



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

REACH2 ACADEMY TRUST
(bid for multiple free schools)

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 – <i>guidance indicates for the simplified process we do not need to submit G at this stage</i>	<input type="checkbox"/>	<input checked="" 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? - <i>As above, we have not submitted these but our budgeting informs much of the bid particularly Section D part 1 and Section D3.</i>	<input type="checkbox"/>	<input checked="" 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
12. Have you sent: <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 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? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

- the requirements outlined in the 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: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 26 February 2016

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

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



Section C – vision

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

REAch2 – Exceptional Opportunities for Learning.

An excellent track record and a clear vision for establishing free schools

Over the past four years REAch2 has established itself as a highly effective Academy Trust having grown and nurtured a family of fifty primary academies across England. From the very start, the ambition of the Trust has been to develop great primary schools in areas where schools have traditionally struggled to combine strong academic achievement with exceptional provision and life changing opportunities for young children.

The Trust has demonstrated that it can both tackle underperformance and improve schools dramatically, as well as establish new schools which are highly effective from the outset. Of the fifty schools in REAch2, 80% were previously underperforming schools which are now doing well. By securing and developing highly effective school leaders and through intensive support and challenge, high expectations, major investment in professional development and a relentless determination to succeed, the Trust has ensured that schools have both improved outcomes for pupils (on average by 25 pts at the end of Key Stage 2 for schools which have been in REAch2 for 2 years) and ensured schools have had positive Ofsted inspections (the last two saw a Requires Improvement school move to Good in all areas in four terms and a Special Measures school move to Outstanding in six terms).

Part of the Trust's overall growth strategy is to balance the sponsoring of underperforming schools in the Trust with the opening of new schools which require a different type of support and challenge, need a different kind of capacity to open and establish but, crucially, also provide opportunities for us to recruit the very best teachers and leaders who can run the new school effectively and provide support in other schools across the Trust as their own school grows over time. These new schools have been established either by working with Local Authorities who have opened new schools in partnership with us to meet the demand for new places or by the free school route through our own successful bid or re-brokerage. The Trust has been equally effective in establishing new schools and in improving underperforming schools. To date, the Trust has successfully opened seven new schools in different parts of the country. In addition to this, prior to becoming academies, the founder schools of the Trust, Hillyfield Academy and Tidemill Academy, were both opened as brand new schools and both have been Outstanding for many years. Of the two other new schools that have been inspected, both secured Good in all areas in their first inspections.

Our vision for this bid to open a significant number of new free schools is driven by our ambition to bring excellence to more children in more schools. We are primary education experts who know how to establish schools that have strong academic performance as well as a curriculum, ethos and vision and values that promote character development, a love of learning and a sense of global citizenship. We strive to ensure that children have the best possible start to their educational life in our schools and that they quickly come to realise that the possibilities open to them are endless and that through application, determination and high aspiration, they can

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achieve whatever they set out to do. The schools in REAch2 are all characterised by these principles as well as something equally important, an understanding that it is through collaboration, through working together as a family of schools, that these goals will be reached. Our operational model is centred upon small clusters of schools close together geographically but part of a bigger family of schools spread across the country. Our schools meet and work together regularly both as part of their small clusters and this wider family. It is the key to our success. Our aim is to integrate new free schools that join us into these existing clusters so that they quickly become established as important members of the family, fully supported in developing their own individual identity and able to secure exceptional provision from day one.

An important part of our vision for new free schools is the relationship they hold with the Trust and the way in which we evaluate their success. We see REAch2 as the *Cornerstone* of our academies – a strong responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in a building and, for us, is about being a trustworthy, reliable and inspirational organisation delivering the best possible learning experience. Importantly, however, as with any building, it is not the cornerstone itself that is celebrated but the beauty of what sits above. For us, this is our schools. New free schools will benefit from this strong foundation but will also have a degree of autonomy which allows them to develop their own identity and be responsive to their local context and community.

In terms measuring success, as a Trust we are committed to creating a culture in each of our new free schools that strongly reflects our Touchstones: seven principles that make our academies unique. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our Touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe perfectly what our free schools will be known for. **Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family, whatever their background or learning style. **Learning** Children and adults flourish in their learning and through their learning discover a future that is worth pursuing. **Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the 'possible' in people as well as the 'actual'. **Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun so that a task can be tackled and their goals achieved. **Responsibility** We act judiciously with sensitivity and care. We don't make excuses but mindfully answer for actions and continually seek to make improvements. **Inspiration** breathes life into our schools. Introducing children to influential experiences or people and places motivates them to live their lives to the full. **Integrity** We recognise that we lead by example and that if we want children to grow up and act appropriately, we have to model this behaviour.

As a Trust, we are very clear that we wish to bring our experience and excellence to those areas which face the most difficult challenges. Our free schools will join our existing academies which can be broadly grouped as serving four types of school community. Every child in each of these communities is entitled to the exceptional opportunities for learning that REAch2 provides within the culture and ethos described above. Each type of school offers experiences based on the REAch2

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curriculum non-negotiables outlined in Section D1 and also has some freedom to adapt the offer to meet the challenges of schools in each particular context.

Some of our schools are in **inner city urban** areas facing the challenges of high levels of social deprivation. In these communities, access to preschool education tends to be limited and cultural and social opportunities inaccessible as families tend to be on low incomes. These school communities are often multi-cultural with high numbers of children with English as an additional language with parents who often do not speak English well. Hillyfield in Waltham Forest, for example, is a school where children speak 44 home languages; and at our Minerva Academy, 97% of pupils speak English as an additional language. Our provision in these school is about acknowledgement and celebration of diversity at the same as ensuring teaching strategies clearly focus on language acquisition. Proven strategies for engagement of families facing language barriers are adopted, such as cultural advocates and additional assessment for learning strategies for bilingual pupils are used. To address some of the issues relating to poverty, our schools have a significant focus on extended provision with school based nurseries, breakfast clubs, holiday clubs and a wealth of extracurricular activities. An important part of the provision ensures that children make full use of the city or town they live, with topics such as 'London is our playground' for schools in the capital. It is equally important, however, that children living in urban areas come to understand that not all of the UK is like this and thus we ensure they have opportunities to visit and stay in rural areas and learn about different ways of life.

Another characteristic of schools currently in REAch2 and included as part of our bid are schools that are in **coastal areas**. We currently have schools in Clacton, Lowestoft and Shoreham. The challenges faced by these schools are often concerned with being part of insular and isolated communities and can be aligned with low aspiration. Often, we find that education is given a low priority by families in these areas and this is often accompanied by issues around attendance and lateness. Again, there are the challenges faced as a result of economic and social deprivation. Our approach here is to ensure that children get the same cultural and social opportunities as other children and that the curriculum inspires them to look beyond their borders. We place a real focus on preparedness for lifelong learning and work. We ensure that there lots of opportunities to visit cities and towns, to go to a different country and to meet people who will inspire them to higher expectations. Pupil characteristics can vary in different coastal areas but often the large majority of pupils is White British. So we place a real focus on literacy and numeracy skills but also on a curriculum which teaches children that we live in a multi-cultural, multi faith society and diversity is to be celebrated.

The other two types of community that we serve are characterised by a largely White British population. These can be in both urban and rural areas, examples are Rugby and Cannock in Staffordshire. The provision in these schools has several of the characteristics of other REAch2 schools but face the challenge of overcoming persistent low achievement of white working class pupils, especially boys. There is also the need, as with other schools with mainly white pupils, to help children develop a good understanding of the diverse and rich nature of Britain and the wider world.

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A real strength of the organisational structure of REAch2 and the profile of the schools that are currently part of the Trust is that we can use the diverse nature of our schools in the four regions we currently operate to provide opportunities for our children to have a very real and practical experience of communities and parts of the country different to their own. This last year has seen schools in Cannock regularly visiting London to enhance their learning, schools in Croydon visiting the countryside and seaside and children from all over the country visiting a foreign capital city. We are very well placed to ensure that, wherever our free schools are located, we can offer our children a rich and diverse experience.

A clear strategy for growth and good capacity and capability to deliver

Our bid to open a significant number of free schools in the next three years is based on a robust evaluation of our ability and capacity to deliver successfully on each project. We have considered carefully factors that facilitate this and, indeed, that have allowed us successfully to open and run 50 academies over the last four years.

We know that we need a differentiated strategy for the Trust's growth in each of the following academy types: sponsored, convertor, and free schools. Historically, in agreement with the DfE, we have taken a decision each year on whether we should increase the number of that type of academy. In 2015/2016, unlike previous years, we have not agreed a fixed number of academies with the DfE but have considered schools on an individual basis, having decided that the number of new sponsored academies will be lower than in previous years. We acknowledge that the vast majority of our academies are sponsored and that it would be sensible management of risk to focus, in part, on ensuring all our current academies become 'great' schools. A real focus of our current Trust development plan is therefore on depth and quality in these schools. However, we are confident that developing our portfolio of schools through opening new free schools is the correct strategy.

Several factors have influenced this view (which is also borne out in DfE's 'What Does a Good Sponsor/Chain Look Like' research). Firstly, opening a new free school is not the same as turning around an underperforming sponsored academy and, through experience, we know how quickly to put into place the personnel, resources, procedures and policies to establish a good REAch2 school from day one. Based on our record and experience to date, we expect all new REAch2 free schools to be at least 'good' at their first inspection. This means that within three years, as we continue to improve our existing schools, all REAch2 schools will be judged to be at least 'good'. This would mean a Trust of potentially eighty good or better schools.

Secondly, we know that growth of the Trust should be directly related to the capacity and number of Executive Principals (EPs) or similar that we have. We intend to have additional EPs and a number of Assistant EPs working in a different way with each type of academy. Currently EPs have some capacity to take on further projects, especially sponsored academies. To help facilitate our free school strategy, we have developed a new approach to opening new schools so that the work of the EPs is centred on tackling underperformance in existing schools and the work associated with free schools and new provision is carried out by Assistant EPs, seconded Headteachers and other REAch2 staff. We are also in the process of recruiting a

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programme director to be responsible overall for the work in delivering new free schools, working with our educational and other leads.

Thirdly, growth needs to be linked to the quality and effectiveness of both our educational and service provision. The multi-functional regional teams established in Autumn 2015 and led by EPs are working well and we have capacity in each region to open new schools. In particular, our regional governance model (see Section F2) is an exemplar of good practice and will ensure that each new school has effective governance from set up.

Finally, the Trust has an effective mechanism in place to ensure that our growth and development is in line with our aims, vision and ethos – ensuring the Trust becomes better as well as bigger. This is about clarity in our vision and mission and the effectiveness of our quality assurance and self-review procedures in telling us how well we are delivering on these and then taking effective action if necessary. We are confident that this is robust.

Our vision for opening new free schools is centred on the desire to ensure that more children have exceptional opportunities for learning in a REAch2 school. In terms of the overall strategy for the Trust, our bid for the new free schools allows us develop the Trust in many positive ways:

As mentioned earlier, our model is to have clusters of schools in close proximity to each other to facilitate collaboration, management and sharing of resources. The optimum size for a cluster of schools is between 8 and 10 academies and at present several of our clusters are not at optimum size. Opening new free schools will allow us to consolidate existing clusters with the development of free schools next to current REAch2 Academies. It provides an opportunity to strengthen the profile and capacity of our schools in clusters where there are currently only sponsored underperforming schools, such as in Suffolk, and also to build up larger clusters in a small number of areas where schools are relatively isolated such as in Reading.

Whilst we are reducing the number of new sponsored schools that join the Trust, it will always be part of our aim to help schools that need to improve; this will continue to form part of our ongoing strategy for future years. We believe that an effective method to achieve this is to open a number of free schools as a basis for developing a new cluster/hub in different geographical areas in order to sponsor underperforming academies in future years. A cluster of new schools that have capacity and are good from the outset is an ideal way to secure this. This is the rationale for our wish to open schools in Norfolk, for example.

One of the crucial factors in the ongoing success of REAch2 is our ability to develop and deploy the very best leaders to our schools. Our sophisticated and effective talent management procedures ensure we have a cadre of exceptional leaders for new schools, indeed our staff crave the opportunities that the challenge and excitement of opening a new free school provides. We believe that no member of any school team should need or wish to look outside of the Trust for their next career opportunity. Last year 66 out of 72 leadership vacancies across the Trust were filled internally. Against a backdrop of an ever more challenging recruitment market, especially for schools in challenging circumstances, this is crucial for our ongoing

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success. We are confident that we can appoint highly effective leaders and staff to each of our new free schools; Section D3 describes how we would combine both internal and external recruitment to secure this.

A strategy for growing the REAch family in a responsible strategic way.

For the past four years REAch2 has grown in carefully planned way, in terms of both pace and scale. Each year we have developed the family of schools in agreement with the DfE and appropriate RSCs. During this time, we have demonstrated that we can successfully open a number of schools, on average 15 per year, and can be flexible as required. We have demonstrated that we know how to manage the geography of our schools and only commit to opening new schools when we are sure we have the necessary capacity and resources to do so effectively. We welcome this opportunity to bid for a significant number of free schools as it allows us to plan even more strategically over a number of years and thus develop the necessary capacity in advance of need. We recognise that things change over time, however, and can be flexible if the needs of the free school programme alter or there is a need to be adaptive in the different areas for which we have bid. We have identified those areas through close working with RSCs and their offices, also with Local Authorities where possible. The projects set out in our bid are in areas where there is forecast basic need in terms school place planning, but also, in most cases, where the existing provision in the area raises questions about quality, such that a new REAch2 school could help raise aspiration and professional standards more generally. These two issues – basic need and quality – are the key drivers for the specific profile of our bid, as reflected in Section E1 summarising evidence of demand.

We will ensure that there is a coordinated approach with our sister Trust, Reach4; our ambition across both Trusts is to develop all-through provision across the country in both Reach4 and REAch2 areas. We believe that this will add real quality and diversity to the system. The establishment of Reach4 signals our understanding of the need to effectively manage risk and build capacity. Our new Trust has its own Trust Board, executives, educational personnel and service professionals and will be able to manage its own free schools programme in the near future. Both Trusts will be stronger and more effective through close collaboration.

We are excited by the prospect of developing our free schools over the next few years. We believe that children who attend a REAch2 school receive a first class educational experience. In addition, our vision and strategy of becoming a centre of the local area means that we can have a positive impact on families beyond the school gate and out into the local community. It is always our policy to engage with other Trusts and schools in the local area and we look forward to the new partnerships and relationships that new free schools will enable us to forge. We believe in being generous with our time and support to the greater good of the system and would be willing to engage with other free school providers in the areas where we work if this would be helpful.

Section D – education plan: part 1

REAch2 pupil growth - notes

Below we provide pupil growth plans for 2 form entry, 3 form entry and 1 form entry – in that order because, as reflected in Section B, we would expect the latter to be agreed in exceptional circumstances and with RSC approval, such as in the very rural parts of Suffolk, where we would look to operate such schools in concert with our other nearby schools in order to manage viability issues.

These three plans are generic so are not repeated for each project we are applying for. We fully recognise that some tailoring will be required to a specific project and we have rich experience of that: we have opened several brand new schools and managed significant expansions at existing schools (e.g. Purfleet Academy in Essex which expanded to two form entry on existing premises); we are adept at planning for uneven, growing class sizes, including where necessary through mixed age classes. We would expect to push marketing and communications to be able to take on a complete year group at a time and have grounds for some confidence about our ability to do that – for example, our two form entry school opening in 2016 in Colchester got 43 direct applications by the initial deadline and we are confident of filling the remaining 30% of places available before opening.

'Bulge classes' for year groups other than the normal admission year (i.e. ahead of the 'Reception onwards' growth trajectories set out below) will only be considered where, for affordability/viability reasons:

- a) each such 'bulge class' would likely consist of at least 25 pupils;
- b) any year group consisting of such 'bulge classes' could reasonably be planned to consist of at least the normal number of classes – to ensure financial viability in the year following the first to reach Year 6 (which triggers EFA funding based on actual pupil numbers in the preceding year, rather than estimated pupil numbers).

For projects earmarked for opening after 2017, the year headings would be altered.

<u>TWO FORM ENTRY</u>	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

<u>THREE FORM ENTRY</u>	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90
Totals		90	180	270	360	450	540	630

<u>ONE FORM ENTRY – BY EXCEPTION</u>	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Totals		30	60	90	120	150	180	210

Section D – education plan: part 2

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

REAch2 length of school day

8:55a.m to 3:20pm - EYFS (Reception) and KS1

8:50a.m to 3:30pm - KS2

REAch2 EARLY YEARS CURRICULUM

Subject/other activity	
Communication, and Language	5.0+ integrated literacy I
Mathematics	5.0+
Literacy	5.0+
Understanding the World	4.0
Physical Development	3.0
ICT	1.0
Personal, Social and Emotional Development	4.0
Expressive Arts and Design	3.0

REAch2 CURRICULUM FOR KEY STAGES 1 AND 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy - Key Stage 1	5.0+ integrated literacy learning	Mandatory	This includes daily phonics sessions, accelerated literacy programme sessions, guided writing sessions and speaking and listening activities
Literacy - Key Stage 2	5.0+	Mandatory	This includes time for Guided Reading. Writing. Spelling Grammar and Punctuation. The structure of

			literacy learning will be dependent upon the context of the learning and this is the time spent on discrete lessons. Additional literacy teaching will take place during the cross curricular topics.
Numeracy - Key Stage 1	3.5	Mandatory	This represents a daily 45 minute maths lesson. There will be additional Maths learning during cross curricular topics
Numeracy - Key Stage 2	5.0	Mandatory	This represents a daily Maths lesson. There will be additional Maths learning during cross curricular topics
Science	1.0	Mandatory	The structure of the curriculum framework means that Science may not be taught every week but in half termly units. This will mean substantially more curriculum time during these weeks and not others.
Physical Education including Drama and Dance	2.0	Mandatory	Each of these disciplines will be covered throughout the year fitting into the weekly curriculum allocation.
ICT	1.0	Mandatory	This is discrete teaching of skills for ICT. Children will learn to apply ICT across all subjects as part of cross curricular work.
R.E and P.S.H.E	1.0	Mandatory	This includes the discrete teaching of R.E and regular circle time and other P.S.H.C.E. provision
Music	1.0	Mandatory	This is whole class music provision and does not include individual music tuition on a variety of instruments
Art and Crafts	1.0	Mandatory	This is weekly subject lessons. This will be supplemented by 'art week' once a term which will substantially increase time spent on the subject at this time
Humanities	2.0	Mandatory	This includes History and Geography
Philosophy for Children	1.0	Mandatory	This is the taught aspect of philosophy for children. Application will occur during R.E and P.S.H.E.

Languages	.5	Mandatory	Will vary according to child's age.
Thinking Skills	.5	Mandatory	This is the taught aspect, application will occur during all written subjects
Individual Music tuition	2	Discretionary	A range of individual instrument will be offered as part of enrichment opportunities
After School Clubs	2	Discretionary	The schools will offer a full range of after school clubs and all children will be entitled to attend for 2 hours per week
Residential Journey - Key Stage 2	5 days	Discretionary	5 day residential trip to foreign country
Saturday School - Key Stage 2	5	Discretionary	The schools will run enrichment provision on Saturdays

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

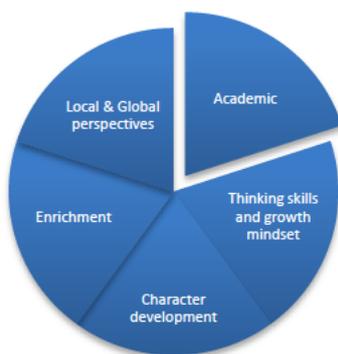
As explained in Section C (vision), we see our mission as creating excellence for children in areas of significant challenge. Most of our existing schools serve communities that broadly be described in one (or more) of four ways, as below; (later sections of this bid will reference these 'types'.)

- **Diverse urban communities:** as with our founding school Hillyfield in Walthamstow, where socio-economic deprivation is high (FSM 32%) and there are complex ethnic, religious and cultural mixes (as reflected the linguistic mix – 57% of pupils have a first language other than English, with over 40 different home languages spoken); there is also a high rate of turnover (10% of pupils join the school in Year 5 or 6), many of them having arrived only recently in the UK and sometimes in family circumstances that make it hard to settle quickly.
- **White working class communities:** such as Milton Court in Sittingbourne in Kent where socio-economic deprivation is high (FSM 41%) and there is an apparently more homogenous community (none of the children have English as an additional language); schools here tend to have more stable pupil populations.
- **Coastal communities:** there is a particular strain of challenge associated with these communities, where physical geography can limit parents'/carers' choice of schools and the often seasonal nature of local employment can create but also mask complex patterns of deprivation – for example, our White Meadows academy is in Littlehampton in an area ranked 3,725 out of almost 32,500 in the IDACI deprivation index – very little pupil mobility but many other challenges and barriers to learning including 43% school action SEN.
- **Rural communities:** we have fewer academies in this 'type' but an example would be Racemeadow in Atherstone, Warwickshire, which falls between areas of economic activity such as Birmingham, Coventry, and Leicester. FSM is relatively low (at least for a REAch2 academy) at 27% and mobility is negligible, but the area is still 12,138 on the IDACI index and access to cultural and professional resources and networks is limited – it is harder than might be imagined to recruit the high calibre staff and local governors that REAch2 expects.

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In spite of these significant differences, as a trust we believe that there is a vital and substantial core of primary curriculum that works across all these types of settings. This section therefore focuses on setting out our trust-wide approach to the curriculum, with some examples of how this is tailored in practice to an academy “types”. Some of this academy-specific tailoring may relate to the sorts of issues set out above but our overall experience is that there is as much variation within such a ‘type’ as between them and it would therefore be reductive to describe a curriculum for each of the above types. We ensure consistency of approach across all our schools through regional teams of teaching and learning specialists (known as Associate School Leaders) who deliver training, carry out moderation, lead on “joint practice development” and curriculum innovation.

REAch2’s vision is for all children in our academies to experience “exceptional opportunities for learning”; as such we view the “curriculum” as a suite of five aspects of the same cornerstone. Every school is individual; therefore our curriculum approach is trust-wide but with individual tailoring, giving our academies freedom to contextualise the five aspects. Crucially, the curriculum cornerstone below specifies a minimum (core) requirement for all academies, constituting the educational offer.



The starting point for the curriculum is a description of the qualities the schools seek to develop in its children and the aim of the curriculum is to develop children who are equipped to meet the challenges of a rapidly changing world with confidence and success.

The Five Aspects of the Curriculum Cornerstone

1. Academic

In REAch2 we look to ensure that children to meet and exceed national standards through a sophisticated approach to covering the aspects of the National Curriculum and making the most of our academy freedoms. As such, all academies offer a curriculum which instils a love of learning, is balanced and broadly-based, and prepares the children for the opportunities and responsibilities of later life.

Our Academic Curriculum Plan ensures learning and teaching reflect our vision and ethos. The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. In REAch2 we believe that there is no contradiction within a curriculum that rigorously instils the basics of Literacy and Mathematics whilst at the same time offering a broad

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range of learning experiences. Whilst we are determined to guarantee high standards in the core disciplines through precise teaching methodologies and sharply focused assessment processes, we want a broad offer with lesson time in areas such as Music, PE, Art, Modern Foreign Languages, Humanities and Science. Through all lessons, learning will be enhanced where appropriate, with the use of state of the art technology. Through our support for pedagogical excellence, we focus on engaging delivery of the curriculum so that children are excited by learning. This will include project-based learning as well as practical, experiential tasks. We are keen for children to develop a good understanding of their local context.

Literacy. Literacy and communication skills are fundamental to all areas of learning, unlocking access to the wider curriculum. The ability to communicate well increases the opportunities available to individuals across all aspects of life and lays the foundations for lifelong learning. Children should be able to communicate in order to express themselves socially, emotionally and physically; to develop as individuals; engage with others; and contribute as members of society. Children will experience learning in an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time reading and discussing stories, literature and other texts – on screen and print based. Spoken language has particular importance in the early years and oracy is assessed throughout children's time in our schools. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Speaking and Listening. We aim to nurture children's communication skills. The ability to understand and express thoughts and ideas are core to learning across the curriculum. Children will have the opportunity to:

- use 'talk partners' to help them become confident communicators
- listen to/take part in discussions, debates, explanations, role-plays & presentations
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and purpose.

Phonics. Children will be taught and assessed in the essential skills of decoding (for reading) and encoding (for spelling). We will use a systematic, synthetic approach to the daily discrete teaching of phonics in Foundation Stage and Key Stage 1 and, where appropriate and in due course, in Key Stage 2. Our multi-sensory approach will ensure that children learn from simultaneous visual, auditory and kinesthetic activities, which are designed to secure essential phonic knowledge and skills. These skills will be applied across the curriculum as children engage in a variety of texts. Additional support will be provided in Years 2 and 3 for any pupils who have not demonstrated sufficient understanding of phonics in the Year 1 screening check.

Reading. We will provide children with a structured approach to reading. We will have a wide variety of reading materials including resources for group reading, home reading and a lending library. Reading skills will be progressively developed through literacy sessions. Big books and interactive texts are used in whole class teaching when children learn and practice word, sentence, text, and comprehension skills. We will value parental involvement in creating a positive attitude to reading and supporting progress. High importance will be placed on reading for purpose and pleasure. Reading and responding to texts plays a central role in the development of children's knowledge and understanding. Texts will not only include those presented in traditional written or print form, but also those presented orally, electronically or on film. Our creative curriculum will reflect the increased use of multimodal texts, digital communication, and other forms of electronic communication encountered by children and young people in their daily lives. In Foundation Stage and Key Stage 1, children will "learn to read". These skills will be transferred and further developed as children "read to learn" in Key Stage 2. Guided reading and independent reading activities will form part of the daily teaching of reading. For EAL children, trained volunteers will be invited into school to read daily in English and in their home language. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. We want the children to see reading as an enjoyable and engaging activity; one that will last a lifetime.

Writing / Creating Texts. We recognise that opportunities to write outside of the school context are as critical to the children's development as those opportunities within school. We will take advantage of this to better connect classroom work to real-world situations that children will encounter across their lives. To this end our curriculum for writing will be motivational and engaging, seeking links not only with the child's life experiences but also with their reading. This curriculum will enable children to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- write with increasing grammatical accuracy;
- develop, express and present ideas in a variety of forms and formats, using both traditional and digital resources, for different audiences and purposes;
- write at greater length with increasing fluency and legibility;
- write with greater confidence and proficiency in spelling.

Mathematics. Mathematical understanding is vital as children progress through school and beyond into further learning, work and life. Our approach to the teaching and learning of mathematics will place an emphasis on making mathematics irresistible: exciting, inspirational and relevant to the world around us. In order to achieve this there will be:

- dedicated mathematics lessons combined with well-planned purposeful opportunities to use and apply mathematics through real life practical problems and cross-curricular work;
- direct high quality teaching and interactive oral work with the whole class and groups;
- an emphasis on the understanding and application of number. This is an "essential for life";

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- high quality differentiation, with all children engaged in mathematics relating to a common theme. Early intervention will focus in on the essential understanding of number;
- provision for more able and talented so that they are challenged to extend their learning through regular and increasingly more complex problem solving activities;
- active engagement in self and peer assessment so that children know how well they are achieving in mathematics and what they should do next;
- good relationships and partnership working with parents so that they are well informed and can support and celebrate children's learning in mathematics.

We are passionate about taking mathematics beyond the classroom. This will engage, motivate and excite our children. We will use our outdoor areas and other facilities, such as the food technology area, to provide valuable opportunities for children to apply their mathematical skills and knowledge.

Information and Communications Technology (ICT). No other subject will make a greater impact on the 21st century than this. ICT in REAch2 Academies will be inspiring and engaging, forward thinking and dynamic. Children see ICT as an integral part of life today and it is essential that children are taught to use and apply ICT effectively and appropriately so they become successful and confident as they move on in their school career and beyond. ICT core skills will be taught and practised through cross-curricular links to other subjects so that children have inspirational learning experiences within contexts that are meaningful. We aim to develop our children as producers rather than simply consumers of ICT. By utilising appropriate technology solutions we will put the children at the heart of what we will achieve. As pupil voice is extremely important to us, we will listen to what the children wish to develop and always strive to ensure that what we teach is relevant to the world in which we live now and that of the future. Children's exposure to ICT outside of school varies considerably. We will recognise the opportunity for those children with advanced ICT skills to buddy others and encourage peer to peer learning through the creation of ICT champions. There will be a balance between independent investigation and adult support and guidance so that children develop the skills to use and apply ICT. Children's independent learning will also be developed through teaching research skills within a safe online environment. All applications and hardware will be of the highest quality, age appropriate and allow the children opportunities to be independent. ICT will be managed to ensure that high quality, current practice will be integrated only if it will make an impact on learning. Every classroom will be equipped with an interactive board so that ICT can be integrated into lessons in order to enhance children's learning experience. Children will also have access to the appropriate technology to address any inequalities in access to ICT outside of school.

Science. As Professor Sir Robert Winston said recently "giving young people the chance to get involved in practical work in a scientific environment is the key to inspiring them to see science as exciting. That's important because we need a scientifically- literate population..." In REAch2 schools we seek to create the conditions for children that will support this aspiration.

Science will be hands- on, innovative, creative and challenging. We will strive to develop the scientists of the future, providing children with the tools that they will need

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to investigate and problem solve with confidence and independence. While emphasising the importance of a core of science subject knowledge, teaching and learning at our schools will be delivered in the context of 'real world' scenarios that will challenge children to use and apply their growing science subject knowledge actively, often using the concerns and enthusiasms of the children themselves as a stimulus.

Humanities. Learning about history and geography stimulates children's curiosity to investigate their community, the wider world and their place within it. We will engage children in questions about people and events in the past, which in turn will help them understand the present and prepare for the future. They will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Their growing historical and geographical understanding will therefore help them make sense of the world and undertake an active role within our society. This will be achieved through the development of core generic skills. A clear progression in educational visits will allow our children to explore, respect and learn from more contrasting communities in neighbouring areas and more distant localities.

Modern Foreign Languages (MFL). We will teach a modern foreign language to all pupils in Key Stage 2. Exciting and engaging lessons will bring languages to life and begin to equip children with the skills required to grow up in a global economy. This will encompass not only the oracy and literacy skills as laid down in the Key Stage 2 Framework, but children will also learn about their own culture, how it is similar/different to other cultures and that it is good to be different. Links will be made to learning phonics and decoding strategies, and children will learn a new language by using and embedding the same skills that they used for learning their own language, hence improving and developing the skills used in their literacy lessons. Children will not only make the transition to secondary school with a love of languages and an understanding of how they work, but with open minds and the confidence to 'have a go'.

Art and Design will enable our children to develop their thinking and questioning skills through using a variety of media and techniques, and also enable children to develop an awareness of colour, shape, balance, focus and proportion. Children will have opportunities to work with local artists and to visit art collections, as well as to learn about art and design in other cultures. Cross-curricular links will be central to learning in these areas, for example: children might study the history and techniques of mosaics and then work with an artist to create a playground mural that is designed to reflect the school values.

Music in our schools will be a creative and social art to be enjoyed and developed through a wide range of experiences including:

- instrumental tuition in partnership with local providers;
- singing and celebratory concerts and live performances;
- wider opportunities including world music and djembe drumming;
- composing and recording music to support cross curricular learning. For example, creating a soundtrack for an animation developed within a Literacy lesson;

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

- music making will be enriched through developing links with local schools and local music organisations.

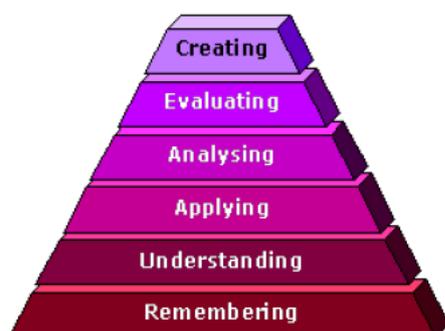
Physical Education (PE) and School Sport. Children's learning and wellbeing will be developed through daily planned activities which will include maximising children's physical activity to at least 4 hours a week through:

- sessions which support the developing of a range of multi skills, dance, gymnastics, swimming, athletics and body knowledge;
- daily "activate" sessions to support the progressive development of coordination, control, balance and agility;
- trained children taking on leadership for developing active and positive play at break and lunch times;
- a range of extracurricular activities and competitive team events, including joining up with local schools.
- links with local clubs and secondary schools will be fostered in order to strengthen and enrich provision as well as the outstanding contribution of the inter schools sports coaches.

This rightful focus on an academic approach was highlighted in Chapel End's recent Ofsted. This academy, in Walthamstow East London, was graded inadequate prior to joining REAch2, but was graded "good with outstanding leadership, behaviour and safety" in March 2015. *"They have created a very special culture where the needs of the individual child come first...the range of subjects taught is wide and engages pupils well. Teachers plan the curriculum effectively to build up pupils' knowledge and skills year-on-year."*

2. Thinking skills and growth mindset

In REAch2, the way that we learn is emphasised in conjunction with *what we learn* and the belief that there is nothing that necessarily limits learning. Recognising that a "fixed mindset" hampers children's ability to try new experiences, to persevere when a task is tricky and to hold high aspirations of themselves, in REAch2 we coach children in recognising when one mindset is producing self-limiting behaviour and enable them to "talk back" to this approach and foster an alternative which enables challenges to be overcome. In a similar way, "Thinking Skills" are mental processes we use to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organise information and create objects. There are many frameworks of thinking and the preferred approach in REAch2 is an adaptation of "Bloom's Taxonomy" :



Opportunities are given throughout the learning experiences to work towards the "higher level" skills – the pinnacle of which is creating. Explicit emphasis is made by the teachers to encourage children to aspire to greater levels of analysis and evaluation.

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3. Character development

Within the curriculum model a high emphasis will be placed on explicit opportunities to develop good attitudes to learning and on children's personal development. This will help us to develop children's all round character which is one of the proposed outcomes of the schools. From significant amounts of time spent on the personal, social and emotional development of children in the EYFS through to discrete lessons on citizenship, "*philosophy for children*" and team building curriculum events such as residential journeys, the proposed model systematically ensures children develop responsible attitudes toward themselves, others, the wider environment and society in general.

The 5Cs of character: Confident Caring Contributing Committed Courteous

- Confident - build self confidence in our children by:
 - Engaging them in activities such as debating, public speaking, role play and sport matches with other schools
 - Providing rich and stimulating extra-curricular activities
 - Children and parents sharing and celebrating their talents in termly assemblies.
- Caring:
 - Set up buddy systems and peer mediators to encourage children to care for each other's needs
 - Children to be alert to bullying or racist incidents and report them to a trusted adult
 - Children to care about their appearance and the stipulated code of conduct
- Contributing:
 - Children to give of their time willingly to help around the classroom or school
 - School to foster independent thinking and ideas so that children can contribute their ideas in lessons and within a school council and these can be valued by their peers in class.
- Committed:
 - School to encourage perseverance and a 'can do' culture
 - Elected school council members, buddies and peer mediators to carry out their responsibilities in an exemplary way
 - Children and parents to sign a home-school agreement committing themselves to the school's ethos and values.
- Courteous:
 - Staff members to eat dinner with the children so that table manners are learned and applied
 - Staff trained in how they can exemplify excellent manners for children through agreed methods of addressing one another and children, passing in the corridors, holding doors for one another etc.
 - Assemblies and PSHE time used to explore the importance of personal conduct and manners.

4. Enrichment

Alongside the emphasis that REAch2 has on the basic skills of literacy and numeracy, children also deserve memorable and life-enriching experiences which will

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shape their character, develop their talents and build self-confidence. Participation in a wide range of activities beyond the academic curriculum will be an essential part of the success for children. Enrichment activities will form part of both the core curriculum offer and extended provision. It is intended that this provision will extend the school day so that there will be educational opportunities for children between 8.00am and 6pm. The schools will offer before-school activities in the form of a breakfast club, sports clubs and additional intervention classes. After school there will be Ofsted registered provision, which will ensure that children benefit from increased opportunities to develop their talents and interests. A large number of after school clubs will be arranged, free of charge/affordable, which will ensure that there is increased breadth to the curriculum on offer. The schools will run Saturday provision which will focus on provision for gifted and talented children through specialist teaching and activities.

This planned enrichment links to our curriculum principles because it brings breadth to the children's educational experience, promotes enjoyment, brings additional challenge and allows for a more personalised experience. To address this we are developing **11 promises** to the children within all REAch2 schools – promises which, over time, will be experienced before children turn 11 years of age:

- camp in a field or a forest
- visit a foreign country
- do an adventurous activity
- take part in the REAch2 Olympics
- display my artwork in a public space
- climb a mountain
- participate in an enterprise endeavour, designing and marketing in a team
- learn to play a musical instrument
- cook a meal for my family with food that I grew myself
- participate in a debate in an iconic building
- perform in a REAch2 concert in a major UK music venue.

There are also opportunities for pupils from different REAch2 schools to collaborate and interact, especially within our locality clusters. This is particularly important in brand new schools to ensure that the first and oldest year group has contact time with older pupils throughout their primary education.

5. Local, national and global perspectives

REAch2 serves communities in inner cities, rural counties and along the coast. By recognising and planning learning around different contexts and experiences that are available to the children in their *local* context first and foremost, children begin by understanding the richness of learning from a local context. For example an existing academy in central London has as its vision statement "London is our classroom". This highly ethnically diverse school is able to exploit to its full potential the limitless cultural opportunities that this locality provides. Another academy on the most easterly point of Britain, leaves the children in no doubt that the seaside (and all of its

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associations of trade, tourism, physical geography) will be its classroom. Rural contexts too provide existing academies to focus on farming and its importance in their communities and one rural academy in particular has built a kitchen as the main resources through which to teach maths. Ofsted reports for REACh2 academies praise the balance between proper focus on the core skills, as well as enriching the children's experiences. For example Eastbrook Academy in West Sussex (which was rated inadequate prior to conversion and at its first inspection after joining REACh2 was graded outstanding):

Ofsted 1 July 2015: *"The curriculum is broad and balanced. Pupils are well prepared for life in modern Britain because they have good numeracy and literacy skills, and a clear understanding of British values and culture. They have a range of opportunities to develop their cultural interest; overall pupils' achievement is outstanding..."*

What we commit to in REACh2 is that the local classroom is just the beginning: through the 11 before 11 programme, we ensure that city children go camping and climb mountains, and children from the country go to an opera in the City and attend the ballet. As for the wider world – it is a non-negotiable that a residential experience will be introduced in lower Key Stage 2, and all children will experience a visit to a European country.

"The world is the true classroom. The most rewarding and important type of learning is through experience, seeing something with our own eyes." Anon

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

REACh2 schools apply a clear and effective assessment framework, supported by teacher-to-teacher and school-to-school support and challenge, and a culture of high expectations for all pupils. The framework facilitates the measurement of pupil performance, target setting, monitoring, moderation, reporting and communication whilst promoting, as a priority, a positive and rewarding assessment culture. Target setting and reporting of pupil performance data is supported by reporting of the key pre-requisite behaviour and attendance standards essential to well-rounded achievement at school.

The framework has proven transferable to schools joining the trust, with established schools supporting new schools, including within various 'types' set out in C and D. The system engages our head teachers and other school leaders in creating, adapting, communicating and leading the development of practice in our schools. For us, improving pupil performance through assessment is a *leadership and teaching behaviour, not a task*. Through iterative review, our principles and practices are continually developed by teachers and leaders involved with pupils and families on a daily basis who can therefore ensure live feedback drives system development.

Leaders focus on:

- promoting a culture of leadership of teaching with assessment helping to drive up progression and attainment for all pupils within individual schools, clusters,

D2 – measuring pupil performance effectively and setting challenging targets

regions and the trust as a whole. Teachers and leaders self-review the impact of their work to ensure that strengths are amplified and shared.

- driving improvements to classroom practice including adding to the value that the assessment process itself can bring to the experience of pupils.
- developing communication and celebration of achievement, alongside clarity of reporting to all stakeholders, including the local community, our governance structure and external organisations to which the trust is accountable.

Many of our schools enhance their application of our framework to ensure that behaviours and systems are focused on maximising achievement for their individual cohorts. This is important given the huge variance in cohorts and provides the flexibility to effectively manage pupil performance where there is, for example, high proportions of EAL (typical of our 'diverse city' communities) or low prior attainment and/or high disadvantage (common in our 'white working class' communities). The framework is an appropriate assessment system for EAL learners as pupils have opportunities to demonstrate their knowledge and understanding in a variety of contexts. Many of our schools use the EAL extended scales alongside this as it provides exemplification for children's English Language development, particularly where children's literacy skills mean they are not yet fully accessing the National Curriculum for English. At our Unity Academy, for example, when pupils with EAL start, they are assessed using the Hilary Hester Stages of Fluency which have been adapted in line with our AWL framework; at the end of each half term, pupils with EAL are assessed in the same way as other pupils but judgements are based on a range of evidence such as the Stages of Fluency and classroom observations which take account of how often pupils interact, when and with whom.

Assessment cycle

In the Early Years Foundation Stage, we subscribe to a recommended assessment system from Early Excellence. Baseline and continuous assessments inform target setting for individuals and cohorts, and enable teachers and leaders to track progress and attainment in the areas and characteristics of learning towards achievement of a Good Level of Development with reference to national expectations.

Our methodology for pupils in Years 1 to 6 is informed by national age-related expectations for progress and attainment at the end of each Key Stage plus our behavioural expectations for learning and the breadth/depth of application of skills across a rich curriculum. Pupil performance measures are compatible with statutory assessment and interim assessment arrangements including recently updated exemplar and draft materials for children at the end of Key Stage 1 and Key Stage 2. National curriculum objectives for attainment at the end of each Key Stage are translated into milestones '*towards end of Key Stage 1 & 2 attainment*' for individual subjects. Our milestones for Reading, Writing, Oracy and Maths were created by a team of subject leaders from a range of our schools, working from national expectations and our own curricular development. These milestones are used by teachers to make interim assessments of attainment and progress on a half termly basis, leading to a summative judgement at the end of each academic year.

Teachers also use the milestones to support the celebration of pupil progress, and target children with lower attainment for accelerated progress.

D2 – measuring pupil performance effectively and setting challenging targets

Attainment and progress categories and targets

For our schools to communicate with stakeholders, set targets, evaluate pedagogical approaches and report effectively, we prioritise consistent use of language. There are statutory reporting requirements for the end of each Key Stage. At our other assessment points, teachers assess each pupil's attainment as at one of four stages:

- Working Towards: Pupils are accessing the curriculum below typical expectations of others at their age. They are not yet showing the skills, knowledge and/or understanding to either access, achieve or demonstrate significant engagement with the assessment criteria.
- Aspiring Towards: Children are accessing the curriculum at a level typically expected at their age, but are likely only to meet expectations with additional support. Children have shown capability of engaging with the curriculum but need interventions and quality-first teaching to become securely on-track.
- On-Track: Pupils are on-track comprehensively to attain skills, knowledge and understanding of age-appropriate success criteria by end of academic year.
- Met (at end of year): Children are currently demonstrating comprehensive skills, knowledge and understanding across a broad range of contexts and genres. Trust tracking and reporting tools also identify children working beyond expectations across the depth and breadth of the curriculum, taking into account the published expectations of the 'mastery' descriptor .

A judgement is also made at each assessment point of whether each pupil is making good progress over time. Good progress is being made if:

- Pupils are on-track or have met the relevant age-related milestones; or
- Pupils are closer to attaining those milestones than at same time last year.
- Pupils who meet either of the above criteria are also assessed as likely to make good progress between statutory assessment periods.

In addition, targets are set for groups of pupils and cohorts, typically identifying:

- a proportion of children to be on-track to meet or have met the attainment milestones towards end of Key Stage
- a proportion of children to be making or have made good progress (on the above criteria).

Attainment targets are typically linked to the context of the school, including levels of prior attainment. Targets for good progress will typically be set at 100%, as this is a minimum expectation for all pupils.

For children with some kinds of SEND or very low prior attainment, co-constructed learning plans or interim scales inform progress and attainment targets and help recognise achievement. Portfolios of work and other evidence of learning, indicating clear progress towards appropriate targets, are essential in demonstrating sufficient achievement. For pupils with a diagnosed or specifically-recognised special need, school leaders may dis-apply milestones/criteria deemed functionally inappropriate.

Monitoring and reviewing

D2 – measuring pupil performance effectively and setting challenging targets

We ensure a consistent approach to recording, tracking and reporting attainment and progress through our use of online assessment and reporting tools developed by Optimum Reports at local, regional and trust level:

- O-Track reports half-termly summative assessments of pupil performance against milestones on a subject level. Teachers and leaders assess Reading, Writing, Oracy and Maths using codes for our attainment/progress categories.
- Class-Track reports on half-termly assessments at a milestone level, with teachers using the same attainment/progress categories for each of the milestones for Reading, Writing, Oracy and Maths.

The tracking and reporting tools provide trends and analysis on a pupil, class, key group, cohort, school and regional basis. This informs our monitoring, evaluation and planning of support and intervention in a range of contexts:

- Pupil Progress Meetings. Headteachers and senior leaders discuss pupil achievement, including the performance of individuals and key groups as well as target-setting and review, within the context of the monitoring of standards within a class, year group, phase of Key Stage in their school. Attendance and behaviour and links to achievement are also monitored. Key groups may vary from school to school, but will typically include breakdowns by age, gender, SEND status, prior attainment, disadvantaged status, ethnic group etc. For our schools in 'white working-class' areas or some of our 'coastal schools' this would usually include a focus on disadvantaged pupils and pupils with low prior attainment. In our schools in 'diverse urban' settings, a stronger focus would typically be on pupils with English as an additional language, or transient pupils who may have joined the cohort mid-year with significant gaps in their learning.
- Individual School Development Planning and Local Governing Body Monitoring. One year, three year and longer term development planning and monitoring is informed by trends and patterns in tracked pupil performance from O-Track and Class-Track, in tandem with DfE reported data presented in RaiseOnline and individual school Data Dashboards.
- Executive Principal Reporting and Monitoring. The support and interventions led by our Executive Principals and their regional education teams is informed by collation of individual school reports into regional comparisons of similar schools. EPs and the regional teams make decisions about leadership and teacher training, the implementation of projects and initiatives, and the direction of in-school support placements based on the tracking and reporting of regional data.
- Regional Educational Standards Committees. These committees provide independent challenge and scrutiny of pupil performance data for key groups and cohorts, informed by tracking and reporting of trends that span local clusters, as well as across the region as a whole.
- Trust Board Educational Standards Committee. Data collations related to attainment and progress are regularly discussed at Trust Board level and factored into long term planning.

Moderation

Quality assurance of - and confidence in - the assessment of pupil achievement is developed through an ongoing routine of:

D2 – measuring pupil performance effectively and setting challenging targets

- Local half-termly moderation, within school, promotes consistency of assessments and of language used. Teachers work with partner teachers, and those from other phases and Key Stages. This supports a shared understanding of the skills required, the breadth and depth of opportunities provided and the evidence required. Consistency in practice is primarily managed by Headteachers and other senior leaders with support from the regional team. Evidence of pupil achievement is elicited from primary sources of learning as a priority – including books and other learning logs, supported by a range of summative assessments and other information. Evidence from these moderation sessions is also used as a key part of triangulation in assessing staff performance.
- Peer-school/cluster moderation with other trust schools in the region. As well as broadening opportunities to moderate judgements on attainment and progress, this regional engagement raises awareness of strategies relevant to curriculum development across the area and of enrichment activities or resources that have proved effective for engagement and achievement.
- Sample moderation at regional and trust level is carried out by subject leaders and middle leaders. Sessions are arranged alongside subject leader development days and other trust-wide CPD.

Moderation of teacher assessment as above is also enabling us to collate trust-wide exemplar portfolios which will help us implement, review and refine our system. We also respect the current requirement for schools to work with a Local Authority to quality-assure judgements and practices.

Evidence is continually drawn from best practice within our schools to ensure that the system meets the needs of the diverse cohorts and communities that we serve. The trust is committed to the principles of a self-improving system that reflects and feeds back into the good and outstanding practice evident in our schools.

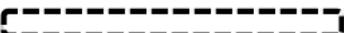
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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The staffing structure for each school type is based on effective, proven delivery models that are financially sustainable. Our financial planning is based on Essex Local Authority funding which represents a middling level of funding across the areas in which we already operate. Staffing structures illustrate the full complement of staff at the point that the school also has all pupil year groups in place. Pupil number assumptions are set out in D part 1 above. Initial staff appointments will be implemented annually to reflect the developing needs of each school. The year of appointment of each staff post is colour coded as follows:

	Year 1
	Year 2
	Year 3

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

	Year 4
	Year 5
	Year 6
	Year 7

Note that catering and cleaning staff will be provided through an external contract procured on a 'REACH Academy Trust' group basis to secure maximum effectiveness and efficiency. The procurement tender specification for these services specifically sets out a requirement to deliver a cost effective service, utilising the 'REACH Academy Trust' group economies of scale, during the initial years of operation of each of our free schools.

Two form entry as default

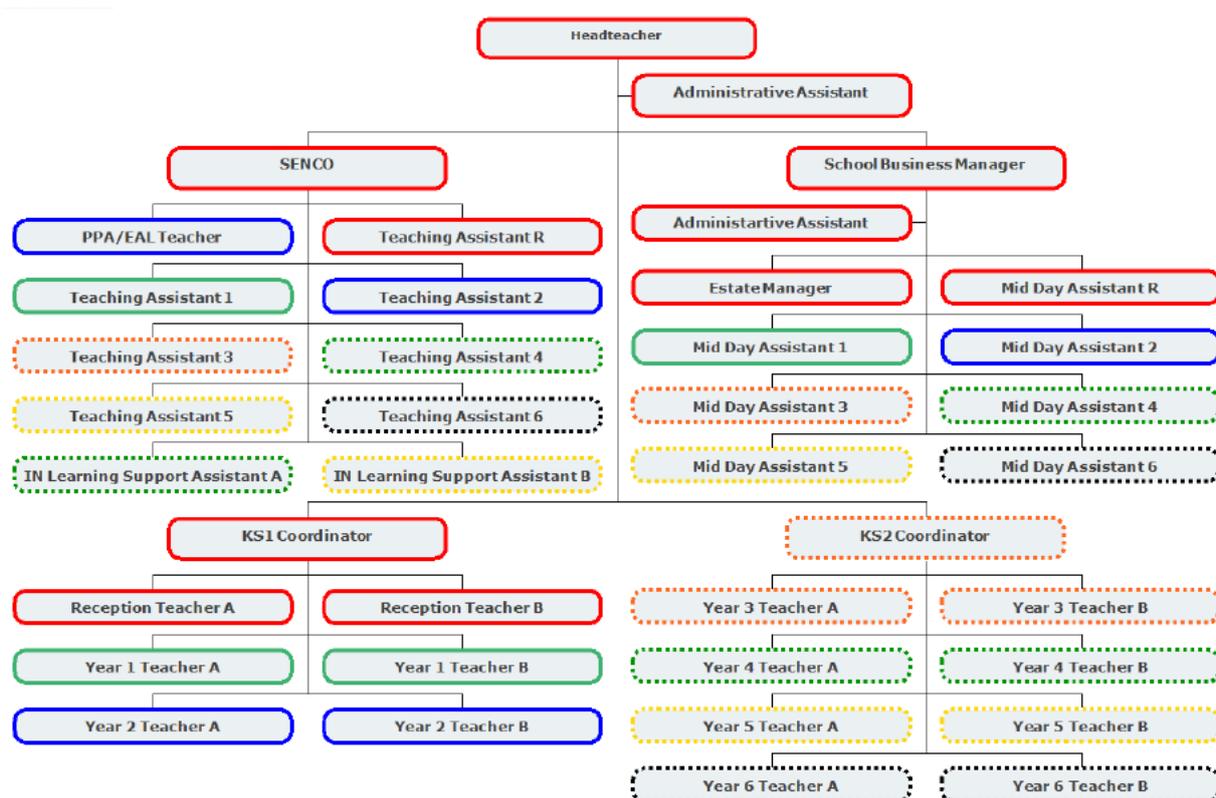
The majority of schools we are bidding for are two form entry. The staffing structure for such schools is shown set out below, based on the following assumptions, and would cost **approximately 73% of total income** once complete.

1. Senior Management Team
 - a. The Headteacher will take up post during the academic year prior to the school opening. The Headteacher will be line managed by a regional Executive Principal. The Headteacher will be supported by a full time PA/School Secretary.
 - b. The School Business Manager (SBM) will take up post during the academic year prior to the school opening. The SBM will be line managed by a Regional Business Manager (RBM). The SBM will be 0.5FTE for the first two years of operation. The SBM will line manage a 0.5FTE administrative assistant, the Estates Manager and the Mid-Day Supervisors.
 - c. The Inclusion Manager will coordinate all pupil individual needs support and interventions. They will line manage a PPA/EAL (where relevant) teacher, Teaching Assistants and the Individual Needs Learning Support Assistants. The PPA/EAL Teacher will be appointed in the third year of operation and will be deployed by the Inclusion Manager to support pupils' individual needs and class teacher release for PPA, prioritised by the Inclusion Manager.
 - d. Key Stage Co-ordinators will be experienced teachers that line manage and coach the classroom teachers. They will be responsible for providing: team teaching; teacher support; teacher performance management; and teacher release for their teams.
2. One full time teaching assistant will be notionally assigned to each year group. This resource will be under the direction of the SENCO/Inclusion Manager in order to prioritise support where it brings most impact for pupils. The Inclusion Manager will also have two dedicated 'Individual Needs Learning Support Assistants' (0.5FTE each) available to deploy where need is greatest. The skills

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

of the PPA/EAL teacher will reflect the needs of the school type. In diverse urban settings, the focus will be on supporting English as an additional language (EAL).

3. A full time estates manager will manage the cleaning contract and maintain the building.
4. A mid-day supervisor (0.1FTE) will be employed to support each year group.
5. Nursery staffing is not included in the structure. Nursery staffing would be developed within the commissioning specifications of the Local Authority.



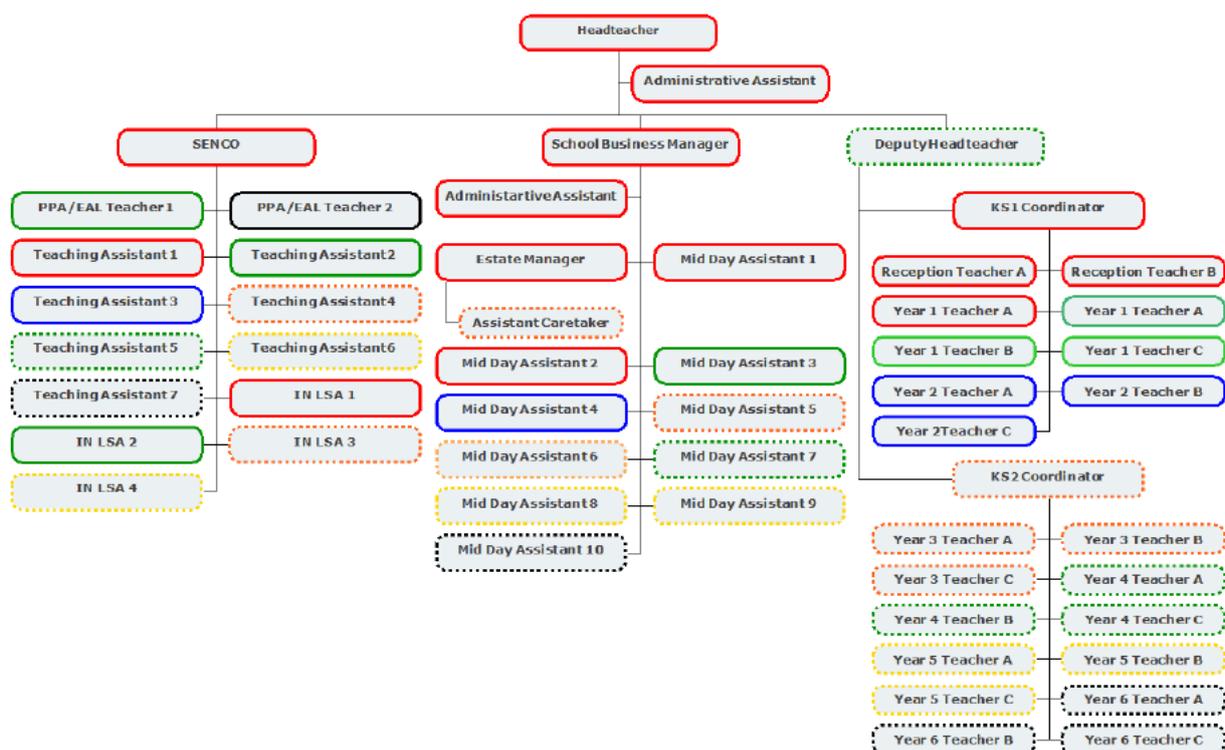
Three form entry

We have significant experience of operating larger primary schools. Three form entry schools are able to achieve local economies of scale to deliver greater capacity to support pupils' individual needs. The staffing structure for our three form entry model is below and, once complete, would take **approximately 64% of total income**. The key differences from the two form entry staffing structure are:

1. A fulltime Deputy Headteacher will line manage the Key Stage Coordinators and provide additional capacity for supporting and performance managing classroom practice. The Deputy Headteacher will take up post in the fifth year of operation.
2. Two full time PPA/EAL Teachers will be available to support classroom teachers. In our diverse urban settings, the focus of this support will be for pupils with English as an additional language.

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

- In addition to seven full time teaching assistants, four full time 'Individual Needs Learning Support Assistants' will be available to support children with higher level needs. This combination of PPA/EAL Teachers; Teaching Assistants; and Individual Needs Learning Support Assistants provide significant capacity for the SENCO/Inclusion Manager to deploy to meet the additional individual needs of children in order to remove the barriers to learning.



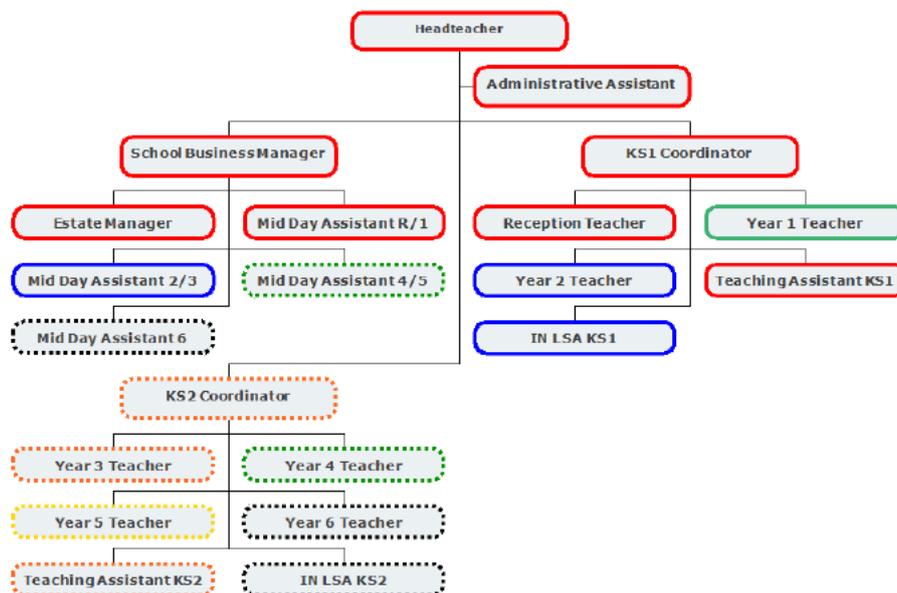
One form entry

As indicated in D part 1, exceptionally we are looking at possible one form entry schools. We have experience of operating such small schools, where the reduced budget requires a different staffing structure to maintain financial sustainability – as shown below – costing **approximately 76% of total income** once complete. The key differences from the two form entry staffing structure are:

- The Inclusion Manager post is assimilated into one of the other senior management team posts: Headteacher; KS1; or KS2 Coordinator.
- The senior management team will provide the teacher release for PPA as well as coaching and performance management of class teachers.
- EAL or other specialist support will be provided by the Trust on a shared basis with other schools.
- Key Stage Co-ordinators line-manage the Teaching Assistants as well as the class teachers.
- One full time teaching assistant is provided for each pair of classes.
- One part time mid day supervisor is provided per pair of classes.

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

7. Only one full time administrative assistant will be available.
8. The reduced on-site staffing will be supported by the REAch regional team structure to support the education and administrative functions of the school.



Use of existing REAch2 staff

In our experience, securing top quality leadership and senior teaching staff is critical to the success of a new school. We take a three-fold approach:

- recruitment from existing senior leaders from schools within the Trust
- recruitment by national advert
- recruitment from our relationship with recruitment partners.

The challenges of opening a new school are different from those of leading an existing school with a set of established ways of working, a loyal school community and pre-existing relationship in the local area. We will select the best candidate after following the processes outlined above. We benchmark internal candidates by inviting applications from a national advert and/or from our recruitment partners to ensure we secure the very best possible candidate for the new school. Given the increasingly challenging demographics of school leadership, our proven succession planning arrangements and ability, as necessary, to draw on staff already performing highly within the trust are critical. Indeed, heads of five of the seven brand new schools we have opened in the last three years have been recruited in this way, several re-locating to new regions for the opportunity. In this context, our free schools growth enables us to retain and continue to challenge our very best educational leaders.

We use and continue to develop a range of different models of leadership within our academies, suited to the differing needs of our schools and their communities. Our present models include:

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

- An Executive Headteacher across two schools providing strategic leadership, with a Head of School in each school;
- Two co-Headteachers across three schools which are within close proximity of each other, each school with a Head of School;
- A Headteacher with Deputy Headteacher and Assistant Headteacher;
- A Headteacher with three Assistant Headteachers

We will consider the above models of leadership when opening a new school whilst also taking into account the experience and abilities of the leaders we employ. We would ensure that headteacher designates in which ever model is applied and from whatever source, have strong support, particularly in the pre-opening phase, from headteachers in the trust who have recently undertaken the same process. In doing this, we can use our experience in the area to best advantage.

In relation to other staff:

- We have two teaching/national support schools and each year these secure a large number of well trained, talented staff. Once appointed, outstanding practitioners from within the trust deliver high quality CPD (e.g. Outstanding Teacher Programme, Improving Teacher Programme, NQT programme, Middle Leader Programme) to teaching and non-teaching staff so that all staff are good or outstanding practitioners.
- Beyond individual school staff, we provide support, challenge and services via our regional teams (led by Executive Principals and with flexible educational resource via our 'associate school leaders'), central service teams and carefully managed contracted services, in order to provide: educational development; data management and intervention; ICT; financial management and procurement; staff management and development; estates and health & safety; policy and legal; governance support; project management; press and media support; leadership development; and succession planning.

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

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

Inclusion is an intrinsic part of all our schools and indeed across the trust. As described in Sections C and D1, our academies serve a range of different types of community, including in areas characterised by ethnic, religious and linguistic diversity. Across our schools, we engage with pupils and parents from all major faiths and none.

All REAch2 schools are nurturing schools, firmly rooted in strong cultural, social and moral values; in our new schools, we will develop a community in which all children can flourish. Through sensitive communications and marketing, we actively seek to attract children from different backgrounds, so that all families within the community feel welcomed and difference is celebrated. An exciting and inspirational curriculum will include a wide range of unique experiences, which meet the needs of the children and reflect the local community. High aspirations and expectations based on

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

the REAch2 vision statement “exceptional opportunities for learning” will pervade the life of the school and support the development of children with high self-esteem, self-discipline and strong community spirit – with an understanding of life in modern Britain. Through the regional model of governance and the regional direction of the Executive Principal, consistency and alignment across the trust is achieved.

Education is an essential ingredient for future success. By taking the time to **build character** in every child through our ethos, code of conduct, curriculum and assemblies, we can teach all children to be **successful**.

Each community will have a new school to be proud of because we are not afraid to make our expectations clear and ensure that they are followed.

Specific Principles

The schools’ ethos will be built on the following specific principles:

Nurturing Environment (Pupil Wellbeing)

- Welcome all new children and parents into the school with an introductory evening for them when the children join the school
- Appoint bilingual parent buddies for newly arrived families unfamiliar to the English school system
- Identify peer buddies for vulnerable children or those not able to form relationships easily or who have newly arrived
- Train and use volunteer mentors from the local community and local businesses to encourage children who may be experiencing difficulties in their learning or behaviour
- Use the Social and Emotional Aspects of Learning (SEAL) frameworks weekly in Personal Social and Health Education (PSHE) to ensure children care about themselves and each other and become engaged in their wider responsibilities as citizens.

Disciplined Environment

- Agreed routines and norms for uniform, moving around school, start and ends of lessons, break and lunchtime, rewards and sanctions etc. that are applied every day and by all teachers
- Policy for behaviour drawn up in consultation with children, parents/carers and staff, exemplifying values of honesty, respect, hard work and achievement.
- Rights, Responsibilities and Respect including rights to be safe/ to teach/ to learn/ to respect everyone and their capacity to think, to learn and their potential to grow and change
- Rules and Routines - drawn up by children and based upon the rights to be safe, to learn and to show respect plus non-negotiable expectations, for example zero tolerance of bullying or racist behaviour and core routines expected of all
- Choices, Consequences and Consistency –an emphasis on positive choices with a range of rewards as well as consequences/sanctions.

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

Aspirational Environment

- Encourage new parents to explore the school's and their own understanding of the term 'high aspirations' and their contribution to learning at home including the school's homework policy
- Support high aspirations through a strong reward system with behaviour rewards reflecting high achievement for teams and individuals
- Display aspirational messages throughout the school: our vision; slogans, pictures of successful people from diverse backgrounds, university banners etc.
- Take children on visits (at least one per term) and develop links with universities and work places, and bringing in high achieving visitors and mentors to talk to children
- Talk to Key Stage 2 children about when, rather than if, they go to university
- Have a smart and enforced school uniform with a different element, such as a shirt and tie for Year 6, so there is a recognisable difference and concurrent increase in responsibilities
- Teach children very deliberately about the difference between standard English and language used on the street, so that they are able to conduct themselves appropriately in different situations.

Inspirational Environment

- Exciting, clean and comfortable classrooms that support learning with vibrant colours
- Children's work and achievements displayed and celebrated in all areas of the school
- Each teaching area to have access to our main playground or in the cases of Foundation Stage and Key Stage 1, to all weather outdoor classrooms and gardens
- Adaptable and innovative approaches to technology that will provide a wealth of opportunities and rich experiences for our children
- A sustainable approach to our environment with an aspiration to achieve eco schools status
- First rate facilities for primary sport and community use.

British Values and Prevent Duty

The DfE have recently reinforced the need *'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'*.

REAch2 schools are able to demonstrate their compliance with this duty, appropriate to the level of risk of radicalisation in their own school. Indeed we work in productive co-operation, with local Prevent staff, police and other appropriate agencies. Through CPD and Prevent training, our staff teams understand what radicalisation means and

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

why people may be drawn into terrorism through it. They understand the safeguarding risks associated with FGM and what measures are available to identify those children at risk.

Moreover, in all REAch2 Academies we promote fundamental British values in different ways throughout the curriculum.

Democracy: everybody has the right to have their voice heard, and within school all children and adults should be able to make their opinions known and be listened to. The school council will provide a defined link between the views of the children and the school's local governing body. The school council will be elected by the class therefore participating in a democratic process. The school will vote on an issue at least once a term so all children get to actively participate in making decision in the school.

Rule of law: Rules and laws are very important whether they be those that help us to understand what we should do in the classroom, within school or within the country. Rules and laws protect us and ensure that we stay safe. As a result, there is a consequence when we break the rules and laws; children in REAch2 academies are explicitly taught the consequences of their actions and the well-being and success that results from conforming to expectation. For example the behaviour and achievement system will include specified, clear consequences that are enforced fairly and equally throughout the school when rules are broken (system driven and agreed by the elected school council) and there will be visits from authorities such as Magistrates in the Community, Police, Fire and Ambulance services.

Individual liberty: All children are actively encouraged to make good independent choices knowing that they are within a safe and supportive environment. Within school we provide boundaries for children to keep them safe; children are actively encouraged to make choices, knowing that they are and as a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual respect: Everybody within the school community; adults and children learn that they must respect the rights of others. This does not mean that everybody has to agree and we should appreciate that other people may have alternative opinions, may come from different backgrounds and have different cultures but everyone is valued.

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

Tolerance of those different faiths and beliefs: We ensure that children are aware of their place in a culturally diverse society and give them plenty of opportunities to experience different aspects of the diversity. For example PSHE and RE study enriches children's understanding of mutual respect as they listen to other children's points of view and curriculum topics such as 'Let's Celebrate' allows for focus upon celebrating and investigating different cultural histories and approaches. Local governors are sought and appointed that actively reflect the local community.

Part of our schools' ethos and behaviour policy revolves around core values such as "Respect", and children will be have part of discussions and assemblies relating to what this means and how it is shown. All members of the school community treat each other with respect and pupils understand that respect needs to be shown to everyone, whatever differences we may have. Displays around the school will promote respect for others and the core value of "Respect" at our schools underpins our work every day, both in and out of the classroom.

Religious Education (RE) and collective worship

RE will be central to enabling our children to understand principal religions, religious traditions and other worldviews. The wide range of religious and cultural diversity within the locality will provide a good source of both relevant visits and engaging visitors. Where these opportunities are not available in the immediate vicinity, schools make active use of educational visits (for example, schools in Cannock visit a mosque in Birmingham.) RE in our school will offer opportunities for children to develop their understanding of the local, national and global community and, through this, make an important contribution to the school's duty to promote community cohesion.

Collective worship in our academies will cater for children of many different beliefs and backgrounds whilst being broadly Christian in nature. It will make an important, although not exclusive, contribution to spiritual, moral, social and cultural development in our school.

Personal Social and Health Education (PSHE)

Our aim will be to encourage each child to be a self-confident, inquiring, tolerant and positive young person with a well-rounded character, a child who respects the differences of others. By the time children leave our school, we want each child to have a sense of self-worth which will enable them to make confident and well informed decisions and, in doing so, to be a responsible member of society. Learning in this area will be through discrete planned lessons, circle time and cross-curricular learning. The SEAL material (Social and Emotional Aspects of Learning) will provide a framework for this work - including links with parents and support for children with additional needs. Governors will adopt the Trust's policy for sex and relationships education in consultation with parents and the local community.

Section E – evidence of need

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

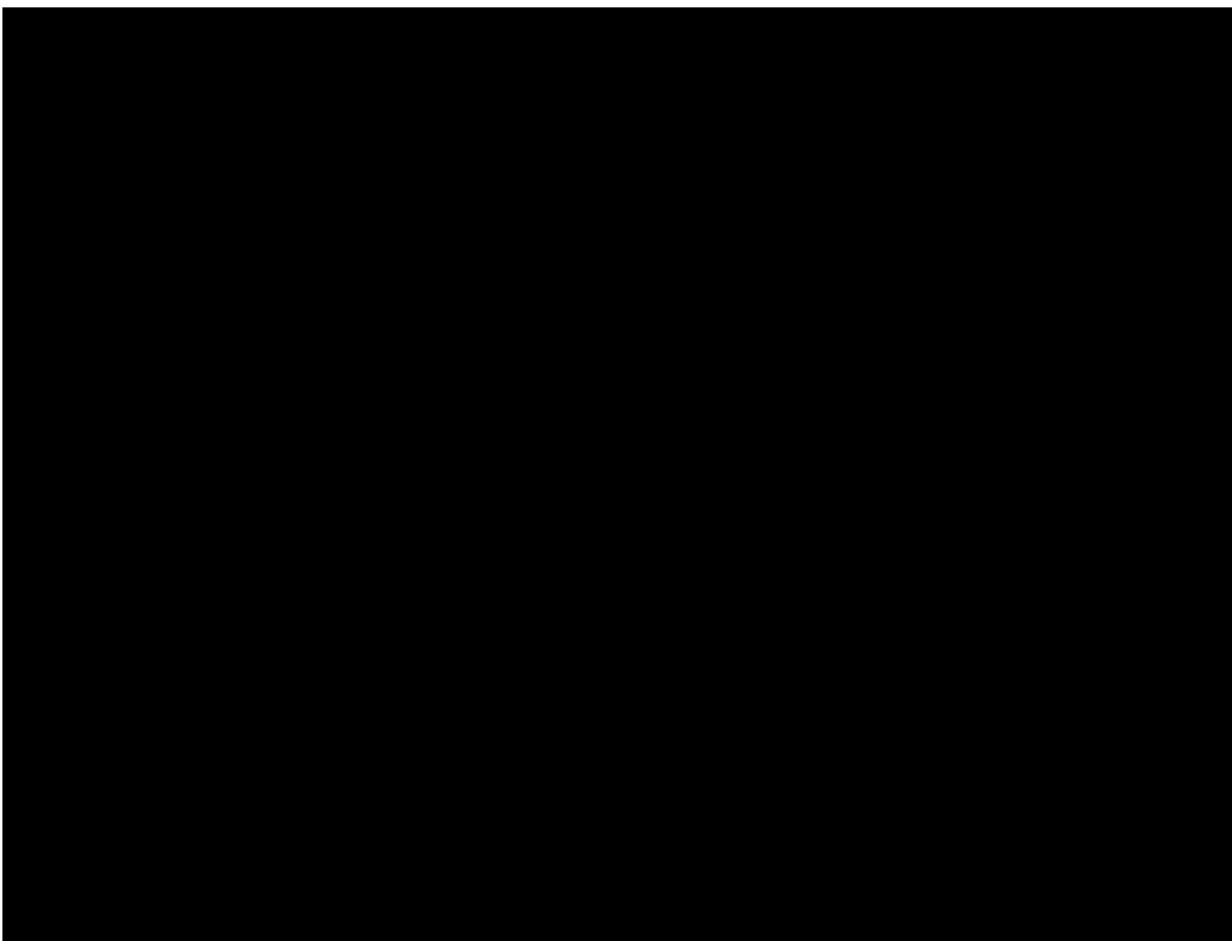
E1 – provide valid evidence that there is a need for this school in the area				
This section comprises an excerpt of the summary table of projects provided separately, in agreement with [REDACTED] FSG. References to postcodes cross-refer to that longer document.				
[REDACTED]				
Our ref	School place planning area (pri)	Size	Year	Evidence of need BN = Basic Need, primary (using SCAP March 2015, LA or other intel) Q = Quality (e.g.HMCI report 2015)
[REDACTED]				
E2	South West Ipswich, Suffolk	2FE (open as 1)	2018	<ul style="list-style-type: none"> BN: [REDACTED] and [REDACTED] colleagues confirmed to us that the LA is expecting a new school to open in 2018 as part of a confirmed housing development of 100 new houses; longer term need as described for E1.
E3	North Lowestoft, Suffolk	2FE (open as 1)	2018	<ul style="list-style-type: none"> Q: at 76%, 17th lowest scoring LA nationally for % primary pupils in good/outstanding schools. Lowestoft is a particular concern which is why Tim Coulson asked us to focus here as part of building our Suffolk cluster – we now have 4 academies in the area. 42% of inspected primaries in the 3 mile radius

E1 – provide valid evidence that there is a need for this school in the area				
				<p>of the marker postcode are RI or inadequate.</p> <ul style="list-style-type: none"> • BN: [REDACTED] and [REDACTED] colleagues confirmed to us that the LA is expecting a new school to open in 2018 as part of a confirmed housing development of 800 new houses.
E15	Lowestoft South, Suffolk	24 FTE places initially across KS1 & 2	2017	<ul style="list-style-type: none"> • BN: we have been discussing the need for such a provision with [REDACTED] [REDACTED] their interest is to reduce the large proportion of their AP budget currently spent on out-of-area provision of this kind and taxis for the pupils involved. Only one of the four PRUs in Lowestoft currently caters for pupils below 8 and this only has 12 places. • Q: two of the three PRUs in Lowestoft catering for primary phase pupils are Requires Improvement. We have considerable experience of AP to draw upon, including the Executive Principal for the region having previously run a successful AP unit and AP classes within some of our existing academies including Meadow Academy which is where we wish to co-locate the larger unit we are proposing.
E4	Stowmarket and Stowupland, Suffolk	2FE	2019	<ul style="list-style-type: none"> • BN: [REDACTED] and [REDACTED] colleagues confirmed to us that the LA is expecting a new school to open in 2019 as part of a confirmed housing development. This is approximately 30 minutes from our existing academy in Ipswich.
E5	Sudbury and Gt Cornard, Suffolk	2FE	2019	<ul style="list-style-type: none"> • BN: [REDACTED] and [REDACTED] colleagues confirmed to us that the LA is expecting a new school to open in 2019 as part of a confirmed housing development. This is approximately 30 minutes from our existing academy in Ipswich. • Q: at 76%, 17th lowest scoring LA nationally for % primary pupils in good/outstanding schools; a very high 70% of inspected primaries in a 3 mile radius of the marker postcode are RI or inadequate.

E1 – provide valid evidence that there is a need for this school in the area				
E6	Sprowston, Norwich	2FE	2017	<ul style="list-style-type: none"> BN: the LA has published a strategy that shows that this area is in one of its top 3 priorities for basic need, with 7000 new homes being built. By 2021, a 10FE <u>secondary</u> plus sixth form is envisaged (4 possible sites scoped, further work to progress commissioning).
E7	Litcham, Norwich	2FE	2018	<ul style="list-style-type: none"> BN: the LA has published a strategy that shows that this area is in one of its top 3 priorities for basic need, with 3000 new homes being built. New strategic road being constructed, could bring further housing development idc.
E8	Litcham, Norwich	2FE	2020	<ul style="list-style-type: none"> BN: the LA has published a strategy that shows that this area is in one of its top 3 priorities for basic need, with 3000 new homes being built.
E10	As above	3FE	2019	<ul style="list-style-type: none"> BN: [REDACTED] confirmed to us the need for 2 schools to open here in 2019 to address basic need.
E11	Beaulieu Park Estate, Chelmsford	2FE plus 56 place children's centre	2018	<ul style="list-style-type: none"> BN: [REDACTED] confirmed to us the need for a school to open in Chelmsford per year in 2018, 2019 and 2020 to address basic need – including in this area where 3600 new houses are being developed; the LA Cabinet has approved a presumption project to be launched (not yet on gov.uk). We note the same development could require a further primary and a secondary in the longer term.

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

E14	Aveley, Ockendon & Purfleet	2FE	2019	<ul style="list-style-type: none"> Q: Thurrock is the 11th lowest scoring LA nationally for % of primary pupils in good/outstanding schools. 28% of inspected primaries in a 3 mile radius of the marker postcode are RI BN: we understand that the LA has confirmed indications from SCAP of considerable basic need, particularly for this part of the LA given a 3FE presumption project already approved for the Purfleet planning area.
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Our ref	School place planning area (pri)	Size	Year	Evidence of need BN = Basic Need, primary (using SCAP March 2015, LA or other intel) Q = Quality (e.g.HMCI report 2015)
W1	Lichfield Town North or South	2FE	2018	<ul style="list-style-type: none"> BN: [redacted] confirmed to us that the county would need several brand new schools. We believe there is particular housing development

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

				in Lichfield, where our new provision Five Spires Academy is located.
W3	Burton	2FE	2020	<ul style="list-style-type: none"> • BN: [redacted] confirmed to us that the county would need several brand new schools. We believe there is particular housing development in Burton, where our new provision Scientia Academy is based.
W4	Rugby North Central	2FE	2018	<ul style="list-style-type: none"> • BN: [redacted] at the LA has confirmed to us the need for a new school in Rugby; their published sufficiency strategy here suggests at p.31 that Rugby North Central planning area is a particular priority.
W5	Nuneaton	2FE	2019	<ul style="list-style-type: none"> • BN: [redacted] at the LA has confirmed to us the need for a new school in Nuneaton. • Q: 29% of inspected primaries in a 3 mile radius of the marker postcode are RI
W6	North East	2FE	2019	<ul style="list-style-type: none"> • BN: [redacted], confirmed to us the need for new provision in this area by 2019.

[redacted]

Our ref	School place planning area (pri)	Size	Year	Evidence of need BN = Basic Need, primary (using SCAP March 2015, LA or other intel) Q = Quality (e.g.HMCI report 2015)
N1	Reading, Central West	4FE	2019	<ul style="list-style-type: none"> • Q: at 73% (1ppt down from last year), Reading is the 13th lowest scoring LA nationally on % of primary pupils in good/outstanding schools • BN: SCAP suggests 100 extra places needed by 2019, by far the area of Reading with greatest projected need. We note the LA's published strategy suggests they expect to meet demand of more than

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

				2,500 new places over 7 years solely by expanding existing schools.
N4	Woodley, Wokingham	2FE	2019	<ul style="list-style-type: none"> • BN: SCAP data shows a spike of basic need in this particular area of Wokingham – with 179 extra places needed in 2019.
N6	Radcliffe Liaison Group Primary? Milton Keynes	2FE	2019	<ul style="list-style-type: none"> • BN: given the major expansion of Milton Keynes to the West, the LA has publicised the expectation of 4 new schools, the first two of which are already in the process of being matched to a sponsor; we are interested in the later pair, with the LA indicating they would prefer a different provider from the first two.
N7	Ditto	2FE	2020	ditto
N8	CChisholm, Northampton	3FE	2017	<ul style="list-style-type: none"> • Q: at 74%, 15th lowest scoring LA nationally on % primary pupils in good/outstanding schools; 30% of inspected primaries within a 3 mile radius of the marker postcode are RI in relatively recent inspections. • BN: SCAP shows very substantial growing need in CChisholm planning area, up to

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

				115 extra places needed by 2018 but with clear need ahead of that too
N10	Moulton, Northampton	2FE	2018	<ul style="list-style-type: none"> • Q: at 74%, 15th lowest scoring LA nationally on % primary pupils in good/outstanding schools; 30% of inspected primaries within a 3 mile radius of the marker postcode are RI in relatively recent inspections. • BN: SCAP shows some basic need, up to 78 extra places needed by 2018.
Please tick to confirm that you have provided evidence as annexes:				<input type="checkbox"/>

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

We have considerable experience in supporting new schools with marketing and communications both in the pre-opening phase and once opened. As live examples, in September this year, new schools Camulos Academy in Colchester and Concordia Academy in Romford will open. For both schools, we have held local parent and stakeholder consultations events and have promoted the schools through new websites in conjunction with the REAch2 website, press releases, social media, and flyers through doors. We have also contacted local nurseries and local schools amongst other local stakeholders.

We used social media and other marketing to increase application numbers in the lead up to the admissions deadline for both schools, which was very effective – for example, Camulos got 43 direct applications by the initial deadline and we are confident of filling the remaining 30% of places available before opening.

Looking further ahead to post-opening, we are confident of our ability to grow pupil numbers quickly: of our new provision schools that are already open:

- our one form entry Lawley Academy in Telford (which opened in Sept 2015) had 118 applications (1st, 2nd or 3rd preference) in the most recent Reception admissions round
- our two form entry Scientia Academy in Burton (which opened in 2013) has seen first choice applications rise from 6 in the first year to 136 in the most recent round
- our three form entry Robert Fitzroy Academy in Croydon (which opened in 2012) had 207 applications of different preferences in the most recent round
- our Tidemill and Hillyfield Academies, in Lewisham and Waltham Forest, are more than four times over-subscribed
- with our Camulos and Pemberley Academies, we are considering opening bulge classes in year groups above the first planned Reception intake due to parent demand for older siblings.

This rest of this section outlines our model for engagement and marketing.

Annex A includes examples of key texts and social media case studies.

1. Objective

Through different marketing and communications channels we build levels of parental interest and create a sense of momentum around our new schools in the lead up to opening. We position our new schools as a credible and aspirational choice for parents in local and surrounding areas and enthuse local communities about our new schools, including the schools' place within REAch2.

E2 – successful engagement with parents and the local community

2. Target Stakeholders	Local communities:	Potential employees:
Potential parents, carers and pupils All schools in the local area All children's centres Registered childminders Providers of childcare on non-domestic premises Local nurseries Local residents Local businesses Local sports facilities/clubs MPs, local councillors and LA officers for admissions	Primary and secondary schools in/neighbouring LAs Business community in the local area and beyond Organisations representing various ethnic groups Organisations representing people with disabilities Places of worship and religious organisations (Christian, Hindu, Muslim and Sikh) Local press Local Borough: Council officials, Councillors and MPs	Teaching staff and SLT Support staff

Examples related to particular projects in the bid:

Wolsey Grange, South West Ipswich

Newspapers: Ipswich Star, East Anglian Daily Times and Ipswich24 Magazine
 Children's centres/nurseries: The Children's Triangle Nursery, and Buttons and Bows
 Community groups: Ipswich Scouts, Ipswich Brownies, Ipswich Town Football Club
 Social media sites: [@IpswichSpy](#), [@IpswichTownTalk](#), [@IpswichUK](#), [@Netmums](#) and <https://www.facebook.com/Netmums>

Rugby, Warwickshire

The Rugby North Central

Newspapers: Rugby Advertiser and Rugby Observer
 Children's centres and nurseries: Wellingtons Regent Day Nursery, Daisykins Day Nursery and Oakfield Children's Centre
 Community groups: Girlguiding Rugby Division, 12th Rugby Scouts, Rugby Town FC
 Social media sites: [@rugbyadv](#), [@rugbybc](#), [@RugbyObserver](#), [@MNWarwickshire](#) and <https://www.facebook.com/Mumsnet-Warwickshire-368903663188933/>

Northfleet, Gravesend East

Newspapers: Gravesend Reporter, Kent Messenger Series and the Kent and Sussex Courier
 Children's centres and nurseries: Riverside Children's Centre, Little Pebbles, New Beginnings Children's Centre and Smart Start Day Nursery
 Community groups: 1st Northfleet Scout Group, Northfleet United FC
 Social media sites: [@1stWebmaster](#), [@northkentnews](#) and <https://www.facebook.com/places/Things-to-do-in-Northfleet/108098189212007/>

Reading, Central West

Newspapers: Reading Chronicle and Reading Midweek
 Children's centres and nurseries: Bees Knees Day Nursery and Little Tots Nursery
 Community groups: 52nd Reading Scout Group, Reading FC and Connect Reading
 Social media sites: [@getreading](#), [@ReadingFC](#), [@ReadingCouncil](#), [@MumsnetReading](#) and <https://www.facebook.com/Mumsnet-Reading-481215845234000/>

E2 – successful engagement with parents and the local community

3. Collateral

- a series of branded leaflets for individual schools
- a generic REAch2 brochure for external and internal audiences
- school prospectus
- pull up banners for third party events
- social media pages: Facebook and Twitter
- press releases / invitations at key stages in the journey to opening as below:

4. Key Milestones

Development	Channels, communications and marketing
School website launched before start of consultation	<ul style="list-style-type: none"> • New website promoted through the schools and REAch2 website and social media channels.
Announcement of Headteacher Designate	<ul style="list-style-type: none"> • Press release circulated to local print, online and broadcast media with core messages about the new school, and offer of an exclusive interview and photo opportunity to lead newspaper • Website news update • Social media posts on Facebook and Twitter
Applications window opens	<ul style="list-style-type: none"> • Promotion from central REAch2 and school's websites and social media channels, including promoted post on Facebook to reach potential parents • Targeted media feature sell-in to local community magazines about the new school, why it is opening and what will be different / special about it, and who the new headteacher will be
Consultation events	<ul style="list-style-type: none"> • Headteacher designate and key REAch2 staff to meet with parents and local residents to discuss plans for the school. A Q&A to be provided for staff in advance to help prepare for these events
School uniform designs	<ul style="list-style-type: none"> • Media update • Promoted through social media channels and website
Prospectus launch	<ul style="list-style-type: none"> • Promoted through website, social media and regional newsletter
Site confirmed and / or works commence	<ul style="list-style-type: none"> • Press release to local media with photos • Updates on website, social media and regional newsletter
Application deadline	<ul style="list-style-type: none"> • Promoted Facebook post in the weeks leading up to deadline • Press release in advance encouraging parents to consider us • Also promoted through website, Twitter and regional newsletter
National Offer Day	<ul style="list-style-type: none"> • Press release to local media • Also promoted through website, Twitter and regional newsletter
Funding Agreement signed	<ul style="list-style-type: none"> • Press release to local media • Also promoted through website, Twitter and regional newsletter
Opening event	<ul style="list-style-type: none"> • Invite parents, key REAch2 staff and local media and other local stakeholders / celebrities of relevance

E2 – successful engagement with parents and the local community

5. Channels

Website - we create a branded website for each new school, linked to the REAch2 website. This work involves developing the school's brand identity and brand guidelines to ensure consistency across all platforms. All information and news about each school will be available through its website through a user-friendly structure.

Brand - we develop the branding of each school by researching the location, history and heritage of the area, and taking into account the vision and ethos of the school. This research is reflected in the name of the school, the logo, colours, website design and other branded materials. Decisions with regards to branding will be made jointly with key REAch2 staff and the headteacher designate, where possible.

For example, this year Camulos Academy will open in Colchester: the name derives from the deity that Colchester was originally named after and the logo reflects the town's Roman heritage. The REAch2 brand and logo is always incorporated, but as a secondary focus to the school's individual brand.



Social Media - for each school we create a Twitter and Facebook page to be handed over to the headteacher once in post, who receives ongoing support from the REAch2 communications team. The social media pages will act as a voice in terms of engaging with parents, schools, other stakeholders, and third party platforms, such as Mumsnet and Netmums.

Traditional Media - as above, we engage and build a relationship with local media on key developments about each new school, including confirmation of site, new logo, new uniform, staff hires, open days, admissions deadline and national offer day.

Email bulletin and Direct Mail - we produce an update every two months for prospective parents. This is placed on the website, and also emailed to those who have requested a copy. We also produce leaflets to target postcodes in the area, communicating news about applying for places and promoting open meetings.

Meetings and third party events - we host an open meeting once a month for each new school to provide updates on the school development. We aim to host these in a community venue close to the proposed site (once known) or on site if possible. These are led by a senior REAch2 representative and the headteacher designate. We have an occasional presence at popular local venues, such as shopping centres and community halls. Where possible we offer a child-friendly activity on the stall to create more buzz and interest, e.g. facepainting and balloons. We also explore securing a stall at local fairs, fetes and events in the area.

Monitoring and evaluation (see annex on engagement and marketing for detail)

- We gather feedback from users on the functionality and practicality of website
- We monitor and regularly analyse the impact and effectiveness of social media posts and marketing
- We monitor all media interest and coverage
- We gather feedback from parents on how useful they find consultation events

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

REAch2 experience opening brand new academies:

Since our establishment in 2012, REAch2 has repeatedly demonstrated the skills and the capacity required to develop and open new academies on time. To date, we have successfully delivered a total of 7 brand new academies in a range of local authority areas:

- Robert Fitzroy Academy, Croydon (2012)
- Scientia Academy, Staffordshire (2013)
- Pemberley Academy, Essex (2015)
- Civitas Academy, Reading (2015)
- Five Spires Academy, Staffordshire (2015)
- Veritas Academy, Staffordshire (2015)
- Lawley Village Academy, Shropshire (2015)

By September 2017, we expect to have opened our 10th brand new school within 5 years. We are currently developing:

- Camulos Academy, Colchester (2016)
- Concordia Academy, Havering (2016)
- Athena Academy, Waltham Forest (2017)

Named individual:

Our named contact throughout the pre-opening phase of the project will be [REDACTED], Head of Projects for the Trust – see CV in Annex B. [REDACTED] has overseen the majority of the Trust's conversions, Trust to Trust transfers and new school openings and is the central point of contact throughout the pre-opening phase, coordinating and liaising with a number of specialists across the trust or on contract to us, including: education; finance; HR, legal and estates. [REDACTED] with regular reporting to the Trust Board. The Trust is in the process of appointing a programme director to oversee all this activity.

F1 (b) Skills gap analysis

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 advice/services	We do not have an in-house legal advisor as part of our central services.	<p>We currently contract Veale Wasbrough Vizards LLP (VWV) for legal advice and services. We have a partnership contract with them to provide legal services to the Trust and our member academies. VWV bring decades of experience helping schools, colleges and higher education institutions through different changes. VWV have supported REAch2 on various strategic and operational matters for example: moving from UT/MAT model to become a single MAT, employment, land & property, governance, disputes, commercial issues and construction projects.</p> <p>Reach4, the sister Trust of REAch2, has a separate partnership with Browne Jacobson. The two Trusts Board agreed it would be sensible to diversify our contracted legal provision.</p> <p>One of the REAch2 Trustees has a legal background and other Trustees and most of the Executive Directors have rich experience of getting the most out of legal advice services, and the judgement involved in making decisions informed (but not directed) by legal advice. Various heads of service, including Lee Francis as head of projects, are well used to drawing on legal advice in their current and/or previous roles.</p>

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

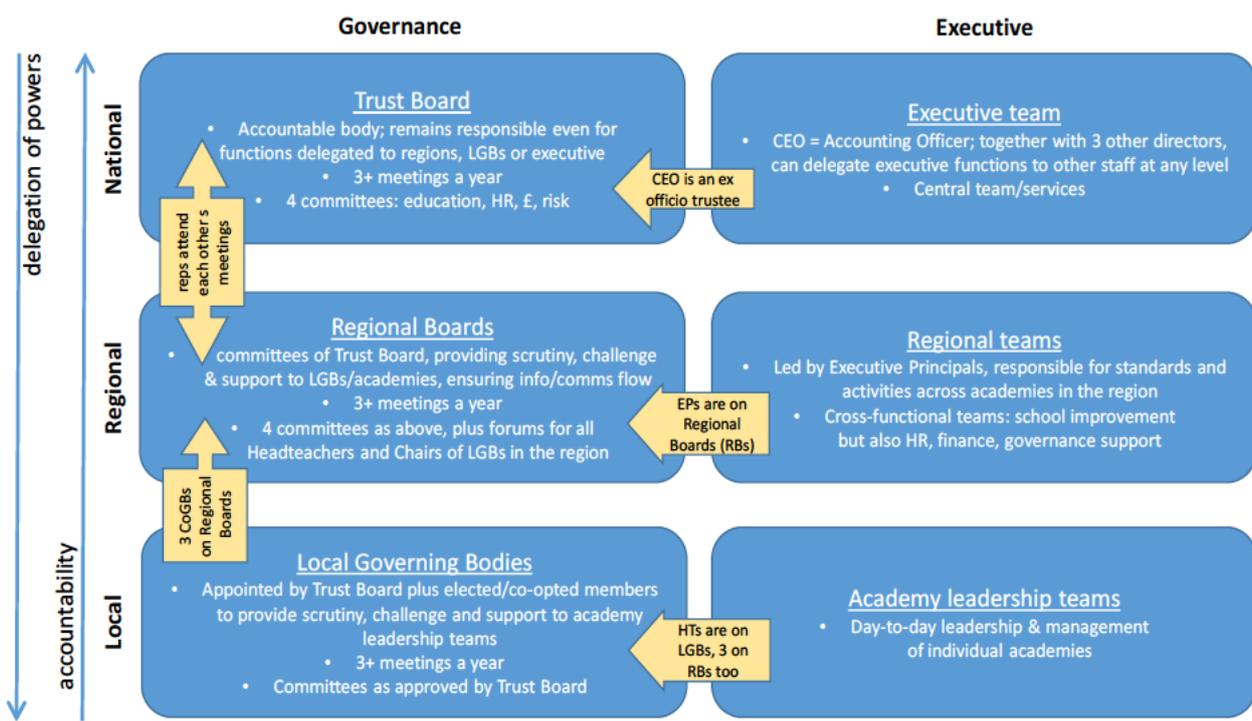
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

REAch2 restructured significantly in 2015, moving from an Umbrella Trust with local MATs to become a single MAT with a regional focus (currently East Anglia, West Midlands, North Central and South Central). This gives us greater operational efficiency and the flexibility, as needed, to review our regional boundaries and/or create another region or operational structure. Our Trust Board will determine this once the outcome of this bid is known. We are deliberately bidding mainly for projects that are reasonably close to our existing academies and with staggered opening over the next 3-4 years. Depending on the outcome of the bid, this should enable us to plan strategically for the gradual development of our existing structure over time. If a more focused structural change is called for, we have rich experience of that already – with the UT to MAT change but also, perhaps of more relevance, with our East Anglia region which we grew from outline concept to open academies (including two free schools in pre-opening) in just 15 months.

Each of our regions has

- an associated regional team – primarily school improvement leaders but also HR and finance advisors, led by the Executive Principal (who also line manages all the headteachers in the region)
- a dedicated Regional Board for governance purposes, providing support, challenge and scrutiny of academy performance and the regional team’s work, with independent lines of communication to both the Trust Board and the local governing bodies.

Our overall governance model is summarised below:



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

We will be reviewing our governance policy in the summer in the light of experience this academic year. We may well want to make changes particularly at the local level. We are already looking to pilot a shared local governance structure across three of our schools, including to match the leadership and operational integration that is underway. All schools joining us, including brand new schools, start with a small, strategic, time-limited transition board that is responsible, amongst other things, for setting up the full governing body. We are refining this process for new schools so as to replicate what works best. We will look at options for a more phased approach for brand new schools, to ensure the 'governance overhead' is appropriate for a small, growing school.

Effective accountability and governance is very important to us; our trust grows stronger through on-going challenge. We are committed to the genuine independence of our governance structure:

- all 11 of our trustees are non-executive other than the CEO
- 75+% of our Regional Boards are non-executive, mainly comprising high calibre professionals brokered by NSN Academy Ambassadors who bring a wide range of expertise and the willingness and ability to challenge
- 75+% of our local governing bodies are non-executive, with the exception of the headteacher and elected staff governors.

Preventing and managing conflicts of interest

The Trust Board has adopted a stringent conflict of interest policy that outlines duties and requirements on members and trustees. This goes well beyond compliance (for example with the Academies Financial Handbook provisions on transparency and related party transactions) to set out the very highest standards – for example, the duty on our members and trustees not just to mitigate but to take steps to avoid any direct or indirect loyalty or interest that could conflict with the Trust's best interests. The policy includes a detailed process for dealing with any related party transactions involving a trustee or a 'connected person' – this has been applied once to date, on an issue that was agreed to be technically out of scope but where there could be a perception of a related party transaction.

The conflict of interest policy also covers the relationship between REAch2 and our new sister trust, Reach4, set up to develop primary and secondary provision on a national scale (including in areas where REAch2 already operates) from an initial focus in South Yorkshire. The two MATs are separate legal entities with their own Members and Trustees with minimal overlap to reduce the risk of related party transactions or conflicts of interest. The policy provides that any payments or benefits in kind between the trusts (such as for services provided under cost) will be subject to our related party transaction process; and that any Members or Trustees common to both trusts will not be able to vote or count in the quorum for matters relating to the relationship between the trusts. Both trusts are actively looking at options to further secure their independence alongside shared mutual benefits – this includes potential for a trading company, jointly owned by the trusts, to be the vehicle for the shared employment of key back office staff.

Section G – budget planning and affordability

G1 – budget planning and affordability

Not applicable to our bid (on the simplified process) at this stage, according to the guidance

Section H – premises (use Excel spread sheet)

As agreed with [REDACTED] in FSG, rather than provide 32 separate Section Hs, our separate table summarising all our projects provides basic information for all projects; it also highlights where we have more information on sites and have therefore submitted a separate Section H as part of our Excel document.

Annexes

REAch2 Annexes

A = engagement and marketing, to accompany section E2 above

B = CVs for key individuals, to accompany section F1 above

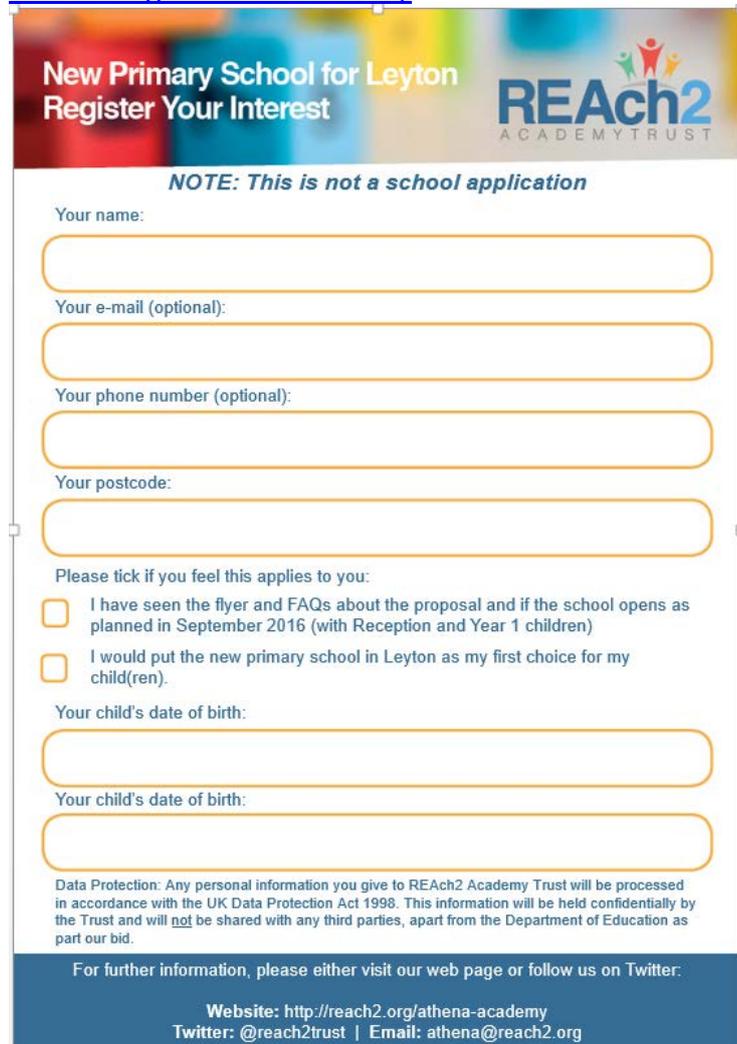
Annex A: REAch2 engagement and marketing

Below are examples of text that we have used in promotional materials for new schools

Athena Register Your Interest Flyer

The Athena Academy – a new primary school for Leyton opening in September 2017

reach2.org/athena-academy



The flyer features a header with a colorful background and the text "New Primary School for Leyton Register Your Interest" and the REAch2 Academy Trust logo. Below the header is a note: "NOTE: This is not a school application". The form contains several input fields: "Your name:", "Your e-mail (optional):", "Your phone number (optional):", and "Your postcode:". There are two checkboxes with text: "I have seen the flyer and FAQs about the proposal and if the school opens as planned in September 2016 (with Reception and Year 1 children)" and "I would put the new primary school in Leyton as my first choice for my child(ren)". There are two more input fields for "Your child's date of birth:". A data protection notice is at the bottom, followed by contact information for the website, Twitter, and email.

**New Primary School for Leyton
Register Your Interest**

REAch2
ACADEMY TRUST

NOTE: This is not a school application

Your name:

Your e-mail (optional):

Your phone number (optional):

Your postcode:

Please tick if you feel this applies to you:

I have seen the flyer and FAQs about the proposal and if the school opens as planned in September 2016 (with Reception and Year 1 children)

I would put the new primary school in Leyton as my first choice for my child(ren).

Your child's date of birth:

Your child's date of birth:

Data Protection: Any personal information you give to REAch2 Academy Trust will be processed in accordance with the UK Data Protection Act 1998. This information will be held confidentially by the Trust and will not be shared with any third parties, apart from the Department of Education as part our bid.

For further information, please either visit our web page or follow us on Twitter:

Website: <http://reach2.org/athena-academy>
Twitter: @reach2trust | Email: athena@reach2.org

Camulos Academy

Camulos is a brand new two form entry Primary Academy opening in North Colchester in September 2016. See its web and social media presence at

<http://www.camulosacademy.co.uk/>

Twitter: [@camulosacademy.co.uk](https://twitter.com/camulosacademy.co.uk)

Facebook: www.facebook.com/CamulosAcademy

Camulos Academy 'at a glance' leaflet text

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country, and currently supports 50 primary academies across England. These are challenging times, and for our children we believe that their first school experience is the start of a very important journey, which should enable them to broaden their horizons, be confident in their abilities and help shape their future lives. Our primary focus is to ensure that all our pupils are provided with the right educational environment which not only inspires them to embrace learning and develop creativity - but also to have fun, make friends, respect individuality and ultimately to reach their full potential.

Vision and Educational Experience:

Our vision of exceptional opportunities for learning, together with enhanced community facilities for the benefit of pupils, parents and others within the local area.

Strategic visions:

REAch2 Academy Trust is developing a family of new primary academies based on the following principles:

- * Securing a high quality, shared identity and vision that delivers, and is synonymous with, success
- * Establishing ownership of that shared identity and vision within each individual school
- * Establishing consistency across each school
- * Securing agreement in each school as to what will be common to all our schools, leaving flexibility to respond to context specific factors
- * Establishing clear performance measures and accepted procedures for ensuring outstanding provision

Our four key drivers are:

- * Absolute focus on the key levers for improvement
- * Clear and simple accountability
- * Transparent and honest feedback
- * Autonomy of each school within the REAch2 model

Educational Aims:

Camulos Academy will be a nurturing school, firmly rooted in strong cultural, social and moral values; we will develop a community in which every individual can flourish. An exciting and inspirational curriculum will be made special by providing children with a wide range of unique experiences. A talented and well-qualified workforce will engage all learners in reaching the highest standards. High aspirations and expectations will pervade the life of the school and support the development of children with high self-esteem, self-discipline and strong community spirit.

Education is an essential ingredient for future success. By taking the time to build character in every child through our ethos, code of conduct, curriculum and assemblies, we can teach all children to be successful.

The community will have a new school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We do not compromise on a thorough grounding in literacy and mathematics; however our curriculum will be exciting, motivational and strongly reflect an engagement with 21st Century technologies.

Facebook advertisement case study

Camulos Facebook website ad

<https://www.facebook.com/CamulosAcademy/>



Camulos Academy Like Page

Written by Sarah Smith [?] · 11 January at 14:44 · 🌐

Colchester parents don't forget to apply to Camulos Academy by this Friday, 15 January

New Colchester primary

WWW.CAMILLOSACADEMY.CO.UK

11th – 15th January (4 days)

Reach: 28030

Website clicks: 504

Amount spent: [REDACTED]

20 post likes, 2 shares, 19 comments and replies, and one direct message

11 new page likes

Concordia Academy

Concordia Academy is a new primary school, which will open in Romford in September, 2016. See its web and social media presence as below

concordiaacademy.co.uk

Twitter: [@ConcordiaREAch2](https://twitter.com/ConcordiaREAch2)

Facebook: www.facebook.com/ConcordiaAcademyREAch2

Concordia Academy 'at a glance' leaflet text

Concordia Academy is a brand new state of the art primary school opening in September 2016 on Union Road. Situated in the centre of Romford and opening with an initial intake of 90 Reception pupils, Concordia will be three form entry Primary Academy committed to providing an appropriate and high quality education to all. The school will be built on the site of the former Oldchurch Hospital on Union Road and will cater for up to 630 children once it reaches full capacity in 2022.

Concordia Academy will be a nurturing school, firmly rooted in strong cultural, social and moral values; we will develop a community in which every individual can flourish. An exciting and inspirational curriculum will be made special by providing children with a wide range of unique experiences.

The Academy will deliver the National Curriculum in Years 1 to Year 6 and the Early Years Curriculum in Reception.

Early Years Foundation Stage (EYFS): At Concordia we follow the Early Years Foundation Stage framework. This is a curriculum deeply rooted in the foundations of play in order to support our children to develop their social skills working harmoniously together, whilst gaining a strong foundation in English, Mathematics and creative and physical skills.

Key Stage 1 and 2: We have designed a curriculum that equips our children with the skills and personal qualities necessary to lead a fulfilling and rewarding life. We aim for our curriculum to enable our children to achieve the core life values we aspire to for them, and allow them to be active, responsible members of their community. Our curriculum is very practical, engaging all ability levels and is easily accessed by children at different stages of English language acquisition. Children work in a variety of ways: as a class, in groups, pairs or individually. Our emphasis is always on active and meaningful involvement of children in their own learning. Through this, we aim to provide meaningful and exciting learning opportunities, which ensures raised levels of achievement. Concordia Academy is committed to providing an appropriate and high quality education to all. We believe that every child matters and all pupils have a common entitlement to a broad and balanced curriculum integrated in to all aspects of Academy life. We ensure that pupils of all abilities have the opportunity to flourish.

Facebook advertisement case study

Concordia Facebook website ad

<https://www.facebook.com/ConcordiaAcademyREAch2/>



Concordia Academy

Written by Amy Hanson [?] · 11 January at 14:22 · 🌐

Romford parents don't forget to apply for a reception place at Concordia Academy this week.



New Romford primary

WWW.CONCORDIAACADEMY.CO.UK

11th – 15th January (4 days)

Reach: 25468

Website clicks: 212

Amount spent: [REDACTED]

5 post likes, 5 comments and replies, and one direct message

3 new page likes

Pemberley Academy detailed brochure text

Pemberley Academy opened in September 2015 in Harlow.

<http://pemberleyacademy.co.uk/>

At Pemberley we aim to provide an exciting, broad and engaging curriculum, which encourages our children to become confident, resilient, life-long learners. We want our children not just to achieve, but to exceed expectations and attain the very best results they can, academically, creatively and personally.

We will offer a safe, caring and inspiring learning environment, which enables us to ensure our children are supported, challenged, inspired and motivated through a breadth of learning experiences and opportunities. We will be a highly inclusive school where everyone is equally valued.

We aim to develop strong, long lasting and beneficial partnerships with families and the wider local community, and we want our families to enthusiastically support our school events such as productions, special events days and teacher meetings.

Vision and Educational Experience:

Our vision is to ensure outstanding educational provision for pupils, together with enhanced community facilities for the benefit of pupils, parents and others within the local area.

Our children at Pemberley will leave school with:

A set of embedded core life values that will ensure they are active and engaged members of their community. They will understand and embrace the use of: Integrity, honesty, respect, resilience, responsibility, determination and good judgement.

Educational Aims:

Pemberley Academy will be a nurturing school, firmly rooted in strong cultural, social and moral values; we will develop a community in which every individual can flourish. An exciting and inspirational curriculum will be made special by providing children with a wide range of unique experiences. A talented and well-qualified workforce will engage all learners in reaching the highest standards. High aspirations and expectations will pervade the life of the school and support the development of children with high self-esteem, self-discipline and strong community spirit.

Education is an essential ingredient for future success. By taking the time to **build character** in every child through our ethos, code of conduct, core life skills, curriculum and assemblies, we can teach all children to be **successful**.

The community will have a new school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We do not compromise on a thorough grounding in literacy and mathematics; however our curriculum will be exciting, motivational and strongly reflect an engagement with 21st Century technologies.

The Curriculum Structure

Early Years Foundatio Stage

At Pemberley we follow the Early Years Foundation Stage framework in Reception. This is a curriculum deeply rooted in the foundations of play in order to support our children to develop their social skills working harmoniously together, whilst gaining a strong foundation in English, Mathematics and creative and physical skills. It is made up of four themes which are:

A Unique Child

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent through positive relationships.

Enabling environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

- Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The themes of a *unique child*, *positive relationships* and *enabling environments* all feed into how we teach the *learning and development* theme.

Learning and development theme

The Learning and development theme is split into 7 areas of learning:

1. Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

2. Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

3. Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

4. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

5. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

6. Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

7. Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In Reception we follow children's interests to offer them a stimulating and engaging curriculum. We use these interests to teach the 7 areas of learning described above. Children are continually assessed through observations and focus groups and the provision supplied is a result of this assessment.

We have 30 Reception places available for September 2015.

The Pemberley Community

Pupil Voice

As our children are at the forefront of everything we do, seeking their opinions and views and empowering the development of their leadership is vital to the success of our academy. With this in mind we will develop the use of a School Council that meets regularly to discuss a range of issues. Through participating in School Council and other leadership roles, children will have a real influence in helping to develop our Pemberley ethos, its policies and practices.

Parental Partnership

We aim to involve our parents/carers in all aspects of school life; to keep them fully informed of school events, and of their child's progress. We do this through parent discussions, reading records, weekly newsletters, and our parent forums. We will also hold weekly coffee meetings for parent & carers in which the headteacher and members of the leadership team meet with parents.

A parent/carer wishing to discuss any matter with a member of staff need not necessarily make an appointment. Staff are generally available before/after school for a chat.

More formal contact is made during our termly parent consultation evenings, when parents/carers are given the opportunity to discuss their child's progress with the class teacher. An annual written report is sent home during the final summer term.

There will be a parent/carer notice board in the school playground which provides useful information, including newsletters, minutes of governors meetings, school policies etc.

Copies of all information can also be obtained from the school office.

Parents/carers are also encouraged to contribute to the life of the school by becoming a parent helper or parent governor. We are very grateful to parents who can offer help in school. Help is invaluable with a wide range of activities including reading and playing games, cooking, IT, helping with art and craft activities, attending school trips and many more! If you can spare some time to help please see the office staff to register your interest.

Staff

All of our staff at Pemberley play a vital role in ensuring our school is a safe, healthy and inspiring place for our children to learn. As we are a one form entry school, the majority of our staff hold leadership responsibilities. We work closely with outside agencies such as occupational therapists, educational psychologists and speech and language therapists to ensure a well-rounded provision for our children making sure they are receiving the best possible, professional care for their developmental needs.

Governors

The Governing Body will be committed to excellence, a team which make a real difference to the life of our school meeting regularly with staff, parents and pupils. If you are interested in becoming a Governor please do contact the school.

Safety and Security

Children's safety at Pemberley is our absolute priority. We work closely with other agencies, sharing information where necessary to ensure the safety of all pupils. All entrances and exits to the school are secured during school hours, and the only access to the school is through the main school entrance which has a constantly monitored entry system. All staff are required to undertake strict disclosure and barring service checks on a regular basis, and in addition to this teaching staff are monitored through the recently introduced national prohibition check service.

Medicine in School

We always seek to support children and parents. There are times where we will administer medicine to a child, for example if a child has a long term illness or if we have put a 'Health Care Plan' in place with parents.

If you feel your child requires medicine during the school day, please do speak with the designated person(s) who will be happy to help you. We would kindly ask you not send your child to school with medicines, without agreement from the school.

If your child is unwell and requires antibiotics they should have some time at home to recover and be certain that there will be no side effects to taking the medication. If your child has asthma please provide us with a labelled asthma pump and complete an information card from the school office.

Child Protection

As our children's safety is our highest priority, our duty of care for all pupils is taken very seriously at Pemberley. We are a front line agency for child protection, and therefore our policies and procedures reflect this in all we do. Any causes for concern are immediately passed on to the designated child protection officers, and staff monitor children's welfare on a daily basis. Our Academy has a legal duty to refer cases causing concern to the relevant authorities.

Homework

We have a policy of providing home learning opportunities that are enjoyable, manageable, interesting and extend and enrich the learning that has taken place in school.

Homework:

-Every child is asked to read for at least 10 minutes a day with a book that they enjoy. It is also expected that parents write comments in their child's Reading Record when a child is heard reading.

-Maths homework is set weekly.

-Every child will be given a set of times tables to practise and learn each week at home.

-Spellings are issued every two weeks.

Extra-Curricular Activities

We aim to provide our children with a breadth and depth of extracurricular provision after school that allows them to experience activities they may not otherwise have access to. This provision is dependent upon the availability and specialism of our staff team, and activities will occur before and after school, and on some occasions during lunch times.

Educational Visits

Educational visits enrich our curriculum topics and bring them to life for our children, therefore we encourage classes where appropriate to organize trips for the children that will enhance their learning experiences and ensure they are learning beyond the classroom.

In addition to these visits there will also be residential opportunities for our KS2 children.

Child Care

To support our working parents / carers we will offer all round care through the provision of a breakfast club before school from 8am and an after school club.

Behaviour

At Pemberley we have the very highest expectations of behaviour. We work towards a golden rule system, where children have a consistent set of core values and rules across the school working towards achieving a gold standard each day. We expect our children to show courtesy, respect and responsibility at all times.

Attendance and Punctuality

We are committed to ensuring our children achieve to their absolute full potential at Pemberley, and excellent attendance and punctuality are one vital aspect of ensuring this occurs. Parents / carers who ensure their children attend school regularly and on time demonstrate the importance of school to their children, ensuring that they then develop a healthy attitude towards their learning. We therefore expect that children are lined up in the playground at 8:45am ready to enter and begin learning at 8:50am. If a child is ill, a reason must be given in the form of a phone call or letter. Apart from very exceptional circumstances, parents should not take children out of school during term time. In such cases, permission must be obtained from the Academy.



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