



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

LYMINGTON FIELDS SCHOOL

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	11
Section A – applicant details (use Excel spread sheet)	11
Section B – outline of the school (use Excel spread sheet)	11
Section C – vision	12
Section D – education plan: part 1	16
Section D – education plan: part 2	17
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	17
D2 – measuring pupil performance effectively and setting challenging targets	Error! Bookmark
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	57
D4 – the school will be welcoming to pupils of all faiths/world views and none	57
Section E – evidence of need	75
E1 – provide valid evidence that there is a need for this school in the areas	75
E2 – successful engagement with parents and the local community	79
Section F – capacity and capability	82
F1 (a) Skills and experience of your team	82
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	84
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	87
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	87

F5 – Independent schools have an appropriate, well-maintained, and secure site	87
Section G – budget planning and affordability	88
Section H – premises (use Excel spread sheet)	89
Annexes	90
CV template	Error! Bookmark not defined.
Self-assessment form for independent schools	Error! Bookmark not defined.
Governance self-assessment	Error! Bookmark not defined.

The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the 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:  (please delete as appropriate)

Print name: 

Date: 22.02.16

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 (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

C 1.1 A brief overarching vision for your chain

Partnership Learning’s over-arching vision is to maximise social mobility, giving our pupils the same opportunities as their most favoured peers – outstanding teaching, schools organised around the ability profile of their pupils and wide-ranging enrichment activities to develop confidence and resilience.

We believe learning is most effective when students are taught with others of similar ability, so we group pupils by prior attainment, enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all pupils make rapid progress towards challenging academic targets.

We have particular expertise in providing outstanding outcomes within disadvantaged communities, although we believe our approach works across the socio-economic spectrum.

C 1.2 The number and types of open schools you already manage and have in pre-opening (including free schools, academies, voluntary aided schools and independent schools)

Number and types of open schools the Trust already manages or has in pre-opening:

School	Age range	Open/Pre-opening	Status	Ofsted Rating
Sydney Russell School (All-Through)	4-18	Open	Converter Academy	Outstanding
Riverside School (Secondary)	11-18	Open	Free School	Good +
Riverside Primary School (Primary)	4-11	Open	Free School	New - no Ofsted yet
Riverside Bridge School (Special)	4-16	Open	Free School	New - no Ofsted yet
Thames View Junior (Primary)	7-11	Open	Sponsored Academy	No Ofsted since conversion (LA Review: Good)
Greatfields School (Secondary)	11-18	Opening Sept 2016	Free School	New - no Ofsted yet
Eastbury Primary School (Primary)	4-11	Open – joining Trust 1 st April 2016	Converter Academy	<i>Requires Improvement</i> (LA Review: Good)

C 1.3 The Trust’s planned expansion strategy (including how many schools the Trust hopes to have in total, planned geographical spread and timescales).

Trust total schools planned in each key location 2016-2020

Location	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
LBBB	7	8	11	13	13
Neighbouring LAs (eg Havering/Waltham Forest/Thurrock/Essex)	1	4	4	5	6
Southend-on-Sea	1	3	3	4	5
TOTAL	9	15	18	22	24

We are currently in advanced stages of negotiation to add two further secondary academies by September 2016 in neighbouring LAs. In subsequent years we plan to add a mix of sponsored/converter/new free schools to our Trust as shown in the table above, spread across adjacent LAs and including a mix of primary, secondary, all-through and special schools.

C 1.4 Overarching vision for our school and how it informs our education plans

Our motto “Excellence for All” sums up our aims. Lymington Fields School will deliver academic outcomes significantly above the national average on all key measures and develop personal qualities and skills to enable our pupils to lead successful lives and contribute positively to society.

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of pupils.

In common with other schools in our Trust, Lymington Fields School will establish - from Year 3 onwards - innovative ability-grouping pathways, to enable curriculum structure, pace and teaching styles to be appropriately targeted at learners’ needs.

Operating as an all-through school will provide opportunities for seamless transition from phase to phase and curriculum continuity, both in content and style, making learning exciting and challenging for all pupils.

Our innovative curriculum model will provide stretching opportunities for the more-able pupils so that they can progress at a challenging rate commensurate with their intellectual capacities and aspirations.

At the same time we will take care to provide a secure and nurturing environment for less academic pupils and those with special educational needs.

From an early age pupils will be encouraged to think creatively and critically, and communicate effectively so that they begin to acquire the skills of confidence, oracy and resilience to be developed throughout their school life.

All pupils will be given challenging individual targets. We expect children to respond to the challenge of this new environment and to make excellent progress.

We will ensure maximum opportunity for pupils to transfer between ability pathways as their needs change and develop. We aim to provide positive transitions between phases and a coherent progression in the learning experience.

The new school's primary section will have the support of an 'Outstanding' Partner School, Warren Junior School – a National Support School and Teaching School - and its [REDACTED] and both the secondary and primary sections will have the support of the 'Outstanding' Sydney Russell all-through school as a Partner School.

Lymington Fields School will play a key part in counteracting the local cycle of deprivation by teaching relevant skills and supporting families and the work force by raising expectations and fulfilling aspirations. We will establish models of best practice which can be shared with colleagues across the locality.

C 1.5 The rationale for our school

We propose to establish an all-through, mixed 4-18 Free school, with three forms of entry at Reception, six forms of entry at Year 7, and a Sixth Form of 220, in the London Borough of Barking and Dagenham, to be located in the Whalebone Lane area on a site already designated for a school. There is already a shortage of school places in this area and significant further housebuilding is underway.

The London Borough of Barking and Dagenham is one of the 10% most disadvantaged boroughs in England and the ward in which our school will be situated is in the top 5% of deprived wards in the country.

The new school will address both a pressing basic need for primary and secondary school places in a disadvantaged area and offer higher standards than currently being achieved by local schools. All pupils will be expected to make rapid progress towards challenging academic and personal targets, with school-level targets set significantly above national averages.

Based on data from local primary schools our school's intake is likely to have: a wide ethnic mix, with about a quarter of the pupils of White British heritage, around one third Black African and the remainder from a wide range of other ethnicities; a substantially greater proportion of pupils eligible for pupil premium than the national average; and prior attainment levels significantly below the national average.

Whilst our current proposals do not include Nursery provision, we nevertheless aspire to develop this as soon as possible after opening, subject to consultation with existing providers and the Local Authority in respect of current provision and demand.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each. If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Recep			30	60	90	90	90	90	90	90	90
Year 1				30	60	90	90	90	90	90	90
Year 2					60	90	90	90	90	90	90
Year 3						60	90	90	90	90	90
Year 4							90	90	90	90	90
Year 5								90	90	90	90
Year 6									90	90	90
Year 7			120	150	180	180	180	180	180	180	180
Year 8				120	150	180	180	180	180	180	180
Year 9					120	150	180	180	180	180	180
Year 10						120	150	180	180	180	180
Year 11							120	150	180	180	180
Year 12								72	90	120	120
Year 13									60	65	100
Totals			150	360	660	960	1260	1482	1680	1715	1750

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

D 1.1 The length of the school day, including any enrichment time, making a distinction between compulsory and voluntary activities.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage (Reception)			
Total 23 hours 40 mins + minimum 1 hour enrichment per week			
<ul style="list-style-type: none"> • Daily 20 minute Phonics session • Daily Mathematics and Literacy sessions with integration into other activities during the day • The other five areas of learning will be delivered through an integrated day • There will be a particular emphasis on Communication and Language and on Personal, Social and Emotional Development 			
Key Stage 1 (Years 1 and 2)			
Total 23 hours 40 mins + minimum 1 hour enrichment per week			
English	5 hours	Mandatory	
Maths	5 hours	Mandatory	
Phonics	1 hr 40 min	Mandatory	
Science	2 hours	Mandatory	
Design Technology	1 hour	Mandatory	
Computing	1 hour	Mandatory	
History	1 hour	Mandatory	
Geography	1 hour	Mandatory	
Art and Design	1 hour	Mandatory	

RE/PSHE	1 hour	Mandatory	
Music	1 hour	Mandatory	
Spanish	1 hour	Mandatory	
P.E	2 hours	Mandatory	
Enrichment	1 hour	Mandatory	
Out-of-hours activities	As taken up	Voluntary	
Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) Total 25 hours + minimum 2 hours enrichment per week			
English	5 hours	Mandatory	
Maths	5 hours	Mandatory	
Science	2 hours	Mandatory	
Design Technology	1 hour	Mandatory	
Computing	1 hour	Mandatory	
History	2 hours	Mandatory	
Geography	2 hours	Mandatory	
Art and Design	1 hour	Mandatory	
RE/PSHE	1 hour	Mandatory	
Music	1 hour	Mandatory	
Spanish	1 hour	Mandatory	
Classical studies	1 hour	Mandatory	
P.E	2 hours	Mandatory	
Enrichment	2 hours	Mandatory	
Out-of-hours activities	As taken up	Voluntary	
Phonics – Catch up	1 hr 40 min	As required	As required - withdrawal
Key Stage 3 (Years 7 and 8) Total 25 hours + minimum 2 hours enrichment per week			
English	4 hours	Mandatory	
Maths	4 hours	Mandatory	
Science	3 hours	Mandatory	

Spanish	3 hours	Mandatory	
Geography	2 hours	Mandatory	
History	2 hours	Mandatory	
Civics (inc RE, PSHE and Citizenship)	1 hour	Mandatory	
Technology/ICT	1 hour	Mandatory	
Art	1 hour	Mandatory	
Music	1 hour	Mandatory	
PE(inc. Dance)	3 hours	Mandatory	
Key Stage 4 (Years 8 – 11) Total 25 hours + minimum 2 hours enrichment per week			
English	4 hours	Mandatory	
Maths	4 hours	Mandatory	
Science	4 hours	Mandatory	
Spanish	3 hours	Mandatory	
PE(inc. Dance)	3 hours	Mandatory	
Civics (inc RE, PSHE and Citizenship)	1 hour	Mandatory	
Option A	3 hours	Mandatory	Accelerated Band: History or Geography Standard/Supported Band: History, ICT or Drama
Option B	3 hours	Mandatory	Accelerated Band: History, Geography, Computer Science, Media Studies, Art, Music, Drama or French Standard/Supported Band: ICT, Product Design, Art or Music
Key Stage 5 (Years 12 and 13) Total 25 hours + minimum 2 hours enrichment per week			
Option A – A' Level	5 hours	Mandatory	

Option B – A' Level	5 hours	Mandatory	
Option C – A' Level	5 hours	Mandatory	
Option D – AS Level/Extended Project	5 hours	Mandatory	
Enrichment	2 hours	Mandatory	
Independent Study	3 hours	Mandatory	

The length of the school day will vary slightly between Key Stages:

EYFS/KS1 8.55 am – 3.00 pm with additional minimum 1 hour per week enrichment

KS2/3/4/5 8.40 am – 3.00 pm with additional minimum 2 hours per week enrichment

At KS5 we will focus on A' Levels, particularly (though not exclusively) in facilitating subjects, progressing from English Baccalaureate subjects at GCSE, including:

English Literature

Maths

Biology

Chemistry

Physics

History

Geography

Spanish

We will also seek to collaborate with the existing local North East Consortium sixth form consortium or other local post-16 providers, in order to offer cost-effective access to a wide-ranging set of A'Level subjects.

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 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.

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

D 1.2 An understanding of the expected pupil intake and their needs

D 1.2.1 Overall Characteristics of Expected Pupil Intake

Our pupil intakes at both Reception and Year 7 will come from disadvantaged localities where families from diverse cultural and ethnic origins have joined the indigenous population in recent years, from areas of higher-cost housing and also from outside the UK. Despite their economic circumstances parents are ambitious for their children and we will offer a curriculum that will challenge the most able and give support where it is needed.

Likely characteristics of expected pupil intake at Reception – Primary schools near proposed site

	% Low Attainers on Entry to KS2	% Middle Attainers on Entry to KS2	% High Attainers on Entry to KS2	% FSM6	% EAL	% Statement or EHC
Grafton Primary	18	59	23	51	41	0
Henry Green Primary	31	46	22	50	52	0
Valence Primary	11	57	32	40	30	4
William Bellamy Prim	18	64	18	57	35	1
<i>National</i>	<i>17</i>	<i>58</i>	<i>25</i>	<i>31</i>	<i>18</i>	<i>3</i>

Likely characteristics of expected pupil intake at Year 7 – Secondary schools near proposed site

	% Low Attainers on Entry to KS3	% Middle Attainers on Entry to KS3	% High Attainers on Entry to KS3	% FSM6	% EAL	% Statement or EHC
All Saints Catholic*	19	52	29	28	21	2
Robert Clack	13	45	42	44	33	1
The Warren	18	54	28	48	40	1
St Edwards C of E*	10	49	41	24	9	2
<i>National</i>	<i>17</i>	<i>48</i>	<i>35</i>	<i>27</i>	<i>14</i>	<i>4</i>

*NB: The intakes of All Saints and St Edwards are not fully representative of the local population because, as church schools they recruit from a wider catchment area.

Based on data from local primary and secondary schools, from performance tables and Ofsted reports:

- About a quarter of the pupils are likely to be of White British heritage, around one third Black African and the remainder from a wide range of other ethnicities.
- Around 40% of the pupils are likely to speak English as an additional language with over 40 languages spoken.
- The proportion of pupils eligible for pupil premium is likely to be high -substantially greater than the national average – at around 45-50%.
- The proportion of pupils supported with a statement of special educational needs or EHC plan is likely to be below average – although this is not an indication of what is a likely to be a significantly higher than national average proportion of students with lower levels of special need.

D 1.2.2 Attainment Profile of Expected Pupil Intake

Early Years Foundation Stage Profile

In 2015, 67.8% of children in Barking and Dagenham were assessed as reaching a 'good level of development' (GLD) compared to 66.3% nationally, a significant improvement compared to 2013 when only 46% achieved GLD compared to 52% nationally

However, there are significant areas which require further improvement. In particular, in almost all areas of development the local authority is at least five percentage points behind in the percentage exceeding the expected level. This under-achievement at higher than expected levels is a theme which continues in the succeeding key stages and therefore is a priority to address in the early years.

The borough picture is likely to be mirrored in the potential intake for Lymington Fields.

Key Stage 1 Attainment Data

KS1 Level 2B+ 2015 – Primary schools near proposed site

Level 2b+	% L2B+ Reading	% L2B+ Writing	% L2B+ Maths
Grafton Primary	82.1	65.8	80.3
Henry Green Primary	85.0	73.3	85.0
Valence Primary	85.5	78.5	89.0
William Bellamy Primary	79.2	69.8	89.3
<i>National</i>	82.0	72.0	82.0

KS1 Level 3+ 2015 – Primary schools near proposed site

Level 3+	% L3+ Reading	% L3+ Writing	% L3+ Maths
Grafton Primary	37.6	13.7	27.4
Henry Green Primary	31.7	21.7	28.3
Valence Primary	34.3	26.2	33.7
William Bellamy Primary	36.2	21.5	36.2
<i>National</i>	32.0	18.0	26.0

Phonics 2015 – Local authority level results

Phonics	Percentage of pupils meeting the expected standard of phonic decoding	
	By end of Year 1	By end of Year 2
Barking and Dagenham LA	75%	88%
<i>National</i>	77%	90%

Overall, performance of pupils at the existing local schools at the end of Key Stage 1 is broadly in line with the national average for L2B+ Reading, Writing and Mathematics, although there is some weakness in Writing.

For L3+, overall performance of local pupils is broadly at or above national averages in all three areas of assessment, although once again there is some weakness in Writing

For phonics, overall performance of pupils in the local authority is just below national averages and there is no reason to think this is any different in schools near our proposed site.

Key Stage 2 Attainment Data

KS2 L4/L4B/L5+ 2015

	Reading		Writing		Maths		Combined Reading, Writing, Maths		Grammar, Spelling and Punctuation	
	L4B +	L5 +	L4 +	L5 +	L4B+	L5 +	L4B+	L5 +	L4B+	L5 +
Grafton Primary	81.1	45	89.2	45	90.1	41.4	73.9	27.9	78.4	64.9
Henry Green Primary	83.3	46.7	83.3	30	95	50	73.3	25	76.7	65
Valence Primary	87.7	63.2	93	61.4	93	59.6	86	45.6	86	73.7
William Bellamy Primary	82.9	37.6	87.2	24.8	74.4	30.8	67.5	14.5	73.5	57.3
<i>National</i>	<i>80</i>	<i>48</i>	<i>87</i>	<i>36</i>	<i>77</i>	<i>42</i>	<i>69</i>	<i>24</i>	<i>73</i>	<i>55</i>

Overall, performance of pupils at the existing local schools at the end of Key Stage 2 is broadly at or above national average at Level 4B/4B+ but there is much less consistency at L5+, above expected levels, particularly with Writing, but also with Reading and Maths. This mirrors below-national performance at above expected levels at EYFS.

Key Stage 4 Attainment Data

2015	% 5+ A*-C inc En + Ma	% EBacc	% Expected Progress English	% Expected Progress Maths
All Saints Catholic	56	25	86	65
Robert Clack	64	34	67	67
The Warren	49	13	72	62
St Edwards C of E	48	19	61	59
<i>National</i>	<i>54</i>	<i>23</i>	<i>71</i>	<i>67</i>

Performance of local schools at KS4 is mixed, but generally weak, with no school above national on all four key measures and two schools below national on almost all measures.

Key Stage 5 Attainment Data

2015 A'Level	Points per Pupil	Points per Entry	% AAB or higher in 2+ facilitating subjects
All Saints Catholic	738	213	3
Robert Clack	703	218	9
The Warren	656	203	0
St Edwards C of E	782	207	9
<i>National</i>	<i>778</i>	<i>216</i>	<i>15</i>

Performance of local schools at KS5 is also generally weak, with no school above national on all three key measures and two schools below on all three.

D 1.2.3 Overall Needs Analysis

From an analysis of the data above and local knowledge we have identified the following key areas of need locally:

- Writing at KS1 and 2, which is the weakest of the three core areas
- Speaking and listening skills at all Key Stages, which Ofsted reports on local schools identify as a key issue holding back progress.
- At all Key Stages, the need to ensure that children with the potential to reach the highest levels of achievement – above expected - are challenged and supported to reach them.
- The need to work at developing the qualities of confidence, oracy and resilience in our children – so that they are able to make best use of their academic achievements and enrichment opportunities.

D 1.3 **A rationale for the type of curriculum proposed which is consistent with the vision, explaining how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs**

D 1.3.1 Curriculum Overview

In order to meet the key needs identified above we will focus relentlessly on achievement in the core subjects of Maths and English throughout and the English Baccalaureate subjects in KS4, both to ensure that almost all children meet expected national standards by the end of each Key Stage, and that all those with the potential to do so exceed them.

Our curriculum will have at its core, for Reception the areas of learning and early learning goals set out in the Statutory Framework for the EYFS and for Key Stages 1, 2, 3 and 4 the subjects and content set out in the 2014 National Curriculum. Our Sixth Form will

focus mainly on A' Levels, particularly in the facilitating subjects, with the potential for a small number of high-quality Level 3 vocational courses.

However, we will take full advantage of the freedoms accorded by our Free School status and the slimmed-down national curriculum to provide significant extension and enrichment activities (see Section D 1.6 below). In particular we intend to introduce a modern foreign language (Spanish – the main language taught in our secondary free schools) from Year 1 onwards and Classical Studies from Key Stage 2.

We will develop pupils' physical as well as intellectual abilities by providing structured play in the early years and more formal sports and team games in later years.

Pupils at Lymington Fields School will also develop confidence in expressing themselves through a wide range of creative learning experiences including Art, Drama and Music.

We will extend and enrich pupils' linguistic and cultural understanding through the introduction of Classical Studies and the early introduction of a modern foreign language.

The curriculum and styles of teaching and learning will also focus on developing the key character traits and skills of confidence, oracy and resilience (CORe) to enable our pupils to lead successful lives and contribute positively to society.

D 1.3.2 Curriculum Delivery

Grouping by Needs and Aptitude

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of pupils.

In the Early Years Foundation Stage and Key Stage 1 pupils will be placed in mixed ability classes, with differentiation on an individual or small group basis as appropriate.

However, in Key Stages 2, 3 and 4 Lymington Fields School will organise learning in a radically different way: class groups based on aptitude and ability. This will enable curriculum structure, pace and teaching styles to be appropriately targeted at pupils' needs, so that all can make rapid progress towards challenging achievement targets.

Our innovative curriculum model for Key Stages 2,3 and 4 is based on the concept of three distinct pathways within the school, providing appropriately for pupils of differing aptitudes and needs:

Accelerated Pathway– Approximately 60% of each year group – Targeted to achieve above national expected attainment levels. Pupils following this pathway have high potential and will therefore benefit from following a fast-paced academic curriculum, with the expectation that they will achieve scaled scores above 100 at the end of Key Stage 2 and GCSE grades 7-9 at the end of Key Stage 4.

Standard Pathway – Approximately 25% of the cohort - Targeted to achieve at least national expected attainment levels. Pupils following this pathway are generally of average prior attainment but with significant potential and will therefore benefit from challenging expectations, a steady pace to enable consolidation of learning and phased development as independent learners, with the expectation that they will all achieve at least national expected scaled scores of 100 at the end of Key Stage 2 and GCSE grades 5 -7 at the end of Key Stage 4.

Supported Pathway - Approximately 15% of the cohort - Targeted to work towards national expected attainment levels, with the majority expected to reach national scaled scores of 100 at the end of Key Stage 2 and GCSE levels 3-5 at the end of Key Stage 4.

A similar structure has operated effectively for many years at the Trust's Outstanding all-through school, Sydney Russell, and has been successfully introduced at Riverside Secondary Free School and Thames View Junior School.

We believe this model will work particularly well for the Lymington Fields community because the mix of disadvantage and a widely spread prior attainment profile is best addressed with very clearly differentiated pathways and is very popular with parents and pupils.

We believe that delivering the curriculum at Lymington Fields School through differentiated pathways offers the best opportunities for:

- achievement to be maximised
- each pupil to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- pupils to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained
- pupils to develop confidence and self-esteem, whilst competing with their peers
- allowing efficiently for smaller group sizes for those needing additional support

Pupil Allocation to Pathways

On entry to Key Stage 2 or Key Stage 3 pupils will be placed in one of three pathways, based on their Key Stage 1 or 2 test and teacher assessment scores and our aspirational targets and expectations.

For the purposes of planning, the assumption will be made that on average approximately 60% of pupils will be placed in the Accelerated pathway, 25% in the Standard pathway and 15% in the Supported pathway.

However, these proportions are not fixed and can be adjusted each year according to the needs of the actual cohort.

We will take particular care over the placement of EAL pupils. A high ability pupil with limited English language would be placed in the Accelerated pathway. Lower ability pupils with EAL will be placed in the Supported pathway with a programme tailored to maximise their progress and achievement. Where appropriate, intensive one-to-one coaching will be provided for EAL pupils.

For pupils with specific barriers to learning we will base placement in a pathway on their underlying overall ability and ensure that they are provided with additional support to succeed.

For academically Gifted pupils there will be further opportunities for extension and enrichment within the Accelerated pathway.

Movement between Pathways

There will be ample flexibility for pupils to move between pathways as their needs and aptitudes develop and change.

Once a term pupils and their parents will receive a formal assessment of their progress against their targets. These progress reports will be analysed to identify any pupils who would benefit from a change of pathway, either because they are performing above the expected level for their current pathway or are showing signs of needing additional support. Movement between pathways will mainly take place at the start of a new academic year but may sometimes be appropriate at the start of a new term within the year.

Structure of Classes

In Reception and Key Stage 1 pupils will be placed in mixed ability classes of up to 30.

In Key Stage 2, 3 and 4, once allocated to a pathway pupils will be placed in a class group within that pathway. Class sizes will vary between pathways – approximately 28 - 32 in the Accelerated pathway, approximately 22 - 24 in the Standard pathway and approximately 12 -16 in the Supported pathway.

A typical Year Group structure for Key Stage 2 at full capacity, with a three-form entry year group, would look like this (90 pupils divided into 4 Class Groups):

Accelerated Pathway

3L – 28 Pupils

3Y– 28 Pupils

Standard Pathway

3M – 22 Pupils

Supported Pathway

3I– 12 Pupils

A typical Year Group structure for Key Stage 3 at full capacity, with a six-form entry year group, would look like this (180 pupils divided into 7 Class Groups):

Accelerated Pathway

7L – 30 Pupils

7Y – 30 Pupils

7M –30 Pupils

7I - 30 pupils

Standard Pathway

7N – 22 Pupils

7G - 22 Pupils

Supported Pathway

7T– 16 Pupils

Groupings for Lessons

All lessons will take place only with pupils in the same pathway. Within a pathway, for some lessons or parts of lessons pupils will be grouped as a whole class, for some lessons pupils may be grouped by ability within the class and for some setted across a pathway.

Curriculum advantages of an all-through school

The all-through structure of Lymington Fields School will provide a range of advantages for both the secondary and primary phases, including:

- An integrated approach to learning and teaching, target-setting, assessment, tracking of pupil progress and pastoral support
- Access to specialist facilities, staff and expertise for primary phase pupils and staff

D 1.3.3 Curriculum Structure

Early Years Foundation Stage – Reception - 23 hours 40 mins

- Daily 20 minute Phonics session
- Daily Mathematics and Literacy sessions with integration into other activities during the day
- The other five areas of learning will be delivered through an integrated day
- There will be a particular emphasis on Communication and Language and on Personal, Social and Emotional Development

Key Stage 1 (Years 1 and 2) - 23 hours 40 mins

- Daily 20 minute Phonics session
- English and Mathematics will be taught for one hour each daily
- Science will be taught for two hours a week
- Music (taught by a specialist teacher) and RE/PSHE will be taught for one hour a week each
- Art and Design, Design and Technology and Computing will be each taught in four two-day blocks, spread across the year, equivalent to one hour a week each
- History and Geography will be each taught for an hour a week
- PE will be taught for two hours per week by a specialist teacher
- Spanish language and culture will be developed informally using games and other activities, integrated into curriculum areas
- When appropriate, subjects will be linked together in integrated topics

Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) - 25 hours

- Daily 20 minute Phonics sessions as required for catch-up
- English and Mathematics will be taught for one hour each daily
- Science will be taught for two hours a week
- RE/PSHE will be taught for one hour a week

- Art and Design, Design and Technology and Computing will be each taught in four two-day blocks, spread across the year, equivalent to one hour a week each
- History and Geography will be each taught for two hours a week
- PE will be taught for two hours per week by a specialist teacher
- Spanish language will be taught each week for 1 hour by a specialist teacher
- Music will be taught for 1 hour each week by a specialist teacher
- Classical studies will be introduced for one hour a week

Key Stage 3 (Years 7 and 8)/ Key Stage 4 (Years 9 -11)/ Sixth Form (Years 12 and 13) - 25 hours

- Subjects will all be taught by subject specialist teachers – for subjects and time allocations see table in D 1.1 above.

D 1.3.4 Confidence, Oracy and Resilience (CORe)

We believe there is a need to work at developing the qualities of confidence, oracy and resilience in our pupils – so that they are able to make best use of their academic achievements and enrichment opportunities.

In addition to pursuing the highest levels of achievement, we therefore aspire to develop our pupils as thoughtful, creative and confident young people who are ready to take full advantage of their future opportunities.

In particular, we seek to develop the key character traits of confidence, oracy and resilience – CORe.

We have developed a set of criteria under which we will assess CORe across the phases and will measure progress in these areas by means of a four point scale – Basic/Developing/Effective/Outstanding - with the target that by the end of Key Stage 2 all pupils reach the ‘Developing’ standard and a significant proportion are judged ‘Effective’ and by the end of Key Stage 4 all pupils reach the ‘Effective’ standard and a significant proportion are judged ‘Outstanding’.

Pupils will be assessed by their class or form teacher, using evidence from activities in lessons, the enrichment programme and out of school activities. CORe Levels will be reported to parents annually.

D 1.4 Strategy to assess and meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented) and those with differing degrees of SEN and disabilities, and pupil premium

D 1.4.1 Meeting the needs of pupils of differing abilities, including those with SEND

In Key Stages 2, 3 and 4 most of the differing needs of the majority of pupils will be met through the differentiated three pathways at Lymington Fields School, but in Reception, Key Stage 1, and for some in Key Stages 2, 3 or 4 for whom additional individual support will be needed, other forms of intervention will be put in place.

Disabled pupils and those who have specific special educational needs, as well as those speaking English as an additional language, will receive effective, well-targeted support provided individually or in small groups.

Our inclusive policies and practices at Lymington Fields School will meet the needs of all pupils with SEN and Disability. We will follow all Government guidelines, including the current Code of Practice, The Disability Discrimination Act and the Disability Equality Duty.

Our SEND provision will cater for the requirements of pupils with learning difficulties and physical and sensory disabilities. Lymington Fields School will promote access for, and encourage positive attitudes towards, disabled people. Pupils with disabilities will be able to participate fully in the life of the school. Identification and support for children with SEND will be supported by the expertise available through our Trust's Special Free School – Riverside Bridge School.

We will:

- ensure the identification of all children requiring SEND provision as early as possible in their school career
- ensure that children with special needs and learning difficulties take as full a part as possible in all school activities
- ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- take particular care to support speech and language difficulties, especially where a child's home language is not English
- develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEND legislation and statutory guidance
- maintain effective links with external agencies, Riverside Bridge Special school and Trinity Special school – one of our partner schools in the Borough.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, to ensure that needs are addressed and support provided at the earliest opportunity.

D 1.4.2 Roles and Responsibilities

The role of the Coordinator for Special Educational Needs (SENCo)

The Coordinator for Special Educational Needs (SENCo) will have key areas of management responsibility, including overseeing the day-to-day operation of the school's SEND policy.

Teaching and learning

- To identify and encourage all staff to adopt the most effective teaching approaches for pupils with SEND;
- To monitor teaching and learning activities to meet the needs of pupils with SEN;
- To identify and encourage all staff to adopt skills that will develop pupils' ability to work independently;
- To liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- To liaise with parents to fully involve them in their child's provision and progress

Recording and assessment

- To set targets for raising achievement among pupils with SEND;
- To collect and interpret specialist assessment data;
- To set up systems for identifying, assessing and reviewing SEND and to manage pupil records;
- To update the head teacher and governing body on the effectiveness of SEND provision for pupils with SEND;
- To develop understanding of learning needs and the importance of raising achievement among all pupils;
- To attend open evenings and keep parents informed about their child's progress;

Leadership

- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND;
- To provide line management of Teaching Assistants.

- To provide training opportunities for teachers and teaching assistants to learn about effective SEND practice;
- To disseminate good practice in SEND across the school;
- To identify resources needed to meet the needs of pupils with SEND and advise the head teacher of priorities for expenditure;
- To liaise with external agencies, Local Authority support services, Health and Social Services, and voluntary bodies to ensure pupils receive the support to which they are entitled.

Standards and quality assurance

- To support the aims and ethos of the school;
- To attend and participate in open evenings;
- To lead and participate in staff training;
- To attend team and staff meetings;
- To develop links with governors, LAs and neighbouring schools;

Additionally, parents will be given clear guidance as to how they can contribute to information, co-ordination, and support for their children. A member of the Governing Body will have responsibility to oversee the SEND policy and its implementation.

The Role of the Class/Form/Subject Teacher

Good SEND practice acknowledges the importance of the class and subject teacher. At Lymington Fields School we will adopt a whole-school approach to SEND policy and practice. All teachers are responsible for:

- identifying pupils with SEND
- ensuring that those requiring different or additional support are identified at an early stage in collaboration with the SENCo
- delivering the individual programme agreed in conjunction with the SENCo.
- being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- collaborating with the SENCo to decide the action required to assist progress.
- working with the SENCo to collect all available information on the child.
- developing learning targets for pupils with SEND in collaboration with the SENCo
- developing constructive relationships with parents.

D 1.4.3 The Range of Provision

In EYFS and Key Stage 1, after making an early identification of needs, children identified as having SEND will be, as far as is practical, fully integrated into mainstream classes. Appropriate provision and improved accessibility to specialised resources will be

made available as required and every effort will be made to ensure that they have full access to the National Curriculum and Lymington Fields School's wider curriculum.

In Key Stages 2, 3 and 4 the needs of most pupils with SEND will be met by placement in the Supported Pathway, concentrating on developing literacy, numeracy and social/emotional skills.

Lessons in the Supported Pathway will be characterised by clear structure and expectations and a pace appropriate to support pupils who need to reinforce basic learning and reach key threshold levels of learning

Pupils will be helped to build upon their learning and gradually develop more independence. The skills of speaking and listening will be continually practiced, with regular opportunities for focussed group work.

The key character traits of confidence and resilience will be developed, with pupils helped to improve their self-confidence and self-esteem.

For some in Key Stage 2, 3 or 4 with specific needs, for whom placement in the supported pathway would not be appropriate, additional individual or small group support will be provided or other forms of intervention will be put in place.

Classroom and other facilities

- Each classroom will be inclusive. We will endeavour to build classrooms that are large enough to give easy access for wheelchairs and which enable pupils to use ICT either from desktop or handheld technology; low-level IT stations will be installed.
- Where pupils have sensory disabilities there will be hearing loops available and teaching materials will be devised which address suitable print size, colour and design
- Large print and magnified computer screens will be made available for visually impaired pupils so that they can remain with their peers in most teaching environments
- However, specialist programmes will also be included for individuals when necessary. Other specific difficulties such as ADHD or autism will have access to quiet rooms in order to provide an appropriate working environment.

D 1.4.4 Links with External Agencies/Organisations

Lymington Fields School will make use of external support services to assist in the identification, assessment and provision for SEND pupils.

When it is considered necessary, the following support services will be commissioned to work with SEND pupils:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Counsellors
- Riverside Bridge Special School and Trinity Special School: we will build on these partnerships so that our teaching staff can learn best practice and benefit from shared training opportunities in a SEND environment

D 1.4.5 Education, health and care (EHC) plans

An EHC plan will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

An EHC plan will include details of learning objectives for the child. These are used to develop targets which are:

- Matched to the longer-term objectives set in the plan
- Shorter term targets, established through parental consultation and implemented in the classroom
- Delivered by the class and subject teachers with appropriate additional support where specified

Reviews of EHC plans

EHC plans will be reviewed annually. The SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the LA if required
- Any other person the LA considers appropriate
- Any other person the SENCo considers appropriate

The aim of the review will be to:

- Assess progress in relation to personalised targets
- Review the provision made in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC plan in relation to performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

D 1.4.6 Monitoring

Lymington Fields School will regularly measure all pupils' progress by referring to:

- progress against the targets set by the school
- Issues raised by teachers
- Issues raised by parents

We will operate a system of half-termly Tracking Assessments (five per year) which will assess progress towards individual targets.

D 1.4.7 English as an Additional Language

Although the majority of families in Barking and Dagenham who are not of UK origin are fluent in English, and many have lived in the area for some time, there are some new arrivals for whom language may be a potential barrier.

Care will be taken to identify pupils whose first language is not English. Teachers will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate learning groups and strategies .

We will commission the support of EAL teachers from local providers who can provide intensive personalised teaching and where appropriate intensive one-to-one coaching and small group work until the pupil is sufficiently proficient.

We will support families with access to translation services to ensure that learning entitlement is fully delivered.

D 1.4.8 Gifted and Talented Pupils

The school's motto "Excellence for all" is evidence that Lymington Fields School is committed to providing an education that appropriately extends children of all abilities. Developing and extending the Gifted and Talented is a whole-school responsibility. All staff will be expected to develop teaching strategies and resources which benefit Gifted and Talented pupils. We aim to ensure that Gifted and Talented pupils achieve their potential and that the curriculum challenges the most able in all subject areas. Pupils will be engaged through a range of activities, which enrich the curriculum, and are linked to the extended day opportunities.

A gifted and talented pupil is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum area or any of the following:

- Physical talent (Sport of any kind)
- Artistic talent (visual and performing arts)
- Mechanical ingenuity
- Leadership
- High intelligence

The Gifted and Talented cohort will be identified:

- At the start of Key Stage 1 through analysis of EYFS Profile scores
- From Year 1 onwards through analysis of on-going internal assessments and teacher observation

Lymington Fields School will ensure that those pupils who are exceptionally able in any area(s) are suitably challenged in their work. Pupils will develop confidence and resilience through applying themselves to extended projects and challenges, both in school and in the community/at home.

A Gifted and Talented Co-ordinator will be appointed with responsibility for identifying and developing curriculum programmes and activities for Gifted and Talented pupils. Accurate records will be kept to enable pupil target setting and progress to be closely observed and regularly monitored to ensure that Gifted and Talented pupils make the expected progress.

Lymington Fields School will provide the following for their Gifted and Talented pupils:

- Individually targeted differentiated work at higher cognitive levels to provide education appropriate to the needs of each child
- Attendance at appropriate summer schools
- Theatre Visits and attendance at cultural events

- Participation on pupil senior leadership team
- Workshops/residences with professional practitioners
- Cross curricular events
- Activities with other schools and National organisations to allow our Gifted and Talented pupils to work with peers of similar abilities on particular projects
- Opportunities for extension and enrichment at subject level
- Opportunities for younger students to work with specialist teachers and older students from the secondary phase.

Our planned sporting facilities will provide excellent opportunities for all pupils and in particular for those with talent for individual and team sports.

All pupils will be encouraged to learn to play a musical instrument and those who show aptitude and potential will be supported by the local Community Music Service's peripatetic teachers. As an all-through school, it is expected that pupils will have excellent access to opportunities for music and drama, taking part in regular shows and concerts.

The Gifted and Talented co-ordinator will review samples of work across the curriculum at least once every academic year per pupil in the identified cohort. The success of the identified pupils will be judged mainly by their regular assessments.

D 1.4.9 Pupils eligible for the Pupil Premium

Lymington Fields School will seek to ensure the most effective use of its Pupil Premium funding to ensure that all children eligible for the funding make excellent progress. We recognise that barriers to achievement take a variety of forms and will develop individual methods of supporting each child to achieve their very best.

We will do this by offering pupils a wide range of opportunities and ensuring that these are accessible to all. We will work with our families and colleagues to make sure everyone has high aspirations for all pupils. We will make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

Examples of proposed strategies:

Enriching the Curriculum

- Whole school enterprise days
- Subsidised class trips
- Workshop and Theatre performances
- Use of specialist staff in the primary phase: Art, Music, PE

Targeted Support

- Tailoring each intervention to suit each child
- Reading Support intervention (reading recovery)
- Small group support
- Booster groups
- 1:1 tuition for underperforming pupils
- Speech and Language support
- English as an additional language support
- Use of high quality IT hardware and software

Well-being Support

- Art therapist
- Family worker
- Learning Mentors
- Pupil Coaching

Staff Training

- Weekly training for Support Staff
- Regular staff training in best classroom practice

Extending School Support

- Subsidised school journeys
- Subsidised music support
- Free/subsidised after school club and breakfast club places

Parental Engagement

- Reading and Maths workshops in KS1/crèche provided
- Impact workshops
- Resilience workshops
- Internet safety workshops

D 1.4.10 Safeguarding and Child Protection, including Children in Care

A senior member of staff will have the key safeguarding role – Safeguarding Officer - responsible for Child Protection and Children in Care. This will ensure consistency and clarity and a single point of contact for external agencies.

Lymington Fields School will be committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

At Lymington Fields School the designated staff member responsible for Child Protection and Children in Care will:

For Child Protection issues:

- be the focal point for school staff that have concerns about an individual pupil's safety and the first point of contact for external agencies who are pursuing Pupil Protection investigations
- undertake appropriate training and refresher training at two-yearly intervals

For Children in Care:

- make sure all Children in Care are aware that the designated member of staff is their first port of call if they need help, advice or guidance
- take the lead responsibility for helping staff promote the learning and achievement of all Children in Care
- identify the young person's strengths and weaknesses and any barriers to learning
- seek advice and guidance from the SENCo if the child is on the SEND register
- promote high expectations and aspirations for how Children in Care learn
- oversee not only the child's academic needs but also their personal and emotional needs

D 1.4.11 Vulnerable Children

- Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Register and any incidents or concerns involving these pupils will be reported immediately to Social Services.
- If the pupil in question is a Child in Care, this will also be brought to the notice of the designated staff member responsible for Child Protection and Children in Care.
- If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family this will be referred to the designated staff member as a child protection issue.
- Lymington Fields School acknowledges the additional needs for support and protection of pupils who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

- We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, or school work

A lead Governor will oversee these areas of the school's work.

D1.5 Strategies in place to support pupils to be successful when they enter and leave the school

D1.5.1 Entry to Reception

The term before entry each child will have a home visit from the Head of School or class teacher so that they can meet in their home setting and become acquainted before they start school. Teachers will also make a second visit to the child in their nursery setting should they be attending a nursery. These visits will help build the bond with the teacher and ensure that familiarity is established. They are also an ideal opportunity to gather information about the child's stages of development in key areas and any special needs/involvement of outside agencies. For entries mid-term a home visit will take place regardless of the start date of the pupil.

Before they start full time at the school children will be invited to attend a morning-only session, during which they will get to know each other and make new friends as well as experience the classroom setting.

Parents will be given a welcome pack which explains all the practicalities of starting school and will be invited to a parents meeting at which the class teacher will go through the curriculum topics that their child will be learning and explain in more detail what their child will be doing at school.

D1.5.2 Admission to Year Groups after Reception

Parents/carers and child will be invited to visit the school to meet the class teacher in the class setting and given the school's welcome pack. The school will also contact the pupil's previous school/setting to obtain full information about stages of development in key areas and any special needs/involvement of outside agencies.

All children who join the school after Reception year will be allocated a 'buddy' – a student from their year group - who will show them around the school and be there to help them get familiar with the school routine.

D 1.5.3 Transition to Secondary

As an all-through school, Lymington Fields will be ideally placed to ensure that all children leaving its own Year 6 to enter the school's secondary section will be fully prepared to make a smooth transition to their secondary education, with a record of achievement to build on over their secondary career. Data on their progress will be maintained throughout their school career, will inform the goals that they are set and will be passed on to secondary section colleagues. Pupils in the primary section will have experienced taster sessions and benefited from the high quality of specialist facilities and teaching provided in the school's secondary section.

The involvement of subject specialist departments from the secondary section in the planning and delivery of key curriculum areas in the primary section, particularly at KS2, will enable primary section pupils to be well-prepared for secondary teaching styles and curriculum content.

The transition from Y6 to Y7 within the school will be also helped by the consistency of pupil records and data which will be transferred.

For those pupils joining Lymington Field School's Year 7 from other primary provisions, we will adopt the successful strategies used at the other Trust secondary schools to ensure a smooth transition, including individual parent and child meetings after places have been allocated and visits to current settings for those with SEND.

D 1.5.4 Transition at age 16 or 18

Lymington Fields School will ensure that appropriate careers education and guidance programmes are in place to enable pupils to make informed choices about destinations at age 16 and 18. For entry to the school's Sixth Form there will be a thorough induction programme, available to both internal and external candidates. For sixth form students there will be an extensive programme of support for university applications.

D 1.6 An appropriate enrichment programme

In addition to the National Curriculum we want pupils at Lymington Fields School to enjoy the opportunity to explore new challenges beyond their existing range of experience.

We believe this is particularly important for children from the disadvantaged community the school will serve, in order to develop the key qualities of confidence, resilience and oracy needed to succeed in their future lives.

All pupils will be encouraged to take part in enrichment activities chosen from a wide range of options. Extra-curricular projects will be organised, some of which will be planned to have a relevance to the local community and engage parents and residents. Projects of commemoration and celebration will involve art and design as well as literacy, numeracy and research.

The new facilities in STEM (Science, Technology, Engineering and Maths) subjects for Primary and Secondary phase pupils available at Barking & Dagenham College will offer new and exciting opportunities for STEM projects and links with the world of work.

All enrichment options will be available to girls and boys of all abilities. However, guidance towards the most appropriate choices may be necessary for certain pupils, particularly Gifted and Talented pupils and those needing intensive extra support.

At Reception/KS1 pupils will have a compulsory one hour per week of enrichment activity and at KS2, 3 and 4 a minimum of two hours per week. However, all pupils will be strongly encouraged to participate in more than this.

Proposed Enrichment and Out of Hours Activities – Primary section

Academic Extension and Support	Music	Sport and Arts
Reading Recovery Maths Support Computer programming Chess Debating Film Club Book Club	Choir Vocal Group Guitar String Group Recorder Group Song Writing Keyboards	Craft Club Drama Art and Animation Dance/Fitness Gymnastics Table Tennis Netball Trampolining Football Cricket Tennis Athletics

Proposed Enrichment and Out of Hours Activities – Secondary section

Academic Extension and Support	Music	Sport and Arts
Mandarin German French Latin Reading Recovery Maths Support Computer programming Chess Debating	Brass Band Jazz Band Choir Vocal Group Guitar String Group Recorder Group Song Writing Woodwind Group	Craft Club Drama Art and Animation Dance Basketball Fitness Badminton Gymnastics Table Tennis

Politics Film Club Book Club	Keyboards Rock Band Musical Appreciation	Netball Trampolining Football Rugby Cricket Golf Tennis Athletics
------------------------------------	------------------------------------------------	----------------------------------------------------------------------------------------

In addition access to learning resources, library, ICT and Homework Support will be available every day before school from 8.00am, during Breaks, and Monday – Thursday after school till 5.00 pm.

A range of other enrichment/out of hours activities will be available during the year, including:

- Charity support
- Volunteering
- Residential visits,
- Visits to Music, Dance and Drama Performances
- Individual music lessons

Note: The options above represent a proposed offer for when the school is operating at full capacity: in the years leading up to this a reduced set of options will be available.

D 1.7 Nursery

Whilst our current proposals for Lymington Fields School do not include Nursery provision, we nevertheless aspire to develop this as soon as possible after opening, subject to consultation with existing providers and the Local Authority in respect of current provision and demand.

D2 – measuring pupil performance effectively and setting challenging targets

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 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.

D2 – measuring pupil performance effectively and setting challenging targets

D 2.1 Principles

Our curriculum framework is based on the new national curriculum for KS1, 2, 3 and 4 and, for Reception, the areas of learning and early learning goals set out in the Statutory Framework for the EYFS. It will set out a series of steps that will ensure that pupils reach or exceed end of key stage expectations. Our behaviour for learning and attendance framework will ensure the highest standards of pupil engagement.

Our assessment framework will:

- measure whether pupils are on track to meet or exceed end of key stage expectations;
- enable the identification of aspects of the curriculum in which pupils are falling behind;
- identify any performance gaps between groups of pupils;
- support the planning of appropriate teaching for all pupils;
- enable regular and effective reporting to parents;
- provide, where pupils move, clear information to other schools about strengths, weaknesses and progress towards end of key stage expectations.
- develop staff expertise in the use of 'assessment for learning' techniques in the classroom, with monitoring of its effective use through classroom observations and pupil voice feedback.
- ensure that middle and senior leaders analyse assessment task and progress judgement data half-termly to determine any issues that need to be addressed.
- use on-going assessment data to target intervention programmes, both academic and pastoral, to ensure no child falls behind

- carry out half-termly individual ‘learning conversations’ between class/form teacher and each pupil in their class, based on progress data, resulting in targets for improvement being set for the pupil for the coming half-term
- ensure excellent standards of behaviour for learning and attendance

We will use appropriate data to inform teaching and drive progression and attainment for all pupils through a robust and rigorous system of on-going tracking, monitoring, assessing and reporting of individual pupil progress, covering:

- the areas of learning and early learning goals set out in the Statutory Framework for the EYFS
- in KS1 and 2, the three core areas of curriculum – Reading, Writing and Maths
- in KS1 and 2, the other subjects of the new national curriculum
- in KS3/4/5 – all subjects of the taught curriculum
- confidence oracy and resilience (CORe)
- participation and engagement across a wide range of extra-curricular school activities
- behaviour for learning and attendance

D 2.2 Baseline Assessment

D 2.2.1 Baseline Assessment – on entry at the start of Reception

We are aware of the current statutory requirement to baseline assess pupils on entry to Reception from September 2016 using one of the approved national assessment systems and we will fully comply with these requirements. Our current preference is for Early Excellence, although we will keep this choice under review until the year before opening.

However, we are also aware that the broad assessments used by the nationally-approved systems do not currently provide detailed enough information to effectively inform individual pupil and group target-setting and teaching plans. We therefore intend to make use of the Development Matters age/stage bands, with sub-divisions, as the basis for our internal assessment and tracking strategy.

Using the age/stage bands ‘development statements’ from Development Matters, pupils will be baseline assessed by the Autumn half-term in each of the 17 Aspects of Learning and Development. Assessments will be carried out by observation and recording of evidence for each aspect, with the child then being placed as a ‘best fit’ on one of the Assessment Steps.

Having completed internal assessments using Development Matters, the school will convert these into 'best fit' assessments for submission of the Early Excellence statutory baseline assessments.

For both the Development Matters-based internal assessments and the Early Excellence submission, internal and external moderation will be used to validate the judgements. Internal moderation will be carried out by the Head of School and external moderation will be commissioned from the Local Authority, using their Advisory Teacher for EYFS.

D 2.2.2 Baseline Assessment – on entry after the start of Reception

Pupils who join the school during Reception year but missed the baseline assessment at the start of the Autumn Term will be assessed on entry using the same Development Matters-based process.

Pupils who join the school after Reception will be baseline assessed using the system currently in place for that year group.

D 2.2.3 Baseline Assessment – on entry at Year 7 or later

On entry to the school's secondary section at Year 7, whether from the school's own primary section or from other primary provisions, or at any point after Year 7, pupils will be baseline assessed using their KS2 test and teacher assessment scores, cross-checked against standardised national tests of cognitive ability, such as CATS4 from GL Assessment.

D 2.3 Target-Setting

D 2.3.1 Target Setting - Reception and Phonics

For Reception, the same Development Matters-based assessment system used for baseline assessments will be used to set targets, plan interventions, track progress, assess and monitor on a half-termly basis and record end-of-Reception progress for individual pupils, groups and the whole cohort.

School, class and group level targets will be set in terms of the established Good Level of Development (GLD) yardstick. In 2015 the national figure achieving GLD was 69%. We will aspire to all pupils reaching GLD by the end of Reception unless identified with significant special educational needs. In reality, therefore, depending on the number of pupils in any particular cohort with significant SEN we would expect to set cohort targets of at least 75% achieving GLD.

In 2015, 77% of pupils passed the phonics test in Year 1 and 90% had passed by Year 2. We will set aspirational targets of 80% achieving phonics test by the end of Year 1 and 95% by the end of Year 2.

D 2.3.2 Target Setting – Key Stage 1 and Key Stage 2

For Key Stage 1 and 2, targets will be set based on the age/Key Stage related expectations outlined in the 2014 National Curriculum (NC).

For each NC subject, pupils will be assessed using one of the following descriptors:

T = Working **Towards** the expected standard for the year group or key stage

A = Working **At** the expected standard for the year group or key stage

G = Working at **Greater** depth within the expected standard for the year group or key stage

So, a pupil for instance at the end of Year 3 could be assessed as 3T, 3A or 3G in relation to end of Year 3 expectations in each NC subject.

At the start of each year, by October half-term, class teachers will assess how the children are working, taking into account previous test and teacher assessment data. At this point, every child is likely to be 'Working Towards'/'Working At' that year's end-of-year expectations.

By using their professional knowledge and judgement teachers will then set targets in each NC subject for the end of the Year. So, for example, children in Year 3 could be given a target of 3T, 3A or 3G. The vast majority of pupils' targets will fall within the TAG range for their current year group. However, it may be that for a very small number of pupils it will be appropriate to set a TAG target relating to a higher or lower year group.

School, class and group level targets for the end of each year and the end of KS1 and KS2 will be set in terms of percentage achieving 'at expected'/'at greater depth' in respect of end of year/key stage expected standards in core subjects as set out in the tables below.

The table below shows 2015 KS1 results at what we are assuming will be equivalent levels to the new 'at expected'/'at greater depth' judgements and our aspirational targets in relation to these.

Key Stage 1	<i>National 2015 Level 2b + (= 'At expected' in new assessment framework)</i>	Lymington Fields Target for 'At Expected' for end of KS1	<i>National 2015 Level 3 + (= 'Greater depth' in new assessment framework)</i>	Lymington Fields Target for 'Greater depth' for end of KS1
Reading	82%	95%	32%	50%
Writing	72%	90%	18%	50%
Maths	82%	90%	26%	50%

Whilst these proposed targets are challenging and aspirational it should be noted that the Ofsted 'Outstanding' Thames View Infants School, which provides the Trust with EYFS and KS1 support, has already exceeded all of these figures.

The table below shows 2015 KS2 results at equivalent levels to the new 'at expected'/'at greater depth' judgements and our aspirational targets in relation to these.

Key Stage 2	<i>National 2015 Level 4b + (= 'At expected' in new assessment framework)</i>	Lymington Fields Target for 'At Expected' for end of KS2	<i>National 2015 Level 5 + (= 'Greater depth' in new assessment framework)</i>	Lymington Fields Target for 'Greater depth' for end of KS2
Reading	80%	95%	49%	60%
Grammar, punctuation and spelling	73%	90%	56%	60%
Maths	77%	90%	42%	60%
Combined Level 4b/5 or above in reading and maths and level 4/5 or above in writing	69%	90%	24%	50%

Whilst these proposed targets are challenging and aspirational it should be noted that our local partner school, the Ofsted 'Outstanding' Warren Junior School, has already met or exceeded all of these figures.

D 2.3.3 Target Setting – Key Stages 3, 4 and 5

We will set our Key Stage 3 and 4 academic targets using the planned new measures from 2016 - Attainment 8, Progress 8, EBacc and A*-C in English and Maths, setting targets for individual students as end-of-KS4 GCSE grades using the new 9-1 scale.

Subject leaders will break the end-of KS4 targets down into end-of-year expectations similar to those in KS1 and KS2 to enable staff to judge more easily if pupils are on track to meet their targets.

Our main KS4 academic targets for the school, for the first GCSE results, expected in 2023, will be:

- Percentage of students achieving A*-C in English and Maths & the English Baccalaureate to be at least 10 percentage points above the then current national average
- Attainment 8 to be two-thirds of a grade above the then current national average
- Progress 8 to be plus one grade

At 16+ our target is to comfortably exceed national averages for points per student and per entry by the first set of Y13 results, expected in 2025.

On the basis of those measures for which there are current national average figures, these targets would stand at:

	Current National	Target for Lymington Fields
5+ A*-C in En & Ma	54%	64%
EBacc	23% (50% likely by 2018)	60%
A'Level Points Per Entry	216	225
A'Level Points Per Student	778	830

For individual students the target will be to exceed national expected levels of progress from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

These are challenging targets, which will require Lymington Fields School to add a high level of value to the prior attainment levels of the students entering the school.

D 2.4 Assessing, Tracking and Monitoring

D 2.4.1 EYFS – Reception

Data arrived at by using the Development Matters assessment structure will be entered into a data collection/analysis package -Target Tracker - to enable data to be recorded and analysed for each Aspect of Learning and Development, for individual pupils, groups and the whole cohort.

Evidence of targets being met will be gathered by classroom observations and scrutiny of work on a regular basis. Evidence will be stored both by using a software package (2 Simple) – eg photographs, brief annotations, transcription of spoken interactions - and in individual pupil profiles – eg written work, drawings.

Recording the achievement of learning aims will be done by reviewing the evidence gathered via 2Simple and pupil folders and highlighting the appropriate development statements on individual pupil planning sheets.

At the end of each half-term each pupil will be assessed using the Development Matters development statements age/stage bands, with sub-divisions, under each of the 17 areas of learning. This data will be collated onto Target Tracker to enable analysis.

For both the Development Matters-based internal assessments, internal and external moderation will be used to validate the judgements. Internal moderation will be carried out by the Head of School and external moderation will be commissioned from the Local Authority, using their Advisory Teacher for EYFS.

D 2.4.2 KS1 and 2

Having set targets for the end of the Year for each child in each NC subject using our TAG system, teachers will then assess progress towards these targets on a half-termly basis for Reading, Writing and Maths and on a termly basis for the other NC subjects.

Teachers will conduct half-termly tests/tasks in each of Reading, Writing and Maths. Teachers will use a mixture of test papers (such as those produced by the NFER and the DfE) and moderated assessment tasks devised internally.

Teachers will record progress towards targets for each child, based on their professional judgement, utilising continuous assessment. tests and tasks as appropriate and using the following four-point scale:

- 1 – On track to exceed target by end of the year
- 2 – On track to achieve target by end of the year
- 3 – Some concern over achieving target by end of the year
- 4 – Significant concerns over achieving target by end of the year

Progress assessments will be recorded using an appropriate software package to enable analysis.

The half-termly and termly assessments will be moderated internally by phase leaders, cross-checked by Head of School or senior leaders and the end-of-year assessments will be subject to external moderation commissioned from the Local Authority.

D 2.4.3 KS3 and 4

Similar to KS1 and 2, subject teachers will conduct half-termly tests/tasks/assessments in their own subjects. Teachers will use a mixture of test papers and moderated assessment tasks devised internally.

Teachers will record progress towards targets for each child, based on their professional judgement, utilising continuous assessment and testing as appropriate (and the end-of-year expectations linked to end-of-KS4 outcomes produced by subject leaders) and using the same four-point scale as in the primary section:

- 1 – On track to exceed target by end of KS4
- 2 – On track to achieve target by end of KS4
- 3 – Some concern over achieving target by end of KS4
- 4 – Significant concerns over achieving target by end of KS4

Assessments will be recorded using an appropriate software package to enable analysis.

The half-termly and termly assessments will be moderated internally by Heads of Subject, cross-checked by Head of School or senior leaders and the end-of-year assessments in core subjects will be subject to external moderation commissioned from the Local Authority.

D 2.4.4 Sixth Form

In the Sixth Form, subject teachers will use a similar system to that in KS3 and 4, setting and assessing half-termly tests/tasks/assessments in their own subjects and reporting on progress towards targets using the same four-point scale.

D 2.4.5 Confidence oracy and resilience (COrE)

We will track, monitor, assess and report individual pupil progress in terms of confidence oracy and resilience (COrE) on a termly basis according to a 4 point scale through teacher assessment, in order to track the development of pupils' ability to operate confidently and successfully in the wider world – a skill set which we consider just as important as academic success.

D 2.4.6 Participation and engagement across a wide range of extra-curricular school activities

We will maintain an on-going teacher-assessed record of participation and engagement across a wide range of school activities and community service. The class/form teacher will be responsible for maintaining an aggregated record for all such “non-academic” achievements.

D 2.5 Using appropriate data to inform teaching and drive progression and attainment for all pupils

We will make use of the formative and summative pupil assessment data we gather to identify individuals and vulnerable groups who are under-performing against their targets and the precise areas in which they need additional support, on at least a half-termly basis.

We will then develop and implement individual and group intervention strategies to ensure that pupils make the necessary progress.

D 2.6 Attendance and Behaviour for Learning

We will:

- Set ambitious and realistic targets for pupil behaviour (internal, fixed-term and permanent exclusions) and attendance, improving upon national levels of performance
- Track and monitor attendance, absence, persistent absence and punctuality on an individual, class, year and pupil group basis through effective use of the school’s MIS - SIMS
- Record all instances of poor behaviour and consequences, as well as rewards, through the MIS.

D 2.7 Reviewing success measures and targets regularly to improve the school’s performance and the quality of teaching in the classroom

In order to measure and improve the quality of teaching in the classroom there will be a rigorous system of monitoring and evaluation focussing on Whole School, Phase, Subject

and individual staff performance. These processes will focus on both academic and non-academic targets.

D 2.7.1 Whole School

Autumn Term senior leadership internal review of end of Key Stage published results against targets, with analysis by subject, by rates of progress and by pupil groups (gender, ethnicity, Free School Meals etc).

Whole School self-evaluation completed by senior leadership, with input from middle leaders and other stakeholders, feeding into concise whole-school development plan with measurable targets.

Termly meeting between senior leadership and Trust Directors of School Improvement (Primary and Secondary) to provide objective review of whole-school progress using Ofsted criteria.

Internal analysis of RAISEOnline and other published achievement data by senior leaders.

Termly reports to Standards and Curriculum Sub-Committee of the Governing Body and to the full Governing Body.

Use of Pupil Leadership Team and other sources of Pupil Voice to inform evaluation through the pupils' perspective.

Annual mock-Ofsted by commissioning an independent external provider.

D 2.7.2 Subject and Phase:

Structured annual subject and phase self-evaluation processes, based on Ofsted criteria and grading, feeding into concise subject and phase development plans including measurable targets.

An annual cycle of internal Ofsted-style inspections of subjects and phases by senior leaders to apply objective judgements to the self-evaluations

Termly meetings of each Subject and/or Phase Leader with the Head of School to review current Ofsted gradings, latest internal and/or external pupil achievement data, pupil voice data and progress towards development plan targets

D 2.7.3 Individual staff:

Senior leadership annual review of individual teacher results by class group, giving Ofsted grades for progress and achievement.

A programme of classroom observations and book sampling, using Ofsted criteria, by middle and senior leaders, coupled with pupil voice data.

Each teacher awarded an Overall Teacher Grade for their performance, based on assessment of results and observation outcomes, using Ofsted gradings.

A rigorous annual appraisal cycle for each individual member of staff, with targets based on all staff achieving Overall Teacher Grades of Good or Outstanding.

D 2.7.4 Improving the quality of teaching in the classroom

In order to improve the quality of teaching we will implement:

- Whole-school staff training on continual improvement in teaching and learning
- Focussed peer observations
- Coaching and mentoring programmes to support staff requiring improvement to reach Good or Outstanding
- Robust competency procedures to address any under-performing staff in a timely manner

D 2.8 Liaising with and reporting progress to parents.

We will ensure that Parents:

- Receive termly reports on their child listing end-of-year targets and current progress judgements, in all subject areas.
- Receive annual summary reports listing end-of-year or phase targets and current progress judgements for each subject, assessments of progress in the CORE areas (Confidence, Oracy and Resilience) and written reports from their child's class/form teacher covering attendance, behaviour, attitudes to learning and participation in extra-curricular activities.
- Are invited to an annual parents' evening during which each parent and child has timed meetings with class/form/subject teachers to discuss progress and agree targets for improvement.

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

D 3.1 Senior Leadership

D 3.1.1 Senior Leadership Structure – as at full capacity

Post centrally provided by the Trust and only part-funded by the school:

Executive Principal - Strategic direction, development evaluation and support, inc all legal responsibilities of Headteacher

Posts specific to Lymington Fields School:

Head of School - All day to day operational matters inc curriculum

Deputy Head of School - Head of Secondary Section – Inc Secondary data, assessment,

Deputy Head of School - Head of Primary Section – Inc Primary data, assessment, teaching and learning

Primary Section Assistant Heads x5 - 4 x Phase Leaders for: EYFS/Key Stage 1 + English/Lower Key Stage 2 + Maths/Upper Key Stage 2 + Science; 1 x Inclusion/SEND including SENCo/Safeguarding

Secondary Section Assistant Heads x3 – 1 x Pastoral; 1 x Inclusion/SEND including SENCo/Safeguarding; 1 x teaching and learning

Business Manager - Finance, Resources and Organisation

D 3.1.2 Senior Leadership Structure prior to and at point of opening

In the first year of operation we intend to admit 30 Reception pupils and 120 Year 7 pupils. We therefore intend to start with a very slim leadership team, consisting of Executive Principal, Head of School, Assistant Head of School (Primary – EYFS), Assistant Head of School (Secondary – Pastoral) and School Business Manager.

The Trust will provide an Executive Principal to steer the new school through its pre-opening and opening phase and beyond, at least until its first Ofsted inspection.

The school will be linked with Warren Junior School and The Sydney Russell School - both established Ofsted 'Outstanding' local schools - and will draw on their policies, practices and expertise in their start-up phases. This will provide a very cost-effective model for addressing any skills gaps.

We will appoint a full-time Head of School from April of the year of opening to take responsibility for all day-to-day operational matters.

Members of the Trust Board of Directors and Trust senior staff with significant educational expertise will play a direct role in recruitment, selection, interviewing and performance management of Senior Leadership, in order to ensure that we secure the highest possible calibre of candidates from the outset. Our goal is to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school. This applies at all levels of responsibility, as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework.

D 3.1.3 Executive Principal Roles and Responsibilities

The Executive Principal will be responsible to the Local Governing Body, and through this to the Board of Directors, for:

- All Headteacher legal responsibilities for the school
- Overall strategic direction and development of the school
- All strategic aspects of educational organisation, including:
 - Curriculum
 - Staffing
 - Teaching and Learning
 - Pupil Achievement
 - Marketing and Pupil Recruitment
 - Pastoral Organisation
 - Policies and procedures
 - Evaluation and Quality Assurance
 - Budget

Management Information Systems
ICT
Line Management of Head of School

- Relations with external partners, including the local community, the Local Authority, local schools and colleges, DfE, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for external inspection
- Buildings: Education input into planning and building of the permanent school accommodation

D 3.1.4 Head of School Roles and Responsibilities

The Head of school will be responsible to the Executive Principal, and through him or her to the Local Governing Body and the Board of Directors, for all aspects of the day to day operation of the school, including:

- Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensuring a school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensuring a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies, parents and other partners to ensure the well-being of children.
- Safeguarding and promoting the welfare of children

D 3.1.5 Arrangements for Senior Leadership in transitional period between opening and full capacity

We will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the teams with financial efficiency. During this period we will fill any skill gaps in the leadership team by utilising internal Trust capacity or buying in consultancy expertise, either from local Partner Schools or from high quality external providers.

Senior Leadership team composition during transition to full capacity:

	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
PUPIL NO'S	150	360	660	960	1260	1482	1680	1715	1750
Post with shared costs:									
Executive Principal	1	1	1	1	1	1	1	1	1
Posts specific to Lymington Fields School:									
Head of School	1	1	1	1	1	1	1	1	1
Deputy Heads – Heads of Secondary/Primary			1	1	2	2	2	2	2
Assistant Head – Secondary Section	1	1	1	2	2	2	3	3	3
Assistant Head – Primary Section	1	2	2	3	3	4	4	5	5
Business Manager	1	1	1	1	1	1	1	1	1

D 3.2 Middle Leadership

D 3.2.1 Middle Leadership Structure at point of opening

In Year 1 overall pedagogical and pastoral direction and leadership will be provided by the Head of School and, for the primary section, one Assistant Head, who will have

phase responsibility for EYFS and, for the secondary section, one Assistant Head, who will have responsibility as Head of Year and responsibility for all aspects of inclusion.

Additional phase and subject-specific support will be provided by buying in consultancy expertise as necessary, either from Partner Schools or from high quality external providers.

D 3.2.2 Arrangements for Middle Leadership in transitional period between opening and full capacity

For the primary section, in Year 3 of operation we will begin to appoint subject leaders starting with Subject Leaders of Design Technology/Art and Design and Music, adding Subject Leader of Spanish/Classical Studies in Year 4, P.E in Year 5, Computing in Year 6 and then appointing the final Subject Leader – Humanities – in Year 7, reaching full subject leader capacity as shown in Table below.

In Year 4, as the first year groups reach capacity of 90 students, we will begin to appoint Year Group Leaders to work under the Assistant Heads for each phase, taking overall responsibility for pupil progress and quality of teaching and learning within their year groups, starting with two in Year 4 and reaching full capacity of six by Year 7.

For the secondary section, in Year 2 of operation we will begin to appoint subject and pastoral leaders, starting with the Head of English and Maths and Head of new Year 7 that year, adding Heads of Science and Head of new Year 7 in Year 3 and then gradually building up to full middle leadership capacity as shown in the table below.

We will be looking to develop the leadership capacity of our own staff so that as many as possible are able to take on middle leadership roles as they become available, but where necessary to recruit the highest quality leaders we will look outside the school as well.

During the transition to full capacity we will fill any skill or capacity gaps in the middle leadership by buying in consultancy expertise, either from the Partner Schools or from high quality external providers.

Middle Leadership/Class and Subject Teachers during transition to full capacity

	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
PUPIL NO'S	150	360	660	960	1260	1482	1680	1715	1750
Secondary Section									
Subject Lead Large Dept		2	3	3	3	3	3	3	3
Subject Lead Medium Dept		1	4	4	6	8	8	8	8
Post of Responsibility				3	6	8	10	10	10
Head of Year		2	3	4	5	6	6	6	6
Subject teachers	5	7	10	14	17	18	20	20	20
Assistant Heads – Secondary Section	1	1	1	2	2	2	3	3	3
Primary Section									
Year Group Leaders				2	4	5	6	6	6
Subject Leads			2	3	4	5	6	6	6
Class Teachers		1	2	3	4	6	8	8	8
Assistant Heads – Primary Section	1	2	2	3	3	4	4	5	5
<i>No Of Primary Classes</i>	<i>1</i>	<i>3</i>	<i>7</i>	<i>12</i>	<i>17</i>	<i>21</i>	<i>25</i>	<i>25</i>	<i>25</i>

NB: In the Primary Section, Year Group Leaders, Subject Leads and Assistant Heads will also have class teacher roles

Primary Subject Leaders:

Design Technology/Art and Design
Music

Spanish/Classical studies
P.E
Computing
Humanities - History/Geography/RE/PSHE

D 3.2.3 SENCo

For the first two years of operation, the SENCo role will be carried out either by the Head of School or one of the Assistant Heads, who will be required to have obtained the appropriate qualification. From Year 3 onwards we will appoint postholders with specific responsibility as SENCo .

D 3.3 Class/Subject Teachers

We plan to recruit mainly newly or recently qualified, flexible ambitious class teachers who show the potential for rapidly taking on additional responsibilities. Overall pedagogical direction and leadership for these teachers will be provided during the early years of the school's development by the Head of School and Assistant Heads, whilst subject and year group leaders are gradually appointed. Additional subject-specific support will be provided during these early years by buying in consultancy expertise as needed, either from Partner Schools or from high quality external providers.

As the school moves towards full capacity we will gradually increase the number of class/subject teachers, employing a mix of subject specialists and generalists, ensuring effective curriculum coverage whilst achieving a cost-effective Pupil Teacher Ratio. They will be supported by a growing team of middle and senior leaders, who will provide effective support and challenge to ensure high pupil achievement.

D 3.4 Support Staff

High quality support staff are vital to the success of a school. We will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching staff.

The school's Business Manager will have overall senior leadership responsibility for all support staff, with appropriate middle leaders taking day to day line management responsibility. The Business Manager will have direct line management responsibility for administrative staff and for the Facilities Manager, who in turn will line manage all facilities-related staff.

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity (see below) and any skills or capacity gaps during this period will be dealt with by utilising internal Trust capacity or buying in expertise, either from the local partner schools or from high quality external providers.

Support Staffing during transition to full capacity

	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
PUPIL NO'S	150	360	660	960	1260	1482	1680	1715	1750
Whole-School Posts									
Senior Admin Staff		1	2	2	3	3	3	3	3
Caretakers	1	1	2	2	2	2	2	2	2
Secondary Section									
Admin Staff	1	2	3	3	4	5	5	5	5
Teaching Assistants	1	2	4	5	8	9	9	9	9
Learning Mentors	1	2	2	2	2	3	3	3	3
Technician	1	2	2	2	3	3	3	3	3
Site Supervisor		1	2	2	2	4	4	4	4
Primary Section									
Admin Staff	1	2	2	2	2	3	3	3	3
Mid-day Assistants	2	3	5	7	9	9	9	9	9
Teaching Assistants	2	5	10	13	16	18	20	20	20
Learning Mentors/PPA Supervisors		1	2	3	4	5	6	6	6

Notes: Senior Admin Staff = eg Finance Officer, Data Manager, Facilities Manager

D 3.5 Brief explanation of whether we intend to use in these schools any of our existing staff from current Trust schools and if so how this will work in practice.

We have no current specific plans to use any particular existing staff from current Trust schools in Lymington Fields School. However, we do not rule this out and may identify suitable opportunities closer to opening dates. We have experience of successful succession planning, for instance appointing a Deputy Head from an existing Trust secondary as Head of School for a new secondary free school.

D 3.6 Evidence that at less than full capacity, our staffing structures are sufficiently flexible to respond to reductions in funding and can still deliver a sufficient curriculum, including an overview explanation of how we would approach making savings.

For the purposes of this exercise we have assumed a 30% cut in funding and that pupil numbers have dropped by a broadly similar percentage.

D 3.6.1 Reduction in number of classes

On the basis of a 30% cut we would firstly reduce the number of classes to be staffed as per the table below:

Reduced pupil numbers, numbers of classes and class sizes – Primary section:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Original Pupil Nos	30	90	210	330	450	540	630	630
Original No of Classes	1	3	7	12	17	21	25	25
Old Average Class Size	30	30	30	28	26	26	25	25
Reduced No of pupils (-30%)	21	63	147	231	315	378	441	441
Reduced No of Classes	1	3	5	8	11	13	15	15
New Average Class Size	21	21	29	29	29	29	29	29

Reduced pupil numbers, numbers of classes and class sizes – Secondary section:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2026
Original Pupil Nos	120	270	450	630	810	942	1050	1085
Original No of Teaching Staff	6	13	21	30	39	45	50	50
Old Pupil Teacher Ratio 1:	20.0	20.8	21.4	21.0	20.8	20.9	21.0	21.7
Reduced No of pupils (- c40%)	84	189	315	441	567	659	735	760
Reduced No of Teaching Staff	4	9	15	22	27	32	36	37
New Pupil Teacher Ratio 1:	21.0	21.0	21.0	20.0	21.0	20.6	20.4	20.5

As will be seen from the tables, we would aim to keep average class sizes and pupil-teacher ratios close to the original budget plan. However, we are aware that there may well be the need for some mixed-age classes in the primary section and it is unlikely to be possible to fully implement our preferred strategy of placing pupils in ability-differentiated classes in every year group. In the primary section, our approach to mitigating the effect of the reduced number of classes would be to group pupils by 'age not stage', thereby maintaining our ability-banded concept whilst accepting the economic necessity of mixed-age groups. In the secondary section, we should still be able to maintain the ability-banding concept, even with reduced numbers.

D 3.6.2 Reduction in staffing

As outlined in the tables above, therefore, we would cut the number of classes broadly in line with the reduction in pupil numbers, thus enabling a saving on teachers. This would be relatively easy to achieve during the school's growth period, through deferring previously planned appointments rather than there being any need to consider redundancies.

Senior leadership was already very lean, so we will not look for significant savings there, although teaching loads may have to rise.

At middle leadership level, in the primary section we would make cuts to (ie not appoint to) Subject Leader posts, but would protect our Year Leader posts, which we believe are essential to ensuring high-quality teaching and outcomes; Year Leaders or Assistant Heads would need to pick up additional responsibility for subjects. In the secondary section we would protect our Head of Year and Head of Department posts, which are vital to ensure high achievement, but would make some cuts in other posts of responsibility.

Support staffing would be cut in line with the reduction in class and pupil numbers, but only pro-rata.

D 3.6.3 Reduction in non-staffing costs

Non-staffing costs would be cut by 30% on average, in line with the budget reduction. However, the inevitability of some fixed costs which are not able to be trimmed means that some budgets would face slightly larger cuts. We would aim to protect as far as possible per pupil expenditure on resources and enrichment.

D 3.6.4 Modelling

We have modelled our proposed savings using the finance template and a 30% reduction in pupil numbers and income, and have shown that the savings outlined above produce the following end of year balances:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
██████████ ██████	██████	██████	██████	████	██████	██████	██████	██████
██████████ ██████████ ██████	██████	██████	██████	██████	██████	██████	██████	██████
██████████ ██████	██████	██████	██████	██████	██████	██████	██████	██████

In addition, the Trust as a whole has the financial size, resilience and resources to provide temporary support to iron out any cash-flow difficulties.

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

All applicants will need to complete this section in full for each school they wish to open. 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.
-

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

D 4.1 How the schools will attract and address the needs of pupils and parents from different backgrounds/communities and of all faiths/world views and none, so that they all feel welcome and play a full and active role in the school

All of the Trust's current five Barking and Dagenham schools – secondary, primary, all-through and special – are situated in an urban community which is extremely diverse in terms of background, ethnicity, first language and faith and they have all successfully attracted intakes which reflect these characteristics. This shows the confidence which all parts of the community have in Partnership Learning schools, where families from all backgrounds feel welcomed and valued.

We are therefore confident that our new all-through schools will benefit from the Trust's established reputation for welcoming and including all children and families. However, we also recognise the need to ensure diverse and welcoming images and messages in all our marketing and publicity materials.

We are very aware of the needs of pupils and parents from different backgrounds/communities and of all faiths/world views and none, and will seek to address these through such methods as:

- additional support for pupils with English as an Additional Language
- recognition and celebration of a range of religious and cultural festivals
- provision of a range of food in the canteen acceptable to all
- ensuring staff recognise and actively challenge prejudice, discrimination stereotyping and abuse
- welcoming parents and working to develop trust and understanding between home and school

- ensuring that the school environment and resources reflect a wide range of cultures and languages
- ensuring that positive images and role models are identified from a wide range of ethnic groups
- establishing a home – school agreement with parents

We will encourage all parents to participate fully in the life of the school, including involvement with the local governing body, school activities, parent drop-in sessions, parents' evenings and parental workshops by making use of parents from different communities to encourage participation.

D 4.2 How the curriculum will be broad and balanced and prepare children for life in modern Britain, including encouraging pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views

D 4.2.1 The teaching of spiritual, moral, social and cultural (SMSC) education

Through our broad-based curriculum, we will ensure that subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Particular opportunities to promote pupils' development in these areas will be provided in religious education, in personal, health, social and economic education (PSHE) and in citizenship. A significant contribution will also be made by our inclusive, welcoming, equitable school ethos, by assemblies and by effective, positive relationships throughout the school.

We will encourage pupils' spiritual development through: enabling the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve; enabling them to answer for themselves some of life's fundamental questions; ensuring that pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

We will encourage pupils' moral development through: helping them acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right; developing an ability and willingness to reflect on the consequences of their actions and learn how to forgive themselves and others; ensuring that our pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

We will encourage pupils' social development through: helping them acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work

with others for the common good; seeking to develop a sense of belonging and an increasing willingness to participate; ensuring that our pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development

We will encourage pupils' social development through: helping them acquire an understanding of a wide range of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences; seeking to develop a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences; ensuring that our pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in its widest sense.

D 4.2.2 PHSE

In the EYFS, PHSE will be delivered through the relevant areas of the Early Learning Goals, in particular: Physical development; Health and self-care; Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships; People and communities.

In KS1, 2, 3 and 4 our schools will follow a PHSE programme of study based on that produced by the government-funded national PSHE Association. The programme is structured around three Core Themes: Health and Well-being; Relationships; Living in the wider world – Economic well-being and being a responsible citizen. In Key Stage 5 we will develop our own scheme of work, based on the same core themes and building upon the work already done.

The programme will cover the following over-arching concepts:

- Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

D 4.2.3 Promotion of fundamental British values

We are clear that promoting British values includes challenging opinions or behaviours in school that are contrary to fundamental British values.

Through our provision of SMSC we will seek to:

- enable students to respect the law of England, including respect for the basis on which the law is made and applied, and develop an appreciation that living under the rule of law protects individual citizens;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for democracy and support for participation in the democratic processes, in England;
- develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- build an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

We will include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain; ensure that all pupils have a voice that is listened to, and demonstrate how democracy works, by actively promoting democratic processes such as the elected school council; use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view; use teaching resources from a wide variety of sources to help pupils understand a range of faiths, use extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

D 4.2.4 Appropriate policies on safeguarding and welfare

The Trust has in place a full range of policies on safeguarding and welfare, which Lymington Fields School will adhere to, including:

Acceptable Internet Use	Safer Recruitment
Administering Medicines	School Personnel Code of Conduct
Anti-Bullying	School Trips
Dealing with Extremism and Radicalisation	Special Educational Needs and Disabilities
Disclosure and Barring Service Checks	Pupils with Long-Term Medical Conditions
E-Safety	Troubled and Vulnerable Children
Intimate Care	Uncollected Children
Positive Handling (Restraint of Pupils)	Whistle Blowing
Pupil Behaviour and Discipline	
Safeguarding and Child Protection	

D 4.2.5 The Prevent Duty

The Trust has in place a comprehensive Preventing Extremism and Radicalisation Policy, which Lymington Fields School will adhere to.

There is will be no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils will see our school as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

We will provide a broad and balanced curriculum, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;

- Partner schools, local authority services, police reports of issues affecting pupils in other schools or settings;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

This section will need to be completed by **all** applicants. Please:

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

E1 – provide valid evidence that there is a need for this school in the area	
Please tick to confirm that you have provided evidence as annexes:	<input checked="" type="checkbox"/>

E 1.1 Basic need for places

Our proposed Free school will play its part in meeting a pressing need for both primary and secondary school places in the local area. The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country and has been recognised as having one of the most pressing needs for new school places of all London boroughs.

Far from having any significant surplus of places, Barking & Dagenham has a rapidly rising rate of demand for both Primary and secondary school places and is facing a significant shortage of places across the borough.

At Reception age, the local authority predicts a shortfall of 224 places in 2018 - our proposed year of opening with 30 places - rising to a shortfall of 334 places by 2024 when our proposed school reaches capacity in its primary section.

At Year 7, the local authority predicts a shortfall of 958 places in 2018 - our proposed year of opening with 120 places - rising to a shortfall of 1,530 places by 2025 when our proposed school reaches capacity in its secondary section.

See detailed information in Annex 1: Pupil place projections from London Borough of Barking and Dagenham

Within the overall need for more Reception and Year 7 places in the borough, in the areas around the proposed location for our school, despite recent expansions of primary provision and secondary schools, current local provision at Reception age and Year 7 is currently full and under significant pressure.

In the meantime there is continued rising demand in the area, partly simply in line with the Borough-wide growth shown above and partly due to extensive current house-building within the area of our proposed site, including the 362-home Lymington Fields development on the proposed school’s doorstep. New families are moving into the area every day and are finding extreme difficulty in finding primary and secondary school places.

Regarding the need for Sixth Form places, the four nearest secondary schools with Sixth Forms are all either full and/or have poor outcomes.

There is therefore a demonstrable basic need for additional primary, secondary and sixth form school places in the areas surrounding our proposed site.

E 1.2 Standards of local schools

The 2014-15 Ofsted Annual Report makes clear that standards in Barking and Dagenham primary schools are poor, in contrast to generally high standards of primary education across London.

A quarter of children in the borough attend a primary school that is less than good, putting Barking and Dagenham in the worst performing 15% of local authorities nationally and making it the lowest-performing in the whole of London.

Only 76% of children in the borough attend a primary school rated Good or Outstanding by Ofsted, by far the worst percentage in London and placing it 126th out of 148 Local Authorities nationally.

The four schools serving the primary age range, nearest to our school’s proposed site have been graded by Ofsted as follows:

Name of School	Number On Roll	Ofsted Grading	Date of Inspection
Grafton Primary	926	Good	Nov 2013
Henry Green Primary	463	Requires Improvement	Nov 2014
Valence Primary	1134	Good	Nov 2014
William Bellamy Primary	1072	Good	Apr 2014

For secondary schools the Ofsted Annual Report is slightly more positive. However, this is only in relative terms: nearly 20% of children in the borough attend a secondary school that is less than good, placing it 59th out of 148 Local Authorities nationally and 24th out of 32 London boroughs. Many London boroughs do much better than this: nine of them are in the top ten nationally.

The four schools serving the secondary age range nearest to our school's proposed site have been graded by Ofsted as follows:

<i>Name of School</i>	<i>Number On Roll</i>	<i>Ofsted Grading</i>	<i>Date of Inspection</i>
All Saints School	1113	Good	Oct 2013
Robert Clack School	1812	Good	Oct 2013
St Edwards C of E School	1160	Requires Improvement	Nov 2013
The Warren School	1176	Special Measures	Feb 2013

As can be seen above, there are 463 places in under-performing primary schools and a total of 2,336 places in under-performing secondary schools local to Lymington Fields' proposed site - significantly above our school's planned capacity of 1,750.

Pupil attainment data also shows significant areas of underperformance in local schools (see detailed analysis in D 1.2.2 above).

Our proposed Free school will play a key part in raising achievement levels in its local areas. We will set achievement targets significantly above the national average, with all teaching expected to be at least Good and the majority Outstanding. We expect Lymington Fields School to achieve an Ofsted 'Outstanding' judgement at its first inspection.

The standards that we will achieve will be significantly higher than those currently being achieved by most neighbouring schools.

E 1.3 Additional local choice and diversity

Our innovative plans – particularly our banding of pupils by prior attainment - will offer local parents a high quality alternative to existing local provision, based on a philosophy that expects all young people to achieve the very best outcomes they are capable of, both in academic terms and also in developing the key character traits of confidence and resilience which will enable them to succeed throughout life.

The radical approach taken by both our new school to grouping pupils by ability will enable curriculum structure, pace and teaching styles to be appropriately targeted at learners' needs, so that all pupils can make rapid progress towards challenging academic and personal targets.

E 1.4 Evidence of Need – Conclusion

Overall, therefore, our proposed school will make a significant contribution to addressing the current and growing shortfall in primary places in the proposed locality, add choice and diversity to the existing schools and provide a high-quality alternative to existing under-performing provision.

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

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

E2 – successful engagement with parents and the local community

E 2.1 The community’s desire for a new local school

Existing capacity at both Reception and Year 7 is already insufficient to meet current demand in the areas surrounding the proposed site.

Parents in the area are experiencing difficulty finding both Reception and Year 7 places in over-subscribed local schools. They have shown an overwhelmingly positive response to our proposals to set up new primary and secondary provision under what is already a known and trusted local ‘brand’.

We want to provide easy access to primary and secondary provision for local families where children can enjoy a safe environment close to home and close to other schools attended by friends and siblings.

E 2.2 Partnership Learning’s established local reputation

The success and popularity of our established existing Trust secondary schools – both significantly over-subscribed with first preferences - is a significant indicator of local support for our proposed all-through school, as the new school will be organised on the same curriculum and pupil grouping principles as the established secondary ones.

We have demonstrated to the community our ability to open new provision efficiently and on schedule, recruit high-quality leaders and teachers and deliver excellent teaching and learning, as evidenced by the Ofsted gradings of our established schools – one Good, one Outstanding.

In addition, the community has confidence in us to deliver high quality education for local children because it has seen that:

- We are able to utilise the proven leadership and expertise of our three ‘Outstanding’ partner schools - secondary, primary and special – two of which are

designated Teaching Schools/National Support Schools led by National Leaders of Education;

- We are also able to call upon the expertise of a range of experienced education professionals as consultants and advisers
- Our staffing and curriculum plans are carefully costed and sustainable, based on actual costs incurred in our existing schools;
- We already have designated sites;
- We have a strong governance structure in place, with high-calibre Directors able to hold leaders to account.

E 2.3 Engagement

We have engaged in regular detailed discussions with the Local Authority about pupil admissions and the rapidly rising basic need for primary and secondary school places in Barking and Dagenham as a whole and in the areas surrounding our proposed site in particular.

See Annex 2: Note from Local Authority confirming requirements for our free school bids in current application round.

Our all-through school proposals have been developed following on-going discussion and consultation with this local community and other key stakeholders. We have carried out one-to-one and group consultations and have received strong support for our particular Free School.

We believe that the proposed free school is already attractive to the parents of pupils of different backgrounds and abilities including pupils from deprived or disadvantaged families. The children currently in the relevant age cohorts in our school's potential catchment area come almost exclusively from deprived or disadvantaged households. Through our information-sharing meetings and other means of canvassing support we know that there is significant interest in these schools and we have had positive feedback from parents representing many different ethnic, social and faith groups.

All feedback from our meetings with local residents confirms their enthusiasm for new high-quality local primary and secondary provision opening. Parents are particularly supportive of our radical approaches to pupil grouping by ability and development of confidence, oracy and resilience.

We have visited local schools and held open drop-in meetings in the community to answer specific questions about the our school's character and development and we will continue to do so as the school plans develop. We have received uniformly positive feedback about our plans.

Following assemblies for pupils and contacts with parents at local primary schools we are confident of strong support from parents of pupils in the appropriate year groups for entry in 2018.

See Annex 3: Text of leaflet for parents

The marketing plan for the school has been developed in the light of rapidly rising school rolls overall in the Local Authority and an on-going and increasing shortage of primary school places in the areas surrounding our proposed site.

We will continue our marketing activities over the coming months whilst awaiting the outcome of the bid.

E 2.4 Marketing activities

- We have set up dedicated sections on Partnership Learning's website providing full information about the proposed new school and interactive communication channels with opportunities for questions – and the school will shortly have its own full website
- The Local Authority will include the school's recruitment information in its information booklets, which are distributed to all parents in the relevant age groups each Autumn Term
- The school will advertise in the local press and other media to make parents of potential pupils aware of the Admissions cycles
- Open Evenings will be held for parents of potential pupils

We are in regular dialogue with the local authority, which welcomes the contribution that the school will make to help meet the urgent rising rolls in the Borough's school population.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

F1 (a) Skills and experience of your team

- Tell us who (a named individual) is in charge during pre-opening and provide their CV

F 1(a) .1 A named individual who will be in charge during pre-opening

We are a sponsor with at least one school and a MAT with at least two schools (we currently have five) and we have a letter from our RSC confirming our capacity to open the school in this application – see *Annex 4: Letter from our RSC confirming our capacity to open the school in this application*.

Our named individual who will be in charge during the school's pre-opening is:

██████████ – see CV in annexes.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Legal	Pre-opening team	Use of the Trust's legal advisers, Browne Jacobson, on a paid basis as required

F 1(b).2 Executive Head

The [REDACTED] - see CV in annexes.

F 1(b).2 A short timeline for our planned recruitment exercise for Head of School

We plan to recruit a Head of School to start from 1st April 2018 - the year of opening - ready for the school's planned opening that September.

In the interim period between an approval to proceed to the pre-opening phase and April of the year of opening, the Executive Principal will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, utilising specialist expertise from within the Trust and other consultant support as required.

An open competitive process will be put in place to recruit the specialist Head of School, following a similar pattern to that used successfully to recruit Heads of School for other Trust Free schools.

The Board of Directors will advertise in December of 2017 - the year before opening - in the Times Educational Supplement for a Head of School with a salary range of [REDACTED] (Inner London). We believe that this is a competitive but affordable salary.

We believe that suitable candidates for Head of School with relevant experience and credible track records will be attracted by:

- The attractive and competitive salary
- The planned purpose-built school accommodation
- Joining a Multi-Academy Trust team with the support of an Executive Principal and fellow Heads of School
- Having access to the support and resources of Outstanding partner schools, two of which are Teaching Schools and National Support 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

All applicants will need to complete this section in full for each school they wish to open. 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.

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

F 2.2 What changes, if any, we need to make to our existing governance structure, roles, and responsibilities, or schemes of delegation in order to ensure our trust continues to exercise strong accountability for our free schools both before and after they open, and for the rest of our trust.

We have in place a robust multi-academy trust governance structure based on an overarching Board of Directors and Local Governing Boards responsible for one or more schools, which has worked well as the Trust has expanded and therefore we do not anticipate any structural changes.

In the case of Lymington Fields School, we will set up a new stand-alone Local Governing Board.

See Annex 5: Governance structure diagram

F 2.3 A brief description of any specific conflicts of interest and an explanation of how we intend to manage them.

We do not anticipate any specific conflicts of interest. However, all Members, Directors and members of Local Governing Bodies and Sub-Committees will be required to:

- declare any interest of any kind by signing a register annually and by confirmation, to be formally minuted, at the start of every meeting.
- leave any meeting where any conflict of interest arises and not to participate in any decision-making process related to the matter
- adhere to charity law in respect of any benefits, contracts or procurement of services

- on appointment, be made aware of the requirement to adhere to best practice in probity in public office

F 2.4 Declaration of any financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the academy, the nature of the transaction(s) and that they will comply with the 'at cost' principles set out in the Academies Financial Handbook.

There are no planned or expected financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the Trust or any of its academies.

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

N/A

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

N/A

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

N/A

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

See finance spreadsheet – any necessary commentary included in explanatory notes.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

See Section H of Excel spreadsheet

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Annex 1: Pupil place projections from London Borough of Barking and Dagenham

Reception Place Shortfall Barking and Dagenham

Academic Year	Number of Reception Places Available as at Sept. 2015	Forecast Number of Reception Places Required	Shortfall of places Reception
2016/2017	3916	3877	N/A
2017/2018	3916	3968	(52)
2018/2019	3916	4140	(224)
2019/2020	3916	4161	(245)
2020/2021	3916	4245	(329)
2021/2022	3916	4272	(356)
2022/2023	3916	4293	(377)
2023/2024	3916	4299	(383)
2024/2025	3916	4250	(334)
2025/2026	3916	4389	(473)

Source: London Borough of Barking and Dagenham, February 2016

Year 7 Place Shortfall Barking and Dagenham

Academic Year	Number of Year 7 Places Available as at Sept. 2015	Forecast Number of Year 7 Places Required	Shortfall of Year 7 places
2016/2017	2619	3165	(546)
2017/2018	2619	3022	(403)
2018/2019	2619	3577	(958)
2019/2020	2619	3696	(1077)
2020/2021	2619	3753	(1134)
2021/2022	2619	3819	(1200)
2022/2023	2619	3963	(1344)
2023/2024	2619	3977	(1358)
2024/2025	2619	3966	(1347)
2025/2026	2619	4149	(1530)

Source: London Borough of Barking and Dagenham, February 2016

Annex 2: Note from Local Authority confirming requirements for our free school bids in current application round

From: [REDACTED]
Sent: 26 January 2016 16:45
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Suggested Date for School Place Planning Meeting

[REDACTED]

[REDACTED] has asked me to confirm the dates of the proposed new schools as follows:

Lymington Fields (All through School) Site secure subject to S106 transfer	3fe primary 6fe secondary	September 2018
Gascoigne Regeneration (Greatfields) Site identified subject to transfer and cost for demolition	3fe primary	September 2018
City Farm Primary Site subject to vacating	3fe primary	September 2019

Hope this information is helpful when you are considering the drafting of your bid proposals.

[REDACTED]

[REDACTED] | [REDACTED]

London Borough of Barking and Dagenham

One borough; one community; London's growth opportunity



Partnership Learning

Lymington Fields School

I have read the details about Lymington Fields School in this flyer and would like to register my support for the ethos and objectives of the school. When my child reaches the age to enter Reception or Year 7 I will include Lymington Fields School as one of my preferences.

Parent's Name:

Child's Name:

Home Postcode:.....

Age of child/children:

Parent's Email.....

About Lymington Fields School

- Mixed, 4-18 primary and secondary school, open to all children regardless of background or religion, with entry at Reception and Year 7. Opening in September 2018, in a brand new building off Whalebone Lane.
- Set up and run by Partnership Learning, which brings together a range of partners, including members of the local community and local Primary and Secondary Headteachers.
- Partnership Learning is independent of the Local Authority but committed to working as a full member of the Borough's family of schools, in close partnership with the Council.
- Partnership Learning already runs the 'Outstanding' Sydney Russell School and the very successful new secondary school - Riverside School – on Barking Riverside.
- Dedicated to ensuring excellence for all children – an Outstanding school from day one.
- Different learning approaches for different children, to match the needs of each individual. High expectations for all pupils with challenges to stretch their academic potential. Individualised support - tailored to the needs of those who need extra help.
- Smaller than most local secondary schools – first year group only 120.
- The creative and innovative use of computers and new technology.
- The very highest standards of uniform, discipline and mutual respect.
- Experienced leadership, to ensure that the school gets off to the best possible start

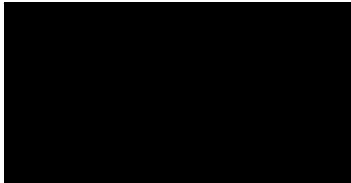
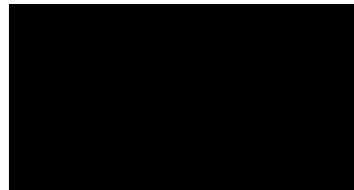
For more details please go to www.partnershiplearning.com

Note: Lymington Fields School's opening is subject to approval from the DfE.

Annex 4: Letter of confirmation re Trust capacity from the Regional Schools Commissioner



Department
for Education



1 February 2016

Dear [REDACTED]

APPLICATIONS FOR FREE SCHOOLS

We met with colleagues on 16 December 2015 to discuss several matters, including your plans to [open one or more free schools](#). This conversation took into account your growth as an approved sponsor and multi-academy trust. Hopefully you are aware of the DfE guidance document, "Background information and glossary" including page 7 which reads:

"If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one."

I am happy to confirm that I believe you have the capacity to apply for three free schools in the 'wave 11' window (27 January to midday on 2 March 2016). You would aim to open these schools in 2018, as follows:

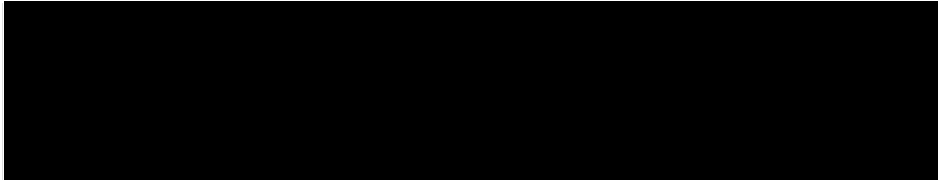
- A three form entry primary school. You hope to use a site adjacent to the proposed Greatfields free school on the re-developed Gascoigne Estate in central Barking.
- Another three form entry primary school. You would like to use the City Farm site, Thames Road, on Barking Riverside in the existing building currently leased by your academy trust to provide accommodation for three Riverside free schools until their permanent build is completed in 2017.
- An all-through 4-18 school with three forms of entry at Reception and six forms at Year 7. You have identified an earmarked site off Whalebone Lane in Dagenham.

I also support your proposal in the 'wave 12' window (this will be around September 2016) for an eight form entry secondary school in East Dagenham, to open in 2019.

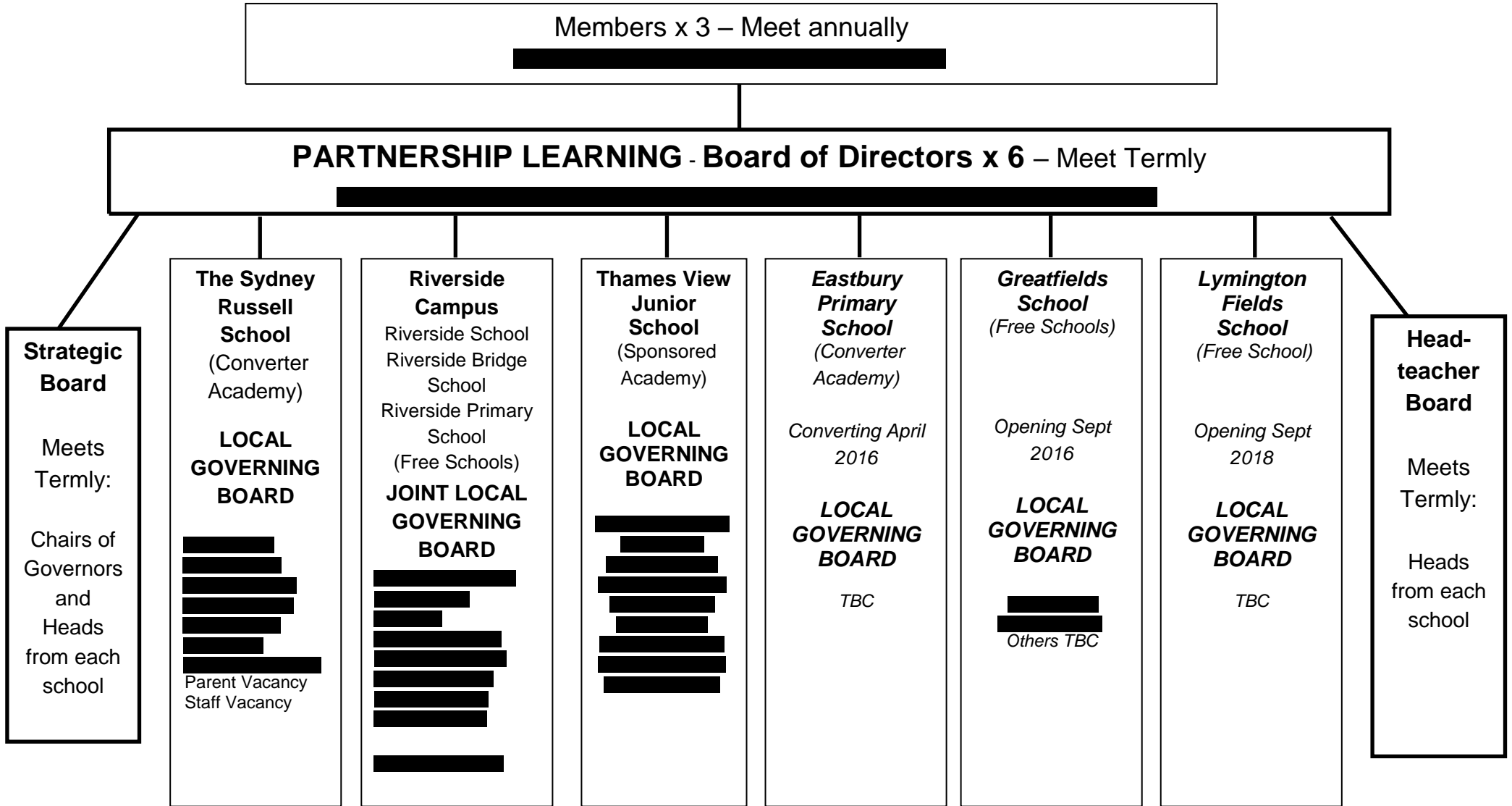
I know that since our conversation, you have been in touch with my colleague, [REDACTED]. He has suggested that you also conduct conversations with Havering local authority about their requirements. I support that idea and would welcome an update from you soon.

Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposals.

Yours sincerely,



Annex 5: Governance Structure





Department
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00222-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk