



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

NORTH WORCESTER PRIMARY SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

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

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

Position: [REDACTED] (please delete as appropriate)

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.

Section C – vision

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

Introduction

The Rivers CofE Multi Academy Trust are looking to open a new free school in the North Worcester area to account for the increase in pressures due to high numbers in-catchment and the popularity of current schools in this area, due to the high quality provision.

We would like to propose the opening of a two form entry primary school with nursery (ages 3-11) in North Worcester in September 2018. We will be using Northwick Manor Primary School (another school in our multi academy trust) as a basis for replication for the free school specifically for Section D, due to the similarities on target audience, falling within a similar catchment area in North Worcester.

As a Church of England Multi Academy Trust, we envisage North Worcester Primary to be a 'Faith Ethos' community school, welcoming applications from all faiths and no faiths, drawing from our distinct values and vision of the Rivers Trust, being 'love, live and learn'.

The strength of the Rivers MAT schools displays high quality curriculum and enrichment activities. This strength is complemented by a strong reputation and over subscription in most of our schools, particularly in Worcester (Northwick Manor Primary and St Clement's Primary). The high quality and popularity of our schools make Rivers MAT the right choice for running a new school within Worcester.

Our pupils move on to Middle/Secondary School having attained standards that are most often above national expectations and with a real thirst for and love of learning. This is a direct result of an outstanding provision from EYFS and that is then built on in subsequent years, coupled with an extremely supportive partnership between parents and school.

We understand that our parents want more than just academic achievement. Our values and ethos allow us, as a trust, to give our children the right tools to live with and prepare them for the next stage of their life.

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

Overview of Rivers MAT

The Rivers C of E Academy Trust began in October 2014 and is a group of seven 'Good' and 'Outstanding' schools spread across Worcestershire; all varying in size, economic, social backgrounds and religion.

School	Date of Joining Rivers MAT	Current Ofsted Rating
St Clement's CofE Primary	October 2014	Outstanding
Cutnall Green CofE First	October 2014	Good
Heronswood Primary	October 2014	Good
Great Witley Primary	April 2016	Good
Cranham Primary	September 2016	Good
Northwick Manor Primary	September 2016	Good
St Peter's CofE First	September 2016	Good

The first three schools to join the trust were St Clement's CofE Primary, Cutnall Green CofE First and Heronswood Primary. All have demonstrated excellent progress since their conversion; St Clement's keeping its 'Outstanding' status and Cutnall Green recently receiving and 'Outstanding' in their SIAMS report 2016.

With an excellent track record of supporting other schools (through our [REDACTED]), the DfE approached Rivers MAT asking for the trust to become a sponsor. The first sponsored school to join our MAT was Heronswood Primary School. Previous to joining the MAT Heronswood had been in 'special measures' twice over a 6 year period. However, since it joined the Rivers MAT it has been judged to be 'good'. The success of Heronswood is a strength we would like to continue to replicate in future 'sponsored' schools and are delighted with what we have achieve so far over a 2 year period:

- Increase in admissions year on year
- Increase in attendance year on year

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

- Integration of local pre-school resulting in an increase of intake from 4 pupils to over 40 over a one year period
- Strong school progress scores in KS2; writing -1.5, reading +1.9, and maths +2.1
- Creation of an ‘outstanding’ governing body which challenges and engages with the school on a weekly basis and current chair investigating becoming an NLG

As a Trust we took on another local primary school in April 2016 (Great Witley Primary) which added a senior leader to our trust with a strong background in Pupil Premium.

The Trust was then approached by three strong local schools who shared in our philosophy and values and wished to join the MAT. All three schools joined the Rivers MAT in September 2016 (Northwick Manor Primary, St Peter’s CofE First, and Cranham Primary) bringing a strong senior leadership team. Each of the three heads are current Ofsted inspectors and all are experienced visionary leaders in their schools and keen to work together to create a strong teaching led vision within the MAT.

The strong team of 7 schools gave the Rivers Trust the ability to expand the teaching and learning central team by creating a ‘School Improvement Team’ and developing systems of sharing best practice through strong communication and in-house CPD, which was led by St Clement’s Teaching School (Rivers Teaching School Alliance).

In the current educational climate, with ever increasing costs and funding, we aim to secure the maximum number of schools which will include benefiting economics of scale and sharing resources. By working with a diverse range of schools/academies we will ensure a rich educational offer to all pupils.

The Rivers MAT protocol for expansion annually is to ensure that the criteria for the admission of new schools are fit for purpose. We wish to ensure that expansion does not limit the capacity of the trust to deliver its charitable objectives of improving education for our current pupils.

Our growth strategy for the Rivers MAT is :

- To have a strong portfolio of around 10-15 schools by 2022

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

- A mixed-economy of schools (eg secondary and specialist provision)
- To engage and work with at least 5 'sponsored' schools that require improvement or are in special measures
- To continue our track record of ensuring all our pupils make the progress they are capable of
- Continue to develop the Rivers brand in working closely with our schools and the local community to ensure any growth is completed in 'partnership' and to a shared vision

A full vision of our growth strategy is included in the appendices.

Rationale

The population of Worcestershire is estimated around 569,000 and Worcestershire performs strongly in terms of school age educational attainment. With the majority of schools represented in North Worcester being 'good' or 'outstanding' this shows the need to ensuring any growth maintains the excellent standards of current schools in the area.

North Worcester relates to three main schools, Claines CE Primary (VC), Northwick Manor Primary (A) and Perdiswell Primary (C). In this area you have high in-catchment numbers, especially at Northwick Manor, increased housing around Claines and all three schools are popular.

Pupil numbers entering reception classes in North Worcester peaked in September 2016 and are predicted to continue to raise in this area. In order to meet the needs of its community, which is always at the heart of our schools' vision, Northwick Manor school made the decision to take on a bulge year (120). Furthermore there are also areas within the planning area which will continue to experience specific pressures due to high numbers in-catchment, popular schools, and increased housing developments.

Northwick Manor Primary experiences high demand every year due to popularity and worked closely with the local authority this year to support a bulge year. The decision to

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take on an extra class was due to strong influence and demand with parents in the local area and a high demand of first choice applications from inside their catchment area.

Over the next three years a projected building project will create another 479 houses in the North Worcester area. It is predicted that this will generate a further 14 pupils per year group in the area by 2019. This raises the potential known children from 255 in 2019 to 269 or a shortfall against PAN of 89 children. Looking at each school numbers in 2019 would potentially look like this:

School	PAN	Known Children	Potential No from housing	Total	Surplus places
Claines CE Primary	30	43	11	54	-24
Northwick Manor Primary	90	134	3	137	-47
Perdiswell Primary	60	78	0	78	-18

Early Years

Under current plans the government has promised an extra [REDACTED] for nursery schools for two year olds and a shift towards full-time provision for three year olds. At this present time there is debate on how this will go forward. At Rivers MAT we are keen to follow the government’s lead and embrace education from 3 years and upwards at our free school. Five out of seven of our schools already offer nursery/pre-school provision.

Through our consultation period (see section E2) we will consult more widely in the local area to ensure that there is sufficient demand. Currently the North Worcester area holds around 6-7 private nurseries but not many embedded nurseries in educational establishments. We envisage offering the 15 free hours to 3-5 year olds (rising to 30) with staffing 1:13 with nursery nurse and a trained teacher embedded in school day and both separately inspected pre-schools are ‘outstanding’.

Rationale for Choosing Rivers CofE Academy Trust

Rivers MAT has a strong record of improvement in all its schools. As stated earlier, the successful turnaround of our sponsored school, Heronswood Primary, shows how effective our school improvement strategy is and how visionary our senior leadership team is in improving the standards within our schools.

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

Other reasons for choosing Rivers are:

- [REDACTED]
- Strong senior leadership team with capacity to take on new projects and develop, 3 current Ofsted inspectors
- Strong succession planning training through our teaching school CPD programmes including training our own School Direct students, NQTs, middle leaders programme and a large variety of CPD programmes throughout the year.
- Each school in the MAT showing improvements year on year
- In-house School Improvement Team
- Experienced Finance Manager within Central MAT team who monitors all spend across the MAT
- Strong governance structure
- Strong partnerships with local community, particularly with North Worcester through Parent Partnership forum (Northwick Manor Primary receiving Leading Parent Partnership Award in June 2014)
- KS2 data for 2015 with all schools above national in most of the areas and all above national for progress data (see section E for more detail).

The Vision of the Rivers CofE Multi Academy Trust

Rivers MAT aim to contribute positively to the self-improving school-led system in education. We are committed to adding real value to the local community and to push the MAT to become even more effective in order to achieve the very best for all young people.

We want all our pupils to value education and become lifelong learners so that when they have left school they are able to adapt to changing global, political, social and economic contexts to enable them to prosper throughout their lives.

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

Our strategic plan is ambitious as it needs to be. The country's education system is in a state of fundamental change as we move to a self-improving system that reduces central government control in favour of a school led system. This provides a great opportunity for all our schools to take the lead and create a system ensuring outstanding outcomes for our pupils.

Bold leadership is crucial in order to help transform a local education system, that we need to own and take risks to ensure all our learners have their needs met and thrive in the communities that we create. Each of our senior leaders and Heads have a strength and expertise in a variety of different areas and are keen to develop their full potential to improve the Rivers MAT.

As a high performing and ambitious MAT we need to take the lead and create an even higher performing group of schools. Our challenge is to continue our journey in improving systems so that all the schools within the MAT are 'outstanding' not only in terms of their Ofsted judgement but in the eyes of our learners and community.

Our Vision and Values

Our vision is encapsulated in the words: '**love, learn, live**'. In reaching this goal, our family of schools **love, learn and live** together, guided by strong beliefs, moral purpose and faith.

We are committed to nurturing all our learners - children and adults, represented by the head (knowledge), hand (skills) and most importantly the heart (beliefs, values, attitudes, positive habits and behaviours). In our academy our heart is strong and is integral to our moral and religious character.

We will achieve our vision if:

- The community is passionate about learning.
- Everyone's point of view is heard and appreciated.
- The curriculum is engaging, inspiring and challenging for all learners.

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

- Children experience outstanding learning and teaching enabling them to excel within a vibrant, happy and safe learning environment.

STAR Values

Our shared culture is driven by shared values and core principles. Shared values steer our academies towards our best picture vision. Our moral purpose and faith is real and is communicated through our words and deeds. By living our values we will love the learning journey.

- **Sharing** (reflecting together, collaboration, relationships, communication, responsive, synergy)
- **Trust** (openness, transparency, faith, support, family, democratic, supportive challenge, beyond the ego, clarity, no conflict of interests)
- **Achievement** (high aspirations and expectations, progress, standards, the best we can be, independent, sense of pride, feeling valued, social, moral, spiritual, cultural, academic, fulfilled)
- **Respect** (tolerance, inclusive, appreciate difference and the need for change, embrace views of all members of the community, British values)
- **Safety** (wellbeing, healthy body and mind, secure and confident, develop character, everyone aware and prepared, developing growth mindset, resilience, grit, facing challenges, risk taking)

Summary of Key Features of North Worcester Primary

- Our shared culture of shared values and core principles as embedded in Rivers Values and Vision
- A school which welcomes applications from families of all faiths and none
- 3-11 school increasing diversity and widening parental choice
- A broad balanced curriculum with added value on core skills
- Extended school day with breakfast club and after school club

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

- Wide range of enrichment activities including clubs (sporting and varied)
- Strong community partnerships with other local primary and secondary schools in North Worcester (and within the Rivers MAT)
- Enabling IT and computing facilities
- Pastoral care to enhance pupil wellbeing and achievement
- A school where good learning behaviour, good manners and mutual respect is the norm
- Teachers free to teach, focusing on pupil progress and attainment
- An environment where every child is treated as ‘unique’ and will thrive
- High expectations will contribute to raising standards and ensuring the ‘whole child’ is developed
- Experienced Proposers with the prerequisite expertise to deliver outstanding education.

Section D – education plan: part 1

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.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		26 (52)	26 (52)	26 (52)	26 (52)	26 (52)	26 (52)	26 (52)
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		86	146	206	266	326	386	446

Section D – education plan: part 2

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

We aim to integrate as much as the curriculum as possible, hence we endeavour to utilize a cross-curricular, topic-based approach to teaching. This enables the school to teach pupils elements of different subjects simultaneously. Therefore timings for individual subjects are to be viewed as approximate, flexible and open to interpretation in order to meet the needs of different learners.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5 minimum	M	Lessons are flexible in their timing but are often integrated into other subjects
Reading	2.5 hours	M	30 minutes every day
Phonics (KS1)	2 hours	M	Approximately 20 minutes daily

Spelling and Grammar (Y2-6)	2 hour minimum	M	Often split into at least 3 lessons a week
Maths	6 hours	M	1 hour daily maths lesson and a daily 15 minute mental maths lesson
Science	1.5 hours	M	The timings of these lessons are flexible and can be blocked into learning days
Topic – Geography and History	1 hour	M	The timings of these lessons are flexible and can be blocked into learning days
Art	1 hour	M	The timings of these lessons are flexible and can be blocked into learning days
DT	1 hour	M	The timings of these lessons are flexible and can be blocked into learning days
Music	1 hour	M	Often taught by a music specialist (support by MAT) and includes a whole school choral assembly for the whole school
Computing	1 hour	M	Supported by a specialised support teacher for all year groups
MFL (KS2)	40 minutes	M	Taught by a specialist MFL teacher
RE	1 hour		Often taught by expert teaching assistants in conjunction with the teacher
PE	2 hours	M	<p>Pupils will be taught 1 games based session e.g. hockey; invasion games etc. and 1 gymnastics/dance based activity weekly.</p> <p>Pupils in Years 3,4 and 5 will go swimming for a 10 week block over the year and Pupils in Year 6 who cannot swim will receive top-up sessions in Year 6</p>

PHSCE	40 minutes	M	These can take the form of specific lessons. Circle time is also used to explore issues in PHSCE
Philosophy for Kids	40 minutes	V	A subject to be introduced in the new school

[Add more lines as appropriate]

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

The Rivers C of E Multi Academy Trust has made this application as a result of a demand for Reception places in the North Worcester area.

North Worcester Primary will offer a broad and balance curriculum that prepares pupils well onto their next stage of education. As we would expect to reflect the needs of the specific area we will be basing our curriculum planning and looking to replicate the focus from one of our schools within the North Worcester Catchment area, Northwick Manor Primary School (as it would still serve the children in the immediate locality). Below is the breakdown of type of pupils that current attend Northwick Manor Primary. As we are expecting the new school to be opened up in the same catchment area, we are basing our curriculum needs on a very similar cohort:

- Percentage of Pupils SEND: 12.1%
- Percentage of Pupils EAL: 4.6%
- Percentage of Pupils FSM: 3.2% (Currently in receipt of FSM as of 16.9.16)
- Percentage of Pupils LAC: 0.5%
- Percentage of Pupils categorised as disadvantaged: 8.3%

As stated in Evidence section, our current school in North Worcester (Northwick Manor), already has outstanding relationships with local community with a strong brand and relationship with its current parents and children:

Pupils willingly contribute to the community, including acting as play leaders, helping in the office, caring for the environment and influencing decisions about the curriculum.....In this way they show a growing maturity and sense of responsibility to support them in the future (Ofsted 2010)

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

This culture for learning would be replicated at the new school. We have listed below some of the highlighted areas of the curriculum and emphasised where our practices will differ slightly to the school we are replicating.

Subject or other activity (e.g. enrichment)	Hours Per week	Mandatory / voluntary	Comments
Team sports including football, rugby, netball, cricket, rounders, golf and tennis.	1 hour running 3.15 – 4.15 directly after school.		We will offer a wide range of extra-curriculum sports. At both Northwick Manor and the new school, the Sports Grant would be used creatively to provide after school provision as well as CPD for staff to ensure quality PE.
Music lessons including piano, keyboard, recorder and choir are also offered as extra curriculum clubs.	As above		Our choir take part annually in the Young Voices concerts, as well as singing at local care homes at Christmas.
Modern foreign language	As above		M.F.L are encouraged with pupils having the opportunity to attend French and Spanish lessons. These are provided by specialist skilled Teachers.
Drama, dance and Zumba	As above		Both drama and dance clubs are offered throughout the year. The pupils once again display their skills at a range of events throughout the academic year. These skills are also shared with

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

			other primary and high schools in our local area.
Cycling proficiency			Cycling proficiency lessons will be offered to our year 6 pupils before they move to high school aiding transition.
Karate			Karate currently runs at Northwick Manor and the club would be keen to replicate at the new school. Classes run for adults and children
Gardening			This would be a new club that we would wish to develop in order to support the idea of sustainability.

We are also wishing to develop a breakfast club/after school club to form a robust wraparound care at the new school, in line with the government drive. Educational booster learning sessions and homework clubs would also form part of this to accelerate progress for under-achieving pupils and opportunities for gifted and talented.

School Day

08.00 – 08.45	Breakfast Club
08.45 – 09.00	Early Bird
09.00 – 09.40	Lesson 1
09.40 – 10.20	Lesson 2
10.20 – 11.00	Lesson 3
11.00 – 11.20	Break

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

11.20 – 12.00	Lesson 4
12.00 – 12.40	Lesson 5
12.40 – 13.30	Lunch
13.30 – 14.10	Lesson 6 (afternoon registration)
14.10 – 14.50	Lesson 7
14.50 – 15.15	Lesson 8
15.15 – 16.30	Enrichment
15.15 – 18.00	Wrap around Care

Aims

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, so that they can reach their full potential
4. The learning environment is ordered and inspirational and the atmosphere is purposeful and children feel safe
5. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed
6. Children have positive learning attitudes

North Worcester Primary will replicate the current curriculum planning of Northwick Manor Primary and our other 'outstanding' MAT schools. An outline of the key stages and any new initiatives we intend to take on within these stages are listed below.

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

Early Years Foundation Stage

At Northwick Manor, we expanded from three to four classes in our Reception intake in September 2016 to accommodate children within Worcester City who were not allocated place within their catchment or chosen schools. As a result it has been increasingly important to monitor planning, teaching and learning and assessment across the cohort.

This has involved sharing best practice through observing others teach, visiting other schools and following a structured performance management format in order to ensure equality of opportunity, develop individual teachers' skills and strengthen our team as a whole.

We have worked very closely in partnership with the feeder pre-schools and nurseries in our area. This has involved moderation, events for transition and phonics and maths sessions designed to allow nursery staff to prepare children as fully as possible for school life. This is a link that will be open to us at the new school and we believe that the role of a strong partnership group and good links to other settings in the community is vital in ensuring a new school's success.

As the demand for Early Years in North Worcester is high, the Rivers MAT is keen to replicate its current arrangements for high quality transition run at Northwick Manor Primary. It is anticipated that our children who feed into the nursery class at the new school will attend transition sessions as part of the induction in the summer term. The information gathered about each child during these sessions from our feeder nursery will provide a starting point for gathering baseline information at an individual level.

Curriculum at KS1 and KS2

We aim to use the 2014 National Curriculum at North Worcester Primary School to help shape a curriculum relevant for our learners in order to equip them with the skills they will need for the 21st Century.

Class surgeries will be held weekly and pupil progress meetings are held to enable longer discussion about particular children's learning and welfare. Collaboration and

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

positive role modelling plays a key role in fostering this. With a nursery in our new school we have an opportunity to ingrain positive learning attitudes from the outset.

The opportunity to learn from mistakes plays a large role in pedagogy in our schools and adults play lead in modelling this facet. We recognise that in the majority of learning, modelling from adults as well as children should be a key feature of most lessons. However we believe in order for pupils to reach their full potential there is no one prescribed style of learning.

Subject	Any new initiatives we aim to bring in
Phonics	With the new school's initial intake of Early Years, early reading skills would be one of the key curriculum drivers. It is an area which we would endeavour to utilise expertise within Northwick Manor and across the full Rivers MAT to achieve best possible outcomes. The opportunity to provide consistency from a Nursery to Year 6 would arguably enable pupils to have the best possible outcomes.
Science	Northwick has initiated links with award-winning educationalists from secondary schools who have taught a series of lessons around sustainability within many of our trusts' schools. These links will continue to be fostered and developed in the new school.
Geography	We aim to adapt our curriculum to use local sources wherever possible e.g. Worcester Cathedral, Bevere Island, River Severn and the Malvern Hills. We aim to make our learning as interesting as possible through practical activities and field trips. Furthermore, we will work closely with Northwick Manor who are proud holders of a primary membership of the National Geography Association (supporting teaching and learning).
Music	All our schools participate in the 'play to learn scheme' provided by Worcestershire Youth Music (WYM) and we aim to continue this with our new school
RE	As a 'faith ethos' community school all pupils will learn from Christianity in each key stage. In addition, pupils will learn from other

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

principal religions represented in the UK - Islam, Hinduism and Judaism. Non-religious worldviews, including for example Humanism, will also be the focus for some study (following Worcestershire county council adapted syllabus)

Access and Inclusion

The Rivers C of E MAT places equality of opportunity in education at the centre of all that it does. All seven schools within the MAT are committed to ensuring that all groups of learners attain high standards – age related expectation or better in most instances - but at the very least excellent progress from their relative starting points. We focus on all pupils but in particular, we focus on disadvantaged pupils (Pupil Premium and Looked After Children); SEND pupils; EAL pupils and the Most Able.

Northwick Manor Primary School, the existing school in the North Worcester area prioritises these groups and plans accordingly:

Pupils, including the most able, disadvantaged and those who have special educational needs, make good progress because the teaching is good and the curriculum interesting, so that they respond very positively (last Ofsted visit at Northwick Manor).

Disadvantaged Pupils

At Rivers MAT we work with disadvantage pupils in the following ways:

- Additional Pupil Progress meetings for disadvantaged pupils to check that they are making good or better progress and are on track to meet ambitious targets
- Additional meetings with parents, especially at the start of the year, to cement a strong working partnership with the parents of these children
- Tailor made programmes of support/challenge led and monitored by the [REDACTED] who is also the [REDACTED]
- Additional support staff linked to cohorts groups who lead additional interventions
- Additional programmes of support for pupils in key year groups i.e. Year 5 and Year 6 booster mathematics sessions between 8 and 8.55am

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

- Increased focus on developing learning attitudes and lifelong skills relating to learning and relationships

SEND Pupils

We provide equality of opportunity and ensure the best possible outcomes for SEND pupils in the following ways:

- Highly skilled and experienced SENCo with 20 years' experience who is non-classed based with the MAT
- Regular tracking of pupil progress relative to their starting points (this includes pupils who were previously SEN but who are no longer on the register)
- Good use of external agencies e.g. Fortnightly visits from the Educational Psychologist (her work is often proactive rather than reactive and she also leads staff meetings on topics such as mental health, emotional attachment etc.); Early Intervention family Support; Speech and Language; Hearing and visually impaired service; Paediatricians etc.
- Termly meetings with parents and external agencies
- Full Time TAs that work with pupils on the SEND register
- Excellent provision mapping and access to the curriculum
- Good use of resources
- Good transition arrangements each year but in particular on entry and exit to school

EAL Pupils

We provide equality of opportunity and ensure the best possible outcomes for EAL pupils in the following ways:

- Strong CPD for Teaching Assistants in order to support pupils with EAL
- Use of resources to ensure access to the curriculum
- Additional intervention time to assist access to the curriculum

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

- Active involvement of external parties who can support the development of a second language

Most Able Pupils

We provide equality of opportunity and ensure the best possible outcomes for Most Able pupils in the following ways:

- More Able and Gifted leaders in KS1 and KS2 that ensure the curriculum meets the needs of the most able
- These leaders actively seek out opportunities and enrichment activities that challenge the most able i.e. Shakespeare in the Stands; MAGaT days at our local High Schools
- Accelerated mathematics groups from year 4 upwards
- English and mathematics leaders who actively take additional sessions for these groups of learners
- A strong understanding of all staff what working at greater depth across the whole curriculum looks like e.g. members of staff were involved in a project during 2015-16 that focused on this.

In 2014, three times as many pupils as the national average reached the highest Level 6 in the national test mathematics at the end of Year 6 at Northwick Manor (Ofsted)

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

All professionals across the MAT continuously strive to ensure that their approach to teaching, learning and assessment results in the best possible pupil outcomes. Effective teachers assess children regularly to inform teaching, provide regular feedback for learning to pupils and communicate next steps to both pupils and parents/carers.

In light of the revised National Curriculum, and the removal of levels, we have harnessed this opportunity to develop a system that ensures we focus on every individual child as a learner, rather than a number. We are focusing on children's next steps in learning, successes and challenges, rather than placing numbers on children's attainment: keeping every child at the centre of our assessment approach is ensuring we are staying true to our core principal as a Multi-Academy Trust

Experienced Senior Leaders in the MAT are meeting regularly to discuss the key objectives from each year group to ensure consistency across the MAT. We are investing in moderation sessions for the whole year in year groups across the MAT to develop strong assessment.

As part of the monitoring during lesson observation, leaders talk to pupils and discuss their learning and book trawls and work scrutinies are carried out. This enables leaders to check that there is consistency in approach and that there is high expectation. They can also ascertain progress against school improvement priorities relating to identified areas within Teaching, Learning and Assessment that are being developed and report anything back that is not in line with school policy and practice.

Performance Management systems

The Rivers MAT follows an extremely comprehensive Performance Management policy and process that is underpinned by school improvement which is embedded in our Strategic Plan. Opportunities for training, coaching and all forms of professional development will be available to staff at the new school, including both teaching and support staff, within the performance management policy of our trust

D2 – measuring pupil performance effectively and setting challenging targets

Targets are set every September within the following areas:

- a) Pupil progress and outcomes
- b) Quality of Teaching, Learning and Assessment
- c) Leadership and Management
- d) Personal and professional
- e) MAT related areas for improvement

Teachers are held to account at end of year PM reviews. Teachers are expected to have made changes to the quality of provision in line with school priorities and to demonstrate through sharing evidence how they have followed a consistent approach.

Where teachers are not delivering quality lessons that are not at least good then Year group leaders liaise with Senior leaders and additional CPD is planned and more regular monitoring takes place:

- a) All teachers in each cohort have their PPA time together and the ability to share across other MAT schools is also a possibility. This enables teachers to plan together sharing expertise and ensures that there is consistency and continuity across each year group in each of the classes. The expectation is that each pupil in each class have access to the same curriculum and have the same high expectations placed upon them
- b) Teachers and Teaching Assistants in each cohort meet regularly together each week for 30 minutes during extended assembly time. Planning is shared and TAs have the opportunity to ask questions relating to the planning and give their input across the whole cohort not just at classroom level. Again, every member of staff is clear about expectations and what is being taught the following week TAs also have opportunity to feed into formative assessment procedures
- a) Leaders across the school are encouraged to lead different year groups. For example, this academic year, all year group leaders have changed year groups in order for them to increase their subject knowledge and understanding of the new curriculum across both key stages. Teachers also actively seek to copy this model. This learning culture would be something that would be actively

D2 – measuring pupil performance effectively and setting challenging targets

encouraged in the new school. Teachers across the MAT would be supported in working across the MAT and across key stages.

Monitoring of the curriculum

Northwick Manor Primary School has replicated good practice adopted across the Rivers MAT in running a course through our teaching school on curriculum monitoring. Monitoring follows a 2/4 year cycle for all subjects following a generic process. This would be replicated in the new school and would ensure consistency in approach.

We value the pupil voice in all our Rivers Schools and as such Curriculum Monitors are appointed democratically to support subject leaders carry out this generic monitoring process. For example, curriculum monitors talk to pupils across school about their learning and compile and carry out questionnaires to ascertain which aspects of subjects pupils most enjoy and what helps them learn better. They also present their findings to governors. At the new school, we would expect pupil voice to play a large part and mirror such practice. As we know that if pupils are involved and designing and improving their curriculum they will be more engaged and continue to learn.

CPD

Continuous Professional Development is vitally important to all staff. As the school matures we will engage with our [REDACTED] to provide a bespoke in-house coaching and training package as we expect all members of our staff team to maintain the highest levels of professionalism in all aspects of their work with support programmes to include:

- a) More regular lesson observation and feedback for those teachers who need it following a coaching approach where the emphasis is on a two-way professional dialogue.
- b) Opportunities for teachers to observe other teachers across the MAT, sharing best practice.
- c) Tailor-made CPD at individual and group level to support teachers delivered through the teaching school

D2 – measuring pupil performance effectively and setting challenging targets

d) Regular meetings with learning and teaching mentors.

Transition

Nursery aged children who feed into the primary school transitions sessions as part of the induction and have a full transition process in the summer term. The information gathered about each child during these sessions, as well as from the feeder nursery providers, provides a starting point for gathering baseline information at individual level.

The EYFS leader and EYFS teachers work very closely with the feeder nurseries to share best practice and give credibility to existing pupil information provided by them. Pupils then begin school in September on a part time table initially and therefore there are opportunities for the teachers to work with 6 pupils per afternoon session each week over a two week period. By beginning of week three they are in full-time education. This enables teachers to gather assessment information and build a profile of each child, establishing a baseline assessment and planning a curriculum that will meet individual need and encourage accelerated progress.

All EYFS practitioners within The Rivers Multi Academy Trust work closely together and moderation is key and an integral part of their success. The new school would be strongly placed to work within a strongly established EYFS team. EYFS strengths in assessment and collection of baseline data would be utilised in the new school.

Consistency Across the Trust: Our School Improvement Team

With the inclusion of three new schools this autumn the Rivers MAT had the capacity to launch an in-house School Improvement team. The school improvement team is the cornerstone for the River's Multi Academy Trust in maintaining and building effective schools where all stakeholders share the responsibility for pupils learning and achievement. Our aim is to work within schools to ensure the best possible outcomes. This collaborative way of working is integral to the success of all the schools within the MAT:

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

D2 – measuring pupil performance effectively and setting challenging targets

- [REDACTED]

Working in collaboration and building partnerships to share expertise, experiences and knowledge can and will have a very positive impact.

We will:

- Deliver high quality school improvement activities
- Provide high quality professional training and school support improvement activities
- Identify good and best practice that contributes to a wider network of disseminating good practice.
- Regularly review the effectiveness of provision and supporting next steps
- Act a critical professional friend, helping leadership teams to evaluate school performance, identify priorities for improvement and plan effective change.
- Help school leaders, teacher's and support staff to build capacity to improve learner's achievement and well-being
- To feedback to heads and suggest and discuss further priorities.

Having a team dedicated to school improvement helps to drive the shared vision of the Rivers MAT and ensure that all children have the best possible opportunities to thrive in all aspects of their life.

The team will act as a critical professional friend to the schools, helping their leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change. We are working towards helping build the schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement.

By providing challenge and support for the senior leadership team in the schools; and providing information to the Directors/LGB on their schools' performance and development we can ensure that we are fully committed to understanding the needs and demands of our schools.

The benefit of having an in-house team means that we have a consistent approach in all schools and we also use best practice from each other's schools to improve all. Our

D2 – measuring pupil performance effectively and setting challenging targets

School Improvement team can collate ideas and move priorities forward allowing children to benefit from fresh ideas that have been tried and tested in other schools.

Examples of recent whole MAT CPD are: Improving writing; working together to ensure consistency in assessment i.e. all schools are assessing against the same KPIs; moderation of core subjects etc. Improvement action plans are robust and underpinned by clear measurable success criteria that relates directly to pupil outcomes.

Maths School Improvement Team

- Up to date CPD from range of National sources.
- School Improvement Lead for Maths is member of NAMA- National Association of Maths Advisors
- School Improvement Lead for Maths has strong network of contacts and work very closely with local maths hub- GLOW

How 'English' in schools benefits by School Improvement Days

The ultimate aim is to raise standards and secure better outcomes. English as a subject benefits from having designated time given over to hold conversations with teachers and leaders about English. It is a time to reflect, embed or change.

Questions are asked to challenge and support leaders' decisions and in turn improve the attainment and profile of English as a subject.

In addition, it is an effective way to share best practice and support English Leaders to achieve the best they possibly can be.

Targets for Pupil Performance

Due to the high target levels already in place in our MAT Schools, the following targets would be set at North Worcester Primary:

- 85%+ would be expected to attain a good level of development by the end of EYFS.
- 90%+ would be expected to attain the standard required at the end of Year 1 in the phonic screening test.

D2 – measuring pupil performance effectively and setting challenging targets

- 85%+ would be expected to attain the age related standard at the end of Year 2 in reading, writing, spelling, punctuation and grammar and mathematics, with 40%+ working at greater depth in these areas, attaining standards above age related expectation.
- Targets set for the new school are based on historic data at Northwick Manor Primary and data sets from the other successful schools across the MAT (see appendices for data evidence)

We would then expect, at the very least, the same percentages of pupils in Years 3, 4 and 5 to attain age related expectation or better, with the view that in the case of every individual pupil, the aim would be to accelerate progress so that by the end of KS2, progress measures were strong and well above national figures.

90%+ of pupils would be expected to attain the age related standard at the end of Year 6 in reading, writing, spelling, punctuation and grammar and mathematics, with 55%+ working at greater depth in these areas, attaining standards above age related expectation.

In the new school we would always expect our performance data to be well above national figures for all groups of learners, including the disadvantaged, those with SEND and the most able; we would also expect our school to compare very favourably with similar schools across the local area and nationally.

Targets for Behaviour

The aim in the new school would be to have no permanent exclusions unless there was no other alternative and all other routes and programmes of support had been exhausted. The new school would work closely with all schools in the MAT in this instance ensuring that a suitable alternative could be offered.

We have a clear behaviour strategy which has clear rewards and consequences. These are clearly shared with parents and pupils. Due to this clarity and shared understanding no exclusions have taken place and this system would be replicated in the new school.

Targets for Attendance

D2 – measuring pupil performance effectively and setting challenging targets

The target for attendance would be 97%+. As the MAT grows, and especially with the addition of North Worcester Primary, a whole MAT drive on improving and sustaining attendance would be a focus. An EWO as well as an Early Intervention Family Support Worker would be employed by the MAT and the best policy and practice from all of the schools within the MAT would be utilised.

How will we review success measures and targets regularly to improve school's performance (benchmarking).

Each school buys into SPTO (school pupil tracker online) and each school is responsible for putting data onto their systems and developing it at class and whole school level. From this data we can work out interventions and support needed to accelerate pupil progress. This is then shared with LGB governors. This is then moderated across our MAT schools and summarised for Directors who then have an overview of where financial support/interventions are needed.

Rivers MAT has a robust assessment system shared amongst the schools and being used by the DfE as exemplar. This data is then used to help make staff accountable for accelerated pupil progress in performance management meetings.

Pupil progress and outcomes are reviewed regularly at different levels:

- a) At teacher and TA level daily;
- b) At cohort level weekly
- c) At Year group leader level half termly
- d) At Extended leadership level half termly
- e) At LGB level half termly
- f) At MAT director level termly

Rivers MAT will assure that assessment information is gathered half termly by Year group leaders. Class teachers will be held to account for the outcomes of pupils in their class and leaders for the overall standards in their area of expertise.

This assessment information is then reviewed at leadership team meetings and progress against individual pupil targets is measured. Assessment informs planning and action at classroom level and any pupils who are making less than good progress are identified and teaching modified or intervention programmes planned to

D2 – measuring pupil performance effectively and setting challenging targets

accelerate progress for these groups of pupils. Outcomes for Pupil Premium pupils is always top of the agenda at these meetings. This is a replicate of our current practices within the MAT. There are several senior leaders within the MAT that are both pupil premium reviewers and these reviews will take place in every MAT school to ensure accelerated progress and therefore positive outcomes for these vulnerable learners.

Assessment for learning underpins all provision at classroom level. High expectation means that teachers and teaching assistants daily assess pupils in their classes and adapt planning so that pupils are always moving forward with their learning and making progress. Information gathered and discussed at Pupil Progress meetings results in action to improve outcomes for under-achieving pupils.

At all our Rivers schools we believe working in partnership with parents is key to the success of all pupils. Parents have a good understanding of the school improvement priorities as these are shared with them at the beginning of the year; they understand the curriculum as a result of curriculum information sessions put on by our schools.

The key to consistency in approach to assessment across all our schools lies in the plan for moderation. The MAT has a yearly plan for regular moderation of English and mathematics. Teachers across the MAT moderate together at year group and whole school level. Also moderation in EYFS, Science, and other foundation subjects takes place across the MAT to ensure consistency and sharing of outstanding practice. Therefore we believe all children leaving Rivers schools are well equipped for their next stage of life.

All schools within the MAT have agreed KPIs within the English and mathematics curriculum against which they assess and make judgements. Knowing that this mechanism is in place, the MAT directors can feel confident that assessment information they receive from all schools is reliable and accurate and assessed against an agreed understanding of what age related standards in English and mathematics looks like.

Moderation also goes on outside of the MAT e.g. English and mathematics leaders meet with other leaders from other Worcester city schools and further afield. Rivers

D2 – measuring pupil performance effectively and setting challenging targets

MAT SLT and MLT are also working very closely with two other successful MATs in Sandwell and Birmingham to ensure moderation is accurate.

All schools within the MAT report termly to the directors and directors receive assessment information about the percentages of pupils on track to attain age related standards in the core subjects as well as information about any pupils who may be at risk of exclusion. This allows directors to plan any CPD needed and target finance/expertise more accurately.

Head teachers meet regularly to discuss school improvement priorities and progress against these. Similarly, teachers across the whole MAT share assessment information and learn from each other. They share not only where things have worked well but the heads also learn from others' mistakes in order for all schools to advance. This would be replicated in our new school.

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

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

Rivers CofE Multi Academy Trust is proud of its excellent reputation in the local community. It has earned this reputation because of the exciting and relevant curriculum we deliver and superb partnership working with all stakeholders. Pupil outcomes are high because of this. This reflects the calibre of staff in all our Rivers schools. All practitioners are good and often better and everyone has the same high expectation of each other and the pupils that come to our schools.

When recruiting new staff members at classroom level or leadership level, we look to the MAT first and foremost to meet this need. Succession planning is at the heart of the MAT in order to build and sustain capacity to improve.

If we were successful in securing a site in North Worcester, there would be:

- an Executive Head teacher (running two schools; one of our current schools and the new school) leading strategy and school improvement and following the directive of the [REDACTED] of The Rivers Academy Trust;
- a Head of Teaching & Learning;

The MAT Finance Manager ensures that we have credible staffing contingency plans that would put learning at the heart of things at the new school.

The Executive Head will be an internal candidate of the Rivers MAT, working pro-rata over two schools, and their current school will be backfilled to accommodate the transition.

All seven schools across the MAT have strong senior and middle leaders that could fulfil all of these roles and this would therefore open opportunities for growth and succession planning in order for development across our MAT to be strong, with vacant posts with the moves being filled by staff across the MAT who were keen to develop leadership capacity as part of the on-going succession planning. As a MAT we would be looking for experienced and ambitious staff to move to the new school to ensure the best possible outcomes for the pupils in this area.

Senior Staff breakdown at North Worcester Primary will be:

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

- Executive Head in charge of strategic running of school, SDP, SEF, liaising with governors. We envisage this individual being in charge of two of our schools and budget for this staff member is shared pro-rata (see table for breakdown)
- Head of teaching and learning is responsible for the day to day leadership of the school, induct new staff and NQTs, be responsible for quality of teaching and learning
- Our [REDACTED] is responsible for the strategic direction of the trust and challenge for senior leadership team in all of our schools

By 2024, when the school was at full capacity, the leadership team would be as set out in the following table, with the specific points to note:

- Head of teaching and learning (for the first three years working one day a week in class)
- Early Years lead in class with 0.1 leadership release time
- SENDCo working half a day in class PPA release and shared across more than one school. SENDCo time at the school will increase with growth in pupil numbers
- We have incorporated a teaching role for PPA cover from 2020 onwards and this will increase with the growth of the school
- School admin hours will increase year on year to meet demands of increase in pupil numbers
- Site Manager's hours increase over time in line with usage of the school and aging of the school buildings
- Cleaning staff will be outsourced and are therefore not included in our table below

We would envisage that staff in green work across two of our schools in the MAT and staff in red would be new appointments.

Staff in dark purple within leadership level would be one of the class teachers at teaching level also (not an additional member of staff)

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

Level of staffing	2018	2019	2020	2021	2022	2023	2024
Leadership Level	1 x Exec Head (0.2) 1 x Head of T&L 1 x EY lead 1 x SEND Co	1 x Exec Head (0.2) 1 x Head of T&L 1 x EY lead 1 x SEND Co 1 x KS1 leader	1 x Exec Head (0.3) 1 x Head of T&L 1 x EY lead 1 x SENDCo 1 x KS1 leader	1 x Exec Head (0.4) 1 x Head of T&L 1 x EY lead 1 x SENDCo 1 x KS1 leader 1 x Lower KS2 leader	1 x Exec Head (0.4) 1 x Head of T&L 1 x EY lead 1 x SENDCo 1 x KS1 leader 1 x Lower KS2 leader	1 x Exec Head (0.4) 1 x Head of T&L 1 x EY lead 1 x SENDCo 1 x KS1 leader 1 x Lower KS2 leader 1 x Upper KS2 leader	1 x Exec Head (0.4) 1 x Head of T&L 1 x EY lead 1 x SENDCo 1 x KS1 leader 1 x Lower KS2 leader 1 x Upper KS2 leader
Teaching level	2 x EYFS	2 x EYFS 2 x Year 1	2 x EYFS 2 x Year 1 2 x Year 2 PPA cover (0.1)	2 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 PPA cover (0.8)	2 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 PPA cover (1.2)	2 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x Year 5 PPA cover (1.7)	2 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x Year 5 2 x Year 6 PPA cover (2.1)
Teaching Assistant level	3 x EYFS	3 x EYFS 2 x Year 1 1 x Pupil Premium	3 x EYFS 2 x Year 1 2 x Year 2 1 x Pupil Premium 1 x additional KS1 intervention/support	3 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 1 x Pupil Premium 1 x additional KS1 intervention/support	3 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 1 x Pupil Premium 1 x additional KS1	3 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x year 5 1 x Pupil Premium 1 x additional KS1	3 x EYFS 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x Year 5 2 x Year 6 1 x Pupil Premium

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

					intervention/ support	intervention/ support 1 x additional KS2 intervention/ support	1 x additional KS1 intervention/ support 1 x additional KS2 intervention/ support
Administrative level	1 x Grade 4 Admin 1 x Grade 2 Admin	1 x Grade 4 Admin 1 x Grade 2 Admin	1 x Grade 4 Admin 1 x Grade 2 Admin	1 x Grade 4 Admin 1 x Grade 2 Admin	1 x Grade 4 Admin 2 x Grade 2 Admin	1 x Grade 4 Admin 2 x Grade 2 Admin	1 x Grade 4 Admin 2 x Grade 2 Admin
Catering/Lunchtime level	1 x Caterin g Manag er 1 x Lead Lunchti me Superv isor 2 x Lunchti me Superv isors	1 x Caterin g Manag er 1 x Lead Lunchti me Superv isor 4 x Lunchti me Superv isors	1 x Catering Manager 1 x Lead Lunchtime Supervisor 6 x Lunchtime Supervisors	1 x Catering Manager 1 x Lead Lunchtime Supervisor 8 x Lunchtime Supervisors	1 x Catering Manager 1 x Lead Lunchtime Supervisor 10 x Lunchtime Supervisors	1 x Catering Manager 1 x Lead Lunchtime Supervisor 12 x Lunchtime Supervisors	1 x Catering Manager 1 x Lead Lunchtime Supervisor 14 x Lunchtime Supervisors
Site management	1 x Site Manag er	1 x Site Manag er	1 x Site Manager	1 x Site Manager	1 x Site Manager	1 x Site Manager	1 x Site Manager
Nursery	1 x Teach er 2 x TA	1 x Teach er 2 x TA	1 x Teacher 2 x TA	1 x Teacher 2 x TA	1 x Teacher 2 x TA	1 x Teacher 2 x TA	1 x Teacher 2 x TA

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

Capacity

Should the number of pupil admissions in the school be less than capacity (eg 70%) we would adopt the following strategy:

- Head of Teaching and Learning would have a greater teacher commitment
- Introduce mixed age groups to reduce the number of teaching staff required
- Adjust the number of classroom support staff hours to eliminate hours where adult / pupil ratios are excessive
- Increase sharing of leadership and pupil support across the MAT school
- Administration staff levels would be reduced and, where possible, work can be outsourced to other MAT schools with capacity
- Number of catering staff would be reduced in line with the number of pupils
- Site management hours would not increase as rapidly as forecast
- Nursery staff levels would be adjusted to ensure appropriate pupil to adult ratios.

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

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North Worcester Primary School will be a community school with a 'faith ethos' in order to fit in with the Rivers CofE MAT values and visions:

“Our vision is encapsulated in the words: ‘love, learn, live’. Our goal is that learners will love learning for life. In reaching this goal, our family of schools love, learn and live together, guided by strong beliefs, moral purpose and faith.” (Rivers MAT Values)

At Rivers MAT we pride ourselves on offering an outstanding education for all in our community both adults and pupils alike. We cater for those with a faith or with no faith (dependent on school) and pride ourselves in working closely with both parents and pupils to respect their faith or no faith.

Rivers CofE Multi Academy Trust believes in challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. The aim of R.E. is to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and be able to reflect on their own ideas and ways of living. This will also reflect the breakdown of religious beliefs in the North Worcester area:

Christian	73.7%
No religion	19.9%
Refused to answer	5.6%
Muslim	0.1%
Other religions	0.3%
Jewish	0.1%
Buddhist	0.2%

Neighbourhood Statistics for North Worcester, 2011 Census

Christian	53.5%
No religion	33.5%
Refused to answer	7.2%
Muslim	2.6%
Other religions	2.4%
Jewish	0.4%
Buddhist	0.1%

Northwick Manor Primary School Religious Breakdown, 2015

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

PHSE (Personal, Social, Health and Economic education)

This is a very important area of education, which interwoven through all aspects of the curriculum. Lessons cover a wide range of topics including hygiene, safety, personal relationships and deals with issues important to the child in today's world such as religious beliefs and British Values referred to later. The well-being of all children is inherent in all that we do to achieve high standards at all our schools. This will include a whole school approach to healthy eating and drinking has been adopted.

We actively promote **healthy** nutritious food and drink and provide opportunities to learn about diet, nutrition, food safety and hygiene throughout the curriculum. Meals will be provided by an outstanding catering facility already in place at Northwick Manor Primary School who presently outsource to other MAT schools. This is a five star facility and has been externally commended.

Each school with the MAT has their own identity (including **uniform**) which the MAT trust board feels is important as this reflects the character and individuality of each of our schools and the communities they serve.

We have developed strong partnerships in North Worcester which are vital in developing excellent relationships with the families in the catchment area. In the new school one of our immediate tasks will be to develop strong partnerships in order to allow all families to feel welcomed into the school community inclusive of all of their faith or beliefs.

When children start one of our schools with a faith that means some of our activities are in conflict with that faith we go to great lengths to meet with parents to ensure that we respect their faith whilst making certain that the pupils receive an outstanding, balanced education. For example we have a group of Plymouth Brethren that live in our Northwick Manor community and have chosen to educate their children with us. We met with the families prior to the children beginning school to understand their beliefs and how we could ensure these beliefs were respected.

We set up systems that allowed respect for their faith such as allowing children to eat alone at lunch time, parents to attend school trips, alternative education during our religious lessons or assemblies, community trip to the Pantomime etc. We built up a

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

strong relationship and invited one parent to join our Parent Partnership. This was invaluable in getting their views on our school community, ideas for the future and gave them a voice to express opinions. When children finish in our school at the end of year three they attend their own Faith School in Gloucester.

We felt it was very important to create links with them to create a smooth transition for the children and invited a member of staff from the school to observe the children in our school and talk to the class teachers about their needs.

We will replicate this system in our new school and further enhance it by setting up a celebration of our different faiths that belong to the new school. Parents and children with that faith share their knowledge with us. We therefore need to strive to improve this and at the new school we will include all the diverse faiths that attend the school.

Pupils will learn from other principal religions represented in the UK - Islam, Hinduism and Judaism. Non-religious worldviews, including for example Humanism, will also be the focus for some study. This is also supplemented with some teaching regarding religions that are pertinent to North Worcester in order for the children to understand more about the differing religious practices within their community as well as the wider community.

We will be keen to invite a variety of speakers in to run assemblies or talk to groups of children about their religion and we believe it is vital that pupils have direct communication with someone of different faiths in order to understand about the world they live in and what other people's beliefs are in order to create a tolerant adult of the future who is able to live happily in a diverse community and share this community harmoniously. This will be replicated in the new school and by forging links early on when families first join the school it is hoped that many parents will be happy to share their faith. This will run alongside inviting local community faith leaders into school to share their faith and explain their beliefs.

Bullying

Bullying includes both physical and psychological intimidation and can cause considerable unhappiness to individual children. It also has a negative effect on the

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

ethos of a school. As adults we deal immediately with all incidents of bullying. We always ensure that bullying incidents are investigated fully and both sides of the argument have a fair hearing. Children are always encouraged to seek help. We let “bullies” know that their behaviour is unacceptable. Any punishment is carefully explained and why it is being given. At the start of each new school year all staff review the Behaviour and Anti – Bullying Policy’ for each school).

Our behaviour code, our belief in creating a positive environment and our Personal, Social and Health Education programme provides a framework that states clearly to children their school cares about them and bullying will not be tolerated. The introduction of citizenship into the curriculum will develop in children an ability to evaluate their responsibilities, rights and duties as individuals and members of communities. This equips them with essential skills to take through life. This will be replicated in the new school.

British Values

At Rivers MAT we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum. We have achieved the following external accreditations which demonstrate evidence of our commitment to British Values in our other North Worcester School, Northwick Manor:

Ofsted grade of ‘Good’ with some Outstanding features (September 2014)

Leading Parent Partnership Award (June 2014)

Our school takes opportunities to actively promote British Values through collective worship and whole school systems and structures by electing and running successful

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

School Councils. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

The importance of laws and values, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed set of expectations. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Initially pupils learn about the need for rules through games and team working. Visits from authorities such as the police, fire service etc. form part of our calendar and help reinforce this message. Children's achievements are also recognised during our weekly Congratulations Assemblies.

Individual Liberty

Pupils are actively encouraged to make choices and take risks at our schools, knowing that they are in a safe and supportive environment. We support pupils to develop their self-knowledge, self-esteem and self-confidence. We encourage pupils to take responsibility for their behaviour, as well as knowing their rights. We have a strong anti-bullying culture and a set of procedures to follow should a bullying incident occur. Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and world. We study other world faiths and learn about their customs, practices and celebrations. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

In all our MAT schools we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. All staff have had '**Prevent**' training. Parents receive a leaflet explaining what '**Prevent**' means and

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

our school website holds details of how we teach 'British Values', displays also help us to share the curriculum and beliefs of 'British Values' with all that attend the school.

Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

The new school will benefit from the already successful format, planning and delivery of this part of the curriculum plus the expertise from across the MAT in setting up this vital area of the curriculum in the new school.

Safeguarding

We review our safeguarding policy annually and all staff and governors have safeguarding training at the start of each new school year in order that systems and safe practices are clear to all. Children are taught from EYFS how to stay safe through stories, practical tasks, talks, videos and working through scenarios. All children are taught road safety. A strong partnership with the local police means that they regularly visit school to discuss: - road safety, bonfire night and Halloween safety, internet safety etc.

In all our MAT schools we have one DSL and deputies that ensure that there is always someone to deal with matters if the DSL is absent. This will be replicated in the new school. All staff take safeguarding extremely seriously and we have specialise safeguarding personnel within the MAT that are experienced social workers that can deal with serious cases.

Welfare

We have policies in all our schools for community's safety and welfare:

- Disability and Equality
- Adult Volunteer
- Communication
- Educational Visits and Activities
- Health & Safety
- Equal Opportunities

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

- First Aid
- Medical Administration Policy
- Care Control
- Safeguarding Children (including Prevent)
- Behaviour and Anti Bullying
- Sex Education and Relationships
- School Complaints Procedure
- Infection Control
- Fire & Evacuation
- Guidance for lunchtime supervisors

These policies will be used as a starting point in the New School to assist in formulating policies that directly relate to the needs of the school community.

Community Cohesion

We recognise that community cohesion means working towards a society in which there is a common vision and sense of belonging by all communities: where backgrounds and circumstances are appreciated and valued; equality is embraced and strong and positive relationships are nurtured in the workplace in school and in the wider community.

Our schools curriculum recognises, where possible the need to promote community cohesion including across different cultures, ethnic, religious or non-religious and socio-economic groups.

Section E – evidence of need

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

Northwick Manor Primary, which is part of the Rivers Multi Academy Trust, experiences high demand every year due to popularity and worked closely with the local authority this year to support a bulge year due to high demand from their catchment area.

Due to a shortage of EYFS places for September 2016 in the north of Worcester city, Northwick Manor Primary was asked where it would be willing to take on an extra early years class (bulge) for 2016 entry as a temporary measure to deal with the demand in the local area, with actual numbers entering the school were 120 pupils at reception. Rivers MAT has always prided itself on being community focused, serving the needs of each catchment community and we want to be able to continue to do this. Governors of Northwick Manor Primary School therefore decided to accommodate this bulge.

The North Worcester schools have been working extremely closely with the Local Authority in terms of long-term planning and projections show that the number of places required in the Northwick Manor catchment area exceeds 90 in subsequent years.

There is a strong possibility that Northwick Manor will face a similar situation this year and need to take 120 for 2017-18.

Known children numbers for Northwick Manor Primary 2016-19 (PAN 90)

Year	Known Children in catchment area	Surplus places
2016	145	-55
2017	121	-31
2018	115	-25
2019	134	-44

Along with our current demands at Northwick Manor, there is a clear rationale for establishing a new primary school in the central vicinity of the city of Worcester, particularly in the North section.

E1 – provide valid evidence that there is a need for this school in the area**Known children numbers for north Worcester 2016-19**

Year	Known Children in catchment area	Surplus places needed
2016	280	-100
2017	229	-49
2018	223	-43
2019	255	-75

Pupil numbers entering reception classes in North Worcester peaked in September 2016 and are predicted to continue to raise in this area. This raises the potential known children from 255 in 2019 to 269 or a shortfall against PAN of 89 children. Looking at each school numbers in 2019 would potentially look like this:

School	PAN	Known Children	Potential No from housing	Total	Shortfall of places in catchment
Claines CE Primary	30	43	11	54	-24
Northwick Manor Primary	90	134	3	137	-47
Perdiswell Primary	60	78	0	78	-18

It can be seen that therefore there is a shortfall of 89 spaces in the North Worcester Catchment area and other schools have no intention of expansion

Worcestershire Strategic Economic Plan is creating a vision of growth in the county with a vision to create 25,000 more jobs by 2025 and deliver 9,400 more homes. The plan aims to tackle the difficult decisions in relation to housing and build on the significant existing local authority and other commitments to growth. The housing implementation programme's main priority is to "deliver housing that meets the identified economic and social needs, including young people and vulnerable groups". Their rationale for increasing the level of housing construction above current levels is to support economic growth and ensure that the housing offer across Worcestershire meets the needs and responds to demographics.

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

Rationale

The population of Worcestershire is estimated around 569,000 and Worcestershire performs strongly in terms of school age educational attainment. With the majority of schools represented in North Worcester being 'good' or 'outstanding' this shows the need to ensuring any growth maintains the excellent standards of current schools in the area.

Research by Worcestershire County Council concluded that:

- There are areas within Worcester which will experience specific pressures due to high-number in catchment area, popular school, increased housing or combination
- Worcestershire's Strategic Economic Plan 2014 is estimated to "*lead to the creation of 25,000 gross jobs by 2025 and is expected to accelerate the delivery of 9,400 new homes throughout Worcestershire as a whole*".
- North Worcester relates to three main schools, Claines CE Primary (VC), Northwick Manor Primary (A) and Perdiswell Primary (C). In this area you have high in-catchment numbers, especially in Northwick Manor, increased housing around Claines and all three are popular schools.
- The South Worcestershire Development Plan (SWDP) identifies 583 homes to be constructed within the catchments of the three schools in North Worcester in the lifetime of the plan up to 2030. The majority, 479 are identified in phase 1, with an indication of construction complete by 2019. The remaining 104 are in phase 2, which lasts from 2019-30.

The demand for school places in North Worcester is extremely high. Between the 3 schools (Perdiswell, Northwick and Claines) they were 66 children oversubscribed which is more than 2 classes extra, with a very large percentage coming from first preferences. Although the three main schools within North Worcester currently hold 'good' Ofsted ratings, there are 4 primary schools within 2.5 miles of Northwick which currently rated as 'inadequate' or 'requires improvement'.

Nursery Rationale

Pupils currently feed into our EYFS at Northwick Manor school (in North Worcester Catchment) from approximately 26 different nursery/pre-school settings. Whilst we do the utmost to liaise with as many settings as possible in order to gather as much baseline information about each

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

pupil as possible, and we work closely with three of the larger feeder settings more regularly, it makes it extremely difficult to rely on information from so many different nurseries and ensure consistency.

Parents have previously expressed interest in the feasibility of a pre-school setting on the site of Northwick Manor and most certainly, if this was a facet of the new school, it would enable strong, consistent assessment - a platform upon which accelerated progress could be made in EYFS.

Similarly, whilst we work with practitioners at the larger feeder settings in order to promote consistency in the teaching of early synthetic phonics, there is still a variety of teaching methods and strategies used that are not all in line with promoting the best outcomes - a nursery setting at the new school would ensure that correct phonics teaching occurred from the outset.

Rationale for Choosing Rivers C of E Academy Trust

This free school will deliver the consistent quality education that the Rivers Multi Academy Trust's schools currently achieve and also compliment the characteristics and values that our current seven schools positively achieve.

Using the values that are embedded in our Trust, and the experience and knowledge of our senior leadership team, we intend to extend our trust by founding a school that brings together all our skills in an area that demands a high quality education by all parents.

Rivers has a strong record of improvement in all its schools. As stated earlier, the successful turnaround of our sponsored school, Heronswood Primary, shows how effective our school improvement strategy is and how visionary our senior leadership team is in improving the standards within our schools. Other reasons for choosing Rivers are:

- [REDACTED]
- Strong senior leadership team with capacity to take on new projects and develop [REDACTED]
[REDACTED]

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

- Strong succession planning training through our teaching school CPD programmes including training our own school direct students, NQTs, middle leaders programme and a large variety of CPD programmes throughout the year.
- Each school in the MAT showing improvements year on year
- In-house School Improvement Team
- Experienced Finance Manager within Central MAT team who monitors all spend across the MAT
- Strong governance structure
- Strong partnerships with local community, particularly with North Worcester through Parent Partnership forum (receiving Leading Parent Partnership Award in June 2014)
- KS2 data for 2015 with all schools above national in most of the areas and all above national for progress data

Rivers' School Performance

Although a young MAT we are delighted to outline our successful achievements with our children, with all areas of KS2 above national in most areas.

At or above national

Key Stage 2 data 2015

	% achieving level 4 or above in reading, writing and maths	% making expected progress or more between Key Stage 1 and Key Stage 2- Reading	% making expected progress or more between Key Stage 1 and Key Stage 2- Writing	% making expected progress or more between Key Stage 1 and Key Stage 2- Maths
National	80	91	94	90
St Clement's	84	100	100	93
Northwick Manor	90	89	99	90
Cranham	65	98	94	98
Heronswood	80	93	91	89
Great Witley	89	89	89	100

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

Our Phonics data is also strong and, where we fall slightly below national, the Rivers MAT have indicated strong SDP in these schools and strong targets for improving.

End of Key Stage 2 Progress Measure 2016

	DfE school progress measure Reading	DfE school progress measure Writing	DfE school progress measure Maths
St Clement's	-2.0	-0.2	-2.3
Northwick Manor	+1.2	-3.9	-0.1
Cranham	-1.2	-2.7	+0.1
Héronswood	-1.5	+1.9	+2.1
Great Witley	-0.5	+0.6	+0.8

Phonics data 2016

	% achieving a pass in the phonics check
National	80.6
St Clement's	92.9
Northwick Manor	81.1
Cranham	80.0
Héronswood	82.4
Great Witley	76.9
Cutnall Green	89.5
St Peter's	80.0

Positive Engaged Parent Community in North Worcester

In addition to the positive communication through the 'bulge' year, current parents of Northwick Manor have been asked to comment on their thoughts on the school. We believe that our strength in the local area and in curriculum (see section D) adds to our ability to replicate good practice with an additional free school in the centre of Worcester.

*"Northwick has an outstanding balance between being effective and achieving the best learning outcomes for pupils whilst also maintaining a sensible approach to encouraging a love of learning and setting this within a friendly, safe, even family atmosphere"
(Parent Response in Questionnaire)*

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

Below are some of the areas of feedback we have received from parents at Northwick Manor:

	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT
Running of the School vision and clear expectations	55%	44%	1%
How do you rate the breadth and balance of the curriculum that is delivered in school?	58%	42%	
Positive promotion of democracy and mutual respect for and tolerance of those with different faiths and beliefs	51%	47%	1%
support of children who are in receipt of Pupil Premium funding and accelerated their learning	56%	44%	
How well do you rate the standard of teaching and learning at Northwick Manor Primary School?	64%	35%	1%
How well do you think the school develops positive learning attitudes and behaviours that encourage high engagement levels that impact on progress and ensures that all pupils are lifelong learners?	70%	30%	
How well does school prepare the children for transition e.g. from nursery to school; from class to class and from Year 6 to High School?	68%	31%	1%
How well is the Early Years led and managed?	80%	20%	
How would you rate the learning experience your child has received during their first year in school?	80%	20%	

Summer 2016 Parents' Perception Questionnaire (77 respondees)

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

X

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

Stakeholder Consultation

At Rivers MAT we are very keen in having an extensive consultation with all Stakeholders with regarding to free school opening. As we have yet to finalise a premises for this new venture, we are keen to develop our stakeholder analysis and consultation arrangements and collect all views and opinions to comply with the Academies Act of 2010.

An article published in the Worcester News (7 May 2016) highlighted the demand from parents to allow their children to secure a school within their catchment area and the push for the ‘bulge year’ at Northwick Manor.

In this article [REDACTED], Worcestershire County Council’s Strategic [REDACTED] said “*This was an option considered to resolve the problem of oversubscription in this area, and enable parents to send their children to the local schools*”. [REDACTED] stated in this article his support for additional places in North Worcester “*I want to help local schools expand, I welcome any extra spaces for children*”. A letter of support for this free school bid from Rivers has been given by [REDACTED] and [REDACTED], from Local Authority and [REDACTED] (see appendices).

Northwick Manor also received comments in written format that praised the school in certain areas **Summer 2016 Parents’ Perception Questionnaire:**

- *Early years efforts in transition and links with pre-schools*
- *Teachers wanting the best for children and focusing on the children*
- *Helping children achieve high standards*
- *Promoting reading, writing and creative story telling*
- *Opportunity to read daily at home.*
- *Variety of topics/subjects covered. Providing interesting and engaging curriculum*
- *My child always comes home with a passion for learning*
- *Happy learning environment children thriving in this*
- *Pupils take ownership of the school and take pride in it*
- *The SENco and team –support well*
- *Community values/creating sense of community*
- *Parent workshops/opportunities to go into the classrooms*
- *All children well behaved and respectful adults*
- *Clear what children should aim for*
- *Nurturing and caring in the early years*

E2 – successful engagement with parents and the local community

We are keen to build on this positive feedback from Northwick Manor and replicate this school in North Worcester Primary, looking to use their best practices and high level of community engagement as well as share the outstanding practice from other MAT schools.

Consultation Approach

Unfortunately due to timescales of this current application process from our end, we have been unable to conduct a full consultation process before submitting our application. We would therefore like to outline our actions over the next few months.

Below is the full timeline for Consultation Process:

Area	Detail	Time
Website	Dedicated web pages for the free school consultation on Trust's website (has link to survey as well and timetable).	October 2016 – until opening
Social Media	Initiate social media site (Facebook) dedicated to the consultation – an open platform for questions	October 2016 – opening
Register of interest	Set up link in our website to a hosted registration of interest page during the consultation period. The link to be widely distributed (and link to be published on leaflet as well).	October 2017 – until opening
Phone line and email	Dedicated email and phone line set up for all enquiries	October 2016 – until opening
Word of mouth	This is an area which is harder to control (thus a strong stakeholder's analysis). We will continue to engage with all debates openly and honestly and encourage all involved to spread the word to the local community through their own networks	October 2016 until opening
Nursery consultation	Further research and investigation on feasibility of nursery inclusion in local area with indicating 'demand' and outlining 'registration of interest'	October-December 2016

E2 – successful engagement with parents and the local community

Drop in sessions	Project team to organise and facilitate an open event(s) in order to inform local prospective parents and community partners about the proposed school.	One in November 2016 and one in December 2016
Letters to all parents	Send letters to all parents of Northwick Manor School and any prospective enquiries we have had previously which outline this new school and explain the reasons behind it.	November 2016
Leaflet Drops	Leaflet drop in full catchment area explaining the reason for proposal. Intend to drop into local nurseries as well (for transparency), local places of worship, local public buildings (such as libraries) and leisure areas.	November 2016
Advert in paper	Promotional advert in local paper (Worcester News) outlining proposed free school and again, inviting all to drop-in session or to register their interest.	November 2016
Text campaign	A number of local nurseries were invited to send a text message to their parents to outline how they could register	November 2016
Local media	A press release will be issued March 2017 which will help generate media coverage and register of interests	November 2016
Meetings	Meetings with feeder schools for transitional purposes (to discuss numbers and support)	November 2016 until opening

We hope that our consultation process will allow the following to take place:

- Ensure all stakeholders understand what a free school is and why there is a need in this area and why Rivers
- Communicate the vision and ethos for the proposed free school
- Seek the views of stakeholders on the vision and the curriculum of the free school
- Capture all feedback from stakeholders, responding where appropriate

E2 – successful engagement with parents and the local community

- Stimulate wider interest for the free school and the 'Rivers Brand'
- Facilitate the stakeholders input to the development of the free school plans
- Show the proposed 'team' behind the proposals, showing the track record of Northwick Manor Primary, St Clement's Primary and all schools in the Rivers MAT
- Explain admissions arrangements
- Outline frequently asked questions

A full consultation report will allow us to see where decisions and influence need to be addressed through pre-opening stage.

Section F – capacity and capability

F1 (a) Skills and experience of your team

As a sponsored MAT we have received a letter from our [REDACTED] office saying that we have capacity to open a free school. The named individual who is in charge during pre-opening is [REDACTED], [REDACTED] of Rivers CofE Multi Academy Trust. [REDACTED] including other project team members is attached in appendix.

The project team are listed in the table below. They will be held to account by the following methods:

- Weekly reporting to full Directors board through project manager. This will be achieved against project management timeline software and any critical paths and concerns highlight as the project continues
- Scrutinising to be given by external support through consultation with other MATs who have gone through free school implementation (bought in)
- All reporting documented with highlighted areas of concern raised with Members of the board and other Directors not directly involved in the project

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)
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[Add lines as appropriate]



F1 (a) Skills and experience of your team

Recruiting a High Quality Principal

We understand that attracting and recruiting a high quality Executive Head will be central to the success of North Worcester Primary. We are looking to create two positions in the new school; Executive Head and Head of Teaching and Learning. These positions are envisaged to be selected from within our Trust in order for a smooth transition, parent confidence and financial capacity.

We envisage the Executive Head will have a high level of experience running a successful school already with in Worcestershire. The Executive Head will need to have the vision and capacity to take on this new role and work closely with the project board through pre-opening in order to ensure that the right and relevant make up of staff are recruited for all roles (as per our table in section D).

The Executive Head will play a central role in the pre-opening phase as well as once the school has opened and the final job description will be amended in light of the progress made during the pre-opening stage.

We believe that the opportunity to join a strong team of experienced individuals who are dedicated to having a positive impact on the lives of Worcester pupils will attract the best quality candidates to apply. We would be encouraging the senior leaders at our own schools to apply for these exciting positions and believe that most of our roles can be secured from internal applicants.

The Board of Directors has identified individuals within the Rivers Trust who could take on the role of an 'Executive Head' and all have strong track records as senior leaders and show clear potential to be excellent leaders in our new school.

We envisage the Executive Head and the Head of Teaching and Learning to join North Worcester Primary at least two terms prior to opening and they will be both be supported by our [REDACTED].

F1 (a) Skills and experience of your team

Another role of the Executive Head will be to work with the project board in engaging with the local community to ensure all communication channels are open and transparent as well as working to ensure the school is fully subscribed for its first intake classes.

The [REDACTED] will oversee the appointment of the Executive Head.

The Trust has a successful recruitment planning for Senior Leaders and will exercise these plans for this new venture which will also allow other members of the trust to be involved in the recruitment process.

In keeping with DfE guidance we will expedite recruitment to be able to appoint an Executive Head up to two terms in advance of the school's opening date. However we believe that the strength of having a leader who can start work immediately means they will not have to resign from their current post is a benefit to the organisation.

The appointment will take place via recognised selection processes to include a structures panel interview, presentations and other exercises.

Action

- Agree job description and personal specification and related selection criteria. Draft advertisement and accompanying materials
- Advertise to all MAT schools internally
- Applications closing date
- Selection process criteria on applications agreed and all application forms assessed on this criteria
- Invitations to interview issued
- Visit interviewees in their current setting

F1 (a) Skills and experience of your team

- Assessment centre 2 day interview process including panel interview, presentation, group discussion, data exercise and teaching (in one of our MAT schools)
- Offer to preferred candidate subject to relevant conditions
- Executive Head in post

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Human Resources and Recruitment	Pre-opening team	North Worcester Primary will have access to dedicated HR support currently offered to Rivers MAT schools by Worcestershire County Council (bought in service). The service will cover additional support through recruitment process for all roles, supporting project management team and act as quality assurance on all HR processes and activities. Our [REDACTED] will ensure quality control with our outsourcing.
Legal	Pre-opening team	Our current [REDACTED] will act as our point of contact for legal issues. The Rivers MAT have an appointed firm of solicitors – [REDACTED], whose education team specialise in academy governance. We have worked closely with them over the last year transitioning 4 schools into the MAT and have confidence that they can support our legal needs during pre-opening.
Project Management	Pre-opening team	Rivers MAT intend to employ a competent project management team with experience in free schools to assist the project board. This team will be overseen by [REDACTED] who will ensure all deliverables are met. The project management team will have a specialism in education, finance, marketing and HR.

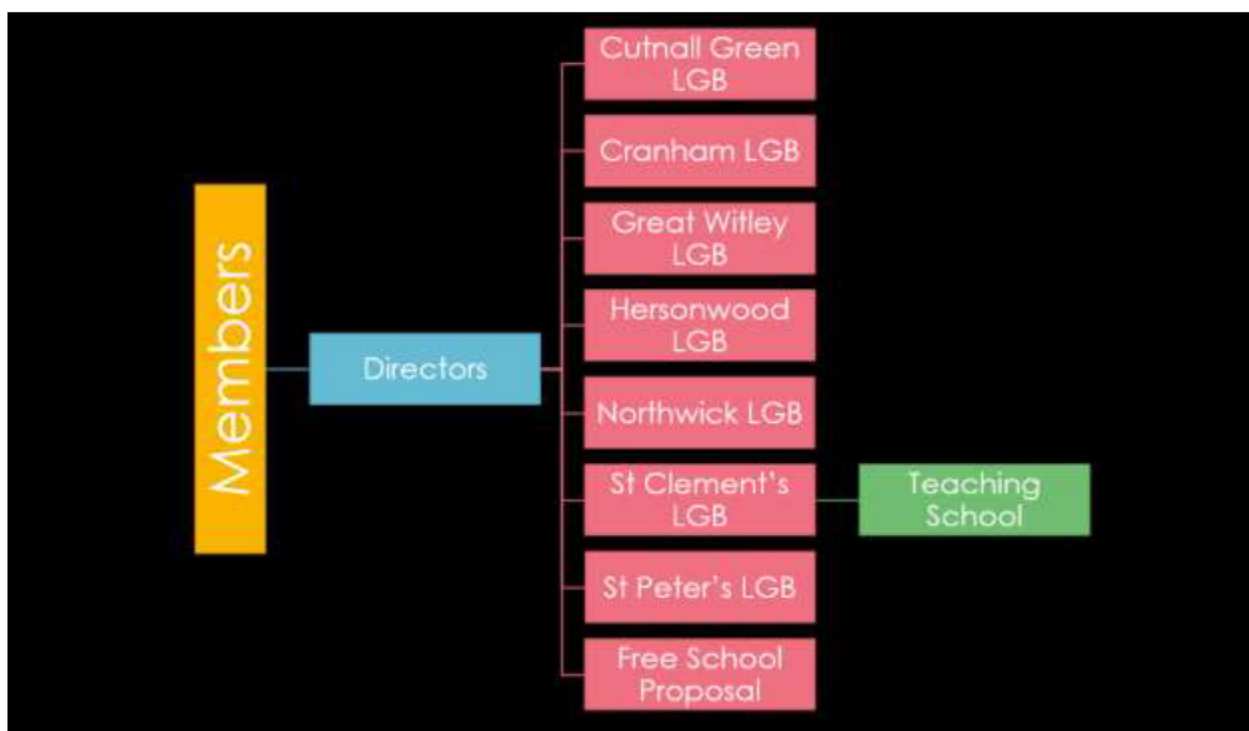
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Estates Project Management	Pre-opening team	Rivers MAT intend to employ a project manager for the build of the free school. This project manager will work closely with our finance manager in procuring the right bids for building quotes and implementation.

[Add more lines as appropriate]

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

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

Rivers CofE Multi Academy Trust : Proposed Governance Structure 2016



Roles and Responsibilities

We understand the different roles of Trust Members, Board of Directors, Local Governing Bodies, Senior Leadership Team (which includes School Improvement Team) and Heads of School / Headteachers.

Conflicts of Interest

The Rivers MAT already have a conflict of interest policy and all Directors and governors complete a register of interests at the beginning of each academic year. These interests are publicised on all our website.

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

This policy ensures that no person can have influence on decisions that could benefit them personally, or benefit a family member or friend or workplace associate. Rivers MAT also ensures that all staff are professionally and transparently performance managed and challenged independently. **There are currently no conflicts of interest.**

We will work closely with Board of Directors for all decision making processes in relation to the new school. However, we will seek to recruit openly the governing body of the new free school from the wider community as well as extend the current number of members and Directors to ensure we have sufficient expertise.

Governance Overview

The Rivers MAT has a strong scheme of delegation which sets out a remit for responsibilities of Directors and Governors. We will continue to use this scheme in outlining all areas of management and financial decision making through the pre-opening stages and beyond. **We can confirm that our current governance structure will not need to change in order to accommodate this new school.**

At Rivers MAT we believe in sound governance overview in order to provide the right challenges to each individual school and Head. We are committed to ensuring the appropriate lines of accountability, reporting procedures, and, if necessary interventions and have developed the following:

- In house training for all chairs/vice-chairs to understand their role in depth and also work together to learn from each other's best practices. This training is run by our current [REDACTED], who has an expertise in governance.
- In house new governor training (and refresher training) to ensure that all governors are aware of their role and responsibilities.
- All full LGB meetings take place once a term and are scheduled in before each Directors meeting. This ensures a smooth transition of communication and challenge to the Board and fluid ability to input into relevant areas of discussion.
- Board of Directors are given access to minutes for all LGB. All LGBs are given access to summative minutes of Directors.

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

- A full-time clerk is employed to clerk all LGBs to ensure consistency, accurate account of information required, strong knowledge base across the trust and a strong one point of communication for all governors.
- Informal events for all Governors and Directors 2-3 times per year with an opportunity to raise specific issues, get to know each other, and to listen to guest speakers in specific areas of expertise
- Governance newsletters 2-3 times per year giving all governors access to other relevant information

Rivers Local Governing Bodies

As in line with our Scheme of Delegation, our local governing bodies are accountable to the Board of Directors for the running of the school. Their role is to challenge and support their schools' Head of School/Headteacher. The Chair is elected by the governors and serves a regulated term of office.

The Rivers MAT has a full 'Governance Terms of Reference' document that all governors and Directors adhere to as part of the trust which includes policy and procedures, code of conduct, terms of office and make up of boards.

Rivers Board of Directors

The Rivers MAT Board of Directors are responsible for all strategic matters which influence operation at all schools and for the trust as a whole. The directors will also monitor the progress of the schools in consultation with the [REDACTED] at full board meetings. In particular, they will review top level data of school performance, school development priorities, financial stability of schools (through Finance Manager reporting), and secure sustained improvement for every school it runs and sponsors.

The Directors of the trust originally were made up of interested governors from Rivers MAT's governing boards. As the trust grew we were concerned over the 'conflict of interest' if a governor was also a director (who can challenge and who is accountable). Therefore, it was decided that all Directors are recruited on a 'skillset' and also were unable to become governors or to stay as governors (if they currently were one). Each

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

Director has an area of skill and responsibility accounting for Finance, HR, Management, Accounting, and Teaching and Learning. We have no vacancies on our Board of Directors at present. As per our Articles of Association, each Director is appointed by either an existing member (who can appoint up to 6 Directors), or the [REDACTED]/Executive Principal. Each Director goes through a rigorous application including meeting with Chair and [REDACTED], completion of skillset and election at committee.

Business Strategy

Our Strategic Plan Goals over the next five years include:

- *Achievement in our schools will build on the previous personal best with year on year improved progress for pupils of all abilities;*
 - Half termly monitoring by [REDACTED] and School Improvement Team as well as additional external scrutiny for 'second opinions'
 - Design curriculum that ensures all pupils have opportunities to develop their thinking
 - To continue to exceed the national floor targets and also narrow the gap between the vulnerable and other pupils. St Clements was one of the schools that were rewarded a pupil premium award in 2015
- *Training and Developing our staff to ensure an 'outstanding' provision to all our students:*
 - Create a Head of Teaching School to build capacity to accelerate and sustain the quality of teaching across the trust (including consistent CPD and coaching)
 - Run performance management training for all academy heads and ensure that PM policy is consistent across the MAT, to make staff accountable/offer support and challenge
 - Ensure a good/outstanding pool of teachers are ready to be employed each year but 'growing our own' through recruiting, training and deploying School Direct Students

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

- Run a 'Rivers MAT' recruitment event to ensure we capture strong candidates for future teaching roles to support succession planning.
- *Leadership and Governance across the Trust will be outstanding and succession planning effective in securing leaders;*
 - Priorities are given to leadership development and succession planning
 - Develop more middle leader and senior leader training programmes
 - Invest in quality assurance kite mark for Governance for the future and ensure all governors have an in-house rolling programme of CPD and gain more NLG
 - Ensure all governors are benchmarked against a strong skills matrix and identify gaps for plugging
- *Ensure the learning journey for all pupils across the MAT is 'outstanding';*
 - Create opportunities for pupils from different schools to learn together to reinforce cross-trust peer learning
 - Continue promoting success through newsletters, assemblies, social media and press
 - Curriculum benchmarked against positive increase in ARE in all subjects across the MAT

Governing Body – Pre Opening

We will aim to recruit a new governing body for the free school but, until this is achieved, a shadow governing body, will ensure a smooth transition. This shadow governing body will comprise of Directors of the Trust and governors from other LGBs within the Rivers Trust.

We envisage the core team to have an access to a wide range of business, financial, and educational experience. The shadow board will work closely to recruit a full LGB and also ensure that the project board are working to schedule.

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

We envisage a full governing body to be recruited post-opening with full training given to all (including the opportunity to visit other schools in the trust and shadow other governors).

All new governors will complete a full skills audit to ensure that they have the requisite experience in order to complete their role effectively. The board will also provide the support and challenge to the school's staff and senior team.

Section G – budget planning and affordability

G1 – budget planning and affordability

As a member of Rivers C of E Academy Trust the free school will have the support of an experienced leadership team with business management processes that enable focused allocation of resources. Our adaptive budget forecasting assists school leaders to develop a strategy for managing successfully changes in pupil numbers and funding.

In principle the free school is a replication of current practices in Northwick Manor Primary School, so our financial forecasting is based upon the school as a model however there are some differences:

- Northwick Manor has a catering division that supplies schools dinners to other schools and nursery sites. We do not intend to replicate this facility so other income, employee costs and staffing structure differ in this respect.
- Northwick Manor does not have a nursery unit. Income is based upon current Early Years' Funding for over 3 year olds. Staffing ratios, salaries, supplies and services are included in line with the trust's 3 pre-schools at Cutnall Green First, Heronswood Primary and St Clements Primary. The nursery unit is expected to break even and is cost neutral in the financial forecast.
- Northwick Manor employs cleaning staff. At other academies within the trust cleaning is outsourced to an external contractor which is considered to give value for money, this is the most likely strategy for the opening of the free school.

Rivers C of E Academy Trust has established staff development programmes (including middle and senior leaders) from which we expect to be able to appoint staff with the necessary skills. For any positions that we do not have the relevant experience internally, staff will be recruited externally. We have capacity within the Rivers C of E Academy Trust to be able to offer staff flexible contracts that can be adapted to service greater or lesser demand for school places at the free school. Staff projections for the main school (excluding the nursery) range from 69.3% of income (90.4% excluding POG) in year 1 to 58.9% (59.3%) at maturity, based upon the assumption of outsourced cleaning.

For the development of Free School we envisage a 3 phased development process over the next six years:

- Phase 1 – Pre-opening and Year 1 - Admission of Nursery and Reception Pupils
- Phase 2 – Years 2 and 3 – Key Stage 1 opening to maturity

G1 – budget planning and affordability

- Phase 3 – Year 4 to 6 – Key Stage 2 opening to maturity

In Phases 1 and 2 we anticipate that premises costs and general overheads will be lower than the national average per pupil. In Phase 3 the premises will become established and early adoption of a premises management plan will enable us to direct expenditure towards a preventative maintenance programme that will keep costs below national average.

Phase 1

The principle focus of the Phase 1 will be to develop capacity in the school to commence delivery of the stated outcomes from the point of opening. This will involve recruitment and deployment of talented and specialist staff that are skilled in working in the nursery and primary sector.

We expect in Phase 1 to open a wraparound care facility that will generate additional income and contribute funds towards the cost of premises overheads. We also aim to hire school facilities outside the school day to generate further income and to improve facilities for our community.

Phase 2

Starting with the opening of Key Stage 1 we expect during this phase to increase our staff structure on an annual basis, in line with pupil admissions and progression of pupils through the school. Rivers C of E Academy Trust has teaching and learning resources and staff expertise within its' schools and teaching school that can be shared to enable development of all year groups in the free school, especially Key Stage 2 in readiness for opening.

Phase 3

In this phase, as the pupils move through Key Stage 2, we expect further expansion of the staff structure and greater investment in curriculum resources. Our flexible approach to budget allocation and forecasting will enable us to adapt spending to meet the growth of the school.

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

CV template		
	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.	
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	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted content]</p>

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		[Redacted]
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>	[Redacted]

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1	Name	[REDACTED]
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3	Details of your last three roles including: <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
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		<p>[Redacted text]</p> <ul style="list-style-type: none">[Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item][Redacted list item] <p>[Redacted text]</p>
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8	Reference names(s) and contact details	[Redacted]

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	<p>Name: [REDACTED] [REDACTED]</p> <p>Position: [REDACTED] [REDACTED]</p> <p>Dates: [REDACTED]</p>
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	<p>or, for 16 to 19, average point score per entry and per student for level 3 qualifications.</p>	
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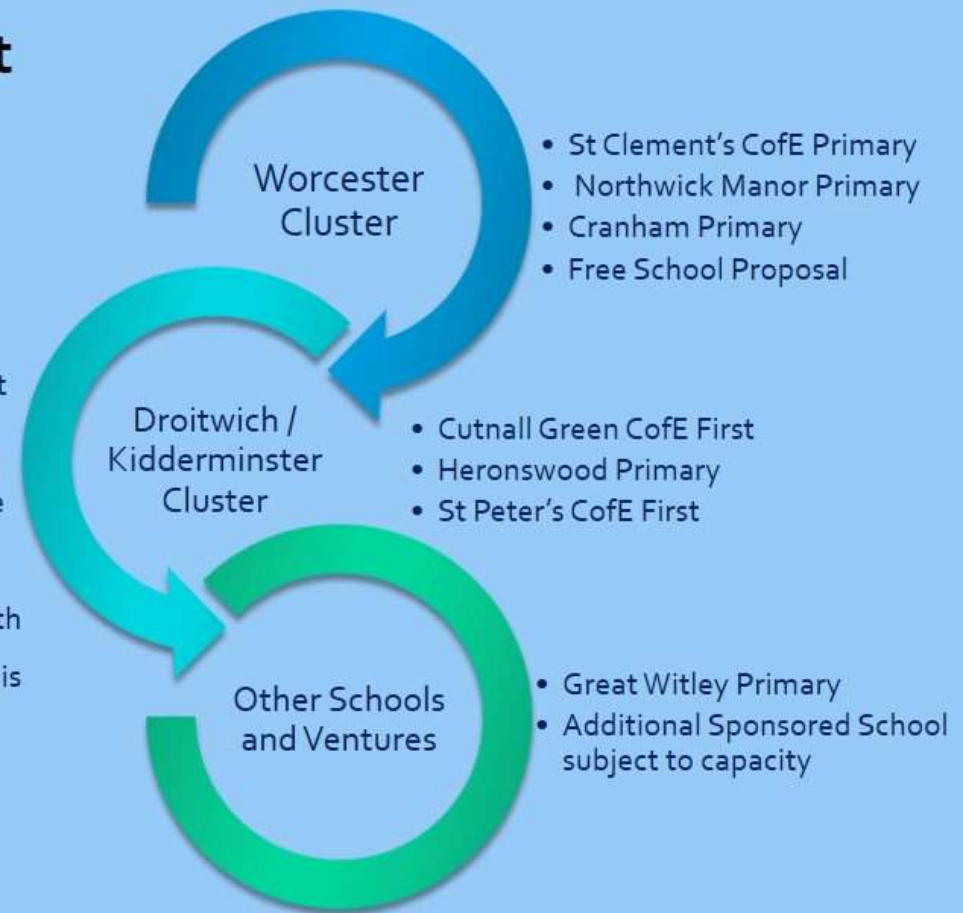
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		[REDACTED]
8	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED]

Rivers CofE Multi Academy Trust Growth Strategy

Our growth strategy for the Rivers MAT is :

- To have a strong portfolio of around 10-15 schools by 2022
- To engage and work with at least 5 'sponsored' schools that require improvement or are in special measures
- To continue our track record of ensuring all our pupils make the progress they are capable of
- Continue to develop the Rivers brand in working closely with our schools and the local community to ensure any growth is completed in 'partnership' and to a shared vision



Stakeholder Analysis

Stakeholder	Stake in the project	Impact / Influence	What do we need from them?	Perceived Attitudes / Risks	Stakeholder Management Strategy
Parents at Rivers Trust Schools in Worcester	Strong supporters of Rivers– can be our ambassadors	High	Support in writing for free school, spread the word on quality of our education	Lack of clarity with free school and what it will mean to them	Frequent communication
Potential Parents in catchment area (North Worcester)	Our customers of the future	High	Need the to be interested in our school and engage with the process – need to collect any positive responses to interest	Lack of engagement may result in no applications.	Positive communication and clarity – many opportunities to meet face to face – timings important for application process
Potential parents outside catchment area	Other potential customers of the future	Medium	Need the to be interested in our school and engage with the process – need to collect any positive responses	If they don't know about us, they may not consider us an option	Positive communication and clarity – many opportunities to meet face to face – timings important for application process
Local community	Concern over new build premises and the affect it will have on them and their own property	High	Full engagement with consultation process – commitment to considering proposals – understanding of why we wish to open a free school	Strong influencers in 'planning permission' and halting or slowing down process of build	Frequent leaflet drops with lots of positive detail, opportunity to engage face-to-face – look to employ a communication expert to assist
Other local primary schools	Concern on free school taking numbers from their own admissions	Medium/Low	Understanding on the demographics and demand in the area. Open communication with our [REDACTED] with any concerns they may have	Strong influencers with LA and their own catchment areas – may put a negative spin on this positive venture	Open communication from the start from [REDACTED] and open communication at local heads meetings

Stakeholder	Stake in the project	Impact / Influence	What do we need from them?	Perceived Attitudes / Risks	Stakeholder Management Strategy
Other local middle/ secondary schools	Concern on increase on transition numbers	Low	Support in writing for our free school	If they are struggling for spaces at the moment they may have concerns over another school	Face-to-face meetings and regular communication – would be good to have their support at the consultation events
Local Counsellors / MPs	Lack of knowledge of the project and supporting any challenges from local community	High	Initial communication and meetings before engaging with local community – getting support for project in writing	May take side of any local residents who have raised concerns	Face-to-face meetings and regular communication – would be good to have their support at the consultation events
Local Authority	Need to be part of the full consultation process and be engaged and supporting	Low	Initial communication and meetings before engaging with local community – getting support for project in writing	May be pushed by LA schools to raise concerns over 'poaching' admissions	Face-to-face meetings and regular communication – would be good to have their support at the consultation events
Staff at Rivers (and particularly in Worcester City)	Lack of understanding of project and what it means to them	Low	Support in questionnaire, support in working in new school or helping the transition	May be negative ambassadors if we do not communicate and engage with them regularly	Staff briefings by Heads and show opportunities for their own development with this project
Governing Body of Northwick Manor and St Clement's Primary	Lack of understanding of project and what it means to them	Low	Constant communication through LGB – getting support for project in writing	May be negative ambassadors if we do not communicate and engage with them regularly	Face-to-face meetings and regular communication – would be good to have their support at the consultation events

NORTHWICK MANOR PRIMARY SCHOOL

KS2 RESULTS 2009-2016

(PERIOD OF HEADSHIP OF ██████████)

YEAR	READING %			WRITING %			SPAG %			MATHEMATICS %		
	L4+	L5+	L6+	L4+	L5+	L6+	L4+	L5+	L6+	L4+	L5+	L6+
2009	92	63		85	26					91	53	
2010	93	64		89	24					94	60	
2011	90	58		94	32					91	49	
2012	90	61	1	90	42	0				89	61	6
2013	90	38	2	90 (moderated by LA)	39 (moderated by LA)	4	67	41	10	88	44	15
2014	95	57	1	100	53	5	78	51	11	92	53	17
2015	93	66	1	94	65	1	81	59	4	91	60	10
2016	Age - related standard	Greater depth		Age - related standard	Greater depth		Age - related standard	Greater depth		Age - related standard	Greater depth	
	79	28		67 (moderated by LA)	12 (moderated by LA)		78	11		75	22	



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