed up for places in 2017.

62 (103%) Parents/carers have signed up for Nursery places in 2015.

A map to illustrate the location of post codes of the parent/carers who have expressed an interest in choosing St Mary’s CE Primary School as their first choice school, is shown below. The map illustrates the viability of travel to the new school. (Being continuously updated – events planned into New Year)



Other Evidence of Demand

A range of stakeholders have expressed very positive support for the proposed Free School. Most of the comments have been about the concern expressed by local parents/carers that they may be unable to secure a place for their child in a school of choice. [REDACTED]

Mums and dads who were surveyed after they had attended a Children's Centre play session, were keen to sign up and said that they were really pleased to hear about the plans for the new school as they were worried about the shortage of places. [REDACTED]

Finally, there is clear evidence that parents/carers will support their children traveling further than expected to access Church schools. For example, whilst the average distance a primary child travels to school is 0.8km and they are expected to attend their closest school, in our area, three of the local Church schools have between 80% and 95.2% who do not attend their closest school compared to Herts average of 56.7% (Herts School Travel Health Check 2009/10)

[REDACTED]

Analysis of faith of families signing our survey shows interest from those of Christian including Catholic faith, Muslim, Greek, Hindu faith and no faith.(See table below)

Christian	Greek Orthodox	Catholic	Muslim	Hindu	No Faith
26	2	2	3	1	118

Section E: Evidence of need- part 2

Successful Engagement with the Local Community

As well as speaking to local parents/carers, our group spoke to a range of other stakeholders that included:

- Local Member of Parliament (Charles Walker MP)
- Local Borough Councillors
- Borough of Broxbourne Planning Department
- Borough of Broxbourne Council Leaders
- Herts County Council Leaders
- Herts County Council Planning Department
- Herts for Learning Early Years Team
- Herts County Council Childhood Support Services Team
- Clergy from the local Parish Teams

- Local Church Congregations
- Staff of Local Children Centres
- Local play group/nursery users
- Local residents
- Members of the St Albans Diocese Team and Education Trust
- Local Primary Head Teachers (Local Partnership and LLCT)
- Staff of St Mary's CE High School

Engagement with stakeholders was achieved through meetings and attendance at local events. Information was provided through presentation of information face to face, displays of information, the survey form and using extracts of information from the wording of our bid. A website was also created to provide basic information and bring the project to life. See www.stmarysprimary.info The aim was to provide access to accurate information succinctly and consistently so that the same key messages were communicated to the community.

Charles Walker MP for Broxbourne, met with the Lead proposer and wrote a letter of support stating, 'I am interested in your proposals...This sounds like an excellent idea and I look forward to hearing more about it and lending my support...'

In addition, our Free School Group was committed to working in partnership with local schools and in particular with our Church school partners, members of the LLCT and the Local Schools Partnership. A low media profile was purposefully initially maintained while group members ensured that all interested stakeholders were advised of our plans and provided with an opportunity to feedback views and ask questions. The local newspaper covering Waltham Cross and Cheshunt published a large article about the proposed school in week beginning 2nd December which has served to further raise the profile of the project.

Individual meetings were held with the nearest primary school head teachers and an offer to meet with governing bodies, staff and/or parents/carers was made to support colleagues in managing the potential impact of news of the new school. There was no uptake of this offer from any governing body.

Head Teachers have reported back to the group that they have taken information about the Free School to their governing bodies and they have received this information without concern as the need for more primary places in the area is recognised. One wrote, [REDACTED]

One of the key concerns that was raised during our marketing activities was that the original proposal for a three Form Entry school would negatively impact on other local schools. Concern about the Free School taking pupils out of schools in which they were already registered was also stated.

In response to this second concern, the group clarified to our stakeholders the strategy for opening and agreed to 'grow' the school from Reception year by year until full. In

response to the concerns that an entry of three forms would be perceived to have significantly more negative impact on other schools than two forms, plans for St Mary's were revised to propose a 2FE school with potential in any building design to expand to 3FE in the future if the need ever arose.

With regard to the faith ethos of the proposed St Mary's CE Primary School, care has been taken to make the faith status clear to prospective parents/carers and to carefully explain what this means in reality ie that families are welcome to apply regardless of faith or no faith and attendance at Church is not a prerequisite to application. This has been clearly stated on the survey form, all documentation and in displays. In all conversations priority was placed on ensuring that the inclusive and welcoming nature of the admissions information for St Mary's CE Primary School was explained along with the distinctive features eg the small classes in Reception and Year 1, of the planned school.

A great deal of effort has been made to consult with other faith groups in the area. However, these have proved challenging to reach. The Diocese of St Albans do not have any information that indicates faith leaders in the Broxbourne/Waltham Cross area, but they are not local either so maybe this is the reason.

The Lead Proposer met with an Imam in Luton to discuss partnership working and he had no knowledge of any leaders in this area. As there are no Muslim places of worship in the local area, he suggested that this is probably the reason why.

The group consulted with the Incumbent at St Mary's the Virgin Church who, with his deanery clergy team supports the local church schools. He advised the group that he has been trying to link with other faith leaders for a number of years but without success. He named some areas where leaders could probably be found but these faith leaders are some considerable distance away, eg Edmonton, Harlow and Cockfosters. He went on to explain that these leaders were not able to support the St Mary's clergy team in any work with the local schools or community in our area at this time.

Our summary table analysing the faiths declared by parents/carers signing up for the new school demonstrates that those who do not share our faith or who are not of any faith are prepared to make St Mary's CE Primary School their school of choice (see table above).

In order to make sure that those who might find difficulty in accessing the school were included, members of the group or associated volunteers, including the Head Teacher Designate, went out into the community to meet various stakeholders and groups. An example of this was when volunteers stood outside major shopping stores and local nurseries, children's centre and play groups to speak on an individual basis with parents/carers and seek their feedback and support.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

It is planned to have the founding governing body (GB) of five members in place five terms in advance of the opening of the school ie January 2014 for opening in Sept 2015. This will allow the governing body to support the Head Teacher Designate and be involved in the strategic set up and initial operation of the school. It will also add capacity to leadership and management of the school at this critical time. A Chair of Governors (CoG) has been identified (see F3 Table). This will add capacity to the leadership and management of work that will need to continue post bid submission and ahead of approval and pre-opening. In addition, it will establish robust working relationships, lines of accountability and systems for ensuring transparency in the operation of the new school. The founding GB will meet at least once a month in the pre-opening period.

Name	Member of core applicant group	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	N	██████████	██████████	Equiv 2 hours per week
██████████	N	██████████	██████████	Equiv 2 hours per week
██████████	N	██████████	██████████	Equiv 2 hours per week

[REDACTED]	Y	[REDACTED]	[REDACTED]	One full day per week plus up to 10 hours
[REDACTED] [REDACTED]	Y	[REDACTED]	[REDACTED]	One full day per week plus up to 10 hours

<p>██████████</p> <p>(Potential role as commissioned Business Manager for pre-opening)</p>	Y	██████████	██████████	One half day per week plus up to 10 hours
<p>██████████</p> <p>(Consultant for new school as required)</p>	Y	██████████	██████████	One half day per week plus up to 5 hours
<p>██████████</p> <p>Member of Academy Trust (& Potential Chair of Governors)</p> <p>(Professional partner)</p>	N	██████████	██████████	One half day per week plus up to 10 hours

Organisations with which the Free School will work in pre-opening

There are a range of partners with which the Head Teacher Designate and Governing Body would work in the pre-opening period. These partners will allow the governors to draw on the specialist advice required to support the Head teacher designate as she works to establish the structures and processes ahead of opening in September 2015. In addition, partners will provide a potential to add to the capacity of the Head Teacher Designate and governance teams through use of consultancy and commissioned services eg governance, Diocesan services etc.

The LLCT would act as an Advisory Partner developing plans for how the new Free School will join local Church school provision and collaboration. The LLCT can offer support with shared facilities/staffing, procurement and staff training as well as providing professional support, leadership and education experience to the Free School Team.

██████████, would act as an Advisory Partner providing advice and guidance as required relating to the potential siting/construction of the new school and school premises development (subject to EFA etc). ██████████.

██████████ would act as Advisory Partners. They have supported with legal advice re operation of new school and governance and set up the new company for St Mary's Primary School Cheshunt.

██████████.

St Albans Diocesan Team will act as Professional and Advisory Partners able to offer advice & support regarding school premises and land and legal matters and on admissions policies, Christian ethos, Religious Education programmes and interfaith links. This will be a commissioned service as required. St Albans Diocese have 135 schools/Academies and have been involved in Diocesan Sponsorship of new CE Academy in Beds and 13 Converter Academies.

HCC HR & Governance Teams would act as Advisory Partners providing advice on HR and personnel as well as governance matters for example setting up of employment and service contracts & support with CRB checks (as req). The governance service can provide advice on governance and related matters and they can support with seeking appropriate governors if required. HCC Teams would be commissioned by the Free School (usually as part of payroll service package), for which governors will be responsible and accountable.

The Learning Organisation (TLO). TLO will act as an Advisory Partner providing advice and support with training teaching and learning pedagogy and design/development of the new curriculum. TLO are a nationally recognised training provider using principles of BLP as developed by [REDACTED]. This will be a commissioned service for which Head Teacher will be responsible and accountable.

Travel Plan Team (HCC) This team could be an Advisory Partner providing travel plan/sustainable travel advice and checking/signing off Green Travel Plan. The HCC Travel Plan Advisory Service has worked with and supported St Mary’s CE High School Travel Plan (Gold Standard) for the existing site (same site proposed for SMPS). They will support healthy travel and related education initiatives. This will be a commissioned service (usually available free to schools in Hertfordshire) for which governors will be responsible and accountable.

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Marketing – to maintain and continue to raise awareness of the proposed new school in the community and to attract applications from <ul style="list-style-type: none"> • Potential parents/carers to be oversubscribed in first years of operation • high quality staff 	Early appointment of Head Teacher Designate to start work and to recruit staff and support pre-opening. Use networks to identify potential volunteers and support. Some of this will need to be commissioned and use made of the preopening grant. Use of existing providers for own schools to provide quotes and become potential suppliers for the new school eg printing companies, local media contacts and advertising sales
ICT & optimising the use of technology including setting up website and systems for managing data etc	Use networking and previous contacts to identify and commission website provider
Project management (or support with Project Management)	Commission short term support to ensure capacity to collate information and do research/carry out surveys etc

Skills/experience missing	How you plan to fill the gap
Administration	In order to make best use and efficient use of specialist time, administration support for production and reproduction of documentation, policies etc and management of website. Recruit using casual contract or FT basis to match need.
Advisory Experience	Look to LA or other provider to support with additional consultation. Could supplement or buy in in using networks and LLCT contacts.
Recruitment of staff	Seek support from Diocese or LLCT colleagues or use local networks

F2 Accountability and Decision Making (post opening)

It is an intrinsic part of the vision for the St Mary’s CE Primary School to work in partnership with other local Church (CE) schools in the area. This will enhance primary provision capacity and quality as well as demonstrate efficient provision of high quality education and services to support children and local families and so drive up standards of outcomes for children.

It is particularly important that the Free School works closely with St Mary’s High School if the benefits of shared resources, staffing, provision and facilities is to be optimised. This presents some challenges about the organisation of governance arrangements to provide robust lines of accountability while promoting and facilitating opportunities to collaborate with other schools and achieve outstanding outcomes while demonstrating high levels of value for money.

The decision for how the governance for St Mary’s CE Primary School will be established has been based on consideration of:

- The overall strategic vision for the new school, the rationale for its existence and the aspirations for the outcomes that it will achieve
- A strong commitment to robust governance arrangements & clear lines of accountability
- The commitment of the governors of the proposed free school to work in collaborative partnership with existing local schools and the LLCT See Section C Vision and Ethos
- The proposal for St Mary’s CE Primary School to be co-located on the site of the existing High School to facilitate partnership/collaborative working and to achieve high value for money whilst improving outcomes for children See Section E1

The Governance structure for St Mary’s CE Primary School will be a Single Academy Trust. To formalise and demonstrate a commitment to the relationship that will support collaborative working between the new primary school and the High School, (as well as the existing Church Primary schools in the local area), a Collaborative Partnership Agreement will be drawn up to link the single academy trusts to work together for mutual benefit. (See the diagram below & further informatin in this section).

Governance Structure: Single Academy Trust with a Collaborative Partnership Agreement with the High School



A Collaborative Partnership Agreement is where a group of independently formed academies (and possibly other types of schools), agree to collaborate for certain aspects of their work. This will remain as a relatively informal arrangement as this suits the needs of the different schools and provides the benefits listed below.

The Benefits of Working with as a Single Academy Trust with a Collaborative Partnership Agreement

- The liabilities of each academy trust are isolated from other academy trusts providing greater security for each individual school particularly in financial terms.
- The Schools/Academies remain as independent entities with individual funding and governance arrangements. As separate legal entities enjoying a working relationship, governors of the new school and of partner schools will decide how much collaboration is appropriate to maintain positive benefit for their schools.
- Each single academy trust involves only one school which is governed by one set of articles and has its own funding agreement. That ensures autonomy and clear lines of accountability for the new school and its governors.
- The informality of the partnership agreement can be adjusted to suit the changing needs of each school over time – and supports exit or entry to the agreement at any time without penalty.
- Partnership agreements are less onerous and costly to set up.
- Schools working together in Partnership Arrangements can benefit from efficiencies presented sharing of facilities, staffing and resources and by economies of scale. This would include schools supporting each other in challenging circumstances. Please see section: What Would Collaborative Partnership Working Look Like?
- Schools can belong to more than one Partnership. An informal local arrangement exists in the form of the LLCT and the new Free School will be a member.
- Risks to other schools in the Partnership are minimised particularly where there is one school where standards are not as high or that is struggling eg financially
- Public perception of schools that are successfully working together will be attractive to parents/carers and support applications to all schools in the partnership

The Challenges of a Collaborative Partnership Agreement

- As there is no separate entity to enter into agreements with service providers, one school would need to take this risk on. The risk remains that one school would not meet their obligation. This risk is fully understood by the governors and will be a consideration reviewed with any and each of the Service Level Agreements and shared arrangements that may be proposed between the two schools (a process that is already in place for existing SLAs for shared service provision in the local partnerships and the LLCT)
- Governors remain obliged to act in the best interests of their own pupils and so may not be able to support the best interests/work of the partnership at all times. Careful wording of the Agreement and use of robust service level agreements should

address most of these issues and the Governors Partnership/Collaboration Committee would regard this consideration as one of their key functions.

What Would Collaborative Partnership Working Look Like?

Partnership working will involve a range of different aspects of the school's work, (see table below). A key principle of partnership work involving the primary and secondary school will be to ensure robust structures and processes that allow the primary school governors to make decisions without undue pressure from the secondary school or other external bodies. The high school will be able to offer some services to the primary, particularly in the early years of its operation. As the high school can only offer services at cost it is highly likely that this will be the most cost effective way to procure some services for the primary school, such as back office functions, IT technician support, cleaning or catering. However, where it does not serve any benefit for either school to be procuring/providing a service to the other, the primary will procure services in the usual way. See Table below.

Aspect of Potential Partnership Working	Considerations by Governors to ensure compliance, transparency and value for money
Provision of services	Governors will check and declare conflicts of interest & ensure they are not present/part of any discussion/decision. Particular care will need to be taken over involvement of HTs of either school when discussing partnership business.
Shared staffing, staff CPD and activities eg standardisation	Governors would need to consider at least three quotes to check value for money and meet statutory requirements. A record of this consideration must be made by governors.
Shared use of facilities / resources eg sports hall, drama studios	Use of robust SLAs to state the details of service provision including nature of provision, quality assurance, cost, timing for delivery, length of SLA, monitoring & evaluation and complaints.
Joint projects for pupils eg <ul style="list-style-type: none"> • older mentoring/reading with younger; • joint performing arts productions 	Regular review of SLAs (as for all contracts) to check fit for purpose and best value. Lines of accountability including responsibility for quality of provision and addressing unsatisfactory performance are clear. Check and confirm positive impact on pupils and potential outcomes for pupils Check benefits versus disadvantages of partnership work

In addition to the above, part of the vision for the primary school children will be to use very close partnership working to ensure children are very prepared for learning on entry to the school and to eradicate transition dips when moving on to secondary provision. Key partners in the preparation of children for entry into the primary school would be the Allsorts Children's Centre (already in place) and on site nursery, (in planning to open in September 2015). It is expected that the large majority of St Mary's CE Primary children will transfer into the St Mary's CE High School. There is a genuine opportunity to make this transition seamless and to take advantage of the fact that children will be familiar with the main school, site routines and key staff and that they

will be well known to receiving staff who will have a secure understanding of their attainment levels, primary curriculum, pedagogy and learning needs.

Finally, it is recommended that as part of their strategic policy, Members of each of the Primary and High School Trusts nominate the Head Teacher of the high school and primary school to be Foundation Directors of each other’s governing bodies as well as members of the Partnership Committee which will be common to both governing bodies. See table in Governor Committees and Functions section below. This will allow each to have a good strategic overview of the work of both schools, to make use of potential partnership activities and to be present for governors to hold to account. The performance records of both Head Teachers support this as sound planning for sustainable strategic leadership.

Monitoring & Evaluation of the Collaborative Partnership Agreement

Governors will know if the Agreement is successful if it can be seen to be facilitating the work of the school, providing an advantage and/or resulting in efficiencies for resourcing and operation. It is proposed that partnership and collaborative work is monitored and evaluated by the Partnership Committee. The primary Head Teacher will collate impact reports on all aspects of collaborative work, including impact on KPIs. This committee would review the Collaborative Partnership Agreement at least annually for the first four years of operation reporting to the Full Governing Body, to check its function, impact and practicality. To support sustainability there would be an automatic review of the Agreement if either the primary or high school head teacher left post.

Members and Directors/Governors (including the Head Teacher – ex officio)

It is proposed that there are four Members of the St Mary’s CE Primary School, Cheshunt Trust with 11 governors on the board of governors. (See table below). Members will appoint all governors except the parent/carer and staff governors who will be elected and the Incumbent and Head Teacher who will be ex officio governors. Roles and responsibilities are described below and will be linked to the terms of reference for each governor committee.

Members	Directors/Governors
<ul style="list-style-type: none"> • Diocese of St Albans Educational Trust • Incumbent • Nominee of the Diocesan St Albans Trust • Chair of Governors (new primary school) 	<ul style="list-style-type: none"> • St Mary’s CE Primary School Head Teacher (ex officio) • Up to two parent/carer governors (elected) • One staff governors (elected) • The Incumbent (ex officio) • Up to six foundation governors appointed by the Members

Pre Opening Governance Structure

Members are responsible for appointing the governing body. They will do this using the support of the Diocese of St Albans, the Local Authority Governance Service (where appropriate), the LLCT and SGOSS. This will ensure that governors with the correct

skills set and experience can be sought to maintain a high quality governing body. (Ref Section F3A). Members will use annual skills audits that will also be used to inform the governor training and development programme. Subject to members approval, it is proposed that a core group of governors including the Head Teacher, the Head Teacher from the High School, an Educational Consultant and an experienced governor from the High School governing body who will be Chair of Governors, will be in place during pre-opening to bring capacity and knowledge of the project to the new school (See Section F1)

In using at least one high school governor, the primary school will have access to governors and school leaders who have significant and proven experience of successful school improvement and performance including while managing large build projects. See [REDACTED]

Governance From September 2015: Planned School Opening

The full governing body will be in place by the start of the first term (Sept 2015) for two years' term of office, which will then be reviewed. There will be potential for the appointment of Associate Governors and Advisors to support governors when they require specialist advice or support. The full governing body will meet every half term for the first two years to provide robust accountability and opportunity to monitor.

To maintain secure and robust proactive governance, pre appointment meetings with the Chair and other Governors will take place to check that potential governors are clear about their required commitment and responsibilities. This will be monitored and evaluated by the Personnel and Pay Committee.

Accountability (See Section D3)

Members will hold the Governing Body to account using a range of monitoring activities as exemplified in the DfE Governor Handbook for School 2013. Committees will have Terms of Reference that will be agreed annually. Most decisions and all policies will be made/ratified by the Full Governing Body. Delegation of responsibilities to the head teacher will be stated in the Schedule of Financial Delegation and as agreed annually by the FGB.

How Will Governors Know About School Performance?

Governors will be asked to visit the school on a regular basis as part of the strategic programme to improve their knowledge of the school, its personnel and school improvement priorities.

Members will be invited to the Annual General Meeting and will receive a copy of the Director's Report (written by the Head Teacher). The Head Teacher will provide a report to each of the FGB Meetings and there will be standing items in this document relating to the Ofsted framework plus School Improvement priorities.

Governors will have links to core subject areas, SEND and Improvement priorities. It is expected that governors will visit the school regularly to carry out monitoring activities and hold governor surgeries to provide opportunity for parents/carers to raise concerns or to provide feedback. Following a school visit, the governor will complete a visit report outlining the objective and results of the visit. Once completed the visit form will be made available to the Full Governing Body prior to any meeting ready for constructive feedback and challenge.

There are three major points in the school year when governors can expect to receive school performance data and they will be able to ask for information for clarification at any time. Governors will commission termly meetings with the HIP to discuss the School's performance and hold the Head Teacher to account. These reports will be made available to Members.

Rigorous financial planning and secure accountability is based on sound benchmarking and budget forecasting. Prior to budget setting in March-April, governor finance committee members will have received monthly monitoring reports and narrative based on variations. All governors will be involved in making financial decisions based on the Schedule of Financial Delegation.

Governing Body

Functions	Membership
<ul style="list-style-type: none"> • Overall school effectiveness (including Standards and student outcomes) • Strategic (long term) improvement plans • Whole School Improvement Plans (SIP) • SEF (and SIAMS SEF) and Ofsted prep • All policies/statutory work (inc safeguarding) related to evaluation of impact of work of the whole school • Annual review of GB skills 	<p>Chair*: Experienced Governor preferably with experience of primary education and/or setting up a new school</p> <p>Membership: All GB members SLT members to be invited to meetings as required</p>

*The governing body will elect a Chair on an annual basis and the Chair automatically becomes a Member of the Single Academy Trust.

Governor Committees and Functions

It is proposed that the Full Governing Body (FGB) would have four committees all made of the governing body members but with different chairs. These are listed in the table below. (Note: Table indicates membership when school is full). Ahead of each FGB, the Chair of Governors would meet with the Committee Chairs to review strategic planning and set the agenda for the FGB meeting.

Full Governing Body meetings will take place once each term (half termly in the first two years). All Governors will attend the termly committee meetings. Rolling Minutes will be used to address any matters arising without having to wait for the Full Governing Body meeting. This equates to five meetings for all governors per term.

Committee	Functions	Membership
Finance & Premises	<ul style="list-style-type: none"> • All aspects of school finance • Setting the budget • Financial standards/Accounts/Audit • Premises, maintenance and sufficiency planning • Health & Safety including risk assessment & management • Resources and procurement • All policies/statutory work related to leadership, management, monitoring and evaluation of finance & premises 	Chair: Finance specialist/experience All Governors School Business Manager to be in attendance
Personnel & Pay	<ul style="list-style-type: none"> • Recruitment & retention (teaching and support staff) including maintenance of SCR • <i>Monitoring & evaluation of quality of education provision/teaching & learning</i> • <i>Monitoring & evaluation of quality of leadership & Management</i> • Appraisal (inc HT Appraisal) and performance management (including staff training) • Governor Training and governor interface with the school • All policies/statutory work related to leadership, management, monitoring and evaluation of Personnel & Pay 	Chair: HR Specialist/experience All Governors SLT member i/c Quality of teaching provision to be in attendance
School Improvement	<ul style="list-style-type: none"> • Child protection & safeguarding • Target setting and monitoring of progress against targets for student outcomes/standards • <i>Monitoring of Standards of Student Achievement</i> • <i>Monitoring & evaluation of Student Behaviour for Learning & Safety</i> • Curriculum planning and course accreditation • Christian Ethos and SMSC • All policies/statutory work related to leadership, management, monitoring and evaluation of educational provision, outcomes for children and Health and wellbeing 	Chair: Experience of work in education (preferably primary) All Governors SLT i/c Achievement and B4L in attendance
Partnership	<ul style="list-style-type: none"> • Explore / consider opportunities for partnership working • Impact of partnership work and review of the Collaborative Partnership Agreement • To manage potential Conflicts of interest in collaborative work v autonomy of individual trusts • All policies/statutory work related to leadership, management, monitoring and evaluation of partnership working 	Chair: All Governors

Note: Italicised functions relate directly to Ofsted evaluation framework

Agenda Standing Items

In order to support robust accountability and promote excellent governance practice, there will be standing items for every agenda.

Conflicts of Interest

All governors and staff of the school will be asked to declare any potential conflicts of interests on an annual basis. This declaration will be checked by the Business Manager, Head Teacher and Chair of Governors and any potential issues that might

adversely impact on the work of the school or governing body will be followed up appropriately. Outcomes of the annual declaration of interests will be recorded on the Register of Interests that is maintained by the Administration Officer (HR) at and which will be presented at the first Personnel and Pay Committee of each year. All declarations will be placed on individual staff files.

The Governing Body will ensure that there are clear and transparent policies in place to deal with potential conflicts of interest. This will include having policies on Staff Code of Conduct, Whistle Blowing, Staff Discipline, Staff Recruitment, Pay, Hospitality & Gifts.

Each governor meeting agenda will have declaration of interest as a standing item. It is noted that due to the potential for work between the primary and high school and presence of staff from both schools, that particular attention need to be paid to potential conflict of interest involving the head teachers and shared personnel.

F3 (a) Proposed governors

Note: *Italics indicate Founding Governing Body (Pre-opening period of five terms)*

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	<i>As above</i>
██████████	██████████	██████████	██████████	<i>As above</i>
██████████	██████████	██████████	██████████	<i>As above</i>
██████████	██████████	██████████	██████████	<i>2 hours plus support as required</i>
██████████	██████████	██████████	██████████	<i>5 hours per week</i>

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
<p>Skills required: High quality governors to be appointed ready for opening of the school</p>	<p>Approach LLCT to check capacity for sharing resources or seconding hours/post if required. Use of networks and Diocese to identify potential candidates. Use of SGOSS to support recruitment. <u>Timeline for recruitment of governors:</u> Recruitment of governors will continue until approval for the school is secured and the school is then opened. Members of the SMPS Core Group will be responsible for approaching potential governor candidates or organising to support with recruitment so that potential governors can be presented to members for consideration for appointment. It is planned to have the founding governing body of five members in place five terms in advance of the opening of the school ie Jan 2014 for opening in Sept 2015. This will allow the governing body to support the Head Teacher designate and be involved in the strategic set up and initial operation of the school. It will also add capacity to leadership and management of the school at this critical time. It will meet monthly. A potential Chair of Governors has been identified. This will add capacity to the leadership and management of work that will need to continue post bid submission and ahead of approval and pre-opening. In addition, it will start to establish robust working relationships and lines of accountability and systems for ensuring transparency in the operation of the new school.</p>
<p>Managing Publicity</p>	<p>Draw on experience of other LLCT Head teachers and Diocese PR Department.</p>

Section F4 Recruiting a high quality Head Teacher Designate

Identifying a high quality Head Teacher

The proposers have identified [REDACTED] to be the Head Teacher Designate of St Mary's CE Primary School.

The main duties and responsibilities are summarised in the proposed job description and person specification for the Head Teacher (see below). The expansive job description describes a range of skills, knowledge and experience required to not only lead a high performing school, but to show capacity for setting up and establishing one from the outset.

Proposed Job Description/Person Specification for Head Teacher

1. Strategic Leadership:

The Head Teacher will:

- be responsible for the leadership, internal organisation and management of the St Mary's CE Primary School;
- be an outstanding role model for all colleagues and to make a leading contribution to the maintenance of high standards in all areas of school management and organisation;
- work with the Trust Board and School Governors to provide strategic direction and development for the school within local and national contexts responding to the needs of the local authority, schools and the pupils and parent community.
- lead partnership working with local schools;
- liaise with the LLCT and other key partners to shape the area's inclusion strategy.
- formulate overall aims and objectives for the school and policies for their implementation;
- maintain high standards of parent liaison and multi-agency working e.g., Educational Psychology Service, Child & Adolescent Mental Health Services, Social Care and Health;
- create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.

2. Efficient and effective deployment of staff and resources

The Head Teacher will:

- deploy and manage all teaching and support staff of the school and allocate particular duties to them (including such duties of the head teacher as may properly be delegated to other members of the staff) in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each staff member between work carried out in school and work carried out elsewhere;
- implement the appraisal of staff, consistent with statutory regulations, that promotes good pupil progress and continuous professional development;
- ensure that colleagues are effectively and equitably deployed in response to need;
- ensure all staff receive information they need in order to carry out their professional duties effectively;
- lead on Continuous Professional Development; assessing professional development needs and planning appropriately to address those needs (including essential training);
- monitor, evaluate and respond to staff welfare in line with the positive attendance policy;
- work with the Governing Body and senior colleagues to recruit staff of the highest quality available;
- advise the Governing Body and implement decisions in relation to staffing;
- advise the Governing Body on the adoption of effective procedures to deal with the competence and capacity of staff;
- advise the Governing Body on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control;
- manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations;

- make arrangements for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the Governing Body;
- undertake responsibilities as defined in the Health and Safety Policy;
- ensure that appropriate risk assessments are undertaken before sanctioning participation in any potentially activities;
- manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money;
- promote an understanding of equality and cultural diversity.

3. Leading and managing

The Head Teacher will:

- lead, motivate, support, challenge and develop staff to secure improvement;
- promote and develop the aims of the school;
- provide a lead to the staff in the management of change and development;
- participate in arrangements for head teacher performance appraisal;
- maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- plan, allocate, support and evaluate work undertaken by groups, teams and individuals;
- implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- ensure that new employees, trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to required standards;
- complete returns and writing reports as and when requested for a range of purposes, in particular the SEF, school improvement and development plan and progress to the Governing Body;
- ensure that confidence in St Mary's CE Primary School and a positive public image are sustained and developed.

4. Leading and teaching (including Curriculum)

The Head Teacher will:

- help plan, develop and implement the curriculum on a whole school basis, including the role of other alternative providers to deliver a broad and balanced curriculum;
- monitor Schemes of Work, lesson plans, timetables;
- ensure a consistent and continuous school-wide focus on monitoring pupil progress, academically, socially and emotionally through effective use of data, developing the use of benchmarks to monitor progress in every child's development;
- plan appropriate interventions and measure their impact;
- lead the development, implementation of national frameworks for accrediting pupil performance.
- ensure that all pupils receive a good quality education and intervention through a programme designed to promote a stimulating style of learning in a safe & healthy school environment;
- continue to develop an effective system of record keeping and communication with schools, parents/ carers and pupils;
- ensure that learning is at the centre of strategic planning and resource management;
- establish creative, responsive and effective approaches to learning and teaching.
- ensure a culture and ethos of challenge and support where all pupils can achieve success and engagement appropriate to their ability and needs;
- be able to demonstrate and articulate high expectations and set stretching targets for the whole learning community;
- be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils;
- monitor evaluate and review classroom practice and promote improvement strategies to ensure that success is celebrated and that underperformance is challenged at all levels.

5. Welfare of Pupils

The Head Teacher will:

- have due regard for the well-being of pupils working to the procedures and requirements of the Local Safeguarding Children's Board;
- be conversant with School's procedures on Health and Safety and to notify any Health and Safety issues to the Governing Body;
- ensure that all areas of the curriculum, including outdoor learning experiences, are safe and well planned, in line with appropriate requirements;
- lead on the promotion of excellent standards of pupil behaviour and attendance;
- ensure that pupils are supervised, as necessary, during breaks, lunch periods and immediately before/after school;
- ensure that all pupils are treated with proper respect and dignity irrespective of gender, sex, race, or ethnicity;
- maintain effective links with parents, school staff and other stakeholders from the local community to help secure good standards of holistic provision;
- ensure all staff maintain the appropriate level of Safeguarding training;
- ensure the achievements of all pupils are properly recognised and celebrated and that pupil performance is driven by meaningful, but challenging setting of individual/whole school targets;
- empower the self-determination of pupils and, where necessary, ensure that their needs and views are advocated to others;

6. Meetings

The Head Teacher will:

- attend and report to meetings of the Governing Body and its sub-committees.
- attend and contribute to pupil focused meetings as necessary;
- lead on Professional Development and Performance Appraisal meetings as required;
- attend and contribute to the School's programme of staff meetings and curriculum workshops as necessary;
- attend, as appropriate, meetings of primary, secondary and the Governing Body.

7. Legislation

The Head Teacher will:

- maintain a good understanding of relevant, current legislation governing the education, and care of pupils with special educational needs, and pupils who are looked after;
- maintain a good understanding of regulations governing the performance of pupils with special educational needs and ensure that pupil performance at the school is managed in accordance with national/local regulations
- be aware of legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation

8. Other

The Head Teacher will:

- undertake reasonable duties as allocated at the discretion of the Governing Body.

Person Specification

The Head Teacher will exhibit the following personal qualities:

- Self-awareness
- Self-management
- Social awareness
- Relationship management
- Approachable
- Excellent communicator
- Confident and competent
- Motivator and innovator
- Personal commitment to quality and excellence
- Able to work effectively and cooperatively between schools and with all stakeholders
- Able to negotiate effectively to further the School's objectives
- Committed to equal opportunities.

Leadership Skills:

- ability to develop and maintain a clear vision for the School and to lead others to plan and deliver it;
- leadership and management skills to improve and maintain the school's level of attainment and success;
- excellent classroom practitioner who can lead by example;

- ability to motivate pupils and staff;
- ability to articulate this vision to diverse audiences;
- ability to review, monitor and evaluate progress and results;
- a commitment to support the further developments of learning skills and emotional literacy – with staff, pupils and parents/carers;
- demonstrated ability to lead, coordinate and delegate;
- ability to manage change and work under pressure of changing circumstances;

Experience:

- significant experience as a Head Teacher with a sustained record of school improvement;
- experience of developing partnership and learning between schools;
- experience of the effective managing of funding and resources;
- delivery of a broad based curriculum throughout the 4-11 age range;
- evidence of effective appointment and personnel management;
- evidence of strategic planning ability;
- evidence of successfully leading and sustaining educational initiatives;
- evidence of involvement in national and international educational developments;

Qualifications:

- Qualified Teacher Status
- Undertaking or completed NPQH, unless exempt
- Evidence of recent, relevant study

The Head Teacher will be paid in accordance with the legislation set out in the School Teachers' Pay and Conditions Document 2013 in Part 2.

Describing a high quality Head Teacher Designate (Ref Section F1 (a))



Financial Viability

It will be important to plan to place the Head Teacher on a scale that is commensurate with the role that the governors are expecting them to carry out and the responsibilities that the Head Teacher of a new school will face. The governors will also understand that whilst the school will have relatively small pupil numbers in its first few years, this in itself will present specific difficulties and challenges for the new head teacher to manage, particularly in relation to finances which will be tight and limited until the school is well established.

The salary scale will also need to provide appropriate progression opportunities to be attractive to a very high quality education leader who, if they are seriously interested in taking up this post, would be expected to be aspirational. As the school will on opening be relatively small, its success will be particularly dependent on successful pupil recruitment for the first years and so salary progression will be linked to performance appraisal and pupil numbers.

The Head Teacher salary scale will be appropriate to reflect the critical nature of the post and sufficiently high enough to enable governors to employ a candidate with significant experience of headship to inspire the confidence from all stakeholder groups required for a successful new school. All schools face ongoing challenges to be successful and to remain successful. However, in the context of a new school being established using a relatively new government initiative to do so, this will require a Head Teacher who is inspirational and highly experienced with an excellent

and proven track record of leadership in primary education. The affordability of the Head Teacher's salary has been detailed in Section G.

Section G: Budget planning and affordability

Sections G1 Overview explanation of how budget plans have been developed and the thinking behind the plans

- [REDACTED]
-

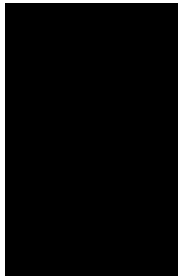
Section H: Premises

See Excel Spreadsheet

Annexes

Curriculum Vitae for:

-
-
-
-
-
-
-



CV



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

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

CV <Redacted> (<Redacted>)

CV [REDACTED]	
1.	<p>Name</p>
2.	<p>Area of expertise (i.e. education or finance)</p>

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

CV [REDACTED]		
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	[REDACTED]
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.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

***Data for Broxbourne CE Primary School**

Year	2011		2012		2013	
	<i>KS1</i>	<i>KS2</i>	<i>KS1</i>	<i>KS2</i>	<i>KS1</i>	<i>KS2</i>
Significantly above average (SIG+)	All 16.7 Read 17.2 Writ 15.7 Maths 17.1	All 31.1 Eng 31.8 Math 30.4	All 16.7 Writ 15.9	All 29.8 Math 30.0	All 17.2 Writ 16.7 Math 17.8	All 31.6 Math 32.2 Read 31.2 Writ 30.8 EGPS 32.6
Above , but not significantly different to, average			Read 17.1 Math 17.0	Eng 29.6	Read 16.9	
Below , but not significantly different to, average						
Significantly below average (SIG-)						

	2011	2012	2013
Overall	102.5 sig+	100.8 sig+	100.8
English	102.7 sig+	100.6	
Reading			100.5
Writing			100.8
Mathematics	102.1 sig+	101.0 sig+	100.9

Attainment thresholds in reading, writing and mathematics L2+ and L3+ KS1 and L4+, L5+ and L6 KS2 in 2013

	L2+	L3	L4+	L5+	L6
Significantly above average (SIG+)			W100% GPS100%	R 67% W47% M77% GPS83%	
Above , but not significantly different to, average	R93% W93% M100%	R33% W33% M37%	R100% M97%		
Below , but not significantly different to, average					
Significantly below average (SIG-)					

Performance Against Floor Standards for 2013							
	Reading L4+	Writing L4+	Maths L4+	R, W, M L4+	R 2 levels progress	W 2 levels progress	Ma 2 levels progress
National Target	86%	83%	85%	60%	92%	90%	90%
School actual	100%	100%	97%	97%	100%	100%	93%

CV [REDACTED]

CV [REDACTED]

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

CV [REDACTED]		
	school's best 8 value added scores for the years you were in post, if applicable	
2S5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	<p>N/A</p> <p>Please see above</p>
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.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV

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

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

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

CV [REDACTED]

CV [REDACTED]	
1.	<p>Name</p>
2.	<p>Area of expertise (i.e. education or finance)</p>
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>

CV [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 	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	Not 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>	Not applicable
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED]
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> ○ [REDACTED]
8.	<p>Reference names(s) and contact details</p>	[REDACTED]

CV

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

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

CV [REDACTED]	
	helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV [REDACTED]

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

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

CV [REDACTED]

CV [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position
	This should cover the last four
	Name:
	Position:
	Time Period:

CV [REDACTED]	
	years. If not, please include additional roles
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	<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	For education only: if you are in a teaching or head of

CV [REDACTED]		
	<p>department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



Department
for Education

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