

Section C – Vision

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

Introduction

In 2018 St Clere's Co-operative Academy Trust (Trust) is proposing to open a new secondary free school in Grays Thurrock. It will replicate St Clere's School, a highly successful, significantly oversubscribed 11-16 secondary school, in Stanford Le Hope Thurrock. Our intention is to open this six form entry (180) secondary school near Thameside Primary School, our four form entry (120) rapidly improving primary school which joined the Trust in 2012. This new secondary school will help meet the demand for secondary places in the town of Grays and will ensure improved educational outcomes for the pupils in this area. It will also allow Thameside Primary School pupils the opportunity to continue their education in a high quality secondary school in their local community.

Thameside Secondary Free School will be a co-educational comprehensive that will build on the reputation and success of Thameside Primary School and enable the Trust to fulfil its vision of supporting improved educational outcomes for the full age range within each community it serves. In Grays it will also provide competition for the currently underperforming secondary school.

In addition this school will benefit from the Trust's infrastructure and school improvement capability, including its common finance and HR systems. Its close proximity to St Clere's School will enable the sharing of resources, experience and expertise for the benefit of pupils in both. The result will be a high performing school where resources are focused on educational improvement which offers excellent value for money.

Trust's Vision

Trust Expansion

From 1st September 2016, the Trust has six schools; an 11-16 mainstream secondary, four primary schools and a studio school. Current plans are to grow to at least ten in the next 2 years through replicating the Trust's cluster model of a secondary school and feeder primaries. The free school, with Thameside Primary School, will establish a cluster in the Gray's area. The Trust is also in discussions with a 11-18 Secondary Academy in Essex with a view to it joining the Trust and forming another cluster from September 2017.

Sixth form provision will also be developed in Thurrock in order to add options for Trust students. The Trust has ambitious plans to develop a local 16+ provision and a partnership with ProCAT in Basildon for those seeking apprenticeships in logistics,

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construction and engineering. The long association between St Clere's School and Palmers College will be further enhanced by this new local secondary school in Grays. The secondary school in Essex which is discussing membership of the Trust has a large and successful sixth form and therefore will bring its experience and expertise to the Trust's 16-19 development.

Strong Central Provision

Over the last four years, the Trust has developed a strong central team headed by the Chief Executive Officer (CEO). He leads a highly effective group of Head teachers and a well qualified and effective centrally appointed staff team. He oversees and monitors schools performance, provides highly effective line management support to the schools and ensures the trust supplies high quality central services, in the areas of school improvement, data analysis, finance, HR management and IT infrastructure development.

The central team supports the CEO and the Trust Board in strategic planning, forecasts and risk identification and management and is therefore key to the Trust's quality assurance systems.

This expertise and the systems and processes it has implemented provide an excellent foundation for the Trust's planned expansion and will ensure it delivers excellent education provision and value for money in the future from which more communities will benefit.

Partnership and Collaboration

We will also continue to support other forms of partnership and collaborative working, including:

- The provision of high quality cross-phase transition for pupils in other feeder schools
- Supporting other members of the Schools Co-operative Society including sharing best practice
- Investing in research and training via the Thurrock Teaching Schools Alliance
- Providing an outstanding Sensory Service for the community through Service Level Agreements with Thurrock Council
- Investigating a partnership with a local FE\College to support sixth form provision
- Continuing to be an active partner in the Stanford and Corringham Sixth Form Centre.

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Rationale for Thameside Secondary School

The demand for additional secondary school places over the next few years is already evident in the rapidly expanding primary school sector in Thurrock. The council has asked primary schools in the Grays area to expand to meet the growing need for school places. Indeed, Thameside Primary School has been asked by Thurrock Council to expand to a four form entry primary school from September 2016. Due to increasing demand from parents, St Clere's Secondary School has already increased its PAN in 2013 by 30 additional places (NIA 231) and still remains significantly oversubscribed. From September 2018 the councils Pupil Placed Planning document shows that there will be a need for 426 additional year 7 places across Thurrock. Furthermore, to meet projected demand there will be the need for two additional six form entry secondary schools across the authority by 2020. Our six form entry secondary Free School in Gray's will help meet the need for additional pupils in the "Central Planning Area" of the Council.

The table below is an extract from the Pupil Place Planning document recently published by Thurrock Council for the Central Area. Also see:

https://www.thurrock.gov.uk/sites/default/files/assets/documents/pupil_place_plan_2016_v02.pdf

The shortfall of places in the area is summarised below:

Central Planning Area	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Shortfall whole school	103	225	453	619	778
Shortfall year 7	111	100	202	181	212

The predicted increase in pupil numbers comes from a general increase in the number of children in Thurrock but also from families coming into the area to occupy new accommodation in the significant housing developments which are an on-going feature of the Thames Gateway regeneration. .

Trust's Vision for the Free School

The Trust has already responded to requests from Thurrock Council to provide additional primary school places. We are working with the council to develop Thameside Primary School in Grays, rated Good by Ofsted in July 2014, to accommodate four forms in each year from reception to year 6 from September 2016. The proposed free school will ensure there will be places locally for these pupils when they reach secondary school age from September 2018 and for others in the area wanting to benefit from the St Clere's ethos and education offer.

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By being based on the St Clere's School in Stanford Le Hope, a secondary school rated as Good by Ofsted in 2013 and achieving excellent results for its pupils in 2016, Thameside Secondary School will benefit from leadership and pedagogy proven to deliver excellent results for its pupils. It will also benefit from the Trust's experience and skills gained at Thameside Primary who regularly support 42.5% of its cohort with English as an Additional Language (EAL).

The Trust wide assessment and data tracking systems will also be replicated to ensure pupil performance is tracked effectively and the quality of teaching and learning is improved and monitored. This will enable our schools to ensure interventions, where necessary, are prompt and good practice is understood and emulated across the whole Trust.

The addition of the Thameside Secondary School to the Trust will enable economies of scale achieved through the rationalisation of management structures and centralisation of many non-teaching functions to be extended and developed through investing in back office functions and succession planning. This will ensure the highest proportion of funding can be used directly for the delivery of excellent educational outcomes in Grays.

Replicating St Clere's School

The education design of the school will therefore mirror that of St Clere's School with adaptations to reflect the increased proportion of pupils inhibited by higher levels of deprivation (deprivation indices are 0.29 compared to 0.19) and EAL levels (42.5% compared to 4.9%). All pupils will make excellent progress regardless of their prior attainment and background.

Instilling co-operative values of Self Help, Self-Responsibility, Democracy, Equity and Solidarity ensuring:

Embedding the co-operative values will result in high quality personal development and behaviour for learning across the school.

Through the Trust's values, pupils will be taught that behaviour is their responsibility and they should take responsibility for their own learning. The co-operative values impact positively on improved community cohesion and provide opportunities for pupil voice and respect for others.

Excellent basic education provision

The school offer will be delivered through a balanced academic curriculum with an emphasis on maths. Sports will feature strongly, with the additional benefit of engaging pupils and encouraging team work. The range of sports offered will be extensive, enabling a number of options for pupils to choose from at KS4. Building on the current Trust programme, More Able and Talented provision will ensure there are opportunities for high attaining pupils to further extend themselves.

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Interventions to support pupils those in maths and English will be prioritised. The length and regularity of these interventions would vary according to each cohort. Some sessions would be one to one but some would involve small groups of pupils to work on one skill area. The aim is to accelerate pupil progress to fulfil each child's potential.

Deprivation and Cultural Diversity

Deprivation and EAL issues will be addressed through immersion in English Language and a focus on interpreting British values through cultural diversity programmes and the co-operative values.

The co-operative values will promote understanding and tolerance including race equality and provides opportunities for achievement for all students. We will build on our success of working with EAL pupils at Thameside Primary School so that the new secondary free school would accelerate further the academic progress and positive integration into British society of EAL students. All teaching will take account of pupils' cultural and religious backgrounds and linguistic needs. Our aim is to enable all pupils and staff to develop **strong and positive relationships in this exciting learning community**.

There will be **Extra-curricular** workshops and mentor sessions for both one-to-one and small group sessions. The PE clubs and activities would be supported by the specialism at St Clere's and the PE specialist department at Thameside Primary School.

Personal development and pastoral care will take account of religious and cultural differences, and the experiences and needs of particular groups of pupils, for example Gypsy/Roma, refugees and asylum seekers, would be effectively supported.

Comprehensive training will equip staff a deliver and support the school's objectives in this area. Specialist home school liaison workers and a highly effective Trust Education Welfare Officer (EWO) will support families that are difficult to reach.

Excellent preparation for the next stage

The school's education offer and its ethos will, as it does at St Clere's school, ensure that its pupils are well prepared to succeed whether they follow an academic or vocational route. However, there will be greater support for pupils with EAL and their families as there will be a higher need and less family knowledge of UK careers. We will use the experience we have gained with pupils from deprived backgrounds to give those at the free school the skills they need to effectively integrate into British society and provide opportunities to catch up quickly and exceed Age Related Expectations (ARE).

Section D – education plan: part 1

Pupil numbers per year

We are proposing to open a six form of entry secondary school in September 2018 to meet the increasing demand for school places in the secondary phase in the Grays area in Thurrock.

	2018	2019	2020	2021	2022	2023	2024
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Totals	180	360	540	720	900	900	900

Our motto is, 'The Pursuit of Excellence' and, at St Clere's, every student is given opportunities to succeed and reach their full potential. There is a warm, family atmosphere at the heart of the St Clere's community which ensures pupils can thrive in a safe, secure and inspiring environment. We will replicate this ethos at Thameside Secondary School.

Section D – Education Plan: part 2**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The overarching vision of the Trust is to support its schools to provide high quality comprehensive education for the full ability range of children. As well as quality assuring the educational vision of each school. The CEO and Executive Head Teacher will maintain oversight and scrutiny of school finances; HR practices and school improvement planning. A range of expertise in the Trust provides advice and guidance for financial accounting, assessment and progress data, performance management and learning as well as providing opportunities for educational action research.

The curriculum provided at Thameside Secondary School will replicate that of St Clere's School with some important additions built in to meet the needs of pupils at Thameside Secondary School. Additional focus points will include outstanding provision for high numbers of pupils with English as an Additional Language (EAL) and pupil premium (PP) students. This will include highly developed family liaison workers and a curriculum design which will include emphasis on literacy, mathematics and physical education. These focus areas will benefit from the expertise at St Clere's but will demonstrate a marked difference between the schools which meet the needs of the pupil intakes at Thameside Secondary School. The strategies and experience developed in making St Clere's School so popular and successful will be used to plan strategically for the pupil needs at Thameside. Additionally, the experience and success from Thameside Primary

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School will be used to support strategic planning. Thameside Primary School, despite its challenges, has achieved results considerably above national average standards in both maths and English. The combined score for year 6 in 2016 was 61%. This success will be replicated at Thameside Secondary School.

Whilst the cohort characteristics at Thameside Secondary School will be significantly different to St Clere's Secondary School they will be very similar to Thameside Primary School.

The justification for using St Clere's Secondary School as the general model is because the differentiated curriculum used meets the needs of the whole ability range. This has been demonstrated as follows:

- NEET figures have been below national averages
- Pupils with additional needs, such as SEND, hearing impaired and visually impaired have made outstanding progress, as outlined in the Ofsted report and 2016 results
- Maths and Science A*-C results have been significantly above the national for more than three consecutive years and these results hold the position of one of the top two schools in Thurrock. In 2016, 78% of pupils at St Clere's achieved A*-C in both maths and English
- The curriculum is broad and balanced as demonstrated by Ebac results increasing from 25% in 2015 to 30% in 2016
- Results in ICT have been 100% for three consecutive years
- Results in maths are significantly above national figures and results in English are in line with national. Additionally, predicted progress 8 scores for 2016 are +0.5
- SEND pupils (particularly HI and VI pupils) making outstanding progress from entry - mentioned as a huge strength by Ofsted (2014)
- All Pupil Premium gaps have significantly narrowed over the last three years.

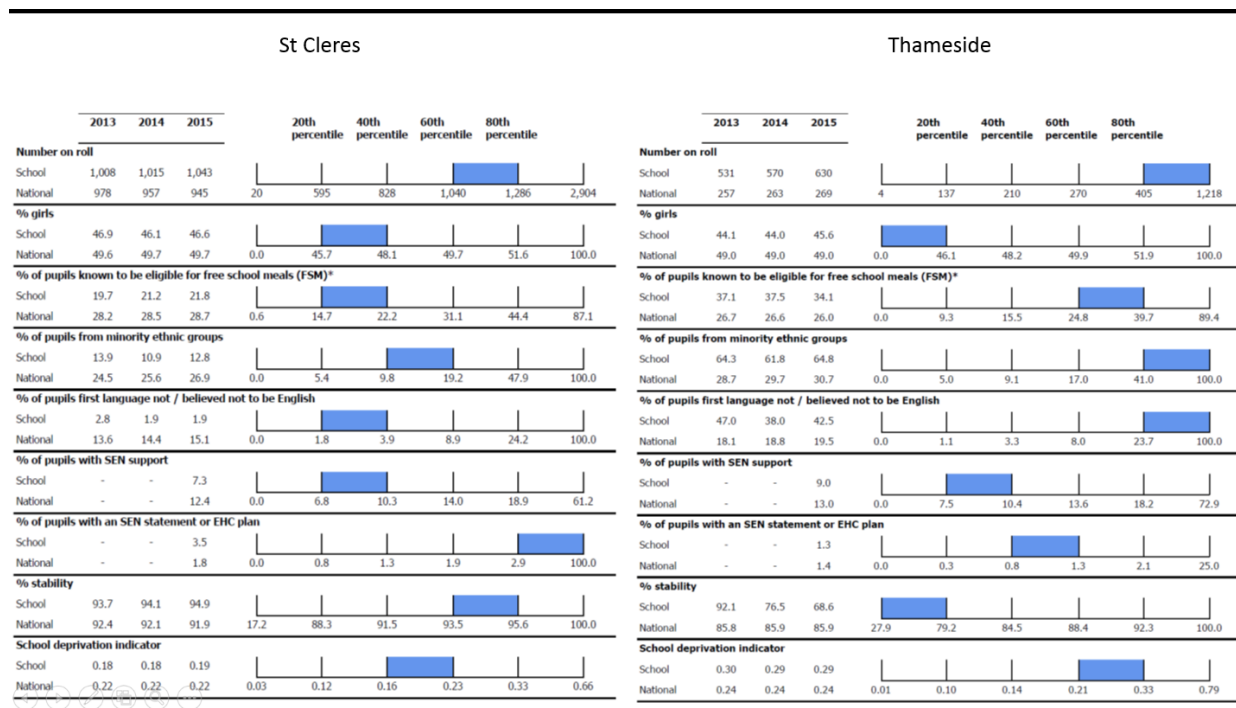
St Clere's has considerable capacity in its leadership team to support the good and outstanding teaching of all subject areas as well as supporting Special Educational Needs. St Clere's also holds a number of staff with specialist EAL skills and experience. Two of the staff, trained by St Clere's EAL hub, have provided outreach support to other schools across the borough as part of a borough wide service. Staff, student and parent's views have been recognised as a key strength by Ofsted and therefore evidences leadership capacity to engage and meet the needs of all stakeholders. There has also been a planned succession plan to enhance middle and senior leadership experience in preparation for the Trust expansion.

The Thameside Secondary and St Clere's schools will work closely together in several ways. Senior staff will be seconded from St Clere's and some will work across the two schools. Leaders in both schools will meet regularly to track pupil progress, plan curriculum and quality assure all aspects of teaching and learning. With this close partnership, both schools will be able to learn from each other as well as respond to each school's needs. For instance, a highly skilled and experienced head of department in St Clere's Secondary School will also lead a department in Thameside School. A well-structured succession plan will enable the trained middle leaders to maintain and

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continue the improvement in standards at St Clere's School. This co-operative way of working will share expertise and is in line with the cooperative values of the trust. It will further support succession planning and secure good pupil outcomes while the school is growing.

Set out below is a comparison of the cohort characteristics of St Clere's compared with Thameside Primary



The main differences for the children at Thameside Primary can be seen to be:

- Greater number of children whose first language is not English
- Significant turnover within the pupil population
- Fewer statemented children as St Clere's has two specialist resource bases for Visually Impaired and Hearing Impaired students.

Whilst this comparison is the best currently available because the free school will be sited in the same location as the very popular and successful Thameside Primary School, we expect that the differences will turn out to be less significant for the following reasons:

- Many of the pupils entering the free school whose first language is not English will have developed strong English during their passage through primary school. This is a strength of Thameside Primary School
- The turnover of pupils at primary phase tends to reduce for secondary pupils as generally pupils will have chosen the secondary school and there is less

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movement of families with older children

- The increase in pupils, this free school application is proposing to address, will significantly come from families buying homes in the area. This will tend to reduce the differences in the cohort between the free school and St Clere's.

Nevertheless, there will be new children into the area of secondary school age who will require support for accelerate development of their English language capabilities. St Clere's School has experience of these issues within its present current cohort and has developed highly successful techniques to help pupils in this position.

The free school being part of the Trust and benefiting from our strong reputation in the area, will attract a more balanced intake. The principles behind our curriculum will be the co-operative values together with Spiritual, Moral, Social and Cultural (SMSC) development as well as British values. These principles will be interwoven through each subject area where relevant. In particular, subjects such as English, History and RE will explore these values singularly. Additionally, cross curricular opportunities will be taken through focus weeks, assemblies and school visits will share these values as part of the informal curriculum.

The curriculum proposed will be designed to give all pupils the opportunity to reach their potential, raise their aspirations and improve their chances of progression to level 2 study and then further education or work based study. The Trust aims for a broad and balanced curriculum which will inspire pupils to learn and encourage aspirations for their future. The range of subjects and courses will help pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. There will be vocational options as pupils move up the school both within the school curriculum and linked to outside providers.

Set out below is the detailed analysis of the curriculum we will establish at Thameside Free School. This is based on the successful aspects in place at St Clere's School with differentiation built in to take account of the varying needs of the Thameside School pupils. For instance, the school day has been set out with 50 minute lessons and more lesson periods for English and maths than presently in place at St Clere's. There is a daily act of worship time and additional study periods for pupils who need the additional intervention. The afterschool programme will also be closely linked to family liaison in an effort to support the diversity of needs.

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Key Stage 3 -Year 7 & 8

Subject/other activity	Sessions	Mandatory/ Voluntary	Comments (lessons of 50 minutes)
English	5	Mandatory	Pupils will be set according ability. If pupils are not “secondary ready” intervention will be in place to prepare pupils to re-sit KS2 SATs
Mathematics	5	Mandatory	Pupils will be set according ability. If pupils are not “secondary ready” intervention will be in place to prepare pupils to re-sit KS2 SATs
Science	4	Mandatory	
Humanities	2	Mandatory	1 x History & 1 x Geography
MFL	2	Mandatory	Low ability pupils – no MFL (will take additional Literacy and Numeracy)
Technology	3	Mandatory	2 technology subjects per week based on staff availability
Creative Arts	3	Mandatory	Art, drama & music
PE/ games	2	Mandatory	
RE	1	Mandatory	
CPD	1	Mandatory	
Computing	2	Mandatory	Computing progression pathway followed from KS2
Total	30		

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Key stage 4 – Year 9, 10, 11

Subject/other activity	Sessions	Mandatory/ Voluntary	Comments (lessons of 50 minutes)
Aspiration & Study Skills	1	Focus will vary according to need and year group	Revision, intervention, careers preparation, home learning prep.
English	5	Mandatory	GCSE English Language and Literature
Mathematics	5	Mandatory	GCSE Mathematics
Science Both double and triple sciences available	4 (increase to 5 in year 10 & 11)	Mandatory	GCSE Science
Humanities (History & Geography)	3	Guided Choice	90% uptake based on pupil ability to complete Ebacc
MFL	3	Guided Choice	90% uptake based on pupil ability to complete Ebacc
Option 1	3	Guided Choice	Guided choice based on attainment at KS3
Option 2	3	Guided Choice	Guided choice based on attainment at KS3
PE	2	Mandatory	Statutory Requirement (Some pupils would do GCSE PE)
RE short course (y9 only)	1		Pupils will complete short course in year 9 and there will be an option to complete full GCSE

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Total	30		
Additional Literacy/Numeracy	3 – 5	Guided Choice	For pupils unable to access MFL/Humanities
<ul style="list-style-type: none"> • Guided choices would be a choice of relevant GCSEs and technical awards across a range of subject areas. These would be subject to DFE guidelines • Business Studies, Media, Drama, Art, Music, Technology, Sociology, Sport, Psychology, Technology • More vocational studies, in addition to technical awards would be available for pupils who are likely to benefit more from a vocational pathway. 			

Time of day

The school timetable will run across the following compulsory times with additional after school options for pupils.

8.00am	–	8.20am	Pre-school activities and support
8.20am	–	8.30am	Registration and act of worship
8.30am	–	9.20 am	Lesson 1
9.20am	–	10.10am	Lesson 2
10.10 am	–	10.30am	Break time
10.30 am	–	11.20am	Lesson 3
11.20 am	–	12.10am	Lesson 4
12.10pm	–	1.10pm	Lunchtime
1.10pm	–	2.00pm	Lesson 5
2.00pm	–	2.50pm	Lesson 6
2.50pm	–	3.10pm	Prep in form
3.10pm	–	4.00pm	Opportunity for afterschool provisions

The 50 minute sessions allow for 5 lessons of English and maths across both key stages. This also allows a full hour at lunch time where time can also be used for cultural activities and team building activities in PE and other subjects. The prep time at the end of school will be within forms and programmes will vary across the year.

Assemblies will run during prep or form times but there will also be a shadow assembly slot for longer periods of assembly time for all year groups.

Key Stage 3

The aim of the KS3 curriculum is to empower learners by building on the knowledge and understanding that pupils have gained at KS2 and prepare them for the rigour and demands of KS4. For these reasons, the school will follow the National Curriculum at

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KS3. The KS3 curriculum will also promote the spiritual, moral, cultural, mental and physical development of pupils as well as the skills, competencies and values. These will be driven and developed through every curriculum area.

We expect a pupil population that is comprehensive and ethnically diverse with higher than national averages of pupil premium as well as EAL pupils. A strong emphasis on literacy and numeracy will be threaded through the whole curriculum as well as through English and Maths lessons. Pupils will have 5 maths and English lessons weekly. The humanities subjects of geography, history and religious education will support the delivery aspects of literacy and communication. Science, Design Technology and, for graphical work, Geography will support the delivery of numeracy.

Literacy is fundamental for learning in school. Strong literacy skills are closely linked to the probability of having a good job, decent earnings, and access to training opportunities. We will develop pupils' literacy to provide them with the lifelong skills to be able to communicate and create, to articulate their ideas and understand and interpret the ideas of others. Literacy begins with reading. When pupils are competent readers, they will be great writers. Writing also runs through our literacy learning. Speaking and listening aids the development of both reading and writing and is, in itself, incredibly important. As such, we will teach speaking and listening skills explicitly and provide opportunities for speaking events.

Pupils with below age related literacy or numeracy skills will have access to a menu of intervention strategies ranging from one to one intervention; small group workshops; in lesson support; specific online catch up programmes and mentoring support. Assessment for intervention will take place half-termly, initially, in order to record and ensure rapid progress until pupils are at least in line with their age related expectations. In addition, pupils will be assessed on entry and provided extra literacy and linguistic support if they either fall below their age related expectations on entry or if they are non-fluent EAL pupils. Pupils with statements or higher level SEN needs will have access to intervention under the SEN support team. Each child will have an individual "flight path" based on their entry data.

The learning of languages will be promoted as part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment. Pupils will learn to appreciate different countries, cultures, communities and people. By making comparisons, they will gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure. We will provide opportunities for French, German, Spanish and British Sign Language (**BSL**). In addition, there will be opportunities to develop knowledge of Mandarin and Latin. Pupils will also be able to study for exams in their mother tongue.

Act of worship sessions will take place daily and will cater for children of all faiths and none. The preparation time in both the morning and afternoon will allow for a variety of programmes to run according to individual needs.

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The **preparation time** along with intervention sessions will be used to support academic underperformance and provide an alternative programme of support for pupils who are identified as underperforming during their transition.

After school activities

After school activities will be daily and will include pupil choice options such as Art, Drama, PE, Science, Music and Technology activities. Within this, there will be cultural session where pupils can celebrate aspects of their own culture or learn about other faiths and cultures. Revision and extra work sessions will also support existing intervention programmes and homework sessions will be available every day to support pupils and families who struggle to complete home learning. This session will also welcome family members so parents of EAL children would be able to attend the homework clubs and gain support themselves or support other children

Cross Curricular Study

Personal health and social education will be strategically planned as a whole school approach which will touch many subject areas. There will be specific focus across the year groups on areas such as internet safety, sex education, careers and employability. This knowledge and skills will be taught as individual units and supported through academic study in other areas such as ICT and Science.

Throughout key stage 3, pupils will also have timetabled lessons in Art, Music, Technology, MFL, computing, Humanities and RE.

Key Stage 4

The curriculum at KS4 is designed to maximise pupils' progress and attainment against the new accountability measures, Progress 8 and Attainment 8 together with the percentage attaining A&-C in both English and Maths, and the percentage entered for Ebacc and the percentage attaining Ebacc. Extra curriculum time will be provided to English and maths throughout the key stage 4 curriculum and this will vary according to needs of pupils, based on their key stage 3 progress. This will follow on from the extensive work carried out in key stage 3 years for literacy and numeracy.

A study session will be built into the key stage 4 curriculums which will be used to promote revision skills and assess pupil individual needs. Careers skills, such as CV writing and visiting local business people will be programmed into some of these sessions as part of the careers opportunities programme throughout key stage 4 and in line with the Trust vision to support pupils 16+ routes.

The KS4 curriculum is designed to support pupils preparing for their future and ensure the core skill subjects are still studied. High quality curriculum with clear pathways will ensure pupils are prepared for their next stages as well as raising their aspirations for their future.

The vast majority of pupils will study Ebacc subjects and fulfill the progress 8 accountability measure. They will also be able to choose two option choices from a range of curriculum areas including academic and vocational options. Courses and pathways will be designed to provide opportunity and challenge for pupils of all academic levels.

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They will also be in line with the government requirements used for school performance indicators.

During English curriculum time, all pupils will study for two separate qualifications at GCSE, English Language and English Literature. Functional English and English as a second language will be available for students who cannot access the full level 2 English GCSE. This will be suitable for students with high levels of EAL or any students who are in-year transfers with reduced educational progress.

Subject Choice Areas for GCSE

Pupils will choose up to two option choices at GCSE which will range from GCSE subject areas and technological awards as listed by the DFE for 2022 examinations.

The curriculum will focus on 6th form, careers links, and apprenticeship pathways by encouraging close links with external business employers and 6th form providers. Families and pupils will have information sessions and pupils will experience regular input from visitors to the school, providing a diverse range of role models and career pathways.

English as a Second Language GCSE

This option would be available for EAL students and would provide part of a more bespoke curriculum according to the student needs.

Pupils will cover the reading, writing, listening and speaking skills necessary for further study or employment in English-speaking countries through Edexcel International GCSE in English as a Second Language (ESL).

The course will help to develop:

- Pupils' understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting their own reading style and speed to different texts and purposes
- Pupils' ability to understand standard spoken language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- Pupils' ability to write clear, well-structured texts using an appropriate style
- Pupils' ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts
- Pupils' understanding of the nature of language in different cultural contexts.

On completion, pupils could go on to study AS and A levels and International Advanced Levels, or equivalent qualifications.

GCSE English Language

The English Language GCSE will encourage pupils to read a wide range of high quality, challenging literature and non-fiction texts from a range of genres and types from the 19th, 20th and 21st centuries. It will have a specific focus on making sure that pupils are able to write clearly and accurately, in good Standard English.

There will be an increased emphasis on spelling, punctuation and grammar, including the use of vocabulary. Speaking and Listening is assessed separately, pupils are filmed

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delivering a presentation which is rewarded a result/endorsement by the examination board. There will be a bigger emphasis on teaching pupils to become more confident in formal speaking.

GCSE English Literature

The English Literature GCSE will encourage pupils to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel
- A Shakespeare play
- A selection of poetry since 1789 including representative Romantic poems
- British fiction or drama from 1914 onwards
- There will be specific assessments of unseen texts. The quality of writing in the response to texts will be assessed.

Our curriculum will reflect the increased emphasis on spelling, punctuation and grammar, including the use of vocabulary. There will be a stronger emphasis on pupils' ability to speak publically and formally. This will build on the cross curricular focus across key stage 3.

Maths GCSE

Mathematics is a subject in which pupils can achieve well if English is not their first language. This subject will be a key focus subject in the school and will benefit from the outstanding practice at St Clere's. All pupils will be entered for Higher or Foundation Maths GCSE. The course will be solely assessed at the end of year 11 through three final examinations with no coursework element at all. We will use the Edexcel examination board. The content of the course will be made up of the following areas of knowledge: number, algebra, shape and space and data handling. More able pupils will be able to take statistics in addition to maths as an option.

Functional Mathematics

Functional mathematics will be available for pupils who cannot access the level 2 mathematics GCSE. Functional Mathematics Level 1 and Level 2 (4367, 4368) aims to promote mathematical thinking and transferable skills rather than rote learning. The Functional Mathematics specification is suitable for pupils from diverse background in terms of lifelong learning. The Level 1 qualification in Functional Mathematics also provides a good basis for progression to Level 2 in Functional Mathematics and GCSE.

Pupils will cover:

- Maths that is useful in everyday situations and the world of work
- Contextual material which emphasises the benefits of maths to people who have been 'turned off' by the subject.

Science GCSE

We want young people not to just remember Science facts but to challenge the world around them and develop analytical and evaluative skills. Teaching will focus on teaching science alongside skills such as teamwork skills which will transfer to the "real" world.

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Science GCSE teaching will enable pupils to: -

- Develop a broad base of scientific knowledge to understand the world in which they live.
- Learn to express themselves creatively and imaginatively.
- Communicate with others confidently and effectively.
- Plan and carry out scientific investigations.
- Justify choice of equipment and methodology.
- Draw and interpret graphs and tables.
- Synthesize arguments from evidence (or lack of).
- Write logical and coherent conclusions.
- evaluate evidence for strengths, weaknesses and gaps in knowledge.

Physical Education

PE will be a specialism within the school. PE is not a subject that is inhibited by pupils' knowledge of the English language. There are a number of key concepts that underpin the study of PE. Pupils will be taught to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. There will be a particular focus on healthy lifestyles in terms of exercise and nutrition in order to prepare pupils for positive life style choices as adults. Additionally, teamwork will develop skills for life.

The school sports teams will be developed around the internal House competitions and will then be linked with local schools and clubs. Further support for PE gifted and talented pupils will be developed in partnership with St Clere's Secondary School.

Other key areas of study will be:

- Developing control of whole-body skills and fine manipulation skills.
- Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
- Responding with body and mind to the demands of an activity.
- Adapting to a widening range of familiar and unfamiliar contexts.
- Understanding how the components of competence combine, and applying them to produce effective outcomes.
- Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.
- Understanding the nature of success in different types of activity, including teamwork.

Creativity

- Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

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

Healthy, Active Lifestyles

- Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

Year Group Setting

Teaching – year 7 & 8

Benchmarking data used will be KS2 results and annual CAT tests. In addition, students will be tested on the 'Arti Reading Test' annually. A range of summative and formative assessment will be used to review student progress on a termly basis and ensure correct sets are organized.

Pupil groups will be organized by dividing equally into either X or Y bands. Both X & Y will then be set according to literacy and numeracy ability. In year 7, pupils will stay in the same class for all subjects as this will add stability and security while the pupils develop their social networks. In year 8, core subjects will set pupils according to their ability and progress in the subject area. Extra English and Literacy lessons will be provided for pupils who are falling below age related expectations or who need support with EAL. This will be decided based on end of year assessments and review of progress made in the previous academic year. Additionally, there will be a nurture group which will be a smaller number of pupils with high level of needs. These students will have a smaller range of teachers and their curriculum will include additional literacy.

Years 9, 10, 11

Pupils will be set according to their ability and pathway for core subjects and, where possible, for Ebac subjects. Options subjects will be taught as mixed ability according to the 'take up' of option choices by pupils.

Pastoral

Within each year group, pupils will be placed into form groups within one of four 'houses.' Pupils will stay in these form groups throughout their time in the school and will be able to participate in House competitions, fund raising and reward systems. Additionally, each year group will have a head of year who will monitor progress, attendance, behaviour, providing sanctions and rewards. The house system at St Clare's School will work alongside the house system at Thameside Secondary School, organizing joint events and competitions as well as joint charity work and development of the co-op values and work within the community.

Induction of 'in year' transfers

As students will arrive 'in phase' there will be an induction programme which will include: an initial assessment for English & Mathematics. Part of this assessment will include an alternative for any EAL students in which their experience, background, previous education and needs will be assessed in order to form an individual education plan for each EAL student. In essence, immersion into the English Language will be experienced

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

by these pupils. In addition, EAL students will be given extra English teaching time and specialist one-to-one support.

- Non EAL students will be inducted into a class matching their ability and any necessary intervention will be planned in their timetable.
- For year 9 and above students, their programme of study will be arranged according to their previous studies and, where necessary, they may follow a slightly altered curriculum for instance, rather than pick up two option subjects they have not studied before, they might study one and be provided with small group intervention to help them catch up and gain the highest possible opportunity to achieve GCSE.
- To meet the emotional and social needs of in year transition, they will have pupil and staff direct points of contact. Their induction and well being will be monitored daily for two weeks and then reduce to weekly for the first half term.

Assessing Pupils and meeting individual needs.

The Trust vision will be to meet the needs of all pupils. This will mean we will create systems which monitor stages and progress of EAL, pupil premium, SEND, gifted and talented and CLA children. Initially, a fully inclusive classroom approach with differentiation for more able and less able students will be a core expectation. A personalised approach will also mean that pupils know their own points of progress and be provided with clear targets to help them reach their next stage within each subject area.

Teacher assessment and termly, moderated assessment pieces will enable student progress to be tracked and measured. Additional CATS and reading tests will support this data. Where students make rapid progress, they will be able to move to sets where students are working at the same level. Intervention programmes will be put in place for students making less than expected progress.

In addition to this, the curriculum offer will allow flexibility to meet the demands of different groups of children. This may take the form of extra core subject time or it may involve a reduced curriculum and intervention for specific skill such as reading or writing. Equally, more able students may study additional subjects such as separate sciences or they may take on a research project linked to a work based mentor.

SEND

Our policy will aim to ensure all SEND pupils are provided with every opportunity to reach their full potential. The SENCO will have direct links to the senior leadership team and will also line manage, train and deploy HLTAs and TAs. The link to the senior leadership team will be vital as the SENCO will play a key role in teaching and learning as well as staff training. With strict adherence to the code of practice, the SENCO will identify pupil needs and ensure adequate support is in place within lessons and extra-curricular activities. The SENCO will also be responsible for liaising with outside agencies.

EAL pupil provision

As we anticipate high numbers of EAL pupils on entry, strategies to ensure smooth transition for these pupils will be a high priority. EAL is not SEND. Staff knowledge and

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

training will have a deep understanding of the differing needs for EAL pupils. An EAL coordinator will be in place but this person will not be line managed by the SENCO as it is important that EAL is not seen as a SEND issue. Instead, a head of English or teacher with linguistics degree and study of EAL will line manage the coordinator. EAL pupils can be at varying stages of language acquisition and, like all children, have varying needs. These needs could be linked to their experiences before arrival or their culture or their understanding and communication skills. EAL pupils will be assessed and monitored half termly. Their prior subject knowledge will be determined and they will be supported within subject areas while they develop fluency in English. The first priority will be to support their language acquisition and provide positive role models. When ready, EAL pupils will have access to one to one support as they develop their educational experience. Advanced and more able EAL pupils will have a mentor to support them as and when support is required. This mentor will also guide pupils to ensure they meet their highest potential. For instance, support may be provided with family members who are not fluent in English or the pupil may be advised to take an extra GCSE in their mother tongue.

The school ethos will place high value and appreciation of diversity. This includes a belief that 'mother tongue' should not be lost but should be celebrated as it is part of the speaker's identity. The skill of becoming bilingual or multi-lingual will be seen as an asset for any individual. A flexible programme for transition of EAL pupils will underpin this value.

In line with the Trust vision, the school will have strong links with external industry, employers and further education providers. Throughout key stage 3 and 4, the school will meet the requirements of the Trust vision by planning career programmes for each year group. Interview weeks, external visitor talks, enterprise activities, career interviews and work experience opportunities will support pupils to plan their academic study pathways as they move through the year groups and prepare them for the variety of opportunities open to them 16+. The NEET figures for St Clere's school are extremely low. Proven and appropriate, effective strategies used to support St Clere's pupils will be used within the Thameside programme.

D2 – measuring pupil performance effectively and setting challenging targets

Establishing appropriate and challenging performance targets and measuring progress towards them is at the core of the Trust's governance regime' It is exercised by individual teachers, department heads, head teachers and the Executive Head in the schools. In addition, the CEO of the Trust oversees performance across all the Trust schools. Achievement against targets is embedded within the staff's performance management processes. The Trust PMR policy and Pay policy will be implemented at the Thameside Free School to reward and motivate staff who have impact on improving pupil performance.

D2 – measuring pupil performance effectively and setting challenging targets

Governors and Trustees will be actively engaged in the setting of targets and will receive regular performance information which will enable them to challenge as appropriate as well as ensuring the Trust and school development plans reflect the Trust's objective of providing outstanding education to all of its pupils, regardless of background and ability.

On entry, in year 7, pupils will be grouped using KS2 baseline assessment from SATs in English and mathematics. Where there are anomalies CATs data will be used to inform accurate groupings. In practical subject areas, such as physical education and product design, an internal baseline, assessment will achieve a more accurate record of progress. The baseline assessments from Thameside Primary School indicate that in 2016, 61% of Year 6 pupils were 'secondary ready.'

Half termly data drops of either a formative or summative nature will then be carried out, with Heads of department moderating samples of pupils' work to ensure consistency and accuracy. This data will be used to monitor and track pupils' individual progress. Pupils will also be assessed within class during lessons and through end of unit tests. Teacher continuous assessment will lead to next step marking which will inform pupils how to progress. Teachers will use this knowledge to plan future lessons and activities, based on pupils' prior performance.

We will build in regular marking of pupils' work and ensure pupils respond to the marking by, for example redrafting in green pen, in line with the whole school literacy policy. Heads of department will monitor pupil work through book reviews and lesson visits to monitor the usage and impact of redrafting strategies.

In advance of teaching a class, staff will access data sheets, which will show each pupil's KS2 baseline and their 'above expected' progress target. We will use SIMS to provide analysis of this data which will then be RAG rated.

Initial Guideline Targets

The initial targets will be

Progress 8	–	0.4
Attainment 8	–	B
Ebacc	–	25%
Expected progress and above in English	–	85%
Expected progress and above in Maths	–	81%

The Trust Board and local governors will agree targets based on pupils' starting points and will monitor progress to targets, termly, in line with the monitoring of pupil progress in the other schools. Where underperformance is concerned, the trust will liaise with expertise elsewhere to support the schools' intervention and sharing good practice.

Assessment Overview – How we will assess progress

Pupils will be assessed on 'Flight Paths' ranging from 9 to 1. Flightpath '5' will represent 'expected attainment' for **that school year** and 9 will be the highest grade.

Pupils will be assigned an initial flight path based on their fine level attainment at KS2 and the corresponding GCSE expectation (based on the most recent DfE published data). For

D2 – measuring pupil performance effectively and setting challenging targets

example, a student at age related average in English (Reading) and Maths should be expected to achieve GCSE grade 5 and so would be placed on flight path 5 and tracked against that throughout their time at school. Pupils will be able to move between flight paths, but a student who remains on the same flight path throughout school would actually be making minimally expected progress in line with national, and would go on to achieve GCSE 9-1 grades equal to their flight path, giving them a progress 8 score of 0.

This system will allow us to track expected outcomes from the moment the pupils enter, and throughout their time with us, so we will be able to intervene early in the case of underachievement and will also be able to quantify accelerated progress. Any intervention will be triggered when the half termly data analysis shows inadequate progress. A menu of interventions ranging from mentoring, parent meetings, one to one or curriculum changes will be available.

All pupils will have an aspirational target of one flight path higher than their KS2 attainment suggests. Additionally, FfT will be used to inform individual pupil targets and ensure both staff and pupils aim for highly aspirational outcomes.

In line with the Trust vision, a 'more able' pupil programme will be put in place for pupils who are above average ability. They will be set suitable challenging and aspirational academic targets as well as having access to the existing Trust More Able programme, working jointly with St Clare's School.

The table below shows descriptions for each flight path, along with the matching to prior levels/grades used during the transfer to flight paths.

Terminology	Flight Path	Description	Matching to prior Levels/GCSE Grades					
	New GCSE		KS2 Entry	End of Y7	End of Y8	End of Y9	End of Y10	End of Y11
Excelling	9	Working significantly above what is expected for a pupil of their age. Frequently needs alternative tasks and may well be studying an alternative curriculum. (Top 5% nationally)	6+	7c-7b	7a	8+	A*	A**
	8	Working well above what is expected for a pupil of their age. Often need to be offered extension tasks and opportunities to	5a	6b	6a	7c	A	A+ to A*

D2 – measuring pupil performance effectively and setting challenging targets								
		apply skills to more complex questions.						
Above National	7	Consistently working above what is expected for a pupil of their age. Shows a very secure knowledge and ability to apply the vast majority of curriculum content.	5b	6c	6b	6a	B to B+	A- to A
	6	Often working above what is expected for a pupil of their age, but not consistently.	5c	5a	6c	6b	C+ to B-	B to B+
National	5	Consistently working at what is expected for a pupil of their age.	4b-4a	5c-5b	5b-5a	5a-6c	C- to C	C+ to B-
Working Towards National	4	Often working at what is expected for a pupil of their age, but not consistently. Possible gaps in knowledge identified at times	4c	4a	5c	5b	D to D+	C- to C
	3	Able to access and attempt material as expected for their age, but often need to support to apply the knowledge and skills.	3c-3a	3a-4b	4c-4a	4b-5c	E- to D-	E+ to D+
Below National	2	Working below what is expected for a pupil of their age, but generally successful if work is differentiated to support their needs.	2/N	2b-2a	3c-3b	3b-3a	G to F+	F to E
	1	Working significantly below what is expected for a pupil of their age, but often successful if work is differentiated to support their needs.	B	2c-2b	2a	3c	U to G	G to F-

D2 – measuring pupil performance effectively and setting challenging targets

The Flight Path approach was introduced at St Clere's School in September 2015. Parents' workshops have demonstrated that this method of tracking their child's progress is clear and accessible. Subject criteria for age relate expectations support this.

The Trust data manager, at assistant head teacher level, will work with the Trust's School Improvement Partner (SIP) to replicate and set up systems for data collection on the same Management Information System (MIS) used by the Trust. The Trust will play a key role in monitoring pupil performance as it already does with existing schools. Thameside Free School will use the same format being used by St Clere's whereby pupil progress is reported termly to the Trust Board and broken down into pupil groupings to ensure good and outstanding progress according to gender, SEND, PPI, EAL and ability range.

Attendance

The attendance rewards and sanctions system will replicate the already successful system set up at St Clere's School and within all schools in the Trust. Pupils with poor attendance and or behaviour should not be eligible for educational visits, prom etc. To allow pupils to attend the above letters are sent out detailing targets for improvement.

The Trust will set challenging attendance targets and the schools progress towards these targets will be monitored termly through a data collection proforma. Support and intervention will be offered to schools if progress is not in line with the target. The good work already in place at Thameside Primary School of family support workers will continue into Thameside Secondary School. So families will be supported with pupil attendance and interventions will be timely and effective. The attendance grading system used at St Clere's which grades from A*, 1, 2, 3, 4 (100%-98% attendance = A*; 97.9 - 95% attendance = 1; 94.9%-92% attendance = 2) will be used to monitor individual pupil and year group attendance. Support will also be available from St Clere's School where attendance is outstanding. Joint attendance officers will work across the school, supported by the Trust EWO.

Behaviour

The deputy head teacher will be responsible for behaviour and attendance. Details of behaviour records and attendance will be reported to senior leadership and strategies will be implemented to reach target figures, set by the local governing body. The target figures will be aimed at ensuring the school meets the Ofsted 'outstanding' grading. The head teacher will be ultimately responsible for any interventions linked to behaviour. Rewards will always be the first strategy to be used but decisions on exclusions or involvement of outside agencies will be made by the head of school in liaison with the local governing body. The table below shows monitoring and sanctions for behaviour. This is a replication of the successful system already set up at St Clere's School.

Pupil Behaviour Levels			
Level	Sanctions and Consequences	Support Strategies	
4	Governor monitoring to avoid Permanent Exclusion	Pastoral Support Plan involving external agencies	

D2 – measuring pupil performance effectively and setting challenging targets

	<p>Any gross misconduct will lead to a long term fixed term exclusion and put the pupil at level 4.</p> <p>Regular inclusion unit(s) or time-out room(s) in a half term. Regular fixed term exclusions in a half term.</p> <p>NB. A pupil at Level 4 will return to Level 3 if they consistently achieve the targets in their Pastoral Support Plan or reduce their poor behaviour incidents</p>	<p>School ActionPlus – Governors’ Report and review on a monthly basis.</p> <p>Regular parental contact and review meetings.</p> <p>Referral to Pupil Referral Unit.</p>	<p>16 points in a half term</p>
3	<p>Higher Level Monitoring</p> <p>Head of Year/Senior Staff/Key worker</p> <p>One fixed term exclusion in a term.</p> <p>More than one period in the inclusion unit in a term.</p> <p>Regular time-out room/on call in a term.</p> <p>Regular behaviour detentions/ Head teacher’s detentions.</p> <p>NB.A pupil at Level 3 will return to Level 2 if they have no fixed term exclusions or periods in the inclusion unit in a half term or significantly reduce the amount of time-out rooms.The Head of Year will review cases each half-term to determine level 2 and 3.</p>	<p>Higher level mentoring</p> <p>Pre-Pastoral Support Plan/School Action</p> <p>Regular parental contact to review progress.</p> <p>Pastoral Governors referral</p> <p>Senior Staff report</p> <p>Use of re-integration plans refer to North East Cluster Multi Agency Meeting (CAF)</p>	<p>13-15 points in a half term</p>
2	<p>Head of Year Monitoring</p> <p>One period in the inclusion unit in a half term.</p>	<p>Head of Year Report</p> <p>Parental contact essential</p>	<p>7-12 points in a half term</p>

D2 – measuring pupil performance effectively and setting challenging targets

	<p>More than one time-out room in a half term and/or regular attendance at behaviour detentions.</p> <p>NB.A pupil at Level 2 will return to Level 1 if they have no time-out room(s) in a half term.</p>	<p>Consider referral to mentoring programme.</p>	
1	<p>Form Tutor Monitoring</p> <p>3 or more behaviour detentions in a half term.</p> <p>NB.A pupil at Level 1 will return to A* if they have no detentions in a half term.</p>	<p>Form Tutor Report Card</p> <p>Possible contact with parents</p> <p>(as appropriate)</p>	<p>4-6 points in a half term</p>
A*	<p>Pupils who follow our School Rules and Expectations</p> <p>An ambassador for the school.</p>	<p>Bronze Certificate may be awarded each term.</p> <p>Rewards Tree accessed on a regular basis.</p> <p>Pupil is automatically invited on the Rewards Trip.</p>	<p>0 - 3 points in a half term</p>

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

The Trust will appoint a shadow local governing body, an Executive Head Teacher (EHT) and a Head of School (HoS) designate will be appointed by the Trust Board. The staffing will be sourced from St Clere's leadership team. Initially through secondments, the Trust's recruitment policy will secure permanent fulltime appointments as the school grows.

The EHT will be a serving head teacher with experience of leading a successful secondary school. The EHT will line manage the HoS and support the preparation and planning for opening Thameside Secondary. The role will be to deliver the Trust vision for the school and lead the preparation for pupil provision. With the HoS, the EHT will appoint new staff under the policy expectations of the Trust.

The Head of School will be line managed by an executive Head Teacher. This will form the initial leadership team who, in line with trust expectations formats and vision, will strategically run the school; plan forward vision and partially teach in the first few years. This role of Head of School is crucial as whoever is in this role will be supporting the Trust to appoint further staff and strategically developing the school as the pupil numbers increase. They will also be required to oversee all monitoring and assessing of pupils and staff.

Strategic direction will come from the CEO of the Trust who will support the Executive Head Teacher and Head of school to plan long and short term strategic steps in line with the Trust development plan. The School Improvement Partner (SIP), and consultants from the Trust will monitor and support the vision and development plan as well as quality assuring the leadership judgments.

Staffing and resources will be shared across St Clere's and Thameside Free School in a variety of ways:

- Heads of departments at St Clere's will run departments as Thameside until the school is full and a suitable middle leader is in place.
- Exams, reprographics and ICT support workers will be able to work across both schools.
- Preparation for the first cohort of pupils will be made by the Head of School who, with the Trust and governors, will appoint new staff.
- The Trust will provide finance, HR and data support.

2018 – 180 pupils all year 7 (6 classes)

In year one, the Head of School will teach a minimal number of lessons and the assistant head teacher will also teach a 64% timetable. The responsibilities for the Head of school will be preparation for school expansion and staff management as well as curriculum, supported by the EHT. The assistant head teacher will have SENCO qualifications and will line manage teaching and learning as well as inclusion. In 2018, six members of staff would be required for form tutoring. The head of house system would also be implemented. This would be the route for rewards, in school completion, fund raising and charity activities. There will be four houses, in replication of the St Clere's house system, but the pupils and parents would decide the names of each house. The house system will be a strong driver of moral responsibility and team work.

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

The initial teaching staff team would be made up of two ‘teachers in charge’ of English and Maths. These staff would be led by the English and Maths heads of departments from St Clere’s School who are both experienced heads of departments with successful track records. These staff would have regular day to day electronic contact and frequent meetings throughout the year to support curriculum & assessment development as well as preparation for the future year groups. The St Clere’s heads of departments would also support quality assurance of the learning in these subjects. Eventually, the Thameside new school ‘teachers in charge’ will become heads of departments in this school which will ensure succession planning and development of high performing staff. There will also be teachers with responsibilities for Science development, EAL inclusion, and one head of year role. This number of teachers would support the teaching of the full curriculum as expertise will be considered when recruiting. For instance, as well as the teacher in charge of Maths, it is likely a second teacher of Maths will be required who can also teach ICT to a good standard until the school grows enough to accommodate a full time ICT teacher. At least three of the teachers would be required to teach some subjects outside their specialist area in order to support the growth of the school financially as in the first few years.

The teacher in charge of English will be required to have expertise in linguistics and EAL so curriculum support can be developed across the school. A lead for Science will also be required on a lower TLR who will be line managed by the St Clere’s head of Science. A main scale PE teacher will be required for this specialist subject area and other smaller specialist areas such as Music will be taught by visiting teachers from St Clere’s where there is not the expertise in the first year teacher cohort.

St Clere’s specialist teachers for Technology, Drama and Art will support with schemes of work for this year group so main scale teachers employed at Thameside can deliver the curriculum. The head of English role will also incorporate cross curricular literacy and line management of the EAL specialist. In addition to this, recruitment of the first MFL teacher will look for someone capable of holding a small responsibility and linguistic expertise to support the EAL team within the school. Teachers from St Clere’s will be used to support the planning, assessment and possible teaching gaps of areas with less expertise. As we anticipate high numbers of pupil premium, EAL and SEN pupils, a full time HLTA position for EAL will join the team managed by the teacher in charge of English and including the MFL teacher with responsibility. Two TAs have been included although this may vary according to pupil needs. A receptionist and admin staff will also be the key community support staff. During the first two years, heads of departments at St Clere’s will manage and lead main scale teachers or ‘teachers in charge’ in Thameside Secondary School.

Building on the fact that the Trust already has agreed shared training days across the school, there will be a calendar of shared training days between staff at Thameside and St Clere’s as well as joint twilight middle leader meetings and department meetings to support the effective growth and pupil progress of Thameside.

2019 – 360 pupils Year 7 & 8 (12 form classes)

Main scale teachers of English, Maths, Science, PE, Humanities and Technology will be appointed. Within this recruitment, there will be a head of year role and an assistant

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

head teacher role. If neither of these roles are filled with Humanities expertise, then there will be a TLR responsibility for the Humanities post of 2C and this teacher will work under the guidance of the St Clere's head of Humanities faculty to ensure high quality and forward planning of teaching, learning & assessment in this subject area. The additional SLT role will join the leadership team to focus on pupil progress, monitoring and reporting. A HLTA will provide additional support and mentoring as the school develop their family liaison capacity. Part of this liaison will be the availability of before and after school support so families can engage fully with the school and the high numbers of PP pupils can be supported. We anticipate 2 more LSAs to meet the pupil needs although this could increase. St Clere's will continue to provide curriculum and teaching support for remaining areas and will prepare staff to take on future responsibility in the new school. Teachers who join in year one will move into teaching only their specialist subjects and the PE teacher will move into a responsibility as this curriculum area develop as a key specialism within the school.

2020- 540 pupils year 7,8 & 9 (18 form classes)

In this third year, a deputy head teacher will be appointed to add capacity to the senior leadership team. A specialist teacher of PE will be appointed to focus on cross curricular opportunities for sport and to develop the ethos of Sport as a key ethos for the school. As after school and before school activities are so key to this school, a teacher will be given a responsibility point to develop extra-curricular provision across all subjects. Further teachers will be appointed for Maths, English, Science, ICT, Humanities and the Arts, as required to meet the needs of the increasing pupil numbers. In addition, existing none core specialists will have the opportunity to apply for responsibilities to ensure there is a teacher in charge in Creative Arts, PE and ICT. Deputies will be appointed for the three core subjects as well as a new head of year. This post will increase opportunity to ensure the applications of high quality.

As GCSE options will begin for year 9 pupils, St Clere's staff will be used to teach subjects where specialism is not available from staff at Thameside. Subjects such as Psychology, Sociology and Music may require visiting staff to teach. Depending on the need, timetablers will consider the movement of staff across both schools and plan to ensure the best possible use of time and money.

Many departments will be still be led and managed by heads of departments from St Clere's School who will work across the two schools. And ensure the smooth succession plan of teachers with responsibility at Thameside. A pastoral manager will be appointed to release time for senior staff and support behaviour and welfare in the school. For instance, any on call system would be staffed by a support member of staff. Further LSAs will be recruited to meet SEN needs. A further HLTA will provide pastoral and cover support in the school. One extra cleaner will be appointed along with one librarian and one admin worker. Remaining 'back office' requirements will come from St Clere's School and St Clere's Trust.

Joint training meetings and training days with St Clere's School will support the professional development of staff in the new school. A coordinated calendar will ensure

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

teachers in the same subject areas can meet regularly to support monitoring and teaching within each subject

2021 – 720 pupils -y7,8,9,10 (24 form classes)

At this point, there will be two year groups studying GCSEs. Most subject areas will have qualified staff in order to deliver the requirements of GCSE courses but many non-core areas will be led by heads of departments at St Clere's in order to ensure there is good capacity to develop assessment, moderation and curriculum needs. The heads of core subjects (English & Maths) will move up to higher TLRs and this will include their roles in literacy and numeracy. Remaining subjects will have lead teachers in place with main scale teachers in addition. Subjects will join as faculties to ensure cross curricular literacy is a strength. For instance, Geography, RE and History will form the Humanities Faculty, thus allowing a joint approach to programmes of study and literacy implementation across 3 subject areas. A teacher in charge of performing and creative arts will over-see the growth of art and design as well as music and drama. One further head of year will be appointed with further main scale staff appointed across all subject areas. At this point, examinations will be supported by St Clere's exams department in preparation for GCSEs and other qualifications. Further admin appointments for pastoral support and ICT will be required this year.

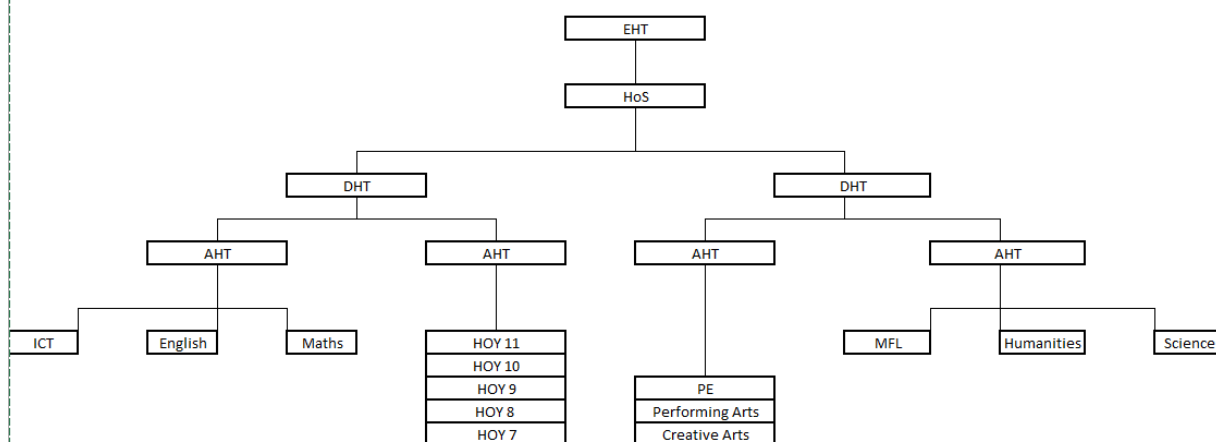
2022 - 900 pupils - y7, 8, 9, 10, 11 (30 form classes)

This will be the first year of external examinations. Therefore an examinations officer will be needed. At this point a deputy head teacher will be appointed to strengthen the senior leadership team and one further head of year will be in place. Direct teaching support from St Clere's school will not be necessary at this point unless there are some options choices which require some speciality teaching. Core heads of departments will be in place for by this time with deputy subject leads in large departments. Additionally, two full time intervention tutors would support literacy and numeracy intervention across year groups. The target would be for both schools to work together in a mutually beneficial way such as sharing a specialist teacher across both schools if full time is not required. This is often the case with specific language specialities or smaller subjects like music. Further main scale and TLR 2 posts will allow Thameside to ensure it can manage its own curriculum design and planning as well as intervention, attendance, data and admin by the end of this year.

Both St Clere's and Thameside will continue to work co-operatively by sharing staff continued professional development, initial teacher training, curriculum design and developing teaching and learning.

Pastoral Team

The pastoral team will start with the head teacher and a senior member of staff who will have a SENCO qualification. This will ensure safeguarding and inclusion are high on the school's agenda. As pupil numbers grow, pastoral heads of year will be appointed to replicate the successful team structure of St Clere's School. This will involve a senior lead with five heads of year and support staff to develop rewards and sanctions systems in line with the school policy.

Staff Structure

The staffing structure will rely on sharing of resources across both secondary schools until Thameside Secondary School is full and can financially sustain the required numbers of staff. Our aim would be to ensure highly skilled staff are able to develop within the Trust and across a variety of school. The school would support that vision so, rather than acting as a stand-alone academy, it would form part of the 'team' of schools within the Trust and benefit, as well as contribute, to the staff development vision. There are several teams who can work across schools in order to reduce staffing. These include reprographics, ICT networking, finance, caretakers, cleaners, data technicians and, in some cases, heads of departments.

	2018	2019	2020	2021	2022	2023	2024
Pupils	180	360	540	720	900	900	900
KS3 form classes Y7-8	6	12	12	12	12	12	12
KS4 classes Y9-11			6	12	18	18	18
Lessons	180	360	684	934	1186	1186	1186
Teaching							
Executive Head	0.5	0.5	0.5	0.5	0.5	0.5	0.5

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

Head of school (L22-28)	1	1	1	1	1	1	1
Deputy Head Teacher (L16-20)			1	1	2	2	2
Assistant Head Teacher (L8-13)	1 senco	2	2	4	4	4	4
Visiting teacher (UPS 5)	3 @ 0.25 (teaching) 3@ 9 days per year	4 @ 0.25 (teaching) 3@ 9 days per year	4 @ 0.25 (teaching) 3@ 9 days per year	3 @ 0.25 (teaching) 3@ 9 days per year	2 @ 0.25 (teaching) 2@ 9 days per year	1 @ 0.25 (teaching)	1 @ 0.25 (teaching)
TLR 1C		2	3	3			
TLR1B					3	3	3
TLR 1A			1				
TLR2C		4	3	5	2	2	2
TLR2b	2	1	2	3	5	5	5
TLR 2a	1	2	5	8	9	9	9
TLR () 3	1	2	4	4	4	4	4

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

Main scale M5	3.5	4	10	16	24	25	25
HLTA	1 EAL & Attendance, medical, EAL, PP	2	3 inc 1 pastoral support	5 inc 2 intervention tutors	5	5	5
Cover supervisor	0.5 from STC	1	1.5	2	2	2	2
TA	2	5	8	10	12	12	12
Technicians		1	1.5	2	3	3	3
Family Liaison		1 Attendance, medical, EAL, PP	1	1	1	1	1
HR officer			1	1	1	1	1
Premises	From Trust	From Trust	0.5	0.5	1	1	1
Caretaker lead	1	1	1	1	1	1	1
Caretakers	1	1	1	1	2	2	2
Cleaner	4 p/t	3	4	6	8	8	8

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

PA to SLT	1 inc mark eting	1 inc mark eting	1	1	1	1	1
Receptionist	1	1	1	1	1	1	1
Finance Manager		0.5	1	1	1	1	1
Resources manager	0.5	0.5	1	1	1	1	1
Admin	0.5	1	1	2	3	3	3
Librarian	0.5	0.5	1	1	1	1	1
Examination s officer	Visitin g form STC 0.15	Visitin g form STC 0.15	Visitin g form STC 0.15	Visitin g form STC 0.15	1	2	2
ICT technician	Visitin g from STC 0.25	Visitin g from STC 0.25	0.5	1	1	1	1
Pastoral support	EWO from Trust	EWO from Trust	0.5	1	2	2	2
Data & reporting	1 day per week from STC	1 day per week from STC	1 day per week from STC	1	1	1	1
Kitchen & midday	5	8	12	15	15	15	15

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

The structure for support staff reflects the reduced need for support staff due to the availability of central services provided by the Trust particularly for finance, HR and IT functions.

Contingency Plans

The contingency plans for a lower than expected pupil intake will form part of the Trust's Risk Register and will be monitored termly by the CEO and the Trust Board. The Trust has the capacity to take up additional teaching staff that may become available as we have a network of partner schools that could take up any overcapacity in staffing.

There are several areas in which expertise and links will reduce staffing costs. Firstly, networking will be managed across both schools and will be partly staffed by Trust staff. Initially, experienced heads of departments from St Clere's will support the curriculum design but where there is not a need for a full time member in a subject area, St Clere's will cover lessons in the school with their own experienced staff and recharge the hours. This will be an opportunity for staff development and sharing of expertise across the schools. In the case of KS4 option subjects and non-core subjects, heads of departments at St Clere's can lead and manage main scale staff in a department at Thameside Free School. This cross school leadership can also expand to other teams such as exams and pastoral support. The school would be able to benefit from the possibility of a primary school teacher joining the school as a secondment of permanent position, from Thameside Primary. Senior leadership support from St Clere's would be available if the leadership capacity at Thameside needs extra strength in one area for a period of time.

In preparing our contingency plan, we also looked at a 4 and 5 form entry structures and therefore, feel confident that the existing staffing structure could be reduced in a variety of ways and still meet the curriculum needs of a smaller year group.

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

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The curriculum will include co-operative and British values fully embedded in all department schemes of work and a focus for every lesson observation. Thameside Secondary Free School will ensure pupils are provided with every opportunity to develop within these areas which are embedded within the co-operative values; the ethos underpinning all the schools in the Trust.

The school will respect all faiths and religions including those who have none. We will work in collaboration with families and faith groups to ensure that the school has a full understanding and shows respect in all its actions when working with

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

pupils. Outside adults and a variety of faith groups will be actively encouraged during the form, prep and assembly periods to ensure diversity is recognised and valued. The school ethos will demonstrate a belief that a strong parent relationship is the key to success and understanding the communities' beliefs and faiths will have an impact not only on the school but the local community. This will be interwoven with the EAL policy for the school.

The school will regularly review its curriculum and on an annual basis, make suitable adjustments respond to changes in the pupil cohort. The curriculum will enrich the knowledge and understanding of its pupils and cater for each individual needs ensuring achievement for all. The school will work with the Trust and its Local Governing Body to ensure the curriculum meets national standards and changes according to the national agenda. The school will teach a broad and balanced curriculum, which will encourage pupils to be aware, tolerant and respectful of differences in beliefs, promoting respect and acceptance of members of the community. Our co-operative values of self-help, self-responsibility, equity, equality, democracy and solidarity will be the foundation of our work with the community. We will celebrate and raise awareness of different religious festivals through guided teaching, extra-curricular activities, local community events and guest speakers. Examples of this would be inviting a holocaust survivor in to speak about his experiences in World War II concentration camps.

The school's programme of promoting students' Spiritual, Moral, Social and Cultural (SMSC) development will be designed to complement and support the work of parents and carers. The School will recognise the role it takes in promoting these four areas of development because education is more than just delivering a body of knowledge and a creating a range of skills. The Trust's aim is for our schools to have a positive effect on how students think about themselves, those around them and the world. Promoting spiritual development will involve the school providing opportunities for pupils to develop their 'inner lives' through, as an example, reflecting on their own and others' experiences; acquiring self-knowledge; thinking about their own beliefs, values and aspirations; making personal responses to questions surrounding purpose and meaning of life and using their imagination. Spiritual development is not the same as religious development even though religious education and collective worship, (due to their focus on beliefs and values), play an important role with school life. Examples of ways the school will promote spiritual development will be:

- Providing and encouraging a positive ethos
- The values and attitudes the school identifies, upholds and fosters
- Encouraging pupils to have a positive and healthy self-esteem
- Focusing on positive 'success' rather than negative 'failure'
- Providing student's opportunity to reflect and experience times of quiet, including collective worship, in the Prayer Space
- Encouraging pupils to listen to and consider the ideas and experiences of others.

The school will promote moral development. There is a clear code of behaviour, , high personal standards are expected and pupils are given the opportunity to think

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

about issues concerning right and wrong. As these reflections are part of school life, religious education and collective worship will play an integral part. Examples of ways in which our school life as a whole will promote moral development are through:

- Ensuring that pupils are clear of what choices of behaviour are expected as set out in the school's Behaviour Policy
- Highlighting the importance of high standards of behaviour, truthfulness, integrity and honesty
- Adults explaining clearly and appropriately, when possible, why certain behaviour is acceptable or unacceptable
- Giving the pupils an opportunity to think about how the environment should be treated
- Learning about the importance of having structured rules and codes of behaviour
- Listening to, and discussing issues which raise debates about right and wrong.

The school will promote social development by encouraging its community to relate in a positive manner to others; it provides a model of a purposeful community which is harmonious to all users. In addition, pupils will be encouraged to take responsibility and are provided with an understanding of their role within the wider community. Examples of ways in which the school will promote social development are through;

- Adults setting and demonstrating high standards in their relationships with each other
- Student's learning their obligations and constraints and understanding satisfaction that is involved with being members of groups
- Providing pupils with opportunities to make decisions within groups

Examples of which our curriculum promotes aspects of social development are through:

- Showing how groups of people can have a lot in common with each other
- Encouraging team work and co-operation.

The school's aim will be to promote cultural development by providing its pupils with opportunities to engage in a wide range of cultural activities and to appreciate aspects of their own cultural traditions along with other people's cultural traditions. Examples of ways in which the school will promote cultural development are through;

- Encouraging a knowledge of pupils' own cultural traditions and practices along with the traditions and practices of other cultural groups within society;
- Adopting the view that diversity makes the world a richer place.
- Teaching pupils to express themselves in various ways
- Valuing and encouraging pupils own cultural interest and achievements

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

- Organising visits to places of cultural interest.

The way the school will implement these procedures will be through:

- The curriculum providing opportunities
- The school council and other general aspects of school life
- Adults within the school acting as role models, displaying high expectations of behaviour to ensure that pupils have positive examples set for them by adults within the school
- The quality of the acts of collective worship
- Suggested themes that support SMSC aspects together with our co-operative values which support the pupils' understanding and participation in British values
- Records maintained to ensure suitable coverage.

Safe guarding

All adults will receive relevant training on safeguarding and PREVENT, this training will be updated in line with government guidance policies. This will ensure both staff and pupils are safe and policies will reinforce the school's standards and expectations. The procedures will be used in conjunction with SET (Southend Essex Thurrock child protection) safeguarding policy and procedures. The school will be robust in ensuring staff work with the prevent duty guidance. This is guidance for specified authorities on the duty to have due regard to the need to prevent people from being drawn into terrorism.

We will ensure that all staff will receive training and guidance on understanding the specific strategic objectives which are:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

We will follow guidelines as set out in HM Government Prevent duty guidance: a consultation, June 2015 to;

- Establish or use existing mechanisms for understanding the risk of radicalisation;
- Ensure all staff/volunteers understand the risk and build capabilities to deal with radicalisation;
- For all staff/volunteers to communicate and effectively promote the importance of duty;
- Ensure that all staff implement the duty effectively.

As a school, we will recognise that we have a duty of care to our pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism, which

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

does not directly mean being drawn into violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which can be exploited. All the above encompasses our co-operative values and will feed into school procedures.

All the schools in the Trust share the same values and this will provide an opportunity for Thameside Free School to develop the Co-operative Identity Mark (CIM) and take part in joint pupil voice activities such as the celebration of Black History Month. The school will also have space and time allocated to appropriate prayer and staff will be proactive in mentoring pupils from their own faiths.

To further meet the needs of the pupils, the school kitchen will cater for various diets, with kosher and vegetarian options available every day. There will also be days where certain foods from different cultures will be cooked to raise awareness and to broaden our pupils' experiences of other cultures and national dishes. The school will be aware of religious celebrations such as Ramadan and make adjustments in order to support the pupils' welfare during these times.

The school will have a Kirpan policy, which will ensure pupils are able to safely follow religious expectations in the school environment. The aims of this policy will be to:

- Ensure religious tolerance and harmony within the school.
- Encourage and value children's and staff's religious and cultural practices.
- Ensure the health, safety and wellbeing of all members of the school and the wider community.

This is another example of how the school will make adjustments to ensure all cultures feel supported and valued and have no barriers put in their way which means they can become responsible members of our community. This will enable them to thrive whilst at school and in their journey through adult life.

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

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

Our case for the free school in Grays is underpinned by the need to serve our communities by offering sufficient school places to meet demand in the secondary phase, and addressing the particular needs of pupils coming from an area with high deprivation and large immigrant communities.

Increasing demand for places in the area

Over the last 4 years Thurrock has seen a steep increase in the primary population which continues to increase. Pupil numbers have risen by 29% in Thurrock schools. There are extensive plans for housing development as part of the Thames Gateway regeneration and the additional jobs created in the area will increase the pull on families with children into the area adding to the demand on places, see the table below for the most significant plans :

Development	Investment and outcomes
Thames Enterprise Port	12,000 jobs with a £1.5 billion investment
Tilbury	1,000 homes, 3,800 jobs and a £800 million investment
Grays	4,500 homes, 1,600 jobs and a £650 million investment
Purfleet	2,500 homes and a media centre, 2,800 jobs and a £1.5 billion investment
Lakeside/Thurrock	6,000 homes, 9,000 jobs and a £1.15 billion investment
High House Production Park	250 jobs and a £65million investment

Predicted pupil places shortfall

The latest Pupil Place Planning document from Thurrock Council takes into account the known developments in the area and identifies that the pupil increase now feeding in to the secondary provision. The scale of the projected shortfall in schools' places across Thurrock means that existing schools cannot satisfy all the new demand and recognises the need to increase secondary capacity.

Thurrock's recently updated Pupil Place Plan is set out in the Appendices. A summary of the pupil estimates for Central Thurrock, which includes Grays (where the Trust is proposing to site this free school) is set out below:

The shortfall of places is expected to reach approximately 800 places by September 2020 and more than 200 for year 7 places. See below:

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

	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Whole School Numbers					
PAN of current Thurrock schools	4,650	4,650	4,650	4,650	4,650
Estimated pupils	4,753	4,875	5,103	5,269	5,428
Shortfall	103	225	453	619	778
Year 7 Numbers					
PAN of current Thurrock schools	944	944	944	944	944
Estimated pupils	1,055	1,044	1,146	1,125	1,156
Shortfall	111	100	202	181	212

The shortfall is expected to continue to increase in 2021 and beyond.

The Trust has not been able to identify within the pupil planning estimates the proportion of demand will come from the housing developments. However, in the central planning area in year admissions are predicted to as follows:

	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
In year admissions	309	317	333	345	355

The need for additional classes due to this demand has been factored into the Trust's decision to initially apply for a five form school but with provision to expand. Below is an extract from a letter sent to [REDACTED], [REDACTED], by the leader of Thurrock Council. It confirms the urgent need for additional secondary school places in the area of our proposed free school and the Council's desire to work with the Trust to solve the issue. The current portfolio holder has also written in support of this free school (see attached).

E1 – provide valid evidence that there is a need for this school in the area**Secondary provision in the Grays Central Area**

In response to your request for information on demand for secondary school places over the next few years, I can confirm the following:-

Thurrock has seen a steep increase in the demand for primary school places over the last few years across the borough. A number of expansions have taken place in order to meet this demand. These increases will, as you will appreciate, feed through to the secondary sector.

We forecast a shortage of places in all secondary planning areas. As your request relates to the Grays central area, our current forecasts show that by 2020 we will require at least an additional 800 places.

We will see the shortage of places start in 2017. Currently we estimate the shortage to be 100 year 7 places in the Grays central area.

Need for quality education provision in the area

Whilst the primary case for our free school is the increasing demand across Thurrock for secondary places and the critical short fall of the existing provision, there is also a need for schools to improve outcomes of the children in the area. We are offering a school model that has delivered the second best results in Thurrock. Of the four current secondary schools in Thurrock's Central Planning Area one has posted English and Maths results at approximately 50%, another at only 35%. Two of these local school's have progress scores that are negative and another has a progress score of less than half that achieved by St Clere's School in 2016.

St Clere's proven reputation will enable the Trust to deliver the education deserved and wanted by the local community. Our experience in the local community in providing excellent primary phase education has further enhanced the Trust's reputation, as is evidenced by the local consultation, and has generated significant interest in our free school proposal.

Popularity of the St Clere's School model

Applications from pupils for St Clere's School, since it opened in 1978, have been consistently and significantly greater than the number of places available despite recent increases in PAN. Consequently, the school has run a large waiting list. Analysis of the home addresses of those on the school's waiting list for the last two years shows the following:

	June 2015	May 2016
Total on waiting list	146	100
Number from Grays	78	59
% from Grays	53%	59%

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

In 2014 the Trust changed the admission arrangements for St Clere's School to provide oversubscription criteria to improve the likelihood of pupils from Thameside Primary School being offered a place at St Clere's Secondary School. Over 30 first choice applications were received from Thameside pupils in 2016. In total, 323 applications were received from addresses in Grays. This demonstrates the desire of Grays parents and pupils for a secondary education based on the St Clere's model.

The popularity of St Clere's with residents of Grays is in part due the reputation the Trust gained through the major improvements it has made in the local primary school and the reputation St Clere's Secondary School has built across Thurrock over many years.

Whilst we have focused on the council's Central Planning Area in assessing the need for a free school, all parts of the authority will have significant shortfalls in places in the future. In the East Planning Area where St Clere's is situated, in 2018 there will be 189 more pupils than places. As a result, the prospect of those parents in Grays wishing their children to attend St Clere's School and benefit from its education and ethos will diminish further.

Our proposed secondary free school in Grays will give many more parents who wish their children to be educated by the Trust a realistic alternative and a local choice of a successful secondary school.

Community Cohesion

The Trust has developed considerable expertise in serving communities where there are high levels of deprivation, large numbers of pupils with poor knowledge of English and low levels of pupil stability.

Our experience in Grays through the significant success of Thameside Primary School has been explained elsewhere in the application. Building on this, the Trust is well placed to provide children from the diverse communities in Grays with a great start in life and an outstanding transition into secondary education.

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

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

Public consultation is a strength of our Trust. We have run an engagement campaign to bring our proposal to the attention of the community. In addition to two features in the local free press and a leafleting campaign at the Orsett Show, a public consultation meeting was held on Wednesday, 7th September 2016 at Thameside Primary School. The consultation had been on the Trust's website for over a month and invitations and questionnaires were distributed widely throughout

E2 – successful engagement with parents and the local community

Thurrock. The consultation was advertised in The Enquirer, the Thurrock Gazette and also on Twitter.

24 people attended the consultation meeting at Thameside Primary School on Wednesday 7th September where the CEO made a presentation outlining our proposal followed by a question and answer session. The main question posed at the consultation was “Should St Clere’s Co-operative Academy Trust establish a Secondary Free School in Grays that will offer a similar education to that currently provided by St Clere’s Secondary School in Stanford-le-Hope?” A questionnaire inviting the community to share their feelings about our proposal was made available.

Following the consultation, we received 12 questionnaire responses and 2 more responses following phone calls to key community members (a parent governor at Thameside Primary and a Community leader in Grays who is also a parent of St Clere’s Secondary School).

The questionnaire is also on our website.

So far, the responses have been overwhelmingly positive. A message that came across strongly was that there is a lack of secondary school places in the area. Many parents feel as though a secondary school that replicates the education currently provided by St Clere’s Secondary School would “...open up a lot more opportunities for young people” and parents felt that “this is a great chance for our children to obtain a fantastic education”.

Many of the parents questioned said that they would be interested in applying for their child to have a place at the new school. A common response was that if St Clere’s Co-operative Academy Trust can open a secondary school in Grays offering the same level of education the pupils receive at St Clere’s then they welcomed the proposal”. One parent who “wholeheartedly” supported the proposal even stating “we live in [REDACTED] and are considering moving from the area as the choice of secondary schools is very limited”.

Currently, we have not received any negative comments either verbally or in writing. Nevertheless, our consultation is on-going:

- we are discussing with Grays Library placing the questionnaire there for the public to see. The questionnaire has a link to the consultation page on our website which will allow people to find some more information on our proposal before completing it.
- We have contacted [REDACTED] (a local [REDACTED]) in order to extend the reach for feedback and are engaging with other community leaders.
- We have recently posted a poll on our Twitter page asking people their opinion on Thameside Secondary opening in Grays.
- We are engaging with the local portfolio holder for Thurrock to seek his support.

Our next phase of consultation will involve setting up a stand in the Grays Town Centre to directly interact with the local community. This will reach audiences that other methods of communication may have missed. During all of this, our website

E2 – successful engagement with parents and the local community

will be kept up to date and our Twitter page will continue to promote and encourage feedback. We will also engage with local faith groups as part of the consultation process. We intend to form a consultation group from our community partners to be an ongoing support during the set up phase of this project.

Section F – capacity and capability

F1 (a) Skills and experience of your team

A letter confirming that the Trust has capacity to open a free school in the Grays area from our RSC office is attached in the appendices to this application. Also attached is a letter from Cllr James Halden Cabinet Member for Education and Health at Thurrock Borough Council expressing enthusiastic support for our proposal.

As requested from as a MAT with at least two schools with a letter saying we have capacity to open a free school, we have set out details of Paul Griffiths who will be in charge during pre-opening below and Ashlie Hughes who will be the Executive Head for the school. Their CVs are included in the appendices. In addition, details of Paul Connew the Trust’s Project Manager for the school have been provided

Name	Where they live	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]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Thameside Secondary Free School Bid
Sections C-F

Thameside Secondary Free School Bid
Sections C-F

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

F1 (a) Skills and experience of your team

The Trust has extensive experience of setting up academies and will utilise its knowledge in organising and delivering the project once approval has been received from the DfE.

The project organisation will follow standard Prince 2 principles. There will be a Steering Group responsible for delivering the Trust's vision for the school. It will provide oversight of the project. The members will include the CEO of the Trust, the Executive Head, the project manager, Trustees as well as representatives of DfE and EFA Capita. Senior Trust staff and advisers will attend as required.

The steering group will approve the project team and establish the appropriate working groups. It will scrutinise, resource and risk management plans and monitor their implementation sign off the project

Half-termly Steering Group meetings will monitor progress against the project's milestones, ensure costs remain in budget and address issues as they arise. The working groups will report back at each Steering Group meeting.

Working groups will be established to provide the day to day oversight and take operational decisions to ensure the project is delivered on time. The Education Working Group will implement the education design set out in this application and oversee the recruitment of staff. A Stakeholder Working Group will be responsible for developing external relationships and pupil recruitment. A Design Working Group will work with EFA Capital and the construction company to ensure that building facilitates the education experience of pupils and enhances the learning environment.

F1 (b) Skills gap analysis

The Trust has extensive experience of setting up academies and has Trust staff that can undertake most of the set work for the free school. However, the Trust brings in project management expertise for major projects and will do so in this case.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project management	The Trust has expertise in establishing academies as a sponsor. However, additional and specialist expertise will be need to be brought in from the outset to the pre-opening team.	We shall engage [REDACTED] who has had [REDACTED] [REDACTED] will be engaged from the beginning of the pre-opening phase. [REDACTED] will oversee the project and provide business management support.
Head of School	Pre-opening team (two terms before opening)	The recruitment process for head of school will begin in January 2017, for appointment January 2018.

[Add more lines as appropriate]

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

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

As discussed with [REDACTED], the Trust is currently restructuring its governance in order to reflect the latest guidance from the DfE and comply with the new model co-operative academies model articles. The change was specifically aimed at ensuring that the Trust has robust structures and processes to enable it to open and run new schools effectively. The diagram below set out the new arrangements for governors, trustees and members. The planned implementation date for the new structure is April 2017.

In addition, the Trust's management structures will be amended.

During the implementation, the CEO ([REDACTED]), Executive Head ([REDACTED]) and Project Manager ([REDACTED]) will form the core of the project management team. [REDACTED] as project lead will work with the project manager to ensure the implementation is planned to take into account the key risks areas such as pupil recruitment, staff recruitment and building development. Fundamental to this will be that tasks are undertaken at the earliest opportunity to provide contingency in the plan. [REDACTED] will also ensure that:

- Trust oversight and strategic responsibilities are integrated into the establishment of the school's governance
- The capabilities and benefits of the Trust's central education, financial and support services are imbedded into the school

[REDACTED] will oversee the integration of education design in the school. [REDACTED] will lead the recruitment of staff and organise the mechanisms for the sharing resources and processes across the free school and St Clere's school.

The team will also include the head of school, when recruited and the chair of governors (once designated). The team include others as appropriate for the phase of the implementation. For instance, premises staff will join when discussing the building, IT experts will input into decisions on IT infrastructure and devices, trust finance managers will attend when considering budgets and forecasts.

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

	Role	Function	Meetings
<p>Forum</p> <p>Elected by stakeholders to represent stakeholder constituencies</p> <ul style="list-style-type: none"> Elect members Make recommendations to trustees re. appointment of co-opted trustees Make recommendations to trustees in relation to the role of the school in the community Perform such other function as may be requested by the trustees <p>The Forum will meet at least three times each year</p>	<p>Members (5) AGM (& General Meetings)</p> <p>Original signatories plus one Forum representative</p> <p>Registered at Companies House Subject to due diligence by DfE</p>	<ul style="list-style-type: none"> Elected by Forum Appoint up to (5) Trustees Receive Annual Report and Accounts Remove Trustees 	<p>Members will meet at the AGM and General Meetings (if called)</p> <p>(Members may attend Trustee meetings but are not entitled to vote)</p>
	<p>Trustees (9) Board of Trustees Meetings</p> <p>Registered at Companies House Selected by Members and Forum</p>	<ul style="list-style-type: none"> Trustee nominations sought on skills basis, including business, education (including safeguarding) and community Manage the business of the Trust Expend the funds of the Trust in pursuit of the Objects Enter into contracts on behalf of the Trust Establish committees, including Local Governing Bodies Determine the scheme of delegation, terms of reference, committee structure, constitution and policies of the Trust Appoint Head Teachers and senior staff 	<p>Trustees will meet at least three times each year</p>
	<p>Local Governors Local Governing Body Meetings</p> <p>Elected by peers to represent school stakeholder constituencies (parents, community, staff (HT ex officio) and Trust appointed</p>	<ul style="list-style-type: none"> Perform delegated functions Provide opportunities for stakeholder representation at local level 	<p>Local Governors will meet at least three times each year</p>

The MAT Board will contain the following skill sets:

Finance	HR	Business & Enterprise
School Improvement	Governance	Safeguarding & Inclusion
Health & Public Health	Legal	Marketing

We have included our proposed scheme of delegation, which is based on a model known to be favoured by the DfE 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

Task Key: Approve (A), Recommend (R), Propose (P), Develop (D), Monitor & Report (M), Consulted (C), Informed (I), Execute (E)	Notes	AGM	MAT Board	MAT Board Finance & HR Cttee	MAT Board Exec/Standards Cttee	Trust & LGB Joint Pay Cttee	LGB	CEO	HT	Joint Consultative Committee
Governance										
Approve Trust of Articles of Association			R					R		
Approve Trust Board terms of Reference			A					R		
Approve Trust of Scheme of Delegation			A					R		
Approve new convertor or sponsored academies joining MAT			A					R		
Establish Trust Committees			A					R		
Approve Trust Committee Terms of Reference			A					R		
Approve Local Governing Body (LGB) Terms of Reference			A				P	R		
Establish LBG working groups							A			
Appoint Chair of Trust Board			A							

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

Appoint Chair/Vice Chair of LGB			A					R		
Remove Chair/Vice Chair of LGB			A							
Appoint (and remove) Chair of LGB	(not used)									
Appoint (and remove) LGB members			A				R	R		
Appoint (and remove) Chair (s) of Trust Committees			A					R		
Appoint (and remove) Trust Committee members			A					R		
Appoint (and remove) Clerk to Trust Board			A					R		
Appoint (and remove) Clerk to LGB							R	A	P	
Trust Governance Calendar			A					R	C	
Approve Directors Expenses Policy			A							
Trust & School Performance, Curriculum and Teaching										
Trust Strategic Plan			A	C	M			R	C	
Academic Performance Targets			A M		M		R M	C	P	

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

School Performance Review e.g. SEF			A		M		R	C	P	
School 3 year plan			A				R M	C	P	
School 1 year plan					M		A M	C	R	
Teaching and learning policy					C		A M	C	R	
Curriculum Policy					C		A M	C	R	
Sex Education policy					C		A M	C	R	
Religious Education policy					C		A M	C	R	
SEN & Inclusion policy					C		A M	C	R	
Trust Staff Development Plan					C			A		
School Staff Development Plan					C		C	C	A	
Trust Inset Days			A					R	C	
Staff Policies and Pay (Staff policies are based on Essex HR Model Documents and are adapted for use in trust and schools)										
Pay Policy			A	RM				R	C	C
Job Role Salary & Grading Policy				AM				R		C
Employee Terms & Conditions changes	Natio nal Condi tions		A	R				P		C

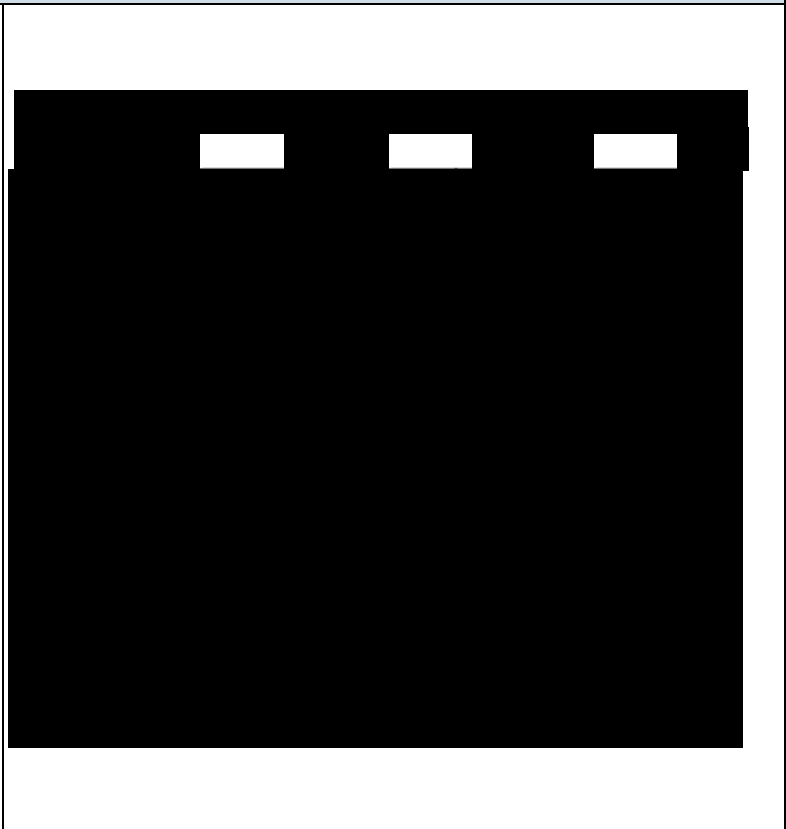

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

We do not expect there to be any conflicts of interest or any financial transactions likely to take place between any member/trustee (or a connected party/business) and the academy.

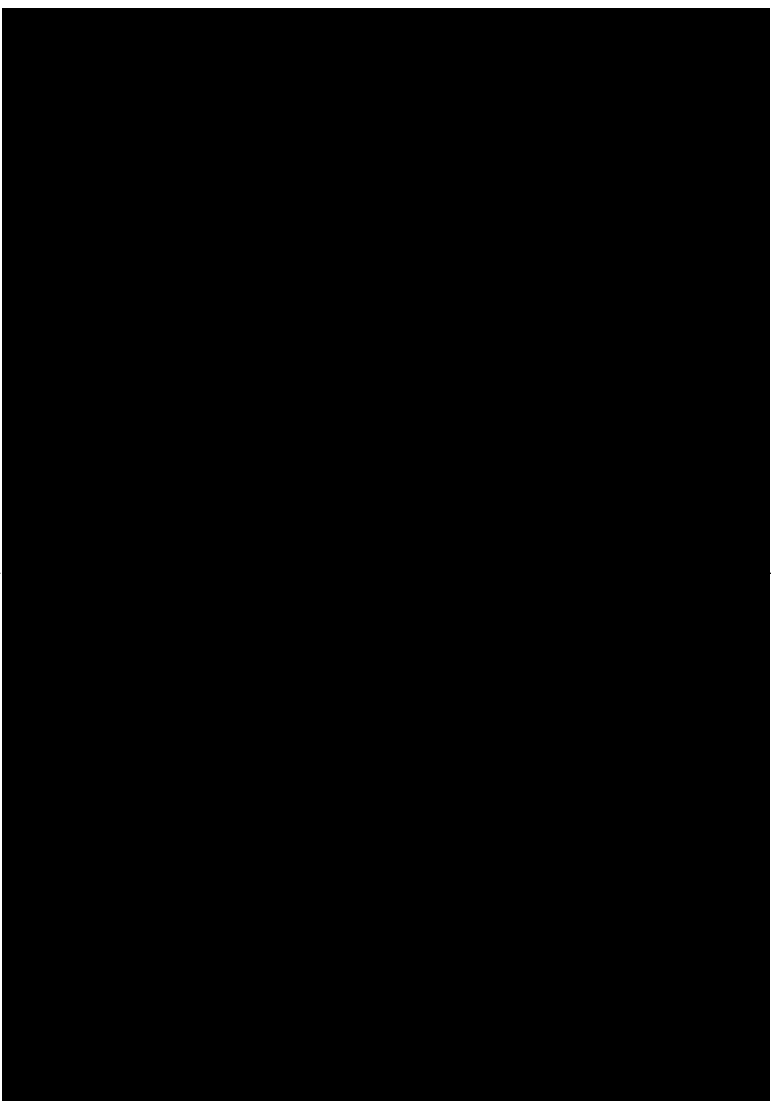
CV template

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

CV template

5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications• school's best 8 value added scores for the years you were in post, if applicable	 A large black rectangular redaction box covers the right side of the table. At the top of this redacted area, there are three small white rectangular boxes, possibly representing redacted names or titles.
		 A large black rectangular redaction box covers the bottom right section of the table.

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> <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	

CV template		
	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	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div>
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	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div>

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

CV template

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

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 	
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CV template

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

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

CV template

	<p>department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>Not applicable</p>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>