



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

BOORLEY GREEN PRIMARY SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of need	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Budget planning and affordability	√	<input type="checkbox"/>
Section H: Premises	√	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	√	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	√	<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 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 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 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 type="checkbox"/>

Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- 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] (please delete as appropriate)

Print name: [REDACTED]

Date:

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

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

Vision and Rationale

Wildern Academy Trust is an outstanding school providing high quality education for the 1900 pupils currently on role. The key principles and ethos of the Trust are built on **Care, Opportunity and Quality**. The Trust has already submitted a successful application in Wave 11, to open an all-through provision (4 to 16) within the locality and linked to this is now submitting a further bid to open a two form entry primary school close to Wildern with the aim of continuing to provide an outstanding learning experiences for each child within the community. We are ambitious for all our pupils and offer a clear focus on achievement for all and high quality teaching in a stimulating environment.

Wildern School is situated in the [REDACTED] and is one of the largest and most oversubscribed schools in Hampshire, serving seven linked primary schools, one of which is in the same [REDACTED]. The school is at the heart of the community and prides itself on providing high quality learning experiences for all its pupils. The school's commitment to serving the local community has led to a change in its intake over several years to manage the increased pupil population until the opportunity for a further school is proposed and approved. The planned new school at Horton Heath will support the continued increase in numbers and serve as a linked school to existing and potential new primary schools within the area.

The new development at [REDACTED] (as detailed in section E) will require a new two form entry primary school. This school will be located in close proximity to the existing Wildern cluster of schools who already have a strong and established relationship with Wildern. It is the Trust's ambition that the new school will form part of the Wildern Multi Academy Trust. We anticipate that this will inform further discussion within the existing cluster, in light of the White Paper, regarding other schools joining the Wildern MAT in the future.

The new primary school is proposed to meet basic need as the existing schools within the area are already oversubscribed and at capacity and the predicted numbers for school places due to the housing development will require a new school. Working in partnership with Hampshire County Council (HCC) the Wildern Academy Trust aims to build a new 2 form primary school to meet this basic need requirement. The opening of the new school would be 2018.

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

The proposed free school will:

1. Address the lack of school places due to the increased population (Basic Need)
2. Build on, and maintain, the excellent educational provision at Wildern and in the local area
3. Develop further Wildern Trust's track record of successfully contributing to school and system improvement, innovation and transformation.

Maintaining excellent educational provision

As an outstanding provider we are confident about our current and future provision. The last three Ofsted inspections were all graded as outstanding. The Directors believe that Wildern's excellent track record as a National Teaching School and a registered sponsor with the DfE places it in a strong position to sponsor and establish a further outstanding educational provision. While Wildern is currently a secondary phase provider we have worked closely with our existing cluster and other primary experts (identified in the executive group) to develop our primary offer. These colleagues are also currently working with us on the primary curriculum model for the new school at [REDACTED]. We believe the principles of high quality teaching and learning are transferable providing the aims and vision is clear and explicit.

The key features of the vision for the new school include:

- **'No child left behind'**; each child is at the heart of what we do.
- All learners are supported and challenged to become independent, resilient, confident, articulate and moral individuals who are aspirational and ambitious.
- Exciting, personalised learning provision to stimulate pupils enjoyment and love of learning.
- A culture of rights, respect and responsibility.
- An ethos which is inclusive, where each individual is valued and there is a focus on well-being and achievement
- High quality professional learning for staff, developing strong and sustainable partnerships where innovative practice is jointly developed and linked to educational research and high quality pedagogy.
- Clear lines of accountability, underpinned by strong management systems.
- Outstanding leadership at all levels to realise the vision.

The demographic of the new school and catchment area will be similar to Wildern's current demographic and therefore we are proposing similar provision.

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

The new school will complement the educational provision in the area. The following tables identify key characteristics of the expected cohort based on its location and surrounding schools.

School	Distance Miles	SEN/ EHC Plan	EAL	Ofsted rating	Progress Data	FSM
Wildern School	2.1miles	0.5%	3.1%	Outstanding	Ex Progress: (2015) Eng 81% Maths 82%	4.6%
Wyvern School	1.8miles	0.5%	2.3%	Good	Ex Progress: (2014) Eng 68% Maths77%	4.6%
St James Primary	2.6miles	1.3%	1.5%	Good	3 Levels of progress: Read- 28.8% Writing-66.1% Maths-25%	9.3%
Botley CofE	3.3miles	0.3%	2.6%	Outstanding	3 Levels of progress: Read-48.8% Writing-48.8% Maths- 44.2%	5.7%
Berrywood Primary	1.8miles	0.6%	4.6%	Good	3 Levels of progress: Read- 26.1% Writing- 54.3% Maths- 33.7%	7.1%
Shamblehurst Primary	2.1miles	0.5%	6.8%	Good	3 Levels of progress: Read- 35.5% Writing- 32.3% Maths- 29.0%	12.9%

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Freegrounds Junior	1.7miles	0.5%	1.4%	Good	3 Levels of progress: Read- 14.3% Writing- 24.2% Maths- 17.6%	9.9%
Kings Copse Primary	2.3miles	9.2%	1.1%	Good	3 Levels of progress: Read- 27.6% Writing- 31.0% Maths- 17.6%	10.2%
Wellstead Primary	2.2miles	1.9%	3.7%	Outstanding	3 Levels of progress: Read- 53.3% Writing- 20.0% Maths- 60%	8.9%

Wildern believes in the principle of 'Outstanding to Greater' and staff and leaders continue to improve by reflecting on current practice and being open to new methodologies and thinking. We believe that a co-ordinated and planned progression between key stages is critical. Our vision for Boorley Green school will enable high rates of progression and sustained learning as pupils move through each phase of their school experience. We will create a coherent learning experience where pupils from different age groups will learn together. We will continue to recruit and retain high quality professionals who will plan and deliver together across the phases to meet pupils' needs and establish continuity and expected levels of progression.

Rigorous tracking systems will be used to ensure pupils are making expected progress or exceeding expectations. The leaders of the Multi Academy Trust will be vigilant and focussed on continuing to close the gap between groups.

At Key Stage 2 and Key Stage 4 the aim will be to achieve an excellent standard on all key performance indicators:

Key Stage 2

- More than 85% of pupils will reach the new expected standard in Reading, Writing and Maths and achieve a scaled score over 100.
- A positive value added score will be achieved when comparing the pupils scaled scores at Key Stage 2 to their scaled scores at Key Stage 1 or from the reception baseline test in 2022.

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

Section D will identify more clearly how the curriculum and assessment model will support this.

Academic aspirations

There will be a culture of high expectations, mutual respect and excellent behaviour. As an outstanding school, we will embed systems and structures that guarantee high quality experiences for pupils. For example, monitoring the quality of teaching and learning, tracking pupils' attitudes to learning and current levels of performance of all pupils with a range of personalised interventions, these will vary depending on the child's phase of learning. We believe these key principles are fundamental, can easily transfer across all key phases and can confidently be applied to reception children all the way through to the end of Key Stage 2. The richness of curriculum provision and learning opportunities will be at the heart of the vision for the new school, this includes developing the key attributes of curiosity, determination, pride, respect and reflection.

In a changing educational landscape we continue to be committed to building capacity to make significant contributions to school led system leadership. As a National Teaching School we provide high quality Joint Practice Development (JPD) and school to school support across Wildern Trust and the Teaching School Alliance in order to increase expertise and influence continuous improvement. This has been achieved by creating a culture where pupils and staff are innovative, creative and prepared to take risks, and to learn from experience and evidence. The new school would be part of the Alliance and would access resources, expertise and opportunities.

Staff are used to working in other contexts and are regularly deployed to work with other partners as part of system improvement. The designation as a Teaching School and the establishment of the cross-phased School Centred Initial Teacher Training (SCITT) has strengthened our understanding and leadership of primary practice and we will continue to build on this strong foundation moving forward. Our understanding of primary has been supported by secondments of senior staff to local primary schools. This includes the appointment of the Assistant Headteacher to the substantive headship of one of our cluster schools. Cross phase curriculum groups meet to develop teachers' expertise and how best they can support progression from KS2 to KS3. A particularly successful project has been with mathematics which led to increased staff confidence and influenced changes in the primary and Year 7 curriculum. Linked to this has been joint moderation across all Key Stages to help develop a better understanding of the full educational journey. This is a driving principle of the Trust and we truly believe this will strengthen our work and the learning experience of all pupils across the MAT. Our cluster primaries will play an

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

important part in developing the new school by contributing their expertise on primary curriculum, pedagogy and structures for outstanding primary provision. A senior leader at Wildern facilitates this curriculum work from KS1 to KS4.

Pupils will experience a full and engaging curriculum and staff will use a combination of strategies, including child initiated, whole class and adult-led activities within a positive and stimulating environment. We will provide a secure foundation through learning and development opportunities planned around the needs and interests of each individual child.

The new school will offer:

- a firm foundation in the Early Years and mastery of basic skills to enable pupils to access the wider curriculum
- teaching which supports the acquisition of concepts, skills and knowledge and makes explicit the importance of transferring skills across subject areas
- balance of subjects and learning opportunities, within and beyond the classroom, to develop the whole child
- opportunity for cross-curricular application of core skills within a creative and inspirational curriculum
- teaching of subjects at Key Stage 1 and 2 by specialist staff e.g. Science, Modern Foreign Languages, Music, Physical Education
- a rich Personal Development Learning programme enabling pupils to make informed decisions about their lives and to promote fundamental British values
- support for pupils in understanding the importance of rights, respect and responsibility
- staff development to enable staff to deliver beyond their own specialism, for example, computing, literacy, numeracy.

Wildern's commitment to recruiting and retaining high quality professionals is evidenced through the establishment of our cross-phase (SCITT) facility in 2014. This provision brings together partners to support and develop future generations and provides a supply of teachers in the locality. The strength of the partnership with

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leaders and teachers working successfully together preserves the quality and integrity of the workforce.

In summary, the new school will address the growing demand for school places in the area. Our ambition will be to replicate the outstanding model already in place at Wildern and that proposed for the new school at [REDACTED]. The school is proud of its central role within its community and has high levels of trust from its stakeholders. We are forward looking and confident in our ability to continue to deliver the highest quality learning experiences for all our pupils.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D – education plan: part 2

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

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

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

Introduction

Wildern is aiming to establish a Multi Academy Trust (MAT) comprising Wildern, the new all-through school at [REDACTED] (successful Wave 11 application) and a two form primary school at Boorley Green - the focus of this Wave 12 application. We will establish the MAT with three schools working with the ambition to include our primary cluster schools in the near future. We believe this needs to be done in a measured and coherent way in order to ensure its success. Keeping to small scale initially avoids unnecessary risk that could compromise educational provision within the community.

We know we have strong and trusting relationships with all our linked primary schools. We want to establish a successful MAT model whilst maintaining the support of our local primaries and increasing their desire to join our MAT. Over several years we have worked as a cluster to develop common principles and effective ways of working including: sharing expertise, resources, professional learning opportunities and curriculum development. This strong partnership has the potential to develop into a formal MAT.

In order to ensure that educational provision is not compromised and the MAT develops across the wider community at a manageable pace, any further formal partnership with other cluster schools will be considered once the Boorley Green and Horton Heath schools are established.

In order for this to evolve we have to adopt a collaborative approach that is not heavy handed or threatening, with all parties signing up to the rationale and principles behind the partnership with the MAT. We believe that by modelling a strong collaborative approach for the MAT of three schools, based on the clear principles and values already established through our informal partnerships with local primary schools, we can demonstrate the capacity and expertise to be able to support all the primary schools in the local area through the formal structure of a MAT.

The Wildern Trust believes in offering a broad, balanced curriculum that enables all pupils to pursue their passions and interests from the Arts to the Sciences. Instilling this love of learning begins from early years. Boorley Green Primary School will be similar in its intake to Wildern and Horton Heath catchments and it is therefore our aim to replicate the curriculum model planned for the new all-through school. Horton Heath will be the link school for Boorley Green; pupils transition into Key Stage 3 and 4 will hugely benefit from the continuity of having followed a similar curriculum model based on the key principles and values of the MAT. Pupils will follow a broad, balanced, relevant and differentiated curriculum which will prepare them for the opportunities, responsibilities and experiences of adult life and their continual pursuits of learning. All children will work within the National Curriculum at Key Stage 1 and 2. We have worked closely with our primary experts (identified in our executive group) in developing our primary provision. Both colleagues, as the CVs indicate, have a wealth of experience as Headteachers and have led good and outstanding schools. Their advice and guidance has, and will continue to be critical to our success. They share our moral purpose and are committed to supporting our journey.

The curriculum will enable pupils to:

- increase their knowledge, skills and understanding based on the principles of a mastery curriculum
- develop a positive disposition to learning
- develop independence of learning and the skills and attributes for lifelong learning.
- appreciate human achievement

- be aware of the spiritual and aesthetic dimensions of life
- develop attitudes, values and beliefs that are reasoned and acceptable within society
- develop a sense of self respect, resilience and confidence.

We are committed to giving all our pupils opportunities to achieve and experience success; to establish sound, constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

Success in the classroom is built on an understanding of the learning journey. The Wildern Trust will deploy teachers across all phases and this will enable staff to plan and teach together. This unique opportunity will support and enhance successful transition through increased continuity and progression. Examples include moderation, team teaching, peer observations and joint professional learning. There will be an opportunity to share good practice, understand fully the child's journey from Reception to age 16 and intervene swiftly, if required, to ensure progress at all stages. While Boorley Green will have an entry for EYFS to KS2 we will want staff to work collaboratively across the MAT to learn from each other in developing their professional practice and understanding.

Pupil welfare

The school will have high expectations of pupils with regard to their behaviour and social and personal development alongside their academic progress. Planned transition and progression through key stages will be critical in ensuring a positive and cohesive educational experience. Boorley Green will undoubtedly benefit from being part of the Wildern Trust and fostering strong community relationships with other local primary schools will be critical. The Wildern cluster known as the Wildern Primary Partnership (WPP) is an established strong community of schools with a successful track record and working collaboratively together. It has its own WPP strategic plan which identifies group priorities linked to joint projects and professional learning. Boorley Green would form part of this established cluster and benefit from the strong partnership work already embedded. For a new school and community this will be valuable for sharing good practice and supporting the new pupil cohort within the local area.

Wildern School is a UNICEF Level 2 Rights Respecting school and pupil voice is an integral part of our school community. We will aim to build this culture and ethos at Boorley Green as we believe it supports both well-being and positive attitudes to learning. From Early Years to Year 6 we will work closely with parents to ensure that pupils are supported by a strong home school partnership. We believe the principles of Rights and Respect must underpin all we do.

A Rights Respecting school is one which places the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything that it does. It is a school in which pupils learn that with rights comes the element of respect. It is a school in which pupils and staff work together as a partnership, pupil voice is highly valued and plays a crucial role and pupils are empowered to enter the wider world being active global citizens. A Rights Respecting school is based upon the principles of equality, dignity, respect, non-discrimination and participation.

Being a Rights Respecting school has profound impact on pupils and the school as a whole. Some of the key benefits include:

- improved self-esteem and well-being
- improved relationships and behaviour (reductions in bullying and exclusions and improved attendance)
- improved engagement in learning
- positive attitudes towards diversity in society and the reduction of prejudice
- pupils enhanced moral understanding
- pupils support for global justice
- pupils become more involved in decision-making in schools.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage			
<p>While it is difficult to put timings on the number of hours spent on subjects in the EYFS, the school will ensure early phonics and maths are given a dedicated taught period each day. All other aspects of the EYFS curriculum will be taught through continuous and enhanced, adult led and directed provision.</p> <p>This will enable children to access all aspects of the EYFS curriculum throughout the school day. Pupils will be encouraged to develop the early skills of independent learning through this carefully planned learning environment.</p> <p>This continuous provision will be supported through the enhanced provision. This will create additional opportunities for the youngest pupils to take part in learning experiences within their familiar environment. This may be through the interaction of the adults, introduction of additional resources or through a familiar topic. Provision will also be enhanced for individual pupils through personal challenges that are designed to develop or support an individual need. Focused teaching of key skills will take place during adult directed time. The environment will be resourced and planned to enable children to then use and apply these key skills through their independent play.</p>			
Phonics, Reading, Writing	5	M	<p>This will be the minimum provision for whole class teaching. Additional individual and small group interventions may take place beyond this time.</p> <p>Reading will be taught individually. In addition, pupils will experience maths, phonics, reading and writing within continuous and enhanced provision.</p>
Mathematics	4	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS1			
English	6+	M	There may be a variance in the timings for English and maths, depending on the needs of individual pupils and cohorts. For example, additional taught time may be used for small group interventions to ensure pupils are 'keeping up'.
Mathematics	5+	M	
Science	2	M	Where appropriate these subjects will be taught through the topic. If this is not possible the content of the curriculum will be taught through discrete subjects.
Computing	1	M	
Geography	1	M	
History	1	M	
Art	1	M	
Design and Technology	1	M	
Music	2	M	
Physical Education	1	M	
Modern Foreign Languages	0.5	M	Taught through informal experiences such as completing the register.
PSHE	1	M	
Religious Education	1	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS2			
English	5+	M	There may be a variance in the timings for English and maths, depending on the needs of individual pupils and cohorts. For example, additional taught time may be used for small group interventions to ensure pupils are 'keeping up'.
Mathematics	5+	M	
Science	2	M	KS3/KS4 specialist teachers involved from Year 4
Computing	1	M	
Geography	1	M	Where appropriate these subjects will be taught through the theme.
History	1	M	
Art	1	M	If this is not possible the content of the curriculum will be taught through discrete subjects.
DT	1	M	
Music	2	M	KS3/KS4 specialist teachers to deliver some aspects for all year groups.
PE	1	M	
Foreign Languages	1	M	KS3/KS4 specialist teachers involved from Year 4
PSHE	1	M	
RE	1	M	

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

Lower School Day:

Year 3 to 6

9.00 – 9.15	Registration
9.15 – 9.30	Assembly
9.30 – 10.40	Years 3 & 4
9.30 – 11.10	Years 5 & 6
10.40 – 10.55	Break (years 3 & 4)
11.10 – 11.25	Break (years 5 & 6)
10.55 – 12.30	Years 3 & 4
11.25 – 12.30	Years 5 & 6
1.30 – 3.20	Afternoon

EYFS/Years 1 & 2

9.00 – 9.15	Registration
9.15 – 9.30	Assembly
9.30 – 10.15	Learning
10.15 – 10.30	Break
10.30 – 12.00	Learning
12.00 – 1.10	Lunch
1.10 – 3.20	Learning

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Curriculum Principles

Early Years Foundation Stage (EYFS)

The Foundation Stage of a child's education is a critical start to their successful educational journey. During the Summer Term there will be visits to the nursery providers to ensure a smooth transition and to establish a detailed context about each child. Prior to starting school there will be welcome meetings with parents of the children due to start in September. These we anticipate will begin in the June. Children will have the opportunity to visit the school for 'stay and play' sessions through the latter part of the summer term. In the first week of the autumn term each family will be offered a home visit and all pupils will start school at the beginning of the second week. Within two weeks of the start date, all pupils will be able to attend full-time. However, there will be complete flexibility within the pattern of attendance while pupils settle. For example, if in discussion with parents, a pupil is felt not to be 'school ready', a longer period of part-time attendance may be considered appropriate. This pattern has been adapted from the established and successful patterns already in place at the partner primary schools.

During a child's first year at Boorley Green in Year R, s/he will follow a curriculum built around seven areas of learning and development. These are all interconnected and will encourage the development of curiosity and enthusiasm for learning. The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

These three prime areas will be strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

The curriculum will be planned to ensure a smooth transition from the pre-school setting into more formal schooling. The children will experience a range of opportunities including:

- Continuous provision
- Enhanced provision
- Focused teaching

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During this first year in school it is vital that we capture the natural enthusiasm and inquisitiveness of children to ensure that they develop an independence and interest in learning. This will give the firm foundation required as they move into the next key stages of the curriculum.

They will also be encouraged to discover the excitement that can be found in learning new ideas and concepts. They will be given the opportunity to develop the broader skills of independence in learning that will help them throughout their school career and beyond.

It is at this key time that the children will start to learn the basic skills they will need throughout life. These include reading, writing and number skills. Early phonics will be taught through Letters and Sounds. By the end of Year R all pupils will have experienced Phases 1-4, in order to ensure they are on track to achieve the expected standard in the Year 1 phonics screening. Provision will be in place to ensure pupils who are finding it more challenging to acquire the early sounds receive additional support to keep up.

To support the children development and complement the curriculum we will be exploring some of the driving principles of Forest Schools. The location of the school has a particular area of woodland on its site that will lend itself to outside learning beyond the outside areas built around the classrooms. This learner centred approach will offer all learners the opportunity to learn in a natural environment experiencing nature first hand while also developing further some fundamental key skills and attributes. These include confidence, self-esteem, resilience, creativity, independence, enquiry and exploring skills and understanding on how to take appropriate safe risks. The programmes will provide long term learning experiences that will need to be structured over time and not adhoc one off sessions, this will include experiencing different seasons to truly embed children's learning and understanding and their relationship with the natural world. This deep learning we believe will complement the curriculum and support their progress.

In introducing some of the Forest School principals we will need to explore further the training requirements for key staff who will need to be qualified, and how this will be programed to work alongside the more formal learning that must also take place as the children progress through into KS1 and 2. Moving forward we will be looking at examples of schools where this model of learning is successful and consulting with a range or expertise and research as to how this will work and support our curriculum model at Boorley Green school.

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National Curriculum at Key Stage 1 and Key Stage 2

All children will work within the National Curriculum. This will be divided into Key Stages. At Boorley Green, the children will work with Key Stage 1 (KS1) and Key Stage 2 (KS2). At the start of the September following the child's 5th birthday, s/he will move into Year 1. They will then move up each year in September to the end of Year 6.

At Boorley Green we will follow the National Curriculum adopting a broad and balanced approach. The subjects within the National Curriculum will be:

- English
- Mathematics
- Science
- Computing
- Design and technology (DT)
- Geography
- History
- Art and Design
- Music
- Physical Education (PE)
- Foreign Languages (FL)

Other subjects taught include:

- Personal, Social and Health Education (PSHE) and Citizenship
- Religious Education (RE). This will be taught through the Hampshire syllabus, Living Difference. (See chart above)

During a child's time at Boorley Green we believe it is essential that they learn the key skills within English and Mathematics. These will enable them to access many new opportunities outside school and throughout life. The broader curriculum will also give children a firm foundation to their learning that will encourage an inquisitiveness and enthusiasm for learning.

Key Stage 1 (Years 1 & 2)

The children will build on the work of the Early Years Foundation Stage and continue to develop their skills and abilities within a broad and balanced curriculum. The children will experience all the National Curriculum subjects, taught through a topic approach that allows the children to make connections between subject areas and to their own experiences.

The school will continue to follow Letters and Sounds throughout Key Stage 1, building on the early phonics acquisition in Early Years. Phase 5 will be completed during Year 1. In June the phonics screening will be completed with all pupils. Additional

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support will continue to be available for pupils who are acquiring their phonic knowledge at a slower pace.

Phase 6 will be completed in Year 2. Any pupil who did not achieve the expected standard in the phonics screening in Year 1 will take part in the screening again in June of Year 2.

A wide range of reading books will be offered to the children, dependent on their needs.

The children will continue to find out about themselves as learners and will be encouraged to take increasing responsibility for their learning, within a clear framework of high expectations. Teachers will set clear targets for the children and individual progress is monitored throughout each year.

During the summer term of Year 1 all pupils will take part in the phonics screening.

At the end of Year 2, the statutory teacher assessments in English, Mathematics and Science will take place. Detailed information will be shared with parents.

Key Stage 2

In Years 3 to 6 we will continue to take a broad and balanced approach to the National Curriculum subjects and these again will be taught through themes while still developing their English and mathematics skills. We will expect pupils to become increasingly independent in planning their own learning and take further responsibility for this. Teaching will take place both within the class base and in smaller, focused groups to ensure all children are working at a level that is appropriate to their need.

During the Summer Term of Year 6, as the children near the end of Key Stage 2, they will complete more formal statutory assessments. This information will be used to inform and support a smooth transition into Year 7. An important aspect of the curriculum will be opportunities for lower school pupils to experience specialist teaching in a range of subjects such as languages, music and PE across KS1 and KS2.

Topics and Themes

A cross curricular approach to learning will be adopted across the primary phase of the school. In Year R the focus for this cross curricular approach will be informed by the pupils' own interests, following the principles of good early years practice and using the principles set out in Development Matters. As pupils move into KS1, topics will be closely aligned to their own experiences and often linked to high quality texts. An example of this may be a Year 1 topic linked to the [REDACTED] stories by [REDACTED]. Pupils may:

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

- learn about native animals and the local environment
- undertake an observational tree study over a period of time
- re-write aspects of the stories
- write instructions for Percy and other characters
- visit the local park, using early mapping skills to draw plan.

In KS2 this topic approach will progress into more abstract themes that take pupils beyond their own experiences. The approach will give the pupils a hook into their learning and the opportunity to showcase the outcomes at the end.

For example, a Year 6 theme may be 'Legacy'. To hook the pupils in they maybe asked to consider the legacy they will leave as they move on to the next phase of their education. During the theme they may consider:

- The legacy of ancient civilisations, making comparisons between them but particularly focusing on the Ancient Greeks.
- The importance of democracy (a legacy of the Ancient Greeks) within British Values.
- The legacies of significant people in history, undertaking self-directed, extended project work leading to a presentation for parents and other members of the school community.

This themed or cross curricular approach enables pupils from the earliest age to see the connections between different aspects of learning and subjects.

For example, when teaching aspects of data handling in maths, opportunities will be created to embed this through science and geography. Features of writing a non-chronological report may be taught in English and then applied in a written report in history or RE.

During the earliest stages of their education these connections will be made explicitly for children so that they can see a sequence of learning. As they move through the school into KS2 there will be a more significant emphasis on children being enabled to make these connections for themselves.

By actively teaching these skills during the pupils' time in primary education will support independence and creativity as they move through to secondary education. Being able to apply skills and knowledge across subjects will enable pupils to be successful once they reach the end of KS4 and are completing GCSEs and beyond into A level and degree.

Where it is not possible to link an aspect of the curriculum to the topic or theme it will be taught as a discrete subject. Examples of this may include PE, RE and some aspects of maths.

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

Core Subjects

English

English is divided into three specific areas of spoken language, reading, and writing.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Teaching will ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Through discussion of books and other reading material pupils will develop their ability to explain their ideas and then use these in their writing. Discussion will focus on the skills of discussion and debate, enabling pupils to be able to think clearly and challenge themselves and others over any misconceptions.

An important part of the spoken language curriculum will be the use of drama. This will be in the context of the taught curriculum, where pupils will benefit from creating roles or interpreting those given, including interacting and responding to others in role. The opportunity to use drama to develop confidence prior to writing will feature as a key part of the curriculum. In the wider school curriculum there will be a wide range of opportunities for the development of spoken language through public performance to a range of audiences, both within the school setting and through use of the professional facilities at Wildern.

Reading

The teaching of reading will focus on the two important aspects of word reading and comprehension, as required by the National Curriculum. We wish to foster a love of reading with all pupils and there will be a wide range of reading material available to all pupils, both within the school and across the three settings of the MAT.

The sharply focused teaching of phonics will support the early development of decoding. This will be supported by focused teaching of high frequency words that cannot be decoded using phonics. Fluency and clarity will be encouraged through regular opportunity for reading both in groups and on a one to one basis.

The children will have access to a wide range of high-quality texts including a range of stories, poems and non-fiction books and they will be encouraged to read across this range. Guided reading sessions will focus on the development of fluency and

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

clarity when reading. Through high quality discussion, led by the teacher and involving all pupils, the children will develop their ability to recognise the themes and conventions within different texts. They will be taught the skills required to clarify and summarise their ideas and discussions and how to select and retrieve relevant information to support their opinions. They will learn how to respond to texts, using these skills to explain their thinking, both through discussion and in written form.

The teaching of reading will be explicitly linked to the teaching of grammar, spelling and punctuation.

Children will read with varying levels of success but we will actively encourage parents to practice the high frequency words and read with their children daily. As pupils' progress we will build the number of high frequency words so they learn to read and spell them. We will use a range of reading schemes to support this but pupils will be encouraged to read widely from an early age. Pupils will access different levels of books to develop their reading so they become confident and at the same time develop a love of literature. Reading books will be sent home regularly and we will seek opportunities to develop parents understanding of the reading programmes and rationale and the importance of developing these skills with their child.

Writing

The curriculum at Boorley Green will aim to develop an enthusiasm for writing with all pupils. There will be a focus on transcription and composition, as required by the National Curriculum.

Spelling and handwriting are the key aspects required for confident transcription. Focused teaching of these two essential aspects will be a key part of the English curriculum and pupils from the youngest age will take part in regular lessons focused on these. Daily spelling, punctuation and grammar sessions will be embedded in the daily English lesson, with explicit links being made to other areas of the curriculum. An agreed handwriting cursive script will be taught, with older pupils being encouraged to develop this into their own legible and fluent style.

Composition relies on pupils being able to articulate and structure their ideas, communicating them effectively in the written form. Pupils will be given the opportunity to write for a range of purposes and audiences, where possible linking to other areas of the curriculum. For example, the features of non-chronological report writing may be taught within the English curriculum, with this knowledge then being applied in the recording of a science experiment.

Spelling, punctuation and grammar will be taught explicitly but linked directly to other aspects of the English curriculum to enable pupils to apply the taught skills with fluency, clarity and coherence.

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Mathematics

The teaching of mathematics will focus on mathematical fluency. Arithmetic and reasoning will be a feature of all taught lessons. From the youngest age pupils will be given the opportunity to become competent calculators, understanding the number system and applying this knowledge with fluency and accuracy in their reasoning. In order to achieve this all lessons will give pupils the opportunity to work with concrete resources, pictorially and in abstract form. For example, at an early age, pupils may use Numicon or other resources to learn about number bonds to 10. When they are confident at manipulating the numbers with practical equipment they will then use diagrams and pictures to record their thinking. The abstract form of a number sentence will follow, once pupils have developed a clear visual image.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. They should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Mathematics forms the basis of so many aspects of our lives and children will use it every day, often without realising. Mathematics will be taught daily with an emphasis on times tables and support from home with this, will be essential. Significant time will be devoted to the 4 rules of number (addition, subtraction, multiplication and division). There will be on-going assessments in Mathematics to meet the key objectives.

Science

Science will be incorporated into the themes and linked with the focus of the topic. The focus will be on the acquisition of knowledge and skills. Pupils will explore and learn to ask questions such as: who has the longest shadow? Does it change throughout the day? What material makes the best umbrella?

Home Learning and Parental engagement

Parents play a vital role in supporting their child's learning. We will create a culture where pupils and parents recognise the part they play in the learning journey and that this does not just happen at school. We will stress with all our parents the importance of partnership. This will mean actively hearing their children read, and learn High Frequency Words, learning spelling and sometimes supporting projects linked to the

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

work in school. We will create a programme for parents to support their learning and give them strategies they can apply.

Meeting the Needs of all Pupils

Special Educational Needs

The statistics relating to the percentages of pupils with SEN, EAL and FSM in the local schools is outlined in section C. We anticipate a similar pupil profile in the new school.

Our educational aims will be the same for all our learners. We will respond to all our pupils' needs. The Learning Support Department will work closely with other curriculum areas and parents to ensure that the curriculum is presented in a way that is accessible and appropriate for all pupils. Pupils requiring support will be identified as early as possible to enable them to achieve success and access the curriculum. The SENCO (when appointed) will work across all key stages at Boorley Green to provide support for children to make expected or better progress as they move through the school and onto the secondary phase. They will work closely with the SENCO at Horton Heath to ensure transition arrangements for all other SEN pupils is smooth. Specific meetings will take place with the SENCOs of both schools to discuss in detail each SEND child in order to fully understand the provision required. This will mean attending the Year 6 EHCP meetings so that helpful and accurate information is shared prior to Year 7.

The SENCO will:

- co-ordinate the support for all SEND children ensuring they receive the most appropriate support to meet their specific needs
- liaise regularly with parents, keeping them up to date re current provision, progress and interventions in place
- work with outside agencies such as Language Therapy, Educational Psychology, Child and Family Mental Health Services, Paediatrics and the School Nurse
- work with the Local Authority in determining the best provision for all pupils with an Education Health Care Plan (EHCP)
- provide all staff with up to date information re grading all SEND pupils and provide specific training and strategies to support pupils learning in class.

English as an Additional Language

It is the responsibility of all staff to ensure that pupils from ethnic minority backgrounds achieve expected or better progress. This requires a whole school approach. The school will develop and implement strategies to enable all pupils to access the curriculum. Pupils for whom English is an Additional Language will benefit from:

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- planned opportunities for speaking / listening in groups, prior to writing
- modelling by teachers, support staff or pupils of key language to be used in tasks
- staff recognising the challenges of pupils arriving at different ages and different stages of language acquisition
- opportunities to use heritage languages (e.g. for drafting whilst English is developing)
- parental engagement with the school
- careful scaffolding of tasks, for example, highlighting keywords, matching and sequencing activities, use of writing frames.

Looked after Children

We will operate a fully inclusive environment where all learners are welcome and supported. We recognise that Looked after Children will have considerable emotional needs that may well impact on their learning and so we will ensure that there is provision in place to support them with a carefully constructed education plan and access to additional support, such as an ELSA. The key to success will be in establishing clear lines of communication to ensure there is early identification of needs and so avoiding any potential barriers to learning. There will be a designated teacher (in the first stages of school growth this will be the Headteacher) who will ensure communication to staff and regular tracking that the appropriate support is in place.

More Able and Talented

We will identify and support all More Able and Talented (MAT) pupils by:

- high quality and inclusive teaching
- access to subject specialist teaching and facilities where possible
- cross phase peer learning
- offering broad and deep learning experiences
- embedding learning through application and variation of tasks
- identifying MAT pupils who are underachieving and provide appropriate intervention to ensure success
- keeping parents informed so they can offer additional support at home
- providing extra-curricular opportunities enrichment activities.

Pupil Premium

Pupil Premium funding will be used in a variety of ways across the school to ensure:

- all pupils, regardless of their background and socio-economic position, achieve their very best
- all pupils across the ability range have access to a broad, balanced and differentiated curriculum

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

- all pupils, regardless of their abilities and behaviour, fully develop their academic potential, interests and aptitudes by making appropriate additional provision
- there is a supportive learning environment in which helps all pupils increase their levels of confidence, self-esteem and independence.

Each Year Group will have specific provision and intervention programmes for the Pupil Premium based on academic, cultural, social and emotional needs.

A clear register of all interventions will be completed to monitor the individual provision for each pupil and ensure that all pupils receive appropriate intervention. Each teacher and Key Stage Leader will be responsible for updating the register. There will be a termly analysis of the provision in order that all pupils' needs are met and that outcomes are shown to make a positive impact.

There will be ongoing analysis of data comparing the progress of Pupil Premium pupils to those who are not eligible for the funding to ascertain whether there is a gap in achievement and if so a plan will be implemented to develop interventions to close any gaps.

Transition

Smooth and well planned transition at each year group and key stage will be critical to enable all pupils to make rapid and sustained progress at all stages of their learning. Close liaison will take place with the pre-school setting and the EYFS Coordinator/Deputy Head (initially). The location of the pre-school to the reception classes will support this. The early years environment will replicate, as closely as possible, the pre-school setting to help pupils settle and engage with learning at this crucial point of their learning. As pupils' progress from year to year the same principles of the learning environment will apply.

To support transition from Key Stage 2 to Key Stage 3 we will work in close partnership with Horton Heath. The Wildern Trust will be creating additional provision for all our linked schools such as master classes in science, literacy projects and workshops and joint sporting events. We will continue with the successful practice of providing summer school opportunities for Year 6 pupils. This will enable Year 6 pupils from across the cluster including Boorley Green to work together and familiarise themselves with the secondary setting and the expectations of Key Stage 3 learning. This will be critical in ensuring that all pupils transferring feel a sense of community and ownership of 'their new school'.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Introduction

The process of recording, reviewing and assessing pupil progress is essential in the management of learning. We know it is an area where close co-operation between school and home will benefit each pupil. Effective teaching and learning takes place when pupil progress is tracked, monitored and reviewed regularly.

At EYFS, KS1, KS2 and KS4 the aim will be to achieve an excellent standard on all key performance indicators:

Early Years Foundation Stage

- Children will be above Hampshire 69% (2016) National Good Level Development (GLD) FOR 2016 not yet available, we would expect to exceed the National figure

Key Stage 1

- Phonics screening will again be above Hampshire and National figures 80% (2016)
- Reading, Writing and Maths combined should be around 72% based on good to outstanding data available re local schools.

Key Stage 2

- More than 85% of pupils will reach the new expected standard in Reading, Writing and Maths and achieve a scaled score over 100.
- A positive value added score will be achieved when comparing the pupils scaled scores at KS2 to their scaled scores at KS1 or from the reception baseline test in 2022.

Assessment and Data Tracking:

Early Years Foundation Stage:

We will use Early Excellence Baseline Assessment on entry. Progress through early years will be informed by the EYFSP and Development Matters. We will use an online interactive assessment tool such as Orbit and Tapestry to provide real-time assessment information linked to school and home experience. On-going assessments will inform and shape teaching and learning within the year and into KS1. Targets for Good Level of Development (GLD) are informed by the on entry baseline.

D2 – measuring pupil performance effectively and setting challenging targets

Key Stage 1 and Key Stage 2

We will adopt the Hampshire Assessment Model (HAM) across KS1 and KS2. This model is based on a mastery approach to the curriculum. As such, pupils will be given the opportunity to master every skill before they move on to the next. This will ensure all pupils 'keep up' rather than 'catch up' at a later stage. Higher attaining pupils who master aspects more quickly will be given the opportunity to become expert within each year group's expectation, using and applying their knowledge, skills and understanding across the curriculum. For pupils of exceptional ability, the curriculum content of the next year group will be considered.

The HAM adopts a phased approach to assessment with three key data collection points, informed by ongoing teacher assessment, each year. These are in November, February and April. Final teacher assessments will be collated in July of each year with detailed information being passed on to the receiving teacher, including the aspects that a pupil may not yet have mastered that must continue to be taught alongside the curriculum in the new year group. This will not be instead of the curriculum for the new year group but as well as, following the principles of the 'keep up' approach.

Outcomes from statutory assessments including, Year 1 phonics screening, and end Key Stage 1 and Key Stage 2 SATs will inform strategic planning and self-evaluation. Fundamental to the success of this will be regular moderation within and across schools.

Use of Raiseonline and other externally validated data sources will be used to set challenging targets benchmarked against national expectations and other high performing schools. Our expectation will be that every child, with the exception of those with significant cognitive delay or complex special need, will achieve Age Related Expectation (ARE). Pupils who have 'not yet achieved' ARE will have continued access to high quality Key Stage 2 provision to support their transition into Key Stage 3. Wildern has already begun work with its current cluster schools in establishing an appropriate catch up scheme of work to support any pupils transferring who have not achieved ARE

Reporting to Parents

Home school communication with regards to pupil progress is an important part of the pupils' learning journey. At Early Years Foundation Stage and Key Stage 1 and Key Stage 2 beyond the statutory requirements parents will be actively encouraged to ask about the child's progress. There will be termly parents evenings, two per year group plus the annual end of year report. There will be parental drop in session each half term where parents can come in and talk with the class teacher and look and pupils work.

D2 – measuring pupil performance effectively and setting challenging targets

Monitoring and Evaluation

We have always been proactive in appointing and developing high-quality staff who share the Trust's values and have the expertise and ambition to bring out the best in each pupil. Our Teaching and Learning policy identifies clear expectations of all staff with regards to planning, delivery and marking. Formal and informal monitoring of the quality of teaching is integral to raising standards and attainment and will be undertaken throughout the year by all department leaders and senior staff.

Examples include:

- half termly SLT link meetings with middle leaders
- planned and unplanned lesson observations
- pupil tracking by SLT
- pupil focus groups, parent focus groups
- moderation hubs within and across departments and across schools
- planning and work sampling at teacher and department level
- mock Ofsted's (following the Ofsted framework)

All teachers will be observed annually and undertake peer observations as part of their professional learning programme throughout the year to extend and inform their professional practice. All teachers will identify a teaching and learning target for their personal appraisal linked to whole school strategic priorities. All our NQTs and RQTs will follow a formal development programme to extend their expertise and subject knowledge, and increase consistency of practice across the school. The programme will include primary pedagogy and the learning and development journey of a pupil from Year R to Year 11. We consider this fundamentally important in understanding the full journey of each learner and as part of the MAT staff will have access and opportunities to undertake learning walks in the other schools within the Trust.

Consistent practice across the MAT will be central to our success. We have clear policies and rigorous practices at Wildern and will ensure that these systems are transferred and become embedded at Boorley Green. These will include all policies, practice and expectations relating to teaching and learning. We know that effective teaching and learning across any Key Stages takes place when lessons are well prepared and planned.

At Boorley Green there will be a monitoring calendar which will include review days involving rigorous intensive analysis of the quality of teaching and learning and teachers' planning. This will be undertaken by the Senior Team over a week where all year groups will be observed and teachers will be given feedback which will inform the appraisal process. This will be followed up by peer monitoring where teachers across year groups will scrutinise planning and marking in line with school policy and give peer feedback. In addition there will be termly pupil progress meetings to focus

D2 – measuring pupil performance effectively and setting challenging targets

specifically on year group and individual data. Governors will be involved in the process for example they will be invited to take part on the progress review day.

Where possible this process will be supported through the allocation of leadership and management time for all staff responsible for monitoring. At fortnightly SLT link manager meetings the monitoring activities will be discussed. At specific times all leaders will be asked to provide a written account of all monitoring activities with clear actions which will inform judgements and progress. All whole school monitoring activities will be shared with all staff via a formal summary of impact outlining areas of strength and or development, with all key priorities identified in their strategic plans.

The Trust will commission, as now, external experts to undertake quality assurance reviews of the school's data and strategic priorities. Directors will receive a written report which will form part of the their annual monitoring cycle.

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

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Staffing Vision

The Wildern Trust has always believed that its staff are its most valuable asset. We work on the fundamental principle we will only employ staff who are of the highest standard and who share the ethos and values of our school and Trust. We already employ exceptional staff as identified by Ofsted in our last inspection. '**Consistently high-quality teaching promotes excellent progress across the school.**' (Dec 2012) We believe that children have only one chance and that we must ensure they receive, without compromise, the highest standard of teaching. This will drive our recruitment strategy and vision at Boorley Green in the establishment phase and as the school grows to full capacity. We believe that all staff are influential role models in pupil development and that teachers and support colleagues work in partnership to ensure pupils success.

Key qualities of staff we will require when recruiting include:

- a passion for learning and an ambition for all pupils of all abilities
- energy and enthusiasm for their subject and their own learning
- variation in their teaching style and approaches to engage all learners
- excellent classroom management
- proactive and reflective practitioners who are open to new ideas and initiatives
- interest in the whole life of the school

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

- belief that pupils have a voice which adds value to development of the school and brings improvements to their learning
- preparedness to develop relationships with key stakeholders

We will be looking to appoint an inspiring Headteacher who embraces our vision and aspirations and who has outstanding leadership qualities. This is an important strategic role and the successful candidate will demonstrate the ability to work across all key stages of the primary phase.

Early recruitment of high quality primary practitioners will focus on developing a staff team who have capacity and flexibility to work across the school, in the first two years this will include Early Years' experience and expertise.

The school will recruit staff every year over its period of growth, adding areas of responsibility and additional leadership as the need requires. The diagrams in Section G outlines our projections but we believe this must be an organic model, appropriately costed and evolve as the educational landscape and needs of the school change. Initially we will expect those appointed to senior/middle leadership to undertake a range of roles across EYFS and key stage 1 & 2 which will evolve into specific areas of responsibility when numbers increase. As Horton Heath develops we will look to share expertise across both school and believe that colleagues should have the opportunity to work across both schools. This will ensure consistency of practice, enhance pupils' progression and collaborative planning and delivery of high quality teaching and learning. This will also enable us to share staff if projected numbers are not achieved immediately. In section G we identify a pay progression with an increase to leadership roles across subjects as the numbers increase. We anticipate that in most areas these will begin as lower TLR's and gradually increase as we move to full capacity.

Using the expertise of the Teaching School and cross-phase SCITT we will recruit and develop staff at each stage of their career. Opportunities for professional learning will be personalised, relevant and linked to the strategic priorities and appraisal. A key feature of the development programme will be the extension of skills, knowledge and confidence across all key stages of all staff (teachers and support staff). There will be increased opportunities for professional learning and career progression.

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

Phased growth Pupil Numbers:

The following tables indicate the proposed staffing growth from year one 2018 to full capacity in 2025:

Leadership Team

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Headteacher	1	1	1	1	1	1	1
Deputy Head	1	1	1	1	1	1	1
EYFS/KS1 Leader	1	1	1	1	1	1	1
KS2 Leader	0	0	0	0	1	1	1
SENCO	0	0	1	1	1	1	1

Teaching Staff

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Reception	2	2	2	2	2	2	2
Year 1	0	2	2	2	2	2	2
Year 2	0	0	2	2	2	2	2
Year 3	0	0	0	2	2	2	2
Year 4	0	0	0	0	2	2	2
Year 5	0	0	0	0	0	2	2
Year 6	0	0	0	0	0	0	2
TA's	2	4	6	8	10	12	14

Should pupil numbers fall we will look at reducing costs such as staffing based on the budget allocation. This could include the use of senior staff to support some of the teaching delivery. In the case of full classes not being established we will look at alternative groupings such as mixed year group with the exception of Year R. This would not be our preferred option but would ensure quality first teaching and delivery of our planned curriculum (with the appropriate adaptations to meet year group learning needs)

We have used Row 62 on the template to model various budget scenarios if we were to operate with less income due to lower pupil numbers. We would be able to reduce all staffing if there were fewer pupils which would bring a significant reduction in staff costs. We are aware that staffing is the major cost to the school. For example by reducing a member of teaching staff in the first year our costs would reduce by [REDACTED]. There would be associated savings as we would not require the same number of Teaching Assistants or Lunchtime Supervisors if the intake was lower.

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

We have chosen to appoint a Deputy Head from opening and if required they would take on a teaching commitment. Further to this we would reconsider making this appointment if numbers were going to be reduced. We will also work with Horton Heath School to ensure effective use of staff and make sure any spare capacity is used across both schools.

Many of the expenses, such as Educational Resources have been costed on pupil numbers so these will reduce in line with reduced numbers.

We have included costs for advertising and flexibility on pay grade appointments; these would be reduced if the budget required.

We currently ensure we seek best value for money at Wildern School and will continue to apply these principles to all areas of expenditure at Boorley Green School.

Non Teaching Staff – Showing number of staff not FTE

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Reception/Administration	1	1.5	1.5	1.5	1.5	2	2
Office Manager/Finance	0.5	0.5	1	1	1	1	1
Caretaker	1	1	1	1	1	1	1
P/T Chef	1	1	1	1	1	1	1
Catering Assistant	1	2	2	3	4	4	4
Lunchtime Supervisors	2	4	6	8	10	12	12

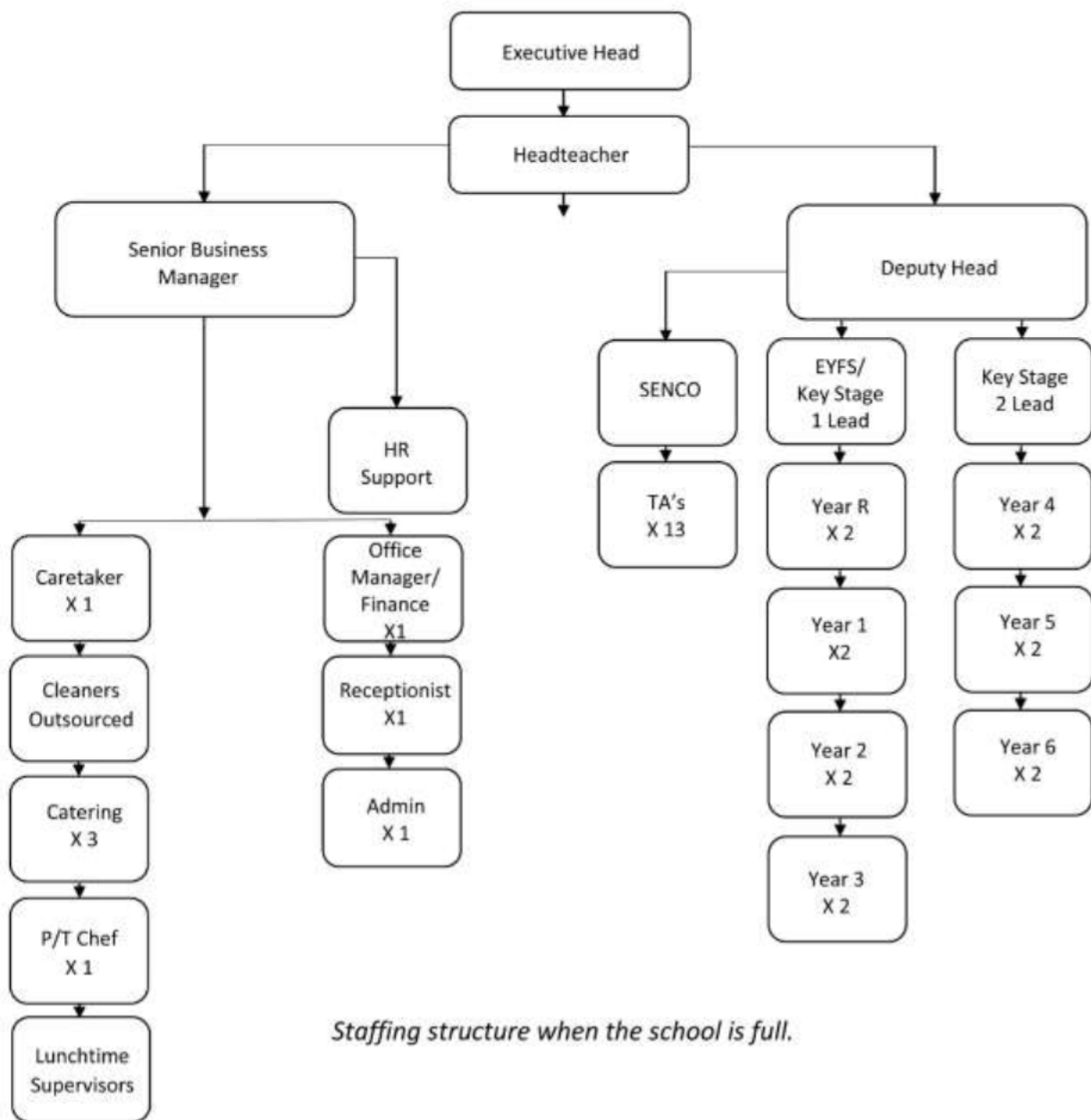
Additional Teaching Assistants will be used to cover PPA time. We will therefore be looking for qualifications in English and Maths to at least GCSE level. The projected numbers may need to increase dependent on need and based on high needs funding.

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

Additional expertise

The Trust has a highly skilled workforce with regards to premises and administration and so can offer a wide range of support services. Some aspects of the school will be run centrally from Wildern School such as payroll and finance. As the school grows additional roles and key posts, required at Boorley Green, will be added to ensure that the school operates efficiently. The table below identifies how this will evolve as the school grows. This could mean pay progression for staff currently employed.

The central team will include the Executive Headteacher, Business Manager, Personnel Manager, Facilities Manager and Chef all of whom will oversee these areas over both schools.



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

Key staff roles and accountabilities:

For each of the roles outlined there will be full job descriptions. Below is a brief summary of key responsibilities. As the school grows to capacity some of the areas of responsibility will move to other key staff. Additional specialist support will be provided from Wildern in Years 1 and 2

Role	Expertise and responsibilities	
Executive Headteacher	<ul style="list-style-type: none"> • Work with Directors re strategic oversight of the Trust • Financial planning • Recruitment planning and staffing for both schools • Work with Business manager re financial forecast and projections. • Work with Headteacher at Boorley Green and Horton Heath in developing a community link and ethos of new schools in line with the principles of the Trust. • Support Headteacher at Wildern in maintaining standards and provision. 	
School Business Manager	<ul style="list-style-type: none"> • Oversight of all financial planning across the Trust • Produce forecast budgets and projections • Oversight of all key administration staff at Horton Heath including catering • Work with Ex Head, Headteachers and Directors on long term financial plans based on growth. 	
Headteacher	<p>Appointed from January prior to September opening</p> <ul style="list-style-type: none"> • No teaching responsibility • Responsible to Executive Head and Local Governing Board • Vision and ethos • Line management of all staff (this will devolve down as SLT roles are introduced) • Writing of School Improvement Plan • Oversight of delegated budget • Staff recruitment • Admission and community relations • Child protection (CPLO) • Pupil premium and vulnerable groups • Curriculum model and planning • Monitoring of the quality of Teaching & Learning • Exclusions and behaviour 	

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

Deputy Headteacher	<p>Appointed from January prior to September opening</p> <ul style="list-style-type: none"> • Oversight of curriculum model, quality of teaching and learning, teachers appraisal • Liaison and first point of contact for parents • Implementation of school policies linked to learning and pupil well-being • Line management of identified areas across the school. • Assessment and reporting to parents work with Deputy Head data at Wildern. • Behaviour for all pupils Year R to Year 6 • SEN provision and planning until SENCO is appointed (support from Wildern SENCO) • Responsible for literacy and numeracy across the school • Deputise as required for Headteacher • Oversight of curriculum working closely with Deputy Heads across the Trust • Child Protection (CPLO) • Deliver whole staff training as required • Some formal teaching and or cover of PPA 	
EYFS Key Stage 1 Leader	<ul style="list-style-type: none"> • Monitor planning, curriculum coverage and learning outcomes for EYFS and KS1 • Identify appropriate attainment and achievement targets • Monitor standards of behaviour • Manage and chair meetings as required • Monitor and evaluate the quality of Teaching and Learning • Act as an appraisal reviewer for identified staff • Lead training as required • Contribute to school improvement plan • Provide quality assurance monitoring and intervention as agreed • Liaise and work as required with KS2 Leader 	
Key Stage 2 Leader	<ul style="list-style-type: none"> • Monitor planning, curriculum coverage and learning outcomes for KS2 • Identify appropriate attainment and achievement targets • Monitor standards of behaviour • Manage and chair meetings as required • Monitor and evaluate the quality of Teaching and Learning 	

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

	<ul style="list-style-type: none">• Act as an appraisal reviewer for identified staff• Lead training as required• Contribute to school improvement plan• Provide quality assurance monitoring and intervention as agreed• Liaise and work as required with KS2 Leader	
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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

Boorley Green will not be a faith designated school and will welcome children from all faiths and cultures. We value diversity and recognise the unique contribution that the culture, religion, language and the experiences of each pupil and staff member will make in enriching the ethos of the school. The curriculum offered to pupils will value and draw on cultural knowledge and experiences, so that no pupils or staff member feels excluded. The Ethnic Minority Co-ordinator will monitor the curriculum to ensure it reflects the diversity that exists within the school and the wider community.

Anti-racist education will permeate all areas of the curriculum as well as having particular focus within, Religious Education and PSHE

We will:

- develop a multi-cultural and non-sexist approach to teaching
- ensure resources used in all areas contain positive images of all groups and are multi-cultural and non-sexist.
- develop strategies to integrate pupils of different gender, race and ethnicity in the classroom, assemblies, dining hall and any other gatherings.
- ensure that linguistic diversity is viewed positively by staff and pupils.
- provide a procedure for actively tackling any discrimination that contravenes this Equalities Policy and to make this known and understood and implemented by all pupils, staff and governors.
- develop teaching methods and styles which take into account the diversity of pupils' needs.

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

All areas of teaching and learning will provide opportunities to promote a pupil's spiritual, moral, social and cultural development. To enhance this, specific opportunities will be included within the school curriculum and all schemes of work. All pupils will study Religious Education which will provide a broad and balanced education on a range of faiths, religions and cultures. To support this pupils will follow a PSHE curriculum which will explore in great depth different themes.

Collective Worship and Celebrations

We recognise the importance of providing time to allow pupils to pause for reflection and stillness. We will help them develop a sense of community and caring for one another and the need to make time in the school day to mark and celebrate special occasions and achievements.

We will achieve this through:

- daily assemblies of a Christian nature, led by EYFS KS1 And KS2 Leaders, Senior leaders, other staff and pupils.
- creating a calendar of themes for the year which is included in the Staff Handbook and shows 'special' festival dates.
- inviting visitors into a Assemblies to provide different perspectives for example, representative of charitable organisations, local clergymen and Gideons will provide different perspectives of assembly themes
- providing an appropriate time in each assembly for pupils to have the opportunity for 'directed reflection'
- Voting Voice – pupil participation in a whole school vote on a current issue or question
- Digging Deeper Days – whole year, cross curricular themed days

We will be adaptable to all faiths and pupils will be able to withdraw from aspects of assembly that is not in line with their personal faith. Our catering facilities will be able to respond to any special dietary requirements.

British Values

The School will actively 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 as set out in Part 2 of The Education (Independent School Standards) Regulations 2014. It has also been produced with regard to the Home Office's Prevent Strategy.

We recognise we have a statutory duty to promote British values and will ensure we have a clear strategy for embedding fundamental British values within the ethos of the school. Where appropriate we will challenge opinions or behaviours that do not support this.

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

The School will:

- provide within the curriculum, as appropriate for the age of the pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and law works in Britain, in contrast to other forms of government in other countries
- give pupils access to a broad general knowledge of and respect for public institutions and services in Britain
- ensure all pupils within the school have a voice (via the Pupil Voice) and are listened to; and we will demonstrate how a democracy works by actively
- promoting democratic processes, such as annual elections of School Captains and Vice Captains
- consider the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values
- encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths.

Our aims and ethos will underpin, and fundamentally represent, these values specifically focusing on a culture of respect and tolerance.

Pupils will learn about their behaviour and attitude and the effect it has on their own rights and those of others. All members of the school community will be expected to treat each other with respect and this will be reiterated through our teaching and learning environment. Wildern School is an accredited Rights Respecting School that models rights and respect in all relationships. We will replicate these key principles at Boorley Green as we know they will be critical in creating the ethos of the school.

Tolerance of different faiths and beliefs will be achieved by equipping pupils with the ability to understand their place in a culturally diverse society and by giving them the opportunity to experience such diversity within the school community.

We will ensure that pupils leave with the strongest foundation of values upon which to build a successful life and a successful contribution to Britain and the wider community as appropriate.

Protected Characteristics:

The School Trust supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as **Protected Characteristics**). We are a committed equal opportunities employer and will take every possible step to ensure that employees are treated equally and fairly. All policies and practices will conform to the principle of equal opportunities in terms of

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

recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

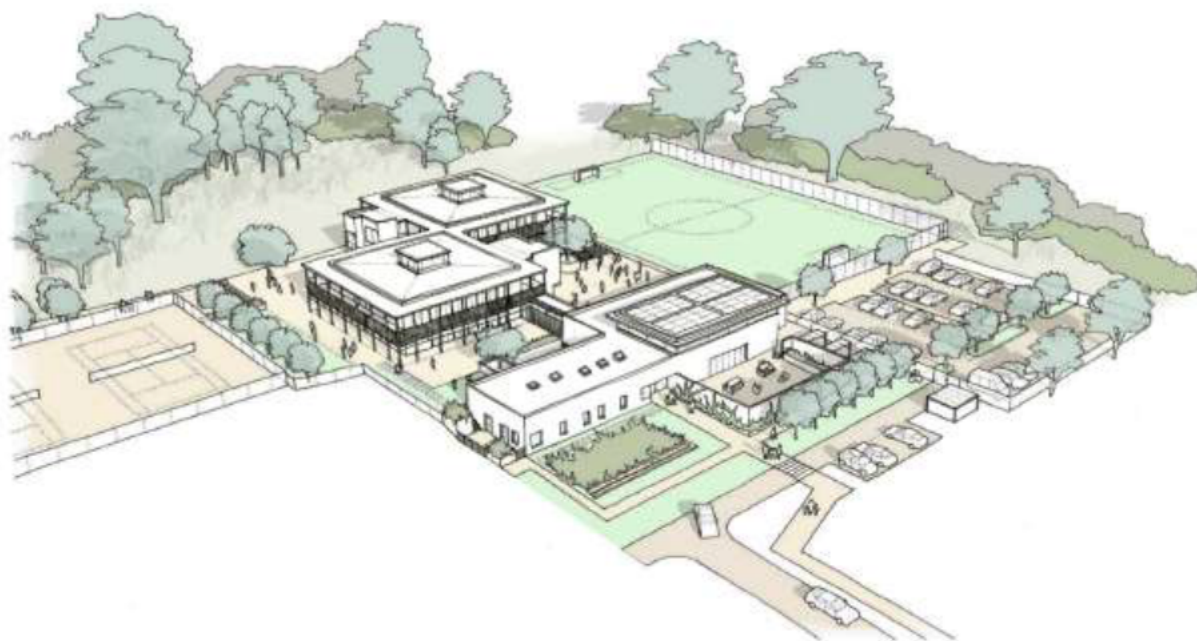
- All vacancies will be advertised openly and will normally be available for members of staff within the School to apply. The School will aim to ensure that no job applicant receives less favourable treatment because of Protected Characteristics.
- All recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that sufficiently diverse sectors of the community are reached.
- Job selection criteria will be reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- All new staff appointed to the School will be informed of where to find the Staff Handbook and all relevant policies, including the Equalities Policy where reference will be made to procedures and practice re racial incidents.
- Staff training needs will be identified through regular staff appraisals. All workers will be given an equal opportunity and access to training to enable them to progress within the organisation. All promotion decisions will be made on the basis of merit.
- We will respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Section E – evidence of need

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

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

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



We are proposing a 2FE primary school to meet basic need due to the growing need for school places in the primary phase from a housing development of 1400 homes within the area. It will be located in the Boorley Green area of the borough. The area is in a planning area called [REDACTED]. The primary phase of the area is forecast to grow from its current intake of 23.4 FE to offer a total of 30 forms of entry (28FE by 2019 and 30 by 2021) with new schools located on the larger of the area's new housing developments. This Boorley Green proposal is an element of that expected growth and the proposed school is intended to specifically meet the need that arises from pupils moving into the new homes.

The figures included in this section are the demand forecast by the County Council. They utilise the proposed phasing of the Boorley Green development that has been agreed by the planning authority. The data applies a yield of 40 primary age pupils per 100 houses, as experienced in recent larger developments across Hampshire, particularly during the first ten years following the development. The number of children from the homes is identified with the number of classes required to meet the demand. It

is assumed that the school will grow from the bottom up, i.e 2 EYFS classes in September 18 with two additional classes in subsequent years. The number of children in the forecast exceeds the provision in a 2 form entry primary school. The proposed design for the school and the acquired site allows for the school's growth to 3 forms of entry. If this bid is successful and realises the 2 form entry school it is anticipated that the growth to 3FE would be achieved through a Basic Need bid by the LA through the standard bidding processes.

Similar forecasting methodology is applied to the forecast of pre-school age children.

██████████ is one area within the ██████████ school system. At primary and secondary age all schools are forecast to be full. House building, already underway and that which is proposed, will increase the number of households by some 4,000 homes since 2011. The pressure first manifests itself in increasing numbers of primary age children, both in new developments and existing homes, already requiring expansion of the primary phase. This proposal is the appropriate response to a single development totalling 1400 homes as part of the 4000 proposed by Eastleigh Borough Council.

Over time the pressure for places will become evident in the secondary phase and that demand is the basis for another Free Secondary School proposal that is currently under consideration by the Department for Education. The children moving into new homes at ██████████ are in the forecast demand that will be met by that Free Secondary School (should it be approved).

Financial Year	1718	1819	1920	2021	2122	2223	2324	2425	2526
Annual housing completions	90	180	180	180	180	180	180	180	49
Cumulative housing completions	90	270	450	630	810	990	1170	1350	1399

Academic Year starting	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25	Sep-26
Annual Pupil Yield @ 0.4	36	72	72	72	72	72	72	72	20
Cumulative Pupil Yield @ 0.4	36	108	180	252	324	396	468	540	560

Minimum Classes Required	2	4	6	9	11	14	16	18	19
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Pupil numbers at Boorley Green	36	108	180	240	300	360	420	420	420
Classes required	2	4	6	8	10	12	14	14	14

The timing and size of the new school depends upon build out rates and yield of pupils. Given the current demand and the assumptions in the forecasts the proposal shows first opening provision in September 2018 with two classes. However, given the current timetables for the housing it is more likely that the school is first required in September 2019.

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

Boorley Green Primary School



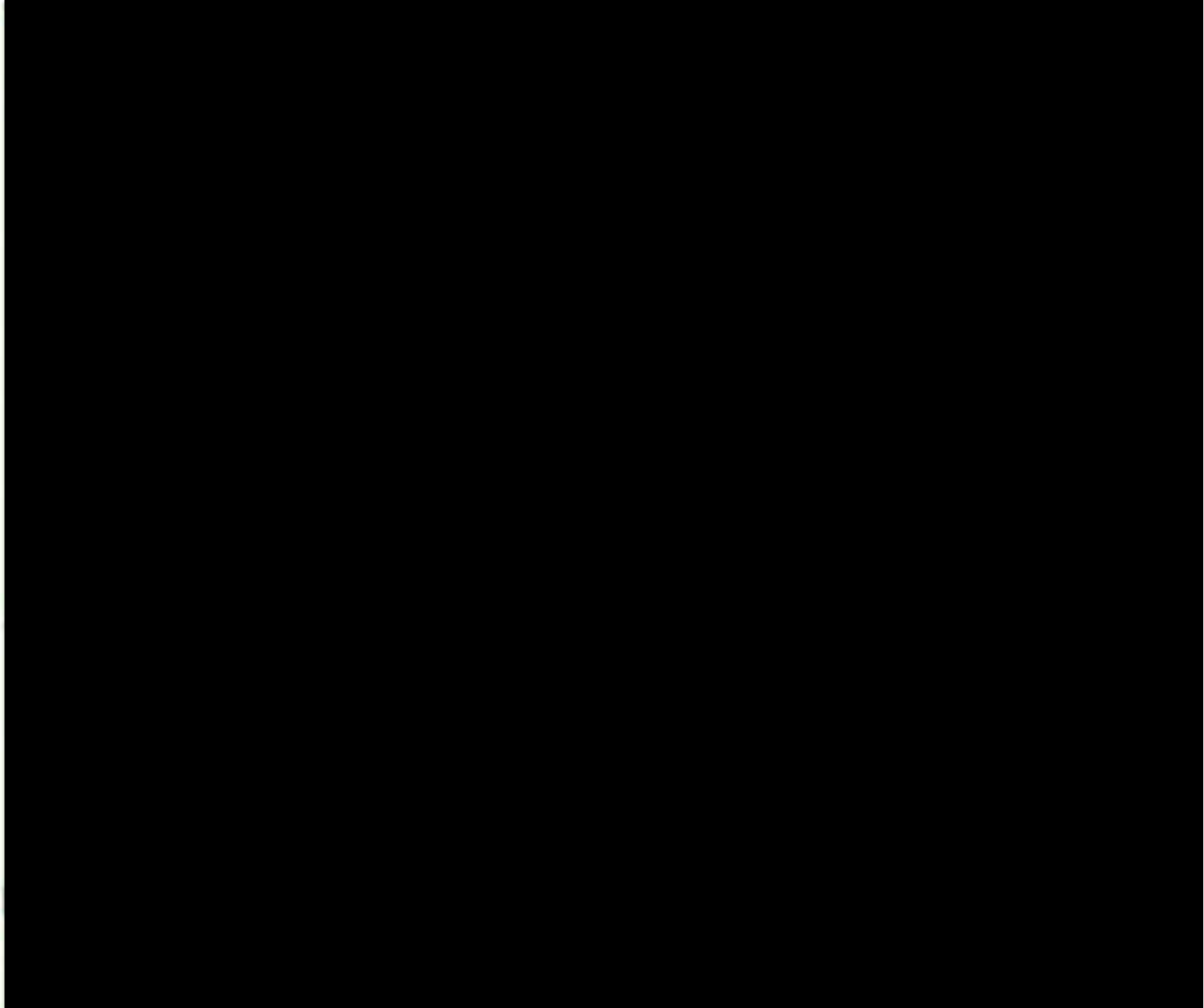
The decision to provide a new 2FE primary school in the [REDACTED] emerged in response to the masterplan proposal for approximately 1400 new homes on the former [REDACTED]. Outline planning approval (ref. O/12/71514) for the housing development masterplan was granted by [REDACTED] in November 2013. In January 2015 the decision was ratified following a Judicial Review. Since then the development has been acquired by a new consortium of housing developers comprising Bovis, Bloor and Linden Homes. The large mixed used development comprises of 1400 new homes, a new local neighbourhood centre and public space, extension to the existing [REDACTED], and a new network of roads, cycle ways and footpaths. The new consortium have submitted reserved matters applications for the following masterplan elements:

- Sports Development including Changing Pavilion and car park
- Infrastructure including roads and associated drainage/services
- Phase 1 Housing to the north

The S106 agreement makes provision for the delivery of a new 2FE Primary School (420 capacity). A feasibility study for a single storey 2FE Primary School was prepared in April 2015. Following a strategic review of future developments within the district Children's Services requested a feasibility study for a 3FE option on the site. This planning application details the proposals for a 2FE Primary School with potential for future 1FE expansion on the site. Under new government guidance the new school will be a Free school The Wildern Trust is therefore now working closing with HCC regarding the schools development, design and enagagment with the local community.

Site Location

The site is located to the north of [REDACTED], adjacent to the village of [REDACTED]. The school site area is approximately 2.0 hectares and sits at the southern part of the development masterplan.



Under the terms of the S106 agreement the site will be transferred to Hampshire County Council as a serviced site within 17 months and/or the 150th occupied dwelling from commencement of the development. The primary school will then be constructed to suit the programme and anticipated intake from the school catchment area.

Community Engagement

Clearly the extent of this development and the proposed new school has required extensive liaison and discussion with key stakeholders. Discussions have already taken place between the developers, local community, local Parish Council and Borough Council and Hampshire County Council members to manage some of the

E2 – successful engagement with parents and the local community

concerns around access and pressure on the current infrastructure. A pre planning consultation took place on 13th May in [REDACTED] to look at the design and discuss issues and or concerns from the community. This was advertised on the HCC website and a letter sent to 1200 existing residents. Key colleagues were there to describe in detail the proposed plan and address key questions.

Specific discussion with the developers have taken place with regards to parking and access for staff and parents regarding drop off and safe access to the schools site. The approved masterplan currently shows a Community Centre, MUGA and small parking area to the south of the school and adjacent the school access road.

Consultation workshops have been held to agree how best to layout the community facilities and enhance the public realm to this part of the site. Whilst the design for these areas are yet to be confirmed by the developer we are keen to ensure that the main approach to the school is carefully planned to provide a safe and attractive approach. Extensive discussions between the housing developers and Botley Parish Council have taken place regarding this. Once agreed further approval will then be confirmed by Eastleigh Borough Council who are the planning Authority.

Hampshire County Council Architects have consulted with the following on the design for the new Primary School proposals:

- Wildern Trust, Primary experts and other local educational advisors
- HCC Archaeologist
- HCC Ecologists
- HCC Fire Officer
- HCC Access team
- Independent Transport Consultants
- HCC Architects
- HCC Landscape Architects
- HCC M&E consultants
- HCC Structural Engineers
- HCC Cost Managers
- HCC Drainage Consultants
- Housing Developer Consortium
- Botley Parish Council

All of the above group have discussed and influenced the proposed design for the school. While the proposal is for a new 2FE Primary School (420 places) it has been designed to allow a future 1FE expansion to a 3FE school (630 places). This planning application relates to the 2FE proposals and indicates the future expansion footprint proposed to the north of the site.

E2 – successful engagement with parents and the local community

School Design Consultation

We have met regularly with Hampshire County Council's Children's Services department and other stakeholders to develop the design principles.

The design team have undertaken an extensive evaluation of various configurations on the site to determine the most effective arrangement of school elements within the brief. Key drivers were as follows:

- to provide well-proportioned classrooms as flexible diverse teaching environments which are able to adapt to changing learning styles
- to connect classrooms directly to external areas to promote outdoor learning
- to encourage the use of the 'whole site' as a valuable learning resource
- to provide comfortable and well-lit learning environments.

One key aspect of the brief was to reduce the perceived scale and mass of the building and maximise the use of the site and natural environment. The building design will feature internal and external spaces with differing scales, daylight and shade.

(Appendix 1, 3 outlines more comprehensive details about the proposed design of the school)

Marketing Moving Forward

Moving forward we will set up a linked page to our website with the opportunity to post frequently asked questions. We will use this to keep the community up to date and ensure marketing momentum. If we are successful we will begin to build a specific website linked Boorley Green Primary School.

In addition community engagement will include the following:

- attendance at Local Council meetings to update on progress
- development of a school prospectus and brochures
- use of different media to give regular updates e.g. website, flyers, newsletter and local papers
- public displays of the new development and building plans
- questionnaires and information in the show home offices
- use of social media
- contact and liaison with local nurseries.

As the project moves forward a specific timeline will be drawn up to identify specific activities and deadlines.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Please note that while we have now been approved for an additional All-through school this has only just been confirmed. For that reason we have included the full information as in the previous successful application.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Y	██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	2 days per week moving up as the project develops
██████████	Y	██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	As required
██████████	Y	██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████	

			[REDACTED]	[REDACTED]	5 hours per fortnight
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Two days per week

[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Time based on project meetings
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Home based on project meetings
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Full time

[REDACTED]	Y	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Full time
[REDACTED] [REDACTED]	Y	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	As required more time in final two years
[REDACTED]	Y	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	As required more time in final two years
[REDACTED]	Y	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	2 hours per week
[REDACTED]	Y	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	5 hours per week
[REDACTED]	Y	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	As required
[REDACTED]	N	Southampton	<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>	SLA hours as needed
[REDACTED]	N	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

F1 (a) Skills and experience of your team

Proposed trustees for Main Board/Local Governing Bodies

The following list identifies from Table 1 current [REDACTED] who will, along with Table 2 below, form the Main Board and or Local Governing Bodies of Wildern Multi Academy Trust:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Table 2

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████
██████████	██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████
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██████████	██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████ ██████████	██████████

F1 (a) Skills and experience of your team

Table 1 above shows the range of expertise and support available in the pre-opening of the new school. All those identified are committed to contributing their time and skills to realise the vision. (See attached CV's)

All of the people in table 1 have already contributed to the bid process and all are very clear on the level of commitment involved moving forward.

Regular fortnightly meetings have already begun with the architects and key advisers including Wildern colleagues. This will transfer into the Project Development Group which will include identified [REDACTED] as outlined above.

Table 2 identifies other [REDACTED] not included in the first table who will form the Main Board and Local Governing Bodies.

Executive Team

We will be working very closely with [REDACTED] (identified in Table 1) with regards to our primary provision. She will be supporting us in sh [REDACTED] [REDACTED] outlined in Section D and will support us in the [REDACTED] for the new school.

[REDACTED], will be advising [REDACTED] [REDACTED] as they develop through the project. This includes [REDACTED] [REDACTED] regarding the [REDACTED] and any [REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

Each school within the MAT will be led by a Headteacher under the direction of the [REDACTED]. Wildern has significant capacity within the Senior Leadership team to support the new structure suggested in the MAT, some additional appointments to the team have already been implemented. We are confident we have the leadership capacity for a current [REDACTED] ([REDACTED]) to step up to the Headship of Wildern. The timeline for this transition will be determined by [REDACTED] as the schedule for the Horton Heath development is finalised and if and when our application for Boorley Green is successful.

The newly formed Wildern Multi Academy Trust (MAT) will be led by Wildern's current [REDACTED], [REDACTED]. Her role will become an [REDACTED] [REDACTED] and together with the [REDACTED] the [REDACTED] will shape the [REDACTED] [REDACTED]. [REDACTED] has a proven, successful track record of

F1 (a) Skills and experience of your team

[REDACTED]
[REDACTED]. Over the last [REDACTED]
[REDACTED]
[REDACTED].

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Significant changes and developments which [REDACTED] has put in place include:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Wildern is familiar with the successes of an [REDACTED] model. The [REDACTED] believe that this model will be important to establish the vision and strategy for the MAT and to quickly put in place the foundations, systems, structures and personnel to make sure no time is lost in providing quality education in the new schools. In such a large school as Wildern aspects identified within the [REDACTED] role already exist and a number of key roles and responsibilities are delegated to other Senior Leaders. Many aspects of [REDACTED] current role already replicate that of an [REDACTED] and so this proposal will build and formalise this role and build on an existing model of distributed leadership which increases capacity for school improvement.

Recruitment of Headteacher

The appointment of key staff will be critical to the success of the new school. The [REDACTED] and other key stakeholders will produce a Job Description and personal specification for the Primary Headteacher Designate that underpins and

F1 (a) Skills and experience of your team

supports the vision for Boorley Green. We will advertise through recognised educational routes such as the Times Educational Supplement and school website.

A timetable for recruitment will be established with the first round scheduled for January 2017 for a January 2018 start, with the opportunity to advertise again at Easter 2017. It will be critical to select the right people with the drive, ambition and understanding of running successful primary school.

The Directors believe the following leadership qualities to successfully undertake this role include:

Headteacher Designate

- Drive and ambition with a rigorous focus on high expectations and a 'can do culture'
- Excellent interpersonal skills that have inspired trust over time from all staff, pupils, parents and other key stakeholders
- Excellent track record of academic leadership
- An unwavering passion for the school that never compromises the provision for its learners
- An intellectual understanding of the local and national dimensions of educational policy
- Excellent relationship with all Directors in supporting whole school strategy
- Strong established links with the local borough and county officers
- Resilience and determination
- Great Integrity and moral purpose

Deputy Head Primary

- An outstanding teacher who is able to influence and develop others to achieve high performance
- Excellent knowledge of pupils emotional, linguistic, physical, intellectual and social development
- Clear understanding of high quality teaching and learning across the complete primary phases from Year R to Year 6
- Ability to think and plan strategically
- Self-awareness and emotional intelligence
- Passion and drive for raising standards
- Ability to effectively lead others.
- Commitment to working collaboratively
- Work with, and through others, to secure the commitment of the local community
- Positive, energetic and thrives on challenge

F1 (a) Skills and experience of your team

The [REDACTED] will work with the [REDACTED] at each school and [REDACTED] to establish the strategic priorities and a coherent, efficient and effective plan for the way forward. Regular reviews will be undertaken regarding data and progress of pupils and the quality of teaching and learning across each school. The Trust recognises that each school will preserve its own unique identity whilst sharing the common values and principles of the MAT.

Headteachers Designate

The combined experience and expertise of the [REDACTED] and [REDACTED] will be invaluable in establishing a vibrant and successful learning environment. The job specifications will make clear the roles and responsibilities and personal qualities.

Prior to opening [REDACTED], the [REDACTED], [REDACTED], [REDACTED] and other identified colleagues will:

- plan the new school both the infrastructure and curriculum
- continue to develop strong links within the community and build trust with prospective parents
- extend links with other key groups within the community including other local schools
- work on final design and layout of the new building.
- recruit key staff for the first cohorts joining the school in Reception (see staffing structure section D)

When the school opens:

- work together in fulfilling the aims and objectives of the Trust
- monitor progress and achievement ensuring high quality teaching and learning
- hold leaders and teachers to account
- ensure that the operational, day-to-day running of the school remains effective and resources are effectively deployed.
- review and adapt systems to best meet the current and changing context of the school
- report to the Schools Local Governing Body and the MAT Board of Directors
- work with other Headeachers, the Teaching School Alliance and other local schools within the community to develop and sustain outstanding practice
- ensure parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.

F1 (a) Skills and experience of your team

The job description will set out key roles and responsibilities linked to all aspects of running a successful school, most notably: pastoral care, safeguarding, curriculum, quality of teaching and learning, parental engagement, financial management and staff recruitment and all areas of day to day leadership of the school.

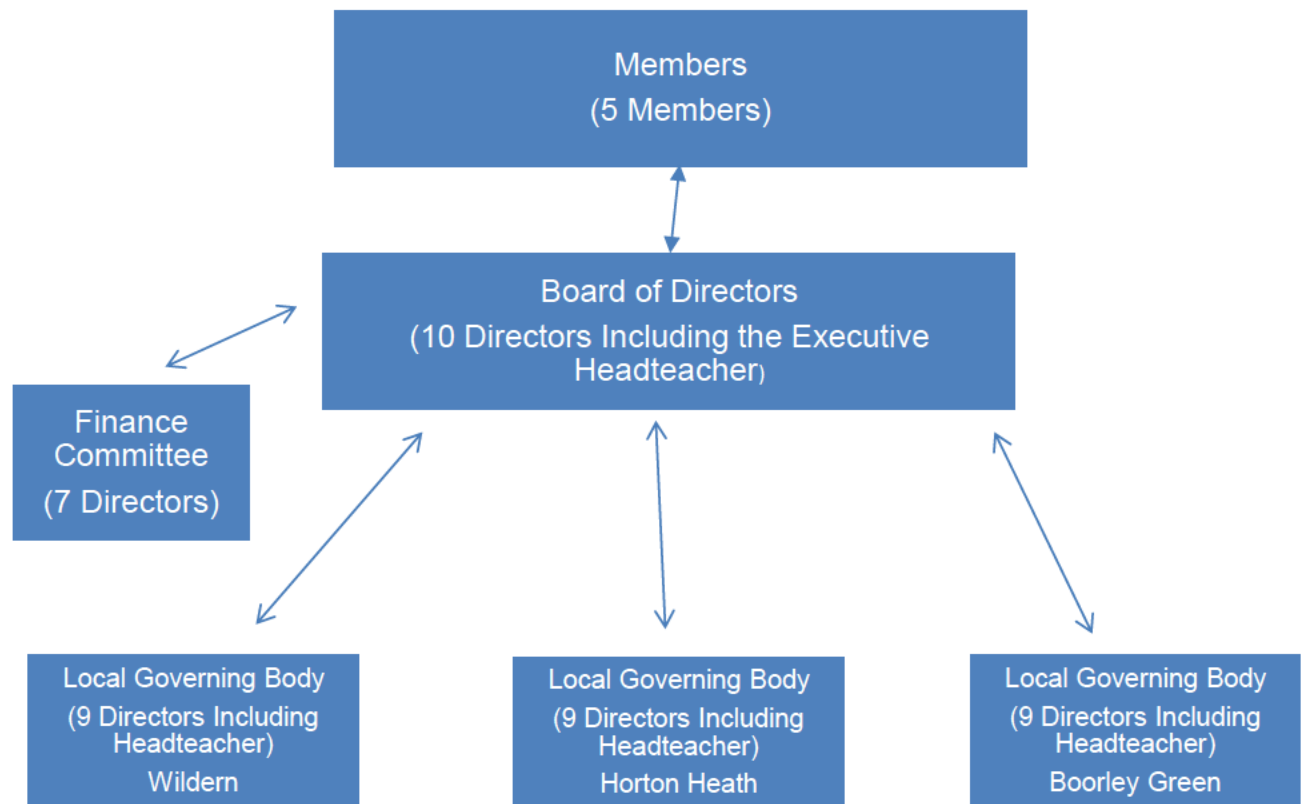
F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing and PR	<ul style="list-style-type: none"> • Trustees • Pre opening Team 	<ul style="list-style-type: none"> • Seek advice from Hampshire re available expertise to support Marketing strategy. Build on existing partnership with marketing services already used within the community provision and Teaching school
Primary Curriculum planning	<ul style="list-style-type: none"> • Existing Trustees 	<ul style="list-style-type: none"> • We have already recruited two experienced primary colleagues (████████████████████) to support our curriculum plan and model. • We will establish an executive team in the summer term to strategically map out and develop the principles set out in section D. The group will include: the two colleagues identified in the Table 1 above plus local and national educational consultants and local primary Headteachers from within our Teaching School Alliance. • Recruit additional Directors with primary experience • Additional training for Trustees regarding curriculum and assessment.

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

Section F2



The core purpose of any school must be to secure positive outcomes for all pupils and the fundamental aim of the Wildern Multi Academy Trust governance structure will support this. While the current Trust has a wealth of experience with fifteen current members who are already familiar with the rigour and expectations of their role, the recruitment of new Directors will be critical, in particular, in the areas of business and financial management. The existing board currently has this expertise but we recognise the need to increase this capacity moving forward.

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

Meeting Schedule

Group	Meetings
Members	Three times a Year
Full Trust Board	Four times a Year
Local Governing Boards	Once every half term
Finance Committee	Once every half term
School Improvement Committee	Once every half term

Members:

As the diagram above indicates the MAT will be led by five members, three of whom will also remain as Directors. As in our existing Trust, Directors will set out the constitution of the MAT and sign the memorandum and Articles of Association. They will also appoint and dismiss the majority Directors.

The members will be fully aware of their statutory responsibilities and accountabilities. As already indicated a key role will be the appointment of further Directors with the appropriate skills to support all schools within the MAT. We will build on the excellent and diverse expertise that already exist and continue the strong track record of strategically appointing Directors with the relevant skills and experience.

The appointment of high calibre Directors is critical, and prior to selection members will identify specific skills and attributes required. Currently all Directors have a high level of expertise in secondary and several in primary school governance. For example, one [REDACTED] leads [REDACTED] and works extensively with [REDACTED]. This will be invaluable in supporting the Board Directors and LGB at Boorley Green. We will continue to increase the level of expertise and use the Directors self-evaluation, to identify skills and expertise required.

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

Recruiting new Directors will be done in an open and transparent way in order to attract a fair representation from within the local area. The new housing development at [REDACTED] [REDACTED] gives us the potential to recruit new Directors from the local community and businesses who meet the job description and personal specification.

An effective communication and marketing strategy will be used to generate interest in joining the Board. For example, advertising in the local area via newspapers, in community facilities, businesses and other educational establishments. Those interested will be required to follow an application and interview process. While we recognise that this is a voluntary role, the MAT will not compromise on it's expectations and will appoint the people who fully meet the requirements of the job description.

Wildern School already has a highly effective and skilled Board of Directors, 10 of whom will form part of the MAT main board and Members. The school employs a Clerk with specific responsibilities to guide and advise Directors on practice and procedure. An annual skills audit forms part of our regular and existing practice and will be fundamental in ensuring a range of expertise and experience forms the makeup of the Main Board. We are aware of the need to extend Directors with primary school phase expertise.

Current Director skills include:

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

The Board of Directors

The Board of Directors will have two core functions to ensure financial probity and establish the strategic direction of the MAT. Ten Directors will form The Board drawn from the existing Trust Board. We recognise that succession planning is critical to success and will include representation from the Boorley Green community. Key priorities for the Board will be to:

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

- ensure strong and effective executive leadership
- establish a clear reporting system
- support members in recruiting highly skilled Directors
- operate as an advisory body to each school in the Trust establishing strong two way communication
- oversee and manage the financial capability of each school
- assess any potential risks to each school
- create a clear 3 year strategic plan
- monitor and review progress and attainment
- review and maintain up-to-date knowledge of the curriculum provision and change
- support the [REDACTED] and [REDACTED] in the appointment of high quality staff.

The Main Board will meet four times a year to review progress/performance and discuss and future strategic developments. The Boards will take reports from the Finance Committee (see below) and the Local Governing Boards (LGB).

Finance Committee:

The Finance Committee will assist The Board of Directors in all financial decisions ensuring sound management of the MAT's finances and resources, including financial planning, monitoring and probity. They will monitor issues as they arise in respect of finance, personnel, premises and ensure appropriate risk management strategies are in place. They will make comments and recommendations on such matters to the Board of Directors at all board meetings, which includes the acceptance of the accounts, the recommendation or reappointment of the auditors and all aspects linked to Companies Act and DfE/EfA requirements. This will include declaration of pecuniary interest and conflict interest in line with the financial handbook.

The committee will be authorised to perform any of the powers and function delegated to it by the Board including expenditure up to an agreed limit. Directors acknowledge that they hold a personal position of trust and responsibility and every act of delegation is only a delegation of powers and does not relieve Directors themselves of responsibility.

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 committee will review the budget and make recommendations to accept or not accept the MAT's budget at the start of each academic year; this will be reviewed and monitored regularly throughout the year (each half term).

The membership of the Committee will be 7 Directors which includes the [REDACTED] and the [REDACTED]. The Chair of the Committee will be elected annually and must be a Director.

Audit Committee

This committee will not form unless the MAT grows further. Audit matters will be discussed as part of the terms of reference for the Finance Committee.

Local Governing Bodies:

The Local Governing Bodies (LGB) for each school in the Trust will operate as committees for the Trust Board and will have necessary autonomy and delegated powers, to be determined by the main Board. The main responsibilities of the LGB will be linked to school improvement and monitoring of standards and outcomes for all pupils. The Directors will work with the leadership team of each school to oversee pupil data, performance and progress and changes to the curriculum offer that best meets pupils' needs and national expectations. Directors on the LGB will be required to have appropriate training to ensure they fully understand key aspects of the school in order to scrutinise and challenge the leadership team of each school and to enable them to effectively feedback to the main Board. The main board will appoint the chairs of each Local Governing Body.

For **Local Governing Bodies** to carry out their roles effectively Directors must be able to understand:

- a range of data both the schools internal model and national such as Raisonline, Ofsted data dashboard
- what makes high quality teaching and learning and the ways in which the schools are monitoring pupil and teachers performance
- significant changes to the curriculum and assessment
- accountability processes and procedures
- the importance of self-review and taking responsibility for increasing their skills and knowledge as Directors.

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

There are already strong systems in place to support the above. All current Directors receive data training and are given regular updates linked to the curriculum and assessment. All aspects of professional learning are shared with Directors and they are invited to attend whole school training beyond governor specific training. All newly appointed Directors will receive relevant training and induction.

The LGB's will report to the Main Board who will expect accurate minutes and relevant reports to be presented at all meetings that are linked to the strategic priorities. This is already an established effective model in the current Trust. (see diagram) Strategic aspects of school improvement requiring financial commitment will go through the Main Board who have sole oversight of key financial decisions.

Conflict of Interest:

Members, Directors and SLT will be required to declare any potential conflict of interest as they become known; such declarations will be required at the outset of all meetings. This will ensure that the principles of openness, transparency are adhered to at all times. In order to ensure such conflicts cannot occur, 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 close friend would benefit in any way. All decisions in the Trust follow clear and agreed procurement procedures. Governance at every level will work to the highest standards and follow the clear responsibilities stipulated in the Articles of Association and Funding agreements. There will be a detailed policy in place to manage any situation when conflicts of interest may arise.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

The School is due to open with Year R in September 2018.

The budget plan is based on the Curriculum Model outlined in Section D, with the staffing required to deliver this, based on an intake of 60 pupils in a 2FE school. We have also projected the budget based on an intake of 36 pupils in September 2018 and the staffing model in place is affordable. We are aware the forecast predicts 72 pupils rather than 60. If this occurred then we would use a basic need case to grow to 3FE and would seek additional funding from the DfE and EFA to fund the growing school's revenue budget.

If there were other changes to the intake of pupils, staffing and other costs would be adjusted to reflect these changes.

We have used the 2016 Teachers Pay and Conditions Document for Teaching Staff pay ranges.

The Leadership Grades have not yet been finalised by the Directors but we have based our figures on the following grades:

Headteacher L11 to L23

Deputy Head L1 to L8

G1 – budget planning and affordability

Costs have been based on Teaching Staff moving up the Main Pay Range at two points per year and then on to and up the Upper Pay Range, as they are eligible.

Non-teaching staff salaries are based on the Hampshire County Council Pay Scales for Support Staff as at 1 April 2016.

Costs have been based on non-teaching staff progressing one point a year up the pay range until they reach the top of their grade.

Benchmarking Data was gathered from the AFR Benchmarking website, Schools CFR Benchmarking website and talking to primary schools locally and nationally about their expenditure and requirements.

Income

No extra income has been included in the budget but we will generate income through lettings to both the local community and wider community once the School is built and we are aware of the facilities available and the school requirement. We have extensive experience of managing a varied community offer at Wildern which generates considerable income and we would seek to make the best use of the facilities we have available. We envisage making the school hall and outside facilities such as the sports field available for hire. We would want to use the school facilities to nurture the community spirit but at the moment there is insufficient evidence to base any income prediction on.

As the school grows we expect to generate income through catering as we do at Wildern where we achieve a high uptake of meals both by staff and students but have not included this income.

Staff

Using the pre- opening grant we will aim to appoint a Head teacher to start in January 2018.

All Teaching Staff have been budgeted for at slightly different pay ranges but we realise there could need to be some further flexibility in these grades when we come to recruit. It is essential we attract the best candidates to the school and are aware we may need to reconsider other costs in order to appoint the best candidates. Contingency has been included in each year which could be used to offset these extra costs.

G1 – budget planning and affordability

Non teaching staff are shown as number of posts rather than full time equivalents in Section D. The number of hours are shown in the assumptions column on the Section G spreadsheet.

In the Other Staff Costs there is a line to show the payroll increases year on year for the MAT top slice costs.

Supply costs will be minimised, with the Deputy Head teaching as required. If possible staff, where capacity allows, will be shared with Horton Heath School to ensure continuity and quality of supply teaching.

We are aware that if we choose to implement some of the Forest School principles there will be a cost implication around staffing and training costs.

Premises

All costs here have been based on the areas of the buildings. At Wildern we manage the repair and maintenance of the buildings ourselves by employing external contractors and we will do the same at Boorley Green. This has proved to offer better value for money and an improved level of service compared with a Service Level Agreement.

As the buildings will be new and energy efficient we would hope to minimise the utility costs. Costs are based on estimates based on the area of the buildings.

Rates have not been included as at the moment these are unknown – income has not been included either for Rates.

Educational Resources

All areas have been benchmarked using the Academy benchmark website and CFR website, as well as local and national primary schools.

Professional Services

Where the budget allows costs for marketing have been increased to ensure that the new school is well publicised with high quality marketing. At the moment the requirement for marketing is unknown. If the allocated funding is not required for marketing it will be used in other areas of the budget.

Other

G1 – budget planning and affordability

Contingency has been added where budget allows to cover unforeseen costs in the year and to provide for funds to pay for additional staffing if required or to appoint staff at a higher grade than provided for in the budget.

Charges for the MAT top slice staffing are shown here and represent charges for the staffing that will be provided for Boorley Green by Wildern School, as well as additional costs for software for Finance and Payroll for Boorley Green School. The following staff are being charged for: [REDACTED]

[REDACTED] These staff will provide a strategic vision for Boorley Green from their areas of expertise as well as operational support as required. Payroll and Finance will be run centrally with staff in both locations for daily operations. As Boorley Green grows the time input from these staff will increase, hence the increase in costs.

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 [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

Annexes


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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

CVs

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

CV Chris Cornhill

	<ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	Brief comments on why your previous experience is relevant to the new school	

		<p>[Redacted text]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text]</p>

CV Chris Cornhill

		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV – Ceri Oakley

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	<ul style="list-style-type: none"> • [REDACTED] [REDACTED] ▪ [REDACTED] [REDACTED] ▪ [REDACTED] [REDACTED] ▪ [REDACTED]
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>N/A</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> ▪ [REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV – Steve Mann

	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	<ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED]
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>N/A</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED] ▪ [REDACTED]

CV – Bob Wallbridge

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

CV – Bob Wallbridge

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>

		<p>[Redacted text block 1]</p> <p>[Redacted text block 2]</p> <p>[Redacted text block 3]</p> <p>[Redacted text block 4]</p> <p>[Redacted text block 5]</p> <p>[Redacted text block 6]</p> <p>[Redacted text block 7]</p> <p>[Redacted text block 8]</p> <p>[Redacted text block 9]</p> <p>[Redacted text block 10]</p> <p>[Redacted text block 11]</p> <p>[Redacted text block 12]</p> <p>[Redacted text block 13]</p> <p>[Redacted text block 14]</p> <p>[Redacted text block 15]</p> <p>[Redacted text block 16]</p> <p>[Redacted text block 17]</p> <p>[Redacted text block 18]</p> <p>[Redacted text block 19]</p> <p>[Redacted text block 20]</p> <p>[Redacted text block 21]</p> <p>[Redacted text block 22]</p> <p>[Redacted text block 23]</p> <p>[Redacted text block 24]</p> <p>[Redacted text block 25]</p> <p>[Redacted text block 26]</p> <p>[Redacted text block 27]</p> <p>[Redacted text block 28]</p> <p>[Redacted text block 29]</p> <p>[Redacted text block 30]</p> <p>[Redacted text block 31]</p> <p>[Redacted text block 32]</p> <p>[Redacted text block 33]</p> <p>[Redacted text block 34]</p> <p>[Redacted text block 35]</p> <p>[Redacted text block 36]</p> <p>[Redacted text block 37]</p> <p>[Redacted text block 38]</p> <p>[Redacted text block 39]</p> <p>[Redacted text block 40]</p> <p>[Redacted text block 41]</p> <p>[Redacted text block 42]</p> <p>[Redacted text block 43]</p> <p>[Redacted text block 44]</p> <p>[Redacted text block 45]</p> <p>[Redacted text block 46]</p> <p>[Redacted text block 47]</p> <p>[Redacted text block 48]</p> <p>[Redacted text block 49]</p> <p>[Redacted text block 50]</p> <p>[Redacted text block 51]</p> <p>[Redacted text block 52]</p> <p>[Redacted text block 53]</p> <p>[Redacted text block 54]</p> <p>[Redacted text block 55]</p> <p>[Redacted text block 56]</p> <p>[Redacted text block 57]</p> <p>[Redacted text block 58]</p> <p>[Redacted text block 59]</p> <p>[Redacted text block 60]</p> <p>[Redacted text block 61]</p> <p>[Redacted text block 62]</p> <p>[Redacted text block 63]</p> <p>[Redacted text block 64]</p> <p>[Redacted text block 65]</p> <p>[Redacted text block 66]</p> <p>[Redacted text block 67]</p> <p>[Redacted text block 68]</p> <p>[Redacted text block 69]</p> <p>[Redacted text block 70]</p> <p>[Redacted text block 71]</p> <p>[Redacted text block 72]</p> <p>[Redacted text block 73]</p> <p>[Redacted text block 74]</p> <p>[Redacted text block 75]</p> <p>[Redacted text block 76]</p> <p>[Redacted text block 77]</p> <p>[Redacted text block 78]</p> <p>[Redacted text block 79]</p> <p>[Redacted text block 80]</p> <p>[Redacted text block 81]</p> <p>[Redacted text block 82]</p> <p>[Redacted text block 83]</p> <p>[Redacted text block 84]</p> <p>[Redacted text block 85]</p> <p>[Redacted text block 86]</p> <p>[Redacted text block 87]</p> <p>[Redacted text block 88]</p> <p>[Redacted text block 89]</p> <p>[Redacted text block 90]</p> <p>[Redacted text block 91]</p> <p>[Redacted text block 92]</p> <p>[Redacted text block 93]</p> <p>[Redacted text block 94]</p> <p>[Redacted text block 95]</p> <p>[Redacted text block 96]</p> <p>[Redacted text block 97]</p> <p>[Redacted text block 98]</p> <p>[Redacted text block 99]</p> <p>[Redacted text block 100]</p>
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CV – Bob Wallbridge

		<p>[Redacted text]</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV – Heather Evers

1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">▪ name of school/ organisation▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED] [REDACTED]</p> <p>Position: [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>Position: [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED] [REDACTED]</p> <p>Position: [REDACTED] [REDACTED] [REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p>

CV – Heather Evers


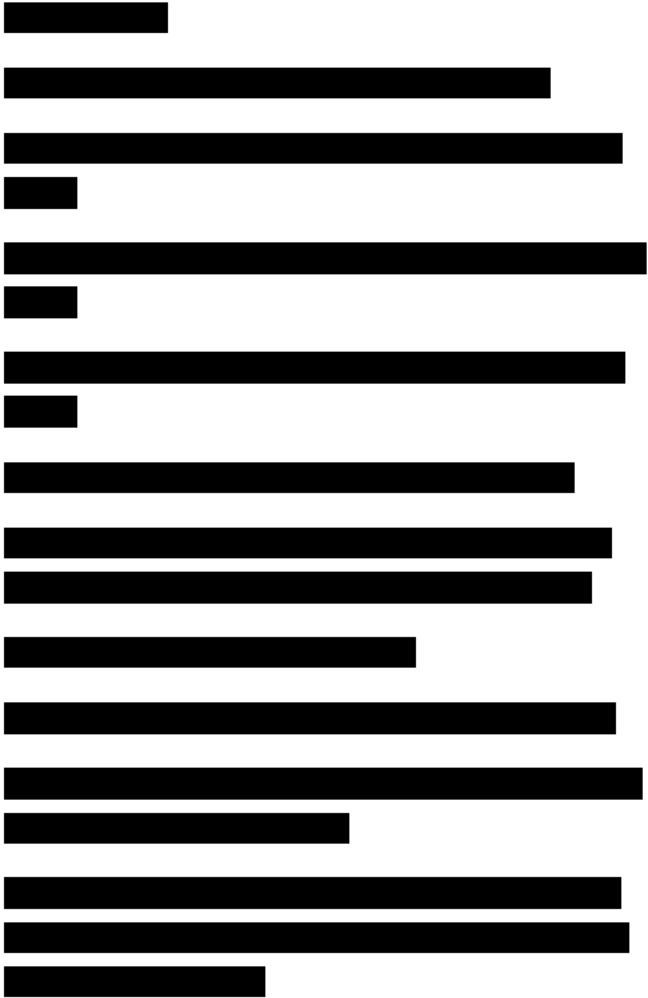
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	<p>[Redacted]</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to	N/A

CV – Heather Evers

	<p>your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>

CV – Hilary Manton



1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name [REDACTED]</p> <p>Position [REDACTED]</p> <p>Dates [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <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>4.</p>	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student 	

CV – Hilary Manton

	<p>for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV – Hilary Manton

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	 

CV – John Cantwell

	<p>per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>N/A</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
<p>7.</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of</p>	

CV – John Cantwell

	your three previous roles.	
8.	Reference names(s) and contact details	

CV – Peter Colenutt

1.	Name	██████████
2.	Area of expertise (ie education or finance)	██ ████████████████████
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: ██</p> <p>Position: ██</p> <p>Dates: ████████████████████</p>
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	N/A

CV – Peter Colenutt

	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV Rebecca Kingsland

1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if 	See table below

CV Rebecca Kingsland

	applicable	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

KS2	L4+			L5+			L6		
Cohort: 60	2013	2014	2015	2013	2014	2015	2013	2014	2015
Reading	85%	87%	95%	36%	50%	53%	2%	--	2%
Writing	74%	88%	88%	11%	27%	25%	--	--	--
SPAG	70%	72%	83%	45%	48%	53%	--	--	2%
Maths	87%	78%	95%	38%	38%	34%	2%	7%	8%
	2013			2014			2015		
L4+ in R,W,M	74%			70%			84%		
	2013			2014			2015		
L5+ in R,W,M	9%			18%			16%		
	R			W			M		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
2 levels progress	85%	83%	96%	79%	98%	96%	94%	83%	93%
3 levels progress	17%	31%	40%	9%	22%	24%	17%	26%	27%

KS2	L4+			L5+			L6		
Cohort: 60	Na	LA	School	Na	LA	School	Na	LA	School
Reading	89%	91%	95%	49%	53%	53%	--	0%	2%
Writing	85%	89%	88%	33%	38%	25%	--	2%	0%
SPAG	76%	80%	83%	52%	55%	53%	--	4%	2%
Maths	86%	89%	95%	42%	45%	35%	--	9%	9%
	National			LA			School		
L4+ in R,W,M	80%			83%			83%		
L4B+ in R,W,M	Not available			73%			81%		
	National			LA			2015		
L5+ in R,W,M	24%			27			16%		
	R			W			M		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
2+ levels progress	85%	83%	96%	79%	98%	96%	94%	83%	93%
National	88%	91%	91%	92%	93%	94%	88%	90%	90%
3+ levels progress	17%	31%	40%	9%	22%	24%	17%	26%	27%
National	--	35%	33%	--	33%	36%	--	35%	34%


CV – Simon Waite

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

CV – Simon Waite

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██ ██ ██ ████████████████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of</p>	

CV – Simon Waite

	your three previous roles.	
8.	Reference names(s) and contact details	

CV – Steve Clow

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

CV – Steve Clow

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>

CV – Steve Clow

		<p>[Redacted]</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	<p>[Redacted]</p>

CV – Steve Clow

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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CV – Stuart Adlam

1.	Name	<p>[REDACTED]</p> <p>[REDACTED]</p>																																																		
2.	Area of expertise (ie education or finance)	<p>[REDACTED]</p>																																																		
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p>																																																		
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p>																																																		
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p>																																																		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>[REDACTED]</p> <table border="1" data-bbox="732 1339 1461 1885"> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </table>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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CV – Stuart Adlam

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5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 80%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 70%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 85%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 30%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 35%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 35%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 60%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 55%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 45%; height: 15px; margin-bottom: 5px;"></div>				
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department’s results for the years 	Not applicable				

CV – Stuart Adlam

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

CV Martin Goff		
1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED] [REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED] [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV Simon Martin

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

CV Simon Martin



	are maintained																																																																						
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	<table border="1"> <tr><td></td><td>████</td><td>████</td><td>████</td></tr> <tr><td></td><td>██</td><td>██████</td><td>████</td></tr> <tr><td></td><td>████</td><td>████</td><td></td></tr> </table>		████	████	████		██	██████	████		████	████		<table border="1"> <tr><td>████</td><td>████</td><td>██</td><td>██████</td></tr> </table>	████	████	██	██████	<table border="1"> <tr><td>████</td><td>████</td><td>████</td><td>██████</td></tr> </table>	████	████	████	██████	<table border="1"> <tr><td>████</td><td>████</td><td>████</td><td>██████</td></tr> </table>	████	████	████	██████	<table border="1"> <tr><td>████</td><td>████</td><td>████</td><td>██████</td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> <tr><td></td><td>████</td><td>██████</td><td></td></tr> </table>	████	████	████	██████		████	██████			████	██████			████	██████			████	██████			████	██████			████	██████			████	██████		<table border="1"> <tr><td>████</td><td>████</td><td>████</td><td>██</td></tr> <tr><td></td><td></td><td></td><td>██████</td></tr> </table>	████	████	████	██				██████
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CV Simon Martin

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

CV Ray West		
1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
4.	Health & Safety: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as 	N/A

CV Ray West

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

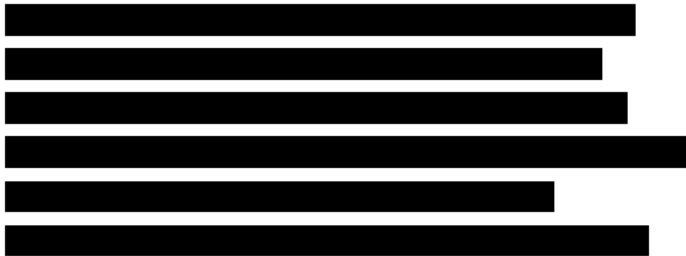
CV Ray West

		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED]

CV Heather Zawada

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

CV Heather Zawada

	<p>years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
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6.	Brief comments on why your previous experience is relevant to the new school	

CV Heather Zawada

		<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>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	

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

CV – Daniel Keeler

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>
7.	<p>Optional: brief comments on how the role you played helped</p>	<p>██</p> <p>██</p>

CV – Daniel Keeler

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

CV – Marie- Louise Litton

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none">■ [REDACTED]■ [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV – Annette Towgood

1.	Name Address	[REDACTED] [REDACTED]														
2.	Area of expertise (ie education or finance)	[REDACTED]														
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED] [REDACTED]	Name: [REDACTED] Position: [REDACTED] Dates [REDACTED] [REDACTED]													
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED] [REDACTED] [REDACTED] [REDACTED]														
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 															
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	<table border="1"> <tr> <td data-bbox="699 1731 874 1877"></td> <td data-bbox="882 1731 1002 1877">[REDACTED]</td> <td data-bbox="1010 1731 1209 1877">[REDACTED]</td> <td data-bbox="1217 1731 1385 1877">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1888 874 1966">[REDACTED]</td> <td data-bbox="882 1888 1002 1966">[REDACTED]</td> <td data-bbox="1010 1888 1209 1966">[REDACTED]</td> <td data-bbox="1217 1888 1385 1966">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1977 874 2022">[REDACTED]</td> <td data-bbox="882 1977 1002 2022">[REDACTED]</td> <td data-bbox="1010 1977 1209 2022">[REDACTED]</td> <td data-bbox="1217 1977 1385 2022">[REDACTED]</td> </tr> </table>				[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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CV – Annette Towgood

		<p>[Redacted]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>
8.	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

CV – Charlie Bloom

1.	Name Address	[REDACTED]																		
2.	Area of expertise (ie education or finance)	[REDACTED]																		
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Printing, [REDACTED]</p> <p>Dates: [REDACTED]</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates [REDACTED]</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates [REDACTED]</p>																
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>																		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and 	<table border="1"> <tr> <td data-bbox="708 1682 874 1839">[REDACTED]</td> <td data-bbox="879 1682 1002 1839">[REDACTED]</td> <td data-bbox="1007 1682 1209 1839">[REDACTED]</td> <td data-bbox="1214 1682 1385 1839">[REDACTED]</td> </tr> <tr> <td data-bbox="708 1845 874 1928">[REDACTED]</td> <td data-bbox="879 1845 1002 1928">[REDACTED]</td> <td data-bbox="1007 1845 1209 1928">[REDACTED]</td> <td data-bbox="1214 1845 1385 1928">[REDACTED]</td> </tr> <tr> <td data-bbox="708 1935 874 1995">[REDACTED]</td> <td data-bbox="879 1935 1002 1995">[REDACTED]</td> <td data-bbox="1007 1935 1209 1995">[REDACTED]</td> <td data-bbox="1214 1935 1385 1995">[REDACTED]</td> </tr> <tr> <td data-bbox="708 2002 874 2056">[REDACTED]</td> <td data-bbox="879 2002 1002 2056">[REDACTED]</td> <td data-bbox="1007 2002 1209 2056">[REDACTED]</td> <td data-bbox="1214 2002 1385 2056">[REDACTED]</td> </tr> </table>			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]																	

CV – Charlie Bloom

	<p>maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	<p>████</p>	<p>████ ████ ████ ████</p>	<p>████ ██████████ ██████████ ██████████ ████ ██████████ ██████████</p>	<p>████</p>
		<p>████</p>	<p>████</p>	<p>████</p>	<p>████ ██████████</p>

5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications

CV – Charlie Bloom

6. Brief comments on why your previous experience is relevant to the new school

[Redacted]

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

[Redacted]

CV – Charlie Bloom

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8.	Reference names(s) and contact details	<p>[REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV Carolyn Hughan

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

CV Carolyn Hughan

5.a

For education only: if you are in a leadership position in your latest school (where available):

- the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- school's best 8 value added scores for the years you were in post, if applicable

	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]

5.b

For education only: if you are in a teaching or head of department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications

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6.

Brief comments on why your previous experience is relevant to the new school

[Redacted]

[Redacted]

[Redacted]

CV Carolyn Hughan

		[Redacted]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV – David Bull

1.	Name Address	[REDACTED] [REDACTED]																		
2.	Area of expertise (ie education or finance)	[REDACTED]																		
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	<table border="1"> <tr> <td data-bbox="699 477 798 533">Name:</td> <td data-bbox="805 477 1382 533">[REDACTED]</td> </tr> <tr> <td data-bbox="699 544 798 600">Position:</td> <td data-bbox="805 544 1382 600">[REDACTED]</td> </tr> <tr> <td data-bbox="699 611 798 667">Dates:</td> <td data-bbox="805 611 1382 667">[REDACTED]</td> </tr> <tr> <td data-bbox="699 678 798 734">Name:</td> <td data-bbox="805 678 1382 734">[REDACTED]</td> </tr> <tr> <td data-bbox="699 745 798 801">Position:</td> <td data-bbox="805 745 1382 801">[REDACTED]</td> </tr> <tr> <td data-bbox="699 813 798 869">Dates:</td> <td data-bbox="805 813 1382 869">[REDACTED]</td> </tr> <tr> <td data-bbox="699 880 798 936">Name:</td> <td data-bbox="805 880 1382 936">[REDACTED]</td> </tr> <tr> <td data-bbox="699 947 798 1003">Position:</td> <td data-bbox="805 947 1382 1003">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1014 798 1070">Dates:</td> <td data-bbox="805 1014 1382 1070">[REDACTED]</td> </tr> </table>	Name:	[REDACTED]	Position:	[REDACTED]	Dates:	[REDACTED]	Name:	[REDACTED]	Position:	[REDACTED]	Dates:	[REDACTED]	Name:	[REDACTED]	Position:	[REDACTED]	Dates:	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]																	

CV – David Bull

	<p>per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>[REDACTED]</p>			
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>			

CV – David Bull

		[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV – Emily Walsh

1.	Name Address	[REDACTED] [REDACTED]														
2.	Area of expertise (ie education or finance)	[REDACTED]														
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]													
		Name: Position: Dates:														
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 															
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- 	<table border="1"> <tr> <td data-bbox="708 1727 876 1883"></td> <td data-bbox="876 1727 1007 1883">[REDACTED]</td> <td data-bbox="1007 1727 1214 1883">[REDACTED]</td> <td data-bbox="1214 1727 1382 1883">[REDACTED]</td> </tr> <tr> <td data-bbox="708 1883 876 1968">[REDACTED]</td> <td data-bbox="876 1883 1007 1968">[REDACTED]</td> <td data-bbox="1007 1883 1214 1968">[REDACTED]</td> <td data-bbox="1214 1883 1382 1968">[REDACTED]</td> </tr> <tr> <td data-bbox="708 1968 876 2031">[REDACTED]</td> <td data-bbox="876 1968 1007 2031">[REDACTED]</td> <td data-bbox="1007 1968 1214 2031">[REDACTED]</td> <td data-bbox="1214 1968 1382 2031">[REDACTED]</td> </tr> </table>				[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]													
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]													
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]													

CV – Emily Walsh

<p>C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">school's best 8 value added scores for the years you were in post, if applicable	[Redacted]	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]	[Redacted]

5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
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6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[Redacted]
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CV – Emily Walsh

		<p>[Redacted]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>
8.	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>


CV – Hazel Mair

1.	Name Address	[REDACTED] [REDACTED]								
2.	Area of expertise (ie education or finance)	[REDACTED]								
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] [REDACTED] [REDACTED] Dates:								
		Name: Position: Dates:								
		Name: Position: Dates:								
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]								
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 	<table border="1"> <tr> <td data-bbox="699 1787 874 1933">[REDACTED]</td> <td data-bbox="882 1787 1002 1933">[REDACTED]</td> <td data-bbox="1010 1787 1217 1933">[REDACTED]</td> <td data-bbox="1225 1787 1385 1933">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1944 874 2022">[REDACTED]</td> <td data-bbox="882 1944 1002 2022">[REDACTED]</td> <td data-bbox="1010 1944 1217 2022">[REDACTED]</td> <td data-bbox="1225 1944 1385 2022">[REDACTED]</td> </tr> </table>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							

CV – Hazel Mair

	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	████	████	████	████
		████	████	████	████
		████	████ ████ ████ ████	████ ████████ ████████ ████████ ████	████
		████	████	████	████ ████
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 				
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████			
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of</p>				

CV – Hazel Mair

	your three previous roles.	
8.	Reference names(s) and contact details	

CV – Jonathan Riddell

1.	Name Address	[REDACTED] [REDACTED]														
2.	Area of expertise (ie education or finance)	[REDACTED]														
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] [REDACTED] Dates: [REDACTED]	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]													
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]														
		[REDACTED]														
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]														
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE 	<table border="1"> <tr> <td data-bbox="699 1731 874 1888">[REDACTED]</td> <td data-bbox="882 1731 1002 1888">[REDACTED]</td> <td data-bbox="1010 1731 1209 1888">[REDACTED]</td> <td data-bbox="1217 1731 1385 1888">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1899 874 1966">[REDACTED]</td> <td data-bbox="882 1899 1002 1966">[REDACTED]</td> <td data-bbox="1010 1899 1209 1966">[REDACTED]</td> <td data-bbox="1217 1899 1385 1966">[REDACTED]</td> </tr> <tr> <td data-bbox="699 1977 874 2033">[REDACTED]</td> <td data-bbox="882 1977 1002 2033">[REDACTED]</td> <td data-bbox="1010 1977 1209 2033">[REDACTED]</td> <td data-bbox="1217 1977 1385 2033">[REDACTED]</td> </tr> </table>			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]													
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]													
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]													

CV – Jonathan Riddell

	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	██████████	██████████	██████████	██████████
		██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████	██████████
		██████████	██████████	██████████	██████████ ██████████
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 				
6.	Brief comments on why your previous experience is relevant to the new school	██ ██ ██ ██ ██			
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██ ██ ██ ██			
8.	Reference names(s) and contact details	██ ██ ██			

CV Roger Emtage

1.	<p>Name</p> <p>Address</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>								
2.	<p>Area of expertise (ie education or finance)</p>	<p>[REDACTED]</p>								
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>								
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	[REDACTED]	[REDACTED]	[REDACTED]							
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]							

CV Roger Emtage

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CV Roger Emtage

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8.	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

CV – Ruth Saw

1.	Name Address	[REDACTED]																		
2.	Area of expertise (ie education or finance)	[REDACTED]																		
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]																		
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CV Tony Jardine

1.	Name Address	[Redacted]
2.	Area of expertise (ie education or finance)	[Redacted]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [Redacted] Position: [Redacted] Dates: [Redacted]</p> <p>Name: Position: Dates:</p> <p>Name: Position: Dates:</p>
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CV Tony Jardine

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CV Tony Jardine

	<p>19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV Tony Jardine

		[REDACTED] [REDACTED] [REDACTED] [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED].
8.	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV – William Hatton

1.	<p>Name</p> <p>Address</p>	<p>██████████</p> <p>██████</p>
2.	<p>Area of expertise (ie education or finance)</p>	<p>██████████</p> <p>██</p> <p>██████████</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██████████</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>
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CV – William Hatton

- professional body membership number
- how your qualifications are maintained

- 5.a **For education only:** if you are in a leadership position in your latest school (where available):
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 - school's best 8 value added scores for the years you were in post, if applicable

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- 5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):
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CV – William Hatton

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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██ ██
8.	Reference names(s) and contact details	██ ██

CV – Claire Twyman

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED] [REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED] Position: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED] [REDACTED] Position: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED] [REDACTED] Position: [REDACTED] [REDACTED] [REDACTED] [REDACTED] Dates: [REDACTED]</p>
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CV – Claire Twyman

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7.	Optional: brief comments on how the role you played helped	

CV – Claire Twyman

	to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████

CV David Hardcastle

1.	Name	[REDACTED]
2.	Area of expertise (ie education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
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CV David Hardcastle

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CV David Hardcastle

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8.	Reference names(s) and contact details	

CV Glenda Lane

1.	<p>Name</p> <p>Address</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>														
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CV Glenda Lane

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CV Glenda Lane

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8.	<p>Reference names(s) and contact details</p>	<p>M [Redacted]</p>

Appendix:

Appendix 1

Design Concept

As mentioned in Section D we will be exploring the possibility of adopting some of the Forest School principles to supporting the curriculum and students learning. Based on this the design ideas have explored how the outside space can support this. Given the unique context and character of the natural landscape, well established trees and site ecology the opportunities for this project are many. Use of the whole site and in particular the boundary edges for woodland and wetland habitats was seen to hold great potential as a valuable resource for outdoor activities and 'hands-on' learning. Open air concepts began to inform the design with further reference to the design of post war schools that integrated external spaces and covered circulation routes.

The proposed new accommodation extended from the south to the north across the central sloping part of the site. The layout comprised of a 'public' front entrance block to the south with teaching 'pavilions' stepping back the rear each side of a main circulation spine. The configuration of the blocks provide courtyard spaces and opportunities for outdoor teaching. The teaching pavilions are conceived as compact four-classroom 'clusters' that open directly on to the external courtyards. The roof form extends beyond the teaching areas to provide external shelter and circulation. This key feature create a useful 'veranda' or 'engawa' that blurs the boundaries and acts as a transition space between inside and outside.

This single storey solution with large footprint however did not allow for future expansion due to the site constraints and restricted site area.

Consequently the feasibility study undertaken in October 2015 was based on a new build solution for a two form entry (2FE) brief with space for a 1 FE future expansion. Alternative two storey layouts were explored to reduce the footprint however the configuration of teaching 'clusters' and external courtyards was seen as an attractive and efficient response the brief and site context. The diagram has therefore been further developed to arrange year groups across two levels of accommodation while maintaining the original 'open air' planning principles and opportunities. To foster both educational wellbeing and rights of passage the Year R and KS1 pupils are located to the ground floor and KS2 pupils to the upper floor. All teaching areas are able to access and open out on to external spaces via the perimeter veranda/balcony.

The strategic moves during design development are as follows:

- a) establish a prominent entrance and public front to the southern part of the site with links to Community and Sports facilities;
- b) establish a safe pedestrian route shared with the Pre-School via the existing/enhanced public right of way (PROW) to the west of the site;
- c) segregate pedestrian access and vehicular traffic and restrict on site parking to staff

- and visitors only;
- d) to concentrate development to the central sloping part of the site and maximize external open space;
- e) to preserve 'level' upper and lower site areas for the large playing pitch and hardcourt areas;
- f) minimise encroachment and impact on the mature tree belt and habitat areas bounding the site;
- g) break down the scale and mass of built forms as 'pavilions' within a parkland setting;
- h) plan for future expansion without compromising the built forms and landscape character.

The combination of single storey and two storey forms to the sloping part of the site has produced a more compact design solution. The reduced two storey footprint has allowed external areas to be carefully integrated with the built forms and provide sufficient space for future expansion on the site.

Open Air Design and Access

The key design consideration is to maximise the available open space on the school site with the desire to maintain the mature tree belt the open spaces to the east and west of the site. Connectivity and enclosure is provided by the built-forms that span between hard courts to the west, playing field to the east and natural habitat areas to the north and east edges of the site.

The proposed grass pitch area to the east is sized to BB103 requirements for a 2FE Primary School. The dimensions are however restricted by the site constraints. If and when the school is expanded to 3FE it is proposed that this pitch area is converted in to a Synthetic Turf Pitch (STP) to enhance provision and year round use. This all-weather facility will then be beneficial both to the school and local community. The proposed pitch area measures 40 x 70m (44.5 x 75.3m externally) with 3m high catch-ball fencing to the east and southern edges.

The design for the proposed access road from the south is to be coordinated with the Housing developer to ensure that it provides a safe and attractive approach to the school entrance and reception areas. The design and construction of the school access road is to be undertaken by the housing developer and will need to be part of a reserved matters application for that part of the masterplan. This short access road will need to be carefully designed to deter and prevent on-street parking. Vehicular access for staff, visitors and service vehicles will be via the south-west corner of the site and is shared between the Primary School and future Pre-School. Due to the restricted site frontage a 'public' garden court is proposed within the site to enhance the public domain and approach from the south.

Entrance Block

The school entrance block frontage, walled garden court and main hall will define public and private areas. The front south-facing elevation is clad in brickwork and forms a public/private 'datum' allowing shared community use and access to the halls and

associated areas. Within this facade the main entrance is punctuated by a sheltered recess and an adjacent garden wall extending deep in to the building. This wall surface defines and reinforces the main north-south axis and delineates the extent of the main hall. The dominant main hall volume to the front elevation projects above the parapet line as a large glazed 'lantern'. This is defined by a projecting roof/soffit that shelters clerestory glazing below. Administration and office areas are housed within the low brick clad wing that extends to the west. This façade is intentionally calm and restrained with a rhythm of simple punched windows. A corner window and recessed entrance denotes the main entrance and reception area.

Upon entering the building the entrance area and circulation spine expands in to a generous and light Library and LRC area. This space in turn extends out to a sunken court or outdoor reading room via large glazed screens. The main circulation spine provides access to the halls to the east and teaching pavilions to the upper north levels. The Main Hall (180 sqm) and Music/Drama Studio (55 sqm) can be used independently or combined by means of a moveable acoustic wall. The teaching pavilions to the upper site level are reached via steps and a platform lift.

Teaching Pavilions

The teaching blocks are compact two storey forms conceived as 'pavilions' in a parkland setting. These will be clad in dark vertical timber boarding with a light steel framed balcony structure beyond. Each level comprises of four classroom 'clusters' that open out on to the garden courts north and south via perimeter verandas and balconies. Teaching areas will be accessed via the north-south spine and entrance/cloaks lobby. The layout of classroom 'clusters' provides the following benefits:

- The entrance lobby acts as a useful 'draught lobby' during the heating season (winter mode)
- Students can access external play areas via the lobby in winter mode or directly out from the classrooms in summer mode
- The central lobby provides immediate access to toilet and cloaks areas
- Back to back classrooms (teaching walls) provides good passive supervision to all areas
- The square two-storey form is compact and energy efficient
- Each block is autonomous with local (decentralised) plant to improve energy efficiency
- Upper floor balconies and roofs shelter the teaching areas to reduce summer solar gain and glare.

Upper floor teaching areas will be accessed via brick clad stair towers, one serving each block. Both stair towers house Group Rooms; one stair tower will include a passenger lift to provide inclusive access. Group Rooms are orientated away from the classroom with views east and west. The upper floor central lobby will be flooded with daylight via a clerestory glazed lantern roof. The lower central lobby receives borrowed/filtered daylight via glass block pavement lights.

Classrooms

All classrooms are orientated north and south and sheltered by a deep balcony/roof structure. This will act as a transition space that blurs the boundaries between inside and out. Each classroom will open on to a landscaped courtyard each planted with a tree. Large glazed sliding/folding screens are proposed to connect interior and exterior and promote open-air teaching.

In summary the new build proposals seek to create a cohesive school campus with the three linked buildings working in unity to provide a nurturing education environment moving from reception years through KS1 to KS2. The location of the new school entrance and halls to the south will encourage community use and participation.

Scale, Appearance and Material

The housing developer/consortium are due to issue a design code for the housing development which we understand will include a diverse range of external cladding and roof materials and forms. In the absence of the specific 'design code' we have made specific reference to the masterplan design principles set out in the approved Design and Access Statement, in particular 6.17 Built Form (Key Buildings); 6.32/33 Character Areas for materials and architectural detailing.

The school will be constructed from brick and timber cladding with materials being sustainably sourced. Perimeter balcony structures will be in lightweight steelwork to contrast the glazing and timber cladding set back. Low/flat roof profiles will be predominantly roofed with extensive green roofing (sedum and/or wild flower) to mitigate rainwater run-off, reduce solar gain/maintenance and enhance the appearance and site biodiversity.

The scale and massing of the built form has been carefully considered in relation to the existing site topography and context. Staggered built forms are broken down across site contours and interspersed with courtyard spaces to reduce scale and mass. The plan configuration creates a series of 'outdoor classrooms' that connect to interior teaching spaces.

The proposed two-storey teaching pavilions step back from the single storey entrance block to reduce the visual impact from the south approach. Likewise from the western approach the two-storey forms are set down in level to reduce scale adjacent the dominant backdrop of the mature tree belt to the north and east boundaries. The glazed classroom facades are orientated and set back to address the courtyard spaces north and south. The height of the teaching pavilions is determined by the floor to ceiling storey heights and room proportions to provide adequate daylight and ventilation. The projecting roof and balcony structure shelters the classrooms and helps to modulate and break down the layered elevations and forms with light and shade. Light coloured soffits, decking and paving materials are used to reflect daylight in to the plan. Lantern lights project above green roofs to admit daylight to the centre of the plan. The lightweight palette of materials comprises dark-stained timber cladding and steelwork to recede in the landscape setting.

In contrast the low lying entrance block and stair towers are robust and heavy forms clad in light coloured brickwork. Windows and glazed screens are proportioned to suit the function and connection to external areas. The lower entrance block is again roofed with extensive green roofing and a large glazed lantern roof over the main hall. The height and form of the lightweight hall roof/soffit appears to float above the heavier brick masonry base. The lantern roof supports a large PV array that cannot be seen from ground level. The lower roof includes a number of skylights to deep plan areas.

Robust glazing systems will be selected to suit roof functions. Windows to front elevations addressing public areas will incorporate secure louvred ventilation panels and fixed glazing. To the more private teaching areas large glazed screens will be incorporated to promote indoor/outdoor teaching. High level windows to glazed screens and lanterns will incorporate manual control motor driven actuators.

External building envelope materials can be summarized as follows:

- Vertical timber cladding to external walls of teaching blocks;
- Brick cladding to external walls of the entrance block and stair towers;
- Polyester powder coated aluminium framed glazing, doors and rooflights;
- Painted and/or polyester powder coated steel frame and balustrading to the external balcony structure;
- Light coloured soffits to projecting eaves and canopies.

Soffit lighting will provide safe egress from emergency escape routes during hours of darkness, whilst column lights will be used in the car park and adjoining footpath when the school is operational. These lights will be carefully designed to prevent light pollution and nuisance to neighbouring residential properties. External lighting will be controlled with photocells and timers, to avoid disturbance to residents and wildlife along the woodland margin.

Appendix 2

Dear [REDACTED]

In May, I sent you a Trust Capacity Survey. This has been sent out to the majority of Trusts within the South East and South London (SESL) region. I would like to thank you for completing the survey and providing me with your future plans. The responses have been used to assess whether we have enough capacity in the region to support failing schools; to open new provision to meet the needs for school places and to provide a home for maintained schools wishing to convert to academy status and join a Trust.

The information you provided in the survey and a range of other factors have been used to review and agree an indicative growth plan for your Trust; these factors include the number, feature and geography of schools currently within your Trust, your overall performance and track record.

Based on your response, I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow in the next three academic years by up to the following projects, in this region:

16/17	Primary	Number of pupils	Secondary	Number of pupils
Converter	0	0	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
17/18				
Converter	0	0	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
18/19				
Converter	0	0	0	0
Sponsored	0	0	0	0
New provision/free school	1	60	0	0

The table above does not include any projects that are within your Trust's current pipeline, as these have already been approved. An academy is in the pipeline if it has received an Academy Order (AO) but has not yet opened. A free school is in the pipeline if you have received official confirmation that your application has been approved into pre-opening, but it has not yet opened. Each proposed project's approval will be considered on its own merits and be subject to your Trust's overall performance. If the number of projects you apply for differs but the overall numbers of pupils are similar to

what I have included in the table above, I will be flexible. However, each project will be reviewed to ensure it is viable.

As you have indicated that you would like to grow with a new provision project, please do not hesitate to get in contact with New Schools Network (NSN). They will offer their support to you as you progress with your free school application/proposal. Please register with NSN at <http://www.newschoolsnetwork.org/register-with-nsn> (if you have not already done so).

Please see attached a menu of support for MATs which provides essential guidance on trust growth, leadership and governance.

Finally, I know there are a number of Trusts in SESL that have subsidiary/commercial companies that offer school improvement. If this is applicable to your Trust, I would appreciate if you could provide me with a one pager update on how the company interacts and contributes to the academic performance of your Trust.

I look forward to working with you.

Kind regards,

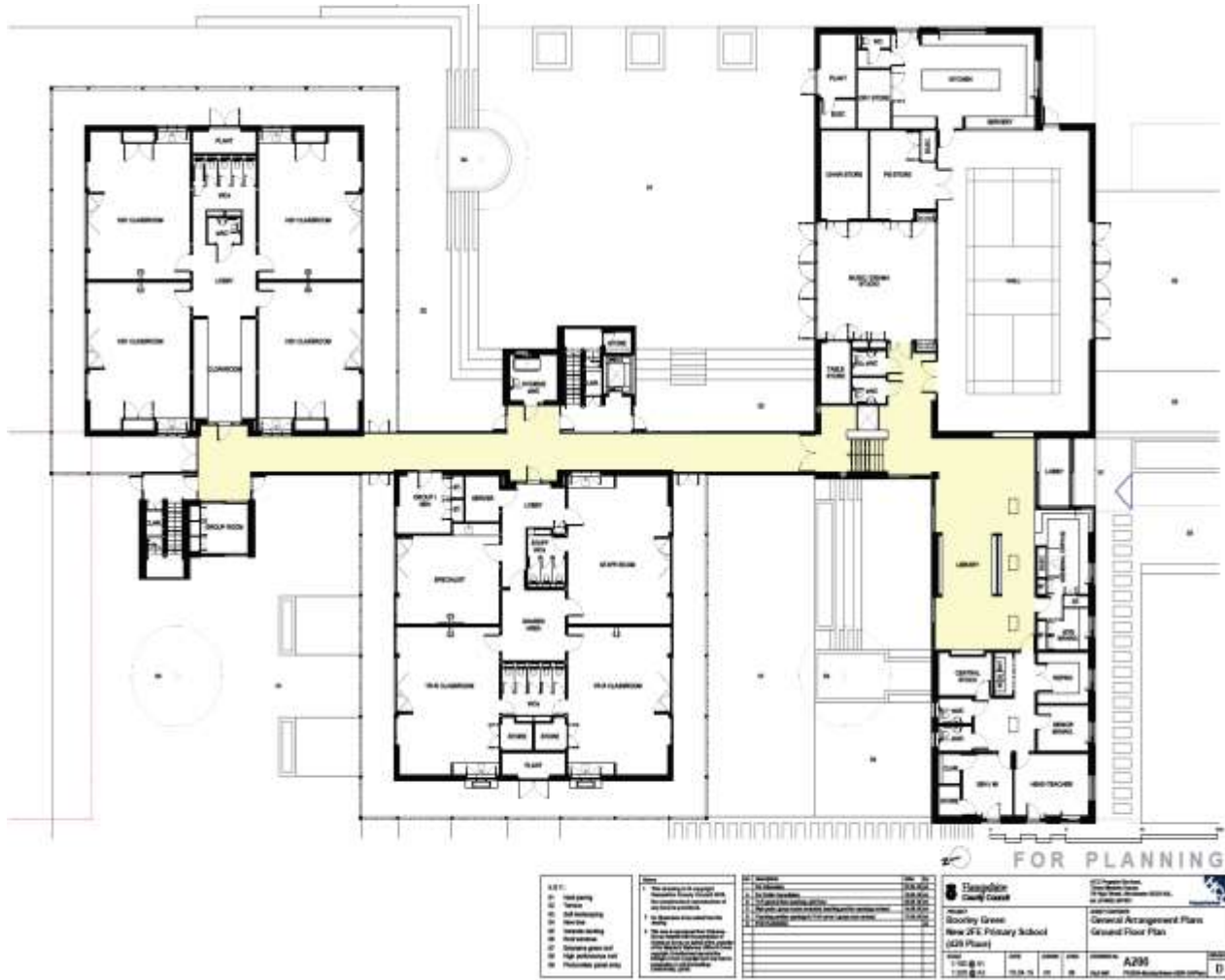
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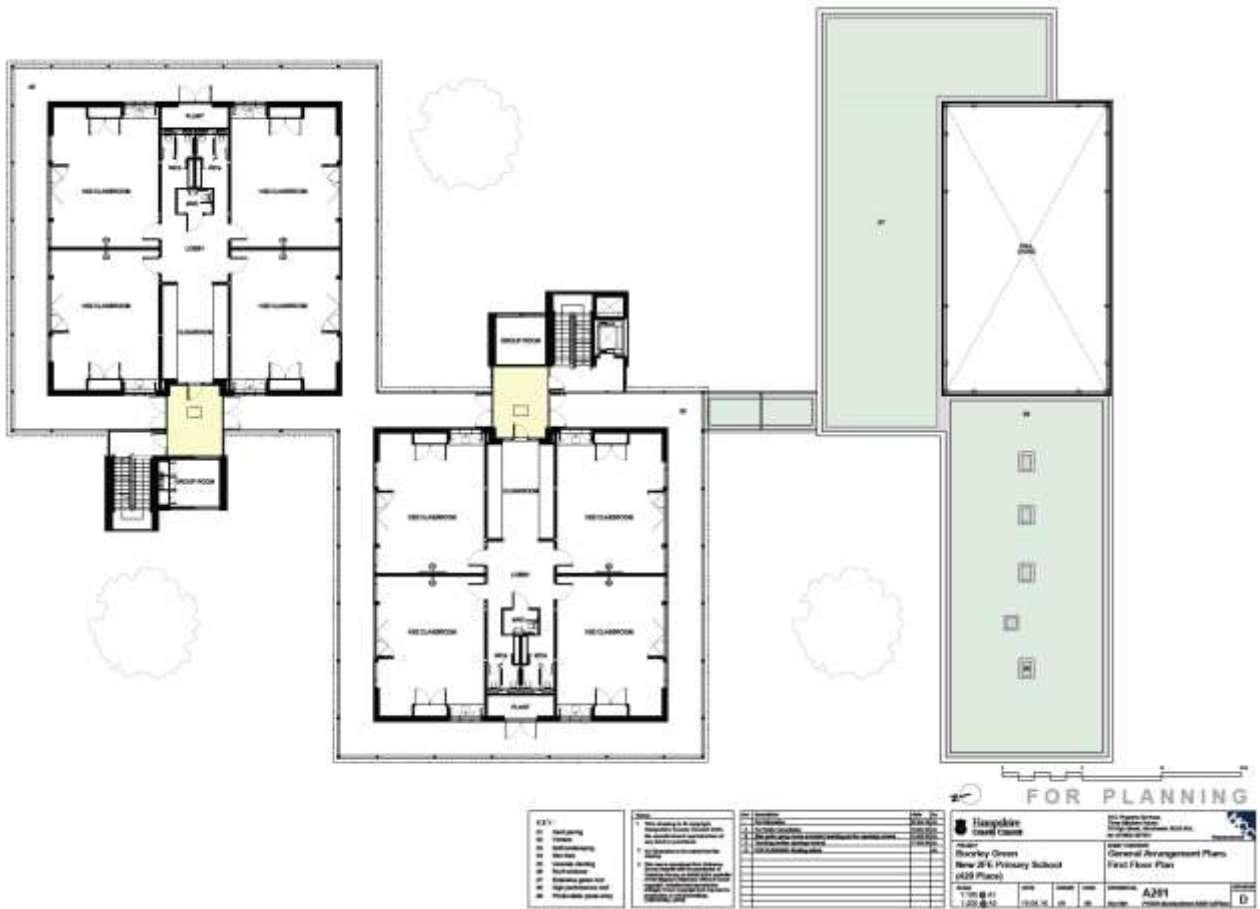
South East and South London

Appendix 3

Floor Plan Boorley Green



Floor Plan Boorley Green





Department
for Education

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