



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

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

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

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

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

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

Declaration

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

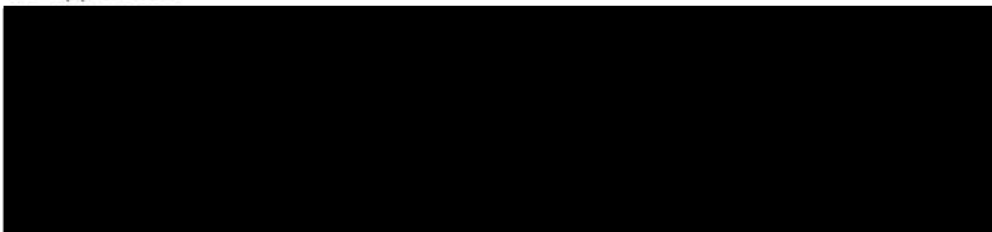
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

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



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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

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

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

Vision

Rochester Riverside Church of England Primary School will be a 4 – 11 faith designated, Church of England, two form entry primary, free school. It will allocate 30% of its places to families able to complete the ‘Supplementary Information Form’ to evidence membership to any Church represented at “Churches Together in England”. It will also welcome pupils from all faiths and none to the remaining 70% of places. It will have a projected role when full of 420 pupils, located in and primarily serving the residents of the new Rochester Riverside housing development. It will be part of the Pilgrim Multi Academy Trust.

The rationale for the school is based on three underpinning needs:

1. Meeting significant basic need and demand for places in Church of England schools.
2. Meeting additional pupil demand through a new housing development.
3. The need for more good and outstanding primary school places in Rochester. (More detail on the evidence around need is provided in Section E).

The proposed Rochester Riverside C of E Primary School will embody everything that is outstanding about the practice and ethos of The Pilgrim School which will be the lead school in the Trust.

As the lead school in the Trust we pride ourselves in recognising that Learning is a Life’s Journey and believe that children should travel first class! Working in partnership with Medway Council and Rochester Diocese we aim to meet the growing demand for Church school places in Rochester and give families moving into the new development of Rochester Riverside a high quality of education within a proven institution.

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

Our proposal has the full support of Medway Council and Rochester Diocese (see letters at Annex B and Annex C).

Both organisations are keen to ensure there are sufficient places to meet the demographic demand, and the Diocesan Board of Education is committed to the new school benefiting from the range of services and support on offer to all of the existing 88 Church schools, including CPD for staff.

Rochester is a historic city with a cathedral at its heart. The near proximity of the school to the cathedral and the success and over-subscription of surrounding Church schools lends weight to the new school also being created in a similar image. Medway has many pockets of deprivation and Pilgrim MAT believes that education, in the context of high expectations can create a ladder of aspiration for all our children. As a forward thinking establishment we intend to deploy the resources of the Pilgrim MAT and its family of schools, its links with the dioceses, local heritage and charities to build and sustain a highly successful primary school in an area of development. Within a strong academic context, in partnership with our parents, it's our ambition to sustain children from infancy to secondary as resilient, emotionally intelligent individuals who are a credit to their families, their school and city.

The Pilgrim Multi Academy Trust is a Church Trust that is built on proven outstanding practice surrounded by Christian values. Our dedicated team prides itself on putting children at the heart of all decision making. At the centre of this is the need to develop the whole child, understanding that education is beyond measurable systems. We will use extensive early intervention procedures which is part of our outstanding pastoral care systems and structures.

We believe that the new school would thrive as part of our MAT because:

- We are primary based – all members of the directorship have experience of outstanding primary practice.
- Our Christian values underpin our high expectations and drive for success.
- We recognise how vital quality foundations are in establishing a lifelong love of learning.
- Our highly skilled team understand the processes of learning at every stage of primary education.
- We have experience in school improvement from whatever your starting point.
- We will help you recognise your strengths and help you use these to build improvement.

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

- We understand the value of quality resources and the need to have the finances to provide the very best for children.

All members of the team have a vast experience of primary education at every level of development; from the amalgamation of two closing schools; to running the most improved school in the country; to 'Outstanding' Ofsted and SIAMs judgements in 2015.

Each person brings a rich variety of skills which complement the others; they drive effective leadership and have a passion for developing an exciting shared vision.

They have a clear understanding of their capacity to support others whilst maintaining the highest quality of provision for existing members of the Trust; this will enable them to focus on the individual development needs of a new free school.

The Trust sees the future as a rolling out of expertise to the wider community by establishing new educational facilities and including those who share the same ethos and desire for improved standards of education, as the next step in sharing high quality practice. One of Medway Council's School Organisation Principles is to allow popular and successful schools to expand (Medway Council School Organisation Plan 2011 – 2016). Given that many of the current school sites are constrained it is not possible to put this principle into effect and expand popular schools. The Pilgrim School is not able to expand its provision of 30 PAN despite having 135 applications for its 30 places for September 2016. This provides little choice for parents as the pupil gaining access to the school through the location criteria has been as little as 300m. This means that for us to provide outstanding education to more Medway children we need to look to opening a free school in addition to supporting the improvement of others.

Rationale

The Pilgrim MAT is responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The Pilgrim MAT is seeking to found a Free School as part of a regeneration new build project where there is also a demonstrable demand for primary school places. By the time Rochester Riverside C of E Primary School is open in 2020 it will be supported by an established MAT consisting of rural, semi-urban and urban members which aims to widen experiences through collaboration amongst different types of provision that reflects the makeup of the wider locality.

Rochester pupil numbers are projected to continue to increase until 2018/2019 before they begin to stabilise. The number of places available at that point, following all planned expansion, will be 56 (2.77%) surplus places. Similarly in neighbouring Chatham, reception aged pupil numbers are also projected to increase by a similar rate, resulting in only 71 (2%) surplus places. Given Medway Council's policy of retaining a 10% surplus, there is significant potential for on-going demand pressures to continue to outstrip supply

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

(see Annex E1.1 for pupil projections from Medway Council).

As well as the local pressure on places generally, there is significant demand for additional places in Church schools; 60% of the population in Rochester claim to be of the Christian faith. As a result, parents are increasingly frustrated that they are not able to secure places in Church schools for their children. The 2016 admissions data makes clear the high demand for places in Church schools, with 904 preferences for the 290 places available in the seven Church schools in the area (see Annex E1.2). The Council has made clear that the rising trend for denominational school places will continue for some time. To support the need for additional denominational places, when oversubscribed, our school will provide 30% of places (18 of the 60 places available each year) for children of families with a commitment to the Christian faith. Discussions with neighbouring schools have been very positive and all are supportive of our free school application (See letters at Annex B). We are therefore privileged to be in a position to apply for a new 2FE Church of England free school for the area which will provide much needed denominational places.

The demand for places from the new Rochester Riverside housing development that is expected to begin in 2017 will place further pressure on the number of school places available. With the proposed 1,400 new housing plots the Council have already agreed with the developer a new school build. Although the agreement is for a 1FE, it will be a building with a 2FE infrastructure which will more easily allow for later expansion. The Council has confirmed that its preference is for a 2FE school to be in place but it does not have the necessary capital funding to contribute to the scheme.

The 'Outstanding' lead school, The Pilgrim School, within the Trust has an excellent reputation for Early Years provision; is held as a centre of excellence for its environment, pedagogy, and creative practice by the Medway Council's Early Years Team (see *attached letter*). Within the Early Years:

"Teaching is excellent. Teachers and teaching assistants are very knowledgeable about the needs of young children. They use this knowledge exceptionally well to plan work that is relevant, extends learning and is motivating." (Ofsted March 2015)

Since being identified as the most improved school in country, using average point score measures in 2010, the outstanding school (The Pilgrim School) has built year on year on this achievement, and although 2016 AWL attainment data is currently provisional the school has continued to outperform the vast majority of schools in the authority and all schools within the Rochester area:

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

Phase	School% 2016	National variance 2016	% 2015	National % 2016	Medway % 2016	Position in LA (82 schools)	Position in Rochester area
EYFS GLD	83	+14	+11	69	74	4 th	1 st
Phonics Year 1	94	+13	+13	81	82	3 rd	1 st
KS1 combined	84	N/A	N/A	N/A	65	3 rd	1 st
KS2 combined	73	+17	+6	53	48	2 nd	1 st

“Pupils’ achievement is outstanding. They make excellent progress across the school from their different starting points.” (Ofsted March 2015)

Rochester Riverside would be set targets in line with those of The Pilgrim School. Whilst we recognise the need to provide the highest standard of education possible for all of our children, we have also undertaken an assessment of the impact the new school might have on nearby schools. This can be found at Annex F.

Our current outstanding provision will be instrumental in ensuring the new school provides a curriculum that is also outstanding. This is necessary to not only ensure the pupils of the new school receive the education they need, but that it also levers up standards more widely. While there is some good provision in the surrounding schools, there is also variable performance: four schools (20%) are judged ‘Requires Improvement’ with a further eight schools achieving below one or more of the national progress and/or attainment levels (highlighted in red in the table in Section E1).

As the foundations for learning are so important, the new provision would benefit from existing outstanding MAT staff; either moving to set up the new environment or from high quality regular support and collaboration. It would also be valuable to use our previous experiences of going through a new build project so that during the design process of Rochester Riverside C of E Primary School we would ensure that the new environment maximises the opportunities for creative and spacious areas both inside and outside.

Nursery provisions are vital in terms of childcare, early intervention and development of children. The Local Authority have identified a need for new provision as the local data shows that nursery providers in the areas are effectively full and demand will increase in the future as a result of increasing population and the 30 hours free childcare from September 2017. The new school will include provision for a new nursery in order to serve the development which the Local Authority estimates will be approximately 87 additional nursery aged children. The nursery will provide 26 full time equivalent places.

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

As part of the canvassing of the families within the new development and local communities the style of required nursery provision will be sought; whether a 3 hour a day facility or wrap around care is needed will shape the style of provision provided. With the close proximity of the Rochester Riverside development to train links this could influence house buyers with a commute to London. If that proves to be the case then wrap around care would be essential. Our experienced nursery team, close links with Sure Start and reputations of high quality relationships with families would support the new provision in setting up the infrastructure, which would support the needs of the new community.

We believe in a creative curriculum that makes use of the richness of the outside world. We have been a champion of teaching Forest School to all Primary aged pupils; building confident resilient learners.

The curriculum provides a very wide variety of purposeful activities across all the areas of learning. A particular strength in provision is the delightful 'Forest School', where children learn about nature and the properties of materials. Educational displays around the unit are attractive and are closely linked to the children's interests. (Ofsted 2015)

Looking at the proposed site of Rochester Riverside it would be a priority to develop outside learning areas so that it makes use of it's boundary of the historic Rochester City wall, the River Medway and the new building development. The vision of 'A River School' surrounded by the past and future would allow children to embrace their futures whilst learning from the past and environment. This would be such a rich opportunity to create tolerant, compassionate and understanding adults of the future who would care for and respect their society. The children would learn about their rich environment and respect the dangers it presents to their day to day lives. Many of the schools within the Pilgrim Trust will have close proximity to the river and need to be taught about water safety and the vital impact of the river on the City today and through history.

There is a great emphasis on keeping safe. Children are very knowledgeable about why they should be careful not to touch fungus and how to climb down the ladder steps safely when working outside. Consequently, children feel very safe at school and know how to stay safe. (Ofsted 2015)

To this end we employ a highly skilled swimming coach to ensure all pupils learn to swim and about water safety at the earliest possible age. This would be rolled out to the new school as a matter of priority.

It is our practice to employ specialist teachers within in our schools and eventually for the MAT; their advice and support (similar to the swimming coach) ensures continuous professional development of staff with support that is specifically tailored to an identified need. We have specialist English, Mathematics, PE, Music and Forest School leaders;

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

these have helped 2 local schools improve their Ofsted grades from RI to Good and would be key in supporting our teaching at Rochester Riverside C of E Primary School.

Leaders also help to support four other schools in the local area and there is clear evidence that this is having a positive impact. (Ofsted 2015)

As Rochester Riverside is within 1.5 miles of The Pilgrim School and that 25% of the new development will be set aside as social housing, it is likely that deprivation indicators may be similar and certainly not worse. The Pilgrim School has a proven track record with accelerated progress of the most disadvantaged.

Disabled pupils and those who have special educational needs make excellent progress. Their needs are very thoroughly assessed and activities to support their learning are very well judged. Disadvantaged pupils make accelerated progress that is similar to that of other pupils at the school. Any gaps in their attainment are slight and closing rapidly. (Ofsted 2015)

In summary, we are confident that we have the capacity and proven track record to support and understand the needs and vision for Rochester Riverside C of E Primary School, from day one; to ensure that each pupil receives 'the first class' education they deserve. Letters of support from a wide range of bodies and departments evidence these claims (see annex C: 1).

Section D – education plan: part 1

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

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

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

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

Model 1	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Reception					60	60	60	60	60	60	60
Year 1						60	60	60	60	60	60
Year 2							60	60	60	60	60
Year 3								60	60	60	60
Year 4									60	60	60
Year 5										60	60
Year 6											60
Totals					60	120	180	240	300	360	420

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	6	M	1 hour per day plus 3 x 20 minutes arithmetic sessions
Literacy	5	M	1 hour per day
Reading	2.5	M	30 minutes per day
SPaG	2.5	M	30 minutes per day
Phonics (KS 1 and as necessary in KS2)	2.5	M	30 minutes per day
RE	1.5	M	In line with Church School expectations (Worship can form part of the curriculum)
Science	2	M	Ideally in 2 sessions
Computing	1	M	Elite lessons will be taught
P.E.	2	M	Includes swimming & working with an employed sports coach
Foundation subjects	1	M	Cross-curricular opportunities are sought
MFL	0.5	M	KS2 only

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

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

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

In light of the 3 criteria under which we are applying, the quality of the curriculum is crucial to providing all pupils with a consistently motivating educational experience, raising standards for the children in Rochester.

The lead school for the Pilgrim Trust is an outstanding school rated by Ofsted as 1 in every category of assessment. In 2015 Ofsted highlighted that the new curriculum at Pilgrim School is;

"...well developed and supports learning very effectively across all subjects" They also said that;

"...pupils do very well in all subjects, including reading, writing and mathematics."

They drew attention to the effectiveness of our enrichment programmes which includes pupils having access to new experiences which enhance learning.

The Pilgrim School serves a mainly white British population, 23% FSM puts it broadly in line with National; deprivation indicators are in the 4th quintile but 23% suggests being broadly in line with National. The Pilgrim School is greatly oversubscribed with 135 applications for its 30 places for September 2016 and the new school will be built approximately 1.5 miles away making it close enough to share some of the catchment area.

The site of the new school will be built close to Rochester railway station which makes it attractive for aspirational families possibly commuting to London and will also include 25% social housing, therefore it is predicted that its demographic may be very similar to the existing lead school.

Research has shown that deprivation has an impact on development from as early as 22 months and by their fifth birthday even the higher achieving of these children are overtaken by lower achieving pupils from advantaged backgrounds. Taking part in structured arts activities, such as dance, drama, music and art itself improves their cognitive abilities by 16 – 19% (The EPPI-Centre (Institute of Education, University of London)). As this is a strength of The Pilgrim School with Ofsted noting:

'Disadvantaged pupils make accelerated progress that is similar to that of other pupils at the school. Any gaps in their attainment are slight and closing rapidly.'

Rochester Riverside C of E Primary School's curriculum will be reflective of The Pilgrim MAT curriculum which is creative, inspiring and imaginative; designed to promote vision, reasoning and resilience whilst making the most of the world beyond the classroom.

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

Aims

- All pupils will be provided with an outstanding learning experiences leading to mastery of key subjects.
- Teachers will be highly skilled, adept and enthusiastic in their delivery of learning to their pupils.
- Talk for learning will be promoted with opportunities for high quality dialogues where reasoned answers lead to deeper understanding.
- Professional commitment to the children in order to develop the whole child and allow them to reach their intellectual and academic potential.
- That shared expectations and Christian values are non-negotiable.

It will be delivered by outstanding teaching as observed by Ofsted:

Teachers have an excellent impact on the pupils' learning and achievement, including in their teaching of reading, writing and mathematics. Teachers are very skilled at making learning motivating and use a range of ideas to maintain the pupils' interest. (Ofsted March 2015)

Succession planning is greatly valued by the trust and a strong way to develop staff without them leaving the family of schools. There are currently high quality middle leaders within our Trust who will be looking for the next step in their careers; Rochester Riverside C of E Primary School could provide the next step, ensuring proven high quality staff provide the backbone to the new school. Added to this we will use the good name of The Pilgrim School and established successful recruitment processes to attract quality staff and NQTs as external appointments. All employed staff at Rochester Riverside C of E Primary School will be supported by their colleagues within the family of Pilgrim Multi Academy Trust schools to share and model the expectations and aims identified above.

Ethos

At The Pilgrim Multi Academy Trust we want children to develop a love of learning and through their engagement in educational dialogues they develop confidence, resilience and independence. At the heart of our skills based curriculum is the emphasis on high quality speaking and listening through performing arts, independent inquiry, reflective thinking and collaboration. It will be important to focus on the MAT support in the first years of opening to ensure that high quality collaborative opportunities are embedded into practice for staff and pupils. The close proximity of the lead school and one of the proposed schools (within walking distance) and another having their own transport (minibus) is a strength for working together on projects, inset, sports, creative topics

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

and after school opportunities.

Exploring the opportunities provided against the rich cultural and historical backdrop which is the City of Rochester, our creative curriculum provides accessible opportunities for personal enrichment. The Rochester Riverside C of E Primary School's place within such a substantial development and its opening at the end of phase one will allow pupils to be part of the geographical regeneration of their local area; every opportunity will be taken to provide learning beyond the classroom.

At The Pilgrim Multi Academy Trust through our enlightened and compassionate Christian values we will create and sustain aspirational, adventurous and risk-taking children. Our values generate/support our ethos and vice versa.

We welcome all families who support our shared values regardless of faith. We understand that in order for children to achieve highly that all adults surrounding them need to have the highest expectations of them. They will get these expectations from the MAT and the school but it is important that they also come from the children's families and carers. This will be modelled and encouraged through our extensive pastoral care systems and structures. For example, providing excellent lines of communication between home and school where mutual respect for the shared vision and values of the school and MAT.

Curriculum

The curriculum will be planned in a cross curricular way by linking learning to projects or topics which will take place over a fixed period of either a half term or a full seasonal term. Topics will be chosen by the teachers which will give them the opportunities to teach the range of subjects and the depth of content that they need to cover. From the pupil's perspective, the topic will be the vehicle that enables them to identify the learning that they need to undertake to fulfil the topic. This gives them the opportunity to discuss with each other and staff their learning needs, strengths and gaps and enables them to define a learning journey that identifies key learning needs. This contributes to pupils developing a keen sense of autonomy in driving their own learning. Combine this with their experiences with local history, our faith and ethos, pupils will see how their current learning will contribute towards their future learning and be useable in the world of work. This will challenge the more able, motivate all pupils and support those deemed as SEND.

Our Early Years Foundation Stage (Reception) Curriculum will follow the Statutory Framework for the Early Years Foundation Stage. All children will be supported and guided in their primary learning, particularly nurturing the development of mathematical thinking including fluency, problem solving and reasoning. Opportunities to promote these skills will be promoted through activities and processes involving Listening, Speaking, Reading and Writing. Fundamental to achieving this will be the development

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

of an environment which enables pupils to explore, question and rationalise.

The Early Years practitioners within The Pilgrim MAT and subsequently at Rochester Riverside C of E Primary School are enthusiastic and caring, reflective of their practice and respectful of their positive role as part of a wider team. They will be risk takers who are always open to new ideas in order to create amazing environments of discovery for their pupils both inside and out. Somewhere children can learn and play happily and safely together. Interactions and role-modelling are key and as a result we invest in people so that ratios of pupils to staff are as low as possible (one teacher with two teaching assistants (possibly one being an NVQ Level 2 trained nursery nurse)).

There will be a focus on gross and fine motor skills through for example; 'Forest School/ River School' style activities outside and Mighty Muscle type activities inside. Speech and language is an early intervention target in all of the schools with which the MAT collaborates and is targeted through SEND programmes and specialist trained members of the extended Pilgrim family. Developing the environment is a priority as we will provide adventurous play as part of our curriculum offering physical challenge, risk taking, communication and social interaction.

The creative, integrated curriculum projects that are driven by the children's interests, the rich local environment and joint 'Wow' topics such as the circus and space

. University weeks allow staff to explore rich topics of interest beyond the classroom and allow children to choose to work in mixed year groups to vary learning opportunities – this would be extended across schools to give Rochester Riverside pupils a chance to work with extended groups that may not be in situ for the first years of opening.

The Pilgrim Multi Academy Trust will follow the National Curriculum 2016 as a framework, to shape our overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. This will provide the starting point for teachers to build creative and adventurous learning experiences.

Joint inset and moderation within a culture of openness and trust is regular practice within the Trust and a group of local schools. This collaboration is vital at any stage but especially whilst the new school builds in size of staff; it will maximise effective practice.

There is a very strong sense of working as a team. Leaders celebrate and share strengths in teaching and learning, and even minor areas for improvement are tackled robustly. (Ofsted 2015)

A key strength of the success of the lead school is the value put on pastoral care and early intervention; the MAT will provide a high quality professional to provide care and supervision to Rochester Riverside families in the first year of opening.

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

They will work with the school to determine future needs and contribute to the planning of pastoral care provision.

In summary, Rochester Riverside will operate in line with the policies and procedures of The Pilgrim Multi Academy Trust; this for example will include pay, appraisal and assessment. The school will have the support and modelling of outstanding practice due to its close links with The Pilgrim School; ensuring that the new free school will have the best possible start following its establishment.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

Academic targets –

Having analysed the latest predicted data for local schools in the Rochester area we know that The Pilgrim School is a strong role model for a new school and will be used as such. Its practices are embedded and show year on year improvement with benchmarks, such as, being the most improved school in the country for 2010 according to Average Points Score, to achieving an outstanding grade for the achievements of pupils during a 2015 inspection:

‘Pupils make outstanding progress in all year groups, as seen in lessons, in their workbooks and in the school’s information on how well they are doing’

‘Attainment has risen across the school. In 2014, it was above average in reading, writing and mathematics by the end of Year 6.’

(See Annex D:2 FFT headline data)

At The Pilgrim Multi Academy Trust and our new school the targets for all Key Stages will be ambitious and there will be a commitment to achieving the highest standards in attainment and progress. From the outset targets will be generated by using the data from our outstanding school. This will mean that Rochester Riverside C of E Primary School will sit significantly above National, alongside The Pilgrim School and ahead of

D2 – measuring pupil performance effectively and setting challenging targets

the other Rochester Schools based on provisional 2016 data.

Ambitious targets can only be achieved by outstanding teaching, supported by effective and accurate termly tracking in core subjects and 3 times a year in foundation subjects. On a day to day basis a detailed classroom assessment designed by the lead school called 'Pilgrim Progress' (Sample in Annex D: 1) will be used. It is based on a review, teach, practise, apply model which will allow pupils and staff to target learners more specifically. This assessment model has been purchased by other local schools and would be established at Rochester Riverside. This would ensure a consistent approach to in-house assessment across the Pilgrim MAT.

High quality professional dialogues at termly progress meetings with teachers, senior leaders, the SENCO will form the basis on which internal progress and attainment is tracked. The judgements made by professionals feed into provision mapping for next steps learning and intervention needs. This is moderated across the schools within the MAT and two others to assure common agreements. With all the schools using the same assessment materials a consistent approach will strengthen the moderation process.

Performance outcomes to measure the success of Rochester Riverside are planned to be:

- By the end of foundation stage over 80% of children will have secured a 'Good Level of Development'
- At the Year One phonics testing more than 85% of pupils will meet the required standards.
- By the end of Key Stage One 85% of pupils will achieve 'Expected' standards in Reading, Writing and Mathematics.
- End of year targets for internal data monitoring will be at 85% achieving 'Expected' standards in Reading, Writing and Mathematics.
- By the end of Key Stage Two 85% of pupils will achieve at least the 'Expected' standards in Reading, Writing and Mathematics combined.
- 100% will achieve expected or greater progress between KS1 and KS2 (possible SEND exceptions)
- Attendance will be consistently 96.5% and above
- Punctuality will be set at 100%
- There will be no exclusions.

(These predictions are based on current AWL achievements of The Pilgrim School and National (Unvalidated 2016)). The targets are ambitious and will be achieved by the

D2 – measuring pupil performance effectively and setting challenging targets

implementation of rigorous systems to monitor practice, and track progress regularly by the methods previously stated.

The school will foster strong relationships with parents and carers as an important part of a child's development. Parents and carers will be kept informed about their child's progress both formally and informally. There will be an 'open door' policy where teachers are available on the playground at the end of the school day for any brief updates or questions; appointments can be made if more detailed sharing of progress is requested in between the three parent consultation sessions that will take place each year. An Annual written report for each individual pupil will be provided in line with the statutory requirements which will include personalised comments relating to:

- Attainment and progress in core and foundation subjects
- Attainment in comparison to national expectations
- Attitude to learning
- 'Next step' targets
- Social and emotional development
- Attendance

Communication will be integral and as such nothing written in an annual report should be a surprise to a parent or carer. The Pilgrim School leads insets for parents annually with different identified focuses including 'Helping your child with mathematics in the New Curriculum'; each session was attended by over 80 parents and representatives from other schools (with whom we shared presentation resources to use in their own schools). This has had an impact on school data with 90% of KS2 pupils achieving 'Expected' or better for 2016 mathematics attainment (20% up on National). This level of support will be accessible to the families of the children attending Rochester Riverside as joint ventures with other schools within the Pilgrim MAT and as targeted support within their own school.

Assessment will be on-going and formal and informal, focusing on spoken and written word acquisition and numerical understanding of place value and number operations. All staff will have a thorough understanding of the Early Years' goals and through rigorous appraisal systems and inset, understanding of the next steps in learning for each individual child. We are confident that in-school assessment measures are consistently high which will enable us to support the establishment of equally high standards of assessment at Rochester Riverside.

'There are very rigorous systems in place to check up on how well teachers are doing and to support them in developing their knowledge and skills further. For example, staff training on improving the quality of marking has had a lasting impact. Teachers use

D2 – measuring pupil performance effectively and setting challenging targets

marking very well to support and extend the pupils' learning. Leaders have a wealth of information on how well the pupils are doing and use this effectively to ensure that all pupils make rapid progress.' (Ofsted March 2015)

Quality First Teaching is a non-negotiable for any classroom within any school, within The Pilgrim Academy Trust. One of the key strengths within the Pilgrim MAT is that all staff have an enormous capacity to understand the process of learning. This is done through rigorous monitoring and assessment processes; ones that in many cases have been designed and written by staff themselves. These form the backbone of effective Assessment Without Levels material called 'The Pilgrim Progress' (Annex D: 1) which would be available for implementation by the new school. It is based on effective communication and interventions which ensures progress of every child. As this is proven embedded practice within the MAT it would be modelled and shared at every stage.

Role of governors

The Local Governing Body has a strategic role, and a statutory responsibility, for ensuring that the curriculum is delivered and monitored as agreed in policies and the School Development Plan, and that results of attainment are achieved and published as required.

A strategic committee for Pupil Welfare Curriculum and Environment with specifically linked governors will provide challenge by rigorously monitoring the effectiveness of systems; regular meetings with the Senior Leadership Team carry out learning walks and pupil and parental surveys. The LGB will report to the Pilgrim Multi Academy Board of Trustees.

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

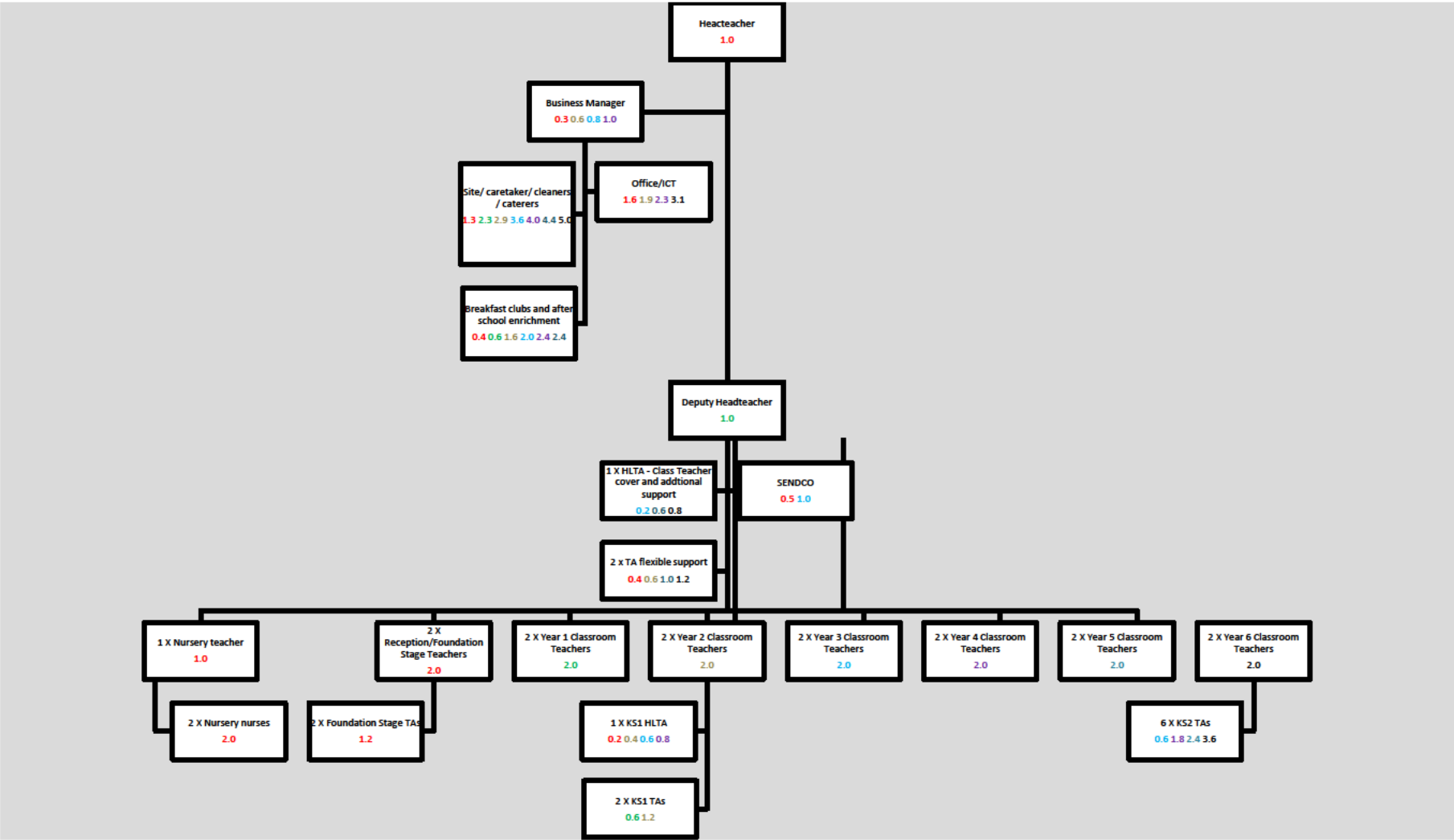
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

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

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

Rochester Riverside C of E Primary School Staff Organisational Chart



Colour code for total number of staff in each year (FTE) (on-going and cumulative): 2020 2021 2022 2023 2024 2025 2026

The Pilgrim Multi Academy Trust

Member Level

Board of Trustees/Directors

Local Governing Body

Headteacher

Deputy Headteacher + SLT (2/3 members)

Staff: teaching/administrative/grounds/catering

(Staff will build as the school fills; the growth determined by demand for places – see exemplar models section D1 – there will always be 1 qualified teacher in each class.)

The Pilgrim School has an excellent reputation and has always had positive recruitment experiences; we also work closely with many teacher training providers and recruit from students who have had successful placements within the MAT. We will draw on these as well as offering opportunities for promotion from within The Pilgrim MAT. This will ensure that the high expectations of teaching and learning that currently exists will be the same mantra that is mirrored as the new school grows.

As it will be critical for the school to be outstanding from opening, we have configured the staffing to enable a deep focus on EY teaching and learning from opening. Our plan to bring in a Deputy Headteacher from year two allows us to bolster teaching and support elements with two TAs, a HLTA and a nursery nurse. This ongoing focus and staff provision will ensure that standards will be very high from the outset and will underpin our expectations for future year's performance.

As the foundations for learning are so important, the new provision would benefit from existing outstanding MAT staff; either moving to set up the new environment or from high quality regular support and collaboration. This would be done through our strong policy of succession planning; excellent relationships with teacher training facilities, use of intervention staff and a positive track record in high quality recruitment.

The staff would lead on subject and other areas of importance as follows; Teachers will have class responsibilities, subject leadership (depending on the skill set of the staff employed, subject leadership will reflect their expertise and strengths. Below is a possible example.

Year Group	Number of Teachers	Responsibilities/ Coordinator of
Nursery	1 (1.5 if the budget allows)	Music
Reception	2	Art and Design / EY transition
1	2	Phonics/ Literacy
2	2	History/ Geography
3	2	ICT/ MFL
4	2	PE/ Extended School's provision
5	2	Numeracy/ Mathematics/ Science
6	2	Secondary transition/ RE
SENDCO		SEN, EAL, G&T, LAC, PSHCE

Shared Services

MAT staff for shared services will be an extension of existing working relationships across the Trust. To extend the support services offered by the Trust we envisage an open recruitment process or buying in specific expertise to appoint additional HR, ICT and Finance capacity where appropriate that would be based centrally, but work ad-hoc at school sites as required. We will also strengthen pedagogical and school improvement support for all-aged pupils.

Staffing to deliver the curriculum and support services will be reviewed annually and every month in the pre-opening planning stages, to ensure financial viability and value for money. As the school grows, we will look to meet our vision through creative ways, for example booking artists-in-residence.

Contingency Plans

To support our projections and planning, we will use five-year planning software for staffing and other running costs and income forecasting to continually monitor staffing projections and other spend. Decisions can then be made on where we might consider "over-staffing", for example in English, to address any skills deficit on entry such as EAL. This enables us to plan robustly over a 5-year projection and beyond, to ensure we can deliver a feasible timetable on budget. It will be understood from

the outset that senior staff will likely have enhanced teaching loads in the case of financial stringency.

Further resilience will be provided by our close proximity to the new Trust's central offices. Shared services will eventually include the following support: facilities; ICT; HR; finance; library; EWO; and school councillor. This will help mitigate risks during the new school start-up period. In the event of financial contingencies, capacity will be found from within the Trust to support the new school along with coordinated support with The Pilgrim School, which has significant demonstrable experience of supporting other schools, as mentioned previously. Contributions to the Trust's central support services will be more equal after the start-up phase and as the school grows to capacity.

We have staffed a 70% model (in addition for the 100% and 70% financial plans) to ensure we can offer full curricular coverage. This is costed in Finance G3 below.

We will use MAT staff to develop support services in the school, especially IT, HR, finance and property. This will allow the Head of School to focus on the key tasks of teaching and learning while the school is growing and until it reaches the stage when staff deliver the Trust's ethos and become self-sufficient.

During the pre-opening phase, the Headteacher will be employed from the September the year prior to opening. With careful financial management, some administrative support will be added during the spring term prior to opening in order to handle admissions and other priorities but other staff will be employed from when the school opens.

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

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

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

D4 – the school will be welcoming to pupils of all faiths/world views and none Religious Character or Faith Ethos

Faith Designation - The school will be a faith designated school which has the full support and backing of the Rochester Diocesan Board of Education (see Annex C). In the case of oversubscription we will be selecting some students on the basis of faith as described in the Articles of The Pilgrim MAT. It is envisaged that 70% of places will be available locally with no faith criteria and 30% will be available across the city for people from a variety of Christian denominations. Students will therefore come from a mix of Christian backgrounds from a variety of different traditions and ethnic heritage as well as from no faith and other faith backgrounds.

Christian ethos of the school - The school will be distinctively Christian. We want to embrace the idea of providing distinctive education but in its widest sense. Once a child/family is admitted to the primary school, s/he/they are of equal worth and value to any others. The language used by all members of the community will be of 'we' and 'us', highlighting the sense of community and of our interdependence. Teaching and pastoral groupings will not discriminate on grounds of faith or the absence of faith. Full attendance at acts of worship will be expected and acts of worship will be planned to offer support and appropriate challenge to all members of the school community.

Notwithstanding this, the school will publicise appropriately and make suitable arrangements were any parent to ask for their legal right to withdrawal from worship. The school is seeking to be clear about its faith basis but to engage openly and honestly with explorations of what faith means and so our hope would be that all members of the community would find the worship so inclusive that they would want to be part of it.

Should the request for withdrawal be made so that a student can concentrate on issues pertaining to a particular faith, then a room will be made available for worship and/or study during assemblies etc.

School Collective Worship, Assemblies and Celebrations - Prayer, reflection, worship and celebration will all be valued by the new school. The daily act of worship will be central to the school not just because the law says so but because it will be central to the fabric of the school.

The daily act of worship in the school will vary between whole school, phase and year group worship. Regular worship will be taken by the members of the clergy and other representatives of Christian groups such as The Family Trust. All students can engage with debate and reflection on current topics and thoughts through interactive displays and planned activities. Worship will use current examples, both religious and non-religious, to explore themes such as compassion, creativity, tolerance and friendship. Most religious traditions have festivals or similar. The school will note and mark

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

appropriately as many festivals as is possible as they mark the progress of a year and vary between reflection and joy. Non-religious landmarks such as Remembrance Day will also be on the school's calendar.

The inclusivity of the Curriculum - It is fundamental to the school's Christian character that students are afforded opportunities to develop a reflective approach to learning.

Religious Education focuses on understanding and exploring a variety of faith positions and issues related to religion. Some of these studies will be taken from the Christian tradition and others from a variety of other world faiths. The school will follow the Rochester Diocesan agreed Syllabus for RE. We aim that through Religious Education young people are better equipped to leave school and contribute to community cohesion due to a better understanding of different perspectives. Should any parent/carer wish to exercise their legal right to withdraw, then the school will make available the RE syllabus and organise a meeting with a translator present if necessary to explain the syllabus and identify any specific problematic aspects of the content in the eyes of the particular parent. Once the parent has understood the inclusive nature of the content of the syllabus if they still wish to withdraw their child from specific lessons alternative work can be arranged for these lessons. This work will support particular faith traditions or more secular worldviews as appropriate.

The design of the uniform and many of the policies will be developed by a group consisting of members of the school leadership team, representatives of the wider community and, once recruitment is underway, parents/carers and students. The development of the policies will be sensitively handled, balancing the needs for inclusivity with distinctiveness of all types. The acceptability of wearing certain items of religious dress, e.g. crucifixes, Muslim headscarves and Sikh religious symbols, will be clearly spelt out as part of the uniform code, bearing in mind the demands of school life. School food will meet the fullest range of dietary requirements.

Section E – evidence of need

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

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

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

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

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

Our proposal for Rochester Riverside Church of England Primary School is based on a number of needs, namely:

- Demand for school places (in particular places at Church schools)
- A new housing development which will consist of 1,400 new plots
- A need to improve school standards surrounding the area where the proposed new school will be sited

Demand for school places

Medway as a whole, similarly to most other areas nationally, has seen a significant rise in the number of pupils needing school places. The number of primary pupils increased by over 10% between January 2011 and January 2016, from 20,792 to 23,241, resulting in the number of surplus places in Rochester going into deficit from 9.4% in 2012 to -9.8% in 2014 (based on actual births). One of Medway Council's School Organisation Principles is to allow popular and successful schools to expand (Medway Council School Organisation Plan 2011 – 2016). Given that many of the current school sites are constrained it is not possible to put this principle into effect and expand popular schools. For example, our own, The Pilgrim School is not able to expand its provision of 30 PAN despite having 135 applications for September 2016. The distance criterion means that pupils living more than 300 metres from the school are unlikely to gain admission. This results in a reduced choice for parents.

Rochester pupil numbers are projected to continue to increase by 21% from 1,548 in 2011/12 to 1,959 in 2018/2019 and then begin to stabilise. The number of places available at that point following all planned expansion will total 2,015 places. This will result in only 56 (2.77%) surplus places.

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

Neighbouring Chatham's reception aged pupil number is also projected to increase by 22% from 2,734 to 3,499. The overall number of places available for the Chatham area following expansion will be 3,570, resulting in only 71 (2%) surplus places. Delce Academy has, as part of the local authority plan to accommodate the growing basic need, expanded to take on an infant phase of 30 PAN from September 2016, but despite this, there will only be the 2.77% surplus places available from 2018/2019, this is already taken account of in the future pressure on places. Given the Council's policy of retaining a 10% surplus, there is significant potential for ongoing demand pressures to continue to outstrip supply (see Annex E1.1 for pupil projections from Medway Council).

Nursery provisions are vital in terms of childcare and early intervention and development of children. The Local Authority have identified a need for new provision as the local data shows that nursery providers in the areas are effectively full and demand will increase in the future as a result of increasing population and the 30 hours free childcare from September 2017. The new school will include provision for a new nursery in order to serve the development which the Local Authority estimates will be approximately 87 additional nursery aged children. The nursery will provide 26 full time equivalent places.

As well as the local pressure on places generally, there is significant demand for additional places in Church schools. 60% of the population in Rochester claim to be of the Christian faith. As a result, parents are increasingly frustrated that they are not able to secure places in Church schools for their children. The 2016 admissions data makes clear the high demand for places in Church schools, with 904 preferences for the 290 places available in the seven Church schools in the area (see Annex E1.2). The Council has made clear that the rising trend for denominational school places will continue for some time. To support the need for additional denominational places, when oversubscribed, our school will provide 30% of places for children of families with a commitment to the Christian faith. Discussions with neighbouring schools have been very positive and all are supportive of our free school application. (See letters at Annex C). We are therefore privileged to be in a position to apply for a new Church of England free school for the area which will provide much needed denominational places.

Rochester Riverside Housing Development

In addition to the projected demand for school places in Rochester, there will be additional for school places as a result of the proposed development which is expected to begin in 2017. As part of the new development, a new school is expected to be complete and open for when the first 200 houses are built and occupied in advance of September 2020. Although the development equates to a 1.5FE primary facility, the Council's preference is for a 2FE.

There is however insufficient funding to enable the Council to contribute the capital

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

funding to provide a 2FE school at this stage. The agreement that has been reached with the developer is for a complete 1FE build but with a 2FE core infrastructure which would allow for future expansion. The developer is building the school in lieu of any financial contribution. The school would be expected to be filled over time as the development reaches maximum capacity in seven years.

Local school standards

The table below outlines school performance and attainment levels for the 20 schools within 1.5 miles of the proposed free school. It is evident that performance is variable: of the 20 schools, four (20%) are judged 'Requires Improvement' with a further eight schools achieving below one or more of the national progress and/or attainment levels (highlighted in red in the table below). 1,331 pupils attend the four 'Requires Improvement' schools currently which is far in excess of the 420 places we will have available in Rochester Riverside Church of England Primary School. Our new school will bridge the gap where 60% (12 of the 20 schools) are underperforming to a lesser or greater degree and following in the success of The Pilgrim School provide the outstanding level of education needed across the whole area.

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

Schools nearest to the proposed free school location	Distance from proposed location of free school in miles	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Pupils achieving L4+ at end of KS2	Pupils making expected progress in reading, writing and maths
St Margaret's at Troy Town CoE VC Primary School	0.51	2 in October 2013	26.2%	26.1%	0.4%	77%	100%, 96%, 89%
All Faiths Children's Academy	0.74	2 in June 2013	49.2%	23.5%	8.3%	79%	96%, 100%, 100%
English Martyrs' Catholic Primary School	0.76	2 in November 2013	12.1%	19.8%	0%	97%	100%, 100%, 100%
St Nicholas CoE VC Infant School	0.85	1 in January 2013	11.8%	19%	0%	N/A	N/A, N/A, N/A
Gordon Junior School	0.98	No Ofsted assessment	27.7%	9.7%	0.3%	71%	79%, 86%, 85%
Gordon Infant School	0.98	No Ofsted assessment	16.8%	13.9%	0%	N/A	N/A, N/A, N/A
Hilltop Primary School	1.01	2 in February 2016	13.2%	12.4%	0.2%	87%	92%, 97%, 97%
St Peter's Infant School	1.01	2 in December 2014	18.3%	13%	0%	N/A	N/A, N/A, N/A
St John's CoE Infant School	1.04	2 in March 2015	31.5%	33.9%	0%	N/A	N/A, N/A, N/A
St Michael's RC Primary School	1.11	2 in February 2016	27.9%	46.5%	1.5%	78%	96%, 98%, 94%

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

Temple Mill Primary School	1.17	No Ofsted assessment	27.2%	17.5%	0%	76%	100%, 100%, 95%
Brompton-Westbrook Primary School	1.24	2 in February 2015	30.3%	16.3%	0.5%	88%	94%, 94%, 94%
St William of Perth RC	1.27	2 in March 2014	13.8%	12.2%	0.5%	87%	97%, 90%, 93%

Primary School							
Balfour Junior School	1.3	2 in October 2015	24.6%	24.2%	0.4%	84%	91%, 95%, 90%
Elaine Primary Academy	1.3	3 in June 2016	47.3%	7.8%	2.1%	51%	81%, 85%, 69%
Cedar Children's Academy	1.3	No Ofsted assessment	28.4%	7.2%	0.7%	43%	80%, 69%, 73%
Wainscott Primary School	1.35	3 in March 2015	15.5%	8.3%	0%	77%	90%, 90%, 97%
New Road Primary School	1.37	3 in June 2015	39%	32.3%	0.3%	60%	88%, 98%, 67%
Delce Academy	1.41	2 in July 2010	32.8%	16%	0.5%	81%	88%, 95%, 84%
Delce Infant School	1.41	3 in June 2014	13.8%	15.6%	0%	N/A	N/A, N/A, N/A

Balfour Infant School	1.49	2 in January 2010	13%	25.7%	0.4%	N/A	N/A, N/A, N/A
Local average						73%	89%, 93%, 86%
National average			26.4%	19.4%	1.4%	80%	91%, 94%, 90%

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

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



E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

The Pilgrim School and The Pilgrim MAT has an excellent reputation within the Rochester area and beyond. It's 'Outstanding' judgements from both Ofsted and SIAMs in 2015 has raised its profile further. Our website had 10,000 hits during 2015/16. The new Pilgrim MAT website will link to all schools within the MAT and will also have a link with progression photographs, information of meetings, opening dates and community and parent feedback on interest.

Meetings with the local community and prospective meetings will be held at local halls and within Rochester Cathedral as well as at The Pilgrim School itself. The school is in an excellent position to be a model for prospective families to visit. Year on year we are having more enquiries for places from families who attend Rochester Cathedral and are therefore able to complete the Church Supplementary Form (See Annex B). The location of Rochester Riverside would provide these families with a more local community Church School option. This is likely to be the case for at least one of the proposed other members of The Pilgrim MAT which would therefore make a good platform to present Rochester Riverside as a new addition to the MAT.

We have an extremely positive relationship with local press and media and we would take advantage of this to keep prospective parents and the local communities up to date with the progress of the new free school development.

As part of the process regarding demand for school places at Rochester Riverside, we will ensure that potential parents are given all the appropriate information to enable them to make an informed decision.

E2 – successful engagement with parents and the local community

As this stage parents will be provided with details about the characteristics, curriculum and staffing of Rochester Riverside C of E Primary School.

Between September and January prior to when the school is due to open (2019), venues such as Rochester Corn Exchange and The Pilgrim School itself will be used for presentations to prospective parents similar to those carried out by all schools. As soon as the building structure/site is deemed safe for access, we will provide guided tours and presentations within the new building and its local area to show each stage of its development.

We will distribute leaflets which provide details of the nature of our organisation, our vision for The Pilgrim MAT as well as for the new school, and some background information about Free Schools and the basic need in the area. Including a form such as Annex 2. The results of these data collections and surveys will be published on the MAT website.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[Redacted]					7 hours (one day per week)
[Redacted]					

[REDACTED]					
[REDACTED]					

[Redacted]					
[Redacted]					
[Redacted]					

F1 (a) Skills and experience of your team

Many of the team including [REDACTED] were part of The Pilgrim School from its creation in 2005; taking over the 2 existing schools which were closing with a combined role of 95 pupils within the village of Borstal. This took place in 2005 and within 18 months the new school had a role of 210 prior to the completion of the new build. This was down to marketing and communication of the quality of teaching and learning taking place at The Pilgrim School. This put the school in the unusual position of achieving its first vision of making The Pilgrim School the school of choice for the families of Borstal.

The team have extensive experience being part of a new build project completed in 2008. As educationalists and Governors we learnt many things going through the process of building a new school; from interpreting plans and asking questions regarding whether proposed toilets are girls and boys or communal, positioning of interactive whiteboards away from the glare of windows, positioning of the nursery within the site, this is important to allow access to the site during the school day whilst keeping the security for other year groups intact.

The Pilgrim team has also lead an amalgamation of 2 closing schools with poor Ofsted ratings to a highly regarded school with a 'Good' Ofsted inspection, to the most improved school in the country in 2010, to its 'Outstanding' judgements of 2015.

This shows how well we were able to prioritise education alongside all the elements needed for setting up a new school, whilst establishing the highest quality provision for the families of Rochester.

Each person brings a rich variety of skills which complement the others; they drive effective leadership and have a passion for developing an exciting shared vision. All Trustees have led through 'Outstanding' Inspections and know what is needed to challenge and support to achieve the highest standards.

They have a clear understanding of their capacity to support others whilst maintaining the highest quality of provision for existing schools.

The Trust sees the future as a rolling out of expertise to those who share the same ethos and desire for improved standards of education, as the next step in sharing high quality practice and that setting up a new school fits really well with this vision.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Finance	Business Manager Accountancy	Will be employed part time to begin with and can support new office staff at Rochester Riverside Engagement of accountants until a business manager is in post following the fourth school or 700 pupils within the MAT.
HR	Trust	Will be a bought in service whilst the Trust builds.
Building and Premises	Pre-opening team	The members of our team with experience of establishing new schools will work closely with all parties relating to the development including the local authority, architects, contractors etc.

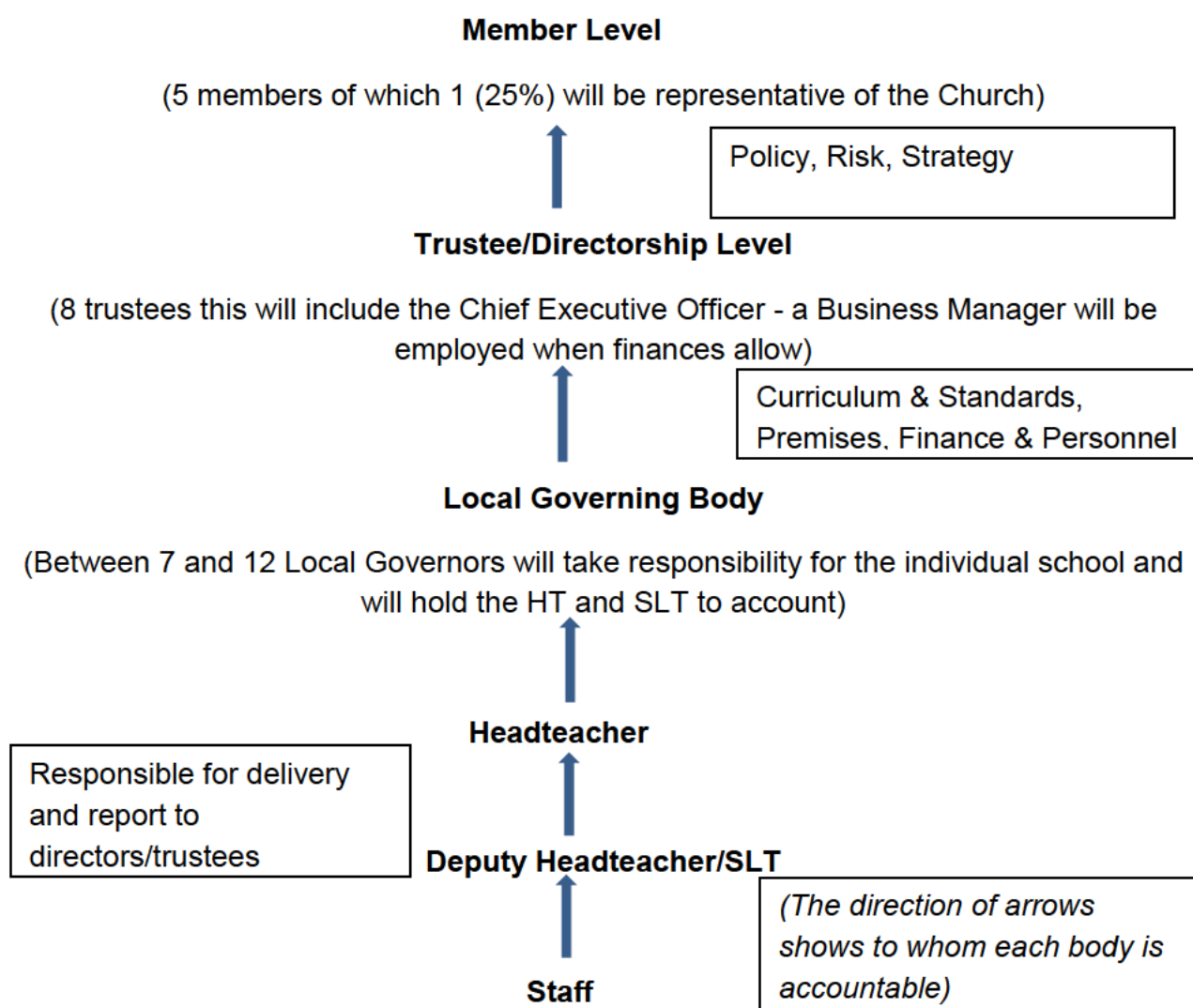
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

The Members of The Pilgrim Multi Academy Trust have rights and powers under company law to change constitution, remove Directors/Trustees, receive the annual accounts of the company, also to attend and vote at company meetings. In addition to their legal duties and responsibilities they also have duties under charity law as charity Trustees. The Pilgrim MAT structure is set out below.



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

Roles and responsibilities

The Members of The Pilgrim Multi Academy Trust are expected to play a particular role in:

- Ensuring that Rochester Riverside operates in line with its Objects as set out in the Articles
- Safeguarding and promoting the MAT's values and ethos
- Acting as an advocate for The Pilgrim Multi Academy Trust
- Appointing (or removing) Directors of the MAT (in line with the Articles of Association).

The directors/trustees will monitor the progress of Rochester Riverside to ensure that the LGB are discharging their duties effectively. Directors/Trustees will meet less often than the LGB, but at least termly and will receive full Governing Body minutes along with summary reports. In particular, this will consist of:

- Defining and agreeing an Instrument of Government and terms of reference for the Trust's governance structure (Boards and Committees); agreeing any subsequent amendments as appropriate
- Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the Academy and the provisions of Funding Agreements with the Secretary of State for Education for the Academies in the Trust
- Approving and delegating authority between the Trust and an LGB
- Appointing and removing LGB governors
- Review the school self-evaluation form and school development plan
- Setting Trust-wide and school targets and analysing performance data
- Oversee finances by developing and agreeing Trust-level budget plans for the start of each financial year
- Appointing auditors and monitoring compliance with audit and other regulatory requirements
- Agreeing Trust-wide disciplinary/capability procedures and reviewing these annually
- Reviewing the implementation of the curriculum model/policy annually and agreeing amendments 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

- Defining and agreeing a Trust-wide admissions policy, reviewing this annually and agreeing amendments as appropriate
- Reviewing and agreeing all major and non-delegated policies e.g. health and safety and safeguarding policies including overseeing the annual audits.

The Governing Body of Rochester Riverside will be directly accountable to the directors/trustees for the running of the school. They will have a set of delegated powers, including most operational matters and oversight of the day-to-day performance of their school. Key strategic decisions, such as the appointment of the Headteacher and senior leaders or the local delivery of the curriculum model, will be made in conjunction with the

While Rochester Riverside will be part of a larger family of schools, it is important that it has its own identity and strong leadership. This begins at the level of the governing body, and we will recruit a high quality Local Governing Body (LGB) to guide the school.

The Headteacher will be an ex-officio member of the Governing Body. The Governing Body will be responsible for:

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

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

To ensure a successful school on opening, the Trust will set up a project steering group for the pre-opening phase to drive the project and its component parts. The Project Steering Group will include some Trustees with legal, financial and HR expertise, but it will also incorporate project management support and additional primary expertise, in particular the breadth of experience necessary to open a successful primary school. At the appropriate time during the pre-opening phase, alongside the project steering group, the Local Governing Body will be organised in shadow form with the intention that it will take gradual responsibility for developing functions such as any sub-committees, governor training, policies, recruitment of parent governors and a timetable of key meetings up to opening in September 2020.

The draft Scheme of Delegation provides for clear levels of responsibility which each academy, the local governing body and Executive Headteacher and Headteacher are expected to adopt. A clear decision making process for high performing schools is part of that. All of the governance arrangements and scheme of delegation will continue to be reviewed during the pre-opening phase to determine what changes or adoptions are necessary. The Trust has been incorporated using the DfE model memorandum and Articles of Association.

The Trust does not anticipate any conflicts of interest. The trustees have significant experience of running schools. At the point of application, The Pilgrim School, as the lead school, will arrange central services/support through third party organisations as appropriate. We will be proactive at identifying and recruiting/buying in additional expertise as required. For example, the Trust will look to engage external expertise where that is required in order to bolster our capacity in the short term as the Trust grows, such as finance expertise to undertake all necessary finance duties and ensure auditory compliance.

As the Trust continues to grow, it will balance the services it will provide in-house and those that third parties will provide based on growing internal capacity and capability. Any additional resource that may be required in the meantime will continue to be procured in line with proper commissioning and compliance regulations and be open to audit. The Trust is aware that conflicts of interest might arise where Trustees are also employed at its school(s) and will continue to have regard to the [draft] Articles of Association in regard to any personal issue that will be discussed at Trust Board level.

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

As agreed with [REDACTED] because the financial plan template does not extend to our proposed year of opening of 2020, we have used AY 2019 as the first year of operation, but this should be read as AY 2020 and each year in the plan as a later year. The financial forecast has been considered carefully against the need to deliver a high quality curriculum. The Pilgrim Multi Academy Trust's vision and the 100% and 70% financial plans have been prepared alongside Section D and reflects the staffing and general assumptions made in that section. The additional 70% sensitivity analysis outlined in the table below reflects the additional savings that are required to remain viable on 70% funding without a reduction in pupil numbers. With regard to Rochester Riverside Church of England Primary School, the Trust will provide full support in the initial years to ensure financial resilience is achieved. This central support will include financial management, HR input, ICT expertise and school improvement. The Trust will also provide assistance in obtaining best value and advice and guidance from its research, CPD and training activities.

The assumptions built into the financial modelling include the latest information on teachers' salaries and pensions. Although income is based on full cohorts as planned, the cohorts have been devised conservatively, in recognition that new schools often recruit lower than desired numbers of pupils in the initial years. We are however confident that we will secure the target number of pupils, particularly as we are reacting to basic need and significant parental demand.

The salary scales used are appropriate for the size of school we are working towards. We are however, cognizant of the fact that our plans include a number of part time support staff and other staff posts in the start-up years and when at full capacity, but this is a decision taken to provide flexibility in supporting the curriculum to best effect and to provide resource for pupils during teaching time.

The Pilgrim Multi Academy Trust will decide the percentage top slice funding approach for each of its academies, including Rochester Riverside, but excluding the DSEN and Pupil Premium elements. Final decisions on any top-slice for the Rochester Riverside

G1 – budget planning and affordability

Church of England Primary School will be taken nearer opening as pupil numbers and projected spend become clearer.

The financial modelling is therefore predicated on some central support from the Trust for HR, finance, ICT and school improvement and this is reflected in the low assumptions made in the professional services sections and some staffing costs such as for the Business Manager and ICT Technician. It is expected however that over time the school becomes a contributing member to central trust finances in return for the valuable support it will receive.

It is not anticipated that there will be staff movement across the Trust from the school, particularly in the initial years, as it is recognised that the budget available will rely on individual staff members undertaking a range of duties and for the staggering of posts, such as the Deputy Headteacher beginning in the summer term of the opening year. The range of surpluses (line 150) is consistent with the advice offered in the 'How to apply guidance' and represents a reasonable approach to ensure a financial cushion. Decisions would be taken regularly at Local Governing Body and Trust level in the early phase on any surpluses and spend as we recognise that a healthy surplus is vital to a well-managed organisation, but that funding is ultimately for the education of students.

Our sensitivity analysis relies on much flexibility around staffing and teaching and learning, but we have ensured that there are sufficient funds available to continue to market the school and continue the drive to recruit pupils. We believe that managing a reduced intake would require some initiatives to increase the promotion and visibility of the school with local people.

Contingencies

The financial forecast is realistic, with regard to both income and expenditure. We have allowed for a 1% contingency in each year in addition to the in-year surplus. It is likely that unforeseen events will occur as the focus will be on start-up and development. The contingency and surpluses have been largely consumed within the sensitivity analysis below to achieve 30% savings although we believe that in a situation of reduced funding, the school senior management, the Local Governing Body and the Trust would be monitoring financial performance very closely on a frequent basis in order to foresee and plan for risks and issues earlier. As with all schools, we will actively pursue opportunities for income, but we have not factored any income into our financial modelling at this time.

Sensitivity analysis

We have addressed the issues associated with reduced funding and lower pupil numbers creating a reduced roll, and hence a reduced income. The further 70% sensitivity analysis below demonstrates that we have approached this issue realistically, recognising that funding would be very limited. Our analysis makes clear that the school would be viable at 70% funding and conservative estimates

G1 – budget planning and affordability

demonstrate savings up to 2022/23 and that the same modelling of lower staffing and services would continue to ensure viability up to the point full capacity is achieved.

Careful monitoring and planning would ensure staff expansion was in line with student increases and that a balanced curriculum would be provided. We have protected the curriculum with a full teaching complement and would expect the Headteacher, the LGB and Trust to work closely to maintain this position in order to maintain excellent performance and minimise parental concerns which might arise for example from losing teaching staff. But of course, the Trust would provide any support necessary to provide financial stability while closely monitoring the financial situation to ensure the school remained viable in order to provide a sound curriculum provision.

The 70% modelling has sought to protect the number of senior leaders and teaching staff as far as possible recognising that senior staff will be required to take on some teaching duties but that a strong leadership and teaching team is essential to allow the school to grow confidently and have an impact on the whole staff.

G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Savings against original budget in Year 1 - 2020	Savings against original budget in Year 2 - 2021	Savings against original budget in Year 3 - 2022
108 - 112	The whole of educational resources would be reduced further to below the lower income and reduced pupil numbers, including pupil premium.			
95 - 99	Reductions would be secured in the premises section through significantly less usage. Rates however are assumed to remain the same.			

G1 – budget planning and affordability			
150	The annual surplus has been removed as this would be a critical time for the school to remain viable.		
128	Use Contingency		
129	Reduce catering costs to reflect lower pupil numbers		
	Reduce budget headings calculated by pupil numbers (30% fewer = 42 in 2018):		
79	Supply teachers		
80	Employee expenses		
81	Development and training		
82	Recruitment – given that the whole teaching and support staff would be reduced this would have a knock-on effect on recruitment needs		
95 & 96	Buildings maintenance and grounds maintenance		
97	Cleaning and caretaking		
98	Water and sewage		
99	Energy		

G1 – budget planning and affordability			
20	Reduce deputy head teacher role		
46	Reduce teaching by		
137	Reduce 1 HLTA and increasing the saving year on year		
141	Reduce TA provision		
142	Reduce TA flexible support		
148	Reduce breakfast and enrichment club support		
173	Reduce business manager role		
174	Office administration		
175	ICT technician		
195	Premises officer		
197 & 198	Cleaner		
218 - 220	Catering staff		
175	Reduce PA resource		
Total			

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

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

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

CV template

CV template	
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>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications.

CV template	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6	Brief comments on why your previous experience is relevant to the new school
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8	Reference names(s) and contact details

CV template

CV template	
1	Name
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CV template		
	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications.</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

CV for Jennifer Faik

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>	
4	For finance only	
5 a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 	

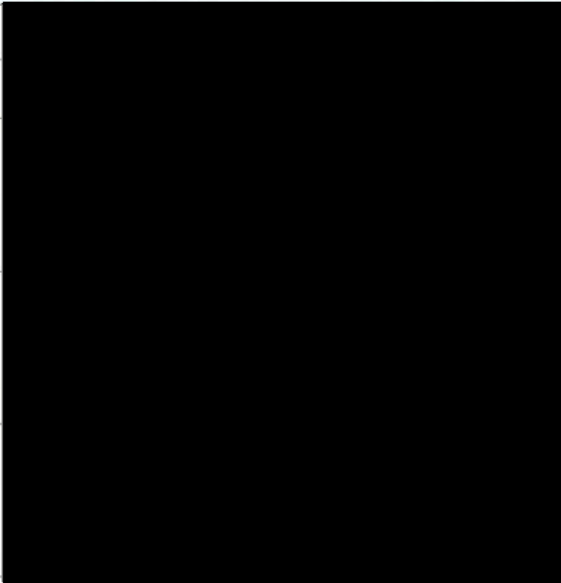
	<p>to 19, average point score per entry and per student for level 3 qualifications.</p>	
5 b	<p>For education only:</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

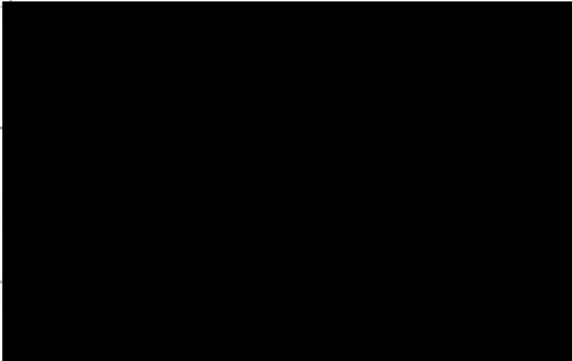
CV template

CV template		
1	Name	
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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>	
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 	N/A

CV template		
	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 	W/A.
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV template

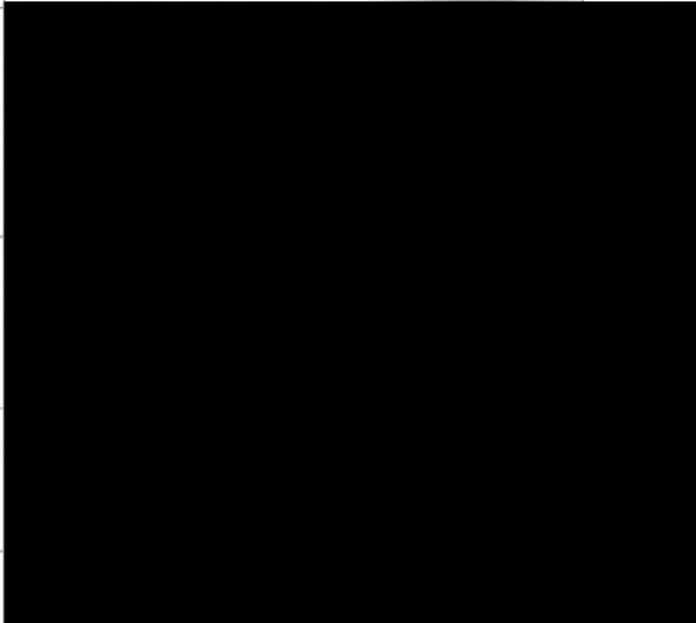
CV template		
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3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
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 	NA
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 	NA

CV template		
	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 	NA
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV template

CV template	
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>
	<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average

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



CV template

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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 	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including English and maths results or, for 16 to 19, average 	N/A

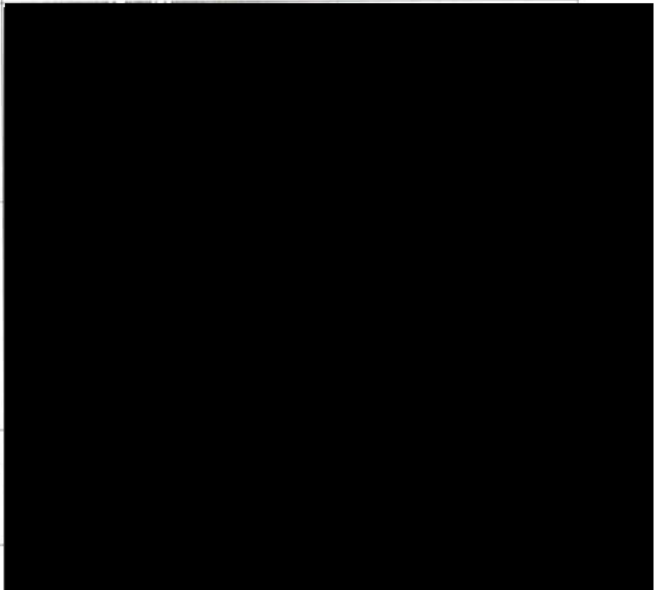
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CV template	
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications.
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</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
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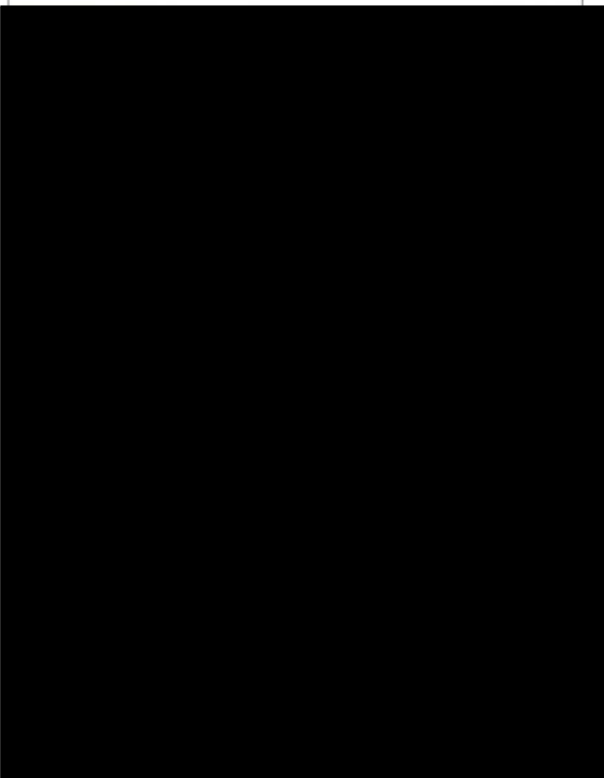
N/A



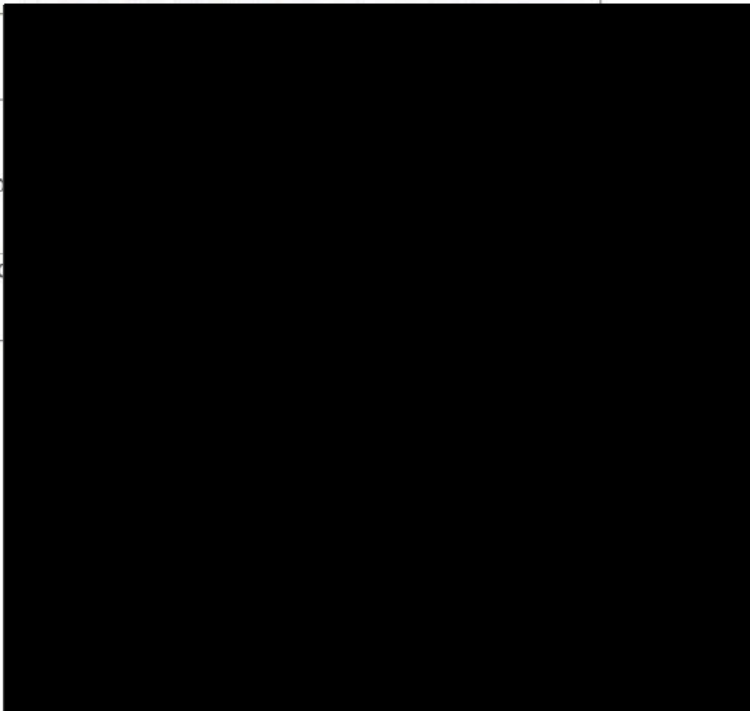
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CV template	
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CV template	
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CV template

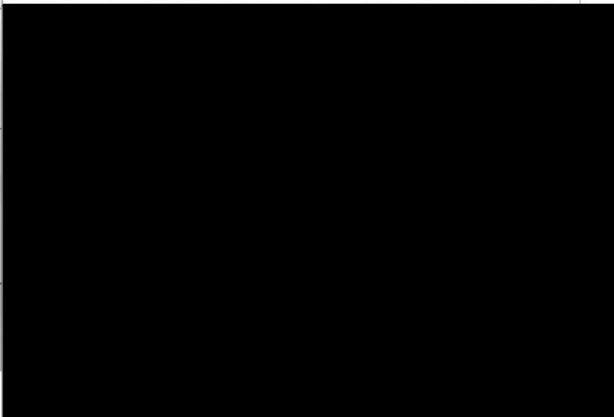
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CV template		
	for level 3 qualifications.	
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6	Brief comments on why your previous experience is relevant to the new school	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

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

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

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

16/17	Primary	Number of pupils	Secondary	Number of pupils
Converter	3	600	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
17/18				
Converter	2	240	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
18/19				
Converter	0	0	0	0
Sponsored	0	0	0	0
New provision/free school	1 (proposed opening date September 2020 as linked to a new development project)	60 (2 form entry increasing year on year)	0	0

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

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

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

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

I look forward to working with you.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Annex B Letter of support from Rochester Cathedral/Diocese of Rochester



BOARD OF EDUCATION

20th September 2016

To Whom It May Concern

The Pilgrim Trust – Free School Application for Rochester Riverside, Medway

I write on behalf of the Rochester Diocesan Board of Education to confirm its strong support for the Pilgrim Academy Trust and their Free School application for a two form entry Church of England primary school situated within the new Rochester Riverside development.

The Diocesan Board of Education welcomes and supports the application for a new primary school with a Church of England denomination to serve the local communities of Rochester, Strood and the new Rochester Riverside development and believes that the new primary school will, through its Christian character and ethos, be distinctive and inclusive serving children and families from the Rochester Riverside development, the local parish and beyond.

The Diocesan Board of Education believes that a new two-form Church of England primary school will serve the strong demand and local need for primary places within Medway, offering outstanding educational provision and delivering high-quality outcomes for local children. This provision will be enhanced by the new school being part of The Pilgrim Trust where it can draw on the best practice and strong track record and Outstanding provision of The Pilgrim CofE Primary School in Borstal.

The Diocesan Board of Education provides support for our 88 Church of England schools which are located across the four local authorities of Bromley, Bexley, Kent and Medway and works closely with a range of partners and stakeholders in education including Local Authorities, Multi-Academy Trusts and Teaching School Alliances.

If successful, the new Church of England primary school, will join the wider family and network of Church schools across the diocese and will be able to benefit and access the support, services and professional development programmes that the diocese provides for its Church schools. The new school will have the support of the local parish church and Rochester Cathedral which will provide a strong foundation for its Christian ethos and religious character

The new Free School application has the unreserved support of the Diocesan Board of Education and we wish The Pilgrim Trust well with this project.


Yours sincerely,



Rochester Diocesan Board of Education, St Nicholas Church, Boley Hill, Rochester, Kent, ME1 1SL

The Incorporated Rochester Board of Education is a company limited by guarantee and is Registered Charity No: 1031550.
Company registered in England No. 46014. Registered Office: 1 The Sanctuary, London, SW1P 3JT

“Proclaiming the Word and Work of God”



23 September 2016

TO WHOM IT MAY CONCERN

Dear Sirs

The Pilgrim Trust – Free School Application for Rochester Riverside, Medway

I write on behalf of Rochester Cathedral to confirm its strong support for the Pilgrim Academy Trust and their Free School application for a two form entry Church of England primary school situated within the new Rochester Riverside development.

The Cathedral welcomes and supports the application for a new primary school with a Church of England denomination to serve the local communities of Rochester, Strood and the new Rochester Riverside development and believes that the new primary school will, through its Christian character and ethos, be distinctive and inclusive, serving children and families from the Rochester Riverside development, the local parish and beyond.

Over the last few years the Cathedral has seen a rise in the number of young families attending the Cathedral and we expect this to continue. As a consequence, the number of letters of support I have written for Cathedral families seeking admission to Church schools has risen dramatically. I have served at the Cathedral for 11 years and from personal experience know that a Church of England school would be welcomed by the local community. The Cathedral would seek to develop close ties with any such school as it has long standing historic connections with other schools in the area.

The Cathedral is a major player in the Destination Management Strategic planning group for Rochester and a Church school would certainly be appropriate for this new Riverside Development and help establish good links between the historic Rochester town/city and any new housing and urban centre on the other side of Corporation Street. Integrating these two urban areas is crucial to the future wellbeing and success of this development. A Church of England school would help bridge this gap and The Pilgrim Trust has a strong track record in terms of its community involvement and strong academic provision.

I understand that if successful, the new Church of England primary school will join the wider family and network of Church schools across the diocese and will be able to benefit and access the support, services and professional development programmes that the diocese provides for its Church schools. I wish The Pilgrim Trust well with this project. If I can be of any further help please let me know.

Annex C Letters of support from Medway Local Authority, schools and the community

Please contact: [Redacted]
Your ref: [Redacted]
Our ref: [Redacted]
Date: 15 September 2016



Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Children and Adults
Gun Wharf
Dock Road
Chatham
Kent ME4 4TR



Dear Sir/Madam

Re – Pilgrim Church of England Primary School Free School Bid

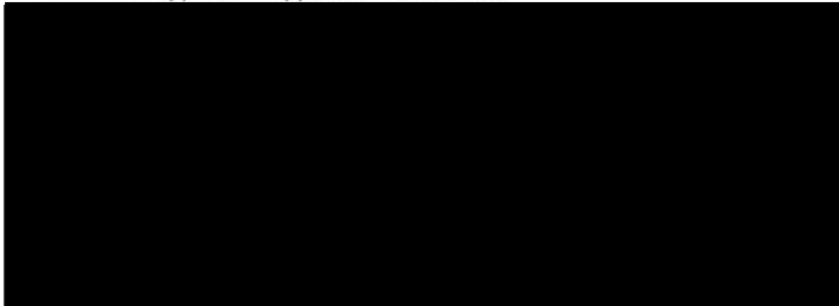
I am writing to confirm my support for The Pilgrim Primary School's free school application.

I confirm there is a need for the type of proposed provision.

Pilgrim is a high performing school, currently rated as 'Outstanding' by Ofsted, where pupils achieve well and make excellent progress.

The school has outstanding leadership and is committed to supporting other schools to raise standards. It has a strong religious and social ethos which provides an excellent foundation for pupil wellbeing..

We would be delighted to have another school in Medway like Pilgrim Primary School and as such support the application from them.



This information is available in other formats and languages



[Redacted]

Your ref: Recommendation letter
Our ref: Recommendation letter
Date: Monday 12th September 2016



Children and Adults Directorate
Gun Wharf
Dock Road
Chatham
Kent ME4 4TR

[Redacted]

Dear Sir,

I am pleased to write this recommendation on behalf of [Redacted] to support the Foundation School application. [Redacted] Early Years and Childcare Quality Team [Redacted]

The practice in the Early Years Foundation Stage at The Pilgrim School has been held as a model of good practice both within the Local Authority and nationally for a number of years. The school has a strong ethos of sharing practice and have always been keen to work with, and support, the Early Years and Childcare Quality Team. For example, The Pilgrim School was one of the first schools to set up a forest school and invest in professional development so that staff gained recognised forest school qualifications. This was recognised as a strength in the schools most recent Ofsted inspection.

The school has facilitated network meetings/training with both local schools and private, independent and voluntary settings as well as allowing numerous practitioners to visit and observe the high quality practice.

The outstanding EYFS practice has also been endorsed nationally. A case study of practice has been shared at national conferences delivered by [Redacted] has been filmed and included in a CPD video produced by Nursery World.

Once again, I fully endorse this application and feel it would benefit the children of Medway. Please feel free to contact me if you would like to discuss this further.

[Redacted]



[Redacted]

From: [Redacted]
To: [Redacted]
Cc:

Sent: Mon 26/09/2016 13

[Redacted]

I am writing in support of your bid to take on the new free school at Rochester Riverside. I believe that Pilgrim would be well placed to take this on for the following reasons:

- locality - Pilgrim's proximity to the site;
- ethos - Pilgrim is very much about providing the very best for ALL children and not just from an academic point of view - borne out by well-being and data of the pupils;
- capacity - the outstanding capacity that you have built up amongst your staff would place you in a very positive position to take on a new school and apply your outstanding practices;
- support for schools provided so far - as an Outstanding school, you have provided valuable support to other local schools including ourselves - support that has been evidenced to have had a positive impact upon our outcomes;
- Over-subscription - all schools are facing over-subscription in this area so another school within the locality would help to ease the pressure upon us all without having a negative impact.

I truly believe you would be an excellent choice of school to take on this new venture.

[Redacted]

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: SIF forms

Sent: Thu 22/09/2016 09:05

To whom it may concern

My name is Rev Julie Aylward. I am the minister of Borstal Baptist Church which is situated in the village.

We have close links with Pilgrim school: my husband is a governor and I regularly take assemblies.

I have noticed an increase year on year in parents wanting me to complete SIF forms for them and I know it is a subject of much discussion amongst parents

Parents want a church school both for the excellent education but also for the moral framework being a church school offers.

[REDACTED]

[REDACTED]

Borstal Baptist church

<http://www.borstalbaptistchurch.org.uk/>

[REDACTED]



Pilgrim Progress -

Year 2



Number and Place Value

I can count in 2's, 3's, 5's, and 10's from any number.

I can order numbers from 0 – 100.

I can recognise odd and even numbers.

I can use $<$ $>$ and $=$ correctly.

I can recognise place value in 3 digit numbers.

I can write 1-100 in numerals and words.

Review	Teach	Practise	Apply	AFL
8/9/15	9/9/15	10/9/15 11/9/15		10/12/15
15/9/15	16/9/15	15/9/15 17/9/15		10/12/15
6/10/15	6/10/15			
27/1/16	28/1/16	29/1/16		

Addition and Subtraction

I know addition and subtraction facts to 20.

I can find number bonds to 100.

I can add 1 and 2 digit numbers mentally.

I can subtract 1 and 2 digit numbers mentally.

I can solve addition and subtraction problems.

I know subtraction is the inverse of addition.

12/10/15			13/10/15	10/12/15
14/10/15		14/10/15		
19/1/16	20/1/16			

Multiplication and Division

I am fluent in 2's, 5's and 10's.

I know my 3's multiplication facts.

I know my 3's division facts.

I know multiplication is commutative.

I can solve multiplication and division problems.

16/11/15	18/11/15			11/12/15
24/11/15	24/11/15 25/11/15			

Fractions

I recognise $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.

I can count in $\frac{1}{2}$'s to ten.

I can recognise $\frac{2}{4} = \frac{1}{2}$

12/1/16	13/1/16			
12/1/16	13/1/16			
12/1/16	13/1/16			

Refer to National Curriculum 2014 Mathematics Programmes of Study for further information.



Pilgrim Progress -

Year 2



Measurement

Review

Teach

Practise

Apply

AFL

I can compare and order length/mass/volume.

I can choose the appropriate standard unit.

I can use the £ and p symbols.

I can make different values by combining coins.

I can solve simple money problems.

I know the number of minutes in an hour.

I know the number of hours in a day.

I can tell and show time to the nearest 5 mins.

1/12/15		2/12/15	3/12/15	
7/12/15	9/12/15	8/12/15		

Properties of Shape

I can describe the properties of 2D shapes.

I can describe the properties of 3D shapes.

23/11/15			24/11/15 25/11/15	
26/11/15		26/11/15		

Position and Direction

I am beginning to explore right angle turns.

I understand clockwise and anti-clockwise.

3/2/16				
3/2/16				

Statistics

I can create simple tables/ tally charts/
pictograms.

I can ask and answer questions about the data.

3/2/16	4/2/16			
3/2/16	4/2/16			

Refer to National Curriculum 2014 Mathematics Programmes of Study for further information.



Annex D: 2 FFT

Subjects

KS2 subject performance 2016

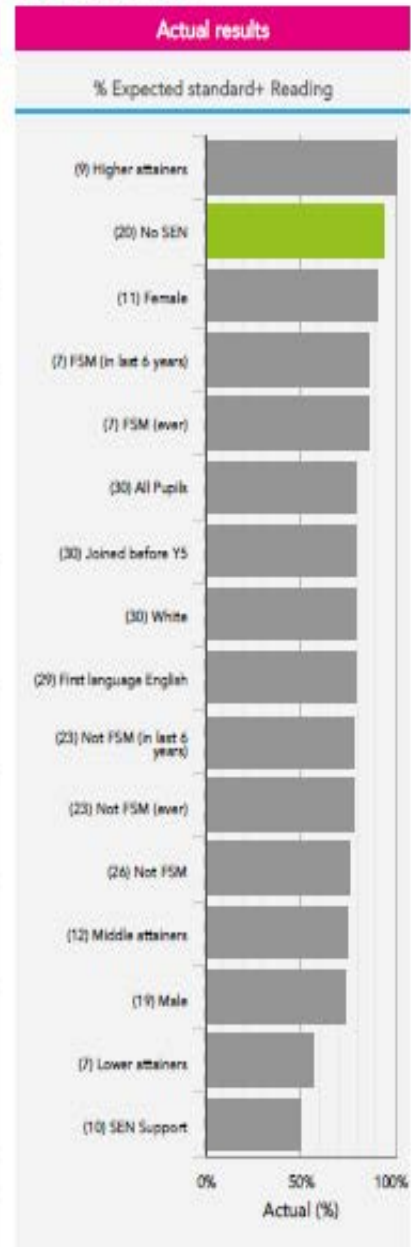
	Actual results			Pupil progress			Actual results over time
	2014	2015	2016	2014	2015	2016	
Number of Pupils / % Matched	30	29	30	97%	100%	93%	
Reading							
% Expected standard+	80%	79%	80%	+12%	+20%	+7%	
% Higher standard	23%	24%	27%	+9%	+11%	+8%	
Scaled Score	105	105	105	+3.5	+4.7	+2.0	
Level 4+	97%	93%	-	+4%	+7%	-	
Level 4B+	93%	90%	-	+11%	+15%	-	
Level 5+	70% ↕ ↑	66%	-	+18% ↑	+26%	-	
Average Point Score	30.3	29.7	-	+1.3	+2.0	-	
Writing							
% Expected standard+	97%	90%	100%	+8%	+8%	+23%	
% Higher standard	43%	31%	23%	+11%	+5%	+9%	
Level 4+	97%	90%	-	+7%	+8%	-	
Level 5+	43% ↑	31%	-	+12%	+5%	-	
Average Point Score	29.6	28.0	-	+1.1	+0.6	-	
Maths							
% Expected standard+	67%	83%	90%	-3%	+17%	+17%	
% Higher standard	10%	17%	20%	-1%	+5%	+3%	
Scaled Score	103	104	105	+0.7	+2.8	+2.1	
Level 4+	90%	93%	-	+1%	+8%	-	
Level 4B+	70%	83%	-	-8%	+10%	-	
Level 5+	53%	48%	-	+19%	+12%	-	
Average Point Score	29.4	29.8	-	+0.8	+1.4	-	
Grammar, Punctuation & Spelling							
% Expected standard+	73%	83%	90%	-1%	+18%	+12%	
% Higher standard	33%	41%	40%	+13%	+25%	+15%	
Scaled Score	104	108	107	+0.3	+4.0	+2.2	
Science							
% Expected standard+	97%	93%	100%	-	-	-	
Level 4+	97%	93%	-	+5%	+7%	-	
Level 5+	53%	38%	-	+19%	+6%	-	
Average Point Score	31.0	29.1	-	+2.0	+0.9	-	

Pupil groups

KS2 Pupil groups performance 2016

		Actual results			Pupil progress			
		Pupils	% Expected standard+ Grammar, Punctuation & Spelling	% Expected standard+ Reading	% Expected standard+ Writing	% Expected standard+ Grammar, Punctuation & Spelling	% Expected standard+ Reading	% Expected standard+ Writing
Summary	All Pupils	30	90%	80%	100%	+12%	+7%	+23%
Gender	Male	19	84%	74%	100%	+12%	+6%	+29%
	Female	11	100%	91%	100%	+12%	+10%	+11%
Prior Attainment	Higher attainers	9	100%	100%	100%	+2%	+5%	+4%
	Middle attainers	12	92%	75%	100%	+10%	+3%	+19%
	Lower attainers	7	71%	57%	100%	+28%	+17%	+54%
Pupil Premium	FSM (in last 6 years)	7	71%	86%	100%	+2%	+22%	+30%
	Not FSM (in last 6 years)	23	96%	78%	100%	+15%	+3%	+20%
FSM	FSM	4	100%	100%	100%	+17%	+24%	+17%
	Not FSM	26	88%	77%	100%	+11%	+5%	+24%
FSM Ever	FSM (ever)	7	71%	86%	100%	+2%	+22%	+30%
	Not FSM (ever)	23	96%	78%	100%	+15%	+3%	+20%
SEN Group	SEN Support	10	70%	50%	100%	+13%	-3%	+43%
	No SEN	20	100%	95%	100%	+12%	+12%	+13%
EAL	First language not English	1	100%	100%	100%	+13%	+23%	+15%
	First language English	29	90%	79%	100%	+12%	+7%	+23%
Mobility	Joined before Y5	30	90%	80%	100%	+12%	+7%	+23%
Ethnicity	White	30	90%	80%	100%	+12%	+7%	+23%

KS2 Progress 2016



Annex E1.2

Preference data for Year R admissions in the Rochester area									
2016 admissions									
DFE	Preferred school Name	PAN	1st prefs	2nd prefs	3rd prefs	4th prefs	5th prefs	6th prefs	total prefs
2600	All Faiths Children's Academy	30	50	43	18	7	5	7	130
2216	Delce Infant School Nursery and Children's Centre	90	90	42	28	19	14	10	203
3729	English Martyrs' Catholic Primary School	30	30	14	13	9	3	4	73
3293	St Margaret's at Troy Town Church of England (VC) Primary School and Children's Centre	30	50	20	23	16	7	5	121
3102	St Nicholas' CE VC Infant School	40	46	31	23	5	9	3	117
2665	St Peter's Infant School	40	25	47	30	15	5	3	125
3758	The Pilgrim School	30	54	38	20	9	10	4	135
	totals	290	345	235	155	80	53	36	904
2015 admissions									
DFE	School Name	PAN	1st prefs	2nd prefs	3rd prefs	4th prefs	5th prefs	6th prefs	total prefs
2600	All Faiths' Children's Community School	30	53	27	22	6	4	5	117
2216	Delce Infant School Nursery and Children's Centre	90	85	42	42	19	7	4	199
3729	English Martyrs' RC Primary School	30	30	21	17	10	5	3	86
3293	St Margaret's at Troy Town Church of England (VC) Primary School and Children's Centre	30	54	37	23	9	3	0	126
3102	St Nicholas' CE VC Infant School	40	47	32	25	7	4	3	118
2665	St Peter's Infant School	40	21	61	30	12	7	4	135
3758	The Pilgrim School	30	53	21	14	10	3	0	101
	Totals	290	343	241	173	73	33	19	882
2014 admissions									
DFE	School Name	PAN	1st prefs	2nd prefs	3rd prefs	4th prefs	total prefs		
2600	All Faiths' Children's Community School	30	35	10	29	14	88		
2216	Delce Infant School Nursery and Children's Centre	90	86	63	35	19	203		
3729	English Martyrs' RC Primary School	30	34	17	10	9	70		
3293	St Margaret's at Troy Town Church of England (VC) Primary School and Children's Centre	30	44	15	15	16	90		
3102	St Nicholas' CE VC Infant School	40	51	33	13	7	104		
2665	St Peter's Infant School	40	26	45	32	16	119		
3758	The Pilgrim School	30	39	28	14	4	85		
	Totals	290	315	211	148	85	759		

Annex F Impact assessment of Rochester Riverside Church of England Primary School on local schools within 1.5 mile radius

Permanent site – ME1 1PZ

School name	Distance from free school (miles)	School type	Capacity	Attainment data (2014/15) - % of pupils achieving L4+ at end of KS2	Ofsted grade	Impact rating
St Margaret's at Troy Town C of E VC Primary School	0.51	3 – 11 Voluntary Controlled School	210 (30 PAN). 229 on roll. 19 oversubscribed	77%	Good Inspection date: October 2013	Minimal: although the school is relatively close to the proposed new school, the school is an existing Church school and is already oversubscribed. It is not expected that the new school will have an adverse impact on the school's viability.
All Faith's Children's Academy	0.74	3 – 11 Academy Converter - Mainstream	210 (30 PAN). 228 on roll. 18 oversubscribed	79%	Good Inspection date: June 2013	Minimal: although the school is relatively close to the proposed new school, the school is already oversubscribed. It is not expected that the new school will have an adverse impact on the school's viability.
English Martyrs' Catholic Primary School	0.76	3 – 11 Voluntary Aided School	210 (30 PAN). 207 on roll. 3 surplus places.	97%	Good Inspection date: November 2013	Minimal: although the school is relatively close to the proposed new school, the school is an existing Church school and is already oversubscribed. It is not expected that the new school will have an adverse impact on the school's viability.
St Nicholas C of E VC Infant School	0.85	5 – 7 Voluntary Controlled School	120 (40 PAN). 119 on roll. 1 surplus place	N/A	Outstanding Inspection date: January 2013	Minimal: although the school currently has one surplus place, if is an existing Church school and provides outstanding education therefore the new school is not likely to impact on its viability.

Gordon Junior School	0.98	7 – 11 Academy Sponsor led - Mainstream	240 (60 PAN). 310 on roll. 70 oversubscribed	71%	No Ofsted assessment	Minimal: an oversubscribed school which has recently converted to academy status. As the school's performance improves, it should continue to attract pupils to the school. The new school is not likely to impact on its viability.
Gordon Infant School	0.98	5 – 7 Academy Sponsor led - Mainstream	180 (60 PAN). 155 on roll. 25 surplus places	N/A	No Ofsted assessment	Moderate: the school has recently converted to a sponsor led academy. There is a possibility that parents will wish to send their children to the proposed school, but as the proposed school is reacting to pupil demand, there should be sufficient places available to ensure the school's viability. In addition, the new school's opening date of 2020 should enable the school be become a high performing institution.

Hilltop Primary School	1.01	4 – 11 Maintained School	420 (60 PAN). 423 on roll. 3 oversubscribed.	87%	Good Inspection date: February 2016	Minimal: as the school is oversubscribed and is performing well, it is unlikely that the proposed school will impact on its viability.
St Peter's Infant School	1.01	5 – 7 Maintained School	120 (40 PAN). 115 on roll. 5 surplus places.	N/A	Good Inspection date: December 2014	Minimal: although slightly undersubscribed, the school is rated good. The new school is not likely to impact on its viability.
St John's C of E Infant School	1.04	5 – 7 Academy Sponsor led - Mainstream	120 (40 PAN). 89 on roll. 31 surplus places.	N/A	Good Inspection date: March 2015	Minimal: the school is oversubscribed and although it is underperforming, the new school is unlikely to impact on its viability.
St Michael's RC Primary School	1.11	3 – 11 Voluntary Aided School	420 (60 PAN). 459 on roll. 39 oversubscribed	78%	Good Inspection date: February 2016	Minimal: although the school is undersubscribed, the Good Ofsted rating and the increased demand for school places, the new school is unlikely to impact on its viability.
Temple Mill Primary School	1.17	3 – 11 Academy Sponsor led - Mainstream	210 (30 PAN). 222 on roll. 12 oversubscribed.	76%	No Ofsted assessment	Minimal: although the school is rated Requires Improvement, it is only marginally undersubscribed. Due to demand for new places, the new school is unlikely to impact on its viability.
Brompton-Westbrook Primary School	1.24	3 – 11 Academy Converter - Mainstream	420 (60 PAN). 376 on roll. 44 surplus places.	88%	Good Inspection date: February 2015	Minimal: although the school has a high proportion of surplus places, this school is unlikely to be impacted by the proposed school due to the distance between the two schools and Brompton's current performance.
St William of Perth RC Primary School	1.27	4 – 11 Voluntary Aided School	210 (30 PAN). 210 on roll. At full capacity.	87%	Good Inspection date: March 2014	Minimal: the school is currently full and is performing well. It is unlikely to be impacted by the proposed school.
Balfour Junior	1.3	7 – 11 Maintained	480 (120 PAN).	84%	Good	Minimal: the school is almost full and is

School		School	475 on roll. 5 surplus places.		Inspection date: October 2015	performing well. It is unlikely to be impacted by the proposed school.
Elaine Primary Academy	1.3	4 – 11 Academy Sponsor led - Mainstream	630 (90 PAN). 353 on roll. 277 surplus places.	51%	Requires Improvement Inspection date: June 2016	Moderate: although the school is some distance away from the proposed school, there is a significant number of surplus places and the school is judged 'RI'. The increased demand for places as a result of the new development should help mitigate any significant impact on this school.
Cedar Children's Academy	1.3	3 – 11 Academy Sponsor led - Mainstream	630 (90 PAN). 548 on roll. 82 surplus places.	43%	No Ofsted assessment	Moderate: although the school is some distance away from the proposed school, there is a significant number of surplus places and the school is a sponsor led academy. The increased demand for places as a result of the new development should help mitigate any significant impact on this school.
Wainscott Primary School	1.35	3 – 11 Maintained School	420 (60 PAN). 308 on roll. 112 surplus places.	77%	Requires Improvement Inspection date: March 2015	Moderate: although the school is some distance away from the proposed school, there is a significant number of surplus places and the school is judged RI. The increased demand for places as a result of the new development should help mitigate any significant impact on this school.
New Road Primary School	1.37	3 – 11 Maintained School	315 (45 PAN). 360 on roll. 45 oversubscribed.	60%	Requires Improvement Inspection date: June 2015	Minimal: although the school is judged RI, the distance from the proposed new school and the fact that the school is oversubscribed should mitigate any adverse impact on the school's viability.
Delce Academy	1.41	5 – 11 Academy - Converter	690 (30 PAN for Reception and	81%	Good	Minimal: the school is currently expanding as a result of basic need. The school is also

		Mainstream	rising to 150 PAN for Year 3). 412 on roll. No surplus places currently as additional capacity added at the school from 2016/2017		Inspection date: July 2010	performing well and these factors should mitigate any impact the proposed school might have on the school's viability.
Delce Infant School	1.41	3 – 7 Maintained School	270 (90 PAN). 310 on roll.	N/A	Requires Improvement Inspection date: June 2014	Minimal: although the school is judged RI, it is heavily oversubscribed (Delce Academy has opened a new infant phase in response to this) and the distance from the proposed school means it is unlikely that there will be any impact on its viability.
Balfour Infant School	1.49	5 – 7 Maintained School	270 (90 PAN). 269 on roll. 1 surplus place	N/A	Good Inspection date: January 2010	Minimal: the school is almost up to capacity and performing well. Given the distance from the proposed site, it is unlikely the new school will impact on its viability.

Annex G

Name (Parents/ Carers)	Name (Child/ Children)	Date of Birth (Child/ Children)	Contact Details (include full address, postcode and email)	First language spoken at home	I would select Rochester Riverside as my first choice of Primary School (Signature)



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