



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

**ROYAL WHARF PRIMARY SCHOOL**

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

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

7. <b>Independent schools only*</b> : 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. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you 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: <b>Free School Application - School Name: Royal Wharf Primary School</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 1/2/16

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

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



# Completing the application form

## Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

## Section C – vision

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

The [REDACTED] of Britannia Village Primary School, together with the [REDACTED] [REDACTED] is proposing a new 2 form entry primary school in Silvertown, Newham, London E16. The demand for the proposed school will come from the families who move into extensive new developments lying between [REDACTED] and the [REDACTED]. [REDACTED] is one of the major developers with a requirement to build the proposed school under a section 106 agreement.

The combination of both the SS Robin Trust and Britannia Village Primary School - an accomplished well-established trust, together with an outstanding school is a solid foundation for success. This partnership has the potential to drive forward the provision of high quality education in the [REDACTED]. The proposed school which will be known as Royal Wharf Primary School will be modelled on Britannia Village Primary School which is a 2 form entry school catering for pupils aged 3 to 11 years.

Britannia Village Primary School is proud to be an outstanding, thriving multi-cultural inclusive school in the heart of the [REDACTED]. The school promotes a safe, caring, challenging and creative environment. We aim to develop independent, responsible, pupils who have respect and environmental awareness, and are equipped with the skills needed to contribute positively to their community and be productive global citizens. We have high standards and expectations for ourselves and our pupils which are supported in partnership with our parents/carers.

We believe that children learn and develop best through a variety of opportunities which are creative, motivating and challenging. We therefore provide a curriculum which, as well as being rich in music, art, drama and dance, makes cross-curricular links, good use of the local area and enrichment activities after school. This results in outstanding progress and attainment for our pupils. See Appendix H – History of SATs results at Britannia Village Primary School.

#### **Aims of the school**

*'Plotting a Course to Success'*

At Royal Wharf Primary School we will aim to provide a stimulating and happy learning environment where achievement, mutual respect and self-esteem are valued.

We will aim for our pupils to have the necessary knowledge, skills, attitudes and understanding to assist their continuing growth in a changing world.

To achieve these aims we will:-

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

- Provide a broad, balanced, child-centred curriculum which is both accessible and appropriate to all our pupils.
- Provide opportunities for both independent development and collaborative learning.
- Demonstrate, expect and celebrate high standards in achievement, behaviour and care of the environment.
- Be rigorous in pursuit of equality of opportunity.
- Make efficient use of time and all other resources.
- Share our planning, outcomes and concerns with parents and pupils.
- Involve the school in the community and the community in the school.

We believe in a school that is not just a part of a community but is at the very centre of the community. The school would be a thriving hub of opportunity for pupils and parents alike.

Royal Wharf Primary School will be a non-selective, fully inclusive school. Pupils will be drawn from West Silvertown and surrounding developments and admissions will be in line with the Newham Local Authority admissions procedures.

### **Vision and Values Realised**

The School will place high importance in ensuring that our children have the best learning opportunities available. Their teachers will use London as an outdoor learning resource, ensuring commitment to a visits charter that ensures all pupils will have visited key venues/experiences during their time at Royal Wharf. Pupils will have their understanding deepened by visits to places such as the Docklands Museum to see their local environment as it once was, the National Gallery to look deeper at the symbolism of imagery, the Barbican Centre to watch the London Symphony Orchestra perform as part of their Discover programme and spending a night at the Science Museum to take part in science linked activities. Pupils will also have the opportunity to link their writing with pieces of theatre taking place on our doorstep; see how ideas can be converted into movement via the English National Ballet (located in close proximity to our site); partner with City Airport and Excel to conduct market research linked to topic work as well as taking part in site-specific performances in venues such as these and the Siemens Crystal and Canary Wharf Roof Gardens. Our children will also have the opportunity to learn about the wider world by working with a partner school in Lille, France and comparing the elegant city of Paris to our own fantastic Capital city. Such

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

ambitious visits will be the jewel in the crown of a Royal Wharf Pupil's achievements – by the time pupils reach year 6, Royal Wharf will have empowered its pupils with enough confidence and resilience, as well as key knowledge, to spend time away from their parents in a different part of the world and demonstrate their ability to artistically express themselves alongside using a modern foreign language to communicate.

Learning will extend beyond 3:15 at Royal Wharf Primary School. Extra-curricular activities will be available until 4:15 each day. The area contains a great deal of working families; with providing additional creative and sporting opportunities after school we will seek to expand our provision for a large amount of pupils. Outside providers as well as teaching and support staff will lead extended day activities for pupils. A broad range of activities will be available for pupils from Reception to Year 6 across the week.

Smaller class sizes will mean greater attention for individual pupils taught through 'quality first' teaching. The practice demonstrated at Britannia Village has seen pupils develop grit and resilience through being coached by their teachers effectively in a welcoming and supportive environment with only 20 pupils. Where children require support, intervention will take place as soon as it is deemed necessary, providing well planned and effective interventions which enable pupils to consolidate areas of need and encourage mastery of an area which will ultimately lead to excellence.

Sharing of skills and expertise as well as facilities will be incredibly important in the growth of our partnership and will benefit our pupils significantly. A Royal Wharf Teacher will benefit from a constant professional development stream - allowing them to link current theory with practice in order to continually improve their approach to pedagogy. The school will enjoy strong links with University of East London, contributing to partnership board meetings and supporting their recruitment process as well facilitating their student teachers and developing our teachers as mentors.

### **SS Robin Trust:**

The SS Robin Trust is a local charity with the responsibility to restore the SS Robin and associated education and heritage activities.

The Trustees of the SS Robin have never wanted to present the SS Robin in a traditional heritage manner. Instead they have sought to use the SS Robin to create a link between the history of the SS Robin, which is all about the innovation, entrepreneurship and determination of the Victorian era to harness new technology and the current transformation of East London bringing entrepreneurs, ideas and a new, digital, economy.

The key challenge is will local people this time round get a better deal, will they get the jobs no one else wants, or will they get the high profile jobs, and indeed start their own

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

enterprises?

Education is absolutely the key to answering this question, which is why the [REDACTED] [REDACTED] of the SS Robin Trust, [REDACTED] has supported Britannia Village Primary School for the past 8 years, helped facilitate the new Secondary School South of the Docks, the Oasis Academy Silvertown, and why the Trustees are unanimous in sponsoring this new Primary School in the Royal Wharf Development.

Fragmentation and dislocation are often key issues in urban regeneration, so Trustees are delighted to be able to work very closely with the existing excellent primary school in Britannia Village and ensure that the existing governors and staff at the school will be able to play a key role in the planning, development and marketing of the new school, and ensure that when it opens, that the two schools work in close partnership to give the very best start in life for the pupils, both of the existing community of Newham residents and the communities that will be moving into the new developments. The SS Robin Trust will be seeking, through the schools to build close links between these two communities.

The SS Robin Trust has worked with Britannia Village Primary School on several occasions for a range of educational purposes. Most notably, our school performed to the Duke of Edinburgh when the SS Robin was launched several years ago. This performance gave the children an opportunity to meet a member of the Royal Family and to have a valuable insight into [REDACTED] extensive maritime knowledge. Britannia Village was also asked to work with artist [REDACTED] (whom the school have worked with on several occasions since) to create hoardings around the SS Robin depicting maritime history. The Robin also entertained some of our children exploring the site to compose a ghost story about the ship and staff were invited to attend a performance which took place on and around the SS Robin as part of an Arts Council Funded project to engage local schools with the history of the SS Robin.

## Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Nursery			40	40	40	60	60	
Reception			20	40	40	60	60	
Year 1			20	40	40	60	60	
Year 2			20	40	40	60	60	
Year 3			20	40	40	60	60	
Year 4				40	40	60	60	
Year 5					40	60	60	
Year 6						40	60	
Totals			120	240	280	460	480	

## Section D – education plan: part 2

**Early Years (Nursery for 3 to 4 year olds and Reception) and Year 1 (25 hours per week plus 1.25 hours of story time)**

**8:45 to 3:15 daily. After school clubs for Year 1 until 4:15pm**

We have an exciting, innovative indoor and outdoor curriculum, enriched by after school clubs and stimulating educational visits. Teaching and learning is centred on purposeful child initiated play and small focus group work. Through play our children develop their physical, social, emotional and intellectual skills through doing and talking, which helps our children learn to think. It is also how they learn to socialise and engage in learning experiences with other children and adults. Play is also a medium through which children can progress in areas beyond the educational curriculum, such as spiritually and morally. Children develop social and cultural experiences by having the opportunity to be responsible citizens and learn to share and give and take, they learn to respect others and take part in making decisions.



The environment is stimulating, inviting and safe. It offers differential play yet a meaningful, learning platform which generates enthusiasm for learning and allows opportunities for exploration and investigation as well as allowing children the chance to enjoy their childhood. The space is organised to promote independence as children are free to access resources to build on their learning, creativity and self- challenge.

In Year 1 we gradually transition children from our Early Years approach where pupils learn through play based activities to a more structured approach where the KS1 national curriculum subjects are taught. Time spent on subjects therefore increases throughout the year. However, curriculum time for reading, writing and maths increase immediately in Year 1 and these timings are included in the table below.

<b>Subject/other activity</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Physical Development</b>		m	We provide children with opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children are also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
<b>Personal Social and emotional development</b>		m	We support 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.
<b>Communication and Language</b>		m	Children experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Language and literacy is considered in a holistic way, taking account of the integral nature of the areas of Talking and Listening, Reading and Writing which extend across all areas of the curriculum.  Weekly planned language groups 10 minute daily for targeted children.

<p><b>Literacy</b> (reading &amp; writing)</p> <p><b>Reading/Phonics</b></p> <p><b>Writing</b></p>	<p>2.25 Rec 2.5 in Y1</p> <p>1 Rec focus time 6 Y1</p>	<p>m</p>	<p>We encourage children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p>25/30 minute daily phonic sessions using Read Write Inc resources</p> <p>Reception: Weekly Talking Tables sessions children listen/retell /act/write - focus time 1 hour plus other writing opportunities throughout the day.</p> <p>Year 1: increased expectation of writing and sessions increase to an hour daily plus hand writing sessions.</p>
<p><b>Mathematics</b></p>	<p>1.5 focus time in Rec</p> <p>5 in Y1</p>	<p>m</p>	<p>Children have 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. We use a maths no problem approach where children are provided with a hook and context of which to learn in</p> <p>Child initiated opportunities and 15 minute daily carpet sessions and a weekly focus task 30 minutes</p>
<p><b>Understanding the world</b></p>	<p>5 hrs in Y1</p>	<p>m</p>	<p>In Early Years through child initiated and weekly planned activities, both independent and focused, we guide 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.</p> <p>In Year 1 the holistic approach continues in their curriculum by learning 'topic/science through writing'. This enables the children to make even more cross curricular links between subjects and to gain scientific and topic based skills while using</p>

			key English and writing skills.
<b>Expressive arts and design</b>		m	We enable 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.  CI and weekly planned activities independent & focused.
<b>Physical Development</b>	2 hrs in Y1	m	We provide children with opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food. Pupils have constant access to a range of physical activities in the outdoor provision.  In Y1 pupils commence PE sessions covering the national curriculum requirements.

**Years 2 to 6 (26.25 hours per week)**

**8:45 to 3:15pm, afterschool clubs to 4:15pm**

We have a topic based curriculum that ensures rigorous learning while making all learning exciting, creative and meaningful for our children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. We aim to immerse our children in the local and wider community to appreciate and understand the world they live in.

Our topic based curriculum is cross curricular and subjects (history, geography, music, art, ICT and internationalism) are all taught through termly topics. Wherever possible other subjects, particularly English and Science, are also weaved in to the topic. The subject goals cover the knowledge (the facts and information children should learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time).

We aim to also develop the children's personal attributes. Children are taught in such a way that they develop the personal learning goals of:

- Enquiry
- Communication

- Thoughtfulness
- Adaptability
- Cooperation
- Resilience
- Respect
- Morality

We aim to support the children in becoming internationally minded individuals that:

- have a good sense of identity
- are open-minded and adaptable
- are respectful of other cultures and beliefs
- are aware of and celebrates similarity and diversity
- are good communicators
- have respect for the ideas and opinions of others
- take an interest in global issues

English Writing	5	m	Our children follow a creative and consistent approach to writing. The teachers use a rigorous modelling strategy which incorporates 'Think, Say, Write and Check' as part of the process. Over the course of two weeks children will use drama, an established text by an acclaimed author as well as teacher modelled texts to plan, draft, craft and publish high quality pieces of writing.
English Grammar and Spelling	1	m	Grammar forms part of our day to day teaching of English, it is embedded in writing lessons up to Year 5 and 6 where additional workshops are provided. The school follows the Read Write Inc Spelling approach involving daily spelling sessions which teach the different spelling rules on a weekly basis.
English Reading	3.25	m	We use Read Write Inc Comprehension in Years 2 and 3 and a reciprocal reading approach (developed in partnership with ██████████ and the University of East London) in Years 4-6 where children are taught to develop their deeper comprehension skills. We invest in

			high quality texts for children which are age appropriate but challenging at the same time.
Maths	5	m	Our children follow the Singapore Maths Mastery curriculum. From Year 1 this incorporates the use of a concrete, visual and abstract approach within lessons, allowing children to explore maths areas in great detail.
Topic – History, Geography, Art, Music, Science, Internationalism	3.5	m	The school builds on the International Primary Curriculum for Topic covering Geography and History, with elements of Art, Music and Science contained within it. This rich cross-curricular curriculum has a strong research approach to learning, providing fascinating termly topics for children to explore.
Science and Design & Technology	2	m	Science is combined with Design and Technology, pairing the knowledge and understanding of the science curriculum with the practical and evaluative element of the design and technology curriculum. There is also opportunity here for crossover with the IPC.
PE	2	m	Children experience a broad range of invasion, net/wall and striking and fielding games, athletics, gymnastics and dance activities across the school.
Music (including instrument tuition)	1	m	Children learn an instrument in each year group combined with a compositional element which also forms cross curricular links with the IPC. Children also get the opportunity to listen and appreciate established composers as well as live performances from the London Symphony Orchestra.
ICT	0.75	m	Coding skills are taught across every year group. The children use code to build simple computer programmes which become more complex as they move towards Year 6. ICT software is also used as a tool eg word processor for publishing in English and spreadsheets/data handling software for maths.

MFL	1	m	In French, children learn basic nouns and basic phrases, leading to more technical written and oral sentences in Year 6 where they will be expected to put their accumulated language skills to the test when they visit a school in France in the Summer Term.
RE	0.75	m	Christianity, Sikhism, Islam, Judaism are among the core religions taught in our RE curriculum. We learn about places of worship, the differences in beliefs as well as stories associated with each of the religions. Religious Education is also a route for us to approach the British Values.
PSHE	1	m	We look at core themes such as relationships, Health and wellbeing and Living in the Wider World. PSHE sessions are conducted 3 times per week across the week. The themes are also built into whole school assemblies.
Extra-Curricular activities	1 to 5 hours	v	<p>Led by teachers, support staff and specialists, available every day. Offering a wide variety of areas within sport, the arts and technology: additional music opportunities such as a school orchestra, drama, art and dance clubs, football, tag rugby, sports skills, cycling, ICT (game design club and an educational apps club). Children who show promise in STEM (Science, Technology, Engineering and Mathematics) and Creative Writing will be invited to join clubs which cater to their unique talents as part of our provision for gifted and talented pupils.</p> <p>Some of these clubs would be combined with Britannia Village Primary School, presenting exciting joint school ventures. Extra curricular activities will also extend to parent and pupil development opportunities with writing and mathematics workshops forming an excellent opportunity to build parents skills to support their children adequately at home.</p>

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

We are proposing a replica school less than 600m away from the proposing school in a new development. We expect the school population to be similar to that of Britannia Village Primary.

Britannia Village Primary School in [REDACTED] opened in September 1999 and serves a **geographically isolated community in one of the most deprived Local Authorities in England** (IDACI score of 0.536). It is a two form entry school with 450 pupils taught in mixed ability classes of up to 20 pupils. There is generally an even gender balance.

The school has a **diverse community in regard to ethnicity, religious belief and special educational needs.**

Culture - 34% (of pupils aged 5 and over) are from Black backgrounds, 12% are White British, 10% are of mixed ethnicity, 13% are White Eastern European, 14% are from Asian backgrounds and small numbers from a wide variety of other backgrounds make up the remainder. 35% of pupils aged 5 and over have English as their home language. The remaining 65% speak a total of 59 other languages, with the most widely spoken being Lithuanian (5%) and then French (3%). (Figures from the Census October 2015).

Our significant religious groups are Christian (52%) and Muslim (20%).

The percentage of children with SEN (18%) is higher than the national average with the main areas being Behaviour, Emotional & Social Difficulties, Moderate Learning Difficulties and Speech Language and Communication Needs

Around 95% of our pupils have opted for the free school meal (FSM) that is currently available to all primary school pupils in [REDACTED]. The percentage of pupils entitled to a free school meal has reduced to around 20% due to changes in the benefit system. However, **around 32% of pupils attract Pupil Premium funding.**

As we anticipate the population of Royal Wharf Primary School to be similar to that of Britannia Village Primary School (BVP), we will use the very successful curriculum currently in use at BVP and briefly described in the table above.

### How will we ensure consistency in teaching and learning across both schools?

- Shared policies and procedures
- The Executive Headteacher will work with both schools to draw up the school's development plans and self evaluation
- The Executive Headteacher will attend each school's individual development and evaluation meetings
- BVP will build a bank of senior staff prior to RWP opening in order to promote

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

them into senior positions at RWP. This will provide retention incentives for staff who might otherwise seek promotion in other schools

- BVP will host trainee teachers and recruit from this source for both schools so that NQTs will be experienced in the 'BVP Way' prior to taking up permanent positions
- Senior staff from BVP will provide training for RWP staff and joint training for both schools will happen on INSET days
- Regular learning walks by senior leaders across both schools
- RWP staff will regularly plan with their year group colleagues at BVP
- Monitoring and moderation (observations, book looks, planning surveys, analysis of assessment data) will happen across both schools openly sharing outcomes
- Peer observations across both schools

### **D2 – measuring pupil performance effectively and setting challenging targets**

#### **D2 – measuring pupil performance effectively and setting challenging targets**

We will use the same approach to assessment and target setting at Royal Wharf Primary as at Britannia Village Primary.

How will we ensure consistency in assessment, target-setting and behaviour management across both schools?

- Shared policies and procedures.
- Regularly scheduled cross-school leadership meetings.
- The Executive Headteacher will attend each school's individual leadership team meetings.
- Comparison of externally ratified data such as Raiseonline.
- Target setting meeting at the beginning of the year for each class – attended by class teachers in the year group and senior leaders. Where there is only one class at RWP, the teacher will join the year group target setting meeting



## **D2 – measuring pupil performance effectively and setting challenging targets**

at BVP.

- Termly pupil progress meetings attended by the class teacher, the SENCO and senior leaders – evaluation of progress against end of year expectations and pupil's starting point, decisions re adjusting the target and interventions.
- Training in formative assessment, marking, feedback.
- Training in differentiation and challenge
- Behaviour expectations, rewards and sanctions displayed around the school and relayed to parents. The same rules rewards and consequences will be applied to Royal Wharf, inline with the Britannia Village Bheaviour policy.
- Use of the same home- School agreement for both schools signed by all parties on admission
- Regular learning walks by senior leaders across both schools.
- Governor monitoring visits will ensure that the school and the leadership team are held to account for key areas.
- Teacher appraisals will conform to the expectations presented in theSchool Development Plan – maintaining the awareness of the appropriate key stage's targets as well as for the classteacher's class. Teaching and Learning appraisal outcomes will be tracked at senior leadership team meetings – ensuring that appropriate support is put in place across the two schools to target areas of need for teachers.

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

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

The Staffing Structure mirrors that at Britannia Village Primary.

This is how we will use existing staff at Britannia Village Primary School in the proposed school at Royal Wharf:

- The Executive Headteacher will work with both schools to draw up the school's development plans and self evaluation
- The Executive Headteacher will attend each school's individual development

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

and evaluation meetings

- BVP will build a bank of senior staff prior to RWP opening in order to promote them into senior positions at RWP. This will provide retention incentives for staff who might otherwise seek promotion in other schools
- In the first years of opening, teachers at Royal Wharf will plan with their year group colleagues at Britannia Village where there is strong leadership and expertise.
- BVP will host trainee teachers and recruit from this source for both schools so that NQTs will be experienced in the 'BVP Way' prior to taking up permanent positions
- Senior staff from BVP will provide training for RWP staff and joint training for both schools will happen on INSET days
- Regular learning walks by senior leaders across both schools
- RWP staff will regularly plan with their year group colleagues at BVP
- Monitoring and moderation (observations, book looks, planning surveys, analysis of assessment data) will happen across both schools openly sharing outcomes
- Regularly scheduled cross-school leadership meetings.
- The Executive Headteacher will attend each school's individual leadership team meetings.
- Regular learning walks by senior leaders across both schools.
- Teacher appraisals will conform to the expectations presented in the School Development Plan – maintaining the awareness of the appropriate key stage's targets as well as for the classteacher's class. Teaching and Learning appraisal outcomes will be tracked at senior leadership team meetings – ensuring that appropriate support is put in place across the two schools to target areas of need for teachers.

The table below illustrates the phased staffing plan to full capacity in 2022. It is assumed that teachers would have TLRs for additional responsibility such as subject leadership, standards and year group leaders but this is not stated specifically in the leadership column.

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

	<b>Leadership</b>	<b>Teaching Staff</b>	<b>Teaching Assistants &amp; Nursery Nurses</b>	<b>Specialist Education Support</b>	<b>Admin &amp; Premises</b>
<p><b>2018</b> 120 pupils</p>	<p>1 Executive Head shared 1 Head of School (Teaching and Learning, Behaviour) 1 Deputy Head (Curriculum and assessment) Business Manager (see last column)</p>	<p>5 Teachers: Nursery Rec Y1 Y2 Y3</p>	<p>2 x Nursery Nurses 6 Teaching Assistants – 2 in Nursery, 1 in each class Rec to Y3</p>	<p>SENCO shared 0.2 Speech &amp; Language Therapist shared 0.2</p>	<p>Business Manager Shared – 0.2 Accountant – 0.1 Admin Officer Site Supervisor</p>
<p><b>2019 additional staff</b> 240 pupils</p>		<p>6 teachers: Rec to Y3 and 2 x Y4</p>	<p>4 Teaching Assistants – Rec to Y3</p>	<p>SENCO shared increases to 0.4 Counsellor 0.2</p>	<p>Business Manager increases to 0.5 Admin/reception</p>
<p><b>2020 additional staff</b> 300 pupils</p>		<p>3 teachers: Nursery 2 x Y5</p>	<p>2 Teaching Assistants: Nursery Y4/5</p>	<p>SENCO now recruited 0.6</p>	<p>Business Manager Full time</p>
<p><b>2021 additional</b></p>	<p>1 Assistant Head</p>	<p>6 teachers: Rec, Y1, Y2, Y3, 2 x</p>	<p>3 Teaching Assistants:</p>	<p>SENCO increases to</p>	

<b>D3 – a staffing structure that will deliver the planned curriculum within the expected income levels</b>					
<b>staff</b> 420 pupils		Y6	Rec, Y1, Y2	0.8  Counsellor increases to 0.4	
<b>2022 additional staff</b> 480 pupils		3 teachers: Y4, Y5, Y6			

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

<b>D4 – the school will be welcoming to pupils of all faiths/world views and none</b>
<p>We expect Royal Wharf to have a similar intake to Britannia Village. This has previously been described in D1.</p> <p>We are committed to adopting practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. We adopt the London Borough of Newham's admission criteria.</p> <p><b><u>How will the school be welcoming to pupils of all faiths/world views and none</u></b></p> <p>Pupils from all faiths/world views and those without are welcomed in our school. An equalities policy sets out our duty to be inclusive and welcome all pupils fairly.</p> <p>Royal Wharf Primary School sits in the heart of the inclusive London Borough of Newham. Our school will set out its inclusive practices which are in-line with the Britannia Village Equalities duty.</p> <p>The <b>Equality Act 2010</b> clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.</p>

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

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

Royal Wharf is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The inclusion team work closely with staff in each phase to ensure equality of opportunity for all protected groups. The school will strive to promote equal opportunities. Examples of this work will be seen in the School Development Plan, the curriculum, regular monitoring of teaching and learning, inclusive planning and staff training.

Our school community will be a welcoming and comfortable environment for all. We aim to foster an open environment where people feel they are being treated with dignity and respect. Parents will be listened to and their views will be taken into consideration.

#### **How can we ensure our pupils and families are ‘being listened to’ and that inclusive practice is taking place?**

At Britannia Village, there is a dedicated Inclusion Team comprising SENCO, Deputy Head, Assistant Headteachers and counsellor who oversee social and emotional well-being. This has been a successful model at Britannia Village and would be replicated at Royal Wharf Primary School – shared in the first instance. Royal Wharf and Britannia Village would share the same school counsellor and the inclusion teams of both schools would work together in troubleshooting concerns relating to inclusion on a regular basis, ensuring that practice and approach are consistent. This is also in line with the inclusive practice stipulated in the new SEN code of practice.

The school will seek to involve parents and families throughout their time at Royal Wharf Primary school. Like Britannia Village, events will be held across the year that reflect the cultures of various communities as well as those that reflect British culture. Some of these include events around Eid, Divali, Christmas, Mother’s Day, Father’s Day, St George’s Day, Arts Week, Fund Raising for charities, International Market, Easter and Festival of Voices (a joint school’s choir).

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

##### **How will the curriculum be broad and balanced and prepare children for life in modern Britain?**

Royal Wharf Primary School will follow the National Curriculum. This combined with the International Primary Curriculum ensures that our curriculum features a global approach, with a large breadth of coverage, helping children to connect their learning to where they are living now. This also allows children to see from the perspective of other people in other countries and from varying types of backgrounds. We aim to immerse our children in the local and wider community to appreciate and understand the world they live in.

The school fosters good relations between pupils through its collective worship, PHSE curriculum as well as the RE curriculum. These lessons allow children the opportunity to address pressing issues and ask and respond to questions based on beliefs and values.

Royal Wharf Primary School, like Britannia Village, will champion British Values within its RE curriculum as well as through its assemblies programme and regularly timetabled PSHE curriculum sessions.

***“The values I’m talking about – a belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law – are the things we should try to live by every day. To me they’re as British as the Union Flag, as football, as fish and chips. Of course, people will say that these values are vital to other people in other countries. And, of course, they’re right. But what sets Britain apart are the traditions and history that anchors them and allows them to continue to flourish and develop.”***

**2014**

The Department for Education define British values as having 5 different elements:

- Democracy • The rule of law • Individual liberty • Mutual respect
- Tolerance of those of different faiths and beliefs

Teaching of British Values at Royal Wharf will:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living

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

and working in the locality of the school and to society more widely

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The promotion of British values will be embedded within the Royal Wharf Primary School ethos; they are an integral element in our approach to teaching and learning and regard for the wider school community. We actively promote British values in our relationships with children, parents, the community and other stakeholders. They also complement our Early Help, Safeguarding and Child Protection policy.

*Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.*

(Prevent Duty Guidance 2015)

The Early Help, Safeguarding and Child Protection policy will reflect the safeguarding practice from Britannia Village Primary School and complement the prevent duty, which re-enforces the importance of promoting British Values in order to counter extremism.

At Royal Wharf Primary we celebrate the diverse heritage of everyone in our community, reinforcing the need for tolerance of those of different faiths and beliefs and preparing our children for modern life in our diverse nation.

## Section E – evidence of need

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

Please see the attached report (Appendix A) by [REDACTED] Partnerships which analyses the scale of residential development around the Royal Docks and the likely associated demand for primary school places.

Please also see a more detailed analysis (Appendix B) of the Royal Wharf developments which shows that in the first 2 years there is likely to be sufficient demand for places solely from the Royal Wharf development, with future demand coming from a wider range of developments.

The Royal Wharf development has the potential for a population of 10,000 with circa 430 primary school age children. It seems reasonable to assume that 60% would attend the new Royal Wharf Primary School. This suggests that the development itself will provide sufficient demand for children in the first two years.

However this development represents only 3,378 out of a total of 12,300 local units already in planning or in construction, ie only 27%.

This broadly equates to the metric we understand is used by The London Borough of Newham, of 2,000 new properties averaging out at around 1FE (Form of Entry) for primary school demand, assuming 5 year groups this represents 150 children. For 3,378 properties this would represent 250 children, a very similar result to our analysis.

There is always a delay from sales of new premises to occupation, although 90% of property is being sold shortly after coming on to the market for Royal Wharf, and the Barratt London development at [REDACTED] is almost sold out.

In the application therefore we are assuming 120 school places on opening, even though our analysis suggests potential demand of 224 places from Royal Wharf alone. This then rises to 240 places in 2019, 280 in 2020, and then 460 in 2022. From 2020 the mix is likely to increase in terms of children from other new developments.

Please see the separate analysis in the Education Provision Study (Appendix A) which suggests the total number of new residents the Royal Docks will be 37,000, and the number of new primary school age children could thus easily be 1,845. This new primary school will thus potentially only provide 1/3 of the additional demand.

We have only proposed one site for the school as this is the only site currently in construction to have a designated primary school.

There is also a new school proposed on the [REDACTED] site for perhaps



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

2020/2022, but this will far too late for pupils in the developments under construction or due to start shortly and will in any event, our analysis suggests, at least two new primary schools will be needed.

The final argument is that if we are to create a community and not a dormitory we need to ensure school places are available as developments are built and marketed, not added later, in order to attract families to the area.

The other evidence of the need for a new primary school is that Newham LA required the developers to include a primary school in the proposal that was awarded planning permission. See Appendix C as evidence that the public consultation included the provision of a primary school and see Appendix D for the detail of the location and initial design which resulted from negotiations and discussion with the borough planners. This shows that the strategic thinking for many years has been that the next primary school would be at Royal Wharf. Note that other developments along the river have not included a primary school because a strategic decision had been made that Royal Wharf was the most appropriate location.

Furthermore, Oasis Academy Silvertown was approved by the EFA (in 2013) as a new secondary school for Silvertown on the premise that Britannia Village Primary School and the new school planned for Royal Wharf would generate the 4 forms of entry required to fill it.

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



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

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

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

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

The Statement of Community Involvement May 2011 (Appendix C) clearly states in the very first paragraph that the development will include a primary school. This was therefore the basis of both the entire consultation process with both statutory bodies such as the GLA and the LBN and local residents. The subsequent successful planning application was based in part, on the Statement of Community Involvement which states unequivocally that there will be a primary school. This position has been

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

maintained subsequently and local residents are therefore expecting a new school to be provided in 2018.

Since there has already been an extensive and formal process of community consultation around the need for a new primary school and its location, we have not carried out any further public consultation because there is nothing to suggest that there would be any change in terms of local opinion. Properties on the development, and indeed on neighbouring developments such as [REDACTED], have been marketed and sold on the basis that a primary school will be part of the [REDACTED] [REDACTED]. As soon as new residents move in we will start a process of engagement and marketing with prospective parents and students. We already know that we will be marketing a school that will be appealing to prospective parents and students as Britannia Village Primary School (the school Royal Wharf will be modelled on) has a full Reception class with 10 pupils on the waiting list.

See Appendix D and E for a description of the school we are proposing. See section E1 for a detailed analysis as to the need for the number of school places that we have set out at the beginning of section D.

See Appendix G – Letter of support from [REDACTED] [REDACTED] London Borough of Newham.

## Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.



				[REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	YES	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	As required



				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	YES	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	As required
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	YES	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	As required
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	YES	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	As required





## F1 (a) Skills and experience of your team

The pre opening team have the full range of necessary skills between them and will meet regularly once the application is approved in order to project manage the set up of Royal Wharf Primary School. We will continue to liaise closely with the developer of the Royal Wharf Primary School site and the EFA regarding the premises.

The team bring their experience of working with Oasis Academy Silvertown re setting up a Free school in the local area in 2014. In addition the team have extensive regeneration and project and financial management experience. The team has access via Trustees, eg [REDACTED] of yet more high level transformational education, expertise as well as extensive experience of school building design and wider regeneration, fundraising, and community engagement and project and financial management.

See Appendix F – Reference re [REDACTED]  
[REDACTED]

See Appendix G – Reference re [REDACTED]  
[REDACTED]

See Appendix H – CV [REDACTED]

## F1 (b) Skills gap analysis

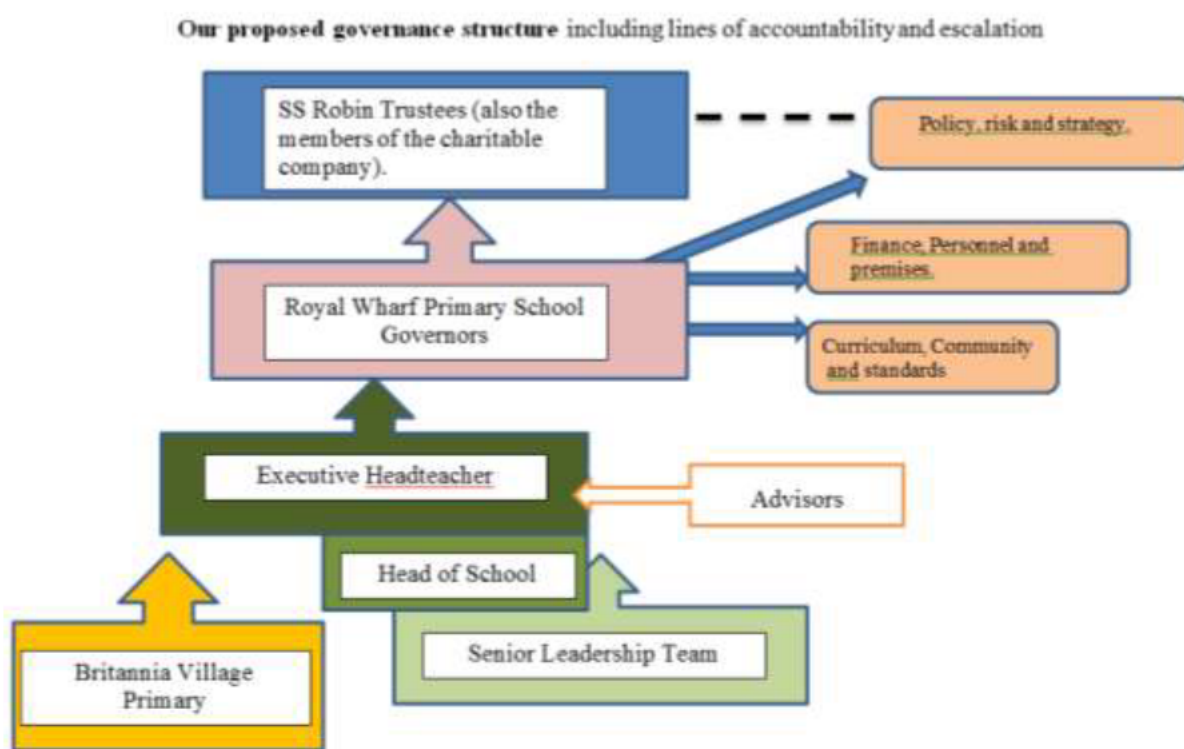
<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[Add more lines as appropriate]

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

**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**

The members of the trust have rights and powers under company law to change the constitution, remove governors, receive the annual accounts of the company, also to attend and vote at company meetings. The SS Robin trustees are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors they also have duties under charity law as charity Trustees.



**Figure F2 Governance structure**

**Roles and responsibilities**

The SS Robin trustees will appoint the Governors of the Local Governing Body and the parent, staff and LA Governors will be appointed under their respective systems. The Trust will draft a Scheme of Delegation which sets out how the remit of the Board is defined and which elements of operational decision making are delegated to the Local Governing Body (LGB), as well as a separate document which will describe the management and financial authority delegated to the Executive Head Teacher.

The role of the SS Robin Trust concerns strategic matters which influence operation of

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

the school.

The SS Robin Trust will also monitor the progress of the school to ensure that the LGB are discharging their duties effectively. In so doing, it is important however that they do not conflict with the proper separation of responsibilities of these two levels of non-executive governance. SS Robin Trust members will therefore meet less often than the Governing Body – every term – and receive minutes of full Governing Body meetings, along with summary reports. In particular, they will review the school evaluation form, the school development plan, and top-line performance data.

### ***LGB Governors – the Governing Body***

Governors of Royal Wharf Primary School (otherwise known collectively as the 'Governing Body') are accountable to the SS Robin Trust for the running of the school. Their role will be as non-executive directors of the school: to challenge and support the executive team. They set the strategic direction and vision of the school, appoint the Executive Head Teacher, and hold the SLT to account.

The Chair of Governors will be self-nominated and elected by the Governors annually. The senior leadership team, appointed by the Executive Head Teacher (with the participation of the Governors) are responsible, on a day to day basis, for running the school, and are accountable to the Governors. The executive Head Teacher will also be a member of the governing body.

### ***The Governing Body will be responsible for:***

- Acting as a critical friend, holding the school to account
- Ensuring that statutory requirements are met
- Agreeing targets for pupils achievement with the Headteacher & Executive HT
- Managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum offer is balanced and broadly based
- Appointing staff at SLT level
- Carrying out performance review of the Headteacher & Executive HT
- Reviewing staff performance and pay
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Pupil discipline, including pupil attendance
- Holding at least three meetings per year

There will be 10 governors in total, who will meet once a term as the full Governing Body. One will be the Executive Head Teacher, the other will be the Head of School, at least two will be parent governors, one a staff governor, two will be members of the SS Robin Trust, one a local authority governor and two will be co-opted to fill any skills gaps.

We will seek to ensure that there is always representation of parents, staff and the community amongst the Governing Body. In the case of parents, we will meet our statutory requirement to have at least two parent governors at any time. The two parent governors will be selected by election by the parent body. Parents can also be appointed as governors without election, on the basis of their skills, as described below. Whilst we

## **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**

believe it is important that parents are engaged with the school in a variety of ways, including governance, we also recognise the need to balance parental interest with other perspectives. We will therefore set a maximum of 50% (rounded down) of our Governing Body to be drawn from parents of current pupils. There will therefore be between two and four governors who are parents, at any one time.

There will be one place on the Governing Body for an elected, current member of staff at the school. They will be self-nominated and, where there is more than one nomination, a vote of the teaching staff will be held.

All elected governors will be representatives, not delegates. In other words, they will act according to their own opinions and views, rather than being obliged to voice those of their electorate. However, being drawn from a particular group – parents and teachers, respectively – will help give those groups a voice.

Finally, amongst the representative governors, will be at least one drawn from and active in the local community. This Governor will be appointed by the London Borough of Newham

The remaining governors will be appointed for their skills alone. At any one time, we will ensure that members of the Governing Body have the following skills and experience among them:

- Primary school leadership
- School governance
- Finance, both school and other
- Senior leadership or governance of an academy or free school. We will

particularly look for experience in a start-up school.

- Human resources
- Property

*In addition, the following skills will be desirable but not essential:*

- Public law
- Special educational needs
- Facilities management

When choosing Governors, members of the LGB will scrutinise their CVs and carry out a brief interview to ensure suitability for the role (this function may be delegated to existing governors). Once appointed, they will receive an induction to the school and the role, and a training needs assessment, which will be updated annually. Their contribution and effectiveness will also be monitored by the Governing Body and SS Robin trustees.

Governors will be found through existing networks, local voluntary groups, local businesses, online forums, official and informal networks of schools and amongst staff and parents. We will establish a 'Friends of the School' group to identify future potential parent governors, as well fundraise.

### **Accounting officer and principal finance officer**

The Executive Head Teacher will be taking personal responsibility for assuring the Accounting Officer that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of the detailed accounting processes will be delegated to the business manager. It is essential that both roles are discharged by suitably qualified individuals, who are aware of their statutory and regulatory responsibilities. Please see below under 'financial control' for further details.

### **Managing Conflicts of Interest and Maintaining Independent Challenge**

## **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**

The SS Robin Trust, Governors and SLT will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Policy. This embodies principles of openness, transparency and adheres to best practice guidelines. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way. We should point out that there are no familial relationships in the proposer group. In terms of service procurement, the school will follow open, approved and fully compliant procurement processes.

An individual may still be able to exercise part-functions depending on the nature of a conflict and its relationship with the duty to be discharged. By way of illustration, they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with their Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are in future any family or friendship relations between Governors and SLT, which will be dealt with as specified above. Operation will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as described above which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'.

### **Senior Leadership Team**

The Executive Headteacher and members of the Senior Leadership Team will be held to account by the Governing Body for the success of the school, particularly the outcomes for children. This will include the annual performance management process for the Executive Headteacher.

The Executive Headteacher, who is appointed by the Governors, will have delegated responsibility to appoint the SLT. However, interviews for SLT members will always include at least one governor (and during the initial opening phase this is likely to include more than one). The appointment of the Business Manager will always include the chair of the Finance sub-committee. The SLT will consist of the Executive Head Teacher, Head of School, Deputy and Assistant Headteacher and the School Business Manager, to whom responsibilities will be formally delegated by the governors, through a scheme of delegation.

### **Effectiveness of the Governing Body**

The Governing Body will regularly ensure that it is discharging its duties as effectively as possible. Firstly, it will carry out regular self-assessment, against the OFSTED inspection standards. Out of this self-assessment, a Governing Body development plan will be created, implemented and monitored. Secondly, we will seek an annual external review by the Governing Body of Britannia Village Primary School (we will seek a reciprocal relationship, so that we can benefit from observing their working practices as well as the critique of our own).

The effectiveness of meetings will be supported by the appointment of an experienced

**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**

clerk (who will report to the Chair of Governors) as well as by excellent chairing. All governors will receive a full induction before their first meeting and on-going training. The Governing Body will aspire to the 'outstanding governors' award (National College for Teaching and Leadership).

**Sub-committees**

Sub-committees are described in the OFSTED best practice review as 'the engine rooms' of the Governing Body. As smaller groups, they will look at their areas of responsibility in greater detail than the full Governing Body, drawing in a wider set of written and verbal reports. They will also have delegated powers of decision-making, in order to allow full Governing Body meetings to run efficiently and to avoid duplication.

We will create three sub-committees, in line with our statutory obligations and the priorities and anticipated challenges of the school: 'Policy and Strategy'(S&P), 'finance, personnel and premises' (F&PP), and 'curriculum, community and standards (CC&S)'.

Chairs of the F&PP and Curriculum sub-committees will be elected by the Governing Body annually. The elected chairs along with the Chair of Governors will make up the Policy and Strategy sub-committee, forming a leadership team within the Governing Body (again, in line with the OFSTED best practice guide). Membership of the sub-committees will be based on skills and experience, proposed by the sub-committee chairs, and ratified by the full Governing Body. All governors will be a member of a sub-committee. The Curriculum and Standards Sub-committee will meet at the start of each half term, as part of the monitoring and improvement cycle. Likewise, the Finance and Personnel Sub-committee will meet half-terminly, to ensure tight financial control. It is likely that the Premises Sub-committee will also need to meet half-terminly in the first instance. The Policy Sub-committee will meet termly.

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

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

[Add text here. Table expands]

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

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

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

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
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[Add text here. Table expands]
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#### **F5 – Independent schools have an appropriate, well-maintained, and secure site**

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
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[Add text here. Table expands]
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## Section G – budget planning and affordability

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

Please:

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

### G1 – budget planning and affordability

The balancing of this school budget is not dependent on Nursery Income.

Nursery places would be offered in line with LA and would not operate outside of the normal school day.

There is scope within the initial staffing structure to be reduced with minimum impact on teaching and learning, by increasing the class size from 20 pupils to 30 and have mixed year groups for the first year.

We have sustained experience of being a LA maintained school with a strong track record. Being in the same locality, we are aware of the current demand for places and of the significant increase in housing locally, placing an even higher demand on this need.

Prudent financial management have ensured both outstanding academic achievement and a broad, creative and vibrant curriculum.

## **Section H – premises (use Excel spread sheet)**

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

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



Department  
for Education

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