



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

THE PRIMARY FIRST TRUST (GRAVESHAM)

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Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name: XXXXXXXXXX

Date:

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

Section C – vision

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

The Primary First Trust proposes to set up two, two form entry Primary Age Free Schools with attached Nurseries. [REDACTED]

[REDACTED] the second will be in the Gravesham area of Kent Local Authority opening in 2019. There is a very clear identified Basic Need for these schools which will meet the growing demands for primary school places in both of these areas. The detailed rationale is set out below.

Rationale

[REDACTED]

[REDACTED]

[REDACTED]

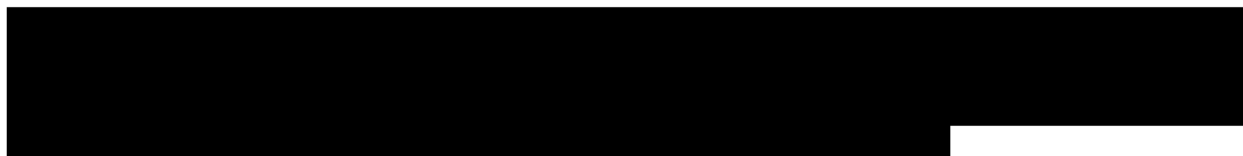
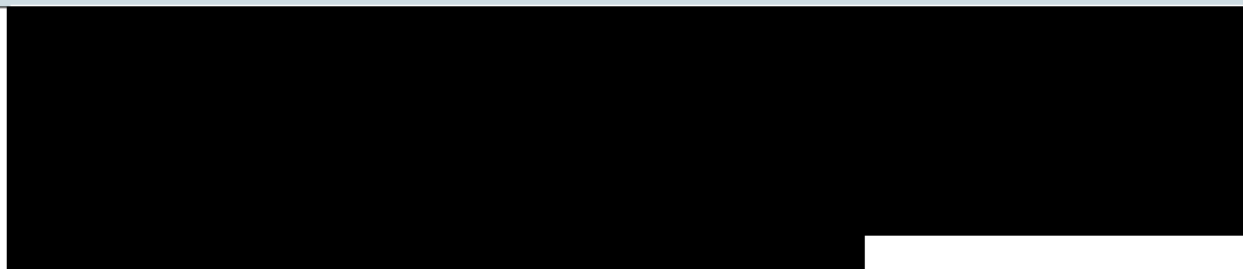
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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



Primary First Trust Gravesham –Kent Local Authority

The proposal is for a three form entry Mainstream Primary School catering for 630 pupils and 52 children in an attached Nursery with a working title of Primary First Gravesham.

Kent County Council, in their Draft Commissioning Plan for Education 2016-2020, have identified a need for new primary school places in the district of Gravesham. The Primary First Trust has met with senior local authority representatives and they would be supportive of an application for a primary school in the Gravesham area. This school's rationale is on the basis of basic need alone.

Page 103 of the draft Kent Commissioning Plan 2016-17 states that there is a clear need for a new primary school in the Gravesham area of Kent.

Paragraph 10.10

Shows that there is a deficit capacity in all areas of Gravesham at Year R beginning in 2016-17 with the largest areas of concern being Northfleet and Gravesend South East. This is reflected in all year groups in 2016-17.

Page 106, paragraph 2

Referring to primary places states 2016-17 presents the greatest pressures for reception places and for 2016-17 onwards a minimum of 6 forms of entry is required and an additional 9 forms of entry would be required to ensure a 5% surplus.

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

Vision and Ethos

The Primary First Trust is a group of primary schools, bound together by the core values, committed to ensuring the highest quality educational start to a child's life. The values are:

UNITED
EMPOWERING
TENACITY
COURAGE
ASPIRATION
INTEGRITY
INNOVATION

We are a group of seven academies, all of whom have a strong reputation for delivering a high quality curriculum for primary school children. Using the DFE's data on Multi-Academy Trusts published in July 2016 (Appendix 1) the Primary First Trust is one of the highest performing Trusts in the South East based on rates of pupil progress. Since beginning in Sept. 2013 schools have joined us requiring varying degrees of support. Over that time using Ofsted inspections as well as external inspectors we have moved from four special measures schools, two requires improvements schools and 2 good schools to a point now where we have one outstanding school, five good schools, one requires improvement school (joined April 2015) and one school joining us on September the 1st 2016 in Special Measures. All of our schools have an upward trajectory of outcomes for children.

Our model of working with schools is through collaboration which ensures accountability for providing individual schools of excellence within a rigorous and supportive framework. We have a very clear model of school improvement and assessment of pupils, staff and schools. The complete model is available at Appendix 2 but in brief all schools are set milestones which are assessed six times a year. Schools not achieving those milestones receive intensive central and school to school support to ensure all targets are met at the end of the year. Staff teams achieve excellent outcomes for pupils and flourish within positive and purposeful schools. We value academic attainment and progress as well as championing the importance of inter-personal relationships in leading fulfilled and happy lives. We have the intention to replicate this vision with area specific differences. We have worked closely with the Regional Schools Commissioner to ensure that the growth plan of the Trust compliments our core aims. We do not target growth as an outcome, we see it as a by-product of success with children's outcomes. The Trust intends to further expand in the coming years in line with the pre-agreed expansion rate of the Regional Schools Commissioner which is a mixed economy of two and three form entry sponsor/converter schools per year for the next three years. The Trust has a comprehensive business plan and recruitment policy as well as an internal staff development pathway to meet its current and future human resource needs. The purpose of this expansion is to impact positively on a greater number of children and ensure that the opportunity provided to some is provided to all where no child is left

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

with a sub-standard quality of education.

[REDACTED] and Gravesham. [REDACTED] Gravesham one with agreed targeted growth in these areas. Our Trust aim is:

To improve the quality of education provided to all children in all schools within the Trust. We will build a community of schools who will use each other as a resource to:

- Improve the quality of teaching.
- Improve the quality of leadership.
- Improve the breadth of curriculum experience

These will drive the ultimate aim:

To Improve the Educational Outcomes for Children in Primary Education

The Primary First Trust feels it is innovative in approach by ensuring that the whole community is involved in setting the vision for the school in which it sits rather than having a vision that is set by an external body. We do have some parts of our trust vision that are applicable to all of our schools:

Schools Vision:

- The school will be non-selective and welcoming to children of all faiths, social, cultural and ethnic backgrounds. We will teach a broad curriculum based on the principles of the national curriculum as well as ensuring that the school fully participates in a wide range of inter school activities provided by The Primary First Trust.
- The School will work with the network of schools that surround them and link with the secondary schools to ensure effective transition through shared work projects and information sharing protocols.

Some elements of the Schools vision are identifiable now:

[REDACTED]

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

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

Gravesham

Specifically in Gravesham we will additionally strive to ensure that;

- We respond to the needs of a mixed community through our curriculum and community work programmes.
- Use the River Thames, Pocahontas history and Sikh traditions of Gravesham to ensure that the curriculum reflects the unique nature of the area.

Process

A vision for a Primary School should not be set from afar. Once the projects have been agreed we will begin an engagement process with the local community on what they want included in the vision for their school. We don't just want people to support our vision we want them to be part of the formation process. This has worked in all our trust schools where the Head Teacher, working with their community finalises the vision and in doing so fully engages the community in achieving it.

Section D – education plan: part 1

[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]

School 2 – Primary First Trust – Gravesham

The education plan that we are proposing to use is based upon three over-riding principles:

1. Our model of running schools has been demonstrable effective in a range of settings and contexts. The DFE analysis of effective trusts contained in Section F gives very clear evidence that The Primary First Trust is one of the most effective multi academy trusts in the South East.
2. The curriculum that we will be using is based upon the highly effective model used at Barnehurst Infant and Junior Schools which have been judged Outstanding and Good respectively.
3. The curriculum will be made absolutely specific to the school by linking with the other Gravesham School who share a similar social, educational and demographic student population.

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60

Totals		60	120	180	240	300	360	420
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Pupil Characteristics

Taking the average pupil characteristics of 8 schools within a 2 mile radius of the proposed site gives a projected cohort breakdown of:

Characteristic	Local Average	Primary First Trust Schools
Absence	4.5%	3.7%
First language not English	42%	14%
Statemented	0.7%	1%
SEN	13.7%	14%
FSM	32%	30%

The curriculum has been changed significantly to take into account the slight change in pupil characteristics, however, when reviewing the local average it became apparent that some schools had 15-16% of their children for whom English was not the first language whilst other schools had between 60-70%. Both schools, but particularly in Gravesham will ensure that the pupil cohort is reflective of the community in which it resides. This will be achieved through the engagement processes highlighted below.

Section D – education plan: part 2

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

•

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

Curriculum Aims

The Trust has an over-arching curriculum policy which enables each school to identify 20% of its teaching time to respond to the specific and individual needs of each schools community. ██████████ Gravesham our initial framework (although we would work closely with the local community to refine this) would be to use that teaching time to develop excellence and mastery within the core subjects and develop aspiration through focussed PSHE.

We aim to develop the all-round ability of each child in the Trust, to help them develop the ability to learn and reason; so that each child enjoys his/her school work and finds satisfaction in achieving his/her full potential. The achievement of these aims will be through the National Curriculum (NC, 2014), The Early Years Foundation Stage (EYFS) Curriculum and each school's bespoke curriculum plans.

Specifically, these aims will be:

- To help our pupils use language and numbers effectively;
- To help them understand the world in which they live;
- To help them acquire the knowledge and skills needed for our developing society;
- To enable them to develop study skills and the ability to reason, to make value judgements
- To appreciate and be tolerant of others.

Each subject leader has been responsible for preparing, in consultation with other staff a subject policy and a long-term curriculum document which covers KS1 and KS2 end of year expectations within each year group. These in turn will inform the targets within the School Improvement Plan. The timetable has been devised to give consistency and continuity to the school's curriculum. For Key Stage One and Key Stage Two all foundation subjects will use a scheme of work written by subject leaders and in line with the National Curriculum 2014.

Through the school's planning all schools teach the National Curriculum but in addition

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

we ensure they pay particular attention to developing each child's abilities and aptitudes to the full and to 'creating thinking individuals'. Priorities and next steps for each school are highlighted through external assessment measures & analysis of performance tables and are represented in the School Improvement Plan and the latest Primary First Trust Raising Achievement Plan (RAP).

All areas of the curriculum will have policy statements and each curriculum leader will be responsible for implementing and developing policy in consultation with other staff.

All schools operate a home-school reading partnership that supports pupils in their differing stages of literacy. Other basic skills are developed through the differing forms of homework that are sent home each week.

Curriculum Allocation and Planning Aid

Foundation Stage – for both schools

The principles of Foundation Stage Curriculum and Planning will replicate the Outstanding Curriculum at Barnehurst Infant School. This does not mean that the Curriculum will be identical but it will be based on the actual children attending the Nursery/Reception class.

The foundation stage (Nursery and Reception) follow a different curriculum designed to build on what the children already know and bring to school and to prepare them for the national curriculum to come. This foundation stage curriculum is based on three prime areas of learning and development:

- 1) Personal, social and emotional development;
- 2) Communication and language;
- 3) Physical development;

and four specific areas:

- 1) Maths;
- 2) Understanding of the world;
- 3) Literacy;
- 4) Expressive arts and design.

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

Key Stage 1

	Hrs in a year	Time per wk	Mins in a day	Percentages
English (directly)	180 hours	4h 45mins	57mins a day	28%
English (indirectly)	36 hours	55mins	11mins a day	5%
Maths	126 hours	3h 20mins	40mins a day	19%
Science	54 hours	1h 25mins	17mins a day	8%
Computing (indirectly)	27 hours	42mins	8.5mins a day	4%
Foundation Subjects	36 hours each	55mins	11mins a day	30%
R.E.	36 hours	55mins	11mins a day	5%
Total	675 hours			100%of 80%

These curriculum timings above in Key Stage 1 will be applicable to both schools, however the 20% school specific will be:



Primary First Trust – Gravesham

The children in Gravesham will use the themes of Pocahontas and the Sikh community to cover a better grounding in Basic skills in response to the low on entry data of local schools. We will also use the Sikh Temple as a vehicle to teach British Values, most notably Tolerance of different Faiths.

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

Key Stage 2

	Nat. Minimum	Time per wk	Mins in a day	Percentages
English (directly)	180 hours	5hrs 40mins	68mins a day	24%
English (indirectly)	36 hours	1h	12mins a day	5%
Maths	126 hours	5h	60mins a day	24%
Science	54 hours	1h 30mins	18mins a day	7%
Computing (indirectly)	27 hours	1h	12mins a day	5%
Foundation Subjects	36 hours each	7h 20mins	20mins a day	30%
R.E.	36 hours	1h	12mins a day	5%
Total	675 hours	22hrs 30mins		100%of100%

The curriculum timings in Key Stage 2 will be applicable to [REDACTED], however there will be a thematic approach that will be school specific.



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

Primary First Trust - Gravesham

Here, in Key Stage 2 children will build upon the work begun in Key Stage 1 using the themes of the River Thames and a Multi Faith society to address the basic skills requirement that DFE data demonstrates is a requirement. The curriculum in Gravesham will also be used to address the specific underachievement of boys at Key Stage 2. We will replicate our Forest School Curriculum used at Barnehurst for Key Stage 2 and our Boys Aspiration Project run at Cuxton School to achieve parity at or in excess of National Benchmarks.

Extra- Curricular Activities

Both schools will look to replicate the model of after school clubs currently offered to all children in the Trust Schools. It is envisaged that the after-school entitlement will build over time as the number of children increases.

- Mon - Musical Theatre, Animation and Arts and Crafts.
- Tues - Street Dance and Gymnastics
- Wed - Choir, Homework, Song Writing and Football
- Thurs - Gymnastics Club
- Fri - Dodgeball and Football.

We will also have a breakfast club (7:30 - 8:45am) and after school club (3:15 - 6:00pm). This will be run by our existing provider.

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

School Day

Nursery

The school day in the Nursery will be established following consultation with the respective communities. In some of our schools we offer 5 mornings/afternoons beginning between 8.20am and 8.45 am and finishing between 3pm and 3.30pm. In some of our schools we offer 2 and a half days straight through. The difference is in response to our parents' needs and part of our community engagement policy will be to ensure that the Nursery times we offer at both schools is in response to the needs of the surrounding community.

Key Stage 1

8.45am	Arrival time with an 8.55am Registration.
10.15–10 35am	Morning Break
12.00pm	Lunch
1.10pm	Afternoon Session
3.15pm	End

Key Stage 2

8.45am	Arrival time with an 8.55am Registration.
10.15–10 35am	Morning Break
12.20pm	Lunch
1.15pm	Afternoon Session
3.20pm	End

The Trust currently uses the school year dates applicable in the Authority in which it operates however this is subject to a consultation in Academic Year 2018/19.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

Target Setting

The Trust has a history of setting highly aspirational targets and then achieving them. Current DFE data shows The Primary First Trust to be one of the most effective Multi-Academy Trusts in the South East. The targets below are applicable to both schools which takes into account;

1. the make-up of the cohort using DFE data for similar local schools
2. the requirement to address historic under-achievement in these areas
3. the progress made by pupils in other trust schools

	2015/6 National Average	2020	2021	2022	2023	2024	2025	2026
GLD	66.3	75	78	81	84			
Phonics	77		82	84	86	90		
Key Stage 1	See note *							
Key Stage 2 Combined	53				65	68	71	75

* Owing to the changes in assessment at Key Stage 1 there is no National Data available as yet on which to base future projections, however when it becomes available we will set the target above the National expectation based on GLD and Phonic outcomes.

D2 – measuring pupil performance effectively and setting challenging targets

Additional Targets

The local average for both schools for absence is above the national average. All Primary First Trust schools have a target of 97% attendance and Primary First Trust Gravesham and [REDACTED] will have a similar target. Both schools will have a target of zero exclusion rate, both schools will have a target of 90% positive response to the Primary First Trust annual pupil and parent survey in line with other Trust schools. Both schools will have a target for achieving at least Good in their first inspection with an Outstanding judgement within five years. This is a realistic target based on the trajectory of improvement in other Primary First Trust schools.

All targets will rise in line with the changing national data. Thus if the National KS2 combined has risen from 53% to 60% by 2023 so our target will increase proportionally. The targets are aspirational, however where the Trust has clear evidence of its ability to meet aspirational targets. It also has a very comprehensive School Target Setting policy and process which runs to 40 pages.

In Brief;

Each school sets targets for each year group and each vulnerable group within that year group for the year. The targets are broken down into milestones which are assessed on a six week programme. Where a school falls behind on its milestones the Trust has a graduated response process.

An example of one year groups' milestones and targets is below at 1) and a copy of the graduated response process is at 2) below. Fig 1.) Example of Target Sheet used in all Year Groups for all children. Fig. 2.) Graduated central response including school Grading

When the schools start they will be grade at 3B. This is the most intensive support package and ensures an effective start to the school processes. As the school becomes established and as a result of meeting the milestones so it will move to 3A and then 2. Moving to being assessed as a 1 school is likely to take between three to four years as the growth of the school will always require additional support to ensure that the focus remains on pupil achievement.

The Primary First Trust has a very clear process for staff development with a programme for identifying Head Teachers who are ten, five, three and one year away from headship and having a bespoke pathway for all of these future leaders. The Senior Teacher initially appointed to the schools will be one year away from Headship and will work closely with the Leading Head Teacher in year one on ensuring the targets are met and accountability is assured.

D2 – measuring pupil performance effectively and setting challenging targets

Fig 3. Development Pathways

Pathways

Pathway	Who?	Year 1	Year 2	Year 3	PM Coach
LHT	DoE	Initial placement to learn systems Coaching LHT Competencies with bespoke CPD 360	Support at all levels 360	External Coach? 360	PM - DoE – 6x a year Superv LHT Meet Weekly Indep. Coach – 6x a year
LHT ↑ HT	DoE	Lead Trust wide change LHT Competencies 360	Support placement Coaching skills LHT Competencies 360		DoE – 6x a year Coach – LHT/external
HT ↑ DHT	LHT	HT Competencies Placement Aspiring Heads Programme 360	NPOH		HT
DHT or HT ↑ AHT	LHT	'Prep for Dep'			HT
DHT/AHT ↑ RS	HT	SLT and Placement DHT Competencies Network Leader	NPOSL Network Leader		HT
RS/SLT ↑ ML	Talent Spot – met ML competencies - HT decides	TL Schools/Fiona course SLT Competencies	NPQML	Placement Network Leader	HT
(1) ↑ CT	HT	As above			
	DHT/AHT	OTP Mentor NQT, NQT+1, SD, TF Attend Network Meetings Hackamonth? Right to Room, Grow Bright Spots		Accreditation – SLE or nationally recognised award	HT
	HT to decide				

INDUCTION TO TRUST NON NEG.

D2 – measuring pupil performance effectively and setting challenging targets

Target Setting for Children

Both Schools will follow the Trust Target Setting policy below. The Policy is applied throughout all of our schools to ensure that the improvement systems and school assessment processes are understood by all professional involved.

The Primary First Trust's approach to assessment is based upon guidance issued in the following documents:

- *Assessment information for schools from the DfE (2014)*
- *The Final Report on the Commission on Assessment Without Levels (2015)*
- *Myths and facts for schools (DfE, Spring 2015)*
- *NAHT Assessment Commission Guidance (2015)*
- *DfE Interim Assessment Frameworks (2015)*
- *OfSTED Framework (2015)*
- *Dylan William – Assessment for Learning: Why, What and How?*

Philosophy

Within our Trust, we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* learning (formative assessment) involves the effective and instant identification of where pupils' are and the quick response to this in order to raise pupil achievement and enable pupils to make rapid progress. Crucial to this principle is the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Practitioners may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

Although our assessment system allows for use to make assessments *of* learning, it is assessment *for* learning that lies at the heart of our system and of the process of promoting children's rapid progress. Our assessment system provides a framework within which educational objectives may be set and children's attainment and progress expressed and monitored. This is done in partnership with the children, parents, staff and Governors.

Assessment *for* learning is incorporated systematically into all teaching strategies in order to diagnose any problems and chart progress. Our assessment system enables practitioners and stakeholders to clearly identify successes and next steps and respond to them immediately. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims and Objectives

- To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.

D2 – measuring pupil performance effectively and setting challenging targets

- To track progress made by individuals and groups of pupils to facilitate early intervention and effective targeting of resources.
- To provide information to inform the school's strategic planning.
- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.

Formative Assessment Procedures

Early Years Foundation Stage Profile (EYFSP) – read in conjunction with the Schools' EYFS Policy

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the **end** of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 Early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement and is sent to the Local Authority. We have completed the Early Excellence (EExBa) baseline assessment system within the first few weeks of term for the first time in 2015 which will provide us with additional on entry data.

EYFS Formative Assessment

During the first few weeks in Reception, the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This assessment also takes into account parents views and transition information from feeder settings although the teacher makes the final judgement.

The main EYFS assessment method is through practitioners' observations of children within different teaching and learning contexts, including both adult focused activities and child initiated play based activities. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Learning Journeys, writing and mathematics books record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

D2 – measuring pupil performance effectively and setting challenging targets

EYFS Baseline Assessment

From September 2015, baseline assessment will be carried out using the EExba baseline materials during the children's first few weeks in the setting. Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development. This baseline assessment will provide us with additional on entry data.

On entry assessments, as collected in the manner above, will also be recorded onto Target Tracker as in previous years. The information generated will be used alongside the EExBa data to inform our planning and intervention work.

EYFS Moderation of Judgements

The school has a duty to moderate judgements made to ensure all are accurate and robust and in line with national exemplifications. We do this by:

- Moderating judgements within the FS between teachers and other staff as appropriate, looking at evidence and listening to the teacher's professional voice.
- Moderating judgements as part of the whole school moderating process
- Working alongside another local schools to discuss statements, look at exemplification material and agree judgments
- Attending Academy trust moderation meetings half termly
- Attending Local Authority moderation sessions
- Attending information sessions to ensure teachers knowledge is current

Transition from EYFS to KS1

When children leave EYFS, it is expected that they will be well-prepared to be ready to access the KS1 curriculum. Where this is not the case, these children will remain working on the EYFSP until the end of the Autumn term. At this point, any children not working at 1B will transfer to being assessed using the PIVATS systems for P'Levels. Practitioners should follow DfE guidance when P'Levels:

<https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>.

Key Stage 1 and 2

Across the Schools in the Trust, an assessment system has been created so that we are no longer assessing using the previous National Curriculum Levels. Using the 2014 National Curriculum, statements have been created for each year group (now known as a band) for reading, writing and maths from Years 1-6. These statements have been recorded on ALS (Assessment for Learning Sheet). A certain amount/type of statements needs to be achieved for a child to have reached a certain 'step'. All of the statements have to be met so that a child can be considered as 'secure' in that subject. There are 6 steps per band: B (beginning), B+ (beginning +), W (within), W+ (within +), S (secure) and S+ (secure +).

On the ALS, some statements have a more significant weighting; these are called KPIs (Key Performance Indicators) and are written in blue. A certain amount of KPIs have to be met for a step to be achieved; this varies for each subject. Although these

D2 – measuring pupil performance effectively and setting challenging targets

statements are of higher importance, all statements have to be met to be 'secure' by the end of the academic year.

When coming to a judgement, it is vital that teachers understand that you have to use the exact criteria prescribed to achieve each step; **it is not best fit.** It is at the teacher's discretion as to whether a statement has been met, however a teacher needs to be confident that a child can meet the statement independently. If a statement has been met, it must be dated on each occasion. The following codings are used for each different book where evidence can be found for this judgement:

- MB (Maths book),
- EB (English book)
- EvB (Everything book)

The statements also need to be highlighted using the following colours each term:

Pink – A1, Yellow – A2, Green Spr1, Red – Spr2, Orange – Sum1, Blue – Sum2
(PYGROB)

When a step has been completely achieved, teachers will use the appropriate colour highlighter to indicate the step has been met and then the step box at the top of the page needs to be dated.

Data will be submitted half-termly to the Assessment Leader. Before the data is submitted, it will be moderated at an organised half termly Trust moderation event. The Assessment Leader will inform staff of the date that the data needs to be submitted into Target Tracker and sent to the SLT.

New children entering the school at either KS1 or KS2 must be baselined using the ALs. A baseline must then be recorded on Target Tracker.

KS1 and KS2 Moderation of judgements

Schools have a duty to moderate all assessment judgements made to ensure all are accurate and robust and in line with national exemplifications. We do this by:

- Moderating judgements within KS1 and KS2 between teachers and other staff as appropriate, looking at evidence and listening to the teacher's professional voice.
- Moderating judgements as part of the whole school moderating process
- Working alongside another local schools to discuss statements, look at exemplification material and agree judgments
- Attending Academy trust moderation meetings half termly
- Attending Local Authority moderation sessions
- Attending information sessions to ensure teachers knowledge is current

Target Setting in KS1 and KS2

Curricular targets have been created using the statements for reading, writing and maths. These targets are broken down into child-friendly speak and are collated for

D2 – measuring pupil performance effectively and setting challenging targets

each step on target ladders. The target ladders are placed at the back of books so that they can flap open for children to refer to throughout lessons.

Children will be set one reading, one writing and two maths targets (one with a number focus and the other with a different focus across the maths curriculum). The particular target that the child is working on will be circled in the margin. Targets are all numbered and link to the numbered statements on the ALS. Once a target has been achieved it will be highlighted off using the appropriate colour highlighter for that half term.

NB: As maths is often taught in units, it is expected that all schools within the Trust allot daily time to the practice of maths targets particularly if they are not a match of the current maths until being taught. This can be managed through the use of early morning work or mental warm up practice.

Targets will be shared with parents at the beginning of each half term via the assessment newsletter. Each half term will start with a Target Setting Week, where the teacher works with every child individually to discuss targets that are being set and to also discuss the progress made since the previous half term.

Summative Assessment in KS1 and KS2 – External

Year 1 Phonics Screening

At the end of Year 1 (a week in June), every child will complete a phonics assessment. The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. Every year a pass mark (threshold) is set by the Standard and Testing Agency. Any children who did not meet the threshold will retake the assessment in Year 2. The assessment is administered internally by teachers. The assessment consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child.

Key Stage 1 SATs

The KS1 SATs are more heavily weighted by teacher assessment rather than the results of a test. Teachers will determine an outcome for each child in Speaking and Listening, Reading and Writing, Maths as well as an overall outcome in Science. To help inform the teacher assessment judgement, children will sit tests during a week in May. The tests are as follows:

- Two reading papers
- Two maths paper (arithmetic and reasoning paper)
- English Grammar, Punctuation and Spelling test

Key Stage 2

At the end of KS2 children will sit tests in Reading, EGPS and Maths. The tests are as follows:

- One reading paper
- Three maths papers (one arithmetic and two reasoning papers)
- EGPS paper

The outcomes of the test will be generated using a scaled score. The scaled score will have a lower end point below 100 and an upper end point above 100. A pupil's scaled

D2 – measuring pupil performance effectively and setting challenging targets

score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

All Schools within the Trust will include results from the national curriculum tests in their annual reports to parents and on the school's website (summative). Schools will report the pupil's scaled score and whether or not they met the national standard.

DfE Interim Assessment Frameworks

The DfE have issued interim assessment frameworks which support Teachers' understanding of the key skills required for the tests in KS1 and 2. The contents of these will be used by teachers to supplement the content of the Year 2 and 6 ALs:

<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2>

<https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1>

Summative Assessment in KS1 and KS2 - Internal

Each half term, children in Years 1-6 will complete an assessment for Reading, EGPS and Maths. The tests will be marked internally and results will be gap analysed. Results of the tests will be sent to the assessment leader, maths and English subject leaders as a means of verifying scaled score predications and ALs judgements.

Expectations of Progress

It is expected that all children will make at least 6 steps of progress a year. Where children are not on track to meet or exceed end of year expectations, the number of steps progress targeted for that child will be greater than 6 steps in order that this gap is closed. It is expected that Trust schools will use their own booster, gap fill and intervention systems in order to close these gaps.

Maintaining Effective Assessment Communication with Stakeholders

It is a core belief of our assessment approach that all stakeholders should have knowledge of and contribute to our assessment systems and processes for assessment for learning.

Communication of Assessment between the Trust, Leaders and Wider School Team Members

Each half term, every school within the Trust completes a Milestones Document which is analysed by all Raising Standards Leaders and the Schools' Trust Leading Head Teacher. This document is used in the half termly Raising Standard Meeting to assess the impact of work undertaken since the last meeting, assess rates of progress and attainment and to plan next steps for improvement across the next half a term. The Milestones Document is used to report school progress to the Local Governing Body and the Trust Board of Directors.

D2 – measuring pupil performance effectively and setting challenging targets

Annually, leaders also analyse, share and publish the Raise Online and Data Dashboard. Again, these documents are used to report successes and next steps to the Local Governing Body and the Trust Board of Directors.

It is expected that head teachers and assessment leaders report Milestones findings to all members of school teams at the start of each and every half term.

Communication of Assessment to Parents

There are a number of ways in which the school communicates with parents with regard to their child's assessment:

Schools will determine the method of communication most applicable to their community.

- **Assessment Newsletter**

Once as half term, parents receive an assessment newsletter which is written by the Assessment Leader and Assessment Ambassadors using the school's template. This newsletter outlines for each key stage, what is going well within specific assessment statements and what children will be working on each half term. Each child completes the blank box at the bottom of the newsletter with their own targets so that Parents are up-to-date with their latest targets. Parent workshops enable parents to access adult learning around the meaning of children's targets and how they can support them at home.

- **Parent Working Party**

The Trust have set up a working party of parents across all Trust schools to continuously evaluate assessment newsletters, target setting and parent learning. This working party will continue to inform the refinement of our assessment system.

Communication of Assessment to Children

Aside from targets, marking and in-class feedback, every school within the Trust has identified a set of Assessment Ambassadors. These children meet half termly with the Trust Assessment Associate and the schools' assessment leaders. Together, they find exemplar evidence for ALs statements and identify which statements need a particular focus in the coming half term. The exemplars are placed upon the Trust secure website as moderation guidance for practitioners. At the start of each and every half term, the Assessment Ambassadors hold an assembly for children to share with them the findings of their work. These findings then get displayed by teachers on the assessment board within each classroom.

Assessment Leader Responsibilities

Assessment Leader will:

- Set the dates for assessment levels to be handed in.
- Liaise with staff concerning the assessments, supporting them as necessary.
- Plan moderation staff meetings, when staff can discuss assessed work and also look at a sample of the children's written work.
- Analyse data so that it can be brought to Raising Standards Meetings to share

D2 – measuring pupil performance effectively and setting challenging targets

with staff and governors the children's progress, identifying priorities for the future.

- Work closely with the PFT Assessment Associate to discuss, implement and monitor Trust wide assessment procedures.

Subject Leaders:

- Should regularly oversee the weekly and half termly plans to ensure that their curriculum area is being addressed.
- Are responsible in conjunction with the assessment leader for the assessment procedures of their subject, the moderation of the children's work and tracking the progress made in their subject.
- Use data from Target Tracker to monitor the children's progress in each class, year group and across the school.

Children with Special Educational Needs – Read in Conjunction with the Schools' DSEN Policy

Children who are working at P'levels will be assessed using the PIVATS system.

Equal Opportunities

In our school every child has an entitlement to an assessment process that:

- Accurately identifies and tracks their progress.
- Highlights strengths and difficulties along with strategies to manage them.
- Raises the expectations of success and celebrates a broad range of achievements.
- Provides reliable and creditable information to support learning.
- Is motivating and actively involves them in reviewing their work and setting realistic target setting.

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

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

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

The Primary First Trust currently runs seven Primary Schools ranging from 1FE with 215 children to 3FE with 600 children. It will use the experience it has in ensuring the staffing structure of the two new schools meets the needs of the children and delivers both school improvement and curriculum delivery requirements.

This chart shows the build-up of staff over the first seven years and assumes a 100% take up of places. It is presented to show the recruitment needs of the Trust and needs to be seen in conjunction with our role as a Schools Direct Partner and our development Pathways document which work together to firstly attract staff and then to develop them. We have also planned projected staffing for 70% take up again ensuring school improvement and curriculum delivery is achieved.

Date	Staff	No. of Children	
1 April 2018	Senior Teacher	1	0
1 September 2018	Senior Teacher	1	60
	Teacher	1	
	TA	2	
	Office	1	
1 September 2019	Head Teacher	1	120
	Teacher	4	
	TA	4	
	Office	1	
1 September 2020	Head Teacher	1	180
	Deputy Head	1	
	Teacher	6	
	TA	4	
	Office	2	
Date	Staff	No. of Children	
1 September 2021	Head Teacher	1	240
	Deputy Head	1	
	Inclusion Leader	1	
	Teacher	8	

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

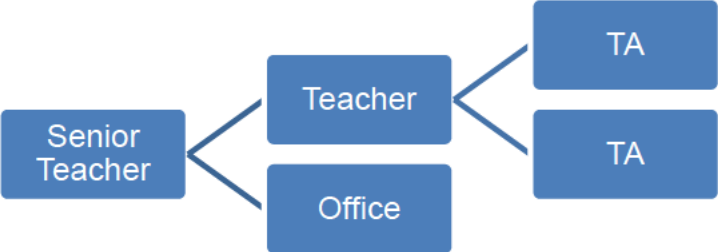
	TA	5	
	Office	2	
	Caretaker	1	
1 September 2022	Head Teacher	1	300
	Deputy Head	1	
	Senior Teacher	1	
	Inclusion Leader	1	
	Teacher	10	
	TA	6	
	Office	2	
	Caretaker	1	
Date	Staff		No. of Children
1 September 2023	Head Teacher	1	360
	Deputy Head	1	
	Senior Teacher	1	
	Inclusion Leader	1	
	Teacher	12	
	TA	7	
	Office	3	
	Caretaker	1	

Lines of Accountability.

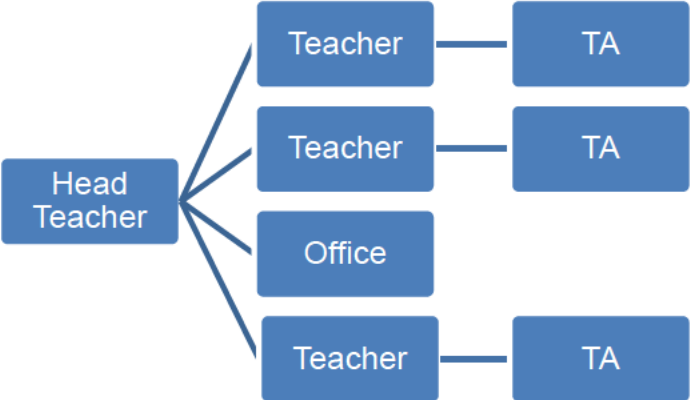
The progress of both schools and responsibility for ensuring targets are met will be overseen by [REDACTED]

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

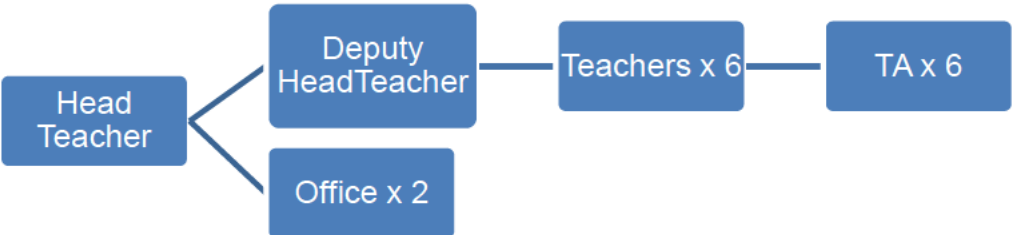
Year One 2018



Year Two 2019



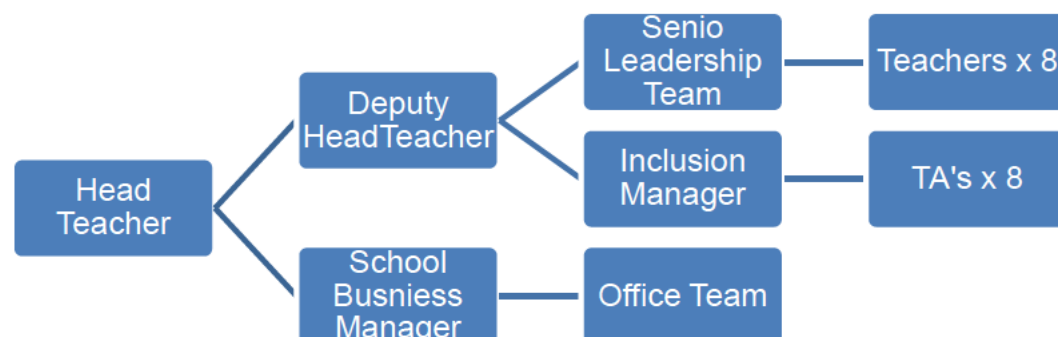
Year Three 2020



Year Four 2021

From here there is the facility to have the scalable model of Primary School leadership structure that we have in all of our schools. A head Teacher, a Senior Leadership Team and a staff team capable of delivering both the curriculum and the necessary school improvement processes.

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



Not only has this model been shown to be highly effective in terms of achieving significant outcomes for children within other Trust schools it also is flexible enough to be responsive to a drop or increase in pupil numbers. If the school were to operate at only 70 % capacity savings would be made by:

- Being flexible in class organisation to minimise staff costs
- Not moving to the post of Deputy Head Teacher in Year 3
- Using Part time Senior Leadership posts to cover PPA and class teaching time.
- Constantly reviewing staff costs/structures against actual and projected pupil numbers to ensure affordability and effectiveness.
- Use shared office and school business management from neighbouring Trust Schools to cut administration costs.

This is a process which we currently undertake in all seven of our schools, all of which have met challenging financial targets whilst uplifting pupil outcomes.

Key Responsibilities

All staff from Head Teacher through to midday play leader will have their key responsibilities set out in the Trust level job descriptions currently being used in all Trust schools. This is linked to the Primary First Trust governance structure and decision making matrix which drive the Trust forward.

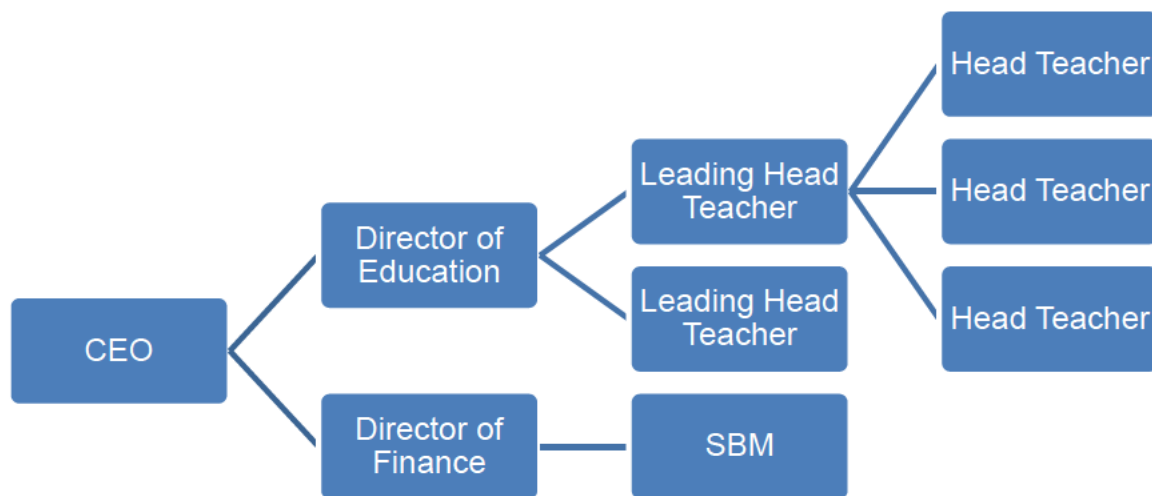
During the first year the senior teacher on site may have a teaching commitment depending on cohort numbers. If that is the case, then their SENCO responsibility will be undertaken by a one day a week secondment from a neighbouring school of ex-SENCO. During the second year the head teacher is a non-teaching post and will assume the roles and responsibilities associated with being a head teacher in a small school setting. The support of the Trust enables a flexibility which will ensure a

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

maximisation of the support structures around the school.

For Gravesham we will follow exactly the same staffing structure and build up one year later.

Trust Level Organisational Accountability



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

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

In both Schools we will fully promote British Values through all aspects of school life. In June, 2014 Michael Gove set out plans for all schoolchildren to be taught 'British values'. The then Education Secretary announced that from September 2014, England's 20,000 primary and secondary schools would be required to actively promote tolerance, fairness, respect for other faiths, and the rule of law and democracy.

At The Primary First Trust we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

At The Primary First Trust we promote values through our trust values. These are team, achievement, love of learning, aspire, happiness, respect and honesty. We value the backgrounds of all our pupils and families and we undertake a variety of events in all schools to celebrate these including collective acts of worship. We have found this approach to be enriching for everyone as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to the trust values. In following the new RE curriculum, all pupils will learn in detail about key faiths and through this learning they will be taught to show respect for those faiths. Through History pupils are taught about significant periods in British History and are encouraged to identify these in chronological order.

In KS1, there is a strong focus on the work of famous British figures both past and present; these include The Queen, Guy Fawkes, Queen Victoria and Florence Nightingale. The children really enjoy learning about people from the past and in particular those who have had an impact on the modern world and our community.

In KS2 the curriculum includes topics such as Stone Age and Iron Age Britain, The Roman Empire in Britain, The Norman Conquest and the Anglo-Saxons. The focus is on the rich cultural heritage of Britain. In addition to this there are many opportunities to learn about local history and how this has shaped beliefs and actions over time.

In recent years, the Trust has celebrated the Golden Jubilee of Queen Elizabeth II with a special whole celebration. We have also held a British Values 'WOW' days which resulted in the democratic election of Pupil Governors.

For Primary First Trust Gravesend we will heavily focus on this area in both curriculum and assembly themes. We will use the local Religious communities to provide both

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

external visits and assembly speakers to ensure the children are well aware of the diversity and uniqueness of their community. The Sikh Temple and the local church will be invited to propose representatives on the local Governing body.

For Primary First Trust Medway we will use the cathedral and local mosque to provide a diversity of experience and foster a sense of tolerance towards all faiths and none. We will invite the local church and any other represented communities to propose representatives on the Local Governing Body.

Democracy

The Primary First Trust encourages schools to have a body of Pupil Governors, Food Ambassadors, English Ambassadors, Maths Ambassadors, Community Ambassadors and Eco-Warriors. The children who occupy the roles are democratically elected by their peers. The roles and responsibilities of the ambassadors are shared with all children. Pupil Governors are elected from Years 2 and 6.

In Year 6 2 and 6, being a Pupil Governor is through written manifesto and democratic election by all pupils throughout the school.

Ambassadors and Pupil Governors meet half termly, following an agenda and taking minutes. Actions taken by the Pupil Governors are carried out in a democratic manner. Additionally, as part of the PSHE curriculum, students look at how to promote co-operation and tolerance through a variety of activities and discussions.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Pupils are also taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. They are encouraged to reflect on the choices they made when they are involved in an incident and think about the impact their behaviour has had on others. Visits from authorities such as the police and fire service help to reinforce this message.

To encourage and promote good behaviour, attitude and work, all schools have devised a reward system which is consistently followed throughout that school.

We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general adherence to the School Values.

Rewards are given in the form of stickers, Head Teacher's Awards and Privilege Cards. Children's achievements are also recognised during weekly Celebration Assemblies.

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a Trust we ensure our schools provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs. They are also encouraged to play an active role in the running of the school and hold many responsibilities such as

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

running the Ambassador assemblies.

Promoting the Schools

When promoting both Primary First Trust Gravesend and [REDACTED] we will ensure that all local groups represented within the community are individually and specifically targeted to ensure the make-up of the school population is an accurate representation of the local population as a whole. All of the literature will be made accessible to all languages and all SEN groups. We will target Nurseries and support groups attached to a variety of settings; Church, council, Gurdwara, Mosque, Temple etc.

Safeguarding

Both the Primary First Trust Gravesend and [REDACTED] will have policies that are designed to keep children safe. It is our key priority and both schools will be subject to an Annual External Inspection as well as ad-hoc monitoring by both the Leading Head Teacher and the Director of Education. Both school will comply with whatever documentation is applicable at the time of inception and then subject to continual updating; currently they key documents are; the July 2015 document 'Keeping Children Safe in Education' (KCSiE). This policy also reflects the contents of Working Together to Safeguard Children March 2015 and The Prevent Duty Guidance July 2015.

We use the Ofsted definition of safeguarding taken from the 2004 document;

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context.

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

Gravesend Provision

Provision

We will use curriculum elements which enable our pupils to feel safe and to make the right choices in adopting safe practices.

Examples of such provision can be found in provision for:

- Personal, Social & Health Education (PSHE) particularly in the way that Social and Emotional Aspects of Learning (SEAL) are explored through assemblies and through discrete SEAL sessions.
- Our Sex & Relationships Education (SRE) provision also covers the nature of relationships and the choices that can be made to stay healthy.
- Child Ambassadors will affirm children's opportunities to make choices in relation to the life of the school.
- Our PE curriculum also provides a minimum of two hours quality PE each week through which we seek to engender a love of exercise and sport within our children. Our residential trips in year 6 are springboards to the possibility of hobbies and sports in later life.
- Our Computing provision also includes our e-safety policy and it is an expectation that e-safety is taught throughout each year group's provision.

This list is not exhaustive and we will expect staff in each school to think professionally about the cross curricular nature of each aspect of their teaching and for such consideration to include a consideration of how safeguarding and child protection issues can also be incorporated in a child-friendly, age-appropriate manner.

Significant Harm

Both schools will follow the Trust Policy on Preventing Significant Harm.

Our procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

The Designated Child Protection Officer will be either the Senior Teacher in the first Instance, then the Head Teacher on appointment.

Parental Engagement

Parents will have an opportunity to engage with the school through the informal process of being a parent but also through more formal process which will operate in both schools.

Parent Surgeries – on a monthly basis parents will be invited to parent surgery meetings with the Head Teacher to discuss issues relating to any aspect of school life.

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

Parent Teacher Associations – Each school will have a Parent-Teacher group that raises money for the school and provides a sense of community through organised events. In Gravesend we will target groups that are traditionally under-represented in these support groups and provide cultural awareness evenings for parents as well as children. In ██████ we will use the PTA to promote outdoor and active events to dovetail the curriculum areas addressing the documented obesity issues identified at Key Stage 2.

Local Governors – Each school will have a local Governing Body and highlighted elsewhere is information on how we will use that to target particular communities. Parents will be represented by having two elected parent Governors on each Governing Body. They will be trained by the Trust to focus on Key School issues and Children's outcomes.

Both schools will be pro-active in ensuring their communication is accessible to all members of the parent body. Written communication will be in all formats and meetings/school events will be held at times of the day suitable for the various working patterns of the parent population. Government statistics show that unemployment is higher in ██████ so we will ensure we are meeting the needs of all parents/carers in accessing the schools events.

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

School 2 - Primary First Gravesham

The “Commissioning Plan for Education Provision in Kent 2016-2020” states on Page 103 that:

- Demand for school places in Gravesham is mainly caused by inward migration and the birth rate which, for the majority of the last 24 years has been and remains higher than both the Kent and National.
- Despite expansions at four schools in recent years, demand is continuing to increase well beyond available capacity
- The Gravesham District Core Strategy records significant housing development (up to 6,100 new homes), focusing on six potential development zones. The first tier zone is the urban area of Gravesend and Northfleet. Some of this development will be under the auspices of the Ebbsfleet Development Corporation.

Specific Evidence taken from page 105 of the draft Commission Plan for Kent showing the school surplus/deficit capacity summaries for **year R** in the Gravesend and Northfleet areas.

Planning Group	2014-15 Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Capacity
Gravesend North	270	+3	-33	-18	-25	-25	270
Gravesend East	210	+21	-3	+7	-1	0	210
Gravesend SouthEast	202	-15	-41	-27	-43	-38	172
Gravesend SouthWest	180	-11	-19	-9	-11	-13	180
Northfleet	254	-64	-54	-57	-77	-68	254
Gravesham	1371	-34	-174	-123	-173	-159	1341

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

Specific Evidence taken from page 105 of the draft Commission Plan for Kent showing the school surplus/deficit capacity summaries for **all primary year groups** in the Gravesend and Northfleet areas.

Planning Group	2014-15 Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Capacity
Gravesend North	1740	-27	-68	-93	-117	-147	1890
Gravesend East	1440	+10	-6	-9	-17	-23	1470
Gravesend SouthEast	1169	-23	-78	-120	-180	-238	1234
Gravesend SouthWest	1260	-14	-42	-58	-71	-86	1260
Northfleet	1742	-48	-112	-175	-266	-346	1808
Gravesham	9136	-71	-323	-510	-726	-943	9462

Page 105 states that:

The pressures in Gravesham are acute across all year groups. The birth rate continues to be above the levels in Kent and National, although in 2013 there was a drop. However, high levels of inward migration are expanding the cohort sizes annually across all year groups.

Page 206 states:

2016-17 appears to present the greatest pressures for Reception places. There is a slight reduction in the cohort size in 2017-18 but demand rises back to 2016-17 levels by 2018-19. For 2016-17 a minimum of 6FE is required to meet demand but an additional 9FE would be required to ensure a 5% surplus is available to aid parental choice and to mitigate the effects of inward migration.

Page 206 also states:

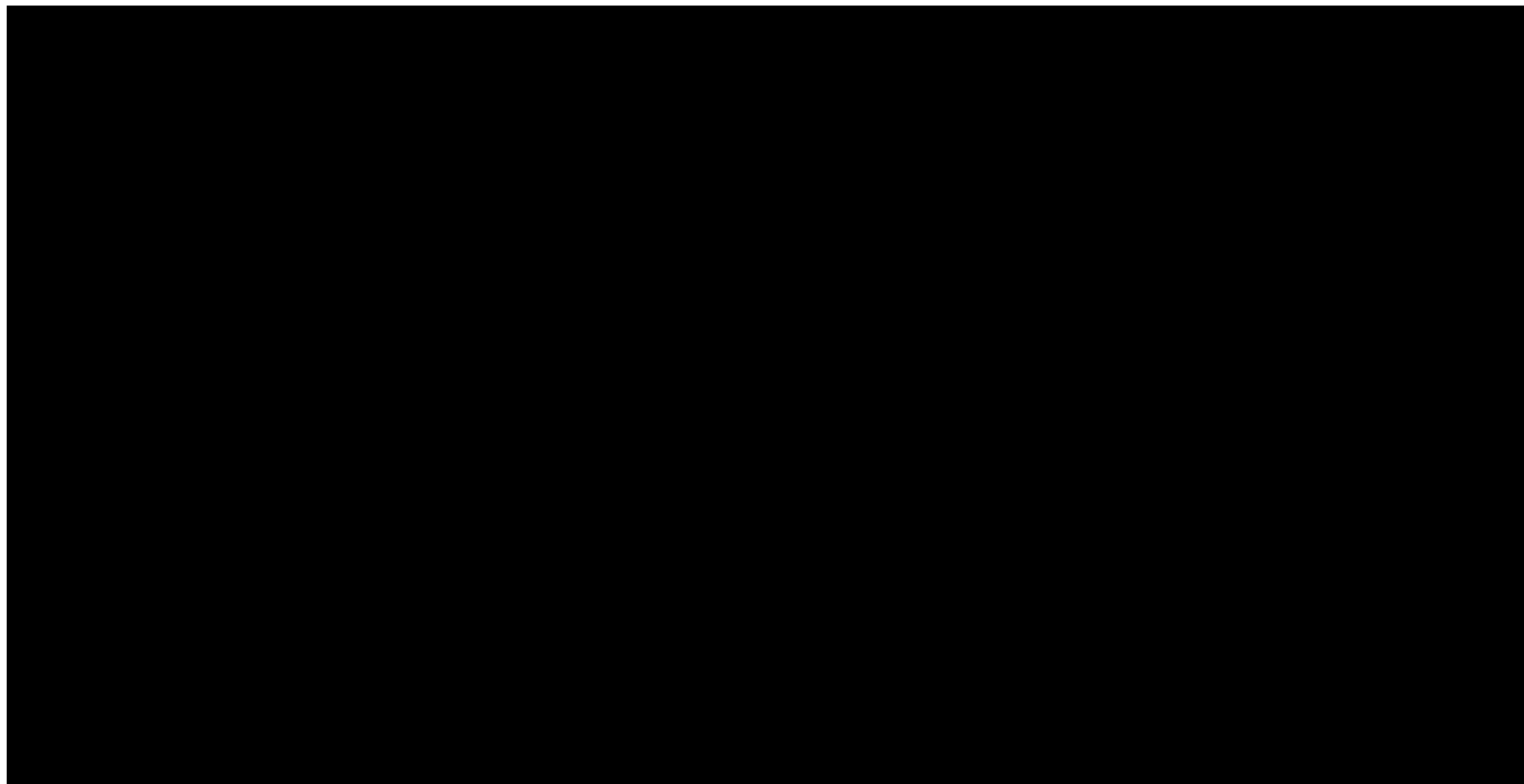
Total Primary rolls are forecast to increase significantly from 9,039 pupils requiring a place in 2014-15 to 10,405 in 2019-20.

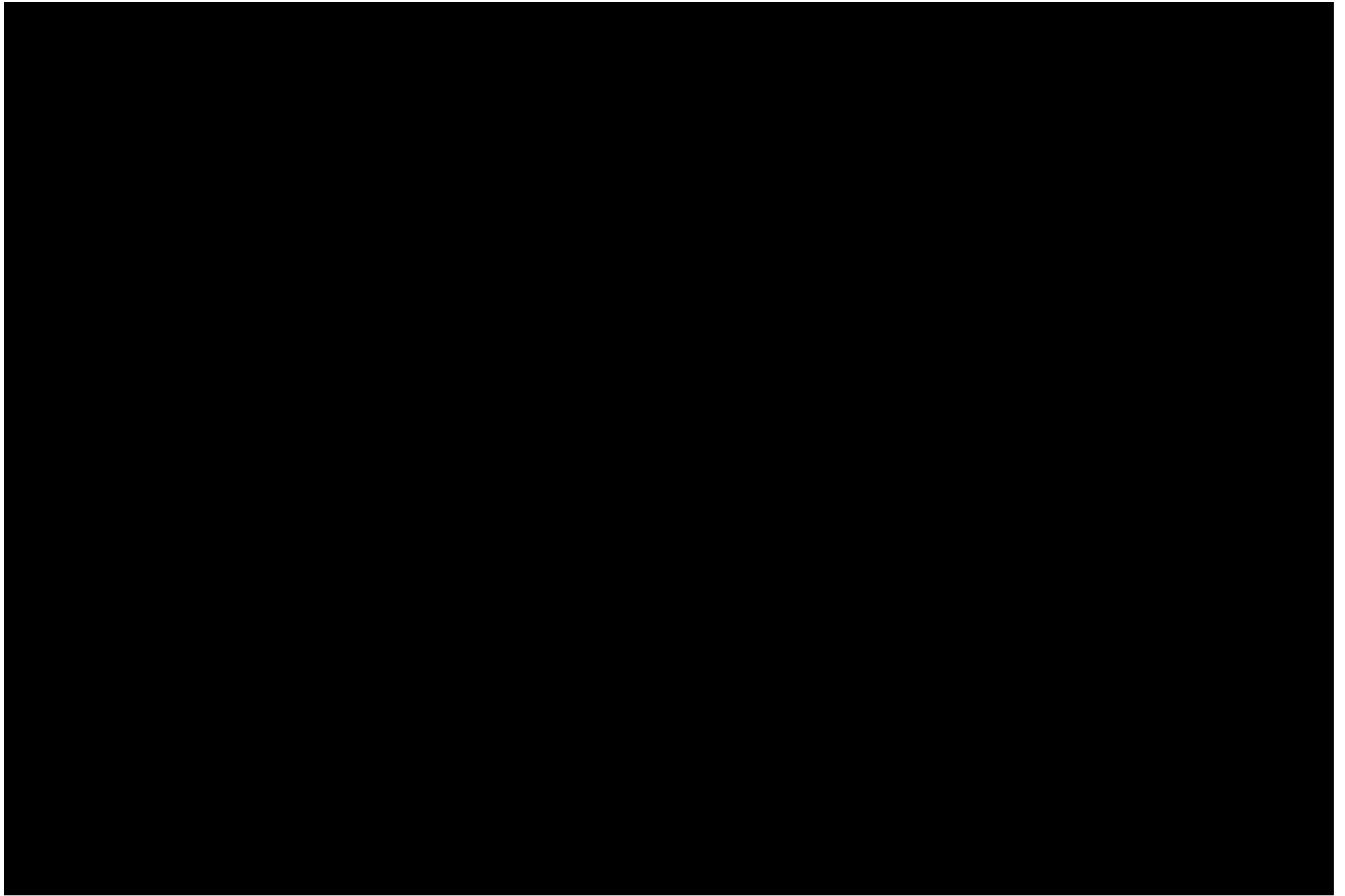
There is an additional complication in the longer term forecasts as Gravesham Borough Council is currently proposing new sites for housing development and should these be approved the additional demand on primary provision will need to be addressed in this area.

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



Evidence Relating to Local Schools [REDACTED]







E2 – successful engagement with parents and the local community

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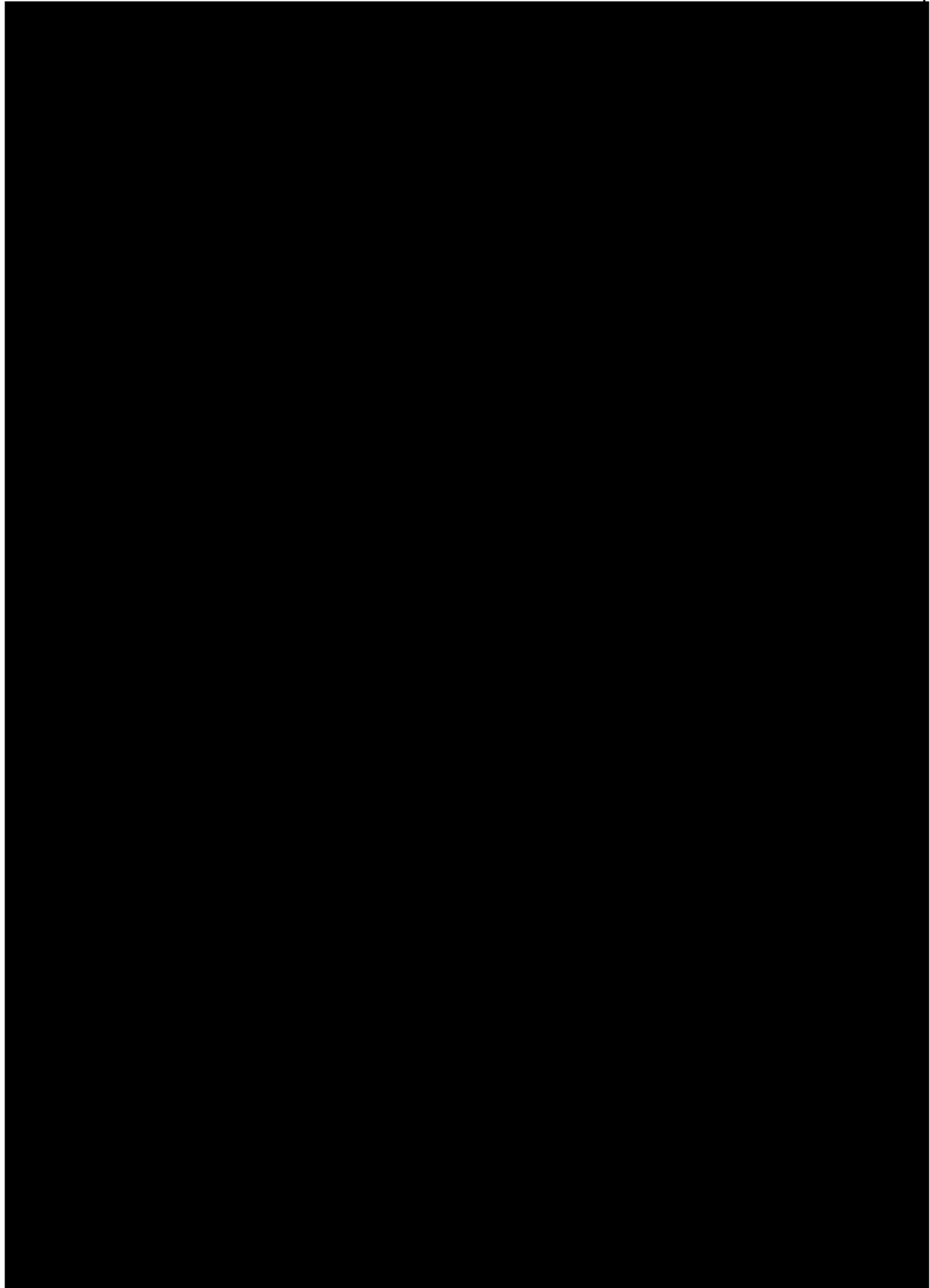
E2 – successful engagement with parents and the local community

[Redacted]

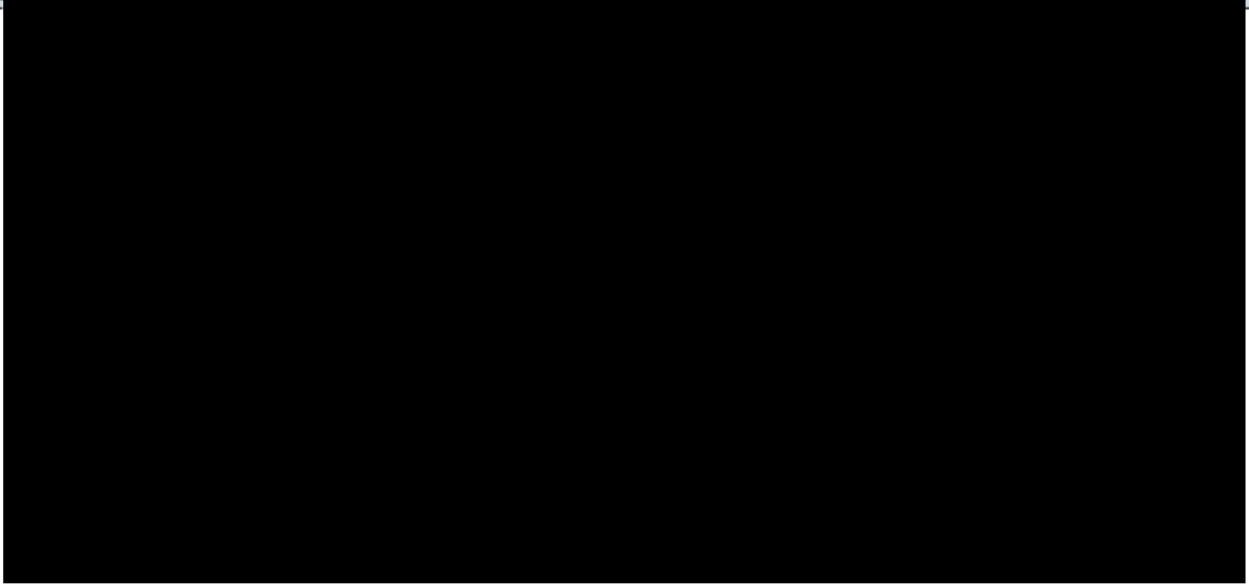
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

School 2 - Gravesham School

1. The Primary First Trust has met with Keith Abbott and Gillian Cawley regarding place planning requirements in Gravesham. We have been invited to a further meeting on Monday 9th May to discuss proposals in the Gravesham area.
2. We will be arranging a meeting with the Portfolio Holder for Education and Local Councillors as well as requesting a meeting with the local Member of Parliament.



E2 – successful engagement with parents and the local community



Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Primary First Trust is a multi-academy trust and a sponsor. There are currently six schools within the Trust with a seventh joining on 1st September 2016. Four are converter academies, three are sponsored academies. Two of the sponsored academies that joined in September 2014 have been externally judged as Good. One that joined in April 2015 in Special Measures is externally judged as RI.

In Appendix 1 you will see a letter from the Regional Schools Commissioners office confirming their assessment of our capacity. You will see at Appendix 2 that, specifically within [REDACTED] the Regional Schools Commissioner has confirmed that The Primary First Trust can work with three converter projects. This is an additional allocation.


The named individual who is in charge during pre-opening is [REDACTED] is at Appendix 3.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing	Pre-opening team	The Primary First Trust is currently recruiting an intern who will undertake the key marketing activities associated with this project in terms of website and brochure design. Whilst we have the skills to ensure that the information is accurate and engaging we want to professionalise the outward facing marketing documentation.
Land acquisition	Directors	We still remain unclear about the process of acquiring and then developing the site. We need greater information from the EFA about who will project manage the physical build and our expected engagement in that project. We have significant experience on project management at Member level currently though we are unclear as to the link between that and the EFA's commissioning process. We hope to use our professional networks of SBM's and Local Authority contacts as well as the DFE's own advisors to assist with land acquisition.
Local Non-educational	Local Governing Body	The Primary First Trust prides itself on the strength of its Local

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
contacts		Governing Bodies. Whilst we have a wide network of educational professional with whom we are linked in the area we will need to use community engagement activities highlighted in Section E to ensure we are representative of the cross sections of each distinct community.
Project Management	Pre-Opening Team	<p>The Trust is currently in negotiation with a major provider of project management expertise. Whilst the Trust has significant experience in this area at Board level we will look to strengthen our operational level expertise in this area. We are currently investigating whether to use Ingleton Wood, who we have worked with in the past, or Richardson's Ltd.</p> 

[Add more lines as appropriate]

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

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

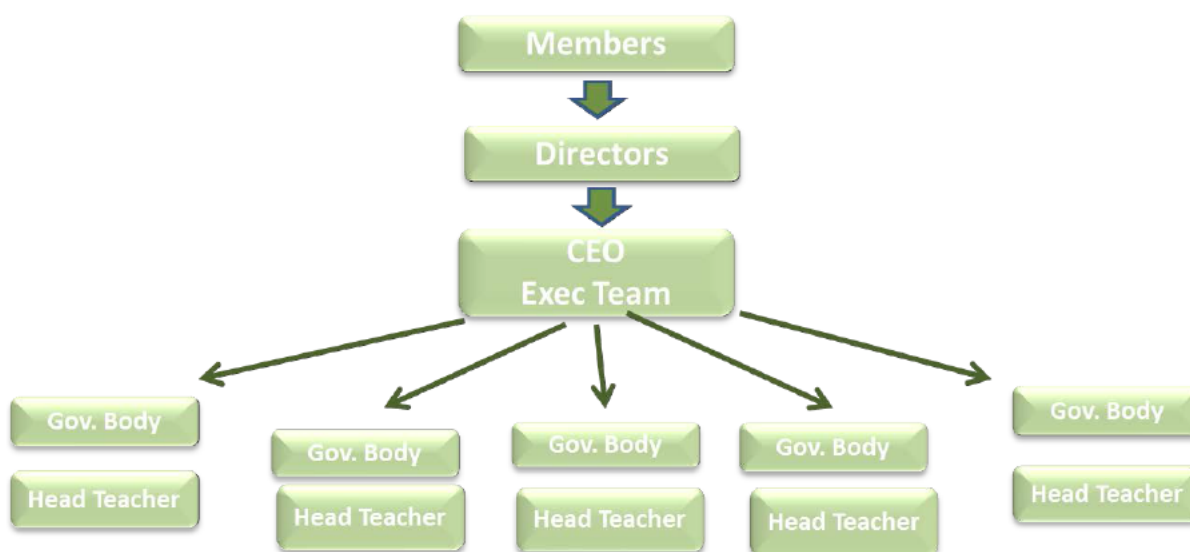
- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

We have provided a current organigram below that gives an overview of our governance structure. We have also provided a governance structure below that that is scalable as the Trust grows. Each Local board will be responsible for a Geographic area.

Current Position

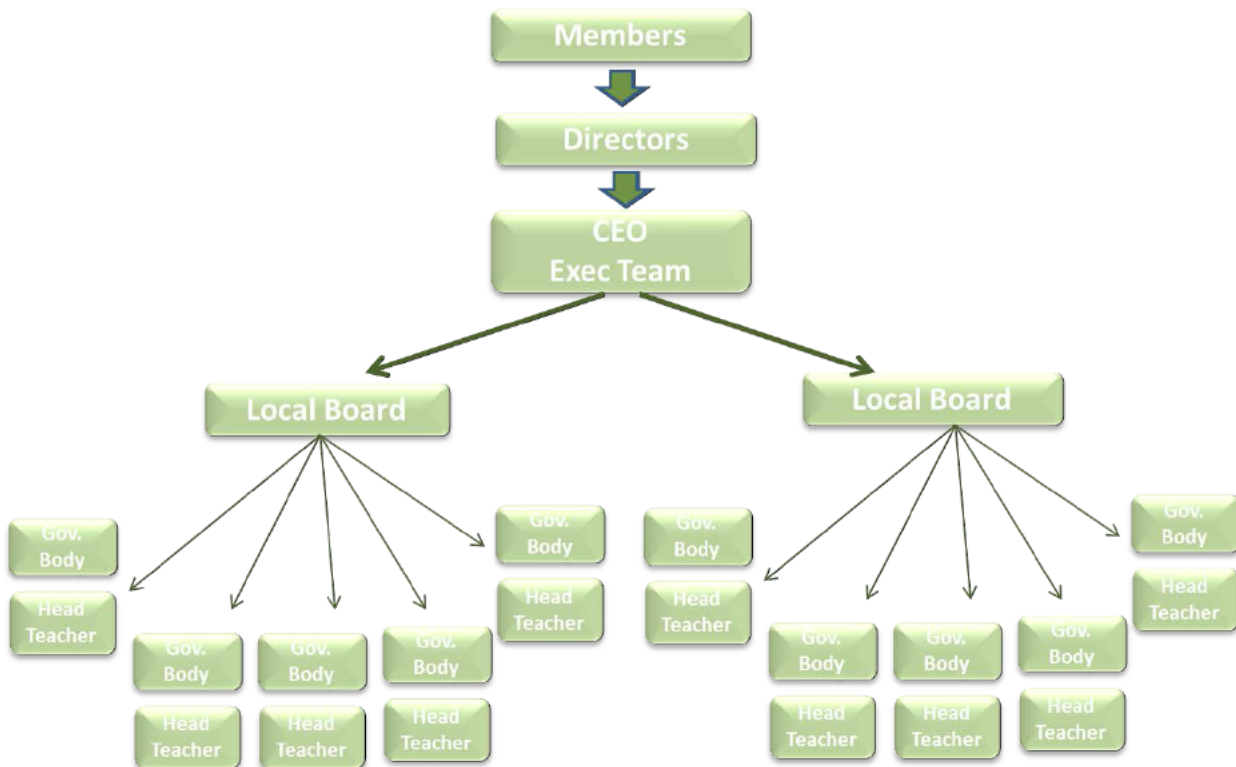
The Primary First Trust Organigram



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

Future Position

**The Primary First Trust
Planned Governance Structure for 10 Schools**



Below is the Decision Making Matrix that clearly identifies which body makes which decision. This will give the local Governing Body of both schools flexibility to carry out their role and the structures around them to ensure rapid school improvement.

Governance				
Members	Directors	LGB members	Executive Team	Headteacher
To review and amend the Articles of Association To change the name of the Academy Trust Receives an	To review and amend the Scheme of Governance To review and amend the Constitution and Terms of Reference of Local Governing	To champion The Primary First Trust vision and values in the academy and to ensure the spiritual wellbeing of the pupils. To determine the	To attend meetings of the Directors and to provide a CEO's report. To support the appointment process for the Company Secretary and	To implement the educational character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Trust) as

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

<p>annual report from the Directors and the CEO on the Academy Trust's performance</p>	<p>Bodies</p> <p>To determine the Board's Reserved Matters</p> <p>To determine the educational character, mission and ethos of the Trust</p> <p>To appoint a Company Secretary</p> <p>To appoint a Clerk to the Directors</p> <p>To review and amend the policies of the Academy Trust</p>	<p>educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Trust) and in collaboration with the Headteacher.</p> <p>To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.</p> <p>To appoint (and remove) the Chairs of the Local Governing Bodies</p> <p>To appoint (and remove) the Vice Chairs of the Local Governing Bodies</p> <p>To appoint a Clerk to the Local Governing Bodies</p> <p>To appoint from its number, Local Governors with specific responsibilities for special educational needs, child protection, pupil premium and</p>	<p>the Clerk.</p> <p>To secure professional advice on behalf of the Directors as may be requested.</p> <p>To support the Directors and the Academies in the preparation of Trust-wide and Academy specific policy requirements.</p> <p>To support the appointment process for the Clerk.</p>	<p>determined by the LGB.</p> <p>To attend meetings of the LGB and to provide a Headteacher's report.</p> <p>To tailor Trust-wide policies to Academies as recommended by the Executive.</p>
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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

		<p>financial matters.</p> <p>To review and amend the policies of the Academies (in line with any Trust prescribed policy).</p> <p>To implement a means whereby the Academy can receive and react to parental feedback.</p> <p>To establish and maintaining a relationship with members of the local community.</p>		
Finance				
Members	Directors	LGB members	Executive	Headteacher
To appoint external auditors	<p>To appoint internal auditors</p> <p>To sign off annual accounts and report</p> <p>To scrutinise (acting through its Finance Committee) the budgets for its Academies.</p> <p>To approve the financial scheme of delegation</p> <p>To appoint a finance committee</p> <p>To approve the annual budget for the Academy</p>	<p>To approve the annual budget for each Academy</p> <p>To monitor the income, expenditure and cash flow of an Academy</p> <p>Ensuring adequate risk, financial and asset management systems are in place across the Academy.</p> <p>Ensuring any variances from the budget are reported to the</p>	<p>To prepare the annual budget for the Academy Trust</p> <p>To monitor the income, expenditure, cash flow and balance sheet of the Academy Trust</p> <p>Considering any variances on delegated budget reported by the LGBs for approval.</p> <p>To prepare monitoring reports for the</p>	<p>Responsible for ensuring the preparation of the annual budget for the Academy with the assistance of relevant staff.</p> <p>To monitor the income, expenditure and cash flow of an Academy</p> <p>To prepare monitoring reports for the LGBs</p> <p>To ensure proper financial controls are in place at the</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

	Trust To approve any significant changes to the approved budget To monitor income, expenditure, cash flow and balance sheet of the Academy Trust To establish a charging and remissions policy and to keep this under review To appoint an Accounting Officer To ensure proper financial controls are in place To maintain a register of business interests	Director of Finance To ensure proper financial controls are in place at the Academy To maintain a register of business interests To ensure provision of free school meals to those pupils meeting the criteria	Directors To act as the Accounting Officer To ensure proper financial controls are in place To maintain a register of business interests (of the Executive) To set up and approve staff expenses for the Executive To open bank accounts	Academy To ensure provision of free school meals to those pupils meeting the criteria To set up and approve staff expenses at the Academy
Contracts (delegation levels have yet to be determined. This will be a project for the board in September 2015 to present for approval in December 2015)				
Members	Directors	LGB members	Executive	Headteacher
To approve any service contracts for Directors	To adopt a Trust-wide procurement policy To set the delegated levels of authority for contracts To approve contracts with a	To enter into contracts up to the limits of delegation and within an agreed budget To support the Trust Board in its monitoring and evaluation of the	To enter into contracts up to the limits of delegation and within an agreed budget To make payments within agreed financial limits.	To make payments within agreed financial limits To enter into contracts up to the limits of delegation and within an agreed budget (D)

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

	<p>value above []</p> <p>To approve contracts which constitute related party transactions</p> <p>To set up and approve Director expenses</p>	<p>delivery of any central services and functions provided or procured by the Trust for the Academy.</p>	<p>To review opportunities for collaborative procurement.</p>	<p>To act as a signatory of an Academy specific bank account (D)</p>
Curriculum and Standards				
Members	Directors	LGB members	Executive	Headteacher
<p>Receive an annual report from the Directors and the CEO on standards</p>	<p>Determine a Trust-wide curriculum statement to ensure provision of a balanced and broadly based curriculum and to include:</p> <ul style="list-style-type: none"> • a prohibition on political indoctrination and a balanced treatment of political issues; and • a written statement on sex and relationship education <p>Determine a Trust-wide</p>	<p>Approves the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy).</p> <p>Ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Academy.</p> <p>Monitor the KPI figures reported from the</p>	<p>Provides oversight of the implementation of the Trust-wide curriculum policy.</p> <p>Provides a termly report to the Directors regarding standards.</p> <p>Provides oversight of the target setting for pupil achievement and progress by the Headteacher and monitor against targets</p> <p>Monitors the KPI figures reported from</p>	<p>Is responsible for the curriculum delivered at the Academy including compliance with any funding agreement requirements.</p> <p>Makes provision for a daily collective act of worship</p> <p>Sets targets for pupil achievement and progress and monitor against targets</p> <p>Reports bi-termly KPI figures for the Executive and the LGB relating to</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

	<p>statement on religious education and collective acts of worship.</p> <p>Receives a termly report from the Executive regarding standards.</p> <p>Review of KPI document for identification of any areas of concern.</p>	<p>Headteacher relating to standards.</p> <p>Development, monitoring and approval of the Academy Development Plan.</p>	<p>the Headteacher relating to standards</p>	<p>standards</p> <p>Prepares a draft Academy Development Plan for approval by the LGB.</p>
SEN				
Members	Directors	LGB members	Executive	Headteacher
-	<p>To determine a Trust-wide SEN and Disability Discrimination Act statement.</p> <p>Review of KPI document for identification of any areas of concern.</p>	<p>To review and maintain the Academy's SEN policy</p> <p>To provide oversight of the implementation of the policy within the Academy and compliance with the Disability Discrimination Act requirements.</p> <p>To appoint a designated governor for SEN.</p>	<p>To provide oversight of the implementation of the Trust-wide SEN statement.</p> <p>Ensures compliance with the Disability Discrimination Act requirements within the Academies.</p>	<p>To designate a teacher to be responsible for coordinating SEN provision</p> <p>To liaise with the local authority in respect of students who have (or might have) SEN .</p> <p>To make provision for SEN pupils with or without a statement of EHC plan</p> <p>To ensures compliance with the Disability Discrimination Act requirements within the Academy.</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

Safeguarding				
Members	Directors	LGB members	Executive	Headteacher
-	<p>To adopt a Trust-wide safeguarding and Child Protection policy.</p> <p>To adopt a Trust-wide statement regarding school trips.</p> <p>Review of KPI document for identification of any areas of concern.</p>	<p>To appoint a designated governor for safeguarding</p> <p>To review and maintain a safeguarding and child protection policy for the Academy (consistent with the Trust-wide policy)</p> <p>To ensure the completion of the single central record and its regular updating.</p>	<p>To ensure that each Academy has appointed a designated teacher to support looked after children.</p> <p>To make arrangements for safeguarding audits to be conducted by independent personnel.</p> <p>To report to the Directors on the procedures in place for safeguarding and on matters as they arise.</p>	<p>To appoint a designated teacher to support looked after children and to ensure the role is compliant with statutory guidance.</p> <p>To maintain the single central record</p> <p>To approve off-site visits for pupils of more than 24 hours</p>
Behaviour				
Members	Directors	LGB members	Executive	Headteacher
	<p>To adopt a Trust-wide behaviour statement.</p> <p>To review the use of exclusions across the Trust.</p> <p>Review of KPI document for identification of any areas of concern.</p>	<p>To adopt and ensure the implementation of a behaviour policy for the Academy</p> <p>To convene a committee to review the exclusion of a pupil by the Headteacher.</p>	<p>To prepare a Trust-wide behaviour policy for adoption by the Directors.</p> <p>To review the overall pattern of exclusions and to report on the same to the Directors</p>	<p>To prepare a behaviour policy for the Academy for adoption by the LGB.</p> <p>To exclude a pupil for a fixed term or permanently</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

Admissions				
Members	Directors	LGB members	Executive	Headteacher
-	Adopts a Trust-wide admissions statement.	<p>Ensuring that the impact of any proposed changes to an Academy's admission arrangements are considered in light of the other Academies in the region.</p> <p>Undertakes consultation, publishes admissions and determines arrangements as required in accordance with the School Admissions and Appeals Codes.</p> <p>Makes arrangements for determining admissions and hearing admission appeals.</p> <p>Ensures effective arrangements are in place for pupil recruitment.</p> <p>Contributes to the development of the Academy prospectus.</p>	Provides oversight of and support of the implementation of the admissions arrangements across the Trust.	<p>Provides direction to the LGB as to requirements under the School Admissions and Appeals Codes.</p> <p>Ensures compliance with the Trust-wide policy.</p> <p>Makes arrangements for determining admissions and hearing admission appeals.</p> <p>Participates in local admissions forum.</p> <p>Ensures participation in the fair access protocol</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

Pupil related matters				
Members	Directors	LGB members	Executive	Headteacher
-	<p>Receives a termly report from the Executive regarding standards (to include attendance). Adopt Trust-wide Complaints policy and receive reports from the Executive regarding the level of complaints across the Trust.</p>	<p>To review attendance and pupil absences (as part of the KPI report). To monitor the impact of the pupil premium in the Academy. To adopt an Academy Complaints policy (consistent with the Trust-wide policy) To hear complaints at the relevant stage. To ensure effective arrangements are in place for pupil support and representation at the Academy. To Support the Trust and the Headteacher in the extended school provision in the Academy.</p>	<p>Monitors the levels of attendance in the Academies and the use of home-Academy agreements and reports termly to the Directors. To monitor the impact of the pupil premium across the Trust. To review the level of complaints across the Trust.</p>	<p>To maintain a register of pupil attendance. To report on attendance and pupil absences (as part of the KPI report) To review and maintain home-Academy agreements To set the times of Academy sessions and the dates of Academy terms and holidays To ensure effective deployment of the Pupil Premium and to monitor its impact. To prepare an Academy complaint policy consistent with the Trust-wide policy for adoption by the LGB and to hear complaints at the relevant stage. To ensure that the Academy meets for 380 sessions in an Academy year</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

Information Management				
Members	Directors	LGB members	Executive	Headteacher
-	<p>Adopt data protection policies and procedures to cover:</p> <ul style="list-style-type: none"> the requirement to notify individuals as to how information is to be used and on the matter of safe storage. 	<p>Ensure the effective implementation of the data protection policies and procedures in the Academy.</p> <p>Ensures systems are in place in line with the Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established).</p>	<p>To ensure compliance with all data protection legislation and good practice across the Academies.</p> <p>To support the individual academies on the effective safe storage of data</p> <p>To maintain accurate and secure staff records for the Executive</p>	<p>To ensure the publication of Academy information, ensuring that all electronic communication, including web pages, are up to date</p> <p>To maintain accurate and secure pupil records</p> <p>To maintain accurate and secure staff records for the Academy</p> <p>To ensure compliance with all data protection legislation and good practice in the Academy.</p> <p>Ensure registration with the Information Commissioner's Office is up to date.</p>
Staffing				
Members	Directors	LGB members	Executive	Headteachers
-	To define any overarching management	Participate in the process to appoint the	To determine the senior leadership and	To determine staffing requirements

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

	<p>structures across Academy Trust and budget</p> <p>To adopt Trust-wide staff policies and procedures.</p> <p>To appoint and dismiss the CEO, Finance Director, Company Secretary and Clerk.</p> <p>To conduct the performance management review of the CEO, the Company Secretary and the Clerk.</p> <p>To support the CEO in the performance management of the Finance Director [and any other senior executive posts].</p> <p>To provide input as requested by the Executive on the recruitment of Headteachers.</p>	<p>Headteacher as requested by The Primary First Trust executive team (acting with the delegated authority of the Trust Board).</p> <p>Supporting the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy and for the appointment of Academy staff to ensure that the Academy is fully staffed in accordance with that structure.</p> <p>Ensure that there is effective communication between the Headteacher and the Leading Head Teacher.</p> <p>Ensure the Academy Trust's policies on all HR matters are implemented in the Academy.</p> <p>Monitor and scrutinise the implementation of the Trust's policies at the Academy for HR matters including the appointment,</p>	<p>non-teaching structures for each Academy</p> <p>To advise the Directors on suitable Trust-wide policies and procedures and to ensure their effective implementation.</p> <p>To monitor and review staffing changes across the Trust.</p> <p>To appoint, suspend and dismiss members of the Executive (save as reserved to the Directors).</p> <p>To appoint, suspend and dismiss the Headteacher (in consultation with the Trust Board).</p> <p>To conduct the performance management of Headteacher.</p>	<p>within each Academy and budget.</p> <p>To implement the Trust-wide policies and procedures in the Academy.</p> <p>To appoint teaching and non-teaching staff</p> <p>To suspend or dismiss teaching and non-teaching staff in consultation with the Executive.</p> <p>To conduct the performance management of staff in the Academy.</p> <p>To approve applications for secondment and leave of absence.</p>
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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

		induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.		
Health, Safety and Risk				
Members	Directors	LGB members	Executive	Headteachers
	<p>To appoint a risk and audit committee.</p> <p>To review risk management and maintain a risk register</p> <p>To approve insurance arrangements.</p> <p>To review and maintain a buildings strategy and asset management planning arrangements</p> <p>To adopt a Trust-wide health and safety policy.</p> <p>To adopt a Trust-wide lettings policy.</p>	<p>To review the risk register of the Academy and prepare the Risk report for the Executive Board.</p> <p>To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).</p> <p>Review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.</p> <p>To conduct site inspections to review any health and safety issues and the security of premises and</p>	<p>Monitoring the implementation of the Academy's health and safety policy across the Academies.</p> <p>Preparation of the risk register for the Academy Trust</p> <p>To procure buildings and related insurance and make proposals to the Directors.</p> <p>To prepare a buildings strategy and asset management planning arrangements.</p> <p>To propose a Trust-wide health and</p>	<p>Preparation of the risk register for the LGB having regard to the risks identified by the Executive Team.</p> <p>To prepare a health and safety policy for the Academy (in line with the Trust-wide policy) for adoption by the LGB.</p> <p>To monitor the accident book and agree appropriate actions.</p> <p>To ensure suitable risk assessments are prepared and appropriate actions taken.</p> <p>To review security of</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

		equipment.	<p>safety policy for the Directors' approval.</p> <p>To monitor and support the implementation of the Trust-wide health and safety policy.</p> <p>To draw up, agree and monitor an accessibility plan for each Academy in consultation with the Headteacher.</p>	<p>premises and equipment.</p> <p>To implement the Trust-wide lettings policy.</p> <p>To liaise with the Executive in relation to the accessibility plan for the Academy.</p>
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Conflict of Interest

The Primary First Trust strictly adheres to the Financial Handbook relating to Academy Finance. It has a policy of not using consultants at senior level with all Senior appointments being employees of The Trust and no employee receives any additional pay for work related to their role at The Trust or any of its constituent schools. Conflicts of Interests relating to Local Governing Bodies and Trustees are managed through our Governance Policy and no Trustee has any business interest in any of our current schools. Should a conflict arise in any future arrangements it will be managed through the Academies Handbook and The Principles of Public Life Document.

Section G – budget planning and affordability

G1 – budget planning and affordability

[Redacted content]

[Redacted content]

[Redacted content]

Dear [REDACTED]

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

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

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

	Number of projects (primary only)	Number of pupils
16/17		
Converter	3	1260
Sponsored	2	840
New provision/free school	-	-
17/18		
Converter	3	1260
Sponsored	2	840
New provision/free school	-	-
18/19		
Converter	3	1260
Sponsored	2	840
New provision/free school	2	120

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

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

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

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

I look forward to working with you.

Kind regards,

[Redacted signature]

[Redacted line]



Department
for Education

Web:

[Redacted web address]

Twitter:

[Redacted Twitter handle]

Dear [REDACTED]

Thank you for writing to me with your proposed growth capacity. We have now carefully reviewed all proposals from Medway trusts and I can confirm that I am content for your trust to grow as follows in 2016/17:

- 3 converter academies.

Trusts should plan to develop within the parameters of these growth figures and be proactive in engaging schools in discussions about joining them. These figures do not ensure that a school will join your trust: just that I am confident that a potential MAT partnership can proceed and be developed with a degree of confidence.

For transparency and to support planning, I intend to share these growth figures with the local authority. Please let me know by close of play on 11 May if you have any objections to this.

I have separated Free Schools from this process given the lead in times, but please let me know if at any stage you are intending to bid for these.

As I set out when I met Medway trusts on 27 April, your discussions with schools should be guided by the principles and MAT preferences that I will apply when making decisions about which trusts schools will join. These are:

Principles:

- Strong, sustainable solutions with a long-term strategic plan for MAT growth;
- Robust governance structures with clear lines of accountability;
- Solutions which address the needs of each school and its pupils - the key driver is what is best for the children;
- Prevent monopolies by having different MATs operating in a given area – Medway already has a high number of MATs;
- MATs not growing overly rapidly – track record, capacity, nature of challenge all important here.

MAT preferences:

- Mixed phase MATs are preferred but primary only MATs are fine: key determinant is strong leadership;
- For infant/junior schools to be in the same MAT, unless there is an exceptional reason, given transition;
- MATs cannot be made up of predominantly underperforming or vulnerable schools;
- No flat MATs – structured governance with clear lines of accountability.

At that meeting, I also agreed to share the memoranda of understanding between the department and the Church of England and the Catholic Church. These are available at:

- Memorandum of understanding between the National Society and the Department for Education - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/517

[423/Memorandum of understanding between the National Society and DfE.pdf](#)

- Memorandum of understanding between the Catholic Church and the Department for Education
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/517424/Memorandum of understanding between the Catholic Church and DfE.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/517424/Memorandum_of_understanding_between_the_Catholic_Church_and_DfE.pdf)

I am meeting with LA maintained schools in [REDACTED] on 13 May and will explain how the above principles and preferences will apply to them.

If you have any queries about your growth figures or full academisation in Medway, please contact [REDACTED]

I look forward to continuing to work with you to make the most of this exciting opportunity to raise educational standards in Medway.

[REDACTED]



Web: [REDACTED]

Twitter: [@RSC_SESL](#)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

PERSONAL SUMMARY

[REDACTED]

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Department
for Education

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