



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

COLLEGIATE FREE PRIMARY SCHOOL

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	16
Section D – education plan: part 2	16
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	16
D2 – measuring pupil performance effectively and setting challenging targets	39
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	44
D4 – the school will be welcoming to pupils of all faiths/world views and none	51
Section E – evidence of need	54
E1 – provide valid evidence that there is a need for this school in the areas	54
E2 – successful engagement with parents and the local community	55
Section F – capacity and capability	58
F1 (a) Skills and experience of your team	59
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	65
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	67
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	68
F5 – Independent schools have an appropriate, well-maintained, and secure site	68

Section G – budget planning and affordability	69
Section H – premises (use Excel spread sheet)	70
Annexes	Error! Bookmark not defined.
CV template	71
Self-assessment form for independent schools	Error! Bookmark not defined.
Governance self-assessment	Error! Bookmark not defined.

The application form explained

Before completing your application, please ensure that you have read both the relevant [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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****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: Hard copy signed

Position: 

Print name: 

Date: 27.9.2016

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

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Collegiate Trust is proposing the *Collegiate Free Primary School (CFPS)*, a 2-form entry primary school covering *Reception* to *Year 6* in the south planning area of the London Borough of Croydon, to open in September 2018, [REDACTED]

[REDACTED] *The Collegiate Trust* is an established MAT and approved sponsor, and currently runs *Riddlesdown Collegiate*, as mentioned an outstanding academy in Croydon, with *Gossops Green Primary School* in Crawley joining on 1st November 2016, having completed appropriate due diligence. The Regional Schools Commissioner has approved our Trust to grow by up to 3 schools in 2016/17.

Riddlesdown Collegiate is partially selective by ability and delivers a traditional and highly effective curriculum. Results in English, maths and science are outstanding and are complemented by similar performance in Classical subjects (Latin, Greek and Classics), economics and the creative and performing arts. The school is known and highly regarded for its success in young people's personal development, in competitive sport, and in both orchestral and choral music. The nature and quality of education provided at *Riddlesdown Collegiate* is hugely popular with parents with over 1000 applications for the 328 places each year, and in 2016 over 400 applications to sit the Entrance Examination for one of the 48 available selective places. *CFPS* will work in partnership with *Riddlesdown Collegiate* and match this curriculum and level of opportunity.

The opportunity for [REDACTED]

[REDACTED]. Specialist facilities will be shared between the primary and secondary schools, ensuring a high level of value for money, but also developing a level of expertise for younger children through the access to higher level facilities. The small-school model that [REDACTED] operates to

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

deliver outstanding education to its 2000 students will also inform and support the leadership and management of *CFPS*.

██████████ has strong curriculum links with the nearby *Beaumont Primary School* which is consistently one of the highest performing primaries in Croydon, with outstanding levels of attainment and progress. The Headteacher of *Beaumont*, ██████████ is our primary specialist on this project and our teaching and staff development approaches will be informed by, and developed in partnership with, the high quality practice of that school.

CFPS will therefore provide a quality response to the demands of local families and will be a crucial strategic response to the needs of Croydon generally, as well as fitting in with the Trust's established growth plan:

- Croydon Council has identified the need for a school of this size and age-range in this geographical area, and is clear that this provision should be delivered through the free-school programme. Section E provides further information on the projections of need on which the Council is making decisions.
- Current local provision achieves consistently strong outcomes from OFSTED, with all schools judged good or outstanding. Key Stage 2 performance is not consistently at the highest levels, however, and despite the relatively low levels of deprivation and other educational challenges in the area, many schools do not generally build quickly or significantly enough on the potential of the children in those schools. It is also clear when children from local schools transfer into Riddlesdown Collegiate they are often lacking in key skills to prepare them for secondary education.
- The Trust has capacity, which has been confirmed by the RSC, to grow to 8000 students and up to 10 schools by 2020 (see Appendix D). This will be in 2 hubs – in Croydon and Crawley – around our 2 current schools.

The mission and vision of *The Collegiate Trust* exemplify our ambition for our children and students, together with our determination to achieve more by bringing people together to support and challenge each other.

Our mission

Collaboration to deliver exceptional education

Our vision

*Every school outstanding and delivering an **exceptional education for all***

The Collegiate Trust exists to improve education in and beyond Croydon for children and young people up to the age of 19, thereby preparing them from an early age for success – in school, at university, in ambitious careers and throughout a fulfilling life.

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

We are building a partnership of six schools for all ages over the next five years which will work collaboratively to deliver *Exceptional Education for All*. We define an **exceptional education** as an approach which values and delivers wonderful academic learning and progress for every child, but puts right alongside this the development of wider skills and qualities that come through a balanced focus on creative, cultural and active learning; this approach drives the six broad curriculum themes outlined in our curriculum plan. To deliver this in a manner most responsive to the needs of the children in the school and in support of the wider community there will be a strong Local Governing Body appointed with clear skills to meet the needs of the school, under our clear Trust framework, and an expert Principal and team of teachers and support staff. The successful learners developed by *CFPS* will become confident individuals and responsible citizens in our modern British society.

The work of *CFPS* will be informed by the values of the Trust:

Ambition *for every one of our learners and each of our staff to be the best they can be*

Collaboration *becoming better at what we do through working together in a supportive and challenging manner*

and deliver the expected outcomes of:

Achievement *reaching the highest academic levels and developing personal, social and creative skills*

Enjoyment *recognising learning as a social function which should excite and inspire children and young people*

These values translate into daily practice which will mean:

- There will be an expectation that we are preparing every child from the start of Reception to progress to University or other Level 4 provision at the age of 18. Where there are issues of disadvantage these will not be allowed to limit ambition – indeed they will be used to drive our determination
- All teaching assistants – to be known as *learning coaches* – will have a level 3 education and regular training to be able to address the specific learning needs of our intake, or be supported through CPD / apprenticeships to achieve qualifications at this level
- Teachers will work in a highly collaborative way within teams, with each year group team appointed together following analysis of the complementary and collaborative qualities of individuals. Planning and delivery of teaching will be carried out by teams in order to deliver an immediately corrective approach to learning

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

- The teaching and learning approach will mean that all children will embed thoroughly the required knowledge and skills, with most developing a high level of mastery. Everyone will move on effectively in their learning, with the most able studying to a greater depth
- Children will enjoy a rich and varied curriculum which, through their experiences and opportunities to contribute as leaders, will develop wider life skills. The formal curriculum will be complemented by an extended curriculum which will deliver Latin, competitive sport and music tuition for all
- The learning environment and opportunities to enjoy learning beyond the school will enable children to work and develop together. In the same ways that outstanding spiritual, moral, social and cultural understanding is developed through an exceptional extra-curricular programme at [REDACTED] CFPS children will enjoy a vast range of opportunities which will inform and drive their aspiration.

Why The Collegiate Trust?

The Collegiate Trust is a multi-academy trust and approved sponsor that has grown from and is inspired by the work of *Riddlesdown Collegiate*, an outstanding (May 2016) academy; we have a reputation but more importantly a track record for improving education and delivering high standards. Our current school is a large, very strong and highly successful 11-19 Converter Academy and is already a central part of the existing drive for outstanding educational outcomes in Croydon. Quality outcomes are achieved through a strong curriculum (“exceptional” – OFSTED May 2016), and a rich, creative and experiential co-curricular and extra-curricular programme. Year 7 in *Riddlesdown Collegiate* is strongly influenced by excellent primary practice through the *Excellence Curriculum*, delivered by primary specialists and accounting for about one-third of the taught week for students; there will be strong collaboration between this specialist team at *Riddlesdown Collegiate* and staff at *CFPS* in order to develop high quality understanding within the primary school for what is needed to deliver successful transition into our secondary school. Learning at *Riddlesdown Collegiate* is challenging and fun, and is valued by students and parents. The wider community recognises *Riddlesdown Collegiate* for the qualities that we intend to develop in *CFPS*.

[REDACTED] which is now judged by OFSTED as outstanding. We have added to that expertise through the active support on our Project Team of [REDACTED]

[REDACTED] We therefore have very strong and high quality primary expertise within the Trust to lead the development of exceptional education in the primary school.

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

Local needs

Current primary schools in the south of Croydon have lower levels of EAL, SEN and mobility than elsewhere in Croydon. *CFPS* would have a similar intake and the curriculum will be designed to address learning needs where they exist but stretch all children to learn rapidly. Confidence and language fluency will be enhanced through the study of another European language, and through Latin; this latter will help children to understand language and will enhance further learning and aspiration. Classroom environments and communal areas will be rich in text to reflect the importance attributed to language and communication.

The acquisition of deep language skills will develop learners who quickly grasp other learning concepts, particularly in maths and the application of numeracy; the ability to verbalise and discuss this area of learning enhances understanding and is a key part of our **discovery** approach which will be used in Reception and Key Stage 1. Towards the end of Key Stage 1 and throughout Key Stage 2 our **mastery** approach will embed knowledge and skills in all children, making sure they are thoroughly prepared to be successful in secondary school.

The focus on languages and communication will ensure effective access to the wider curriculum by children. We shall use this to accelerate learning so that our pupils are not just making expected progress over their seven years in the school – they will be at a level beyond age expectation by the end of Year 6.

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	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.

Subject/other activity	Hours per week			Mandatory/ Voluntary	Comments
	R	KS1	KS2		
English	6	8	7	M	
Mathematics	6	6	6	M	
Science	2	2	2	M	
Art & Design	1	1	1	M	
D&T	1	1	1	M	
Geography	1	1	1	M	
History	1	1	1	M	
ICT	1	1	1	M	
MFL			1	M	
Music	1	1	1	M	
PE	1	1.5	1.5	M	
RE	1	1.5	1.5	M	
Latin			0.75	M (Year 4-6)	Within enrichment time
Music Tuition			0.75	M (Year 4-6)	Within enrichment time
Competitive Sport			0.75	M (Year 4-6)	Within enrichment time

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Other than in Reception with 22 hours of learning, the curriculum plan will provide 25 hours of teaching time each week. In Years 4-6 this will be supplemented by 3x45 minute compulsory enrichment sessions. This long school day will allow children the time to develop the knowledge and skills required within the national curriculum, but to do so at a level and depth that maximises achievement and progress. The enrichment sessions will build wider knowledge, skills and qualities that we know from experience within our secondary school add significantly to the learning of young people.

Pre-school clubs will run from 8am and after-school clubs to 6pm to provide support for children and working parents.

The key aims of the Curriculum Plan

- To develop excited and inquisitive learners who understand our world and who see success in primary school as the first stage of building a successful life
- To raise aspiration and ambitions through a formal and traditional approach to learning in primary years
- To begin an educational journey which matches the very best available in the independent and state sectors.

CFPS will do this by:

- ✓ Creating a *learning profile* for each child which identifies strengths and areas of weakness in learning, and which then drives the individualised teaching and learning approaches implemented by teachers and learning coaches
- ✓ Accelerating early progress in EYFS, KS1 and KS2 to ensure that pupils are ready to continue their educational journey seamlessly when entering secondary education
- ✓ Extending and deepening learning through high levels of challenge, daily learning reviews and a corrective approach which tackles gaps in learning immediately
- ✓ Promoting a culture of aspiration and achievement, maintaining high expectations for all, by embracing the cultural and social diversity of the pupils and delivering a tailor made high quality curriculum that is designed to meet the specific needs of the pupils in the local area.
- ✓ Putting the development of language and communication skills at the heart of everything we deliver through the curriculum to ensure that all children make great progress and those whose first language is not English are matching the progress of their peers.
- ✓ Providing teachers and learning coaches who are well qualified and experienced to deliver exciting, challenging lessons across all subject areas with clear progress measures to ensure that each lesson makes a significant contribution to each pupil's progress and attainment.
- ✓ Ensuring early identification of barriers to learning or underachievement and providing focused challenge and support for pupils to resurmount obstacles and to correct misconceptions, through an immediate corrective approach; this approach will be a feature of all teaching and learning, and will be

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

developed specifically through the daily learning reviews conducted by teachers and learning coaches.

- ✓ Ensuring that there are strong links between home and school, and valuing and developing the importance of parental involvement in their children's learning, through our *family sharing learning* approach.

Our staff

As *CFPS* grows, the teachers and learning coaches for each year group will be appointed as complementary and collaborative teams. This will mean that each will be able to deliver high quality learning for all children, they will bring differing skills – in language, numeracy, EAL, disadvantage and SEN – and will work collaboratively to plan learning. This collaboration will be through joint planning outside of the children's working day, and through immediate responses to learning in developing and organising for *extension and depth sessions* each afternoon. Whilst each teacher and learning coach will be attached to a class, there will be fluidity in the organisation of children during the working day in order to focus on their developing needs.

The decision to appoint learning coaches, rather than teaching assistants, is designed to emphasise the ambition for progress of every child in the curriculum. Too often teaching assistants are used in schools to provide low level support for teachers, or just to be an extra pair of hands within the classroom. Learning coaches will have a level 3 qualification already, or will be appointed as level 3 apprentices; this will ensure they have both a good level of personal education, but also the knowledge to lead the learning of children with whom they are working. Learning coaches will provide the first level of assessment of work completed by identified children, and will be looking to establish areas of understanding that have not been achieved or mastered. This will feed into dialogue with the wider team during the working day and allow teachers to redirect or refocus plans to deliver mastery. As part of the daily learning review, learning coaches will work with each child on at least one occasion every week carefully analysing learning and understanding.

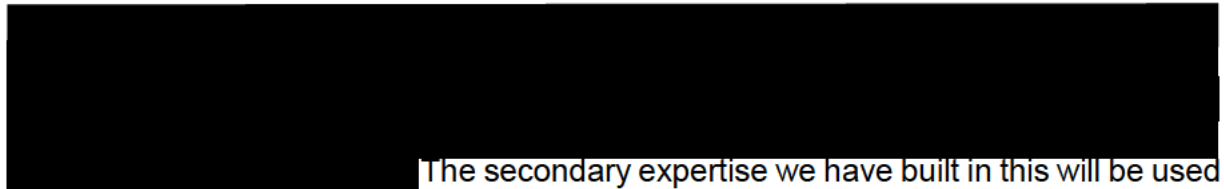
Our pupils

We expect *CFPS* to have a similar intake to other local primary schools. Those closest to our expected site are shown in the following table.

Schools nearest CFPS		FSM	EAL	EHCP
Atwood Primary Academy	(0.7m)	12	4.9	0.8
Kenley Primary School	(0.7m)	25.2	9.1	0
Harris Primary Academy Kenley	(0.8m)	27.5	23.1	1.1
Gresham Primary School	(0.8m)	6.3	20.1	4.2
Hamsey Green Primary School	(1m)	23.1	6.6	2.2
The Hayes Primary School	(1m)	8.7	9.3	1.9
Whyteleafe Primary School	(1.2m)	7.2	8.7	1.4
Ridgeway Primary School	(1.4m)	9.6	20.9	1.0
Beaumont Primary School	(1.4m)	25.2	23.9	2.4
Christ Church CofE Primary School	(1.6m)	22.1	18	1.7
		17.9	7.1	1.3
Expected CFPS Profile		12.5	13.5	3.5

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

The majority of pupils will therefore be from relatively comfortable backgrounds. In such schools it is often common place for those from disadvantaged backgrounds to be overlooked or seen as less of a priority; *CFPS* will not tolerate such an approach and will focus effort on compensating for any level of family or cultural support which might inhibit the learning of any individual child.



The secondary expertise we have built in this will be used to develop provision in primary, and the opportunity for children with these challenges to see through their whole school career on one site will provide a huge advantage to families.

In addition to the formal baseline profile developed at the start of Reception, each child will be assessed at the start of each academic year to identify gaps in understanding and potential for the year ahead. This will complement information from previous class teachers as well as the professional knowledge the learning coach will bring to the new class setting. We expect to use a test such as *Rising Stars* to provide this annual baseline and we shall use data provided by it to set ambitious targets for the year and to update the *learning profile* for each child. Any children joining the school at times other than the beginning of the academic year will also take this baseline test and the learning coach will develop in liaison with the class teacher and family an appropriate learning profile for the year.

The *CFPS* curriculum

CFPS will consequently offer a rich and broad curriculum. There will be a strong focus on developing high quality language and communication skills across each area of the curriculum at all 3 key stages.

As summarised in Section C, *CFPS* will foster the Trust's core values:

- Ambition
- Collaboration

and deliver our expected outcomes of:

- Achievement
- Enjoyment

The *CFPS* curriculum will:

- Deliver challenging, creative and inspiring learning
- Deliver academic excellence across all subject areas
- Foster a love of learning
- Prepare children highly effectively for the next stage of their education at secondary school
- Emphasise language and language development and wider communication skills to develop confidence in accessing the demanding curriculum.

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CFPS will focus on language and communication skills, ensuring that children are able to communicate fluently and confidently in English, and capable of developing new language skills for the uncertain world in which we increasingly live. Confidence and fluency will be enhanced through the study of another European language, and through Latin; this latter will help children to understand language and will enhance further learning. Classroom environments and communal areas will be rich in text to reflect the approach to be taken in languages. Children will talk about their learning and discuss it with their peers and families.

The acquisition of deep language skills will develop learners who quickly grasp other learning concepts, particularly in mathematics and the application of numeracy; the ability to verbalise and discuss this area of learning will enhance understanding and form a key part of our *discovery* approach which will be used in Reception and Key Stage 1. Towards the end of Key Stage 1 and throughout Key Stage 2 our *mastery* approach will embed knowledge and skills in all children, making sure they are thoroughly prepared to be successful in secondary school.

Curriculum Content

CFPS will teach the National Curriculum throughout Years R-6. There will be a sustained emphasis on language and communication skills to ensure that language is used with imagination and accuracy. High levels of competence in reading, writing, speaking and listening will be developed in order to ensure the children can analyse, challenge and lead their own learning.

The curriculum will be delivered through the *CFPS Discovery* and *Mastery* curriculum in 6 broad, overlapping and integrated areas, designed to deliver and expand on the national curriculum, encompassing all subject areas of the national curriculum:

- i. Language and communication (English, Literacy, ICT)
- ii. Knowing and applying mathematical skills and concepts (Mathematics)
- iii. Science and the natural world (Science, Geography, Computing)
- iv. Our history (History, RE)
- v. Being creative (Art, DT, Music)
- vi. An active life (PE, PSHE)

As the school grows a teacher will be appointed with a teaching and learning responsibility point to lead the development of each curriculum area. We expect them to be appointed broadly in the order that areas are listed here, in response to what we see as the most important features of the broad and balanced curriculum.

In both Early Years and Key Stage 1, our curriculum is built upon a discovery approach which will engender within the children an excitement about their learning and will develop them as enquiring learners. Each term, children embark on a Voyage of Discovery; in Early Years there are two planned Voyages each term. *These Voyages will be flexible, changing and constantly adapt to the needs and interests of the children in line with the 'unique child' feature of the early years curriculum.* In Key Stage 1 there is one key Voyage per term. These Voyages deliver relevant, inspiring and engaging themes, and deliver the National Curriculum Programmes of Study. The themes, which begin with a broad learning question to ignite curiosity, are developed in response to

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pupil interest, relevant and appropriate local and national issues and themes that capture the excitement, enthusiasm and curiosity of teachers, parents and especially the children. As children progress through each Voyage they collaborate and work independently, they are encouraged to identify and ask questions, they are given specific and meaningful feedback, and they develop the language skills to frame further lines of enquiry which will lead them to finding new ways of discovering ideas and answers. Each Voyage covers all areas of the curriculum to ensure that key subject content is thoroughly covered, whilst allowing for the emergence of philosophical thinking.

As well as deepening knowledge and skills throughout each **Voyage of Discovery**, children are encouraged to be innovative, developing their own ideas and creativity. Each Voyage includes key points of innovation where children use the knowledge and skills that they have developed and apply this to produce creative outcomes. Towards the end of each Voyage, children celebrate the knowledge, understanding, skills and creativity that they have developed through community celebrations. These celebrations are a crucial part of the wider engagement strategy with parents and carers, as they provide an opportunity for children to invite key people from their lives to share the outcomes of their work, as well as including other members of the school and wider community. Children plan and set up these celebrations collaboratively with their teacher so that every child's progress is valued across all aspects of their learning.

Towards the end of Key Stage 1 and throughout Key Stage 2 the learning skills built so far will drive forward a **mastery approach**. Children will be focused on how they got to their answers and created their own ideas and theories and then encouraged to make their own discoveries.

Each term in Key Stage 2 will be framed by a **Mastery Challenge** which will develop high level and independent learning skills, applying a rigorous approach to applying and embedding knowledge and skills through a determinedly corrective approach. Adults will model the 'language of learning' to enable pupils to evaluate their own progress and to discuss their own learning. Through their engagement in the learning dialogue, pupils will develop confidence and independence. They will develop resilience through challenge and risk taking. They will be coached to collaborate and to take responsibility for their own learning by identifying their own gaps in understanding and developing their own next steps in learning.

Throughout each key stage an *extension and depth* approach will be used in learning. At all times pupils will be challenged and pushed in their learning and this will be enhanced by two formal sessions each day when they are encouraged to think, ask and reflect on a key point of their learning.

Key Stage	Curriculum approach	Learning focus for each term
Early Years	Discovery	Two voyages
Key Stage One	Discovery	One key voyage

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

	(Moving onto Mastery in the last 5 weeks)	
Key Stage Two	Mastery	One mastery challenge

i. Language and communication

Pupils will develop their skills in reading, writing, grammar and spelling throughout Key Stage 1 and in Key Stage 2, pupils will develop their reading through comprehension and higher order skills such as inference and bias. They will have opportunities to discuss the structure of texts and identify the actions and motives of characters within their reading. In writing, pupils will be taught the transcription skills (handwriting, spelling, punctuation and grammar) and composition skills. They will have opportunities for writing each day and produce an extended piece of writing at least once each week. Children will learn the different spelling rules and patterns in English. They will then be supported to apply these rules in a range of spelling activities where they have to use the words they have been investigating in context. Children will be taught a range of strategies and techniques for remembering spellings and spelling rules, which will continue throughout Key Stage 2.

Daily phonics sessions will be delivered in groups according to need rather than class or year group. This will support all children but particularly any who are new to the school. Flexibility between classes in the same year group will be further enhanced as the school grows by opportunities to identify and focus on similar needs in children of different ages.

The central importance of the development of language will be clear through the language-rich environment. Each corridor will in turn provide a *walking-talking classroom*, representing a voyage of discovery of the words and language related to the theme being taught in the Year Group at the time; these will therefore change on a half-termly or termly basis according to the curriculum plan, and will be highly engaging for children and visiting parents. The school will have a traditional library with regularly updated resources to complement the relevant Voyage of Discovery or Mastery Challenge, providing highly engaging texts in a range of forms to stimulate further reading.

Children will study French in Key Stage 2 in order to widen their language skills and to help them understand the wider world in which they live. Most will also study Latin from Year 4 onwards as part of their Enrichment Programme; this will further sharpen their understanding of languages as well as enhance their understanding of the culture and civilisation of much of Europe.

Children will be expected to use ICT across the curriculum to enhance their learning, and to assist with communicating and modelling ideas and methods. The use of a range of ICT will also support our EAL learners with their understanding of English.

ii. Knowing and applying mathematical skills and concepts

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As the second core subject, mathematics will also be taught daily, and opportunities for its application will be found across the curriculum. There will be a strong focus on number, calculation and problem solving. All lessons will start with a mental starter which focuses on counting and number facts. The recall of all number facts, for example, number bonds to 20 or times tables to 12, will be key to making *CFPS* children strong mathematicians. Pupils will develop their skills in mental and written calculation, shape and space and measures. They will be taught how to apply their knowledge of the four operations, and fractions, decimals and percentages in particular.

The development of reasoning and communicating will be key to developing all aspects of mathematical understanding. An emphasis on the correct use of mathematical vocabulary will contribute to continual opportunities for developing efficient language use. The curriculum will also include shape, space, measures and data handling. Opportunities will be taken to develop an understanding of the connections between mathematical topics. Children's learning will be structured to enable them to move from a practical understanding in mathematics towards a more theoretical and conceptual understanding. To support EAL and visual learners, effective use will be made of models and images throughout all year groups.

Mathematical skills will be taught and developed through the use of investigative real life contexts and problem solving activities wherever possible.

iii. Science and the natural world

The curriculum will be designed to make clear links between Science and Geography. Pupils will develop a scientific approach with an emphasis on enquiry, developing hypotheses, investigating variables, fair testing and using mathematical and scientific vocabulary. Exploration and collection of data, through effective integration of appropriate ICT, will be fundamental to instilling scientific approaches to learning. There will be strong emphasis on practical, interactive learning to engage and enthuse, and to ensure continual opportunities for discussion. The national curriculum for Science will be followed to ensure that all pupils develop scientific knowledge and conceptual understanding and develop understanding of the nature, processes and methods of science and that they are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Learning in Geography will enable pupils to investigate a variety of people, places and environments of different types in the United Kingdom and in different places in the world. It will provide them with the essential knowledge of the physical and human processes which affect the world in which they live. They will find out how people affect the environment and how it affects them. The curriculum will provide opportunities for pupils to carry out geographical enquiries inside and outside the classroom. Pupils will undertake fieldwork in the local area and will visit places of geographical interest beyond the school community. In carrying out their enquiries, pupils will be encouraged to ask geographical and scientific questions and use geographical and scientific skills and resources such as maps, atlases, aerial photographs, ICT and geographical and scientific information systems.

iv. Our history

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

Meaningful learning will take place with clear and relevant links made between history, RE and, where appropriate, global education and citizenship encompassing spiritual, cultural, social and moral education. Studies of the world faiths will be linked to relevant topics wherever appropriate. We will also explore peoples' right to not engage in an organised faith but still adopt a moral and ethical code of living that respects others right to a belief system. Regular learning with a focus on local community will ensure relevance and awareness of communal issues and lifestyles.

The History curriculum will provide pupils with the essential knowledge relating to significant people, events and places from both recent and more distant past. They will learn about historical change in the local area, Britain and in other parts of the world. Pupils will also concentrate on developing skills of chronology, making deductions from evidence and develop skills of historical enquiry. To support their learning, they will undertake investigations in the local area and visit historical places of interest in the wider community and beyond.

v. Being creative

Pupils will be given opportunities to learn an instrument, sing and perform as well as watch performances. In early years the focus will be upon listening to and appreciating music of different genres. Children will develop good listening skills and learn the language to express their opinions about music. Drama and role play will form an integral part to literacy work which will impact upon the development of each child's writing and speaking and listening skills. Imaginative role play will be fundamental in the early years and the Key Stage 1 curriculum with opportunities to perform to wider audiences through assemblies and events around key festivals.

Art lessons will provide pupils with the opportunity to appreciate established works of art and also to create their own work and, as a consequence, allow children to explore their own emotions and identity prior to and during language development. The Art and Design curriculum will enable pupils to investigate, record and develop ideas, learn to use different materials and tools to create art work, adapt work after discussing, comparing and learning from their own and others work, learn more about the visual and tactile elements such as colour, line and shape and how to use them, and look at art, craft and design work from different times and cultures. Children will learn to apply these skills to help in developing their own work. The art that pupils are exposed to will be of the highest quality, and will be reinforced by regular visits to museums and other places where art is displayed.

Children will be given the opportunity to create ways to solve problems through collaborative tasks and they will be supported to explore ways to overcome difficulties, thus building resilience.

vi. An active life

The *CFPS* curriculum will offer a wide range of sport, dance and physical education in each year group; full advantage will be taken of the specialist facilities provided by our partner secondary school, Riddlesdown Collegiate, in this area. This will be complemented in particular at Key Stage 2 through the enrichment programme of competitive sport. The school will also ensure wider participation in the community by involvement in inter-school sports and swimming tournaments and local authority

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

competitions. The school will make efficient use of additional funding provided for sport by entering into arrangements with providers of bespoke sports packages and training aids designed around the school's needs.

Personal Social and Health Education will be an integral part of the *CFPS* curriculum. Pupils will develop the knowledge, skills and attributes that they need to keep themselves healthy and safe, and to prepare for life and work in modern Britain. Specific lessons will provide the means to develop resilience, self-esteem, risk-management, team working and critical thinking within three core themes: health and well-being, relationships and living in the wider world.

Developing Ambition Through Learning

CFPS will build on information from research that tells us that learners are more likely to do well later in life at GCSE level if the young person:

- has a belief in his/her own ability at school.
- believes that events result primarily from his/her own behaviour and actions.
- finds school worthwhile.
- thinks it is likely that he/she will apply to, and get into, higher education.
- avoids risky behaviour such as frequent smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion.
- does not experience bullying.

The development of a praise culture will ensure a culture of positivity through regular and continual recognition of effort which leads to success. This should not be confused with an ineffective "rewards for all" approach, but will inform teacher / pupil / family relationships which deliver a determination to improve and succeed. This has been a key feature of improvements at *Riddlesdown Collegiate* which have delivered standards in which "no pupil is left behind in either their academic or personal development" – OFSTED May 2016.

The daily learning reviews, which will be built into subject time as well as *family sharing learning* opportunities, will provide the vehicle through which children learn to recognise their own ability, how their actions lead to successful outcomes and steadily support them to increasingly raise their aspirations.

Our expectation is that all of our children will move to University at the end of their post-16 studies and we shall build such an expectation into our day-to-day dialogue with pupils in order to make academic learning and the highest levels of success the norm; in this we shall build on the successful practice of Beaumont Primary School and their work with the *Children's University*. Through our curriculum we shall also engage with quality universities to ensure our children – from the earliest of ages – have a clear idea of the opportunities available to them and, more importantly, the ambition and levels of achievement to reach them. This focus on aspiration – aiming for and achieving success within our curriculum – will provide opportunities and experiences in a safe environment.

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

CFPS will ensure that children's learning experiences enrich their lives by engaging and motivating them and allowing them to take ownership of their learning so that they will be equipped with the skills, knowledge and understanding needed to allow them to be the best they can be, leading happy and rewarding lives and progressing into adulthood as diligent, compassionate and successful citizens who are willing and able to make a difference.

An essential part of our work to develop ambition is through wider family engagement, much of which will be achieved through our *family sharing learning* approach. These sessions will enhance our language and communication work, providing opportunities in which children will share their learning with parents or a designated adult, encouraging them to reflect on their own progress and to engage families in it. During these regular sessions, children will articulate learning objectives, processes and outcomes. They will explain to parents or adults how they use and apply skills and the details of newly acquired knowledge. The benefits will be two-fold: children at CFPS will benefit by extra opportunities to discuss and confirm learning, whilst parents will develop a vital and incredibly useful knowledge and understanding of what their children know and can do, in addition to developing their knowledge of methods and processes for when they support learning at home. This will allow families to support learning more effectively at home and to play a stronger role in encouraging ambition.

A key area of success in *The Collegiate Trust* is preparing young people for the next part of their learning and life. Within CFPS this will mean a high level of transition work between teachers as children move to the next year, including teaching observations and family meetings. To support transition within the school, the learning coaches will stay with the same children from Reception up to the end of Year 6, building relationships both with children and families and supporting the transition into secondary school.

Preparing for Secondary School

██████████ has developed an exceptional *Excellence Curriculum* which drives and accelerates progress on transition between primary and secondary. The lessons learned from this will be used to inform the curriculum within CFPS in the following ways:

- A clearer distinction between a skill and a piece of knowledge. This will be implemented by sharing explicit skills-based learning objectives with the children and applying them elsewhere across the curriculum. This would ensure that skills in writing, for example, can be applied regardless of or despite the level of subject knowledge. This will be supported by providing skills frameworks for children to self-assess on a regular basis to allow them to identify where they have applied a skill rather than simply reciting information.
- Applying the structure of writing which is influenced by GCSE specifications. Children in Key Stage 2 will be taught to develop, understand and master the structure of explanation writing and using evidence to substantiate their ideas, and be able to apply this to all written subjects. Preparing children for the way in which they will be required to structure essay writing will allow them to become more immersed in the finer details of essay writing earlier in their secondary journey.

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

- A common language. The staff at *CFPS* will use language common to secondary schools. Strong working relationships will be forged swiftly with local secondary schools to gather knowledge of the way in which they work. This will allow staff to use language that is common to secondary school, for example discussing setting, how it works and why it is done. Ensuring subject specific vocabulary or formulae are applied and used. Focus on establishing a positive image of the journey to secondary school, viewing it as a continuous journey rather than a new step.

Dealing with Challenges

i. Mobility

The south of Croydon is experiencing rapid population growth as a result of new housing developments. Whilst we expect *CFPS* to be full from the start of Reception, there will of course be some mobility at times other than transition to secondary school. It is likely that the departure of children and the arrival of new class members will be an occasional feature of life in *CFPS*. The curriculum at *CFPS* will be flexible but focused; flexible to the changing needs of the children (particularly EAL and needs driven by mobility), but focused on driving forward to develop the knowledge, understanding and skills our children need to acquire.

We will ensure that systems are in place to ensure a smooth transition for new entrants and will provide:

- an accurate assessment of each new pupil on arriving taking into account academic and pastoral needs, which will be built into the *learning profile*
- a family meeting with parents/carers/child following the assessment to set targets, establish expectations and agree individual responsibilities.
- additional specific progress monitoring in the first weeks.
- quick intervention if required.

Issues will be addressed through our induction programme which will be based on elements of the Personal, Social and Emotional Development, as well as the Physical Development curriculum, including a mentor / buddy programme, *talk and learn* opportunities, ELSA support and personal profiles. Part of the induction programme would include securing high levels of active parent and family engagement through family learning and 'sharing learning' sessions to promote regular dialogue about children's learning at home and within the school setting. Educational aims will be regularly shared with parents and carers as well as being a strong feature of discussion between key staff members.

ii. Disadvantage

Those pupils in receipt of pupil premium funding may or may not present in stereotypical ways. However, *CFPS* recognises that statistically these pupils:

- are more likely to have a poor attendance record
- often perceive the curriculum as irrelevant
- are less likely to accept the school culture;
- are more likely to have additional learning needs

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

- have parents who are less likely to be involved in their children's education
- have parents who are more likely to have a negative perception and experience of school and education
- are less healthy
- are more likely to be not in employment, education or training in adult life
- are more likely to have a child in their teenage years

The role of the school is therefore to identify deficiencies, actual or potential, and to compensate through enhanced provision for them. *CFPS* will therefore:

- Promote a positive ethos of attainment for all pupils, setting high aspirations and devolving responsibility for raising attainment to all staff, with appropriate CPD opportunities linked to performance management.
- Have an individualised approach to addressing barriers to learning with academic and emotional support planned for as early as possible through the *learning profiles*.
- Use learning coaches to substitute for parents who might not engage in *family sharing learning work*.
- Focus on high quality teaching with rigorous monitoring and coaching provided to support each teacher to deliver the highest quality lessons to all pupils.
- Focus on outcomes for individual pupils and provide interventions as soon as the need is identified.
- Develop the skills and roles of teachers and learning coaches on a regular basis in line with new curriculum initiatives but, above all, to meet the ever changing needs of the school community.
- Identify low performance on entry to the school and regularly review individual pupils' performance so they can respond quickly to provide effective support.
- Make decisions based on data and respond to evidence, using frequent assessment and lesson observation information.

The school will foster an ethos of high expectation and attainment for all pupils with each child regarded as an individual, while consciously avoiding stereotyping disadvantaged pupils by referring to them as a whole group. *CFPS* will never assume that all disadvantaged pupils face exactly the same barriers or have less potential than less disadvantaged pupils to succeed. It is essential that all school staff know who their students are and have consistently high aspirations for them all.

Issues of disadvantage can impact in particular in early years' development. To address issues of disadvantage all children will be provided with extended opportunities in the physical discovery zones to be developed on site; physical climbing equipment, sensory garden, and construction zone – developing fine motor and other skills. Such opportunities will be focused on developing essential life skills such as perseverance, sociability, attention and self-regulation. A core function associated with long term attainment is the ability to stay focused despite distraction and this would be provided through concentrated activities within the physical discovery zone, providing an effective way to address issues of disadvantage to support the children to be able to operate as effective and resilient learners.

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

iii. Supporting Children with EAL

Developing children's language from the earliest possible moment is recognised as the most significant of all interventions in closing the gap and underpins all learning experiences. This is at the heart of the curriculum at *CFPS*. As a proportion of our pupils will be learning English as a second language, the curriculum will be underpinned by the knowledge that children learn English best when language is presented in meaningful contexts. Our curriculum will reflect this through the use of:

- A wide range of visuals to help learners make sense of new information.
- Scaffolding such as tables or grids to help the children to organise their thinking.
- Interactive and collaborative teaching and learning styles and activities.
- Good models of written and spoken English.
- A wide range of good quality texts and of genres and styles of writing,
- Drama and role play to make learning memorable and encourage empathy.
- Opportunities to talk before writing
- Creative ways to help learners memorise their new language.

We believe that it is vitally important to recognise that children learning EAL are as able as any other children, and that the learning experiences planned for them should be no less cognitively challenging. High challenge will be maintained through the provision of contextual and linguistic support across the curriculum.

CFPS will promote a culture of respect and recognise that aside from the challenges, EAL learners will bring a new dimension to the school. As well as extra language skills, EAL pupils will share experiences and cultures from other countries and bring an international perspective, helping their peers understand different cultures, people and points of view better. *CFPS* also recognises the potential among EAL learners for bilingualism as particularly important, as it increases mental ability such as problem-solving, creativity, and memorisation. As part of the *CFPS* drive to prepare pupils for the future, the advantages of being bilingual will be highlighted and celebrated and the importance of maintaining the children's first language alongside improving their skills in English will be promoted.

To ensure that our pupils make good progress we will make good use of school data to identify and tackle the particular needs of bilingual learners and to set appropriately challenging targets. In addition to this, teachers will consistently provide an excellent and accurate model of spoken and written English and analyse closely the writing of children learning EAL to identify the specific problems they may be facing when writing in English. This will enable our teachers to provide direct instruction about specific features of writing and to give detailed feedback to children on their writing.

The 0.6fte specialist support in the budget plan will allow *CFPS* to buy in appropriate additional teaching and tutoring to provide 1:1 or small group work for EAL pupils – we expect this to be at about 1 day per week.

iv. Special Educational Needs

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

The prime responsibility for working with children with special educational needs will rest with class teachers and learning coaches, supported and advised by specialist staff where appropriate, both to complement universal provision and to provide for specific learning needs. The SEN register will only incorporate children with longer term and specific learning issues; other challenges will be addressed through quality first teaching by day-to-day staff. The budget plan has identified 0.6fte specialist support to provide for input for children with particular needs, with about 2 days per week of this expected to be focused on SEN work; alongside a fulltime SENCo from the point of opening of the school and additional support that will be bought in for EHCP requirements (which will be cost neutral), there will be a high level of resource available to support SEN.

In line with the expectation that teachers and learning coaches have the responsibility of addressing special needs issues, we expect almost all additional support to be provided in the regular classroom setting, demonstrating to children that help and support is not something to be seen as unusual or looked down upon.

v. Gifted, Talented and More-Able

Many of the children already mentioned in the last 4 sections may also fit into this category, or with appropriate support have the potential to do so. *CFPS* will ensure that all pupils will be supported to maximise their potential. The school will ensure that the abilities of more able, gifted, and talented pupils, are recognised and supported whether they are in an academic subject or in areas like sport, music and the arts or in skills like leadership, decision-making and organisation. Of primary importance will be the greater challenge these pupils will receive in lessons through an enriched and an extended curriculum. Some pupils will have the ability to develop to a level significantly ahead of their year group. The provision for all these pupils will also include extra-curricular clubs, and, where possible activities beyond the everyday timetable, including linking with pupils and teachers at other local schools and at other schools in our academy trust.

As a result of the curriculum and enrichment opportunities, the level of focus on developing potential and surmounting barriers to learning, and the approaches to extend and deepen learning at every opportunity, the most able pupils by the end of Year 6 at *CFPS* will be significantly beyond age expectations and will transfer into the highest ability set at the start of Year 7 at [REDACTED]. Achievement in English and Maths will be expected to be at mid-Year 8 level, with a high level of competence in Latin and music also achieved. Pupils will be able to take maximum opportunity of the provision available in the secondary school.

Community Focus

Each week, one whole school assembly will incorporate a *community focus*. During these assemblies, members of the community will be involved in delivering and sharing information and messages. For example, religious figures, business representatives or health care professionals will routinely visit the school for community assemblies to provide the *CFPS* children with a broad knowledge and involvement of the community within which they live. Parents will be expected to contribute to these sessions as representatives of the local community.

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

Collective Celebration Assembly

Each Friday, families of children receiving awards for effort and achievement will be invited to join the Celebration Assembly. Assemblies will focus clearly on recognising the achievement of high standards, clearly demonstrating to children and families the type of effort required in order to meet the high expectations of *CFPS*.

Family Learning

Family Learning will be an essential method of engaging parents and carers. Family Learning sessions will be available for families to attend and will focus on *keeping up with the children*. Parents will be invited to sessions, run by the teachers, to help parents keep up with developments within the curriculum, such as the increasing focus on understanding and using the terminology associated with grammar and punctuation. In addition, sessions will address mathematical methods and numeracy skills and families will be supplied with resources to use at home, such as number lines, number squares and times-table grids.

Family Days

Family Days will take place each term and will be implemented to engage families in the daily life of the school. Each *family day* will have a different focus depending on the purpose. For example, children may invite a family member who has a traditional skill to share, such as methods of cooking, types of art or traditional dance. Other family days may include the focus of *bring a male family member to school*, providing a clear purpose of involving and celebrating the engagement of extended family members.

It will also be essential to engage parents and carers in the learning process to help to raise aspirations and address issues of disadvantage. 'Family Learning Sharing' sessions will take place in the morning and after school for children to talk to family members about their learning, thereby enhancing understanding, engaging others in the learning of the children, and fostering links between the school and home.

CFPS will actively value the cultural, linguistic and religious backgrounds of all families in the school community and considers the school as an integral part of the community. All parents will be made to feel they are welcome in the school and reassured that they all they have a positive role to play in school life and in their child's education.

CFPS will be mindful that a small proportion of parents may be unfamiliar with the English education system and may therefore lack confidence in their ability to be involved. They may have experienced an educational system where parental participation is not expected or they may have limited English proficiency which may result in parents lacking the confidence to initiate interaction with the school. In addition to this, experiences in their home country may make a parent understandably wary of authority and contact with schools. *CFPS* will actively promote two-way communications with parents, ensuring that it is a positive experience as much as possible by sharing, for example, good news about children's achievements. The school will also provide guidance to parents about appropriate supportive services such as English language classes.

To accelerate the progress and to enhance the well-being of the children, the school aims to actively involve pupils' families in their learning by:

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

- Providing useful feedback about their children's learning regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and through written reports.
- Providing guidance to parents on how they can support their child's learning at home including the provision of appropriate home-learning activities to develop children's understanding of topics covered in class.
- Ensuring that staff are approachable and available to parents.
- Ensuring that school information is communicated efficiently to parents via text, letter or email as appropriate.

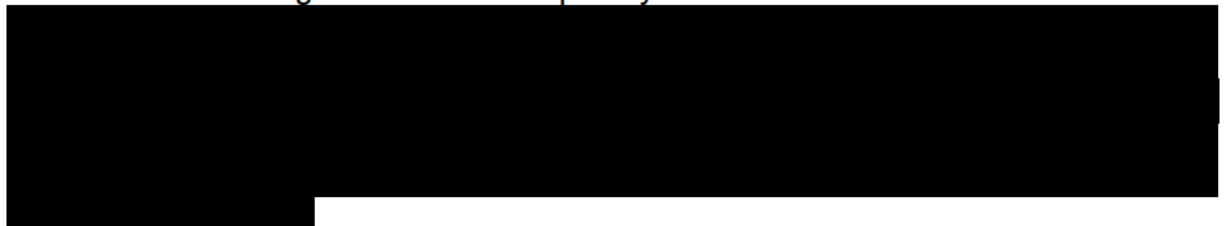
Health, Safety and Well-being

Feeling safe at school is a key requirement. Pupils must not only feel safe, but understand what constitutes safe and unsafe situations. *CFPS* staff will recognise their primary role in actively ensuring security, safety and wellbeing and in protecting pupils from harm. We will monitor the impact of our safeguarding procedures in a variety of ways including use of feedback from pupils, parents and staff, use of attendance figures as an indicator of how pupils feel about being in school, through fostering strong and supportive relationships between staff and pupils and through the nurturing of positive learning behaviours. This will be monitored through lesson observations, class visits, informal discussions, formal meetings behaviour records.

Emotional and physical well-being is also a key element in enabling high achievement and preparation for healthy living later in life. The *CFPS* curriculum will be developed to include helping pupils to understand how to be healthy and arming them with the strategies they will need to look after themselves as they mature.

Transition

All children attending *CFPS* will have priority in our admissions criteria to move into



The curriculum through *CFPS* is also designed to support transition between the different early stages of learning. The move from the *discovery* to the *mastery* approach between Key Stages 1 and 2 is aligned with the cognitive and emotional development of children and is designed to stimulate and develop an inquiring and aspirational approach to learning in children.

Early Years

The early years learning environment will be bright, welcoming, friendly and safe; organised and ordered but stimulating and exciting, providing and promoting an adventurous and inviting place to learn. A well organised space which offers self-access to resources for children to develop their independence, creativity and achieve to the best of their ability. We aim to create a happy, positive place which provides a

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

calm setting for children to feel secure, whilst encouraging their learning and curiosity. *CFPS* early years pupils will be happy, curious and enthusiastic. They will learn through play within a curriculum guided by the statutory framework for the EYFS, Development Matters (2012) and planned against the early learning goals. The EYFS Profile will be completed alongside the *voyages of discovery*, and shared with parents and carers. Our members of staff will be highly skilled early-years educators, able to provide children with amazing experiences and learning opportunities, both inside and outside, and these will enable the children to develop as confident learners in a safe and happy environment. There will be a specific focus on a wide range of learning opportunities to support the development of children's speech and language skills. Cross curricular links will be made in a meaningful and interesting way using high quality children's texts and stimuli from real life experiences. Children will be given opportunities to develop as writers, readers and mathematicians daily in both the inside and outside context. As well as this, children will be provided with opportunities to engage in high amounts of child-initiated, free-choice activities supported by a variety of equipment and materials to explore and to carry out their voyages of discovery. We will develop outdoor play and adventurous play as part of our curriculum offering extended activities for physical challenge, risk taking, communication development and social interaction. Assessments, through regular and continual observation, will inform next steps. The requirements on safeguarding and welfare will be delivered fully and comprehensively.

Teaching Time

The statutory requirements for maintained schools per key stage are 21 hours early years and key stage 1, and 23.5 hours key stage 2. *CFPS* will deliver more than this as outlined earlier in Table 2, with 25 hours of learning for all children in Key Stages 1&2, and 22.5 in EYFS. This excludes break and lunch times and the daily collective act of worship.

The allocation of time devoted to each subject reflects the importance we place on the core skills of English and mathematics as well as ensuring sufficient time is given to other subjects so that each pupil's learning experience is balanced and broad. Learning experiences will be challenging, creative, inspiring and meaningful and where possible, cross curricular.

The School Day

The school day is as shown in the following table:

	Reception	Key Stage 1	Key Stage 2
8.00 – 8.50	Breakfast Club	Breakfast Club	Breakfast Club
8.50 – 9.15	Breakfast Club	Register / Family Sharing Learning / Assembly	
9.15 – 10.45	Learning 1	Learning 1	Learning 1
10.45 – 11.00	Morning Break	Morning Break	Morning Break
11.00 – 12.30	Learning 2 (to 12.15)	Learning 2	Learning 2
12.30 – 13.20	Lunch	Lunch	Lunch
13.20 – 14.20	Learning 3	Learning 3	Learning 3
14.20 – 14.25	Recess	Recess	Recess

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

14.25 – 15.25	Learning 4 (to 15.10)	Learning 4	Learning 4
15.30 – 16.15			Enrichment
15.30 – 18.00		After-school Clubs	After-school Clubs

In all of our community engagement so far, parents have been clear of the need for the school to support their wider family life. Therefore a Breakfast Club will be available from 8am daily to allow parents who need to leave children to go to work to be able to do so. In line with practice in place at Beaumont Primary and which we are developing at Gossops Green, this will be run by a private provider and will be cost neutral – therefore no allowance is made in the budget plan, beyond an additional 0.2fte learning coach in each of Reception and Year 3 which will provide additional resource in this area to support children from disadvantaged families. After-school Clubs will operate in the same way. The mandatory enrichment activities in Years 4-6 (Latin, music tuition, competitive sport) sit outside of this provision and are costed in the budget plan.

Positive Behaviour Management

██████████ promotes behaviour through its **VALUES** (Value each other; Aim high; Lead by example; Use your talents; Excel in your efforts; Stick at it); Beaumont through its rules to “Be kind, polite and hardworking”. These established and successful approaches to positive behaviour management will inform the work of CFPS, where we shall collectively as staff, children and parents agree core values that derive from those of the Trust but which will lay out the expectations to which we will ensure children respond. Support and intervention with children who require additional input to reach these expectations will be provided by the learning coaches.

We have high expectations for all of our children to grow into responsible adults, who respect themselves and each other. Self-discipline, cooperation and friendship are essential life skills. To support the development of these skills CFPS staff will establish a consistent approach to behaviour, including providing excellent role models and examples of good attitudes and behaviours for learning. Pupils will be supported to become self-disciplined with high expectations for their own behaviour and accepted responsibility for the consequences of their actions. We will teach children about social and emotional aspects of development and provide opportunities for each child to think critically about and discuss important social issues.

A range of strategies will be employed to nurture good behaviour:

- Provision of the highest quality teaching that fully engages each pupil.
- Listening and responding to each pupils’ needs and opinions. By all school staff.
- The provision of a fair and consistent approach in line with the school’s agreed policy
- Rewards and praise to pupils when they have done well.
- Clear sanctions with warnings when a child is not making good choices about their behaviour.

The positive CFPS behaviour management approach will form a culture of praise and positivity, allowing children to have a fresh start each day, and It will be emphasised

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

that it is only ever the behaviour that is 'undesirable'- not the child. Parents and carers will be included and informed and supported to help their child to behave well.

i. Staff Responsibilities:

- Respect, nurture and care for each child as an individual
- Be a positive, professional role model for our school and the wider community
- Build children's self-esteem
- Be encouraging and maintain high expectations for all
- Identify and challenge under achievement and mediocrity.
- Support and model vision and creativity
- Provide a consistent and accurate role model of spoken and written English
- Deliver The Collegiate Trust's *Learning Guarantee*
- Establish positive relationships with parents and carers.

ii. Parents' and Carers' Responsibilities:

- Support the school in our values and expectations, focusing on high ambition, aspiration and achievement
- Take an active role in their children's achievements; committing to attend each week the *Family Sharing Learning* sessions, or if work prevents this to attend at least one per half term and liaise with the designated adult who is substituting on a regular basis
- Work in partnership with Teachers and Learning Coaches at the school
- Attend every Parents' Evening
- Attend every school performance or celebratory event
- Ensure outstanding attendance and punctuality.

iii. Children's Responsibilities:

- Treat each other with care and respect
- Have high expectations of yourself and others
- Take responsibility for your own learning.

Developing Successful Learners

In the EYFS children will learn through the discovery approach, with two key learning voyages as a focus for each term. The timetable will be a balance of adult led learning foci and child initiated discoveries. Children will learn new skills in focussed sessions and then have the opportunity to apply and experiment with their newly acquired skills as part of their learning voyages. Children will also steer their own new learning through exploration and through play. Children will explore topics, gaining knowledge, understanding and skills. Topics for learning voyages will be chosen so that they are relevant and interesting and with the aim that they ignite children's curiosity and stimulate their enthusiasm for learning.

Every morning will start with a communication and language and a personal, social and emotional development focus.

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

The weekly *understanding the world* session will include visitors, parent visits, a focus on British Values and the celebration of diversity.

Within this framework, children will follow the prime areas of EYFS learning set out in the 2013 EYFS Stage Profile Handbook:

- communication and language
- physical development
- personal, social and emotional development

Opportunities will be provided for children to explore and learn in the other specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

All learning will be underpinned by three key factors:

1. The development of communication and language skills as a constant focus.
2. The promotion of the 3 EYFS characteristics of learning of *playing and exploring, active learning* and *creating and thinking critically*.
3. The development of ambition and aspiration.

Early years children will continue their learning discoveries both inside and outside a throughout the day and will not share break periods with the rest of the school. This is so that their learning is not interrupted. Occasionally though, it may be regarded as important for social and pastoral reasons that some time is shared with KS1.

Early Years staff will carry out ongoing observations and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning to create a comprehensive profile for each child as evidence towards their progress and achievements.

In Key Stage 1 pupils will participate in key learning voyages through our *discovery approach* with one key voyage each term. At the end of Key Stage 1, pupils will move onto the *mastery approach* to ensure a smooth transition to key stage 2. In key stage 2 pupils will participate in a 'mastery challenge each term.

Pupils in Key Stages 1 and 2 will have focused teaching in English and mathematics every morning. These lessons will be enriched with relevant cross curricular links, competent use of ICT and a high amount of opportunity to rehearse good language skills. There will be discrete sessions for phonics in Key Stage 1 (and Key Stage 2 as required). Guided Reading sessions will form a structured part of language and literacy acquisition each day using a variety of high quality and varied texts.

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

Through this approach, *CFPS* pupils will become successful learners, with a sense of themselves as learners and with the relevant communication skills and vocabulary to articulate their learning. Through discovery they will develop the skills for investigation, expression, problem solving, critical thinking, collaboration and innovation. Alongside this, our children will have excellent skills in mathematics and in reading and writing as well as a high percentage of our pupils enjoying the advantages of being fluent in more than one language.

This will all be developed in a classroom culture which values questioning, hypothesising and openness to new ideas and perspectives and a rich classroom environment that provides good examples and key information as well as a variety of relevant and interesting resources.

In *family sharing learning* sessions, early years children will share 'learning journey files' and Key Stage 1 and 2 children will share English, mathematics and discovery books with their parent, carer or other identified adult. This will further nurture the involvement of families in their child's learning and enable parents to celebrate their child's achievements and support them with their next steps in their learning journey.

There will be daily planned sessions for *talk and learn* between the teacher or the learning coach and the identified child. This will ensure that bespoke speaking and listening and language support is provided for each child.

In the afternoons *corrective sessions* will be carried out. These will provide intervention to challenge and support identified children, removing barriers to learning and correcting misconceptions that were identified during focus group or observation and assessment sessions.

Physical Development (a whole class PE session) will be on different afternoons for different classes. These sessions will provide focused, key stage appropriate, skills based lessons to contribute to each child's physical development. This will be complemented by the Enrichment Programme from Year 4 onwards which has a particular focus on competitive sport.

At the end of each day a *sharing learning review* will be carried out where there is a whole class discussion that reviews key learning from the day. Children will show, talk and reflect on learning activities and discoveries that they have made. Small groups of identified children will participate in small groups for 'talk and learn' to encourage more focused talk for learning.

The school will comply with the requirements of the Disability Discrimination Act and aim to be suitable for children with disabilities. As in all its practices and procedures, the school will conduct risk assessments both for internal activities and for all visits and external activities undertaken.

Recruitment and Retention of Teaching Staff

A crucial feature of all schools is the need to appoint high quality teaching staff, to develop them in the requirements of the pupil population, and to retain them in order to deliver sustainable improvements; primary schools in the south of Croydon have not

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

been as severely impacted on with regards to recruitment as others, but we are not complacent about this.

- We have set a significant budget for recruitment purposes which we expect to be used largely for the teaching team; experience within our secondary school shows that high quality candidates for support staff posts can readily be accessed through our current networks and social media.
- *The Collegiate Trust* already has a strong reputation for attracting and developing teachers and at *Riddlesdown Collegiate* we already make significant and successful use of the *Schools Direct* programme.
- We are proactive in teacher recruitment activity as part of the local schools' association, which is proving successful in attracting teachers to Croydon.
- Career development opportunities within the Trust already exist, employing as we do over 150 teachers and a similar number of support staff.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Setting ambitious targets and measuring progress towards them is a key part of our strategy of delivering *exceptional education for all*. This will be achieved through the high quality curriculum and outstanding teaching, supported by effective and accurate termly pupil progress tracking in the core subjects. Monitoring of attainment and progress will be based on bespoke school based assessments that are tailored for the specific needs of our pupils balanced with reference to the national standards and indicators. Pupils will participate in statutory screening and tests, including SATS, at both key stages so that we can assess where pupils are in the context of the existing national benchmarks.

Bench-marking

Before children begin in Reception, a meeting will be held with parent and child either at school or in the home. This will take place during the summer term preceding the start date and will allow school professionals to begin to build up a relationship with each family, to identify current levels of development and to be aware of issues for each child which need to be addressed from the outset. Children will then undergo a formal

D2 – measuring pupil performance effectively and setting challenging targets

baseline assessment in the first few weeks of Reception against which progress can be monitored.

At the start of each of Year 2-6, pupils will take the *Rising Stars* start of year test and, other than in Year 2 and 6 when they will take SATs, will also take the relevant progress test at the end of the year. This will allow us to have an objective analysis both of potential and progress to evaluate the learning of pupils and the impact of staff; this will be informed by the programme we are introducing in our current primary school at Gossops Green; before half term in October moderation meetings will take place between staff at CFPS, Gossops Green and Beaumont Primary to compare and validate standards of work from children and to validate end of year expectations for each child. This will also support the performance management process in the school as it will provide an objective assessment of pupil progress across the year and the impact of staff working with each group.

Assessment to Inform Learning

Each child will therefore be working to an ambitious end of year expectation, which will aggregate into class, year group and whole school targets, against which the standards of the school will be evaluated. However, the measuring of pupil performance is an activity that is carried out regularly during each day – and during the day – by the teacher and learning coach. This is key to making sure the aim of extending and deepening learning approach outlined earlier is focused on helping children to achieve mastery of the curriculum content – and vital to making sure that mastery is not reduced to a tick box. Teachers and learning coaches in each year group will conduct a short 10 minute diagnostic session over lunchtime which will ensure that learning is reprogrammed for the afternoon to address any gaps in understanding or skill; this will build on the work through the day of the learning coach in analysing pupils' work to identify issues.

An essential element of formative assessment will be through marking and feedback. Teachers will be required to implement next step marking which will provide pupils with opportunities to show their understanding and move their learning forward. The opportunity for pupils to respond to feedback will be part of the *talk and learn* approach built into teaching.

Assessment to Track Progress

All pupils will be formally assessed every half term against end of year expectations and criteria relevant to their ages. The assessment criteria will be derived from the *CPFS* curriculum, which is composed of the National Curriculum and our discovery and mastery curriculum.

The statements used for this periodic assessment will be arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. Each pupil will be assessed as either *developing*, *meeting* or *exceeding* each relevant criterion contained in the expectations for that year. Pupils meeting and exceeding the expected standards will be provided with more challenging work and extended opportunities to apply new skills in different contexts. Those judged still to be developing will be provided with in-class intervention from the learning coach or from specialist support – bespoke activity to deliver the expected progress.

D2 – measuring pupil performance effectively and setting challenging targets

These on-going formative assessment judgements will be recorded centrally on the school's data system and backed by a body of evidence created using lesson observations, records of work, the pupils' books and summative testing.

Teacher assessment judgements will be moderated by colleagues in school and by colleagues in partner schools in and beyond the academy trust to make sure that assessments are fair, reliable and valid. Cross phase assessment moderation will occur at KS2 developing a better degree of judgement and understanding between teachers at the transition phase.

In addition to formative data, summative testing will also be used half-termly to ensure that pupils are provided with an opportunity to show what they know, understand and can do in relation to age related targets. Diagnostic testing will also be used to inform intervention programmes; for example, spelling and reading tests, including the use of phonics testing.

Through working with other schools to moderate teacher assessments and by using external tests and assessments, performance will be benchmarked against that of other schools, particularly against similar schools, using the outcomes to check and support teaching standards and ensure improvement.

All data gathered from both formative and summative assessments will also be used within the performance management process for the teachers and learning coaches, and form part of their teacher profiles/appraisal process.

Links to Performance Management

The key purpose of the performance management process is to ensure teachers and other staff are delivering high levels of progress for all pupils. Support for this will come in a variety of ways, including whole-school INSET or 1:1 teacher development. The wealth of information generated through formal assessment processes will provide key data for middle and senior leaders to evaluate the impact of learning programmes as well as individual staff and year group teams. It will be the responsibility of middle leaders to adapt the work and focus of their team accordingly, and for the relevant senior leader to ensure this is being carried out over a key stage.

Each of the 2 Assistant Principals is responsible for the learning and progress of children in Years R-2 and 3-6 respectively. Each will analyse the half-termly progress data and review and revise the work of teams accordingly. They will also work with the Principal to feed this data into wider school improvement and monitoring work by the LGB and Trust, as outlined below.

Methods of Assessment

Assessments will be carried out in a familiar part of the school and by a familiar person, with a range of methods being used to gather the evidence including:

- Formal assessment tasks
- Informal assessment
- Observing the child in different settings
- Scrutiny of a child's work

D2 – measuring pupil performance effectively and setting challenging targets

- Discussion with parents and carers
- Discussion with the children
- Discussion with learning mentors and other teachers

In the EYFS, assessment procedures will follow the guidance on assessing very young children. Assessments will be made within the context of play based provision, where the child has access to a range of both adult led and child initiated activities. The children will be assessed within the context of their familiar learning environment. This assessment for the children in the EYFS will not be a single event, but a picture built up over time. It will never be approached as a 'test', which would be inappropriate and counter to the pedagogical approach of the EYFS.

Targets for Attendance

Regular attendance and punctuality are essential for a good education and in order that all pupils are enabled to achieve their full potential. All pupils will be expected to attend punctually every day, unless they are too unwell to attend school.

The target for attendance will be set at 100%. Although an extremely challenging target, this will certainly develop a culture of excellent attendance and ensure that actual figures remain at above 98%. Good attendance will be celebrated and rewarded.

Attainment and Progress

All pupils will achieve to the maximum of their ability. Pupil progress will be monitored closely against the aspirational targets that have been set and appropriate intervention strategies will be put in place where a child appears to be at risk of underperforming.

Every child will be set targets to achieve, expecting to achieve a standard of performance at the end of Key Stage 2 that results in the overall pupil performance being deemed as outstanding.

Attainment Targets

These will be at the level of the best schools nationally. They will need to be formalised to respond to the exact intake, but we expect them to be at the following levels:

i. Reception

- 85% achieve a good level of development (GLD) by the end of early years.
- 100% achieve Year 1 Phonics screening threshold

ii. Key Stages 1&2

- 95% achieve expected levels in Reading
- 35% exceed expected levels in Reading
- 95% achieve expected levels in Writing
- 35% exceed expected levels in Writing
- 95% achieve expected levels in Maths
- 35% exceed expected levels in Maths

Other Targets

As outlined in our vision in Section C and throughout this submission, *The Collegiate Trust* focuses on academic and wider development of children. The first is the easier to

D2 – measuring pupil performance effectively and setting challenging targets

test out through the school's and the national assessment framework. However, we will set and test ourselves against challenging targets for the wider development of children in CFPS, including participation.

EYFS / Key Stage 1 All children, on at least 3 occasions each year, talk in public about an aspect of their learning and how they are making progress
All children, each year, visit a site of natural interest and a site of cultural interest
90% of all parents have participated in the Family Sharing Learning programme
All children have participated in at least 2 extra-curricular activities each year
All children each year have performed in an assembly or other public performance

Key Stage 2 As above
All children have visited a university by the end of Year 6
All children from Year 4 upwards participate in the 3 Enrichment Activities – music, competitive sport, Latin
All children taught musical notation and given the opportunity to learn to play an instrument.

Progress Reviews

Progress reviews with parents will be held three times during the year. Pupil progress information will be shared at each stage as this will contribute parents' development of their own knowledge of their child. Next steps will be discussed with the parent to enable them to support their child's learning; this discussion will be in the form of a 1:1 meeting with the teacher or learning coach, followed by a year group information evening which sets out the next phase of the curriculum and the ways in which parents can support children through it. This will also help to build stronger links with families and to engage them as the agents of ambition and aspiration for their children.

Pupils will be provided with regular termly feedback on their learning, so that they clearly understand what it is that they need to do in order to improve. Assessment will form part of the positive learning environment where pupils can see the steps necessary for their own success.

To ensure that each pupil achieves at an exceptional level, CFPS will:

- Ensure that efficient systems are in place for collecting and keeping data evidence. Overseen by school leaders, teachers will engage with the data themselves: they will input, analyse and use it to underpin their teaching.
- Regularly hypothesise and ask key questions of whole school data.
- Define trends and pupil performance on an individual and a group level.
- Draw attention to whole school successes and areas for improvement.
- Compare school performance against available local and national data.
- Plan and account for ongoing curriculum development
- Use data to identify pupils' learning needs at every opportunity (when pupils join the school, during regular reviews of progress and during day-to-day teaching.)

D2 – measuring pupil performance effectively and setting challenging targets

- Review progress frequently, identifying any signs of underperformance and addressing them quickly to continue the drive and the high expectation for excellence for all.

The monitoring process in CFPS

The Trust has a formally established *School Improvement Strategy* which ensures that Directors and the CEO are directly linked to the monitoring of pupil learning in the classroom. This is underpinned by the 1:1 work of the Principal and CEO, and follows the following general process, which summarises the key features of work just described:

- Class teachers will assess pupil progress according to the school calendar and processes.
- Assistant Principal will evaluate the progress of each pupil, class and year group against end of year expectations, advised by subject leaders.
- Assistant Principal and Principal will identify strengths and weaknesses in pupil progress and review use of resource and support
- Assistant Principal and Principal will identify strengths and weaknesses in teacher progress and amend performance management / CPD plans if necessary
- Principal will report to CEO via 1:1 meetings and School Improvement Meetings (SIM), in line with the Trust's *School Improvement Strategy*
- Directors will review via formal report of SIM

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

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

Staffing Rationale

The core premise of *CFPS* is that all children can learn, make progress and succeed in education. The staffing structure envisages a high quality, highly trained team who will focus on barriers to learning, identify the most effective ways to surmount those barriers, and then deliver accelerated progress in children's learning to set the strong foundations for success in secondary school and for the ultimate transition to further and higher education. This team will implement the values of the Trust and the associated aims set out in Section C.

The CEO of the Trust will initially be the Executive Principal of *CFPS*, bringing high quality experience to educational improvement and development at the school; this cost will be part of the partnership fee. Together with the Board of *The Collegiate Trust* (specifically the Chair) he will hold to account the Local Governing Body and the Principal for the success of the school, and will support the Principal in driving forward educational standards.

Staffing Structure

The table that follows shows how the staffing structure will develop as *CFPS* grows.

Post	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Teaching							
Executive Principal	(CEO)	(CEO)	(CEO)	(CEO)	(CEO)	(CEO)	(CEO)
Principal	1	1	1	1	1	1	1
Assistant Principal	1	1	1	2	2	2	2
SENCO	1	1	1	1	1	1	1
Year R Teachers	1	1	1	1	1	1	1
Year 1 Teachers		2	2	2	2	2	2
Year 2 Teachers			2	2	2	2	2
Year 3 Teachers				1	1	1	1
Year 4 Teachers					2	2	2
Year 5 Teachers						2	2
Year 6 Teachers							2
Specialist Support	0.6	0.6	0.6	0.6	0.6	0.6	0.6
PPA / Release	0.2	0.4	0.8	1	1.4	1.6	2
Oldest Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
Support							
Year R Learning Coaches	2.6	2.6	2.6	2.6	2.6	2.6	2.6
Year 1 Learning Coaches		1.6	1.6	1.6	1.6	1.6	1.6
Year 2 Learning Coaches			1.6	1.6	1.6	1.6	1.6
Year 3 Learning Coaches				1.8	1.8	1.8	1.8
Year 4 Learning Coaches					1.6	1.6	1.6
Year 5 Learning Coaches						1.6	1.6

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

Learning Coaches							
Year 6 Learning Coaches							1.6
Administration							
Administrative Assistant	0.5	0.5	0.5	0.5	0.5	0.5	0.5
ICT Apprentice	1	1	1	1	1	1	1
Premises & Cleaning							
Caretaker	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Enrichment							
Sport					0.1	0.2	0.3
Music					0.1	0.2	0.3
Latin					0.1	0.2	0.3

Table 6 – staffing structure of CFPS

Executive Principal (CEO)

The Executive Principal (EP) will be responsible for all aspects of CFPS up to the point the Principal-designate takes up post in April 2018. He will be advised by the high quality primary experience within the Trust provided by [REDACTED] – who will contribute one day per week pre and post-opening to the project and by [REDACTED] within the Trust. The cost of this will be met by *The Collegiate Trust* pre-opening, and through the partnership contribution of CFPS to *The Collegiate Trust* post-opening.

The CEO of the Trust will be the EP up to August 2020; at that point it is expected that the Trust will have grown to a level that allows the appointment of a dedicated primary EP across the group of primary schools. The CEO has delivered an outstanding OFSTED judgement in our secondary school, Riddlesdown Collegiate.

Post-opening responsibilities of the EP

- Financial planning
- Recruitment, pay and personnel issues
- Admissions

These responsibilities will be delivered within the central Trust services as part of the partnership contribution of CFPS.

Principal

It is essential that the Principal is providing clear and effective leadership of CFPS within *The Collegiate Trust* from the moment of appointment. However, we recognise that resources will be limited, particularly in the early days when the school is operating with only 60 children in the first year and then growing slowly in subsequent years. Therefore we shall create clear space for the Principal to fulfil her / his duties, but also require from that individual, a hands-on contribution to the work of the school.

The recruitment process for the Principal will be conducted in Autumn 2017, with the intention that s/he can participate in pupil recruitment activities November 2017 – April 2018, prior to taking up appointment in April 2018. S/he will be an outstanding practitioner with high quality experience in EYFS and Key Stage 1. In an ideal world it

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

would be useful to appoint an individual with experience of start-up schools; however, the quality of the Principal as a teacher and powerful leader will override this and be crucial, as s/he will need to develop a clear teaching and learning approach, build strong relationships within and beyond CFPS, and be a highly credible individual in the local community – as well as to be able to operate flexibly as the team grows. This flexibility will include up to 2 days per week delivering the PPA the 2 Reception teachers, one of whom will also be the Assistant Principal; this will allow the Principal to get to know all of the children very well in the first year and understand the emerging needs of the intake.

Pre-opening responsibilities of the Principal

- Appointment of staff
- Detailed curriculum plan
- Adaptation of Trust policies to the CFPS context.

Post-opening responsibilities of the Principal (2018-19)

- delivery of the school's vision and objectives through *The Collegiate Trust's* values
- maintaining the vision statement and *Academy Development Plan*
- working within the agreed *Scheme of Delegation*
- implementing Trust policies
- ensuring robust *quality assurance review* work across CFPS alongside the *Appraisal Policy*
- liaising with external stakeholders and engaging the local community, including the development of a strong parent council
- marketing and media relations
- fundraising
- line management and oversight of all SLT responsibilities
- engagement with the school community
- to be part of the Trust's *Executive Leadership Group*.

Assistant Principals

CFPS will ultimately have 2 Assistant Principals (AP), one in each of EYFS / Key Stage 1 and Key Stage 2 and therefore leading the development of teaching and learning in that Key Stage. Each will also through their wider team have responsibility for 3 of the 6 curriculum themes outlined in Section D1, with language and communication being a key responsibility for the AP EYFS / Key Stage 1 who will be an expert in this field and EAL.

Each AP will teach 0.9 of a timetable when there is only 1 Year Group in their Key Stage, and 0.8 when there are 2 or more. This 0.1 / 0.2 of leadership time will be in addition to PPA as a classroom teacher, but will also be provided by the PPA / Release facility within the staffing structure. As each AP's leadership responsibility will significantly overlap with day-to-day teaching, this has been analysed as an appropriate amount of remission from teaching.

Post-opening responsibilities of an AP

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

- Overseeing all teaching and learning, including curriculum design and quality assurance and staff performance management in a Key Stage
- Leading the development of the team of Learning Coaches to ensure issues affecting learning feed into the curriculum.
- Overseeing reporting to parents.
- Coordination of value-added analysis and measurement of pupils' academic performance against targets
- Deputising for the Headteacher in her / his absence

SENCo

CFPS will work in close partnership with Riddlesdown Collegiate and we expect most if not all children to transfer there at the end of Year 6. The SENCo role for CFPS will therefore be integrated into the MacKay College of Riddlesdown Collegiate where provision for children with challenges in their learning is judged by OFSTED to be outstanding. The SENCo will be a primary specialist and a full-time post from the outset, providing a high level of support and intervention for children in the school. This will be a highly effective way of ensuring the wider learning needs of children in the school are most effectively addressed in strategic thinking and developments..

In the unlikely event that the school is not full in each open Year Group, this post will be reduced to 0.5fte, comparable with similar schools.

Post-opening responsibilities of the SENCo

- Identification of learning needs
- Adaptation of teaching to needs
- Evaluation of teaching and learning
- Accelerated learning

Teachers

Each Year Group will be taught by a team of 2 teachers, of whom in one Year Group in each Key Stage will be an AP. Each team of teachers will work highly collaboratively to deliver the corrective approaches outlined in our curriculum plan, ensuring that students develop a level of mastery in the curriculum before moving on – it will be important that no child is left behind. The appointment of each team will be carried out to deliver a complementary team of teachers who can meet the range of learning needs in a Year Group.

As the school grows we shall add subject leadership to the staffing structure to be carried out by teachers. In the first year this will provide a TLR for *language and communication skills*, with *using and applying mathematical concepts* added in year 2 and then further over subsequent years until each area is covered. Prior to that point the Assistant Principals will also provide subject leadership. Each subject leader will provide professional leadership for the subject across the school, developing high quality teaching across the team.

Learning Coaches

This key team will provide high quality support and intervention for children in their learning. Colleagues appointed to these posts will be educated to Level 3 (or be

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

working towards a Level 3 qualification / apprenticeship) and have strong literacy, communication and numeracy skills. On-going training will focus on how to break down barriers to learning and ensure children are making accelerated progress. Each Learning Coach will work 0.8fte as standard and be in school from 8.30-4.30pm daily, thereby contributing to wider learning for children. 2 of the learning coaches across the school will be employed at 1fte, to provide capacity within Breakfast and After-School Clubs for parents who are unable to meet the full costs.

Each class teacher will be supported by a Learning Coach who will, as described, provide further support in class. In addition these coaches will build strong relationships with families and liaise with each other to address family based issues which might affect siblings. Learning Coaches are not classroom or teaching assistants – they operate to ensure individual children surmount obstacles to their learning. The Coaches will be trained in literacy development and application of mathematical concept, as well as group / class teaching, in order to complement their own level 3 education. We see the Learning Coach as an important mechanism for identifying and developing future teachers within the Trust. As with teachers Learning Coaches will be appointed in trios until the school is full, allowing us to develop a strong ethos and set of capabilities. To ensure the best start to their primary school education, the 60 children and 2 teachers in Reception will be supported by a team of 3 Learning Coaches

Administration / Premises Management

The advantages of working within *The Collegiate Trust* and on site with Riddlesdown Collegiate will mean that a minimal level of support staff will be required in *CFPS*.

The Director of Finance (DOF) within the Trust will work with the Principal to devise and implement the budget plan for *CFPS*. This plan will be monitored by the DOF and Principal in a monthly meeting as part of the Trust's aggregated financial monitoring. Day-to-day management of financial work will be carried out by Riddlesdown Collegiate as part of the partnership fee.

The Administrative Assistant will provide a daily service to teachers and parents checking attendance and coordinating school meals each morning; attendance issues will then be followed up through the central Trust system for contacting parents. This function will also develop the school's library facility and play a central role in promoting literacy and language skills.

Catering

The catering service will be provided through a separate catering contract.

ICT

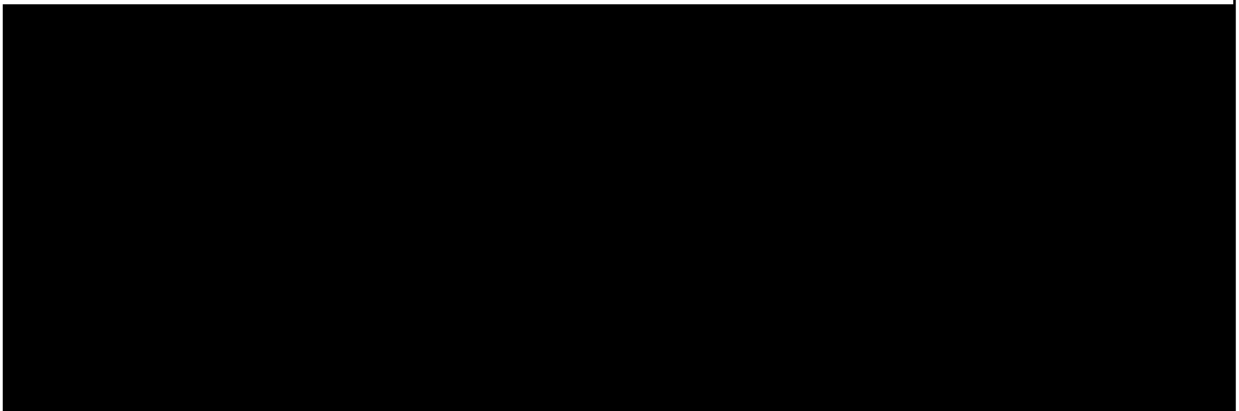
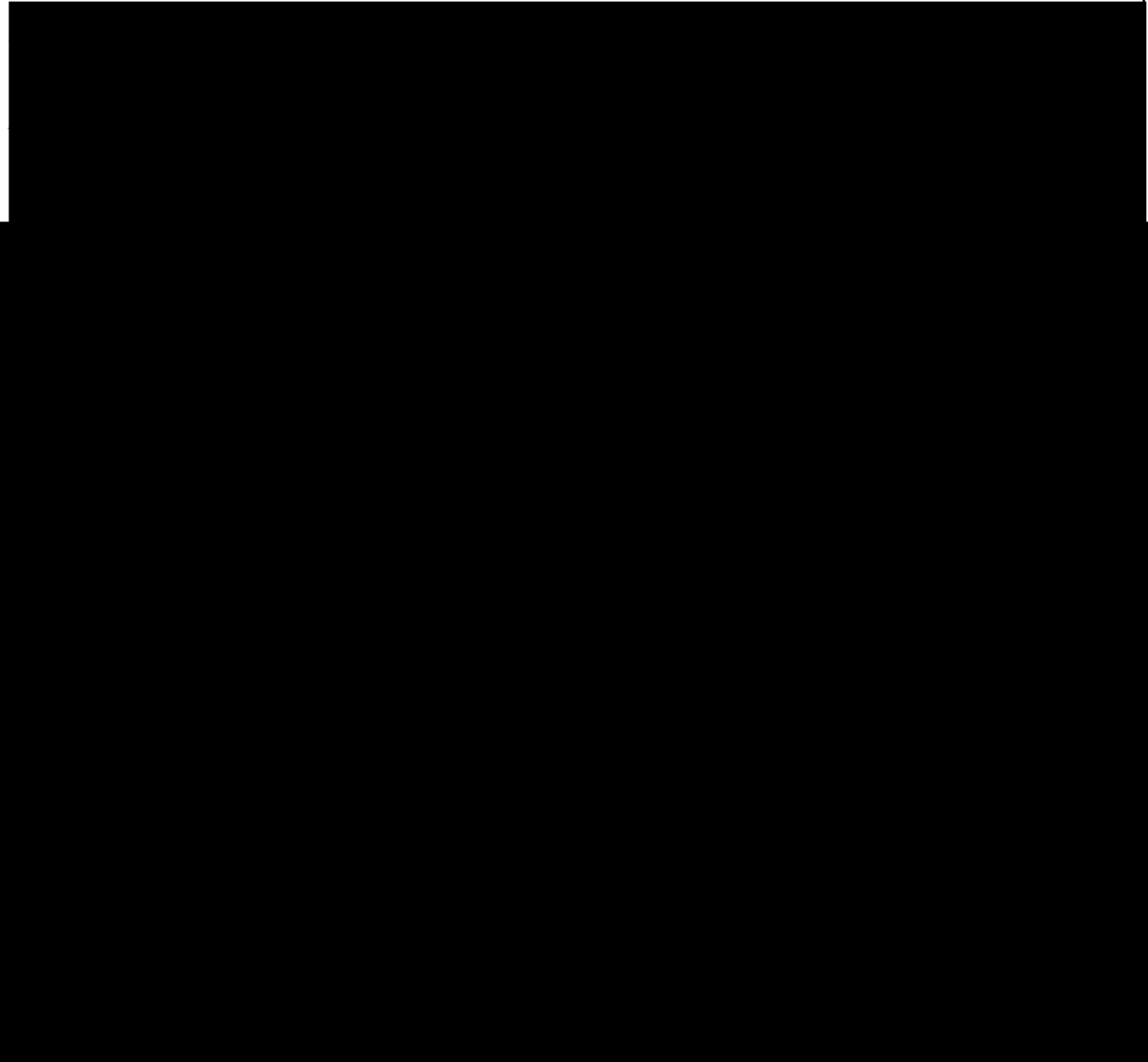
ICT will be managed centrally through the Trust, with an apprentice on site carrying out routine tasks, under the leadership of the Director of ICT.

Extra-Curricular & Enrichment Provision

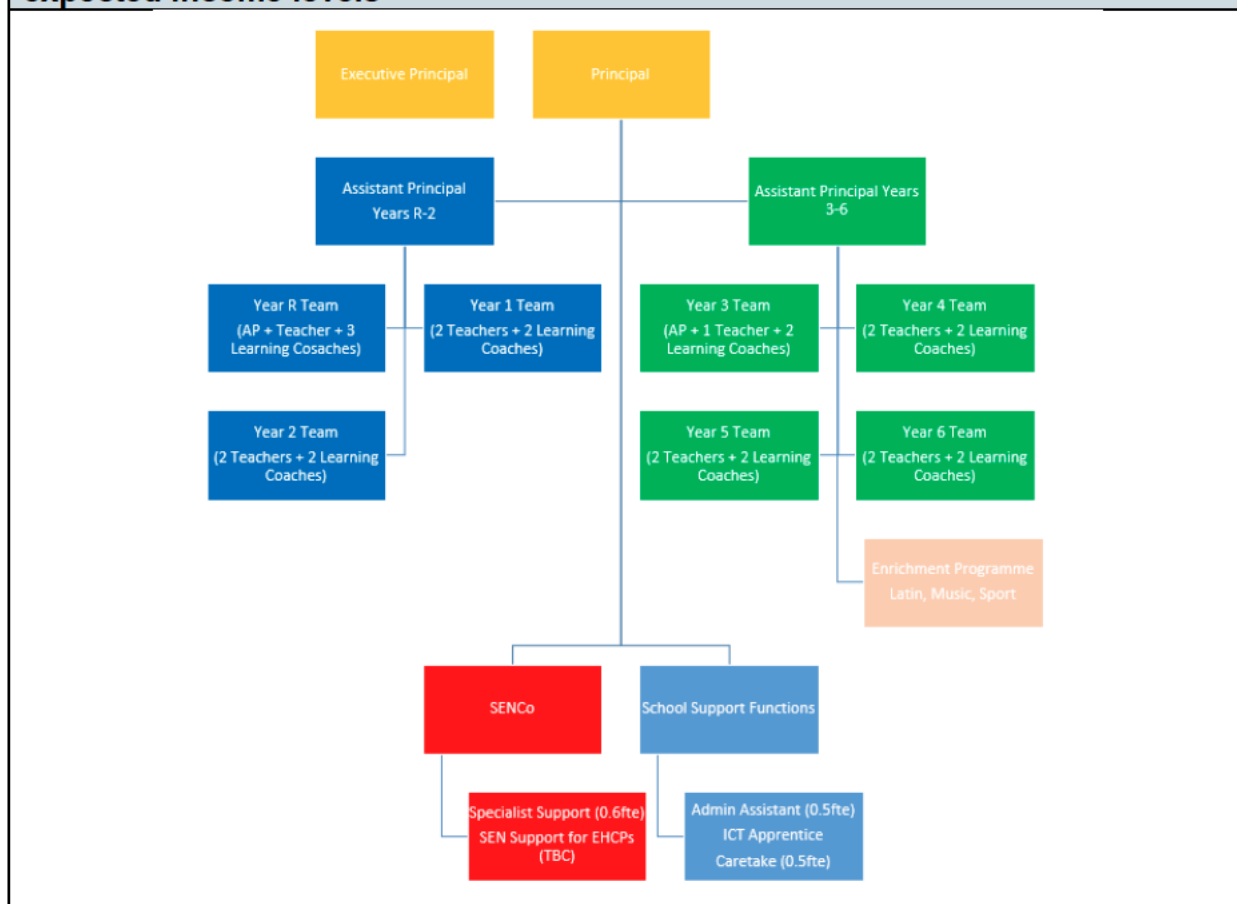
CFPS will offer a range of extra-curricular provision throughout Key Stage 1 and the start of Key Stage 2 provided by teachers and Learning Coaches. This will be formalised from Year 4 with a full programme of music tuition, competitive sport and

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

Latin. This will be differentiated according to aptitude but we shall aim for every child to participate in each, with targets for uptake shown in Section D2. Music and sport will be delivered by specialist coaches / peripatetic teachers, and the Latin provided by the Classics team at Riddlesdown Collegiate, who currently provide Latin to a number of other primary schools.



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



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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Members and Directors of The Collegiate Trust have each completed a suitability declaration and neither hold nor promote views that would be contrary to fundamental British values. Within the Trust, safeguarding procedures take full account of the Prevent Duty which we actively promote as a requirement on all staff.

The Collegiate Trust delivers outstanding SMSC development and inclusive practice at Riddlesdown Collegiate – and the values that drive this, allied with the professional support and learning from practice at Beaumont Primary, would achieve the same at CFPS.

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

Croydon has a very rich cultural mix although the immediate location of *CFPS* is predominantly of white-UK and Christian heritage. The school will therefore have a strong commitment both to those children and families of faith and those of none; the education plan as outlined in Section D will value and celebrate the role of faith in the modern world, demonstrating how it sits alongside the fundamental British values in which we believe, whilst recognising that there are different viewpoints that must be tolerated and understood within the laws of our country.

CFPS will be a place where children from all faiths and backgrounds, and children of all abilities are welcomed and encouraged to thrive and be happy. We will ensure that all pupils, regardless of ability, gender, religion and background have access to a high quality education within a supportive learning environment which equips them well as independent learners to take their place in society and to contribute to it and we will set high expectations of leadership and of teaching and learning.

The Collegiate Trust believes that *CFPS* should be a place where the spiritual, moral, social and cultural dimensions permeate the whole curriculum and enrich the lives of young people in an increasingly target driven world. Within the formal curriculum, children each term in their *Voyage of Discovery* will learn about and reflect on important festivals in major world religions, considering similarities and differences and building up a clear insight, respect and tolerance for all religions.

[REDACTED], are strongly encouraged to regard people of all faiths, races and cultures with respect and tolerance – and there is a strong understanding of the importance of religion in many people's lives. At *CFPS* we will ensure that children understand that while different people may hold different views about what is right and wrong and that all people living in the UK are subject to its law. Our school's ethos and teaching will support the rule of English civil and criminal law and we will not teach anything that undermines it. When we teach about religious law, we explore the relationship between state and religious law, and ensure that pupils understand the difference between the law of the land and religious law. We promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As a community we will actively challenge opinions or behaviours in school that are contrary to fundamental British values. The Trust's Appraisal Policy uses the *National Teachers' Standards* and the *Headteacher Standards* (2015) in our appraisal of colleagues. We expect all staff to engender public trust in the profession and maintain high standards of ethics and behaviour, including upholding British values, within and outside school.

We will communicate actively with prospective parents, pupils and the wider community, making clear in our admissions policy, on our school website, through our school policies and all literature our vision of exceptional education for all, and a love for learning which demands a growing knowledge of respect, tolerance and reconciliation which will be embedded in our teaching.

CFPS will publicise appropriately and make suitable arrangements where any parent exercises their legal right to withdrawal from worship and will make appropriate alternative provision available to any child withdrawn from collective worship so that they are not in any way disadvantaged. We would however hope that in engaging

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

openly and honestly with explorations of what faith means our hope would be that all members of the community would find collective worship so inclusive that they would want to be part of it.

The whole of the curriculum at *CFPS* will promote British values and develop in our children the qualities and capabilities to be successful citizens in the UK. In particular, *Our History* will provide the framework to understand and reflect on issues of faith and tolerance. The cultural opportunities available through *Being Creative* will develop a strong cultural understanding and an ability to value and challenge cultural and artistic representations in art and museums, for example.

Section E – evidence of need

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

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Croydon Council has asked *The Collegiate Trust* to look to develop this school in response to demographic need; [REDACTED] met with [REDACTED] on two occasions in August, followed by a site visit and the development of a preliminary appraisals document by the Council to identify options for the physical location of the school.

The Council has also provided the following statement to support this proposal, with the 2fe free-school referred to being our proposed new provision.

“The most up-to-date forecast of the future demand for school places, when compared with available places in the South planning area of Croydon suggest that without the additional primary school places created through the establishment of the 2FE free school from 2018/19, we would be operating just within our 5% buffer or surplus of places to allow for in-year mobility, and unexpected fluctuations in demand.

Our forecast when compared to the available reception places, excluding the proposed 2FE free school, shows a surplus of 1FE in the South of the Borough.

Our forecast when compared with the available reception places, including the proposed 2FE free school, shows a surplus of 3FE in the South of the Borough.

Our analysis of Reception 2016 offers, as at 9 September, for the primary schools in the South planning areas, shows that all the schools, barring 1, are heavily oversubscribed.

In addition, it is likely that demand for school places in the South planning area might increase due to cross planning area and boundary flow of pupils; and pupil yield from planned housing developments in the South West and Central planning areas.”

The Collegiate Trust recognises that in itself this does not represent the strongest evidence of additional need. However, we know that the Council wanted to create a

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

permanent expansion of 1fe at the nearby Gresham Primary School but is unable to do so due to space and site restrictions and has limited itself to a bulge class in current Reception. Expansion of other schools in the south of Croydon is proving problematic due to parental unhappiness at possible changes to their schools. We also know that projections in the south of Croydon are consistently surpassed by actual numbers of children joining Reception due to families moving into the area.

This submission is made in response to a need identified by Croydon Council which the Council feels can only be addressed by The Collegiate Trust. As the Trust had originally proposed this school for another site in Croydon (see Section E2) and has so far had very little time to build up the content of Section E of this submission, we are continuing to work with the Council to make sure that this need is fully evidenced and would be keen to explore this further at interview.

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

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – successful engagement with parents and the local community

As a result of projections of need by Croydon Council, *The Collegiate Trust* had originally developed the proposal for *CFPS* to be located in the north-west of Croydon. Promotional material for this proposal is included as Appendix B. To engage with the community in this area we sent a direct mail to 5000 addresses, completed a digital marketing campaign, wrote to all local schools and nurseries, and held 2 public meetings – 1 of them at *Norbury Manor Business and Enterprise College for Girls*, the other at *Riddlesdown Collegiate*. Through this campaign we established:

- i. a positive response to the *Riddlesdown Collegiate* brand within this proposal
- ii. clear interest in the level of ambition promoted by *CFPS* through the curriculum
- iii. a particular interest in the wider curriculum proposed for *CFPS*

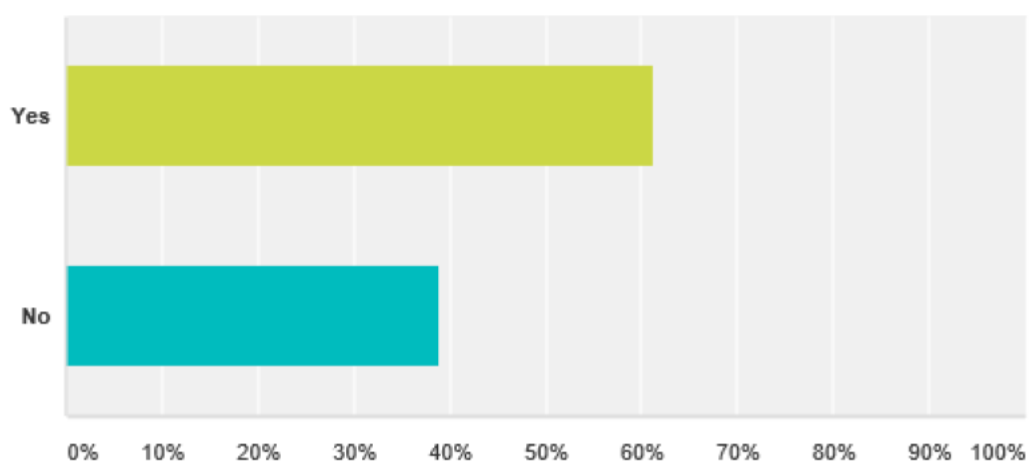
We terminated this campaign in early July 2016 when Croydon Council informed us of new demographic projections which showed that the additional capacity we were looking to bring to north-west Croydon was no longer required.

E2 – successful engagement with parents and the local community

As a result of new projections by Croydon Council, the *Head of School Place Planning and Admissions* contacted us in August 2016 with information that the Council now needed a 2-form entry primary school in the south of Croydon and to ask us to consider co-location of such provision [REDACTED]. The Council has identified this additional need but cannot identify additional suitable sites for it beyond [REDACTED].

We have now begun engagement with the local community in Riddlesdown and Purley which is not yet as detailed as we would have liked for this submission, but which demonstrates a clear level of interest; the materials used so far are included as Appendix C. Our intention is to continue this engagement up to the end of December 2016, in order to provide fuller information at interview.

To begin with, we have wanted to establish whether parents of local children who will start school in 2018 or 2019 would consider CFPS for their child, and have received the following answers:



This demonstrates a strong level of interest in a very short time, in an area where primary education is strong and where the promotion of this new school has so far been limited. Those who have indicated that they would not consider CFPS have generally been parents of students currently attending our secondary school but for whom the distance has been too great at primary level, or those who live very close to existing high quality provision.

We are confident therefore that there is demand for this provision and we are building up a picture of what the expectations of parents for such provision would be. We have asked the community which of the features of Riddlesdown Collegiate that were features of the outstanding OFSTED Report in May 2016 they would most like to see replicated in the new primary school, and we received the following answers:

E2 – successful engagement with parents and the local community

Answer Choices	Responses
Exemplary behaviour	91.67%
High quality teaching and learning	100.00%
Personal development	87.50%
Academic rigour	54.17%
Traditional values (uniform etc)	79.17%
Sport	75.00%
Music	58.33%
Drama	54.17%
Extra-curricular	79.17%
Science specialism	25.00%

The most popular answers here align fully with the approaches that have informed the rationale and education plan for *CFPS*. They also reflect the ethos of Beaumont Primary School, [REDACTED] this project and whose approaches we are developing within *CFPS*.

We do not underestimate the challenge of developing this provision [REDACTED]

[REDACTED]

The Council has completed a high level options appraisal for the site which has informed a preliminary meeting with [REDACTED]

[REDACTED]

Section F – capacity and capability

Please note:

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

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

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.

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)
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	25
[REDACTED]	London	[REDACTED]	[REDACTED]	[REDACTED]	5

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The CEO of *The Collegiate Trust*, [REDACTED], is the individual in charge pre-opening; the [REDACTED] provided as Appendix A. Upon opening, [REDACTED] will be the [REDACTED].

We do not have a Principal-designate in place, but s/he will be appointed according to the following timeline:

June 2017	LGB agree profile and appointment process for the Principal – to be ratified by the Board of Directors
September 2017	National advert
October 2017	Appointment made
January 2018	Principal-designate takes up post








Section D3 provides an overview of the required qualities and skills of the Principal. The following table expands on these and will provide the starting point for the LGB's discussions in June 2017.

Key Skills / Qualities	
<i>Essential</i>	<i>Desirable</i>
Demonstrable skills to lead a start-up school	Experience of a start-up school
Outstanding teacher	
Successful primary leadership experience within diverse communities	
Exceptional understanding of overcoming barriers to rapid progress caused by: a. SEN issues b. EAL issues	
Proven leadership ability to develop high quality teams	

Although our CEO / EP's experience spans primary up to HE, we recognise that his particular expertise is in secondary education. Therefore we have engaged the support of [REDACTED], [REDACTED], for one day per week pre and post-opening as our primary lead on this project, and she will also join the Local Governing Body (LGB); Beaumont Primary is an OFSTED-rated Good school and is one of the top two performing primary schools in Croydon. This input and support will be coordinated through the [REDACTED]

F1 (a) Skills and experience of your team

The following table summarises an audit of skills in our *Application Project Team* (A) – which will also oversee the pre-opening (P), and provide key individuals to the LGB (L) – and have identified the following areas of expertise at both strategic (S) and operational (O) levels:

	Primary Education		Finance & Resources		HR		Safe-guarding		H&S		Marketing		ICT	
	S	O	S	O	S	O	S	O	S	O	S	O	S	O
 (APL)			X	X	X	X	X		X	X	X	X	X	X
 (AP)	X		X	X	X		X		X	X	X			
 (AP)	X	X	X	X		X	X	X		X	X	X	X	X
 (APL)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
 (AP)			X	X	X	X	X	X	X	X	X	X	X	X
 (AP)			X	X	X			X						
 (APL)	X		X	X	X	X	X	X	X	X	X	X	X	X

Once approval has been granted and the school moves into the pre-opening phase, high level professional project management will be procured to meet EFA requirements. Alongside this the Trust will commit the following time to overseeing and developing the project:

CEO 2.5 day per week
COO 1.5 days per week

F1 (a) Skills and experience of your team

Chair	1 day per week
Primary Lead	1 day per week
Primary Head	1 day per week

This is a very high level of input which will be coordinated by the CEO and overseen by the Chair. Weekly planning and implementation meetings with the appointed project manager will take place.

F1 (b) Skills gap analysis

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

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

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
Current high quality primary leadership	Pre-opening team	
Finance & Resources	LGB	The LGB has strong experience and understanding of F&R issues and is well placed to oversee this aspect of CFPS. However, to strengthen this aspect of our work we will identify and appoint a Governor with a strong financial background to the LGB in the pre-opening phase. We would look to do this through the Academy Ambassadors programme.
Project Management	Pre-opening Team	To be appointed at the point of approval from specialist agency

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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graph TD; Members[Members]; Board[Board of Directors]; Audit[Audit Committee]; Riddlesdown[Riddlesdown Collegiate LGB]; Gossops[Gossops Green LGB]; CFPS[CFPS LGB]; Board --- Audit; Board --- Riddlesdown; Board --- Gossops; Board --- CFPS;
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As an established and incorporated organisation *The Collegiate Trust* has a clear governance structure in place. The Members have delegated the strategic oversight and accountability for academies within the Trust to a Board of Directors. This Board of Directors is separate from any governance arrangements at local level (other than the CEO whose role requires him to sit on each Local Governing Body, or to nominate a representative to do so). Through an established Scheme of Delegation, the Board of Directors has delegated key areas of responsibility to the LGB for each academy. A key function of the Board of Directors and the CEO is to hold to account the respective LGBs for standards in their schools. LGBs operate with a high level of autonomy, with effective scrutiny through the Board of Directors and CEO, and the central finance team leading on all aspects of financial planning and management.

CFPS will therefore slot into this established governance structure, alongside Riddlesdown Collegiate and other academies which will join the Trust. *The Collegiate Trust* is already established as a MAT with the appropriate Articles in place. Riddlesdown

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

Collegiate is an outstanding school and as such has high level of autonomy through the Scheme of Delegation.

██████████ is Chair of our *Application Project Team* (which on approval will become the *Pre-Opening Team*) and pre-opening will be Chair of Governors-designate. He is one of two *Growth & Development Leads* for *The Collegiate Trust* having become a Director of Trust in January 2016, appointed through the *Academy Ambassadors* programme. He has held senior executive and Board level positions within the global business services industry for over 30 years and has led businesses of up to 4,000 people operating in the financial services, government and IT sectors. His experience of managing and overseeing transformation change, acquisition integration and new business growth will ensure high quality oversight of the development of *CFPS*.

As already mentioned it is the policy of *The Collegiate Trust* not to have any Directors (other than the CEO) on the LGB of a member academy. However, for the first 12-18 months we have identified the need to maintain a high level of Director oversight of *CFPS* as well as continuity of planning pre- and post-opening. Therefore ██████████ will be ██████████ in the early days of *CFPS*, and we shall use this time to identify and develop a new Chair as part of our succession planning processes.

The LGB itself will be a small, skills-based and strategic team, driving forward the development of *CFPS* and made up as follows:

- | | |
|------------------------|--|
| █ ██████████ | ██████████ |
| • Finance & HR | TBA |
| • Community engagement | Parent
<i>TBA as a result of interview
against criteria to meet the brief</i> |
| • Principal | TBA |
| █ ██████████ | ██████████ |

Appointments to the LGB will be based on the requirements of the group to support the drive for improvements within *CFPS* – they will not be made to provide representation for different stakeholders. However, we have identified a strong need within our expected community to build strong relationships with the parent body. We shall therefore advertise amongst that body for an individual whose responsibility would be community engagement. Should we not find a suitable parent we shall then advertise this role more widely in the community.

The Scheme of Delegation from the Trust to *CFPS* will be limited in the first instance to educational matters. Although the Chair of Governors has strong financial experience, financial control will be exercised through the Board of Directors, advised by the Chair of the LGB, until it is clear that the school has the necessary skills and capacity to take this up.

Crucial to the success of the school is that the LGB effectively delivers on this educational oversight. The LGB incorporates highly experienced and successful

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

educationalists and will operate within the School Improvement Strategy for monitoring and impacting on pupil progress outlined in section D2.

There are no conflicts of interest of individuals within our structure. All governors and Directors in the Trust are required to provide full disclosure on areas of potential conflict and these are published on our website. Should a conflict arise, the relevant Board would then not allow a conflicted individual to participate in a discussion or decision.

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

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

- use the space provided below ; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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.

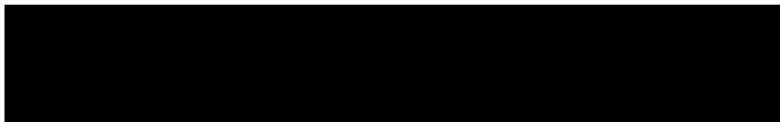
G1 – budget planning and affordability
Please see excel spreadsheet.
For issues related to affordability at 70% funding, see Section D3.

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.

APPENDIX A



CV template		
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>	[Redacted]
		[Redacted]
		[Redacted]
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]
5a	<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 	[Redacted]
5b	<p>For education only: if you are in a teaching or head of</p>	[Redacted]

CV template

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


6

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



CV template		
		<p>development works to provide high quality</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] <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>	[Redacted]
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p>

CV template		
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>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED]</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 	
5a	<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 	<p>[REDACTED] [REDACTED]</p> <p>[REDACTED] [REDACTED]</p> <p>[REDACTED]</p>

CV template		
	<ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<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 your three previous roles.</p>	

CV template

8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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APPENDIX B&C Text of Information Provided about CFPS

(adapted to consider [REDACTED])

The *Collegiate Trust* is considering a new primary school to be located [REDACTED]. This *free school* will be built through a grant given by the government and will be funded, like all other academies, by the Department for Education. It will also be built with money from the government so would be an exciting addition to Croydon.

[REDACTED] This is why we are proposing our new school, which we would hope to open with 60 places in Reception in September 2018 - this date for opening depends on gaining the necessary planning permission. This is not an unusual situation for such new schools, with many having opened successfully in recent years in such circumstances.

The *Collegiate Free Primary School* will be for children of all abilities and backgrounds in the area. Whilst the school will respect and value all religions it will have no religious affiliation. *CFPS* will teach the full national curriculum. The school will operate to the same values and standards that have made Riddlesdown Collegiate so successful.

How will we work with parents?

We really value the importance of parental involvement in your children's learning and need you to play a crucial role in your child's success. As part of each school day, there will be a *Family Sharing Learning* session, in which children will share their learning with parents or a designated adult, encouraging them to reflect on their own progress and help families to understand their learning. This will allow you to support learning more effectively at home and to play a stronger role in encouraging ambition.

We will also talk to you regularly - this will be through our reporting and tracking systems, but also on a day-to-day basis to keep you up to date with how your child is getting on academically and socially.

Our vision for *CFPS* is to deliver **Exceptional Education for All** across our community. Such an exceptional education has three features:

- A rigorous academic education which makes sure children have a rich understanding and knowledge of English, maths, science, geography, history, world religions and languages
- A set of creative and active experiences which develop an appreciation and understanding of the arts, and ensure that all children are highly active through the PE curriculum
- The building of personal qualities and skills through the rich curriculum and extra-curricular work in school and beyond.

Our curriculum will be delivered through the *CFPS Discovery and Mastery Curriculum*. It will have 6 broad, overlapping and integrated areas, which will ensure that we deliver and expand on the national curriculum, encompassing all subject areas. The 6 areas are:

- Language and communication (English, Literacy, ICT)

- Knowing and applying mathematical skills and concepts (Mathematics)
- Science and the natural world (Science, Geography, Computing)
- Our history (History, RE)
- Being creative (Art, DT, Music)
- An active life (PE, PSHE)

Our children in Reception and Key Stage One will embark on a new *Voyage of Discovery* each half term. This *discovery* approach will bring about in the children an excitement about their learning and develop them as positive, enquiring learners. In Key Stage Two, the curriculum will build on the skills developed so far through a *mastery approach*. Each term will be framed by a *Mastery Challenge* - high level and independent learning skills, applying a rigorous approach to applying and embedding knowledge and skills.

At *CFPS* we will adopt an *extension and depth* approach to learning, ensuring that each of our children have swift opportunities to secure new learning, every day, so that no one child is left behind, and each having the best opportunity to achieve their potential. We will aim to accelerate the learning of our children so that they are not just making expected progress over their seven years in primary school.

**APPENDIX D Confirmation from [REDACTED] of Growth Capacity
(Original email can be provided on request)**

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	2	800	0	0
Sponsored	1	570	1	1100
New provision/free school	0	0	0	0
17/18				
Converter	1	420	1	1100
Sponsored	0	0	1	1100
New provision/free school	0	0	0	0
18/19				
Converter	0	0	1	1100
Sponsored	0	0	0	0
New provision/free school	1	90	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,

