



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

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EMMANUEL COMMUNITY SCHOOL 2

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Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only *: Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only *: Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only *: Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. 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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Declaration

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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



Completing the application form

Section A – applicant details (see Excel spread sheet)

Section B – outline of the school (see Excel spread sheet)

Section C – vision

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

VISION OF THE ACADEMY TRUST

The Emmanuel School Trust (TEST) is a successful single academy trust responsible for the Emmanuel Community School, Walthamstow. We are guided by strong Christian principles, our ethos of 'Learning for Life' and high standards of literacy and numeracy as our key priorities. We are committed to providing excellent opportunities for all children in our community, regardless of their faith, background or ability.

TEST aspires to make a difference in the Community. Our rationale for setting up free schools is rooted in our passion to assist children and families, to respond appropriately to social deprivation in our communities, meet the need for school places and improve standards of educational provision for children. We recognise the need to provide additional choices for parents and satisfy parental demand for school places, especially at primary level.

We highlight faith values as a catalyst for reinforcing positive attitudes and our excellent provision for children's spiritual, moral, social and cultural development permeates our school. We emphasise the value and worth of each individual in order to develop a positive self-image and can-do attitude in students. The range of subjects and learning opportunities we offer are well organised to capture and engage the interest and curiosity of children, ensuring they master basic skills and go on to excel at all levels. We have a strong focus on creativity and optimise the use of indoor and outdoor spaces to enhance learning, with music and modern foreign languages playing a vital role in raising attainment levels.

With an aspirational approach to pupil achievement, we firmly believe that demography must not determine destiny. We are inspired by the outstanding achievements of Charter Schools in the USA which provide evidence of this. We use the "49 techniques that put students on the path to college" outlined by Doug Lemov in his book, "Teach like a Champion" as the bedrock of our teaching and learning. Our mission is to ensure that every pupil achieves highly enough to have real options by age 18: to go to

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

University or College or follow a career path of their choice.

TEST aims to become a multi-academy trust (MAT) and this new school will be part of that vision. In the medium term, we will develop a cluster of primary, nursery and secondary schools serving North East London and Essex as well as international collaborations in Kenya, Liberia and Nigeria over the next 5 years. We will work closely with other organisations and stakeholders to share best practice and resources. Our schools will promote the fundamental British values which include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our rationale

There are significant challenges arising from the demographic and socio-economic characteristics of the population in our target area. These are manifested in the following issues:

Unemployment and Child Poverty

London Borough of Waltham Forest consists of densely populated metropolitan areas to the south and less dense suburban areas to the north of the borough. The contrasts between different parts of the borough are quite pronounced, with some wards in the borough being among the most deprived in the country. In comparison with the rest of England, Waltham Forest has high numbers of children in poverty and 23.5% of children are obese. The borough also features high numbers of people considered statutory homeless, high levels of violent crime and high levels of long term unemployed. The percentage of children with special educational needs in schools is also higher than the average in London and England as a whole (Joint Strategic Needs Assessment 2014/2015).

The 2012 Child Poverty Map estimates that 31% of children in the borough were living in poverty compared to 21% in the UK, which is a slight improvement on the 2011 figure of 35% (ONS, 2011).

In 2012 Waltham Forest had 12,000 'workless households', about 15% of households in the borough. In total, about 24,500 people aged 16 to 64 and around 9,600 children (0 to 16-year-olds) live in workless households. This is equivalent to 14.0% of adults and 16.5% of children in the borough. In November 2012, 15.1% of the population aged 16 to 64 was claiming benefits in Waltham Forest. This compares with 13.3% in the London region and 13.8% in England as a whole.

Population Growth and Diversity

Waltham Forest has a population of 258,249 people in 96,861 households with a larger percentage of children than the average in England and Wales. Population growth projections to 2021 also indicate notable increases of up to 12.6% growth in population

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

over the next 10 years. The main drivers for this are immigration and a high birth rate, especially among the black, Asian and minority ethnic people groups, compared to the indigenous white population. In terms of diversity, over 47% of the total population is made up of black, Asian and minority ethnic categories (BAME). The diversity is even more pronounced among younger people. It is estimated that 62.4% of the population between 0-19 years old in Waltham Forest are from the BAME ethnic groups (ONS, 2011).

School Places and Educational Needs

Similar to many parts of Greater London, the shortage of primary and secondary school places in the London Borough of Waltham Forest remains acute. According to the DfE, in a review of schools with no spare places or with more children than available places, Waltham Forest had one of the highest proportions, with 57% of schools considered to be over capacity (DfE, 2014). Our first academy, Emmanuel Community School, is regularly oversubscribed. In addition to overcrowded schools and the relentless demand for additional school places, schools in Waltham Forest have levels of attainment in GCSE that are poorer than the average for London as a whole.

Deprivation

Overall, Waltham Forest is assessed as a highly deprived borough, both relatively and absolutely. Out of 33 London Boroughs, it was the 6th most deprived in 2011 (ONS census data, 2011). The high level of social deprivation has led to lower educational attainment than the national average, homelessness, high levels of mobility (with families relocating frequently and disrupting children's' education) and poverty – with high levels of children on free school meals (FSM).

To summarise, our rationale for setting up free schools is to meet the following challenges:

- Social deprivation in our communities
- The acute shortage of additional primary spaces
- The need to improve standards of provision for our children
- Parental demand for choices

Location

The location of our proposed school is in the north of the borough of Waltham Forest and this application is for a primary school with nursery provision for age range 3 – 11 years (nursery to year 6).

We are determined to offer real choices to parents, with particular attention to the needs of the transient and cosmopolitan families in highly deprived areas. Children who

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would otherwise fail to fulfil their potential due to barriers such as poverty, EAL, minority ethnic backgrounds and FSM will be challenged and supported in our schools, transforming them into high achievers.

Key features of our provision

Our schools will:

- Provide a safe, secure and stimulating environment in which children enjoy learning and develop positive relationships with others.
- Deploy a range of teaching styles to meet the needs of different learners (using the International Primary Curriculum and principles of “Teach like a Champion”.)
- Insist on high expectations of attendance, attainment and behaviour.
- Celebrate all achievements.
- Provide experiential learning outside of the classroom at every opportunity.
- Teach Mathematics and English in small groups.
- Teach languages (Spanish, French) to offer an international outlook.
- Emphasise music and creative arts. We expect every child to learn to play a musical instrument, play a sport and to learn an additional language.
- We aspire to see every child as a “STAR” (i.e. Special, Talented, Aspiring and Recognised).
- Involve parents and carers in our school life and develop strong links with the local community.
- Give children opportunities to voice their ideas and opinions, thus ensuring that their voice is heard and listened to. Students will be involved in democratic processes through a school council and through developing leadership and citizenship skills.
- Encourage understanding of the meaning and significance of faith and promote Christian values of love, acceptance, tolerance and good leadership.
- Provide more learning hours 8.00am – 6.00pm for wrap around care through extended school days. This includes pre-school and after-school enrichment activities.
- Become highly motivated independent learners who achieve high standards.
- Develop an understanding of the responsibilities involved in living as part of the family, school, local and wider community.
- Respect and care for the environment and world we live in.

WHAT OUR SCHOOLS WILL ACHIEVE

Based on the foregoing, we anticipate that every child that passes through our schools will:

1. Score highly in literacy & numeracy (as a minimum to exceed the national and

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

local average scores at the end of Key stages).

2. Develop high aspirations and proceed to further or higher education (reduction in the proportion of NEETs in local area).
3. Appreciate diverse cultures and have an international perspective (better community cohesion).
4. Gain life skills in a range of activities to include music, sports and languages (reduction in delinquency and involvement in gang culture).

Guided by the motto of “Serving the Community Relevantly”, we will use faith values as a catalyst for reinforcing positive attitudes, while building on our previous and current experiences, including using the freedoms associated with being an Academy Trust to better serve the needs of the children in Waltham Forest.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
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

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
RE	1	Mandatory	
Maths	5	Mandatory	
English	7 1/2	Mandatory	Spellings, guided reading, phonics
Science	2	Mandatory	
PE	2	Mandatory	Professional coach
Modern Languages	½ or 1	Mandatory	½ hour KS1 and 1 hour in KS2
Music	1	Mandatory	Taught by specialists
Life Skills	2	Mandatory	PSHE, Cookery, Swimming

Technology	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
Reading	2	Voluntary	Morning and afternoon sessions
Sports	2	Voluntary	Netball, Various sports
Music	2	Voluntary	Choir, Instruments taught by specialists
Board Games	1	Voluntary	
Maths	1	Voluntary	Compliments mandatory work
ICT	1	Voluntary	
Drama	1	Voluntary	
Dance	1	Voluntary	
Writing Club	1	Voluntary	
Homework Club	1/2	Voluntary	

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

TEST has a proven, strong track record, with Emmanuel Community School being judged as 'Good' for overall effectiveness in its first OFSTED inspection in July 2014. The School was rated as good for achievement, behavior and safety and quality of teaching; and outstanding for leadership and management, which is key for this application.

"Pupils make progress from starting points which are often well below those typically found. Progress is improving rapidly as a result of the good teaching pupils receive. ... Teaching is good because staff have high expectations and activities offer effective challenge for pupils to develop their understanding" (Ofsted 2014).

This is the school we are proposing to replicate with the same type and age range. Presently there are 110 children, 51% boys and 49% girls and 14% of the children require SEN support. This compares with 16.3% in Waltham Forest and 12% in London. The school serves the local community of Hoe Street Ward in Central Walthamstow, as shown in Figure 1.

The Local context

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Waltham Forest is one of the most diverse areas in the country with almost two thirds (62%) of the population from minority ethnic background. The top 5 languages spoken locally other than English are Urdu, Polish, Romanian, Turkish and Lithuanian. 60% of Waltham Forest primary pupils reside in the top 20% of most deprived area (LBWF 2015). Over a quarter of Waltham Forest residents aged 3 and over (26%) do not speak English as their main language compared to 8% nationally. 6% of the resident population have said that they don't speak English well or at all. 48% of children in Emmanuel Community School have English as an Additional Language, with 25 different languages as first languages. The borough also has a diverse range of faith communities with 48% per cent of residents identifying themselves as Christian, 22% as Muslims (compared to 5% nationally), and 18% who identify themselves as secular; Emmanuel Community School has children from these various faith communities and so will our proposed school.

The rationale for basing the curriculum of our proposed school on our existing model includes the fact that Emmanuel Community School has been successful in raising standards for the children of Walthamstow. The table and figures below show that these children are not too dissimilar from children in other parts of the borough. Pupil mobility in the borough is high with 19% of primary children compared to 11% nationally enrolled after the normal transition point.

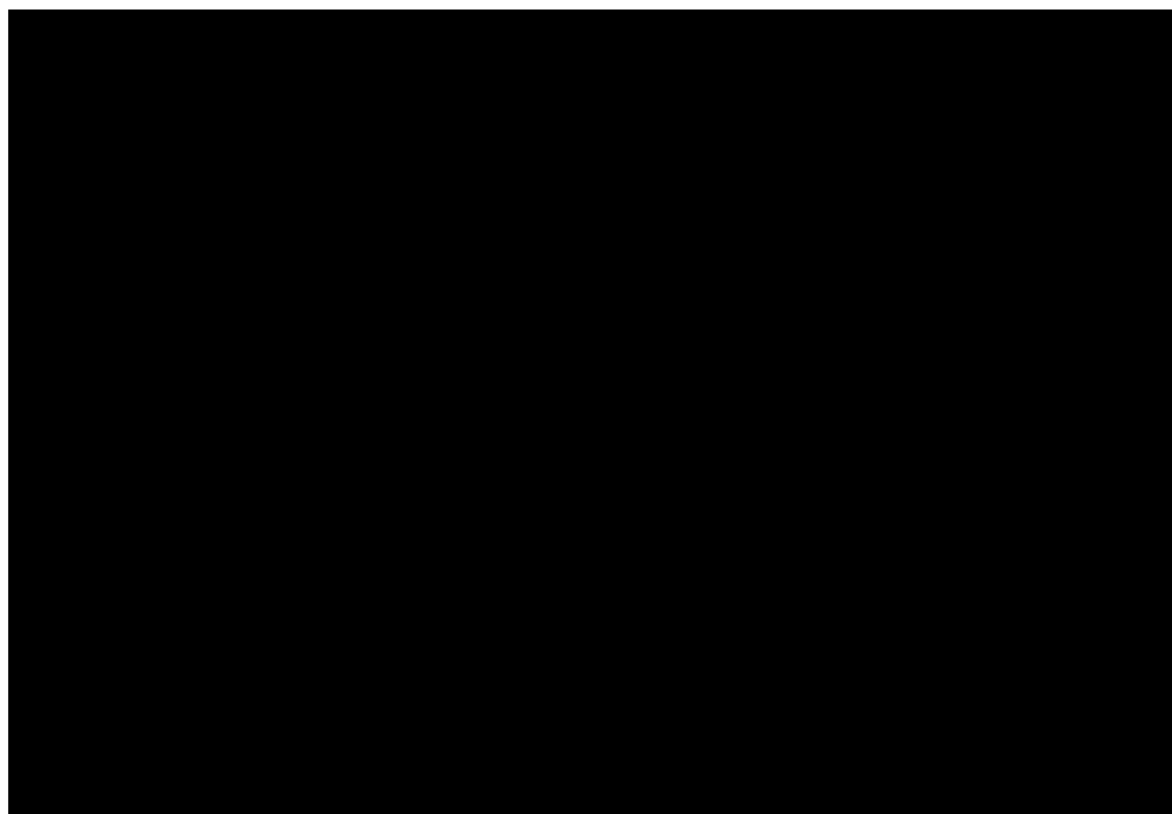


Figure 1. Deprivation Index in the borough and the locations of our present and proposed schools.(Source: 2011 Ordinance Survey)

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Measure	Hoe Street (Central)	Larkswood (North)	Waltham Forest	London	England
Demography					
Population - 2015	14,600	12,050	271,450	8,632,850	54,613,400
% All Children aged (0-15) - 2015	22.4	19.5	22.0	20	18.9
% BAME - 2011	50	31.2	47.8	40.2	14.0
% Not Born in UK - 2011	42.8	21.8	38.6	36.7	13.4
% English as First language of no one in household - 2011	17.2	6.3	14.5	12.9	4.3
Health					
% children in reception year who are obese – 2011/12 to 2013/14	10.7	11.2	10.6	10.8	9.4
Deprivation					
% dependent children (0 -18) in out-of-work households - 2013 (2014)	22.6 (17.6)	20.2 (17.5)	21.4 (17.9)	19.3 (16.3)	17.1 (15.4)
% of house holds with no adults in employment with dependent children – 2011	6.1	5.9	6.4	5.7	4.2
% of lone parents not in employment - 2011	52.1	44.8	47.7	47.8	40.6
(ID2010) –Rank of average score (within London) - 2010	60	192	141	n/a	n/a
(ID2010) –% of LSOAs in worst 50% nationally - 2010	100	100.0	97	66.7	n/a
Education					

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

% with no qualifications - 2011	19	26.2	20.8	17.6	22.7
Average GCSE capped point score - 2013 (2014)	346 (321)	351 (312)	341 (317)	348 (324)	342 (310)
A-Level Average Point Score Per Student - 2013/14	643	718.1	676	689.9	696

Table 1. Comparative table of some key measures (Source –London Datastore)

The table below shows the percentage of children in poverty measured by the proportion of children living in households where income is less than 60% of national median household income. Ranked by this measure across London and England Waltham Forest has the 15th and 26th highest percentage of children in poverty respectively.

	Waltham Forest	London	National
2013	35%	28%	15.9%
2012	31%	28%	21%
2011	35%	28%	21.3%
2010	30.4%	29.6%	21.1%
2009	32.7%	30.8%	21.3%

Table 2. Poverty Measures

The ethos of Emmanuel Community school fits with the overall vision of TEST so modelling our other schools on this means the aims and ethos of the Trust will be embedded in the new school as well. The success achieved so far and the ambition of the Trust for establishing outstanding schools will be replicated with the expertise we have at our disposal and recruiting excellent staff to join the staff pool.

Ofsted (2014) observed: “The headteacher and the governing body are very ambitious for the school and have secured sustainable improvements in teaching and achievement over the last two years. There is a clear vision for further improvement and a strong determination to bring this about. Plans for improvement are well thought out and carefully monitored. They are reviewed and adjusted as the school succeeds.”

This was made possible by the model of leadership development and distributed

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

leadership we have operated and will operate as our schools grow. This involves working with groups of experts, each developing others, embedding the success of each team and building capacity through mentoring and coaching. This is a model that works well for TEST. Our leaders are committed to monthly leadership training where various aspects of leadership are addressed and potential leaders are nurtured. This has contributed to the development of our school, as school leaders have the opportunity to learn from leaders from other walks of life as well as providing highly skilled volunteers for our schools. Our new school will benefit from this same approach.

The Curriculum

In line with our vision of nurturing every child within a Christian environment, we offer a broad and balanced curriculum to cater for the needs of our pupil intake. Data analysis shows that the population of the proposed school will be similar to the present school. This school will therefore be based on a similar model and approach to curriculum, staffing and target setting to the already approved and successful Emmanuel Community School. In an area of high student turnover, high deprivation and cultural diversity, we have chosen an international approach to the curriculum. This will also help us meet the needs of our transitory students. A curriculum that addresses global demands, personal development needs and academic requirements of our students will serve our community effectively.

We have a holistic learning approach which incorporates personal, community and international learning which is crucial to help prepare students for wherever they may live and the challenges they will face as adults in the twenty first century. Instead of adopting a single curriculum style, we tailor our curriculum to meet the learning needs of our students. Our rich, diverse, rigorous and goal- driven curriculum, with its emphasis on active learning experiences is designed to be relevant and stimulating, to promote curiosity and enquiring minds, which will enable children to develop a love of learning and to enjoy school.

We use bespoke schemes to deliver the National Curriculum in Maths and English. Maths is delivered through the ABACUS scheme to instil confidence, inspire a genuine love of maths and help every child master mathematical concepts; for English, the Read Write Inc. Scheme - designed to create fluent readers, confident speakers and willing writers; provides a structured and systematic approach to teaching literacy. This has been adapted into our "Everyone a Reader" project. Other subjects including Science are delivered through the International Primary Curriculum (IPC). These schemes have been cross-referenced to the National Curriculum and are designed to meet the needs of our children to provide an experience that develops international mindedness, creativity and leadership in children. Throughout our schools, English, Mathematics, Modern Foreign Languages, ICT and Music will be taught discretely as

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

well as within other curriculum areas. We will continue to employ specialists to deliver some of these curriculum areas as well as sports and physical education.

The strength of our curriculum was confirmed in the Ofsted report.

“The range of subjects offered by the school is very well organised to capture pupils’ interests. It ensures that pupils have very well-developed key basic skills with a strong focus on creativity and using the outdoor environment to enhance learning. “

“Effective and innovative use of information and communication technology is embedded in school practice. For example, children in the Reception class routinely use the interactive white- board. “

“Primary sports funding has been used to extend the number of physical activities on offer to pupils. This is having a positive impact on their health and well-being.”

Since the curriculum encompasses all that takes place in the school, our ethos will be woven into lesson contents, individual, group, weekly and termly plans and schemes of work. Staff and children will be provided with clear guidelines and expectations about what abilities, skills and knowledge are needed at different stages and levels. There will be consistency in how children are taught through the establishment of routines, an ordered learning environment and classroom culture. Staff will have short, medium and long- term curriculum maps that identify which standards are taught and when. Staff will check for understanding regularly through informal and formal assessments. Teaching will regularly be modified based on data from these assessments. Our aim is to develop children to:

- become motivated, life-long learners
- be able to access new skills and knowledge
- enjoy learning
- be flexible and adaptable
- develop their own potential
- seek creative ways of solving problems
- have high self-esteem – respecting themselves, others and the environment
- Develop social awareness and responsibility.

In Reception and Nursery, children will follow the Early Years Foundation Stage Curriculum - a structured pre-school programme that comprehensively addresses the main learning areas for a child’s development. Most of the learning is done through play, with a focus on the prime and specific areas of learning including: communication and language, physical development, personal, social and emotional development; literacy, mathematics, understanding of the world and expressive arts and design.

The existing model upon which we plan to build our other schools has key features which we will embed in our schools as we strive to provide a setting where children have outstanding experiences to include:

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Use of the outdoor learning environment: we will create a free flow of inside and outside learning areas to provide a stimulating, experiential learning environment. Children will have further opportunities to explore their environment with extracurricular opportunities to enrich the curriculum such as clubs, visits to art galleries, museums, theatres, farms, places of worship, etc.
- A curriculum based on the natural world and seasons: linked to the natural rhythms of life, Christian festivals, seasons and children's real life experiences.
- Active Learning: Plenty of opportunity for active learning. Children will learn through 'doing', with clubs and activities covering physical, creative and academic development.
- Collaborative team planning and use of specialists in some curriculum areas: thematic teaching which encourages teamwork and detailed planning where specialists lead teams in planning and delivery of areas such as PE, Languages and Music.
- Understanding of the importance of play: play is central to the children's approach to learning, channelling their natural curiosity.
- Flexible groupings and freedom: Children will spend some time in form groups (peer groups) and some of their time in ability groups that can be flexible, focused and allow for an integrated day model where activities can complement each other and teachers can use individual strengths and expertise to inform planning. This flexibility and freedom are essential for children and staff to be creative. This will be favourable to developing children's academic ability at their own pace, facilitate personalised learning and relationships that nurture confidence and motivation as well as grow self-esteem.
- Emphasis on the whole child and spirituality: creativity is something that unifies the learning experience, provides motivation and enjoyment while enhancing self-esteem. The school community will be educated in a holistic way, linking spiritual, moral, aesthetic, physical, social and intellectual strands in everyday practice. The child is seen as the centre of the educational process.
- Involvement of the community: develop positive links with local and national community; invite visiting artists, poets, parents, authors, professionals, role models, etc.
- Citizenship and global dimension: using the International Primary Curriculum (IPC) to promote engagement with the wider world. Emphasis on International perspective will be taught in subjects such as history, languages, geography and citizenship. Links will be made with learning communities in other countries and outside partnerships with the wider community to develop community cohesion.
- Skills based curriculum that teaches key transferable skills across the curriculum; set of skills broken down by year group. Leadership and character development being some of these key skills.
- Dedicated focus on teaching of reading, language and communication – targets set for children to be reading **at least** age appropriate by the time they are 6- 7 years old.
- Curriculum weeks – with weeks dedicated to Maths, Art and Science,
- Instrumental tuition
- ICT skills taught as well as integrated into the curriculum
- Residential activity camps.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Our curriculum features can meet the needs of our proposed cohort with similar characteristics (see table 1) such as social deprivation, EAL, (over 26% of children in Waltham Forest have English as an additional language), high mobility, etc.

Consistency

Consistency across and within school is crucial for every child to benefit from excellent learning, every teacher to deliver high quality service and every school to be outstanding. We will invest resources where they can make most of a difference by optimising the talent of leaders and resources within our network; supplemented as required by external bought in services. Strategies we will employ across our schools will include:

- Centrally employed specialists/ “experts” teachers would work across both schools and on case studies of innovation and impact.
- Teaching and learning working group (made up of outstanding practitioners) across our schools, will establish criteria for lesson observations, learning walks and use this to guide where professional development is needed. They will provide feedback, support mentoring and coaching mechanisms.
- Encourage adoption of the 'co-constructed model', team-teaching will be used and teachers will work across schools.
- Regular cross-school training sessions, network meetings between curriculum and phase teams to share good practice.
- Creating a joint action plan based on individual school and joint needs
- Providing individual support through national and local leaders of education to support raising standards
- Providing opportunities for staff to visit other schools, undertake joint training and shadow 'quality' teaching and learning

A rigorous and regular cycle of monitoring, evaluating and reviewing that involve staff at all levels of the school, the governing body, the Trust and other stakeholders will ensure a consistent approach to Teaching and Learning across our schools. The effective monitoring of this provides improved planning and delivery of the curriculum; identification of strengths, and areas for professional development as well as opportunities to celebrate success and raise achievement. Monitoring will include: pop-ins, planned and unannounced observations, data analysis, termly self-evaluation meetings, scrutiny of planning and students' books, learning walks and subject/phase leaders' portfolios. Strategies involved in this cycle include:

- Training will be provided to staff undertaking monitoring activities, for support staff to develop their role in supporting classroom learning and for senior leaders to include analysing data, staff profiling and improvement planning.
- Reviews of documentation (including self evaluation of school, phase and teams) and discussion-based meetings in subject and phase teams will be held.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Use of effective feedback to encourage constant progression and to form part of the schools' professional development.
- Headteachers will be expected to report on the quality of teaching and learning in their termly and annual report to governors, highlighting areas of strength, areas for development and improvement actions. Our schools will have Key Performance Indicators regarding Teaching and Learning which will guide the review process and maintain consistency across the schools.

Length of the school day

The school day will start from 8.00 am till 6.00pm., Monday to Friday. In partnership with local organizations and professionals such as the YMCA, Tottenham Hotspur Foundation and Waltham Forest Music; we will provide fully extended and inclusive range of activities where every child can thrive. The extended school day will give children the opportunity to participate in enrichment activities.

8:00 - 9:00am – (OPTIONAL) Provision for Literacy and Numeracy Support, Breakfast club, Reading Club, focused intervention and enrichment activities.

9:00am – 3:30pm – (COMPULSORY) provision of Core and Foundation Curriculum; In- class and group interventions.

3:30 – 6:00pm- (OPTIONAL) Provision of Enrichment activities, Tea Club, Literacy and Numeracy support, focused intervention

Maths and English would have dedicated time slots, but learning would direct the time-table with focus on the key questions of 'What are we trying to achieve?' and 'How will we organise our learning to achieve this?'

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Our children will continuously be bench marked against the world's best. To help us keep focused, school management systems are goal driven – "To NURTURE every child so that they can achieve there FULL potential". Our success criteria would be the "Every Child a STAR" concept. Our definition of success would be the same as it is at Emmanuel Community School.

The Trust has worked with Scholar Pack to develop an Early Years assessment system, which shows a child' s current progress in relation to the expected progress

D2 – measuring pupil performance effectively and setting challenging targets

from any given point in the school year. The system is comprehensive and flexible, allowing the school to use linear progression (using levels) and progression without levels (APS points). Teachers are able to use the colour-coded data to establish where pupils are relative to their individual targets. This assessment system enables staff to check pupils' progress frequently, identify quickly pupils at risk of falling behind and base intervention programmes on this data. This system is being used in over 200 other schools and has been commended by Ofsted as being an "excellent" system.

Children who pass through our schools will be expected to score highly in Numeracy and Literacy (as a minimum, to exceed the national scores at Key Stages 1 and 2). We will assess children at the point of entry into the school so that we can effectively monitor their progress and achievement. We have experience of raising attainment. To date, children enter Emmanuel Community School with attainment below the national average. It is our expectation that they attain in line with the national average by the end of Foundation Key Stage and above the national average by the end of Key Stage 1 and significantly above by the end of Key Stage 2. To achieve this, we will accelerate learning throughout the school so that children make outstanding progress. Our expected progress is therefore at least 4 Average Point Scores (APS) per year from Year 2 onwards, but 5 APS for Year 1 and Year 2. We believe that assessment should inform our interventions and that these should start as early as possible. Targets are set for each child in September. At times targets will increase per year depending on the child's needs for example, to narrow achievement gaps for pupil premium, EAL and SEND or to challenge high attaining pupils.

Assessment and Meeting the Needs of Every Child

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Some children have barriers to learning that mean they require particular action by the school either throughout or at any time during their school career. We ensure that curriculum planning and assessment for these children take into account the type and extent of the difficulty they experience. We assess each child (within the first two weeks of joining the school, including home visits to collect soft data) and make the appropriate provision, based on their identified needs. Rigorous intervention is provided for children with English as an additional language; those who are more able and children with different degrees of needs. Additional languages are seen as strengths

D2 – measuring pupil performance effectively and setting challenging targets

and children are encouraged to express themselves in their mother tongue as well as learn the English Language. Some of the interventions provided include reading recovery and case conferencing with parents. This process will ensure that the needs of the children in our proposed population as indicated in section D1 are met.

Assessment Procedures: In addition to regular marking and feedback, we use **Baseline Tests** (all children are assessed within the first two weeks of entry using age-appropriate assessment tools); Tracking (summative assessments are recorded half-termly on our pupil progress tracker using Scholar Pack); EYFS **Learning Journeys** (updated regularly, staff use mini ipads and software to build a profile for each child); **Phonics** (all children are assessed in phonics using Read Write Inc. assessment material termly); **APP materials** (used in assessing pupil's progress in reading, writing and maths from Year 1 onwards; and in reception class where children have exceeded early learning goals); **Writing Achievement Books** (A levelled piece of work is added on a termly basis with the teacher's comments. Big Write assessment criteria are used and these are rooted in APP for writing); **National Statutory tasks and test** (phonics screening in Year 1, Year 2 SATs and tasks; Years 3,4 and 5 optional SATs and Year 6 SATs).

Table 3. School expectations and targets compared to National

Start of Reception	End of Reception	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Age Related National Expectation	Expected (1c)	1a	2b+ (National average in 2013)	3c	3b+	4c	4a(National average in 2013)
APS	7	11	16	19	22	25	29
Below Age related expectation	Expected (1c)	1a+	2a	3b	4c	4a	5b
School Target	7	12	17	21	25	29	33

The school has now developed a six grade system for assessing standards (assessment without levels) against the National Curriculum as follows:-

- WT- (working towards expected standard-)
- WT (working towards expected standard)
- WA- (working at expected standard-)

D2 – measuring pupil performance effectively and setting challenging targets

- • WA (working at expected standard)
- • WAGD-(working at greater depth-)
- • WAGD (working at greater depth)

We keep clear and thorough records which are used to identify underachievers and gaps in learning. Underachieving children receive specifically targeted interventions. We track core indicators (attainment and progress, quality of learning, quality of teaching, attendance, behaviour, budget management and stakeholders' feedback) regularly to inform us of progress and required intervention programs to ensure that we meet our goals.

An open door policy has created a welcoming environment for our parents. As a hub of the community, we work in close partnership with the Local Authority's Early Intervention Team which is based on our site, local businesses and other stakeholders. This enables the school to support parents in various ways, including through our community liaison officer who works closely with families to mitigate against issues of social deprivation. We keep our parents informed regarding various aspects of the school and children's learning through regular assemblies, parent and carers' workshops, weekly newsletters and the school website. Parents are involved in target setting, receive curriculum letters, reports and have consultations days with class teachers termly. We also have a thriving parent teacher association that actively sets up and takes part in various school community events.

To ensure consistency in all our schools, we will adhere to the same system and deploy the same strategies and accountability structure across both schools. We will ensure that these systems are established, reviewed, monitored and evaluated with clear key performance indicators for all. Similar to the monitoring of Teaching and Learning (under Consistency) in section D1

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The Trust is committed to establishing and running schools with Christian designation, school-wide approach to learning and teaching, high expectations of goals, standards and achievement, rigorous use of data to meet children's needs and care and respect for every member of the school community as individuals. Children in our schools are expected to internalize a strong focus on academic achievement and learning, hard work, care for each other and the community; we want all of our children to enjoy learning and reach their potential.

To translate our vision into reality, it is vital that we appoint leaders and staff that are aligned to the vision and mission of the Trust, hence our staffing structure and roles support this and we will train, develop and value all staff, maximizing everyone's potential to achieve the best possible outcomes for the children. We will facilitate effective communication within and across our school communities and stakeholders, to create a clear sense of responsibilities and accountabilities, which will promote good relationships and a strong team ethos.

In its inspection of our existing school Ofsted noted, "*The headteacher provides clear strategic direction. He knows what the school does well and what needs to improve. The senior team of the headteacher, Early Years Foundation Stage leader and the Trust Director of Education work especially well together. They have skills and expertise, which complement each other. The strong partnership has secured significant improvements in a short time.*" (Ofsted 2014). It is our full intention and desire to create and maintain an equally high standard in the proposed school, which we will achieve by carefully recruiting high-calibre staff and providing mentoring and coaching for them as the school develops.

Sharing staff across schools

Fundamentally, the intention is that the proposed school will be fully self-sufficient and this is demonstrated in the proposed staffing structure and phasing as shown in Diagram 1 and Table 1. However, in reality it is likely the new school will get some support in its early stages. Our existing school will be at full capacity by the time the proposed school begins, hence we will look to draw upon on existing expertise to help the new school in its early stages, whilst at all times ensuring that the provision of education in the existing school is not adversely affected.

We see it as important that each school has its own Headteacher to help drive outstanding standards – hence the recruitment of a high-calibre Headteacher for the proposed school is key to its success. Once in post both Headteachers will be expected and required to facilitate effective collaboration among staff across both schools, focusing on children-centred learning and utilising all adults as mentors.

It is important to have a leadership team with the necessary expertise to lead and manage the setting up of the school and to create the right culture and ethos. We will therefore have full-time staff on both sites to deliver our curriculum. More experienced staff will mentor less experienced staff. Monitoring systems for ensuring consistency across the schools will provide opportunities for sharing good practice. Some roles such as the Director of Education and School Business Manager will be appointed to the Trust and deployed to both schools according to the children's needs and their expertise, while

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

others such as catering, IT technicians, specialists to teach music, physical education and enhanced provision (e.g. languages) will be bought-in services.

Diagram 1 – Staff structure of proposed school in steady state (without Nursery)

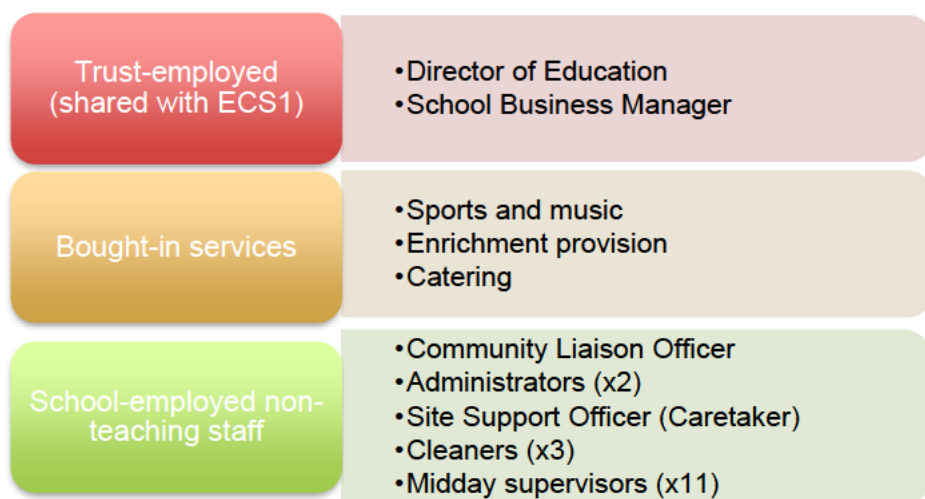
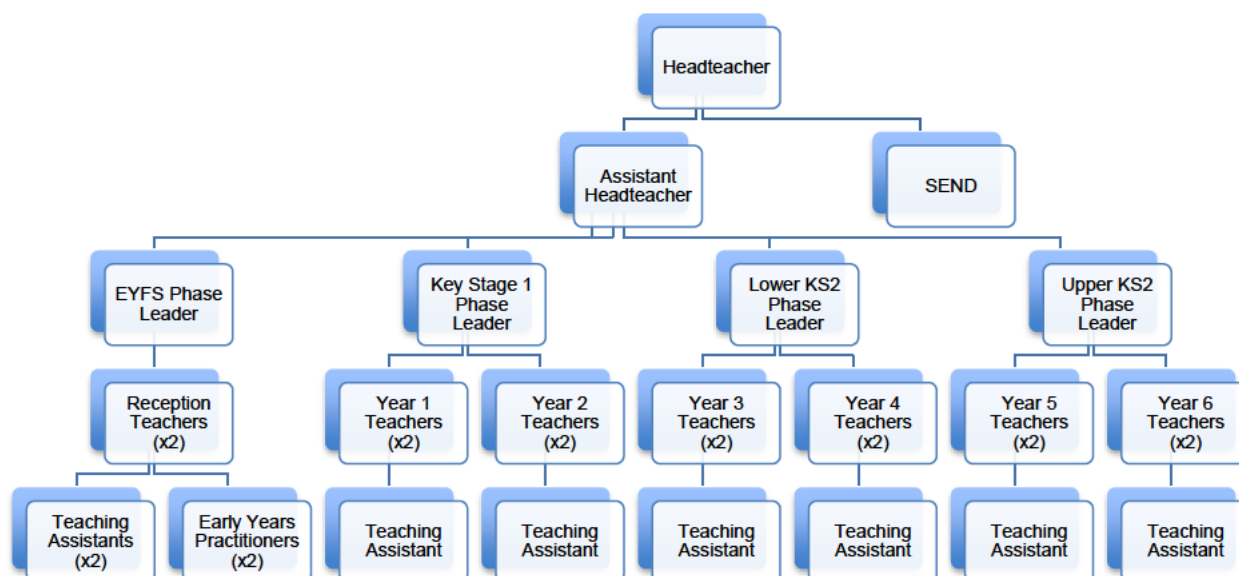


Table 1 – Proposed school staff phasing (1 if employed full-time, 0.5 if half-time, etc.)

Year	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Pupils	60	120	180	240	300	360	420	420
Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Asst.Headteacher	-	-	1.0	1.0	1.0	1.0	1.0	1.0
SEND	-	-	0.5	0.8	1.0	1.0	1.0	1.0
Phase Leaders*	1.0	1.0	2.0	2.0	3.0	4.0	4.0	4.0
Teachers	2.0	4.0	6.0	8.0	10.0	12.0	14.0	14.0

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Teaching Assistants	2.0	3.0	4.0	5.0	6.0	7.0	8.0	8.0
Early Years Practitioners	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Administrators	1.0	1.0	1.6	2.0	2.0	2.0	2.0	2.0
Site Support Officer	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Community Liaison Officer	0.2	0.4	0.4	0.6	0.6	0.6	0.6	0.6
Cleaners	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
Midday Assistants	3.0	4.0	6.0	8.0	9.0	11.0	11.0	11.0
Total	13.2	18.4	27.5	34.4	39.6	45.6	48.6	48.6

* To cover SEND role until 2020

Diagram 2. Nursery Team

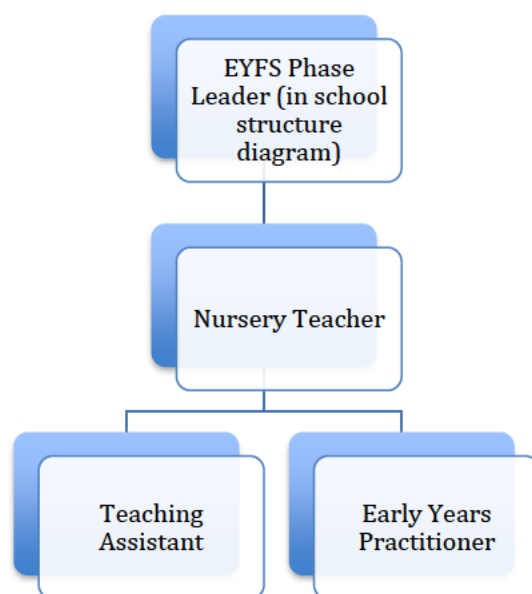


Table 2 – Proposed nursery staff phasing

Year	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Nursery Teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teaching Assistant	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Early Years Practitioner	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Administrator	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0
Total	3.5	3.5	3.5	4.0	4.0	4.0	4.0	4.0

D4 – the school will be welcoming to pupils of all faiths/world views and none

D4 – the school will be welcoming to pupils of all faiths/world views and none

Although we aim to be faith designated, our schools will be welcoming to all families of all faiths/world views and none, with a holistic approach to children's development (every child is considered as an individual that needs to be developed in spirit, soul and body). We will emphasize and celebrate diversity in various ways, including through our International curriculum and events that encourage whole community involvement. The delivery of Spanish Language in our present school is not based on religion, but on the need for children to learn other languages. Our schools will be encouraged to teach relevant International languages that will prepare pupils for the twenty-first century; not limited to a particular community language. We will encourage our parents to teach children their mother tongue as we appreciate that being multi-lingual is an asset. The record of new arrivals into the borough in 2013/14 shows that more than half (55%) are from the 10 EU accession states with the top three nationalities arriving being Romanian, Polish and Spanish; others are from Asia and Middle East (7%) and Africa (4%).

Apart from our assemblies which will be Christian based, we do not have other proportions of curriculum time devoted to faith-related studies outside RE lessons which are one hour lessons every week. As part of developing children with sound minds and healthy bodies, we encourage children to eat healthily, be active and we do not have restrictive religious dietary requirements. We believe that the school uniform should be practical, affordable and a symbol of pride for the school community. The school uniform has the school logo with no mandatory wearing of symbols or clothing associated with our faith.

Our schools will reflect the ethnic diversity of the local community where they are based and welcome children of all abilities. Children of all faiths and no faith whose parents want to send their child to a school with Christian values, high standards of care, close monitoring of behaviour and a strong sense of aspiration for every child will be welcomed. This welcoming approach is evidenced by the fact that about 70% of children at ECS are from non-Christian families. The Governing Body will be responsible for admissions, but will work closely with the Local Authority so that parent/carers can express a preference for our schools along with other state schools. With over subscription, we have a list of criteria to guide prioritizing so that we only allocate up to 50% of the available spaces on the basis of faith.

Our schools will develop and implement statutory policies covering such areas as safeguarding, children's welfare, health and safety, special educational needs, etc. These policies are reviewed regularly and are agreed and ratified by the Governing Body. Procedures and ways of working in our schools will be guided by detailed policies that are guided by our values and ethos. These policies are designed to ensure consistency across the schools, influence the quality of education, protect the welfare of our pupils and provide relevant information to all interested parties, in particular to

D4 – the school will be welcoming to pupils of all faiths/world views and none

parents and carers. Parents have shown their endorsement on the Ofsted Parent View with a 100% responding that they 'recommend our school to another parent' and over 70% of parents expressing interest in sending their children to our proposed school are from non-Christian backgrounds.

As stated in section D1, we are committed to meeting the needs of each child. Our Inclusion manager or SENCO is involved in supporting teachers to draw up SEN Support Plans for the children in their class and ensures access to appropriate resources for each child. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings to ensure that all children are sensitively supported so that they make good progress. Our recently reviewed SEND policy meets the requirements of the new SEND Code of Practice effective from 1 September 2014. As a principle, we will deploy resources to the best of our ability to ensure that all groups of children make expected or higher than expected progress and are well equipped to make a positive contribution to the society.

Religious Designation and Inclusion

A daily act of collective worship will be held for all children regardless of their background, culture or religion. Every effort will be made to involve all children, unless withdrawn by their parents in accordance with the law. Children will have various opportunities to gain an understanding of the Christian faith, develop spiritually and morally, and celebrate the life of the school and wider community in the presence of God. They will also explore, understand and empathise with the beliefs of others. We will encourage singing in our schools, the children and staff would be provided with opportunities to engage in singing and making music. It would be at the heart of the school – in daily worship and throughout the day.

Waltham Forest is becoming increasingly diverse both in ethnicity and religion as shown in section D1 (Local Context). Our data shows 31% of the children at ECS claim to be Christians, 20% - no religion, 10% Muslims and 39% from other religions. Since our schools will reflect the local multi-faith and multicultural community, we expect that we will have children who worship in a range of different religious traditions. As part of making parents feel welcome, we will invite parents to have conversations about their child's participation in school worship. Our schools will make every effort to initiate dialogue, so that the feelings and beliefs of parents can be fully respected.

The parental right of withdrawal is an important safeguard in this respect. Acts of worship may include materials from faiths other than Christianity, when these materials are relevant, and especially when children from those faiths are present, but at all times worship will be offered to God through Jesus Christ. Parents have the legal right to absent their children from school on the occasion of religious festivals. Our schools will therefore be aware of key religious dates when arranging school events so as to

D4 – the school will be welcoming to pupils of all faiths/world views and none

ensure that all children will be in school to participate. For example, Muslim parents may wish their children to celebrate the two major Muslim religious festivals; Eid-ul-Fitr and the end of the fasting month of Ramadan, and Eid-ul-Adha. They may wish to have a day away from school for each festival. Jewish parents may wish their children to celebrate Rosh Hashanah and Yom Kippur, while Hindu parents may wish their children to celebrate Diwali.

As a Christian designate school, religious education makes a substantial contribution to the general personal and social development of every child in line with the overall aims of our schools. Our approach to RE is determined by our mission, aims and the agreed Syllabus of the Diocese of Chelmsford, London Borough of Redbridge; supplemented further by principles and practice from the Assemblies of God, UK and Evangelical Alliance. Children will be taught to respect and value the beliefs of others. We seek to encourage children to be aware of religious and moral codes to sustain them through later life and to help them develop an understanding of Christian beliefs.

All classes will have a weekly RE lesson. Our Christian based assemblies will foster children's moral and spiritual development and build on their experiences in RE lessons. Our RE syllabus provides clear aims and approaches as well as planning and assessment opportunities. We provide meaningful alternatives in consultation with the parents for pupils whose parents wish to withdraw them from RE, collective worship or other faith-related studies. The subject delivery is enhanced by visiting speakers from relevant faith groups and class visits to places of worship.

We will provide our pupils with inclusive, inspiring and stimulating assemblies led by the head teacher, members of the teaching staff, visiting church groups and clergy. We make it clear that creationism is not a scientific theory, which is why this is covered in RE lessons and not in Science. The need for children to develop an enquiring mind make it important that evolution is taught adequately and age appropriately as part of the science curriculum while creationism is taught within RE.

Building cohesive communities

Our present curriculum approach has been commended with positive feedback from parents, local community, Ofsted and other stake holders. The curriculum also expresses the overall values and ethos of TEST. Serving such a diverse community gives us the unique opportunity to help families overcome segregation by fostering a sense of shared belonging, understanding and appreciation of others from different backgrounds and faiths. We ensure that parents and their children have the opportunity to play a full part in the life of the school by providing activities such as International week, Family language classes, whole school social events, etc. Parents are also involved in school governance and various aspects of the curriculum. These events help eliminate discrimination, harassment and victimisation; advance equality of opportunity and develop good relations between communities. We actively participate in Borough wide activities aimed at fostering community relations such as the Leyton

D4 – the school will be welcoming to pupils of all faiths/world views and none

Carnival, Asian Mela and various Chingford family events. From the experience of our existing Nursery School and a century of serving the diverse community in Waltham Forest through various community projects, we have been able to uphold our Christian values whilst creating a welcoming environment for all our parents and stakeholders.

Our ethos, values and curriculum meet the needs of the children and ensure that the school is inclusive whilst reflecting the distinctive Christian ethos in the curriculum provision. TEST's Christian ethos is at the heart of its mission to serve the diverse and vibrant local community. We provide for children's moral, social, cultural and spiritual development, instilling in our children positive attitudes to learning. Children are encouraged to take responsibility for their actions. Our schools will actively promote fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs as part of spiritual, moral, social and cultural development.

This is reflected in the school's Ofsted report (2014), which states: *“Provision for pupils’ spiritual, moral, social and cultural development is excellent. It is embedded in the subjects taught and in the ethos of the school. ... Opportunities for spiritual, moral, social and cultural learning are many and varied. Pupils participate actively in the school and local community. There are plenty of opportunities to enjoy and take part in sports, music and the arts. The rich cultural heritage of the community is celebrated and used to enhance pupils’ learning, behaviour and attitudes. An international food event, for example, reflected the diversity of the school and was very well attended.”*

Section E – evidence of need

E1 – provide valid evidence that there is a need for this school in the areas

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Basic need for school places in Waltham Forest

A summary briefing provided by Waltham Forest Council on the need for both primary and secondary places in the borough confirmed that there is an emerging need for primary places in the Chingford area, north of the borough (due to birth increases, population changes and a new housing development across the border in Essex). The council acknowledged that there are particular complexities in planning to meet the need for places north of the borough due to the dispersion of existing schools and restricted transport routes to other parts of the borough, which present challenges in accessing new places. Table E1 below shows the projected reception intake for the north, south and central areas of the borough, while table E2 indicates the population growth anticipated over the next 7 years and the estimated numbers of under 5's.

Table E1: Projected Primary places in Waltham Forest

North (Chingford)	2014/15	2015/16	2016/17	2017/18	2018/19
Projected Reception intake	763	793	778	804	809
Total Reception capacity	720	720	720	720	720
Surplus/deficit of places	-43	-73	-58	-84	-89

Central (Walthamstow)	2014/15	2015/16	2016/17	2017/18	2018/19
Projected Reception intake	1808	1916	1880	1944	1956
Total Reception capacity	1920	2010	2010	2010	2010
Surplus/deficit of places	112	94	130	66	54

South (Leyton/Leytonstone)	2014/15	2015/16	2016/17	2017/18	2018/19
Projected Reception intake	1265	1319	1296	1339	1346
Total Reception capacity	1200	1260	1260	1260	1260
Surplus/deficit of places	-65	-59	-36	-79	-86

Source: Need for places by L.A., Waltham Forest, 2015

The available data indicates that even with planned increases, there will still be a shortage of reception places. Figure E1 below illustrates the basic score card for the

E1 – provide valid evidence that there is a need for this school in the area

borough and indicates that in 2013 it was estimated that a total 720 school places are required to meet demand in 2015/16. The council has stated that a new primary school will be needed from September 2016 and a new secondary school from September 2017 onwards. In the meantime, it has attempted to meet the shortage of school places mainly through bulge classes (LBWF website, 2015).

Table E2: Population growth projection of 0 to 3 and 3 to 5 year olds in Waltham Forest

	2015	2016	2017	2018	2019	2020	2021	2022
0 - 3 year olds	18,300	18,200	18,200	18,400	18,400	18,400	18,400	18,400
3 - 5 year olds	12,500	12,700	12,900	12,900	12,900	13,000	13,000	13,100
Total population	272,000	275,500	278,800	282,200	285,500	288,700	291,900	295,000

Source: <http://www.neighbourhood.statistics.gov.uk>

The council made it clear that it will be seeking applications from existing and new providers to open new primary schools to meet the future need in either the North or the South of the Borough (ref. <http://www.walthamforest.gov.uk/freeschools>). Our proposal, which has been communicated with the borough council, is to open a two form entry primary school in the North of the Borough in 2018, as there is no significant surplus of primary school places in the North or South of the borough.

Nursery provision and basic need

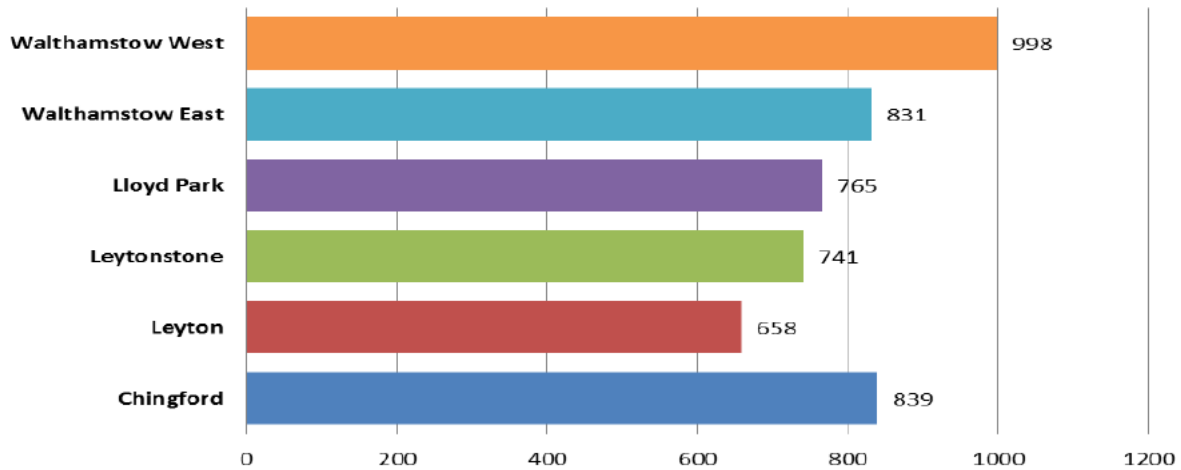
There is a demand for nursery places according to the population growth projections.

There are a total of 137 early years' education providers offering 3,469 nursery places in Waltham Forest (The Hub, Waltham Forest - 2015). The Children's Needs Analysis (2015) shows the fastest growing 0 to 4 population is the Chingford cluster and is projected to have the largest 0 to 4 populations by 2020. Figure E1 shows the number of births by Waltham Forest cluster using data from ONS Vital statistics released in February 2014. Walthamstow West has the highest birth rate followed by Chingford. The measures of deprivation used by the borough show greater levels of deprivation in southern and middle wards, although these seem to be well served by the existing provision of children's centre hubs and other resources. A similar trend is shown for households with no adult employed with dependent children. These indicators show

E1 – provide valid evidence that there is a need for this school in the area

need and poor provision of children’s centre resources in parts of Hatch Lane and Larkswood wards in the North.

Figure E1: Number of births by Children’s centre cluster, Waltham Forest – 2012



Source: ONS Vital Statistics Table 4

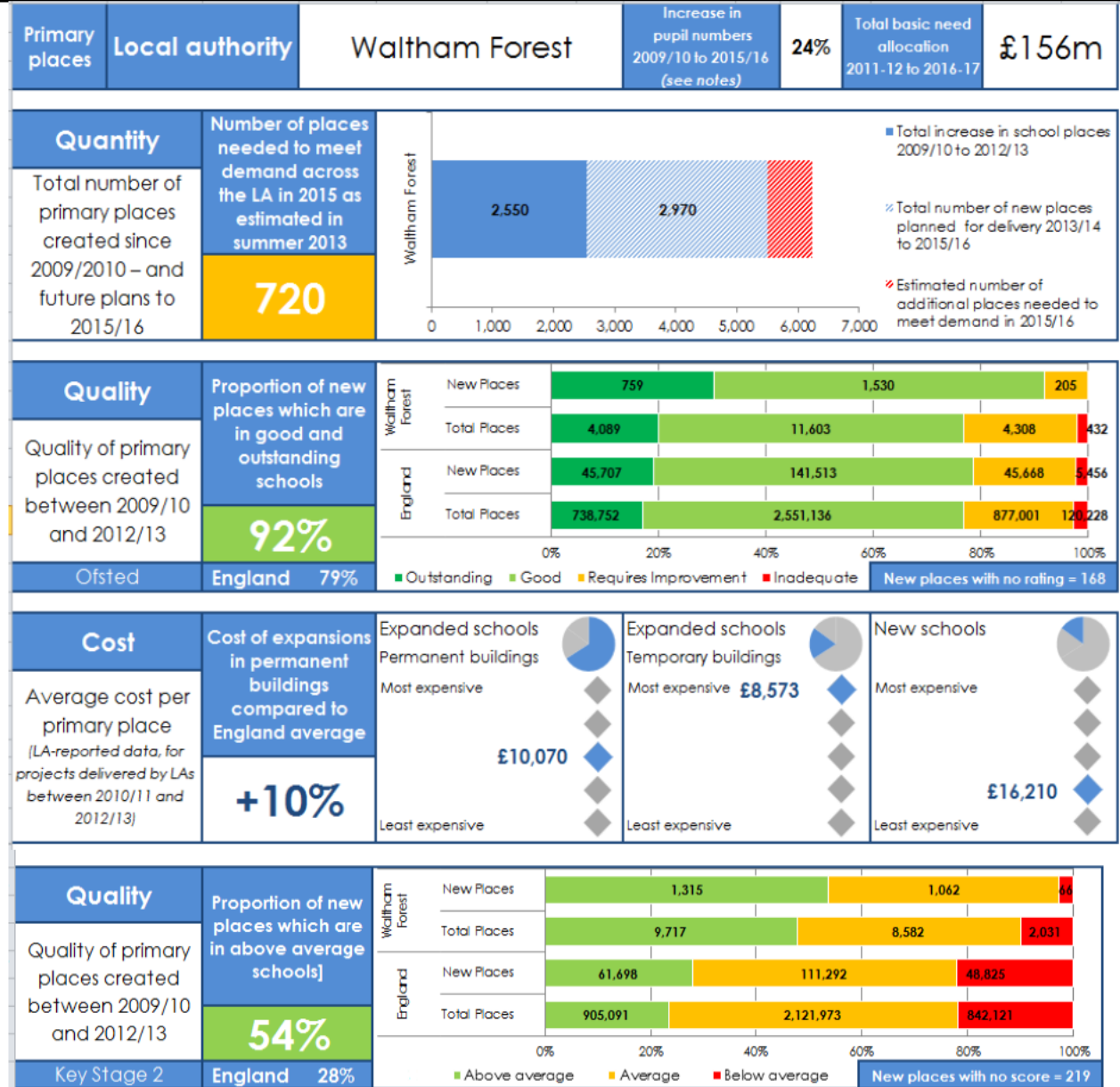
Standards of Schools in Waltham Forest

Waltham Forest schools have shown continuous improvement year on year over the past 6 years, apart from a dip in 2012. As noted in the chart below, 86% of all schools in the borough are now judged by Ofsted as good or outstanding (Waltham Forest, 2015). Although the school standards are rising, there are still 14% of primary and secondary schools (almost one in every 6) that are falling below the threshold, either requiring improvement or inadequate. For primary schools, the percentage of schools rated good or outstanding is 79% (see Figure E3), implying that 21% (or one out of every 5) primary schools in the borough either require improvement or are inadequate.

Our existing school, Emmanuel Community School was the first free school to open in the borough and it is oversubscribed. Obtaining a good grade from Ofsted indicates that our Trust has contributed to the rising percentage of good and outstanding schools in the borough. This adds to the growing evidence that new school places have contributed significantly to raising standards in our local area (92% of new places in Waltham Forest were rated good or outstanding in 2015).

Figure E2: Basic Scorecard for London Borough of Waltham Forest

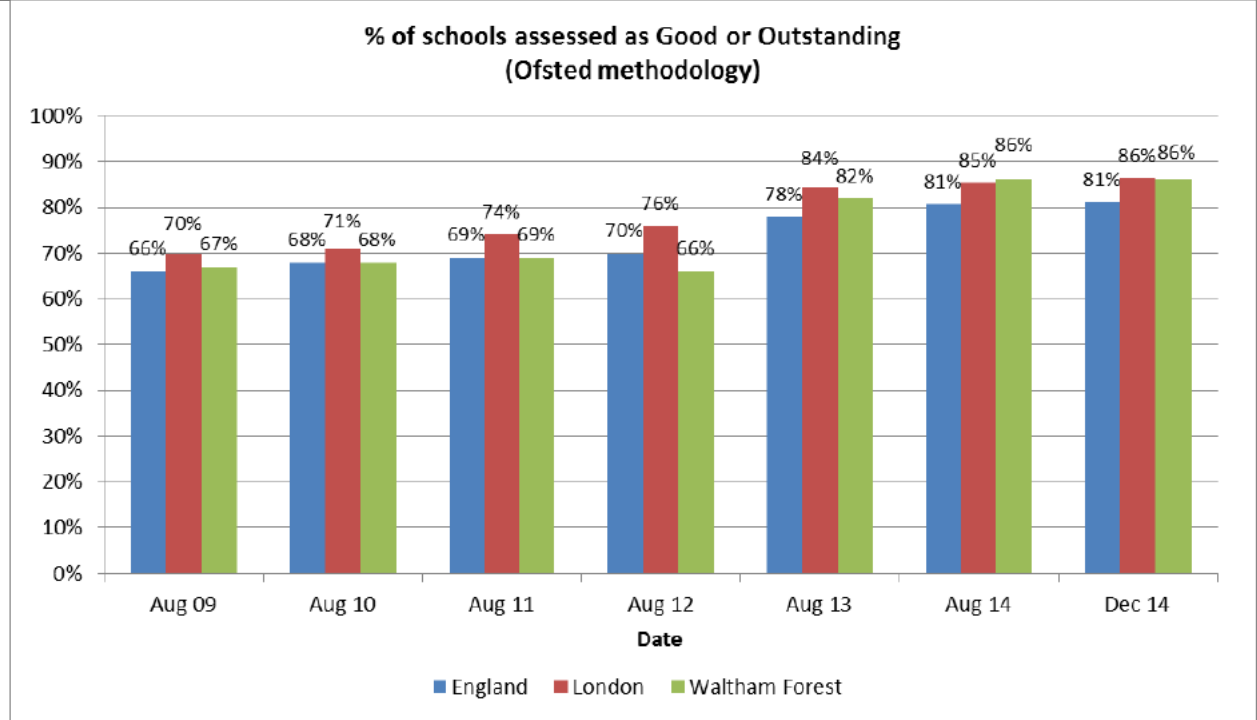
E1 – provide valid evidence that there is a need for this school in the area



Source: Basic Need Score Card, www.gov.uk

Figure E3: Percentage of Waltham Forest Schools rated good or outstanding

E1 – provide valid evidence that there is a need for this school in the area



Source- Waltham Forest Data (The hub), 2015

Table E3 shows pupil progress between Key Stage 1 and 2, while Figure E4 shows a comparison between Waltham Forest and similar Local Authorities. The findings confirm there has been an improvement in the standard of primary school provision in Waltham Forest over the 6 years 2006 -2012. However, there is still a requirement to support those 12% of children not yet making the required progress, to ensure that they are well prepared for secondary school and further education.

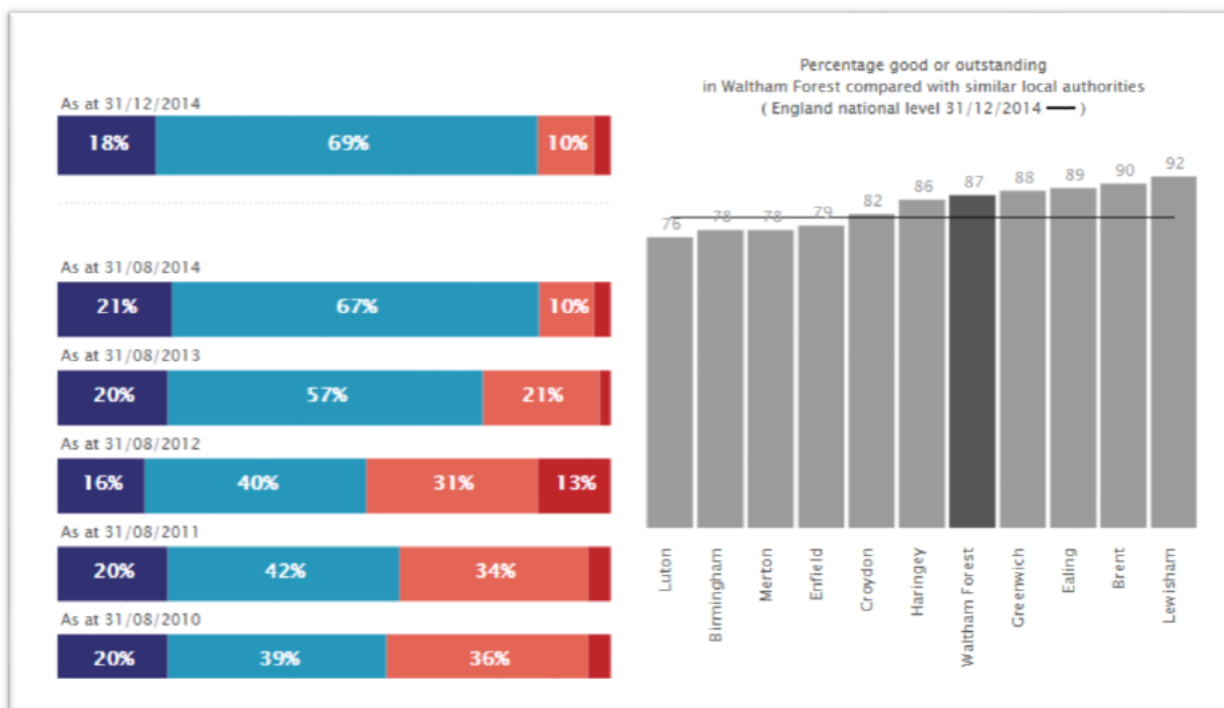
Table E3 Percentage of pupils progressing by 2 levels in English and Mathematics between Key Stage 1 and Key Stage 2

	2006		2007		2008		2009		2010		2011		2012	
	Eng	M	Eng	M	Eng	M	Eng	M	Eng	M	Eng	M	Eng	M
England	81	74	84	76	82	78	81	80	83	82	84	83	89	87
London	84	75	87	78	86	81	85	83	87	85	88	86	92	90
Waltham Forest	83	74	85	77	86	82	81	81	85	83	87	84	91	88

Key: Eng= English, M= mathematics. Figures indicate percentages. Source – DfE

E1 – provide valid evidence that there is a need for this school in the area

Figure E4: Waltham Forest Good and Outstanding Schools compared to similar Local Authorities



Key: dark blue= outstanding, blue= good, red= requiring improvement, dark red= inadequate. Source <http://dataview.ofsted.gov.uk>

Ofsted’s overall evaluation of Waltham Forest’s children’s services in 2015 is that it requires improvement, although their early intervention and targeted support services are deemed to be effective. They help families provide better care for their children and often reduce the need for social workers to be involved (Ofsted 2015). Figure E5 confirms that the borough’s children centres were consistently out-performing the London and England average. However, Early Years Foundation Stage profiles suggest a correlation between income deprivation affecting children (the 2010 IDACI) and the likelihood of achieving a good level of development. Around 70% of children in the borough who are in the 2nd highest income band (the 60%-80% quintile) achieve a good level of development at the EYFS profile. This compares to only 54% for children who are in the lowest income band (the 0%-20% quintile). The two most deprived groups (the 5% and 5%-10% most deprived) are distributed throughout wards found in the north, south and middle of the borough.

At Emmanuel Community School in 2013, the percentage of children entering Year 1 with a good level of development was 50%, this increased to 59% in 2014 and 70% in

E1 – provide valid evidence that there is a need for this school in the area

2015 compared to 67.5% in the Borough and 66.3% national. Given the low starting points of our pupils, this constitutes very good progress. The school is actively contributing to the development of EYFS across the borough through sharing good practice and the School's EYFS leader has been involved in moderating students' profiles across the borough. Our new school will be a centre for educational excellence and will build on the successes of existing provision. The addition of a nursery setting is desirable not only to meet the shortage of places, but also as a means of raising standards. Children who attend high quality learning opportunities before starting school enter reception class with better social, pre-reading, mathematics and writing skills than those who do not.

Figure E5: Performance of Children Centres in Waltham Forest

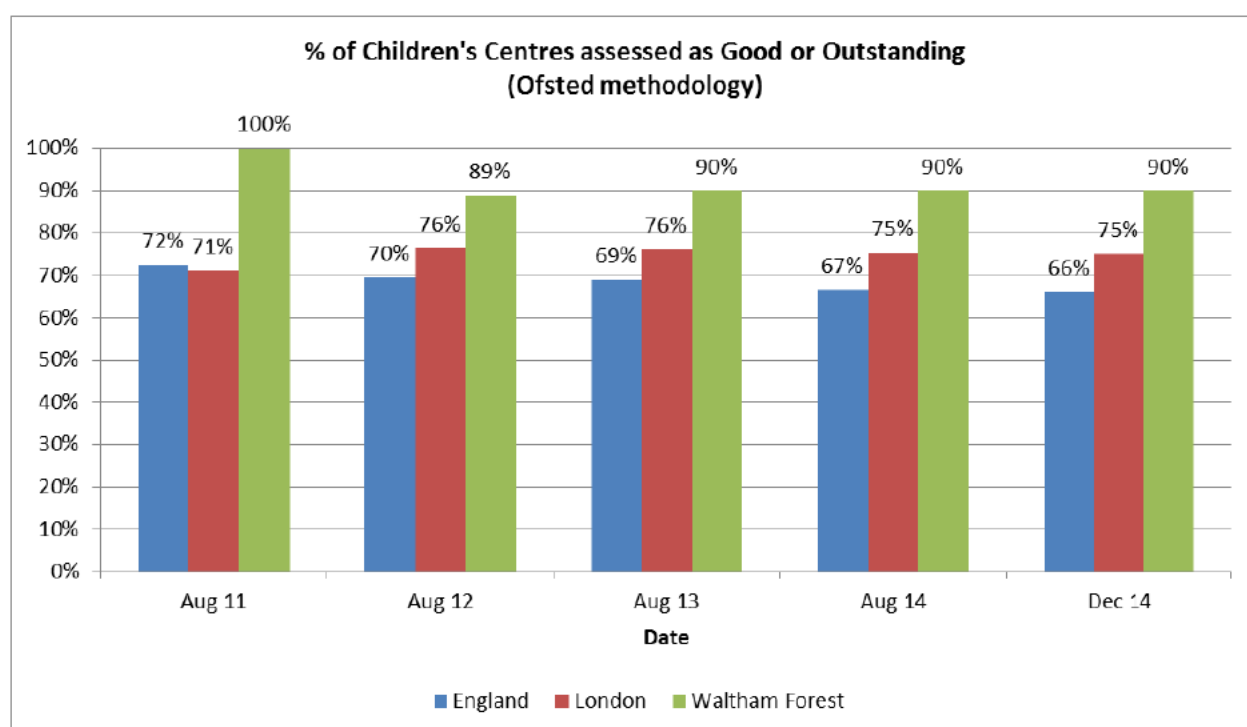


Table E4– EYFS achievement by ward, LBWF

Ward	Pupils resident in ward achieving a good level of	End of EYFS pupils resident in ward (2013)
Chingford	58.4%	836
Walthamstow East	58%	567

E1 – provide valid evidence that there is a need for this school in the area

Walthamstow West	55.2%	686
Lloyd Park	48.3%	663
Leytonstone	60.9%	453
Leyton	52.7%	408
Waltham Forest	56%	
London averages	53%	

Source: Research and Management Information team, Families Directorate

Please tick to confirm that you have provided evidence as annexes:

**E2 – successful engagement with parents and the local community****E2 – successful engagement with parents and the local community**

This proposal has enabled us to continue to build on very positive community relationships. Feedback from occupational therapists providing pro bono service for the school from within the community exemplifies the kind of responses received:

“I would like to express my support for this school expansion. My OT business has provided occupational therapy services into the existing school for children with additional and educational needs, and we have been encouraged by the interest and active support that the staff have given to children who need this additional help. I would be very happy to support a new school development in a similar manner in order to ensure that high quality support is provided in a timely and professional manner.”

We have been involved in a number of activities to generate interest in this new school. We have written to various individuals in the Local Authority, held meetings with local businesses and prospective supporters such as Tottenham Hotspurs Football Club (who presently provide our students’ football training). Some of the other activities involved setting up stalls at community events, undertaking an online survey, providing information for “Young Music Makers”, printing and distributing leaflets. Our letters and leaflets were made available to local playgroups, nurseries and community groups, including various faith communities. These activities will continue as part of our planned ongoing marketing, which includes the school summer fayres, Waltham Forest carnival, promotional video distribution and Community Road Shows. We hold regular monthly

E2 – successful engagement with parents and the local community

open days for prospective parents to have a 'feel 'of our existing school environment. The response to this has been very positive.

In verifying parental demand for the new school we have undertaken and will continue a number of activities to ensure that parents are not registering an interest for just a new school, but for our specific school (see annex). In a survey we carried out, parents of over 200 children indicated that they would be interested in sending their children to our new school. The survey ensured that parents were aware that this is not a commitment, but a register of interest at this stage.

The borough has a diverse range of faith communities. According to the 2011 Census, Christianity remains the main religion, with 48% of residents identifying themselves as Christian. Although this has decreased from 57% in 2001, it is mostly due to increases in other groups as the absolute number of Christians has remained static (ONS, 2011). However, only eight out of the 51 primary schools in Waltham Forest are church schools (including voluntary aided/voluntary controlled or faith designed academies). According to the House of Commons Library Briefing paper 06972 of October 2015; the proportion of pupils at primary level attending faith schools in Waltham Forest is 10-12% compared to Outer London (20%), inner London (26%) and National (37%) as at January 2015. This supports the notion that the provision of an additional faith designate school offers parents a welcome choice as expressed by the responses to our survey of parental interest/demand. Nevertheless, some respondents felt we did not need to ask about their faith since our new school, like the existing ECS and the ECC Nursery, is to be open to all children irrespective of their faith background. The figure E8 below shows the range of religious affiliations from responses we have had.

We are actively involved in a number of community events which has been an opportunity to showcase the key features of our school to members of the public; reports from some of these events by the Guardian and Waltham Forest Hub reads, "Almost 8,800 people attended the Mela on Chestnuts Fields..." and "Up to 65,000 people attended the Chingford Big Weekender..." This has been greatly enhanced by the collaborative work done by our community liaison officer who also works very closely with the Local Authority Early Intervention Team based on our current school site. The most recent "Open School" event over the Easter holidays has proven to be very successful in engaging with parents from across the borough. The collaboration has given us the possibility of supporting local families in overcoming barriers to learning which include:

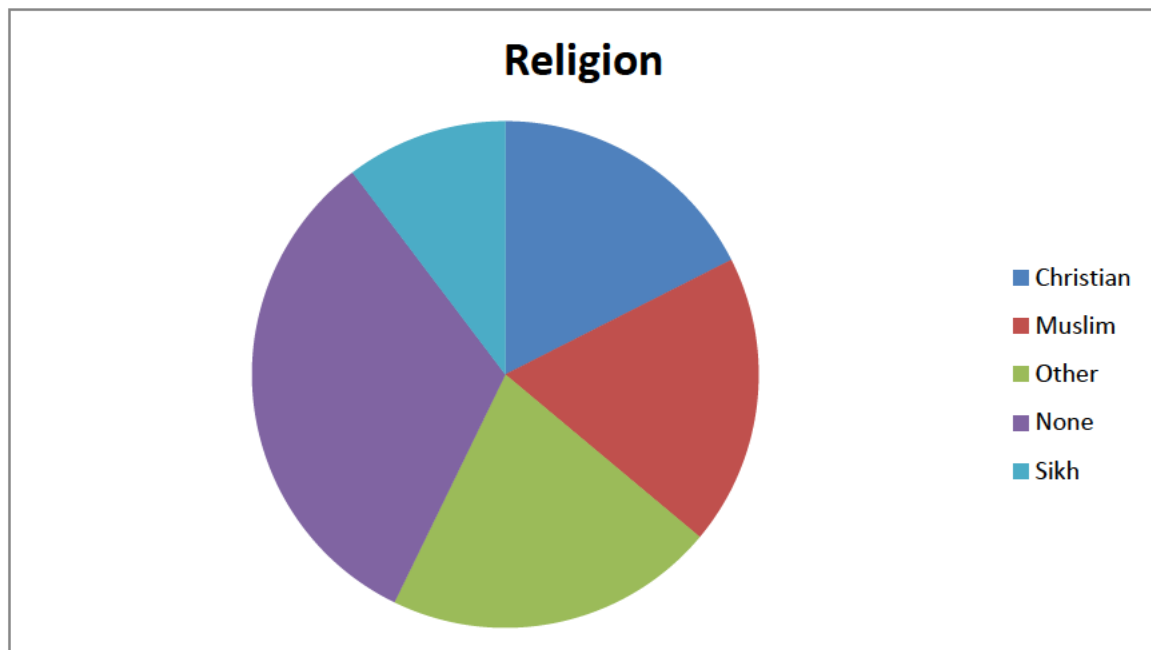
- Lack of / poor access to 'general housing knowledge'
- Poor perception of teachers and education (from younger groups)
- Poorer achievement rates by children from some groups

E2 – successful engagement with parents and the local community

- ‘Privileged’ access to information and resources (disparity between more affluent and poorer families’ access to limited services that are available)

Other barriers include negative role models, non-compliance with some recommended treatments, lack of accessible means of integrating and becoming part of the community or underlying conditions/problems not being addressed. These families have been interested in the ethos of the school and have shown interest in sending their children to our school.

Figure E2 - Religious affiliation of interested parents



As part of ongoing community engagement, we will continue with our regular article and adverts in the local Guardian’s “Education Matters” , Bus adverts, provide publicity materials to GP surgeries, toyshops etc.; as well as our marketing strategies outlined in the earlier bid for Emmanuel Community School.

Section F – capacity and capability

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
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				trainer.	
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	■	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	■
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[REDACTED]	[REDACTED]	■	[REDACTED]	[REDACTED]	■

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F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

The pre-opening stage

From our experience of opening Emmanuel Community School, we are aware that the pre-opening stage requires a number of activities and the Trust needs to have people who are available and committed to carry out these key activities which include the following for the school to open:

Recruiting all the staff required;

Running a statutory consultation in the local community;

Assisting the EFA with acquiring and developing a site;

Adapting detailed curriculum plans;

Developing more detailed financial plans for how the school will function and meeting requirements for its financial management;

Adapting existing policies and procedures necessary for the school to operate efficiently; and

Passing a pre-opening Ofsted inspection.

The individuals in the pre-opening team will be organized into teams to focus on different elements of the proposal and meet as required to facilitate the project's success. The skills gap analysis of our pre-opening group (including our existing governors/trustees) shows that we have some gaps which we will address through various strategies including:

- Drawing on our personal and professional networks

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

- Identifying people from the local community
- Advertising in local media
- Targeting and approaching organizations – local schools, companies, charities or educational establishments we think are likely to employ or work with people with relevant skills and experience;
- Approaching organizations that help to match volunteers with projects such as Academy Ambassador.
- Approaching organizations that help to recruit school governors, such as School Governors One Stop Shop (SGOSS); or NGA
- Bringing in non-governors with specific areas of expertise on sub-committees.
- Using the Project Development Grant (PDG) to secure access to expertise.

Available Expertise

We will deploy our expertise to ensure that our schools are run effectively and that we have a rapid response to any indication of things not going right. We use our system of regular reports, review, assessment of school performance in relation to set targets and providing appropriate challenge and support. We presently have allocated governors to various aspects of school, an annual away day dedicated to training, termly 'governors day' in school to give governors a clear and precise view of what is happening in school (apart from the head teacher's report) so they can provide appropriate strategic leadership. We have access to the following individuals with the expertise, capacity and capability to support this initiative pre-opening and run the schools once open.

- Education - curriculum design, teaching and learning, inclusion, SEN provision etc. (Education Team – [REDACTED])
- Financial management – budget setting, monitoring and scrutinizing financial information, managing a school's budget, financial accountability systems etc. (Finance and Business Team – [REDACTED])
- Leadership and strategic management (Leadership Team- [REDACTED])
- Human Resources and Legal knowledge (HR & Legal Team – [REDACTED])
- Project management, Premises and building issues (Finance and Business Team— [REDACTED])
- ICT (ICT and Data Team – [REDACTED])
- Procurement of and managing service contracts (Finance and Business Team— [REDACTED])
- Performance Management (Education Team – [REDACTED])
- Child Development/Young people's issues (Education team — [REDACTED])
- Marketing and communications (Business Team – [REDACTED])
- Safeguarding and health and safety ([REDACTED])

Apart from parent representatives and teacher governors who will be elected when the school is open, we will use the strategies for filling the skills gaps to appoint the local

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

governing body of our new school, ensuring that the relevant skills and expertise are represented.

Educational track record

Many members of the core group have been in school teaching or leadership for over 20 years. In 2010, we decided to put together a bid for the first Emmanuel Community School with a team of seven. Following our approval in 2011 to open in 2012, the team set about the pre-opening phase, appointing the head teacher, staff members, governors and external consultants. The school has quickly acquired an enviable record in a short time. We have increased capacity by recruiting more members to widen the skills base. Our present school has experienced and knowledgeable governors who provide support and challenge for the school. This has been made possible through strategic partnership with relevant organisations and effective training for our governors. The Trust has not only produced success in the current school, but has the capacity to drive improvement in the proposed school.

Team members responsible for implementing the education plan are listed below and their CVs are provided in the annex as required. Based on the assumption of 35hour/week full time equivalent, the individuals with expertise in education, finance and project management are able to commit at least two days per week to the project, while the time commitments across the team in pre- and post-opening add up to at least the equivalent of 3 FTE person across the group as a whole.

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

[REDACTED]

The track record of these individuals and the achievement of the Trust so far shows that the Trust has the capacity and capability not only to sustain the improvement of Emmanuel Community School, but to also provide an excellent standard of education for the children in the proposed school. We will continue to develop our standard of teaching across both schools to a minimum of good, developing to outstanding and maintain the outstanding leadership and management. This is why the Trust has recruited more education specialists ([REDACTED]) since the last Ofsted inspection to build capacity.

We reckon that some of the key factors behind our success include the knowledge and expertise (including Finance, Leadership, Buildings, Marketing and Project management) of our governors. We have a passion to see this school succeed, coupled with a willingness to commit the time necessary and driven by a moral purpose to see children achieve their potential. The support from the local community, especially the faith-based community, in providing effective and highly trained volunteers has also contributed to the success of the present school.

Finance

We have individuals in our core group who are currently trustees/governors at our school and they have excellent school finance, leadership and other relevant experience that would make strong trustees once the school is open.

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

Teaching Leaders and Teach First; more so as our schools are in challenging urban areas and the participants of these programmes have committed themselves to working in challenging urban schools and share our vision.

Our headteacher will play a key role in developing the school and helping to prepare it for opening. The Trust understands that getting the right headteacher is a crucial part of getting the right staff. We will follow our robust recruitment and induction process. The process of recruiting our first and present head teacher was closely monitored by the DfE and our then Education Adviser commented on the excellent process. We have maintained this standard in our recruitments and will apply this to the recruitment of our headteacher and senior leaders of the proposed school. The right candidates will show that they possess the motivation and drive to help develop the school in line with our education vision. These leaders must be astute enough to know which individuals will be right for the school as well as being innovative to be able to assist the head teacher in developing an organic staffing structure which will grow with the school.

As part of our marketing we are encouraging education professionals and others who support the ethos of the school to consider applying for roles as they are advertised. This informal approach to recruitment means that we are more likely to receive applications from suitable candidates. We also advertise in national and local press to ensure that we attract relevant and suitable candidates. The Trust has a contract with the London Borough of Havering which includes free advertisement for recruitment. Working closely with established training organisations such as Future Leaders as mentioned above, we will use both formal and informal adverts to provide prospective candidates with clear and concise information regarding what is required and the challenges associated with establishing a new free school. Our ideal timeline is to advertise for the headteacher in the Autumn term of 2017/2018 and he or she takes up post in the Summer term of 2017/2018, this allows for the possibility that our appointee will likely be required to give a whole term's notice before leaving their school. It also leaves scope for re-advertisement if appropriate candidates are not forthcoming the first time we advertise. All posts are subject to enhanced Disclosure and Barring Service checks.

The leadership of Emmanuel Community School was judged as outstanding by Ofsted "*The senior team of headteacher, Early Years Foundation Stage leader, and the Trust Director of Education work especially well together... This strong partnership has secured significant improvement in a short time.*" We will extend this model of leadership to our proposed school with the Director of Education working across both schools to ensure consistency and establishment of the TRUST's key values. The Director of Education will be a full time role with 0.3FTE devoted to the Trust's corporate work and his or her remaining time to support the leadership of both schools.

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team
<p>He or she will be supported by the Executive Team in the Trust, who will be able to use a combination of their experiences of creating TEST’s first school to hold the schools to account. Each school will have its own headteacher. This will provide each school with significant leadership, as well as enabling the Trust to begin “growing its own” future school leaders for the schools we intend to add to the trust in the coming years.</p>

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? I.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

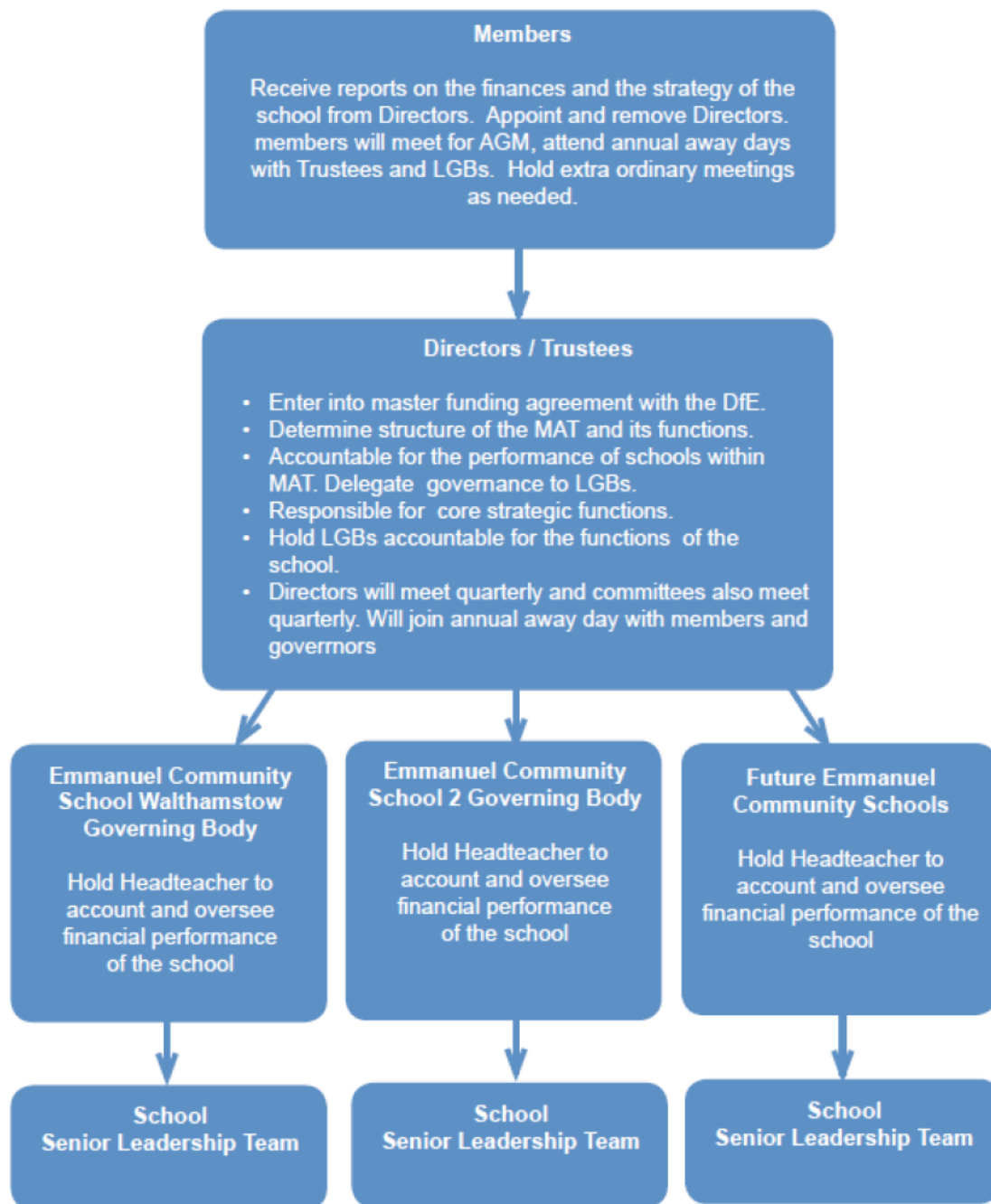
[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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Governance structure

The proposed governance for TEST is shown in the organogram below:



Roles and responsibilities

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Members – Members are responsible for the Trust and the appointment (and removal) of trustees/directors. They are required to ensure that the persons appointed to the board have the right skills, experience and availability to ensure effective management of the trust and achievement of its objectives. Members hold the trustees to account. They monitor the performance of the trust and obtain reports on the finances, strategic direction and other aspects of the trust and its academies. They meet for the Annual General Meeting and other meetings scheduled through the year as well as an annual away day with trustees.

Trustees/Governors – The Trustees are the directors of the Trust and constitute the Board of Governors, entering into the Funding Agreement with the Secretary of State. They are responsible for the strategic direction of the MAT and the successful operation of all its academies. The trustee board will include a Director of Finance and a Director of Education. It will delegate some functions to the local governing bodies of the individual academies (ECS Walthamstow and ECS2) through a scheme of delegation, but hold them accountable for delivery of these functions. The trust board will meet on a quarterly basis as well as an annual away day with Members. The trust will operate central support functions to the academies and local governing boards. Some of the support functions will be undertaken using advisers and external consultants.

Local governing boards will consist of 7 – 9 governors each and will carry out their functions through a number of key committees covering (a) Finance, Premises and HR (b) Curriculum, Standards and IT (c) Admissions. The local governing boards will hold the headteacher and the senior leadership teams of the schools to account in order to implement the Trust's objectives. The constitution of the governing bodies will comply with the articles and memorandum of the Trust.

Committees

(a) Finance, Premises and HR

- Will be responsible for overseeing the financial arrangements, the staffing (including appropriate staffing policies); service level agreements with outside agencies (e.g. relating to premises). The committee will ensure that the vision and aims of the Trust are fully enabled by the premises and facilities.

(b) Curriculum, Standards and ICT

- Responsible for ensuring that appropriate curriculum is in place, including the required policies and ICT equipment to support the school's vision and ethos. The committee also takes responsibility for ensuring that all stakeholders are kept fully informed of developments in the school.

(c) Admissions

- Responsible for overseeing the admissions process; including ensuring that it is

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

fair and transparent.

Key roles and responsibilities of headteachers

Ofsted reports in 2010 showed that 93% of schools with good leadership have good standards of achievement. In contrast, just 1% of schools without good leadership reach the same level and leadership is particularly important when an organisation faces significant challenges - such as setting up a free school.

Parents choose which school their child attends based on a number of factors ranked by Ofsted as:

1. Ofsted reports and other evidence of results;
2. The record/reputation/approach of the Head teacher;
3. Where siblings go to school;
4. The quality of facilities and the 'feel' of buildings;
5. Location, travel arrangements and journey times;
6. Peer commentary;
7. Impressions of other staff;
8. The overall ethos of the school and
9. Details of the curriculum

Experience also shows that stakeholders and parents are more likely to share our commitment to the school when they have confidence in the headteacher. School leadership is therefore one of the most important factors determining student achievement. Our headteacher will have extensive responsibilities within our school and be held to account by the Governing Body across all these responsibilities. It is his/her responsibility to translate our vision and mission into the educational environment filled with Christian values, a high achievement culture and ethos for its pupils. So our present headteacher will be involved in the marketing and establishment of this new school.

The role of the headteacher of a Christian designate free school is a challenging role that requires specific skills and experience including a personal faith commitment. To achieve the type of schools we are committed to (schools based on Christian ethos and practice, school-wide approach to learning and teaching, rigorous use of data to meet children's needs and high standard of achievement for every child) requires a leader with the following:- a moral purpose (as shown in the diagram below), whose work will be learning centred, focused on leadership and able to model personal leadership, reflect the highest professional standards, with a vision and philosophy for learning, teaching and culture. A leader with the ability to build and manage high-quality staff that are aligned to the vision, can institute operations and systems to realise the vision and take personal responsibility as an agent of change for the development of every individual in the school.

We will continue to base our recruitment procedure on Future Leaders' '15 leadership competencies' developed in conjunction with the Hay Group as a framework for measuring the potential of candidates. This framework contains the competencies we know are required to be a successful school leader including headteachers in our schools.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Source: Future Leaders, 2008

Nursery provision – We will integrate nurseries for ages 3 & 4 in our new school. This will compliment the planned provision at Emmanuel Community School Walthamstow and will be managed by the school leadership team.

Managing Conflicts of Interest

TEST already has rigorous procedures and guidelines to ensure transparency, minimise conflicts of interest and to manage them when there is any risk of this occurring. All financial transactions will comply with the Academies Financial Handbook. Purchases of goods and services from governors, members and other connected persons (or establishments owned or controlled by such persons) will be avoided and where permitted, such services and goods will be provided 'at cost', and not for profit.

Scrutiny and securing independent challenge

TEST will continue working closely with other academy trusts in the locality, in particular with Whitefield Academy Trust, Walthamstow and with Davenant Foundation School, Loughton; both schools with strong track records. Whitefield Schools is one of the largest providers of special education in Europe, with an international reputation for expertise, curriculum and training. It is a teaching school and part of the Whitefield Academy Trust, while Davenant has established a reputation in raising achievement and is an outstanding school.

Colleagues from these schools will be invited to assess our performance and to provide independent challenge. TEST is also a member of the National Governorship Association and retains the services of Stone King, which will enable us to avail ourselves of

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

expertise in evaluating our governance periodically.

Recruitment and training plan

TEST's Director of Education is currently undergoing the Executive Educators training programme by Future Leaders to enhance strategic leadership of the trust. Our governors have a training rota designed to enhance and update their knowledge and familiarity with legislation as well as to upskill them in specialist areas. In addition the trust has embarked on a vigorous recruitment drive to add high quality individuals with requisite skills, experience and passion to compliment and add value to its operations, especially to fill skills gaps identified in F1 earlier. Recruitment of the headteacher is addressed in F1.

Recruitment involves informal advertising within our network of stakeholders and acquaintances. We will also use external sources such Academy Ambassadors and the NGA as required. This process which will continue and be intensified as we enter the pre-opening phase, involves clarifying roles and skills required to fill skills gaps, publicising this among our community and networks. Interested persons are assessed against the required person specifications, especially skills, experience and availability. They are invited to visit ECS Walthamstow and to attend some meetings as observers. They are also provided with an outline of the duties and responsibilities required for the roles they are being considered for and interviewed. Candidates for Trustee roles are subsequently approved by Members, while other roles are ratified by trustees or at the level of the local governing boards as appropriate. A formal process for induction and training new trustees and local governors will be implemented and to ensure they have access to training and information that supports their role.

In F1 we outlined the proposed structure and people involved in the work of the trust. The current structure will need to be adjusted to meet the requirements of our new MAT and its constituent bodies. There will be 5 members (including Emmanuel Community Church International (ECCI) as a corporate member), the trust board with 7 trustees and each of the local governing boards will have between 7 and 9 members each.

Accountability and scrutiny between the Trust and each school

Trustees will have strategic oversight of both schools, setting policies and procedures; evaluating and monitoring performance. Certain functions will be delegated to the local governing boards according to our scheme of delegation, so that governors at all levels are clear about their responsibilities, the priorities of the MAT and so they are equipped to challenge the academy leadership teams.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

Section G – budget planning and affordability

Please see Excel spreadsheet

G1 – budget planning and affordability

We have proven experience from our current school of proficient budget-management and the ability to manage our resources effectively and maximise all opportunities to increase our efficiency. The proposed school will be subject to the same level of budgetary control – we have therefore set out a financial model that is appropriate to deliver our education plan, is viable and, we believe, resilient.

[Redacted content]

Section H – premises (See Excel spread sheet)


Annexes

Register of Interest Form

The
Emmanuel
School
Trust

Register of Interest

A New Faith School in Waltham Forest!



Emmanuel
Community
School

We are in the process of completing a proposal for a new school in the London Borough of Waltham Forest to open in September 2016 to help meet the need for primary school places.

The proposed new school will be a two form entry primary school (ages 3 to 11 years) with a Christian designation, planned to open in September 2016. The school will be open to all children in the community.

We need parents and guardians to register their interest and support by indicating the number and ages of children that they would be keen to enrol.

Aims... To nurture children in a Christian environment so they can achieve their full potential.

Values... Good behaviour ◀ Holistic character development ◀ High academic attainment ◀ Innovative approach to teaching and learning

Would you be interested in sending your child to THIS School? <small>Yes/No/Maybe</small>	How many children do you have?	What are their ages?	Home address postcode	If you would like to be updated, please write your details below. <small>Email or mobile number</small>	Are you of Christian faith? If not, please specify your religious beliefs, if any

Community... Non-selective, reflective of the ethnic diversity of local community...small class sizes, personalised learning

Activities... Extended day:- 8:00am to 6:00pm. Enrichment activities including life skills, music, sports and languages

Signing this form does not guarantee you a place or commit you to sending your child to this school. Please return completed forms to ECS, The Drive, E17 3BN

Sample of flyers (10,000) printed and delivered across LBWF



NEW CHRISTIAN NURSERY AND PRIMARY SCHOOL PROPOSAL

Emmanuel Community Church (formerly Emmanuel Christian Centre) is a Christian organisation that has been in the heart of the Walthamstow community for 100 years. It has been running many community projects, including a busy toddler group, a thriving nursery as well as mid-week clubs for children, young people and senior citizens.

In September 2012 our academy trust, The Emmanuel School Trust (TEST) opened Emmanuel Community School on The Drive, Walthamstow E17). In 2014, after five terms of operation, the school was graded by Ofsted as 'good' with outstanding leadership. The Trust is now planning to open another school in addition to our current school.



The new school will be for nursery and primary age children. It will have a Christian faith designation, but open to all children in the community, irrespective of faith (or no faith). We are seeing a location for the new school and subject to approval of this proposal by DfE, we anticipate the school will be located in Waltham Forest, possibly in the north of the Borough and will open in September 2016.



Local bus adverts



Emmanuel Community School at Leyton Big Weekender

“Hundreds of people turned out to celebrate the reggae music and carnival colours of the Leyton Big Weekender.

The family festival kicked off on Saturday (July 4) with sporting activities, a roller disco and carnival games held in Leyton Cricket Ground in Crawley Road.

On Sunday, Leyton High Road was bursting with life as colourful animal costumes including owls, ladybirds and a giant turkey, paraded through under the theme ‘creatures great and small’.(The Guardian, July 2015)



Emmanuel Community School offering free face painting



Emmanuel Community School at the Waltham Forest Mela Event - Celebrating the best of Asian culture (August 2015) and at the Chingford Weekender (August 2015)

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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