

# THE SARACENS



primaryschool



SUPPORT THE VISION





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 SARACENS PRIMARY SCHOOL**

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*Saracens as an organisation, let alone a Rugby Club, has provided huge benefits and support to the local community and I can only see a Primary School built around the ethos and culture of the club as being a massive boost for the community.*  
Local church leader

## Application checklist

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

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	n/a	
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	n/a	
9. <b>Re-applications only</b> : 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?	n/a	
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	√	
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	n/a	
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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	√	

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	√	

## 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:** [REDACTED]

**Print name:** [REDACTED]

**Date:**

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

## Section A – applicant details



Department  
for Education

### SECTION A: APPLICANT DETAILS

1. If you are submitting multiple applications it is only necessary to fill in section A once.

2. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

#### Basic information

Have you pre-registered this application?	Yes
Name of proposed school:	The Saracens Primary School
Have you got a letter from your RSC confirming your capacity to open this school in this wave?	Please select
Are you an existing school provider who wishes to replicate your strong education provision of the same phase and type?	No
Are you submitting a full application or a simplified application in accordance with the information set out in the criteria document?	Full application
Name of lead applicant:	[REDACTED]
Address of lead applicant:	[REDACTED]
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]
How you would describe your group?	A multi-academy/umbrella trust but not a sponsor
If "something else", please provide further details:	We have been approved to open The Saracens High School in the same area.
Is your proposal a direct result of a request from one or more of the following groups: a charity, community or parent group?	No
Have you applied before to open this school, whether under the current name or another name?	No
If Yes and the name of the school was different, please state what the original name was:	n/a
If Yes, when did you last apply? The options here are dates of submission of applications, not the announcement of results.	Please select



**About the company**

We require a Section 1 Suitability and Declarations form for each trust member and trustee unless a Section 1 form has already been submitted to us in the last 365 days. For further details, please click [here](#).

Have you already established your trust in accordance with the DfE model articles of association?	Yes
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Company name:	<a href="#">THE SARACENS HIGH SCHOOL TRUST LIMITED</a>
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Company address:	Allianz Park, London. NW4 1RL
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Company registration number:	10122075
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Date when company was incorporated:	13 April 2016
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Please provide the total number of company members (must be a minimum of 3):	5
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Please give full names of all company members:	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]

Please provide the total number of trustees:	8
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Please give full names of all company trustees	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]

Please provide the name of the proposed chair of trustees, if known:	[Redacted]
--	------------

**Further details about the applicant**

Is anyone connected with this application related in any way, including by marriage, to any other person within your group? This includes company members or trustees, and anyone who may work on the project if it is approved.	No
Are you an approved academy sponsor?	No.
Do you already run any free schools or academies?	No
How many existing free schools or academies are part of your multi-academy/umbrella trust?	0
If you run open free schools or have planned free schools in the pre-opening phase, please provide name(s) of school(s):	The Saracens High School
If you are an existing single school/academy seeking to establish a new school looking to convert, please provide the rating of your most recent inspection:	NA
If you are an independent school seeking to establish a new school looking to convert, please provide the name of the inspection body and the rating of your most recent inspection:	NA
If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide your six digit reference number and a link to your most recent inspection report.	NA
If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
How many free schools are you seeking to open in this application round?	1
As per the description in the introduction section of the <i>criteria</i> document, what kind of applicant is your group? Please select one.	A applicant group that does not currently run any schools
If Other, please give description here	Awaiting approval of The Saracens Secondary School from Wave 11

**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (eg financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:          • their full name;          • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and          • the role that it is envisaged they will play in relation to the free school.</p>	<p>Saracens Sport Foundation, 03909677. Providing enrichment activities and supporting the ethos of the school. Saracens Limited 03110665. Providing enrichment activities and supporting the ethos of the school. Ashmole Academy Trust - 07375627. Ashmole Academy Trust will be a corporate Member within the Saracens Trust reflecting its partnership with Saracens.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This includes attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including any denomination or particular school of thought that influences your group (eg Pentecostalism, Reform Judaism, etc).</p>	<p>NA</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>Hertfordshire Community Free School Company - support with bid development and writing</p>

## Section B – outline of the school



### SECTION B: OUTLINE OF THE MAINSTREAM SCHOOL

Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

[Jump to use of freedoms](#)

In which local authority is your preferred location?	Barnet
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What is your best estimate of the year when your school(s) might realistically be ready to open?	2019
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As per the criteria document (section E), which need or demand criteria will your school meet?	A projected need for more school places in the area ("basic need"). Basic need does not apply to 16-19 schools.	Yes
	An educational need due to low standards in local schools.	Please select
	A "social" need addressing a social issue relevant to the location.	Please select
	A need for greater choice and diversity in the schools available to local parents.	Please select
	Need rising from demand from parents for a specific new school.	Please select
	A need for innovation that will lead to better outcomes for pupils.	Please select
	For 16-19 provision - need based on number of students eligible for and/or currently in post-16 education in the area.	Please select
	For 16-19 provision - future need forecast for 16 to 19 places in the local area, based on the current need for 11-16 year olds.	Please select
	For 16-19 provision - need based on current poor quality post-16 options for young people in the area.	Please select
	For 16-19 provision - need based on poor outcomes for young people aged 16-19 in the area.	Please select
Other	Please select	

If 'other' please describe:	
-----------------------------	--

What type of school are you applying for? Please select from either mainstream, 16-19 or studio schools. If your school aims to offer alternative provision or special needs education, please use the relevant application forms.	Mainstream
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What phase of education will you deliver?	Primary
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If other, tell us what	
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Age range (including nursery, if applicable):	3 to 11
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If 'other' please specify:	
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Will your school have a nursery?	Yes
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If a nursery is proposed, please state nursery pupil capacity.	39 FTE plus 24 FTE 2 year old places - as requested by Barnet. To be run by a private provider.
Will the school have a sixth form?	No
If a sixth form is proposed, please state sixth form pupil capacity	NA
What will be the maximum capacity of this free school (not including nursery)?	630
Please state which year groups the school will have in the year of opening and the PAN for each.	Reception only, 90 PAN
Date proposed school will reach expected capacity in all year groups:	2025
Will your school be co-educational or single sex?	Co-educational
Will your school be a hybrid? For example, if you intend to provide both mainstream and alternative provision education, then your school will be a hybrid. Please select type of hybrid	Not a hybrid
If 'other' please specify:	NA
Do you intend that your proposed school will be designated as having a religious character? Please refer to the glossary of terms in the <i>How to apply to set up a new school</i> document for more information about religious character/designation.	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (eg Church of England), please specify:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No.
Will your proposed school include residential/boarding provision?	No
If 'Yes', please give further details.	NA

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal designate?	No
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If yes, please say when you propose the principal designate would start.	NA
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**Use of freedoms**

Will you operate a non-standard school day?	Not decided
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Will you operate a non-standard school year?	Not decided
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
--	----

Do you plan to make employ teachers without qualified teacher status (QTS)?	No
---	----

Please list any other freedoms you intend to use:	
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## Section C – vision

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

#### Introduction

The Saracens Sport Foundation, the charitable arm of Saracens Rugby Club, recently formed the Saracens High School Trust which successfully submitted an application to open a secondary school in 2018 in [REDACTED] Barnet, which has been approved to move into the pre-opening period. It now intends to become a multi-academy trust (MAT), The Saracens School Trust Limited, and to open a primary school in the same area. This school will be called the Saracens Primary School and will provide outstanding primary education for local children, families and the community. The school will be strongly underpinned by the core values of Saracens.

Saracens is one of the most successful rugby clubs in England with a history of outstanding competitive achievement such as winning the Aviva Premiership in 2011, 2015 and both the Premiership and European Championships in 2016. The home of Saracens, Allianz Park, is well established in Barnet being located in the Hendon area of the borough.

Saracens is more than just a rugby club - it is a highly successful and well run business. Its core values - discipline, hard work, honesty and humility, are clear in the commitment to excellence in its business activities and sporting success. Honesty and humility are reflected not only in the Saracen approach to team work but also in the commitment to benefitting the local community through their charitable Sport Foundation which strives to bring positive change to the community, working with some 70,000 children and adults a year to improve their health and education.

#### Vision

Saracens Primary School will open as a three-form school in 2019 in the west of the borough where there is already pressure for additional school places. This pressure will increase as families move into the new housing planned for this area. Existing primary schools have taken on additional children but this is insufficient to meet the growing demand (see table on next page). The school will most likely be housed in new build accommodation on a site acquired by the local authority in the Grahame Park area of Barnet and it is anticipated that most children will transfer to The Saracens High School at age 11.

Saracens have a unique identity and a special way of going about their work. They believe strongly in the efficacy of good leadership and team work and the school will reflect this in every aspect of its work. Children and staff will be nurtured as leaders, treated with great respect and all will work incredibly hard as part of the school community. Teaching styles will reflect a focus on resilience, life skills and character development as well as academic excellence. The work of school staff and community will be characterised by exemplary preparation and always going 'the extra mile'. As a result the children and the school will excel and achieve well

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

beyond local expectations and much better than the Barnet average - changing the local educational landscape and improving the life chances of future generations of children and young people.

Saracens has a strong track record of community engagement and sports education and has received approval to open a secondary school in Barnet in 2018. To support its proposal to open a primary school in terms of the very best practice it has formed an educational partnership with the Gold Star Federation, Goldbeaters (Ofsted good 2012) and Orion (Ofsted outstanding 2015) primary schools that are situated in Grahame Park. The Federation currently provides excellent education for children in the area based on its own 'Positive Learning Method' and underpinned by values which are well aligned with those of Saracens. Children in the schools flourish and achieve highly both academically and socially. The headteacher of the schools is well known and respected for his creative leadership and established track record of success with children who achieve 'against the odds'. He will bring this creativity and determination that 'all shall succeed' to support the Saracens Primary School development. This means that Saracens, with its strong values, drive, business acumen, track record of success and partnership with the Gold Star Federation, is more than well placed to open a new primary school.

### **The educational partnership**

The educational partnership with the Gold Star Federation started to be built through work on the proposals for the Saracens secondary and primary schools. It became clear that the principles, values and educational thinking of the federation were well aligned with those of the Saracens Trust and that a strong partnership could be forged in developing the new primary school. This is a unique partnership between Saracens as the lead sponsor and the Gold Star Federation supporting the development of outstanding educational provision throughout the school (see section F).

The Federation will, in the first instance, provide some staff, training and support, curriculum expertise and central facilities and services for the new school as well as setting high expectations for the children and staff. This partnership between Saracens and the Gold Star Federation will be set out in a memorandum of understanding to cover the pre-opening and opening phase of the school. It is anticipated that, in due course and following further discussions with governing bodies, the Orion and Goldbeaters schools will join the Saracens MAT. The MAT model for 2017 and the projected MAT model for 2020 are set out in section F. Underpinned by this partnership the new primary school will have the unique Saracens spirit and ethos. Finding and developing the potential of every child will not be just talk but a real goal. Children will succeed academically and there will be a special emphasis on finding then nurturing every child's talents. The school will have an extra special feature – developing character from a very young age. The best schools today make sure that their children have grit and determination as well as



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

pride and respect for all. The commitment to character development will be achieved through focusing on the character traits, attributes and behaviours identified by the DfE Character Awards (see section D1) and by creating a strong sense of community within a happy and optimistic learning environment. The Saracens Primary School will do this really well supported by Saracens amazing record of motivating people.

### **Community engagement (see also section E2)**

Saracens commitment to community engagement is evident in its work with the members of the local community to develop first its vision for a new secondary school and now for a primary school. The Saracens Primary School will be a partnership between the Saracens School Trust, the Orion and Goldbeaters Primary Schools, the rest of the ConnectED group of local primary schools, educational professionals, Saracens Rugby Club, Saracens Sport Foundation, Middlesex University and the London Borough of Barnet. Saracens commitment also includes supporting the delivery of an exciting programme of enrichment activities for the new school and its community.

### **Rationale for The Saracens Primary School - shortage of places**

The London Borough of Barnet strongly supports Saracen's application to open a new primary school in the Grahame Park area to help to meet the need for an increasing number of primary school places (see below) and will be providing a site for a new school to be built.

The Greater London Authority (GLA) released the new round of school roll projections, which include Barnet, in May 2016. These projections take into account:

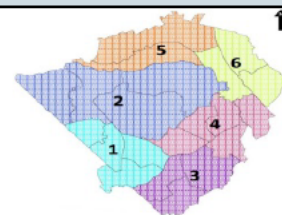
- the number on roll at Barnet schools from the January 2016 Census;
- housing development data (up to 2030) provided by Planning in January 2016;
- births, migration and fertility data.

The projections used are the normal (not high fertility variant) plus a 3% margin to account for parental preference, under-projection and mobility throughout the year. To calculate the deficit/surplus of school places, the number of permanent school places is compared against the pupil projections to estimate how many additional forms of entry are likely to be required.

Primary provision in Barnet is planned across six geographically based planning areas (see map on following page) and it is in area 1 in the Colindale ward that the Saracens Primary School will be sited. The primary pupil projections demonstrate that there will be the need for an additional 9.3 forms of entry each year by 2024/5 in area 1- Colindale, West Hendon, Burnt Oak and Hendon by 2024/5. The Saracens Primary School will provide three of these additional forms of entry in the Colindale ward.

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

**Planning area 1 (primary)**



Colindale, West Hendon, Burnt Oak & Hendon			
Year	Projection plus 3%	capacity	+/- forms of entry
2017-18	1,204	1,161	-1.4
2018-19	1,194	1,161	-1.1
2019-20	1,249	1,161	-2.9
2020-21	1,291	1,161	-4.3
2021-22	1,328	1,161	-5.6
2022-23	1,368	1,161	-6.9
2023-24	1,403	1,161	-8.1
2024-25	1,440	1,161	-9.3

**Rationale for The Saracens Primary School - the need to improve outcomes**

The school will be responding to the needs of a community in and around the Grahame Park estate in the Colindale ward where overall educational achievement is well below local and national averages, educational expectations are low and young people often enter adult life into unemployment. The local primary schools have been achieving well against the odds (see section D1) and it is critical that children in the new school achieve at least as well in order to provide that important foundation to their education. The estate was built by the Greater London Council in 1970 originally as 100% council housing (20% now privately owned but mainly rented out). Although the area has undergone significant regeneration it still houses a high proportion of vulnerable families and is one of the most disadvantaged parts of Barnet: its three super-output areas are amongst the 13% most deprived in the country and crime rates are high.

Although the proportion of children with English as an additional language in Barnet is generally below the London average, Colindale has a population of children and young people where more than 50% are of Black, Asian or other ethnic minority heritage, over 50% are entitled to pupil premium and the proportion of children with special needs is above average. While children in local primary schools often achieve good levels of educational attainment against national averages, the gap in that for disadvantaged groups against their peers (1.4 APS) has widened compared to the London gap and the gap for black boys is particularly wide (2 APS) – figures taken from reports to the council on ‘School performance’ and ‘Educational standards’ in Barnet 2014/15. Closing these gaps will be a priority for the Saracens Primary School.

**Key features of the school**

Saracens is strongly values-driven and has a proven track record of excellence in all that it does. The Saracens and Gold Star partnership brings together a joint pursuit of excellence that will awaken and excite the aspirations and ambitions of children and their families in the Grahame Park area. The school will have the following key

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

features which are set out in more detail in section D1:

- educational programmes designed to achieve success for all;
- a special focus on character development;
- a strong emphasis on the mastery of reading, writing and mathematics;
- a wider thematic focus on the world including science, art, history and other subjects;
- a focus on learning to be 'smart' – finding talents and working hard on them;
- a high performing school which also excels in a range of sports and physical activities (see D1);
- leadership development programmes for all based on the 'Saracens' way';
- an innovative approach to primary secondary transfer through continuity of a values based approach;
- a hub for the local community with extended care for children before and after school and extensive community use of school facilities.

The school will be strongly underpinned by the core values of Saracens:

**discipline:** an orderly, safe and joyful place where children will be governed and guided in their behaviour by fair and sensible principles;

**hard work:** a place where staff and children work incredibly hard to fulfil the potential of each individual and to maintain a relentless effort for school improvement;

**honesty:** an honest appraisal of the effort and attitude in all areas of education;

**humility:** teaching styles that reflect a culture of success and a commitment to character development with achievement celebrated as warmly as attainment.



*Knowing the management of this project it would definitely benefit the community.*  
Local resident

## Section D – education plan: part 1

	2018	2019	2020	2021	2022	2023	2024	2025
Reception	0	90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		90	180	270	360	450	540	630

**The school will be full in 2025 with 630 pupils.**



*I fully support the development of a Primary School for The Saracens High School. With all the redevelopment of Colindale going on, there is too little infrastructure being built - with only housing and minimal community requirements being built.*  
Local resident

## Section D – education plan: part 2

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

#### **Introduction and background**

The Saracens Primary School will provide a first class education where children experience success, love coming to school, feel safe, and enjoy stimulating and engaging learning. It will provide an education designed to meet the needs of the community in and around the [REDACTED] in the [REDACTED] and raise the aspirations and expectations of the children and families living there.

The Saracens Primary School will be a three form entry school with an ethos strongly based on the Saracens principles and values. This will create a school with high levels of attendance, exemplary behaviour, and a focus on character building and resilience that leads to an absolute determination to succeed. It will develop outstanding practice, taking its lead from the Trust's educational partner, the Gold Star Federation, which has an outstanding track record of achieving consistently high performance with children in the Colindale area. The educational partnership between Saracens and the Gold Star Federation is set out in section C.

Grahame Park houses a high proportion of vulnerable families and is one of the most disadvantaged parts of Barnet. Although educational achievement in Barnet is above generally above the national average [REDACTED] achievement is often below local and national averages (see table on next page), expectations are low and young people often enter adult life into unemployment. The local primary schools, and particularly the Gold Star federation schools (Orion and Goldbeaters), have improved outcomes over the years and are now some are achieving well against the odds (see table on next page). It is critical that the new school achieves at least as well in order to provide a strong start to the next generation and enhancement to their life chances. At secondary level achievement is still well below the local and national averages and this means that children need to experience an outstanding education at primary level if they are to have a strong and resilient foundation from which to build at the secondary stage and beyond.

Although the proportion of children with English as an addition language (EAL) in Barnet is generally below the London average, [REDACTED] has a population of children and young people where more than 50% are of Black, Asian or other ethnic minority heritage, over 50% are entitled to pupil premium and the proportion of children with statements of special needs is above average. In the Gold Star Federation schools the figures for EAL and pupil premium are circa 65% and 55% respectively and the figures for the Saracens Primary School are likely to be similar.

While children in some local primary schools achieve well, the gap for disadvantaged groups, including white working class boys, against their peers has widened (1.4 APS) compared to the London gap and the gap for black boys is particularly wide(2 APS).

Attendance is also low in this area with absence levels well below the national level of

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4% (see table below): Improving attendance needs to be a priority in the design of the curriculum for The Saracens Primary School.

The curriculum will need to be responsive to the needs of the expected intake and to closing the current attainment gaps. Nonetheless expectations for attainment and progress will be in the context of the highest attainment in Barnet, nationally, and in other jurisdictions. National assessments will be undertaken at the end of the foundation stage and at ages 7 and 11 so that it is clear how well the children are doing and the performance of the school can be benchmarked against that of others.

The 2015 performance data (from the 2015 DfE league tables) for the schools serving in the communities nearest to the proposed site for The Saracens Primary School is set out on the next page (validated data for 2016 is not yet available). The local schools include The Gold Star Federation and the majority are part of the 'ConnectED' group, the West Barnet Primary Learning Connection, which is supporting this application. It is clear from the table that the two Gold Star Federation schools, Goldbeaters and Orion, have the highest results at key stage 2 despite the fact that they have a very challenging intake. This underlines the reason why the federation makes an excellent educational partner for The Saracens Primary School.

Table showing the 2015 performance for local primary schools

School	Ofsted	Key stage 2 reading, writing and maths		Average point score	Absence	Percentage eligible for free school meals	Percentage SEND	Percentage EAL
		L4+	L5+					
Barnfield	Outstanding	90%	33%	29.8	4.20%	63.80%	1.90%	72.10%
Broadfields	Good	84%	13%	29.5	4.30%	39.30%	3.90%	58.40%
Dollis	Good	67%	17%	28.2	4.40%	53%	3.20%	73%
Deansbrook	Good	92%	26%	29.8	4.60%	54%	2.60%	69%
The Orion	Outstanding	95%	37%	30.7	5.70%	56.10%	2.60%	69.2%
Goldbeaters	Good	95%	23%	30.1	5.20%	54%	1.10%	66.40%
Colindale	Good	84%	18%	28.4	5.10%	27.90%	3.10%	75%
Woodcroft	Good	81%	19%	28	4.30%	49.40%	2.50%	61.80%
Barnet		84%	28%		4.20%	18.10%	1.90%	47.30%
England		80%	24%		3.90%	18.00%	1.40%	18.70%

Key: Worse than Barnet average Better than Barnet average

The curriculum will be underpinned by the Saracens core values of discipline, hard work, honesty and humility and will be based on the premise that 'all shall succeed'. It will bring together, through the Saracens and Gold Star Federation partnership, a joint

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pursuit of excellence and a commitment to provide children with an education that builds character as well as providing educational rigour.

### **Strategies to support children on entry to the school**

The Saracens Primary School will admit children from existing accommodation in Grahame Park where there is already pressure on primary places as well as from new housing currently under construction (see section C). The first intake will have a wide range of pre-school experience and it will be important for the school to be aware of their needs, their previous experiences and their stages of development in order to support a smooth and happy entry into the school.

The Saracens Primary School will take the following measures to support children on entry to the school:

- there will be information meetings for parents which can be attended during the school day or during the evening;
- a member of the school staff will visit the early years setting of each child to see them at work and play and talk to the staff there about their interests, talents, progress, development;
- there will be visits to each child to see them in their home setting, talk to the parents/carers about their child's particular needs and to help the parents/carers feel comfortable about the transition to school;
- in the first year after the school is open children and their parents will be invited to visit school, to hear about the school from the headteacher and to meet their child's teacher and other staff;
- in subsequent years the induction programme for children will also include visits where the child stays in the school for a while first with, then without their parents, so that it is more familiar and comfortable for them when they actually start school;
- parents and children will be invited to lunch during the summer term – for the first year that will just be with the staff but for subsequent years will be with the other children;
- children will be assessed early so that learning can be planned to best meet their needs, for example, ensuring sufficient challenge for the most able;
- there will be individual or group support programmes for any children that enter the school with low levels of literacy or numeracy;
- if appropriate, where a child has special health or educational needs, a multi-agency meeting will be called before they enter school.

### **Curriculum design**

The school will follow the national curriculum but with a distinctive approach to learning and curriculum design largely based on the highly successful practice of the Gold Star federation and underpinned by the Saracens ethos and values. Given the nature of the local community and the fact that many adults there did not enjoy their time at school,

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the curriculum will need a strong rationale that will appeal to, excite and motivate children to fully engage.

Based largely on the aspirations of Saracens and the curriculum design in the Gold Star Federation, the curriculum will have three main strands: academic learning; world learning and smart learning. These will be underpinned by a strong focus on character development.

Academic learning will be designed to ensure that every child is successful in speaking and listening, reading, writing and mathematics. There will be a strong focus on speaking and listening to broaden children's vocabulary, exposure to a wide range of reading materials and the provision of opportunities to write for many purposes and different audiences. Reading, writing and mathematics will be at the heart of the curriculum and will be taught daily in the mornings as discrete subjects.

World learning will be delivered through planned themes, mainly in the afternoon's and will encompass all other subjects including science, art, history, geography, music, physical education, religious education, personal, social and health education and French. World learning will be taught through a programme of topics and will be designed to develop a wide range of knowledge, understanding and skills.

Smart learning is based on finding children's talents and working hard on these. Children will be provided with regular opportunities in a weekly 'Champion's academy' supported by the Saracens Sports Foundation, to recognise and develop their own talents in a wide range of areas from writing through to drama, dance, gymnastics or football. Success in their talent areas will promote confidence and support achievement across the curriculum.

Developing character will underpin the whole curriculum in The Saracens Primary School from reception to year six, and beyond, on transfer to The Saracens High School. As well as a strong focus on character traits this will be achieved through creating a strong sense of community in the school within a happy and optimistic learning environment. The character building theme will use the character traits, attributes and behaviours identified by the DfE Character Awards. These align well with the vision, values and approach of both Saracens and the Gold Star Federation:

- perseverance, resilience and grit;
- confidence and optimism;
- motivation, drive and ambition;
- neighbourliness and community spirit;
- tolerance and respect;
- honesty, integrity and dignity;
- conscientiousness, curiosity and focus

There will also be a strong strand of this work focused on developing leadership skills. Information and communication technology will be woven through the whole curriculum and will provide powerful means to support and enhance learning. There will be a



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creative and innovative approach to new technologies from the foundation stage through to year six.

Learning from the successful practice of the Gold Star Federation, teachers will adapt and extend the curriculum to meet the needs of all children so that the gifted and talented are properly challenged and extended and children with special needs or English as an additional language have full access. They will also ensure that activities are designed and resources deployed to accelerate progress for those children who may have fallen behind, for example, children in care, black boys and those from economically and socially disadvantaged backgrounds.

### Rationale for the curriculum

The Saracens and Gold Star Federation vision and values will provide the rationale for the proposed curriculum:

- a strong drive on improving learning and engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- building children's repertoire of spoken and written language so that they become confident and effective communicators;
- learning a modern foreign language from reception to year six so that it supports the development of English and also prepares them well for the future in a multi-lingual society;
- leadership, aspiration and enterprise so that every child: wants to succeed; knows how to achieve well academically and become socially competent; is creative, is able to express their voice, contributes responsibly and has a sense of what it means to be a democratic citizen;
- a strong focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing that means that they: are well placed to learn; will make good progress; will develop the emotional resilience to succeed even in the face of adversity;
- a wide range of physical, sporting, musical and performance opportunities;
- the use of Saracens and its sporting stars to help create a highly motivational learning environment in the school by, for example, supporting reading or providing awards for outstanding success and attendance;
- learning before and after school and in the holidays;
- effective planning for transition from pre-school into reception, between key stages, and into the secondary school phase and beyond;
- admission arrangement linked to the nursery provider and The Saracens High School.

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### **The delivery of the curriculum and its impact on pupil outcomes**

The staffing model for The Saracens Primary School allows sufficient leaders, specialist staff, class teachers, classroom assistants and support staff to ensure that the curriculum is deliverable (see section D3).

To ensure that the curriculum fully engages the children and promotes high achievement there will need to be high quality learning and exceptional teaching. In order to ensure this there will be a programme for nurturing and developing teachers so that children have high quality educational experience. The school will also be a research environment, practically supported by the Education Department of Middlesex University, in which everyone reflects on their practice and makes things better than before. Working as a learning community will enhance professional development and help to give staff a voice that will be listened to and have influence on the way that the school grows and develops.

Teachers will plan meticulously to provide a detailed 'learning journey' for each subject and topic, ensuring that all areas of the curriculum are fully covered. They will begin by discovering what the children already know and understand so that they can properly assess the right starting points. They will identify clear learning objectives, specify learning outcomes, and provide a range of activities differentiated to meet the needs individuals and groups of learners, with resources to match and assessment opportunities integrated within the unit of work. They will use a range of techniques to accelerate children's learning and ensure that they achieve 'all they can'.

There will be close working between staff to ensure rapid progression of learning skills through the years. Teaching strategies and resources will be varied, appealing and exciting to ensure that they are fun, engage the children's interest and cater for a range of learning styles.

All members of staff will prepare carefully and in good time for each lesson so that every minute of learning time will be used most effectively. They will maintain a safe learning environment that is tidy, bright and inviting and motivational on each and every day.

Children will be taught as a whole class, in groups and, where appropriate, individually. There will be children who need support in literacy and numeracy beyond the normal sessions for example, to catch up, if they are new to English, extension for the most able, and many different programmes will be run for small groups including one to one tuition and Saturday schools.

Strong relationships, engagement and participation will set the context for learning in all classrooms. Set out below are the other key features that will characterise teaching and learning in The Saracens Primary School.

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Teaching will be characterised by:

- exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading;
- good learning relationships and a broad and engaging range of teaching styles and strategies;
- teachers knowing really well the individuals in their class so that they can provide the right opportunities to promote outstanding progress in lessons and the right follow-on work to maintain the excitement at home;
- strong subject knowledge with a clear emphasis on English and mathematics;
- regular assessment and good feedback which will let children know how well they are doing and what they need to do to improve;
- personalised learning programmes which will be designed to accelerate progress particularly for: children from low income backgrounds; children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties;
- at least good progress made by all children in lessons;
- integrated projects and creative use of resources including IT to support and extend the learning objectives;
- activities which are fun and which will capitalise on children's curiosity;
- parents and other community members learning or supporting in the classroom.

Children's learning will be characterised by:

- knowing that they are on a learning journey and that every minute of the day, even play, is important learning time;
- a sense of physical and emotional wellbeing and enjoyment;
- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- discipline, hard work, perseverance, honesty, humility and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (behaving like good citizens);
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning including IT;
- confident use of the language of learning;
- a creative approach to identifying and solving problems and the ability to think like mathematicians or scientists;
- a reflective and evaluative approach that will help them and others to improve;
- the pursuit of learning beyond the classroom;
- appreciation of truth and beauty, knowledge of formative ideas and the elements

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that shape the understanding of the world.

### Assessment for Learning

Members of staff will carefully and regularly assess the learning of children in order to establish their current levels of attainment and progress (see section D2). The information gained will be used to adapt/develop future planning and will ultimately create a curriculum that caters for the needs of every child enabling them to reach their full potential.

### Meeting the needs of all children

The Saracens Primary School will ensure that the curriculum is designed and planned to take full account of children's needs and to overcome any barriers to learning. A learning support coordinator (LSC) will be appointed to the leadership team (see section C3) with the responsibility to ensure that provision for children with particular needs is well planned and that progress and attainment is carefully monitored.

There is a range of possible reasons why children need additional support:

- learning difficulties;
- emotional or social difficulties;
- motor or sensory impairments;
- the impact of being bullied;
- family difficulties such as substance misuse, mental health problems, bereavement etc.;
- learning English as an additional language;
- being a young carer;
- being a child looked after;
- being particularly able, gifted or talented;
- not attending school regularly;
- having a child protection plan because of risk of abuse or neglect.

Where there are concerns, an early assessment will be undertaken and a programme planned to support the child's learning. This programme will be the responsibility of the class teacher and the LSP but will be monitored by the LSC. Parents will be aware of these programmes and how they can best support their child.

There will be intervention and catch-up programmes for children who have fallen behind with particular account taken of the needs of the underachieving groups in the area, such as white British and Black boys, so that effective provision can be put in place to accelerate their progress. There will also be a wide range of challenge and extension activities for the able, gifted and talented both within and beyond class (see also enrichment activities at the end of this section).

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### **Curriculum content**

#### Nursery

The nursery curriculum will be designed by the early years provider in consultation with the school to ensure to ensure good continuity and maximum progress.

#### Reception

Children in the reception classes will be guided to develop good social skills and to follow the Saracens way and be kind, considerate and caring to each other. They will learn how to behave in class and how to work together, taking turns and sharing equipment, with a learning partner, as part of a group or within the whole class,. They will be encouraged to talk about their learning and their play to other children and adults and to listen to each other respectfully. They will be encouraged to try new learning experiences to build their confidence and independence and to develop concentration and will follow a programme of academic, world and smart learning within the structure of the Foundation Stage framework.

In the reception classes there will be formal lessons in reading, writing and mathematics in the mornings with thematic learning in the afternoon. There will be a significant element of structured play across the day.

- communication and language: children will work in a rich language environment where there are interesting books and displays and a wide range of spoken language which will help them to develop their spoken language and understanding; where they are encouraged to become confident speakers with the skills to express themselves to listen well in a range of situations - to each other and adults, to stories and music, in assembly etc.
- physical development: children will be provided with a wide range of opportunities to be active and interactive including early engagement with the Saracens enrichment programme; through a range of physical activities including outdoor play, they will develop good co-ordination, control and movement both within the classroom and beyond; they will learn about the importance of physical activity in relation to their health and wellbeing as well as learning to make healthy choices about what they eat.
- Personal, social and emotional development: children will be encouraged to develop a positive sense of themselves and confidence in their own abilities particularly through recognising and nurturing their talents and character traits; they will be helped to form positive relationships and develop respect for others; to develop social skills, understand how to behave in groups and learn how to

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manage their own feelings.

- Literacy: children will be encouraged to link sounds and letters in daily phonics lessons using the 'Letters and Sounds' programme and to learn to read in guided reading sessions and to write regularly particularly stimulated by the weekly book or the current topics.
- Mathematics: children will have regular opportunities to develop their skills in recognising numbers up to a hundred (and beyond where appropriate), counting forwards and backwards, adding and subtracting, recognising and describing shapes and using arbitrary and standard measures. They will be encouraged to solve practical problems involving everyday mathematics.
- Understanding the world: Children will be supported to make better sense of the world and community around them and begin to understand their own role within this. They will have access to a wide range of technology including smart board, tablets and laptops, to help them to explore different environments, for example, pictures of structures of bridges from the internet to help them with their own constructions, opportunities to find out about people and places through a range of visits and visitors, and they will be encouraged to investigate, observe and discover through play both in and outdoors.
- Expressive arts and design; children will be encouraged to explore and play with a wide range of media including paint, clay, drawing, printing and computers and tablets and to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology . Many of these opportunities will be extended through the enrichment programme provide by the Saracens Sports Foundation and the Gold Star Federation.

Children and parents will start to understand the discipline and benefits of homework through a daily a reading programme which involves sharing a book together at home and a homework task each week to support the learning that has taken place in school.

### **Key stages one and two**

The children will have the opportunity to start the school day at 8am with breakfast club where a range of learning activities will be available while the children eat some breakfast. School for all will start at 9am with academic learning, reading (including phonics), writing and mathematics during the morning and world learning taught through themes in the afternoon. There will be outdoor play during the morning and at lunchtime and the children will eat their lunch with the staff. Each day will include an assembly with the opportunity for the school community to come together. After school there will be a range of clubs and activities available (see enrichment programme at the end of this section) lasting until 6pm which will provide the opportunity for children to extend and enrich their learning as well as providing childcare for working parents.

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### Academic learning

Children are encouraged to become independent learners and thinkers. They are expected to be active in their learning, be responsible for their belongings and make the right choices about the way they behave.

### English (speaking and listening, reading and writing)

In English the Saracens Primary School will follow the national curriculum but with its own distinctive approach largely based on the proven practice of the Gold Star Federation which places a high value on academic achievement but also makes sure that learning includes character building and is fun.

Literacy is critical to the whole curriculum and to children's capacity to learn. There will be a strong focus on speaking and listening to broaden children's vocabulary, exposure to a wide range of reading materials and the provision of a broad range of opportunities to write for many purposes and different audiences, for example, stories for younger children, newspaper reports and historical accounts. Reading, writing and mathematics will be at the heart of the curriculum and will be taught as discrete subjects.

Some of the children will enter school with little or no English or with limited language repertoires and it will be particularly important that they have rich language experiences. These will be provided through reading, writing, speaking, viewing and listening activities designed to develop vocabulary ranges and the use of more formal language registers. Particular support will be provided for children learning English as an additional language (EAL) by the EAL specialist teacher and bilingual classroom assistants.

While there will be discrete English lessons each day literacy skills, and in particular speaking and listening, will be used and developed in every curriculum area and in children's enrichment programme and play.

A variety of approaches to reading will be used to suit the learning needs of the individual child. These will include: shared reading, independent reading and guided reading; strategies that enable children to construct meaning from a variety of fiction and non-fiction texts; a strong decoding and spelling foundation using a blend of phonics and visual techniques. As the children progress through the schools they will read a wider range of challenging fiction and non-fiction texts independently and also learn the skills of critical appraisal.

There will be a rigorous yet and fun packed daily phonics programme which builds on the work in the reception classes. It will help children to: recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make and blend these sounds together to make words. Children will then use this

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knowledge to 'de-code' new words that they hear or see.

Children will be taught handwriting and spelling from the earliest stage and there will be an expectation that by year six they have developed a neat and legible handwriting style and that words are spelled correctly.

### Mathematics

Mathematics like English will be at the heart of the curriculum there will be daily lessons for all. Children will be encouraged to develop mathematical habits of mind – thinking like mathematicians; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world. This will be achieved through formal lessons, problem solving, studying everyday mathematics and learning about great mathematicians and their achievements.

Understanding mathematics is an essential life skill and all the children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics such as shopping, managing finances, patterns and the more advanced concepts such as constructing models and algebraic formulae. There are stubborn and persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. The structure of the curriculum, the teaching strategies and personalised learning programmes will be used to reduce these gaps.

Research, by scholars such as Alan Bishop and Goulding, Rowland and Barber, has consistently identified the need for primary teachers to gain a better subject knowledge in mathematics. In due course a subject leader will be appointed with very strong mathematical knowledge as well as enthusiasm and passion for the subject but meanwhile the experienced staff from Gold Star Federation will support and train The Saracens Primary School staff. As the children get older, the school will also be able to draw on the expertise at The Saracens High School and the University of Middlesex to support and extend this training programme.

Parents and other members of the community will also be involved in learning mathematics so that it not only increases their confidence and workplace skills but also better places them to support the learning and achievement of their children. This will be through workshops for parents, being in class with their children, supporting with homework or, where appropriate, adult learning.

Children and their families will be encouraged to play games that support and extend their mathematical thinking and skills. There will be a chess club and also a range of



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board games that may be used on school premises but also taken out on loan for use at home.

### World learning

World learning will encompass all other subjects including science, art, history, geography, music, physical education, religious education, personal, social and health education and French. World learning will be taught through a programme of topics such as the rainforest, Romans, Islamic civilisation and the space race and will be designed to develop a wide range of knowledge, understanding and skills. The learning for individual subjects within the programme of topics is set out below.

### Science and technology

The Saracens Primary School will aim to be local centres of excellence in science and technology so that the children are well prepared for the STEM (science, technology, engineering and mathematics) subjects at The Saracens High School as well as life and work in an increasingly technological world. Much of the science curriculum will be based on the national curriculum but some will be broadened and extended by work with specialist teachers from the high school and the university.

Science teaching will be innovative, practical and very exciting including activities that can engage parents and other community members, such as workshops run by the school or one of its partners, as well as the children. There will also be opportunities for able, gifted and talented children to work together across the Trust schools on science and technology projects.

Saracens are aware that the foundations of an interest in science are laid at the primary stage and want to re-awaken and exploit the country's innate inventiveness and creativity in the youngest children so that they want to be scientists today and in the future. Scientific and technological capabilities also contribute to many learning skills that are applicable across the curriculum most notably knowledge seeking, inference, problem solving and argumentative thinking.

Science lessons within topic such as 'water and rivers' and 'gases around us' will be designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point, they will be helped to discover answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions. There will be a concentration on children's intellectual development and also helping them to understand how to be successful in the ever-changing technological world of the twenty-first century.

To make our science and technology curriculum really special, as mentioned earlier, the school will be supported not only by The Saracens High School, but also by the

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University of Middlesex. They will provide expert teaching, specialist equipment and accommodation and programmes in which parents and other community members can engage alongside the children. It will also be an aspiration to build through Saracens a partnership with commerce and industry to see science and technology at work in the real world and help to build children's aspirations for the future.

### Information technology

Information technology (IT) in the school will be based on the national curriculum programmes of study. Technology will underpin teaching and learning in every area of the school, helping to extend and enrich the curriculum. The IT curriculum will embrace innovative and creative technologies which children can access as and when they need them. Through this approach the children will be supported to become confident, safe and appropriate users of IT who are well prepared for a technology rich future. Our IT activities will also include work with families and the community to build their confidence and expertise and, for some, to support them back into employment.

While there will be fixed IT equipment in our learning resources area there will be class based equipment and access to laptops and hand-held devices in every room so that children and teachers have easy access to the best learning resources as and when they need them. Parents and the community will also have access to the learning resource area where there will be training and activities to help them to become technologically competent both in support of their children's learning and for their own learning and development.

### Physical Education

The Saracens Primary School will become a centre of excellence in sport supported not only by Saracens but also through the Shine 'getting active and sport' Academies as part of the Gold Star Federation partnership. The specialism in sport will not only live the Olympic legacy but will promote healthy lifestyles and physical fitness for the children and their families. In addition, the skills and disciplines learned through participation in sport complement cognitive development and support learning across the curriculum.

As well as increasing children's knowledge and understanding in sport and physical education more widely they will be supported to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities will also help to improve their self-esteem, confidence, health and sense of wellbeing.

A central aim of the physical education curriculum will be to cultivate a love of activity and to complement cognitive learning. The benefits of physical activity will be

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promoted to the whole community to ensure that all are aware of the link between physical activity, healthy eating and a healthy lifestyle. The school will be sensitive to cultural issues that may influence children's participation and that of their families. The Trust intends that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level supported by Saracens and also to participate in a range of competitive activities within the school, across the Federation and with schools further afield.

The formal PE lessons will be based on the national curriculum programmes of study and will be timetabled three times a week. On the other days there will be physical activity sessions before or after school as part of the Saracens enrichment programme. These will be designed so that parents and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, competitive games, walking, cycling, skipping and many more activities that can be carried on out of school.

The physical activities in the school will be further strengthened by membership of the local school sport partnership, facilities at the Allianz Park Ground, The Gold Star Federation, The Saracens High School, the University of Middlesex as well as good on-site provision including an all-weather pitch.

### Music

Every child will be treated as a developing musician and will take part in regular music activities designed to reinforce, develop and enhance all areas of learning. Children will learn specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and also access to a broad enrichment programmes through access to the Saracens arts and music activities and the arts and music academies of the Gold Star Federation. Every child will learn to play an instrument during their time at the school and there will be frequent opportunities to sing together.

Families and other community members will be encouraged to join in with some of the music making and to share the music from their own heritages. The school will look to form a community choir in the local area.

It is unlikely that there will be sufficient musical expertise within the school for the first two or three years and for this reason the school will look to the federation and The Saracens High School for support. There will also be the option of buying in expertise through the local authority.

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

### Visual and performing arts

Visual and performing arts develop children's creativity and are powerful modes of communication. They provide the children with opportunities to express themselves and to draw meaning from the world around them. The Trust believes that the arts are not merely supporting disciplines but are integral to the primary years and so the curriculum will be designed to nurture creative and reflective development.

The visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts beyond their own initial involvement, be it through the Gold Star arts and music academies, a visit to a gallery, a guest artist or artist in residence, or other out of school experiences. Children will be given opportunities to respond to their own work and that of other artists, and in doing so to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences.

The performing arts programme will be a combination of dance, drama and music. There will be two over-arching strands, responding and creating. Children will be encouraged to take risks with the skills they are learning in performing arts and showcase these at every opportunity – within their class, year group, in assemblies or public performances. There will be regular opportunities to perform in school productions or those produced in collaboration with the Gold Star Federation. Productions will involve every child appearing 'on stage' and as the school grows the older children will start to take responsibility for producing shows and being involved in every aspect from lighting to stage management and costumes.

The design of the new school building will provide excellent settings for performances for the children and the community. In addition there will be the facility to use the theatre space and recording and dance studios at the Orion school.

### Humanities

Humanities will be taught through topics that are planned in blocks of time to give a real focus to the work and to allow time for research and consolidation. The school will follow its own programme of topics in history and geography but will use the skills progression from the National Curriculum programmes of study. Humanities will be used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world situation. It will also provide the framework for considering our own and world religions and for reflecting upon and valuing diversity.

### History

History will not just be about facts and dates but a subject that encourages children to become detectives and to explore the past in an exciting way, for example, by visiting historic sites or buildings or talking to first hand witnesses such as older people in the

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

local community. The topic approach will give them the chance to explore a wide range of sources in their role as detectives and help the past come alive. History encourages children to: compare and contrast; examine how and why things have changed; learn about historical characters and expand their research skills. It teaches them to be open minded and enquiring thinkers who understand cause and effect. The school will encourage them to understand how people lived in the past and compare this to modern life. First hand experiences will be promoted through: handling real artefacts; talking to eye witnesses in real life or through a virtual environment; field work visits at sites of historical interest; workshops run in school by visiting experts to which community members can also be invited.

Built into the curriculum will be topics such as, my heritage and historic buildings, which allow children from a diverse range of cultures to explore their own history and that of others.

### Geography

In geography children will learn about people and places to understand the physical, social and economic forces that shape those places and the lifestyles of the people who live there. The geography curriculum also provides opportunities for developing children's love of nature and the natural world and nurturing positive feelings about the importance of sustainability. This might be through local walks, discussions in science, exploration of themes on the internet and the discussions about the big important issues in PSHE about our responsibility to maintain and respect our local, national and global environments. They will study the local area, local people, local culture, local businesses and industry, local economy and employment and other local issues. These studies will then be extended into national and worldwide contexts.

Children will learn to use maps to locate their homes, local roads, villages, towns and cities, countries, mountain ranges, rivers, seas and oceans etc. As reference materials they will use atlases, photographs, artefacts and the internet to explore the environment and economics of other countries which they study. They will have the opportunity to practise and extend the skills that they have developed in literacy, numeracy and ICT when reporting and recording their findings.

Because the children will be learning French as a modern foreign language they will study France and other French speaking areas in topics. As part of these topics they will study the history of France, its relationship with England over the centuries, its religions and beliefs, its geography and economy, its art, theatre and culture and its cuisine. They will also learn about a number of the different heritage countries of the children in the school.

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### Religious Education (RE)

This will be a multi-faith school where children's awareness and sense of connectedness to the world will be cultivated. Children will be taught about the principal world faiths practised in this country and develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. There will be a range of activities for children and families focused on community languages.

The Trust believes that RE supports and strengthens what it aims to achieve in every aspect of school life. Reflected in the curriculum is the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. Children's awareness and sense of connectedness with the world, people and ultimate reality will be promoted. The school will help children to: know and understand the principal world faiths practised in this country; develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures; be able to make reasoned and informed judgements about religious and moral issues; develop an awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them; reflect on their own beliefs, values and experiences; express their own personal viewpoints in a thoughtful, reasoned and considerate way; recognise the right of people to hold different beliefs within a religiously diverse society.

The school will follow the Barnet Agreed Syllabus for Religious Education and will incorporate a religious calendar into school planning in order to capitalise on major religious festivals and cultural events.

### Assemblies

Assemblies will be held daily as an important time for the school community to come together to celebrate achievements. It will also be an opportunity for collective worship and a time for singing and music making. Assemblies will draw on material from a range of faiths and cultures but will also respect the wishes of families who do not want their child to participate in collective worship.

The Trust believes that collective worship can enhance children's whole school experience. In particular, it develops the feeling of belonging to a community which is essential for personal and spiritual growth. It will be valued as a special time for the space it gives children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. The school will also draw on the knowledge and experience of local religious leaders, and others from a wide range of ethnic backgrounds and religious beliefs, to extend and enhance its repertoire of assemblies.

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Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and religious education.

### Personal, social, health and economic education (PSHE) and citizenship

The school will aim to promote healthy, independent, responsible and resilient members of society. All children will be expected to play a positive role in contributing to school life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. The school will encourage the children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within society (see section D4).

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger and to material on the internet. They will be taught about safe and unsafe substances, the consequences of choice and how to say no. The PSHE curriculum will also deal with healthy lifestyles, healthy eating and personal hygiene.

The school and the way it works will help children and their parents to develop emotional resilience and to be able to deal with adversity in positive ways. In order to support the development of this resilience for children and their families the school will engage in programmes that provide leading-edge expertise and teaching in the skills that allow people to thrive and flourish. There is some evidence, through the work of [REDACTED] and such organisations as the Rowntree Foundation, that these skills help not just individuals thrive, but also have a positive impact on the communities in which they live helping to build social and emotional capital.

While some aspects of PSHE and citizenship will be taught in discrete lessons, much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to the school behaviour policy, particularly around bullying and racism.

The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on improvement projects in school and in the wider community. This will help to build their sense of community and citizenship.

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### French

While we will have a range of activities based upon community languages, for our modern foreign language we have chosen French.

The Trust believes that learning a foreign language provides a valuable educational, social and cultural experience for all children. The learning of a foreign language provides a medium for cross curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

In French children will learn to: understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. They will write in French at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and will discover and develop an appreciation of a range of writing in the language.

The history and geography of France will also be studied through topics as described earlier in this section.

### Homework

From the earliest stages judicious use of homework will be made to support children's learning and accelerate their progress. By years five and six children will be expected to undertake a significant amount of homework being asked to 'push themselves, work hard and do as much as they can'.

For children who may not have the space or support to complete their homework at home there will be homework clubs with staff available to provide support.

### Smart Learning

Smart learning is helping children to find their talents and working hard on them. It will also incorporate the character building programme described earlier in this section. This will be threaded throughout the curriculum but will feature particularly strongly in PSHE and the enrichment programme (see the end of this section). A range of clubs and activities will provide opportunities for children to develop and extend their talents and to strengthen their character traits. These activities will include such areas as music, linguistics, interpersonal, arts, mathematics, team games, dance, drama and computers. There will be challenging extension activities for the gifted and talented including specialist clubs and societies and National Associations.

### The school day and the school year

The formal school year will be 39 weeks divided into 3 terms. There will be 25 hours of taught time each week in each key stage plus up to 3 hours a day of activity before and



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after school.

The school will cater particularly for the working parent and those looking to return to employment and will run an 8 am to 6 pm day and also an extended year supported by its early years partner. There will be a range of before and after school activities and an enrichment programme run by Saracens for the children, their parents and other members of the community, with additional opportunities during the school vacations. Some of these activities will be without charge but the school will need to charge for others.

Curriculum time

The way in which the curriculum time is allocated to subjects is set out below and shows as both hours and a percentage of time available. The tables below also set out a notional allocation of curriculum time to the activities that form part of the extended day.

**Key stage one (including reception)**

<b>Subject</b>	<b>taught time in hours</b>	<b>percentage of total taught time</b>	<b>extended day (estimated)</b>
English	7:30	30%	1:00
mathematics	5:00	20%	1:00
science and technology	3:00	12%	1:00
music	1:30	6%	1:30
sport/physical education	2:00	8%	2:30
visual and performing arts	1:00	4%	2:00
history and geography	2:00	8%	1:00
religious education	1:00	4%	1:00
personal, social and health education and citizenship	1:00	4%	1:00
French	1:00	4%	1:00
community focused activities			2:00
<b>Total</b>	<b>25.00</b>	<b>100%</b>	<b>15</b>

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**Key stage two**

<b>Subject</b>	<b>taught time</b>	<b>percentage of total taught time</b>	<b>extended day (estimated)</b>
English	6:00	24%	1:00
mathematics	6:00	24%	1:00
science and technology	3:30	14%	1:00
music	1:30	6%	1:30
sport/physical education/activity	2:00	8%	2:30
visual and performing arts	1:00	4%	2:00
history and geography	2:00	8%	1:00
religious education	1:00	4%	1:00
personal, social and health education and citizenship	1:00	4%	1:00
French	1:00	4%	1:00
community focused activities			2.00
<b>Total</b>	<b>25</b>	<b>100%</b>	<b>15</b>

**Organisation of pupils**

It is intended that the provision for nursery children and childcare will be made through a private early years provider, at least for the first three years of the school's operation when the focus will need to be on establishing outstanding statutory provision. The provider will be selected through a competitive process that judges quality, value for money and compatibility with the values and ethos of Saracens and the main school. There will be accommodation for 90 part-time nursery places in a purpose built nursery area including provision for outside play. The organisation of the nursery-aged children will be planned and managed by the selected provider in partnership with the school. The classes throughout the main school will be organised into three parallel mixed ability groups of 30 in each year group.

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

### The organisation of classes

Year	Classes and Numbers		
nursery	organised by the nursery provider		
reception	class 1 - 30	class 2 - 30	class 3 – 30
one	class 4 - 30	class 5 - 30	class 6 – 30
two	class 7 - 30	class 8 - 30	class 9 – 30
three	class 10 - 30	class 11 - 30	class 12 – 30
four	class 13 - 30	class 14 - 30	class 15 – 30
five	class 16 - 30	class 17 - 30	class 18 – 30
six	class 19 - 30	class 20 - 30	class 21 – 30

### Plans for Transition

The school recognises the importance of transition practices which will ensure that all children, and particularly the most vulnerable, make the social and emotional adjustment to new learning environments. Arrangements for transition will be planned in close collaboration with the early years partner and partner secondary schools. The school will ensure that parents are closely involved in all aspects of transition. Children will be supported to rise to new challenges and opportunities offered by transition from an appropriate foundation of quality, resilience and continuity. Transition practice will include:

- transition Information sessions and open days for parents;
- planned opportunities for teachers to collaborate with The Saracens High School or other secondary school colleagues to support continuity of learning and progression;
- teachers sharing information and records about individual children, including active exchanges of information from home;
- familiarisation and orientation programmes for children, including visits to meet new teachers, new classrooms and new schools;
- bridging units and materials to ensure continuity of the curriculum and enrichment projects to sustain the excitement of learning;
- summer schools in the year of transition the primary and secondary phases;
- strong transition plans for vulnerable pupils including teaching assistants transferring with them where appropriate.

### Enrichment programme

The Saracens Primary School will provide a wide range of enrichment activities before and after school, and events during holiday times. One set of activities will be provided

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for the school and the local community through the sponsorship of the Saracens Sport Foundation. A further range will be through the additional learning and academies programme run by the Gold Star Federation. Engagement in this programme will be voluntary but there will be strong encouragement for children to do so. Most of the activities will be without charge to parents but where there need to be charges they will be met by the school for those in receipt of pupil premium.

The enrichment programme will be further enhanced by participation in the extensive use made of its community facilities by the Gold Star Federation to make things real for the children. The opportunities this will offer include live performances in its theatre, the use its recording studio, dance studio and radio station, and floodlit AstroTurf pitches for competitive games and other outdoor activities.

There will be an impressive range of enrichment activities across the arts, music and sport such as drama, dance, football and gymnastics. There will also be activities designed to accelerate children's learning for those that have fallen behind or are new to English, for example, one-to-one tuition, homework club and Saturday school, and challenge sessions for the most able such as competitions; visits; cross-school challenge groups; philosophy for children; work with staff from Saracens, the Saracens High School and Middlesex University and summer schools and enrichment days. These activities will be delivered by a mixture of staff from the school and from Saracens as well as some from the partner institutions.



*It's the best idea to establish another fantastic school in the local vicinity.*  
Local imam

## D2 – measuring pupil performance effectively and setting challenging targets

### D2 – measuring pupil performance effectively and setting challenging targets

In keeping with its values and ambitious vision for the school the Saracens Trust will set aspirational targets and an extensive range of qualitative and quantitative success measures for individual children, groups of children and the performance of the school as a whole.

#### Targets

In line with the vision for the school and the ambition to improve the lives of local children and families, the following performance targets and qualitative measures will be used to define success:

- the school makes good use of its freedoms and flexibilities to extend and enrich the curriculum and provide an exciting, innovative and successful education (measured through the school self-evaluation process including community feedback);
- the school ranks amongst the highest performing schools in Barnet and nationally as judged by Ofsted and the results of tests and assessments;
- outcomes in national test and assessments exceed those found nationally and are at least as good as those in Barnet against the new measures;
- all lessons are at least good with a high proportion (40% plus) outstanding
- all children make good progress in the reception classes and at least 75% meet the early learning goals;
- all children make good progress in key stage one with at least 88% achieving the expected standards and a high proportion exceeding them (30% +) by the end of the key stage;  
all children make good progress in key stage 2 with almost all (90% +) achieving at least the expected standards and a high proportion exceeding them (45%+) at the end of the key stage;
- all children make good progress in personal and character development and develop a sense of physical, social, spiritual, cultural and emotional wellbeing (measured by feedback from children, parents and staff);
- all children have a good repertoire of spoken and written language and are confident and effective communicators;
- progress is accelerated for black boys and pupil premium students so the gap narrows significantly between their academic attainment and that of their peers;
- attendance levels are above 95% and above both the local and national averages;
- the school is over-subscribed by its third year of operation;
- the school is judged at least good by Ofsted in its first inspection (third year of operation) and outstanding in subsequent inspections;
- all children engage and become confident with sport or other physical activities and the school excels in these areas (measured through levels of individual achievement and by the performance of the school in competitive activities);

## **D2 – measuring pupil performance effectively and setting challenging targets**

- the support of the Saracens Foundation allows for a high level of participation in extra-curricular activities (at least 75% of children) before and after school and during the school holidays;
- children behave impeccably and show respect to each other, all other members of the school community, parents, senior citizens and visitors;
- all children are technologically confident and competent;
- the school has a positive impact on the local community measured by community feedback, participation levels and improved levels of employment.

These targets along with the school's core beliefs and values will be displayed within the school, will feature in the school development plan and will be published on the website for parents and the wider community.

The strategy for achieving these targets will be supported by a strong overall approach to school improvement which includes:

- using a challenging self-evaluation framework which is understood by all stakeholders;
- promoting good attendance, behaviour and discipline within a strong learning ethos;
- target setting, tracking and performance monitoring to raise children's expectations and aspirations;
- inspiring curriculum content matched to children's interests and abilities;
- effective use of formative assessment to let children know how well they are doing and what they need to do in order to improve;
- support for teachers to improve through observation and feedback, mentoring and coaching, training and joint practice development;
- action research to identify and construct models of effective learning and teaching;
- working with and seeking support from parents.

### Self - evaluation

The school will use a rigorous self-evaluation framework and processes. Strengths and weaknesses identified through the analysis of evidence will be used to set challenging targets and to plan for improvement. The framework will mainly follow the Ofsted criteria but will be expended to include such areas as character development and enrichment activities. Governors, parents, children and staff will be involved in making the judgements about the school's work.

Rigorous processes and procedures will help to:

- realise the school's success criteria;
- gather information about how well the school is doing and what needs to be done in order to improve;
- improve the quality of learning and teaching in the school;
- improve the academic and social performance of the children;

## **D2 – measuring pupil performance effectively and setting challenging targets**

- reduce the achievement gap between the more vulnerable groups and all children;
- improve community participation;
- recognise and celebrate good practice and success;
- properly fulfil the strategic leadership role;
- develop more reflective practice;
- assess value for money in the running of the school and the allocation of resources.

School self-evaluation will be driven forward by the leadership team supported by the Gold Star Federation and overseen and monitored by the trust and governors although all have a part to play, including the children and their parents. School self-evaluation activity will take place over an annual cycle and progress reports will be brought to the Trust and governors on a termly basis. The Trust and governors will use these reports to provide support and challenge, to hold the senior leaders to account for outcomes and to help carry out their own strategic responsibility for school improvement. The leadership team will use these reports to improve outcomes, engage staff, plan staff development activities and shape the improvement of the school more generally

The school's self-evaluation processes will be characterised by:

- participation of all staff and accountability for outcomes at all levels;
- a clear focus upon the use and analysis of performance data and other information including test and assessment scores, value-added data and attendance and exclusions numbers;
- benchmarking against other schools locally and nationally to ensure that the school is doing as well as it should;
- regular monitoring which focuses on success measures;
- good information about children's progress gathered through classroom observation, work scrutiny and regular tracking;
- regular lesson observation to assess the quality of teaching and learning with high quality feedback to help teachers to improve;
- collaborative reflection by staff on data and observations of progress in learning;
- good systems for surveying the views of staff, children, parents, governors and other members of the community on the strengths and weaknesses of the school and what should be done in order to bring about improvement;
- periodic visits by peer teams from other schools in the ConnectED group to validate the self-evaluation and offer an external perspective on the school.

The self-evaluation framework will be based on three key principles: quality assurance, accountability and support. Quality assurance processes will be used to monitor performance against the expected standards and success measures for the whole school and for individual children. The self-evaluation framework will be aligned with the Ofsted school inspection framework so that the basis for judgements is consistent

## **D2 – measuring pupil performance effectively and setting challenging targets**

with that used nationally.

### Measuring performance

A pre-requisite for delivering the school's key outcomes is the positive engagement, enjoyment and excitement of children with their learning. The characteristics of good learning have been set out in section D1- the curriculum. In addition, the strategy to support the achievement of the key outcomes for the school will concentrate on the following key aspects:

- support to improve the quality of learning and teaching;
- support to improve leadership at all levels including pupil leadership;
- promoting parental and community engagement to support children's learning;

The work of the school will be underpinned by the strong business discipline of Saracens and strong quality assurance from the Gold Star Federation.

### Support to improve the quality of teaching and learning

This will be a key focus on developing outstanding practice from the moment that staff are appointed. The partnership with the Gold Star Federation will play a key role in establishing an ethos of continuous improvement through training, mentoring, modelling and coaching. Learning walks, lesson observations and subject reviews will be used to provide feedback on practice, identify areas of strength and those for improvement. There will also be a support network across the primary schools to share best practice and provide expertise and specialist knowledge in all subject areas.

A regular and robust performance management programme will inform whole school training and continuous professional development for individuals as well as setting challenging targets related to pupil outcomes for teachers. This information will be tracked on the school management information system.

The Gold Star Federation will support the Saracens Primary School professional development programme and also allow access for the Saracens staff to its own training programme.

### Support to improve management and leadership

The new school will benefit from the established success and high quality leadership of the Gold Star Federation and also support from the wider ConnectED group of primary schools. Senior leadership team members from the federation schools will work with the Saracens Primary School staff to provide support, mentoring and coaching. Peer challenge and the establishment of a 'buddying' programme will also contribute to the early success, and growth and development, of the new Saracens' leaders.

In addition, the school will be able to draw on the long and successful tradition of developing leaders on the rugby field and in the Saracens Foundation.



## **D2 – measuring pupil performance effectively and setting challenging targets**

There will be a culture of growing and developing leaders throughout the school with opportunities provided in the school and elsewhere to promote leadership skills amongst both staff and children. There will also be opportunities for teachers to participate in qualification bearing courses for middle and senior leaders.

### Promoting parental and community engagement to support learning

Parental involvement and support plays a critical role in the success of children and the whole community. Many of the families from the Grahame Park area might not have enjoyed their own schooling nor have achieved academic success. It will be important to help them to high ambitions for their own children's futures and to know how to support them. This will be achieved by involving them in activities with their children in and out of school and through training and support programmes. The experience of the Saracens Foundation over many years of working with the community will support and underpin this approach. In addition, Saracens will facilitate motivational talks and activities by past and present sports stars for the children and the community.

Parents will receive regular and timely reports about the progress of their children both in written format, through parent consultation evenings and through regular contact with their children's teachers. Reports will include comments on the progress in each of the core subjects and more widely across the curriculum.

Translations of reports into home languages and support with face-to-face meetings will be available where needed.

### **Assessment and target setting**

Assessment is an ongoing process that informs the understanding of teachers and children of their strengths and areas for development so that teaching and learning can be quickly adapted to ensure that each child is supported to achieve their full potential. Assessment will be fully integrated into the teaching and learning processes using a variety of assessment tools. There will be a judicious combination of formative and summative processes ensuring that the children's progress and attainment is consistently and accurately assessed.

There will be formal training in assessment for teachers and learning support practitioners as well as support in making timely and accurate assessments from the experienced staff in the Gold Star Federation.

Ambitious targets will be set for all children based on their prior attainment. Where a child is progressing more rapidly than expected their targets will be revised upwards. Where their progress is less than expected additional support will be provided to accelerate it. Children and parents will be aware of these targets and what is needed in order to achieve them.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### Establishing a baseline

When the first students enter the school in September 2019 their early achievements will have been assessed and recorded in a variety of early years settings. This along with assessments against the Early Years Foundation Stage areas of learning and development made by the school early in the Autumn Term will establish a firm baseline on entry and the starting points for target setting and the next stages of learning.

### Reception classes

Children in the reception classes will be set ambitious targets, particularly in the prime areas of learning and their progress assessed each half term to ensure that it is on track.

It will be anticipated that by the end of the academic year at least 75% of children will have made at least the expected progress and that 40% will have exceeded this.

### Years one to six

As part of the reforms to the national curriculum, the previous system of 'levels' used to report children's attainment and progress was removed from September 2014. By removing levels it has allowed schools greater flexibility in the way that they plan and assess children's learning. The Saracens Primary School will adopt the system developed by the Gold Star Federation for assessment without levels, 'Go Goals'.

Children from year one to year six will be assessed on the skills and knowledge they acquire in each year of learning. The skills and knowledge for each year of learning are expressed as a series of 'I can' statements in reading, writing and mathematics called Go Goals.

Children will be assessed in two ways:

- a) ongoing and in class observation ascertaining whether they have they understood and can do a Go Goal through good teaching;
- b) formal assessments each term which will be through a series of specific tasks planned and carried out over a designated assessment week.

Go Goals will be gradually introduced in year one and progress will be recorded through a series of achievement stamps with staff maintain a running record. From year two onwards Go Goals in mathematics and writing will be in the front of each child's exercise book so that it can be recorded when children acquire the skills and knowledge for each statement. This will form a record of progress for both the child and the teacher.

## D2 – measuring pupil performance effectively and setting challenging targets

As children travel through the year they will build up skills and knowledge particularly in writing and there will be progressive descriptors for each stage:

Emerging 1: most children will achieve this level after 1 good lesson when concepts have been introduced and there is initial understanding

Emerging 2: this is where a child/children begin to show some competence and knowledge but need a little more practice;

Secure 1: most children should be at secure 1 after a solid period of teaching;

Secure 2: many children would reach this very secure position after a topic area is returned to or when they are regularly using a particular skill;

Exceeding 1: this is the stage that should be reached by the very able children;

Exceeding 2: this is the stage that should be reached by the exceptionally able children.

The Go Goals will be embedded in the curriculum and teaching will always involve the Go Goals lesson targets for children incorporated in the lesson objective. The Go Goals will be part of the Pupil Asset data system which the school will use and staff will fill in the electronic records after each assessment period.

It is anticipated that all children will be judged as achieving at least the expected standards and a high proportion exceeding them (40% plus) at the end of key stages one and two.

### Behaviour

Excellent discipline and impeccable behaviour will be the expectation in the Saracens Primary School and will underpin the ethos and conditions necessary for children to feel they are in a safe and secure environment where they are valued and can succeed. High quality teaching will result in good behaviour for learning – children that are interested and engaged rarely demonstrate poor behaviour. Good behaviour for learning will support children in making good progress and achieving well.

Promoted through a values based curriculum and approach, children will become responsible, respectful and considerate. There will be a culture of mutual respect throughout the school community underpinned by the strong Saracens' values.

Impeccable behaviour will be modelled on sports teams with Saracens being the role model. There will be an 'easy to do' code which is displayed in classrooms and the public area of the school and known by all. The school will focus on character building and the badges of character will reward the development of being able to choose right

## **D2 – measuring pupil performance effectively and setting challenging targets**

from wrong (Wisdom badge) and all aspects of respect (Respect badge).

There will be sanctions for unacceptable behaviour but these will be based upon understanding and accepting responsibility for your own behaviour and the choices you make. Exclusions will be an action of the very last resort and only used in the very rare circumstances where all other actions have failed.

As well as the Saracens model, staff will be role models for the highest standards of behaviour from the children. Support and mentoring will be provided from coaches and mentors from the sports world for any children who struggle to meet the school expectations.

### Attendance

The Trust is aware that attendance levels in Barnet primary schools are below local levels (95.8% Barnet, between 94.3% and 95.8% local schools) and below local the national level (96%). The Saracens Primary School target for attendance will be at least 96% (above the national average). Expectations for full attendance will be set before children join the school and parents will be made aware of the negative impact of absence from school on children's progress, attainment and future life chances.

All staff will play a key role in encouraging good attendance. Individual attendance will be carefully monitored and good attendance rewarded. Where necessary, effective use will be made of attendance liaison officers from the local authority (who have a good track record and reputation) to work with hard to reach families and others causing concern.



*With all the new houses being built in the area, having a new primary will help with the rising number of children needing primary places.*

Parent at local primary

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

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

#### **Staffing**

The Saracens Primary School is a three-form entry school that will open in September 2019 with reception children only and will reach its full complement of children in September 2025.

The proposed staffing structure for September 2025 is set below followed by the plan for building this over time and an organogram to demonstrate line management responsibilities and lines of accountability. The principles behind this structure will remain constant although staffing will be a key responsibility for the head of school so adjustments will almost certainly need to be made once he/she is appointed and the school becomes operational. This model is based on the assumption that the school will be at full capacity (see section G). At the end of this section there is an explanation of the actions that would be taken to reduce costs if the school were less than full.

#### Staffing structure in 2025

The staffing structure in 2025 group will pay due regard to the specialisms and priorities of the school and will be as follows:

- CEO across the Trust 0.2
- Executive Principal across the trust primary schools 0.33
- Head of school;
- Deputy head;
- 21 class teachers, 6 with TLRs (early years, key stage 1, key stage 2, community liaison, learning support coordinator [includes SENCo role], physical activities);
- 3 EAL teachers to co-ordinate support for children with English as an additional language;
- 3 support teachers to cover planning, preparation and assessment time, release time for newly qualified teacher, release time for the learning support coordinator, release time for leadership tasks etc.;
- 30 learning support professionals (to provide learning support in classrooms, special needs support, support for EAL);
- 2 family support workers providing early intervention with families;
- Business Manager full time across the Trust 0.33;
- Facilities manager full time across the Trust 0.33;
- Caretaker full time and site worker 0.5;
- 4 Finance/Admin assistants;
- 8 Cleaners;
- 3 Apprentices.

The strategic responsibility for community leadership will sit with the executive principal.

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

Within the group of teachers, depending on their experience and expertise, a range of other responsibilities will be covered including the leadership for literacy, mathematics, humanities, EAL, and able, gifted and talented children. Some responsibilities may be shared across the schools within the Trust.

The staffing structure for 2025 shows a sufficient range of post to cover the leadership, curriculum and teaching and learning for the school when it is full and also the range of posts to manage the support systems and functions needed. The financial model in section G demonstrates that this structure is affordable.

#### Building the model over times

Section F sets out the respective roles of company members and directors, the local governing body, and the head of school in running the school. It also makes the case for an executive principal shared across the Trust primary schools to manage Trust business, oversee quality and standards in the schools and provide performance management for the heads of school. It is clearly understood that the delivery of the curriculum is the core business of the senior leaders in the schools.

The Saracens Trust intends that its schools become part of a local partnership in order to develop staff, train 'good' teachers and support recruitment. The Trust also wants to ensure that a good proportion of inexperienced teachers are appointed who will sign up to the vision and 'grow and develop' over time. Until the school is full in 2025 there will be the need to recruit staff annually for each new year group. The aim will be to appoint at least one newly qualified teacher (NQT) to the Saracens Primary School each year, with the possible exception of the first year when it may be prudent to appoint teachers with more experience in order to get the school up and running.

There is an intention to use and/or share experienced teachers and leaders from the Gold Star Federation in the first years after the school has opened. This will result in a more economical model, ease recruitment and ensure enough experienced staff to lead and mentor newly appointed teachers and leaders. It will also provide good development opportunities for staff from the federation.

During the first two years, given diseconomies of scale, the head of school will also act as the special educational needs coordinator (SENCo). The substantive post holder, the learning support coordinator (which will include the SENCo role) will be appointed for September 2021 and release time for the role will increase as the school grows (see sections D4 and G1). The head of key stage one and reception will be appointed for 2021 but the head of key stage two will not be appointed until September 2022. Prior to that time the deputy head will oversee the planning for key stage 2.

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

The table below demonstrates how the staffing structure will build over time:

Staff	2019	2020	2021	2022	2023	2024	2025
chief executive officer	0.2	0.1	0.1	0.1	0.1	0.1	0.1
executive principal	0	0.15	0.15	0.2	0.25	0.25	0.33
head of school	1	1	1	1	1	1	1
deputy head	0	0	0.5	0.5	1	1	1
TLRs (included in teachers numbers)	1	2	3	4	5	6	6
learning support coordinator (includes SENCo role)	0	0	1	1	1	1	1
class teachers (including TLRs)	3	6	9	12	15	18	21
support teachers	1.0	1.0	1.5	2.0	2.5	3.0	3.5
EAL teachers	0.5	1.0	1.5	2.0	2.5	3	3
learning support professionals (0.6)	6	10	14	18	22	26	30
family workers	0.5	1	1.5	2.0	2.5	3.0	3.5
business manager	0.1	0.2	0.2	0.25	0.25	0.33	0.33
facilities manager	0	0.1	0.15	0.15	0.2	0.25	0.33
caretaker	1	1	1	1	1	1	1
site worker	0	0	0.5	0.5	0.5	0.5	0.5
admin support	1	1.5	1.5	2	2	2.5	2.5
finance admin	1	1	1.5	1.5	1.5	1.5	1.5
cleaners	2	3	4	5	6	7	8
apprentices	0	1	1	2	2	3	3

#### **Staff roles and responsibilities**

##### The senior leadership team

Saracens believe strongly in the efficacy of good leadership and team work and the school will reflect this in every aspect of its work. As well as the children, staff will be nurtured as leaders, treated with great respect and all will work incredibly hard as part of the school community. The senior leadership team in the school will model excellent leadership behaviours at all times as well as ensuring the right climate and support for growing leaders across all groups of staff. This will not only strengthen the work of the school and the quality of education for the children but will also support succession planning for the future.

The leadership team and responsibilities will comprise:

- chief executive officer (0.2 in year 1 for opening stage then 0.1) – strategic responsibility for the overall Trust;
- executive principal primary (0.33) – oversees the business of the Trust , oversees standards and quality in the schools and provides performance management for the head of schools;
- head of school - overall responsibility (in consultation with executive principal) for: the leadership and management of the school; the quality of education;

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

standards and achievement and community engagement;

- deputy head - whole school leadership and management responsibility and support for the head of school;
- learning support coordinator (including SENCo role) – responsibility for the oversight of special needs and the co-ordination of learning support;
- business manager (full-time across the Trust) – oversees the business functions and strategic finance across the Trust schools.

The leadership team will meet on a weekly basis with the executive principal attending once a month – possibly more frequently in the early days of the school – and the CEO attending termly. They will ensure that there is a strategic approach to school improvement and that this is translated into secure operational practice.

The following staff will be part of the extended leadership team and will attend leadership team meetings, such as those dealing with curriculum design, where their input is critical.

#### Class teachers

Class teachers will be responsible for planning, preparing and delivering lessons to a very high standard and ensuring that they meet the needs of all children. They will also be responsible for setting and marking work, assessment and record keeping and the standards achieved. Because this is a primary school, teachers will teach all subjects across the curriculum but appointments will be made over time to ensure that there is coverage in some of the more specialist areas such as music. There will be an expectation of greater subject specialism as children progress through key stage 2. Subject specialism will also be supported through the school's partnership with other schools and Middlesex University.

Staff on the leadership team, with the exception of the head of school, deputy head and business manager, will also be class teachers.

Class teachers, with the exception of newly qualified teachers, will have responsibility for areas of the curriculum including teaching, learning and outcomes. It will become easier to distribute these responsibilities in a manageable way as the school grows. There will also be 3 support teachers (or full-time equivalent) to provide leadership release, planning and preparation time, release time for NQTs and staff development and absence cover.

#### Learning support professionals

Learning support professionals (LSPs) support children's learning and help teachers in the classroom with planning, teaching and assessment. Under the direction of a teacher they support learning for individual children or groups of children and sometimes cover whole class work. Some of these professionals will provide specialist support to children with special needs and/or disabilities or community language



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

support to children learning English as an additional language.

There will also be two family workers who will work as social care professionals to provide early intervention with children and families experiencing difficulties.

There will be a training and development programme to support LSPs to develop their knowledge' skills and understanding, to take on leadership responsibilities and, where appropriate, to train to become teachers.

LSPs will also play an important role in supporting the delivery of the extended curriculum and enrichment programme.

#### Facilities Manager

After the first year, there will be a part-time facilities manager across the Trust schools with operational caretakers/site supervisors for each site. The facilities manager will be responsible for site staff at both schools and will develop rental income using the new facilities at both schools. The caretaker / site supervisors will be responsible for site and facilities management, health and safety and security. All facilities and site staff will be supervised through the business manager.

#### Admin/Finance staff

The finance and administrative staff will manage the finances and support functions of the school through from secretarial support for the principal to managing the important meet and greet function at the front desk. The finance and senior admin staff will be supervised by the business manager.

#### Cleaners

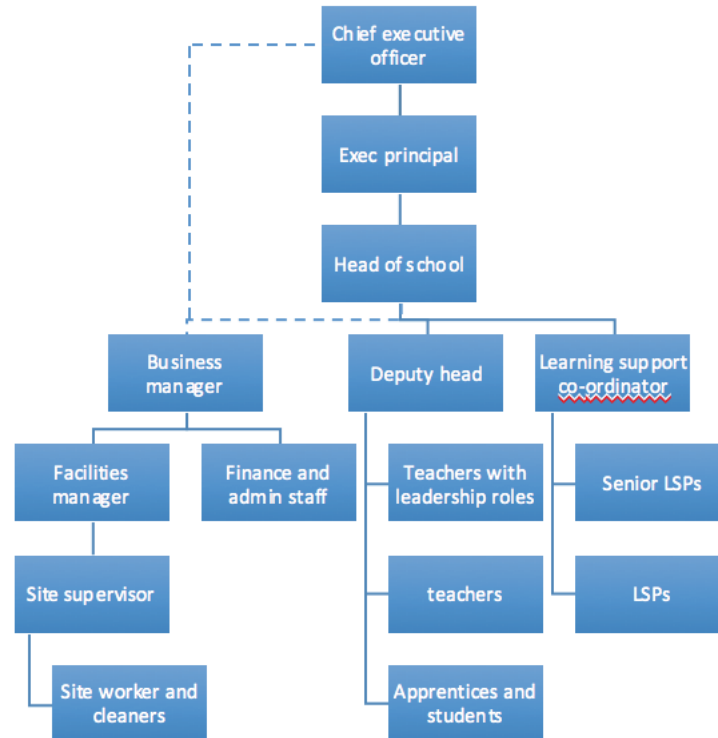
The cleaners will be supervised by the caretaker/site manager and will be responsible for the cleanliness and hygiene in the school.

#### Apprentices

The apprenticeships will be in supporting teaching and learning in the classroom and will be against the Teaching Agency framework. They will be supervised by experienced teachers.

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

Staffing Structure 2025



The chart above sets out the lines of accountability when the school has reached its full capacity. There will be a rigorous system of line management and performance management in place to ensure that staff fulfil their roles and responsibilities and receive good feedback and support to allow them to grow and develop professionally. Line management meetings will take place on a monthly basis (except in circumstances where closer monitoring or support is required) and there will be an annual programme for performance management. The collective outcomes from the performance management programme will be reported annually to governors/directors by the head of school and will also inform the school development plan.

The executive principal will be line managed and performance managed by the chair of the Trust.

There line management and performance management programmes will also support the school in dealing with underperformance quickly and effectively.

**Operating below full capacity**

Should the school fail to recruit a full cohort of children and need to operate at less than full capacity there will be measures to adjust the staffing and reduce costs. The table

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

below shows the alterations to the staffing model that will allow the same high standards of education to be delivered to the reduced pupil numbers. This has been calculated based on an intake of 66% of PAN (90 pupils), allowing for 2 classes of 30.

The table below demonstrates how the reduced staffing structure will build over time:

Staff	2019	2020	2021	2022	2023	2024	2025
chief executive officer	0.1	0.1	0.1	0.1	0.1	0.1	0.1
executive principal	0	0.1	0.1	0.15	0.15	0.2	0.2
head of school	1	1	1	1	1	1	1
deputy head	0	0	0	0.5	0.5	1	1
TLRs (included in teachers numbers)	0	1	2	3	4	5	5
learning support coordinator	0	0	1	1	1	1	1
class teachers (including TLRs)	2	4	6	8	10	12	14
support teachers	0.5	1.0	1.5	2	2.5	3	3.5
EAL teachers	0.5	0.5	0.5	1	1	1	1
learning support professionals (0.6)	4	8	12	16	20	24	28
family worker	0.5	0.75	1	1.25	1.5	1.75	2
business manager	0.1	0.2	0.2	0.25	0.25	0.33	0.33
facilities manager/caretaker	1	1	1	1	1	1	1
site worker	0	0	0.5	0.5	0.5	0.5	0.5
admin support	1	1.5	1.5	1.5	2	2	2
finance admin	1	1	1	1	1	1	1
cleaners	2	3	4	5	6	7	8
apprentices	0	1	1	2	2	3	3

The changes to the full staffing model (see 3) are outlined below:

- Chief executive officer would remain at 0.1 FTE;
- Executive principal time would be reduced and also build at a slower rate;
- Head of school will remain as a full-time post as this role is critical to steering the growth and development of the school;
- deputy head role would be introduced a year later than planned and remain at 0.5 FTE for a period of two years rather than one (with fewer pupils in the school the head of school will have more leadership time available and will therefore not require a full time deputy until later than planned for a full school);
- there will be no TLRs until the second year of operation;
- the number of support teachers will be reduced to 0.5 as there will be less need with fewer children;
- there will be a reduction in EAL teacher support time with part of this role being assumed by class teachers;
- the number of learning support professionals will be reduced to reflect the

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

reduction in the number of classes with the exception of those providing individual support for statemented children;

- the number of family support workers will grow more slowly;
- the remaining staffing to support the back office functions of the school will not be reduced in the same ratios as they are not significantly impacted by the reduction in pupil numbers.

More detailed information on the budget calculations for 66% pupil intake is set out in Section G.



*Saracens have been encouraging children and supporting sports education at local schools for several years now. They have run a group for autistic children and their parents at the Allianz ground for some time. They have shown they care about children. We need more schools. Therefore, this move, as the next step of involvement in the local community, seems to me to make a lot of sense.*

Local parent

## **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**

The Saracens Sports Foundation has worked with the local community for over fifteen years and knows and understands it well. Underpinned by this knowledge and understanding the culture, values and ethos of the Saracens Primary School will create a community where all children and families are welcomed: a community rich in variety and diversity where children work together as a team to achieve their personal best.

The ethos of the school will be founded on the quality of relationships between all who work and learn there and will reflect the Saracens values of discipline, hard work, honesty and humility. Relationships will be characterised by mutual respect and courtesy, irrespective of position, gender, race, disability or culture.

The Saracens Primary School will recognise not only the importance of promoting children's academic achievement but also its wider role in developing character and preparing them for the future. As part of this preparation the school ensure that:

- every child feels welcomed, included and valued as part of the school community and understands that they have an important role to play;
- proper attention is given to spiritual, moral, social and cultural development;
- children feel safe and secure at school;
- British values and community cohesion are promoted and reinforced.

#### Welcoming every child and their family

The Saracens Primary School will be serving a diverse community (see sections C and DI) and, in line with its vision and values, it will welcome children and families from all groups and backgrounds whatever their age, gender, ethnicity, impairment, attainment or social and economic background. The school prospectus, website, marketing and community engagement plan will be designed to attract families from this diverse range of backgrounds and communities. It will be designed in a way that will help families to understand that this will be a school where their children can feel secure, thrive and excel.

Through the social inclusion work of the Saracens Sport Foundation's in the [REDACTED] and [REDACTED] areas, there are already established partnerships with several community organisations including the Metropolitan Police, Youth Offending teams, Barnet Homes and Barnet Youth Services. Through the established practice in the Gold Star Federation, further partnerships will be developed with local community leaders who can support the school in communicating with families who are 'hard to reach'. There will also be the facility for oral and written communications in home languages where this is appropriate.

Staff will be trained and supported in the best ways to engage positively with families, children and staff from diverse cultural backgrounds.

Attention will be paid to all cultures, faiths and world views through:

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

- the overall design and delivery of the school curriculum;
- the work on character development and resilience;
- the programmes for spiritual, moral, social and cultural development;
- specific aspects of the curriculum particularly PSHE and religious studies;
- assemblies and tutor times;
- community activities.

Particular attention will be paid to celebrating the cultures and faiths of those who attend the school.

#### Spiritual, moral, social and cultural development

Children at the Saracens Primary School will be prepared for life in modern British society through spiritual, moral, social and cultural (SMSC) education which be strongly underpinned by the Saracens values and will:

- help children to improve good or useful traits in their character;
- enable children to develop self-awareness, self-esteem, resilience and self-confidence;
- enable children to develop a sense of 'fair play', distinguish right from wrong, make wise choices and to respect the laws of the land;
- encourage children to accept responsibility for their behaviour, show initiative, and understand the notion of rights and responsibilities;
- encourage children to understand how they can help others in the local community and those in society more widely;
- encourage children to speak well of and develop respect for other people;
- promote tolerance and harmony between different cultural traditions;
- encourage respect for democracy and participation in the democratic process.

Every aspect of the school and every member of staff will contribute to spiritual, moral, social and cultural development through daily school life, lessons and the curriculum.

The school ethos will be based on the Saracens core values. The development of these attitudes and values will be at the heart of spiritual, moral, social and cultural development. For social and moral development particularly, it will be important that the school ethos is underpinned by a clear code of conduct. This code will be known and understood by all and will set out clear, consistent and shared expectations and also the nature of rewards and sanctions.

Developing children as leaders based on 'the Saracens way' will be a key theme across the work of the school. This will complement the character building programme and provide frequent opportunities for 'the child's voice' to be heard and to influence the work of the school. Leadership will also be promoted by children participating in a range of sporting and other physical activities both in curriculum time and through the programme of enrichment activities provided or supported by Saracens. This will support both the development of their social skills and also their sense of 'fair play'.

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

Children and their families will be offered a number of extra-curricular activities before and after school and in the holidays as well as a wide range of educational visits including: walks and visits in the local area, theatre visits; visits to historical sites, museums, galleries and to the places of worship of different faiths and religions. There will also be a wide range of visitors to the school to contribute to the curriculum, assemblies and extra-curricular activities. These will include local community and faith leaders, sports personalities from Saracens, older people who can act as historical first hand witnesses, musicians and artists and a variety of people who have achieved 'great things' and can inspire the children.

##### An environment where students feel safe

The Saracens Primary School will be fully committed to safeguarding and promoting the welfare of children and will provide a secure environment which is conducive to learning and where children feel safe.

All staff and volunteers will share the school's commitment to safeguarding and will be appropriately trained. The school will operate safer recruiting and selection policies and procedures, from the time that it starts to appoint staff. It will have in place, from the time of opening, a safeguarding children policy.

There will be rigorous procedures to identify children who are suffering or likely to suffer significant harm, and to take appropriate action to keep them safe both in school and at home. This will include named adults in the school to whom the children know they talk and turn to for support and advice.

Children will also learn how to stay safe in their own personal life. This will be a focus in the PSHE curriculum and will include the safe use of technology and the internet.

##### Promotion of British Values

The government set out its definition of British values in the 2011 Prevent Strategy. It considers them to be democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These are closely aligned with the Saracen's values and the school will have an explicit commitment to British values and will embed them in the daily life of the school through:

- the school aims and ethos;
- the strategy ensuring equal opportunities for all children to thrive, achieve and engage with all aspects of school life;
- the curriculum, particularly in such areas as religious studies, history and sport;
- PSHE and citizenship programmes and activities;
- assemblies and a range of activities such as circle and golden time;
- the school code of conduct;
- the relationships between families, children and staff;
- school councils (children and parents) reinforcing the democratic system of the UK.

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

##### Democracy

Democracy will be an important value at the school with children having the opportunity for their voices to be heard in the classroom, in assemblies and through the school council. They will also experience the process of election by voting for their class representatives on the school council.

##### The rule of law

**The importance of laws and rules, whether they** are those that govern the class, the school or the country, will be consistently reinforced throughout school life. The system for behaviour management will also be aligned to the agreed codes of conduct and this will be a reference point for examples of good behaviour and responsible citizenship as well as examples of unacceptable behaviour.

To encourage and promote good behaviour and attitudes to work there will be a reward system which is consistently followed throughout the school. Praise will be an important aspect of the reward system both informally and formally and children's efforts will be praised not only for their academic success but for all aspects of achievement and for the way they behave. Rewards will be given in the form of stickers, badges and certificates and will be celebrated in class, in assemblies and in communications with parents.

If children behave unacceptably they will be asked to identify which aspect of the code of conduct they have breached and asked to talk about the choices they have made and why. This will help them to make better choices in the future and develop a sense of responsibility for their own conduct.

All children will learn about the value and reasons behind laws: that they govern and protect us; the responsibilities that this involves; the consequences when laws are broken. They will also learn the importance of rules in games. Visits from representatives from Saracens and authorities such as the police and fire service will be regular events in the school calendar and help reinforce these messages.

##### Individual liberty

Children will be actively encouraged to make choices at school, knowing that they are in a safe and supportive place. The Saracens Primary School will provide clear boundaries for the children to make choices safely, through the provision of a well-planned curriculum as well as a safe environment. Children will be encouraged to know, understand and exercise their rights and personal freedoms as well as to understand the responsibilities that go with these, for example in safe use of the internet or the way that they play and work with others. Children will be given the



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

freedom to make choices in other areas such as signing up for extra-curricular clubs.

##### Mutual respect

The ethos of The Saracens Primary School and its behaviour policy are based firmly on the Saracens core values and, as stated at the beginning of section D4: relationships will be characterised by mutual respect and courtesy, irrespective of position, gender, race, disability or culture. This mutual respect will be promoted not only within the school community but also in the local community and across British and global societies. Such events as the Olympics will provide a great basis for discussions around the global community.

##### Tolerance of those of different faiths and beliefs:

The Saracens Primary School will promote tolerance through developing children's knowledge and understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in the local community and more widely. This knowledge and understanding will be woven across the curriculum but will feature particularly in PSHE, religious and world studies, the arts and sport. Assemblies and circle time will provide opportunities for discussions about the great benefits of diversity and difference and how to deal with prejudice and intolerance.

Assemblies and other whole school events will provide opportunities for the celebration of different faiths and cultures along with visits to places of worship and visitors to the school from faith communities.

##### Working together

The Saracens Primary School will take positive action to encourage children from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views. There will be opportunities across the curriculum and through other school activities to:

- learn about the rights of each person and the responsibilities that these rights imply;
- develop pride in their own identity and learn about and develop respect for the identities of others in the school, in the local community, in the wider British community and across the world;
- develop an understanding of team work and team spirit and the value that it can add to people's lives;
- develop an understanding and appreciation of what all human beings hold in common as well as respect for differences;
- develop a positive vision of a diverse, just and equitable society;
- learn about their own community, British society, the global community and the challenges that they face;

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

- learn about the major faiths and traditions as well as non-religious world views;
- develop critical thinking skills including the ability to recognise and challenge myths and stereotypes and to appreciate how people may see things from a different viewpoint;
- learn how inward and outward migration have shaped British society;
- develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.

The ethos of the Saracens Trust and the community activities of the Saracens Foundation underpin these principles of working together with a strong tradition of team work and participation.

#### The Prevent Duty 2015

Further to the publication of the Prevent Strategy, the Government introduced the Prevent Duty in 2015 that requires schools and other organisations to have due regard to the need to prevent people from being drawn into terrorism. In order for schools to fulfil the Prevent duty, it is important that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation will be seen by the Saracens Primary School as part of its wider safeguarding duties, and is similar in nature to protecting children from other harms.

There will be no place for extremist views of any kind in the Saracens Primary School, whether from internal sources such as children, staff or governors, or external sources such as the wider school community, external agencies or individuals. The children will know that the school is a safe place where they can explore controversial issues safely and where teachers will encourage and facilitate this.

The school will recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and that it should be addressed as a safeguarding both through the PSHE programme but also through support for individuals where that might be appropriate. The school will be absolutely clear that if it fails to challenge extremist views it will be failing to protect the children.



*Great idea! An affiliation with Orion would no doubt result in another outstanding school in Barnet.*

Local parent

## Section E – evidence of need

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

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

Due to the regeneration of Colindale, there is a strong need in the future for primary school places. The following information was provided by the London Borough of Barnet.

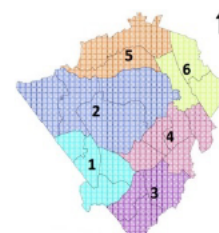
The GLA's School Roll Projections (May 2016) take the following into account:

- The number on roll at Barnet schools from the January 2016 Census
- Housing development data (up to 2030) provided by Planning in January 2016
- Births, migration and fertility data.

The projections used are the normal not high fertility variant and a 3% margin has been applied to account for parental preference, under-projection and mobility throughout the year.

To calculate the deficit/surplus of school places, the number of permanent school places is compared against the pupil projections to estimate how many additional forms of entry at Reception level are likely to be required.

Primary provision is planned across six geographically based planning areas (see map to the right)



#### Planning area 1 (primary)

	PA1: Colindale, West Hendon, Burnt Oak & Hendon			
	Proj + 3%	capacity	+/- FE	Inc Saracens Primary 2019
2017-18	1,204	1,161	-1.4	-1.4
2018-19	1,194	1,161	-1.1	-1.1
2019-20	1,249	1,161	-2.9	+0.1
2020-21	1,291	1,161	-4.3	-1.3
2021-22	1,328	1,161	-5.6	-2.6
2022-23	1,368	1,161	-6.9	-3.9
2023-24	1,403	1,161	-8.1	-5.1
2024-25	1,440	1,161	-9.3	-6.3

The Saracens Primary School proposal will contribute towards alleviating the demand in the centre of the Colindale regeneration area, where the population density will be increasing significantly. It is anticipated that the school will draw its pupils mainly from the Peel Centre site, once it is complete.

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

Barnet have already permanently expanded four primary schools in close proximity to the site with 5 new forms of entry created. There was a new free school opened in 2015 with an additional 2 forms of entry. There is no further capacity to extend local primaries, and therefore this new school is key to the local authorities requirement to deliver school places.

### Performance of schools in the local area

Table showing the 2015 performance for local primary schools

School	Ofsted	Key stage 2 reading, writing and maths		Average point score	Absence	Percentage eligible for free school meals	Percentage SEND	Percentage EAL
		L4+	L5+					
Barnfield	Outstanding	90%	33%	29.8	4.20%	63.80%	1.90%	72.10%
Broadfields	Good	84%	13%	29.5	4.30%	39.30%	3.90%	58.40%
Dollis	Good	67%	17%	28.2	4.40%	53%	3.20%	73%
Deansbrook	Good	92%	26%	29.8	4.60%	54%	2.60%	69%
The Orion	Outstanding	95%	37%	30.7	5.70%	56.10%	2.60%	69.2%
Goldbeaters	Good	95%	23%	30.1	5.20%	54%	1.10%	66.40%
Colindale	Good	84%	18%	28.4	5.10%	27.90%	3.10%	75%
Woodcroft	Good	81%	19%	28	4.30%	49.40%	2.50%	61.80%
Barnet		84%	28%		4.20%	18.10%	1.90%	47.30%
England		80%	24%		3.90%	18.00%	1.40%	18.70%

Key:

Worse than Barnet average

Better than Barnet average

Whilst the performance of local schools is all either good or outstanding, as demonstrated in the table above, (with Goldbeaters current 'Good' (2012) anticipated to be 'Outstanding' at next inspection) the outcomes for children at key stage 2 are still significantly below the Barnet average and in many cases, the national average. Attendance is also problematic in all schools in the local area, which the Saracens Primary School will concentrate on improving from the outset, setting high expectations and working with local families to support their child's attendance at school. Further information regarding the demographics of the local area and the work Saracens Primary School will do to combat these problems are laid out in Section D.

### Nursery provision

London Borough of Barnet have requested that Saracens Primary School includes provision for 39 FTE 3 year old nursery places and 24 FTE 2 year old places. This is to match demand of a growing population in the regeneration area. The nursery provision (including 50 week / year day care to support working families) will be run by a private provider (selected following a tendering process), and provide the school will

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

approximately [REDACTED] rental income. The nursery provision provider will be selected to ensure they match the vision and ethos of the Saracens Primary School.

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

n/a



*Would love to see a school that values education and sport.*  
Local parent

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

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

#### **Successful engagement with parents and the local community**

The Saracens Primary School is being proposed, at the request of the London Borough of Barnet, to fulfil the need for places in the new regeneration area of Colindale. The houses that are being built on the site will be sufficient that the school will be full without the need for children from the surrounding area to attend. Many of the specific population with which we need to engage do not yet live in the area.

The timing of the discussions with the London Borough of Barnet and the summer holidays, resulting in this submission for September 2016, has meant that there has not yet been sufficient time to engage with the wider community in as substantial a way as would be preferred. There has been some initial engagement which has resulted only in positive comments and support for the school. Those comments can be seen throughout the application form.

The brochure that has been used already and will be used going forwards can be seen in Annex 1.

Activities which have already taken place include:

- Meetings with Education and Skills Director, London Borough of Barnet & Commissioning Director for Children and Young People, London Borough of Barnet
- Meetings with the governors of Orion and Goldbeaters primary schools
- Meeting with Martin Post, Regional Schools Commissioner
- Discussion with local residents
- Discussion with The Trinity Church, local to the site
- Discussion with a local youth group
- Discussions with Middlesex University

In addition to the formal discussions noted, the group have been talking to a wide range of local people from the community through the period leading up to submission.

The plan of action between September 2016 and December 2017 will ensure that the community is engaged with the idea of the school, and understand the choice that will be available to them for opening in September 2019.

The plan that is currently underway will ensure that a wide audience of both prospective parents and the community will be involved with our proposal and have the opportunity to comment. This will allow for the proposal to be reviewed prior to interview and make amendments as required. This programme will be run by Saracens Sport Foundation.

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

### Action plan for community engagement

September 2016	Develop primary school website
Early October 2016	Launch website
	Advertise in local newspaper
	Articles in local newspapers
	Leaflet drops to 20,000 homes surrounding the site
	Facebook and Twitter, weekly Including Facebook advertising
November 2016	Public meetings – daytime and evening, e.g. coffee morning drop-ins at Orion and Allianz Park, town hall meetings
	Publicity at rugby matches
	Articles in local newspapers
	Stands in local shops
	Visit local nurseries to meet prospective parents
	Visit playgroups to meet prospective parents
	Facebook and Twitter weekly Including Facebook advertising
December 2016	Public meetings – daytime and evening, e.g. coffee morning drop-ins at Orion and Allianz Park, town hall meetings
	Publicity at rugby matches
	Articles in local newspapers
	Stands in local shops
	Visit local nurseries to meet prospective parents
	Visit playgroups to meet prospective parents
	Facebook and Twitter weekly Including Facebook advertising

This action plan will be targeted to ensure that no community groups are omitted from this communication. We will ensure that everyone has access to the information, by translating where necessary and providing paper newsletters to those that do not have access to a computer.

The programme for community engagement beyond January 2017 will be informed by the success of specific elements during the September - December 2016, but will develop to build a group of prospective parents that can be used as a reference group to discuss ideas about the school's progress and help to communicate to the wider parental body.



*It is a fantastic idea, good luck.*  
Local parent

## **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]	[REDACTED]	[REDACTED]	[REDACTED]	0
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	n/a
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2

### **F1 (a) Skills and experience of your team**

Initially, primary responsibility for driving forward the development of this application has rested with the Saracens Sport Foundation. This grew over time to build up a group of experienced individuals and organisations which in turn became the steering group. This steering group became The Saracens High School Trust and in addition to the secondary school, which was approved to open in September 2016, will also take the primary school through the pre-opening period.

We believe the Trust has the necessary spectrum of skills, expertise and experience to deliver The Saracens Primary School given their broad range of skill sets in primary (and secondary) school educational management and governance, community development, higher education management and governance coupled with substantial experience in the following areas – educational marketing, human resources, secondary school financial planning, project management, including premises acquisition and development and commercial research expertise.

In particular, the steering group benefits from the leadership experience and expertise of the

The Orion received the Evening Standard School of the Year for transforming the lives of very challenged pupils and Goldbeaters received the PE (AfPE) Kitemark Sports Award DISTINCTION. Both schools were named in 2014 as one of the country's leading schools for helping all children and in particular those who are disadvantaged.

In addition, to delivering innovative, outstanding all round education to the children in the two schools, Chris has been an LEA support for schools in difficulty, Heads advisor, Federation advisor, spent a year on OFSTED's Heads advisory panel and set up and chaired a new local partnership of schools – ConnectED. In 2014, Chris and his leaders designed a new building for the Orion which was built to deliver their innovative 'I Shine Primary Learning' which is an enhanced primary education, enabling the children to have take their learning, experiences, character and personal achievement to greater heights.

Each individual member of the steering group has already committed substantial amounts of time and will continue to do so to ensure that The Saracens Primary School opens by the date proposed in this application.

## F1 (a) Skills and experience of your team

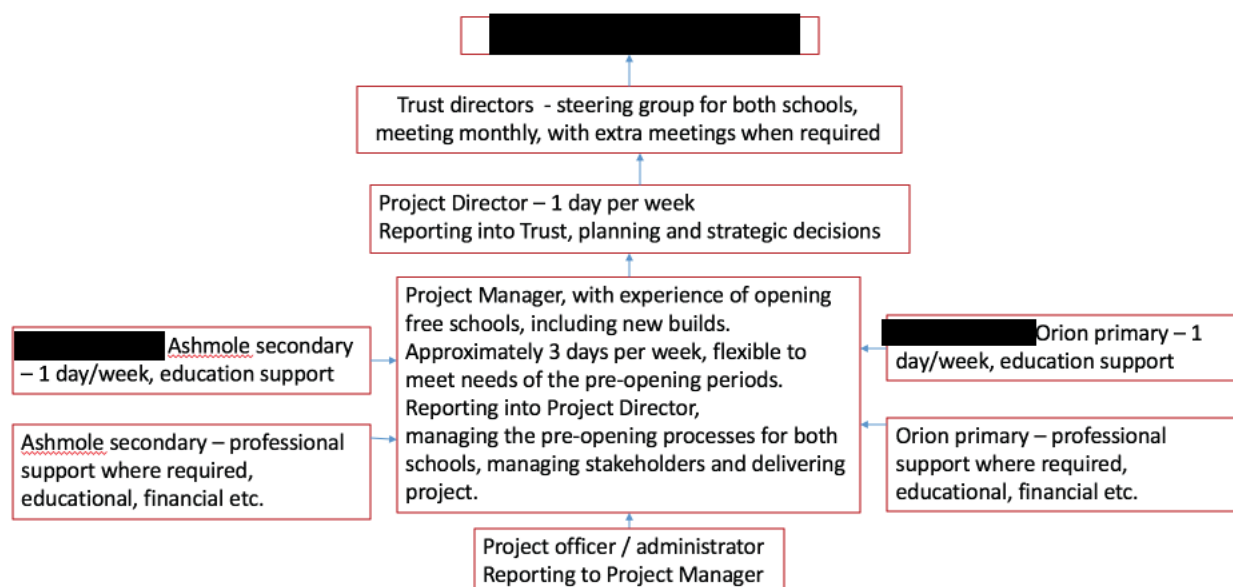
Others will be co-opted as trustees or steering group members if a need for other areas of expertise is identified. Once appointed, the principal designate will become a key member of the Trust board.

In January 2019, the committees of the governing body will be formally established which will then allow them time to develop their knowledge and skills prior to the school opening.

### Managing the projects in pre-opening

During pre-opening, the Trust will operate as a steering group, co-opting additional members where the needs arises. In addition to this, the Trust will engage the services of an experienced free school project management company to manage the pre-opening period, reporting into the Trust. Support with the pre-opening finances and school finances will come from Orion Primary School. Project management skills are not missing from the Trust, however the lack of time available to focus on the project management of the school during pre-opening means that external support will be brought in, including experience of having opened other free schools. HR, legal, IT and procurement services may come from the Orion Primary School, or may be bought in. The Orion Primary School has the flexibility to be able to increase their staffing and resources to provide support as and when required.

Management of the pre-opening process of both schools, secondary opening in 2018, primary in 2019, will be using the following structure:



Whilst the steering group has relevant skills and experience, it is acknowledged that beyond the the monthly Trust meetings (and in time, the committee meetings), their time is restricted. The core team will be:

## F1 (a) Skills and experience of your team

- [REDACTED]
- Experienced Project Manager;
- Financial and administrative support;

Extra support will be available from either school as required. The co-ordination of the support available to the project will be overseen by the independent Project Manager who will have detailed knowledge of the requirements and how they will most efficiently be met, balancing the needs and expectations of all the stakeholders.

This team will meet weekly, with regular communications in the interim. It is anticipated that the Project Manager will take the lead on all the elements of the pre-opening period, directing the core group in its activities and reporting into the Trust on a monthly basis. The Trust in their role as steering group will provide strategic direction and decision-making. Outside of the Trust meetings, directors will be requested to provide support as and when their expertise is required. For example, David Lebond and Katie Bell will be providing marketing support.

A scheme of delegation will be developed for the project in pre-opening to cover the operation of the Trust and core group. This will also include delegation of financial responsibilities for handling the project development grant, using the Academies Financial Handbook.

## F1 (a) Skills and experience of your team

### Principal Designate Recruitment Timeline – Opening September 2019

Action	Date	Comment
Compile application pack, including job description, person specification, brochure, application form, safeguarding statement	July 2018	Project Director, Orion School, Project Manager
Advertise position <ul style="list-style-type: none"> <li>- TES</li> <li>- <a href="http://www.jobs.barnet.gov.uk">www.jobs.barnet.gov.uk</a></li> <li>- Local newspaper</li> <li>- Networks</li> <li>- Social media</li> </ul>	September 2018	Process managed by Project Manager
Shortlisting	October 2018	Project Director, Orion School
Invite to interview, including pre-interview task	October 2018	Project Manager
Request references upon confirmation of attendance at interview	October 2018	Project Manager
Assessment days Tasks include: <ul style="list-style-type: none"> <li>- Interview</li> <li>- Presentation</li> <li>- Teaching</li> <li>- Teaching observation</li> <li>- Observation feedback</li> <li>- Pupil interview</li> <li>- Finance task; Data analysis task; Pupil progress task; Community engagement task; Governance task</li> <li>- Meeting members and governors</li> </ul>	October 2018	Panel – DfE Education Adviser Lead proposer Orion School 3 directors
Ratification meeting	October 2018 - Evening	Governors
If unsuccessful:		
Review for second round Headhunting	October 2018	Project Manager, Project Director
Second round (as above, subject to review)	Nov – Dec 2018	Project Manager, Project Director
Third round if required	Jan – Feb 2019	Project Manager, Project Director
Principal Designate – buy release p/t from current role	Jan – April 2019	
Principal Designate – in post full time	April 2019	

## F1 (b) Skills gap analysis

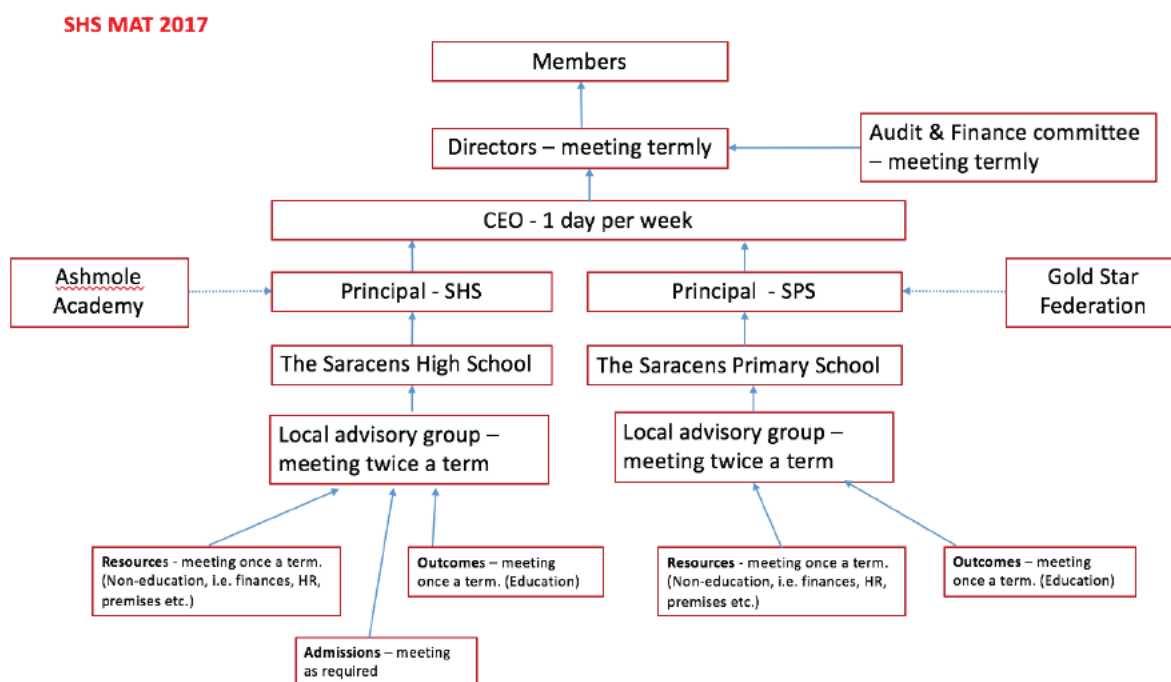
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
IT	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from The Orion / Goldbeaters Federation, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
Legal	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from Ashmole Academy or The Orion / Goldbeaters Federation, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
HR	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from The Orion / Goldbeaters Federation, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
Project management	This is not a skills gap, but a time commitment gap in the pre-opening team	The Trust will advertise for a project management company to tender for the project to open the school.

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

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

The Saracens High School Trust Limited has already been established as a single academy trust and company limited by guarantee using the DfE model Articles of Association for a Single Academy Trust. This will be amended to be The Saracens School Trust Limited, and the articles will be amended to be the DfE model Articles of Association for a Multi-Academy Trust.

The structure of the MAT in 2017 is shown in the diagram below:



The current relationship with The Orion Primary School and Goldbeaters Primary School (Gold Star Federation) can be described as ‘sister’ schools to the Saracens Primary School. They are not within the MAT in 2017, but the Headteacher will be supporting The Saracens Primary School to deliver an outstanding education, this is with the support of both governing bodies in the Gold Star Federation. This relationship will be the same in format as the relationship with Ashmole Academy, supporting the development of Saracens High School.

Initial discussions are currently taking place between the schools and The Saracens High School Trust Limited, for them to join the MAT and it is anticipated that the structure shown in the second diagram in in place for 2020. Ashmole are in the process of becoming their own MAT, and as such, will not be joining the Saracens MAT.

### Roles and responsibilities

The members of the Trust will not play a major role in the day to day running of the company but are the ultimate guardians of the Trust’s educational vision with control over



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

the company, including making important decisions such as changing the constitution of the company, appointing and removing directors of the company, and receiving the annual accounts of the company in line with the requirements set out in the model Articles of Association for a single academy trust which have been adopted in full by the Trust. The members of the Trust will meet bi-annually, once to review the strategy of the Trust, and once to accept the accounts. These meetings will follow on the same evening as full Trust meetings, to allow for easier attendance at both.

The Trust is governed by the trustees who will appoint a local advisory group to each school within the Trust. The Trustees are directors of the company for the purposes of the Companies Act 2006 and trustees for the purposes of charity legislation. The company trustees and governors will be responsible for the setting of general policy and educational vision of the free schools, ensuring compliance with the Academies Financial Handbook, appointing senior staff, together with monitoring the activities of the Trust and making major decisions about the direction of the Trust.

As part of their financial responsibilities, the board of trustees is responsible for ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial Handbook.

The chief executive officer will be appointed as the accounting officer. The main responsibilities of this role is to ensure high standard of probity with public money, specifically ensuring value for money, regularity and propriety. This is a personal responsibility of the accounting officer and cannot be delegated.

A chief financial officer will also be appointed to lead on financial matters. They will hold appropriate qualifications and experience for that role. It is expected that this role will be held by the trust business manager.

Whilst The Saracens Schools Trust will operate as a multi-academy trust (MAT), it is proposed that, as this is a community based consortium, there may need to be a number of people co-opted to the Trust board and local advisory groups to ensure governance functions are effectively carried out, with trustees and local advisory groups having the requisite skill sets to govern the schools, and at the same time ensure that there is sufficient representation from the community which The Saracens Schools will serve. The trustees will appoint the principal and vice-principals to each school within the MAT. The principal, with the support of the trustees and local advisory group for the school will have responsibility for the recruitment of all other staff.

The trustees will be responsible for the monitoring of the performance of the school, the principal and the senior leadership team, through the local advisory groups. This will include the regular scrutiny of academic performance, behaviour and individual school

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

finances, through monthly and termly reports from the schools which will be used as a basis for school visits by the local advisory groups, to show how the results are being delivered and the impact the strategies are having on the education of the children. The trustees will also have primary responsibility for engagement with the local community. Practical aspects of both of these activities may be delegated to the local advisory groups, but not the responsibility.

Trustees have been put in place by ensuring that there is a wide range of skills and knowledge as outlined in the previous section. Governors for the local advisory groups will be recruited in the same manner, using networks, marketing and support organisations such as SGOSS and Inspiring the Future.

An induction programme will be developed for both new trustees and new governors, including Introduction to Being a Governor, Safeguarding and Prevent – all three of which must be done within 2 months of accepting an appointment. Ongoing training will be co-ordinated by a trust director for the trust and a governor in each school for their specific advisory group. There will also be joint training, where appropriate, which will also embed the concept of the MAT with the trustees and governors.

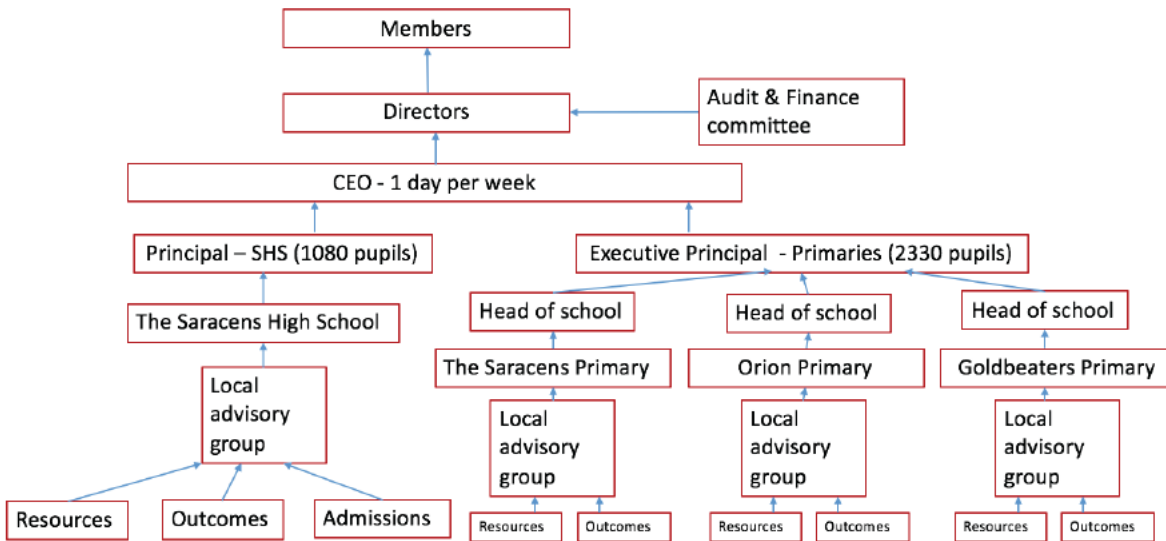
The principal of each school will be responsible for the internal organisation and management of their school and will be accountable to the local advisory group and trustees for their management and strategic direction of their free school.

A full multi-academy trust scheme of delegation will be developed during pre-opening, using examples from other successful MATs.

Although discussions are at an early stage, it is anticipated that by 2020 the Orion and Goldbeaters primary schools will have joined the MAT and the structure will become as shown in the diagram below. This is a change management process that may take some time and cannot be rushed.

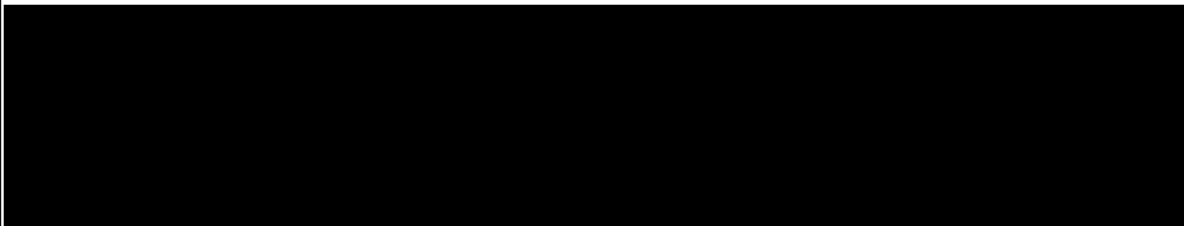
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

SHS MAT 2020

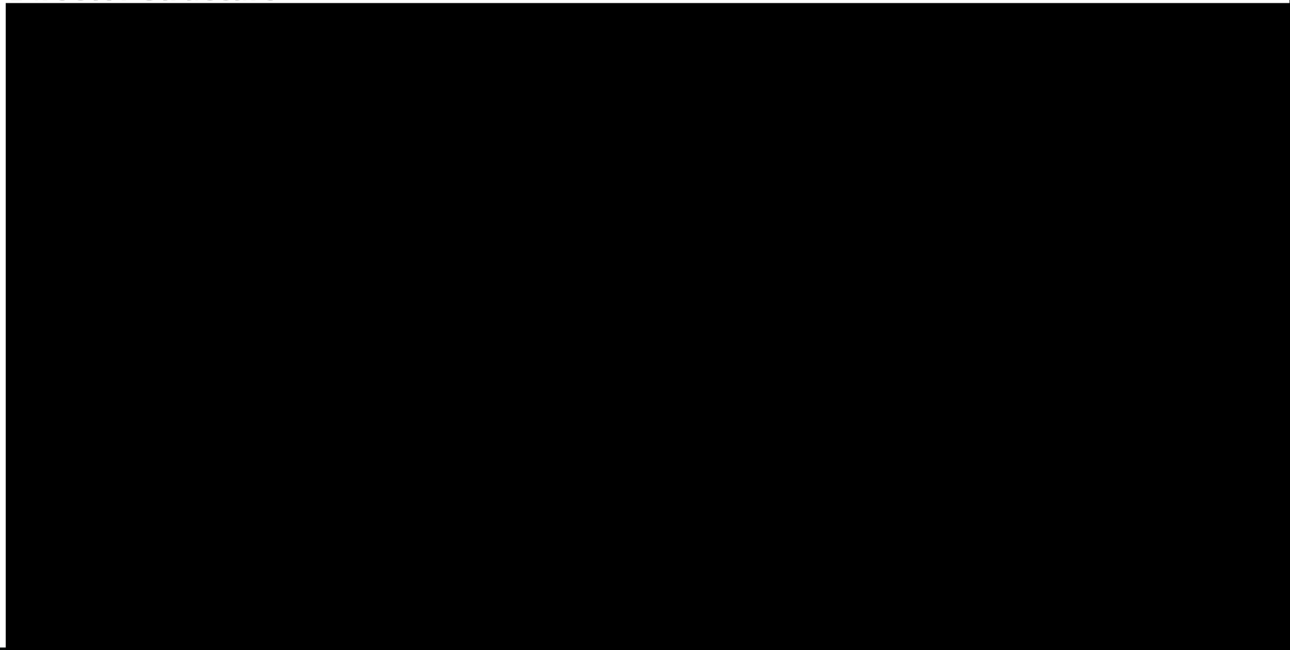


**Company membership**

To ensure continuity of support to schools within The Saracens Schools Trust, the members of the company are individuals from Saracens Rugby Club, Saracens Sport Foundation, and Ashmole Academy as an institutional member, whose representative member will be the Chair of Governors. The current members are:



**Director structure**



## **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**

Further trustees will be appointed as necessary in line with the proposed governing body structure noted below.

### **Local advisory group**

The local advisory group for the Saracens Primary School will initially comprise:

- the principal of the school;
- upto 6 governors as the trustees decide are necessary to support the school;
- 2 elected parent governors;
- 1 elected staff governor.

It is the Trust company's intention for members of the Trust and local advisory groups to fulfil the high standards of governance expected of governing bodies as identified by the DfE and the National Governors Association (NGA).

In proposing the structure of the trust board outlined above, the steering group has been mindful of the governing body skills audit of the NGA to be assured that both the trust and local advisory groups will have the necessary skills, knowledge, experience and capacity to fulfil the highest standards of school governance. In identifying the necessary skill sets for effective governance of the free schools, the steering group has sought skills and knowledge which will allow trustees and local advisory groups to be able to ask the right questions, analyse data and have focussed discussions which create robust accountability for each of the MAT schools' senior leadership teams.

In particular, The Saracens High School Trust will ensure that all trustees and local advisory groups will exhibit a strong commitment to improving education for all pupils of the schools, and will have a commitment to the trust's vision and ethos. Additional skill sets that will exist across the trust and local advisory groups of the free schools include, but are not limited to, the following: experience of professional leadership, understanding and experience of strategic planning, change management expertise, understanding of current education policy, communications skills, the ability to analyse complex financial data, performance management experience, experience of procurement, facilities management expertise and legal expertise.

Trustees and local advisory group members will also have strong links with the local community, links with local business, knowledge of the local and regional economy, together with experience of working or volunteering with young people, and knowledge or awareness of special educational needs.

### **Managing conflicts of interest**

In setting up the The Saracens High School Trust company we have already adopted the

**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**

DfE's model articles for a single academy trust in full with amendments only in line with DfE recommended guidance. This will be changed to the DfE's model articles for a multi-academy trust. Therefore, in accordance with our articles, both present and future, any trustee or local advisory group member who has or may have a personal interest which may conflict with his/her duties as a trustee will be required to disclose that to the trust as soon as they become aware of it.

Trustees and local advisory group members will not be permitted to take part in any trust discussions in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the Trust and any other duty or personal interest. The same arrangements for disclosing and managing conflicts of interest will apply to local advisory groups.

We consider a conflict of interest to be any situation in which a trustee's or local advisory group members personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the trustee's or local advisory group member's decision making. This might be when a trustee or local advisory group member is on the board of, or an employee of, another organisation in a related field or when a trustee or local advisory group member obtains information as a member of the board which he or she could exploit for other purposes.

In addition, conflicts of interests may arise where the personal interests and/or loyalties of a person connected to a trustee or local advisory group member conflict with those of the Trust. A connected person includes people who share an economic interest such as business partners and family members.

Trustees and local advisory group members will be required to declare their interests and any gifts or hospitality received in connection with their role on the trust. A declaration of interests form will be provided for this purpose, listing the types of interest which should be declared and at each meeting of the board or local advisory group, the opportunity to declare any interests will be given by the chair.

In order for it to be effective, trustees and local advisory group members will be asked to update this declaration annually, and also when any changes occur. Where trustees or local advisory group members are not sure what to declare, or whether/when their declaration needs to be updated, they will be expected to err on the side of caution.

This register of interests will also be used to record all gifts of a value over £10 received by trustees and local advisory group members in connection with their role on the trust. Where a trustee or local advisory group members does receive a financial benefit from a decision of the trust, this will be reported in the annual report and accounts in accordance with the Charities Statement of Recommended Practise (SORP). And the total of all

## **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**

payments or benefits in kind to trustees will be reported in the trust's accounts and annual report.

Where a trustee or local advisory group member is connected to a party involved in the supply of a service or product to the charity, this information will also be fully disclosed in the annual report and accounts.

### **Ashmole Academy Trust**

There will be a known conflict of interest with Ashmole Academy Trust. They may be providing services to either school at cost, such as back office support, and seconded teachers whilst the pupil numbers are low in the secondary school. In the circumstances where there is a potential conflict of interest on an issue related to the services provided by the Ashmole Academy Trust, this will be managed by allowing the member representative and the headteacher to take part in discussions in the meeting to provide information, but to remove themselves prior to further discussions and decision-making.

### **The Orion Primary School and Goldbeaters Primary School**

There will be a known conflict of interest with The Orion Primary School and Goldbeaters Primary School. They may be providing services to either school at cost, such as back office support, and seconded teachers. In the circumstances where there is a potential conflict of interest on an issue related to the services provided by the The Orion Primary School and Goldbeaters Primary School, this will be managed by allowing the director / headteacher to take part in discussions in the meeting to provide information, but to remove themselves prior to further discussions and decision-making.

### **Ensuring independent challenge**

To ensure a clear line of accountability between members and directors, we will ensure that there is never a majority of members who are also directors of the Trust.

In the initial phase, there will be nine directors but this will rise to ten as the principal of The Saracens High School is appointed, and eleven on appointment of the executive principal of the primary schools which will enable sufficient challenge to the operational management of the trust.

Periodically, we will commission external reviews of standards and quality of the trust's governance and management, and of the operation of the schools within the MAT from suitably qualified independent external advisers, one example being to assist with the headteachers' performance management to ensure it is a rigorous process.

To ensure scrutiny and challenge of the trust's affairs, an auditor will be appointed to the trust early in the pre-opening phase and responsible officers, holding no remit for the management of the trust's and individual schools' finances, will be appointed to the local advisory groups.

## **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**

### **Local advisory groups and committees**

The local advisory groups and committees of the Trust will be where the main work and monitoring is carried out, alongside trustee and local advisory groups member visits to the schools to see the work in practice and to see evidence related to the relevant KPIs. This will ensure a thorough understanding of the schools and provide confidence to the trust board and members that the vision and ethos is being delivered. In addition, the opportunity to engage directly with students, staff and parents is vital to the success of the trust board and local advisory groups. The committees will report into the local advisory groups a summary on their meetings (full minutes being distributed to all of the specific local advisory group). Some decisions will be made at committee level, and some will be referred to the local advisory. Other decisions will be referred to the trust board for approval. A full MAT scheme of delegation will be developed prior to opening to allow this process to happen efficiently and effectively. The population of each local advisory group and committee will be developed prior to their official, with consideration of the skills of each local advisory group member to ensure the right person is on the appropriate committee.

### **Communications**

Whilst the role of the trust is clear, the trust board recognises that they are not an isolated group, and that input is required from the wider community. Each local advisory group will engage with the student council, where students will be invited to attend part of the committee meetings to represent the student voice. Engagement with parents whilst primarily the remit of the principal, will be through a trust newsletter, the website, meeting parents and school events and parent surveys. The wider community will have opportunity to be heard through events in the school and outreach work by the school. The trustees will also spend time in the schools to monitor the impact of their vision and decisions.

This principle of communication and involvement of related groups is part of the Saracens ethos, it is not just about the individual, but their family and the wider community.

### **Future plans**

The members of the Saracens High School Trust have stressed that whilst this school will be the second under the Saracens Trust, and the priority for its focus, in time the Trust intends to develop into a larger multi-academy trust with a number of schools across the education spectrum. This expansion will be delivered on a needs basis and in full collaboration with other local schools and the local educational authority.

## Section G – budget planning and affordability

### G1 – budget planning and affordability

The schools used for benchmarking costs when planning the budget for The Saracens Primary School include Colindale Primary, which is 3FE, 10 minutes walk from the proposed site and is of equivalent size to The Saracens Primary when full in 2025; Orion Primary and several other new recently opened free schools (included to provide accurate costings for new build schools).

The financial spreadsheets have also been completed for 66% admission levels (60 pupils, 2FE) to ensure financial viability at a lower number of pupils.

#### **Income**

The figures for the school are based on the expected income for the London Borough of Barnet. Some of these have been changed to reflect the experience of the schools in the local area of Colindale. In particular with regard to Deprivation, Pupil Premium and English as an Additional Language, the rates have been adjusted to cautiously reflect the experience in the other local schools, which is higher than the Barnet average. Further information on this is found in Section D.

Income for the nursery (39 FTE place 3 year old and 24 FTE place 2 year old, as requested by Barnet) and 50 week day care provider is set at £30,000 which is a conservative figure based on similar successful models in comparative schools. This is not included as expected income for year 1, in case the school is in temporary accommodation and the nursery / day care cannot operate. The pupil numbers for the nursery are not included on the spreadsheet because that will generate income that will not come to the school, but to the provider. The school is not dependent on nursery income to breakeven in any year.

No figures are provided for catering income for school meals, as this will match expenditure, with the exception of the provision of free school meals, where there will be no extra income, but a significant cost.

#### **Expenditure**

In most cases the figures match the recommendations provided in the spreadsheet for a typical primary school, as they tend to be in line with expectations. Where costs differ from the recommendations, this is based on real costs experienced by the schools used for bench-marking.

MAT Central services – for clarity, each item from MAT central services is included in the spreadsheet as individual lines, instead of an overall charge to the school. This demonstrates the detail that would not otherwise be visible for an overall charge. The charges have been calculated based on there only being The Saracens High School and The Saracens Primary School in the MAT. However, it is expected that both Orion and Goldbeaters will both join the MAT by 2020, reducing the central services costs charge to each school. The central services provided by the MAT will be developed over time to



## **G1 – budget planning and affordability**

provide real efficiencies to the schools within the MAT.

Whilst there will be management costs associated with the Trust, these have been shown within the budget, as individuals on the staff tab. For example, the business manager will be employed at Trust level, but a percentage of their time, will be charged to the school, corresponding to their time spent supporting the school. Another example of this would be the school's contribution to legal costs of ██████ per year.

Incremental drift is based on the expectation that all teaching staff will achieve a performance management of "Good" or "Outstanding" and therefore will be entitled to performance related pay increases. This does not include inflation, as this is not used elsewhere.

It is not the policy of the Trust to employ casual supply teachers, hence no cost attributed to this line. The support teachers and, more so in the early years, the head of school, will fulfil this function for short term absence and training and PPA time. Longer term absence that requires a supply teacher will be covered by insurance, which is costed in.

Energy costs are budgeted significantly higher than the typical primary school amount. This is based on real-life experience of recently opened primary free schools. The costs are significantly higher than the per-pupil cost shown because for example, the whole school needs to be heated to reduce the risk of damp to the building, irrespective of the numbers of children using the building.

The cost of pupil services corresponds with schools in the local area, which reflects the high levels of deprivation and pupil premium.

The catering cost is neutral – the cost of meals will be paid directly to the catering company, either local authority or private provider. There is a cost for free school meal pupils which is shown.

Whilst the overall surplus of the school will be reasonable at the end of year 8, it is anticipated that any excess surplus would be used for projects identified by the school for the benefit of the students. This might cover capital projects, redevelopment work or other provisions, as well as allowing for changes in the funding received either due to government decisions or unforeseen changes in student numbers. The aim will be for the school to have an in year surplus of at least 2% of total income as reflected in the figures, after the first year as pupil numbers grow, balancing out some of the fixed costs.

### **Reduced pupil numbers**

The financial spreadsheets have also been completed for 66% admission levels (60 pupils, 2FE) and the school is financially viable at this level of pupil numbers.

Any shortfall in student numbers will lead to a reduction in staffing as described in Section D3 and all variable costs will also reduce accordingly. There will be some static fixed costs that cannot reduce, despite pupil number reductions, such as the cost of

### **G1 – budget planning and affordability**

audit, heating the building, marketing (which will actually need to increase slightly to encourage pupils to attend the school) and grounds maintenance.

However, reduced pupil numbers are not anticipated because The Saracens Primary School is being opened in response to the local authority's need to provide places for local children.



*Another good school like the Orion could only be a good thing.*  
Local parent



*Really good to open a new school around here. I will support it as much as I can.*  
Local parent

# Annexes

## Annex 1 - Full School Brochure, fold out A5



IN 2019 AND BEYOND, THERE WILL NOT BE ENOUGH PRIMARY SCHOOL PLACES IN BARNET. TO MEET THE DEMAND FOR EXTRA PLACES, THE SARACENS SCHOOL TRUST IS PROPOSING TO OPEN A THREE FORM ENTRY PRIMARY SCHOOL IN SEPTEMBER 2019.

- This will be an independent, state-funded primary school that will form part of the local community of schools.
- The Saracens Primary School will be a partnership between The Saracens School Trust and The Orion Primary School, educational professionals, Saracens Rugby Club, The Saracens Sport Foundation and Middlesex University.
- Saracens has demonstrated a firm commitment to the broader community over a 16 year period through the work of our charity, Saracens Sport Foundation: we have been able to change the lives of children, young people and older people within our community through the power of sport, engaging over 70,000 young people annually.
- We believe that children in this area need to know that they can have a clear pathway to higher education or a good job from the outset, along with the means to achieve both educational and life goals.

**WHY**

**The Saracens School Trust is proposing to open a primary school in September 2019.**

**FORTITUDO & COMMUNITATE  
STRENGTH FROM COMMUNITY**

**Message from Chris Flathers**

**Principal** Orion and Goldbeaters Primary Schools  
**Steering Group Member** The Saracens Primary School

*"This new primary school will have the unique Saracens spirit and ethos. Finding and developing the potential of every child is a not just talk but a real goal. Pupils will succeed academically and there will be a special emphasis on finding then nurturing everyone's talents.*

*The school has an extra special feature - developing "character" from a very young age. The best schools today ensure that their pupils have grit and determination as well as pride and respect for all. Saracens are amazing at motivating people in these areas already.*

*The school will play its part developing the many young people who will be living in this area of North London.*

*What an exciting future! "*

**Chris Flathers**

**The partnership of Goldbeaters and Orion is best described as a brother/sister relationship i.e. we are a very close family who share the same principles and learn together.**

**The new partnership with Saracens is simple too - we have a new cousin! We are there to help and provide best advice so that our new relation (the brand new primary school) grows with success and serves the brilliant community in the same positive way that we do.**

**This is modern education at its best - serving many families and the wider community that we are proud to be part of.**

### Our Ethos and Values

OUR WORK IN THE CLASSROOM AND IN OUR EXTRA-CURRICULAR ACTIVITIES WILL BE SUPPORTED BY OUR ETHOS AND VALUES:

**DISCIPLINE:** Saracens Primary School will be an orderly, safe and joyful school where children will be governed and guided in their behaviour by fair and sensible principles.

**HARD WORK:** All staff and children will work incredibly hard to fulfil the potential of each individual in the community and to maintain a relentless effort for school improvement.

**HONESTY:** This will include an honest appraisal of effort and attitude, both in terms of contribution in the classroom as well as in enrichment activities.

**HUMILITY:** Teaching styles will reflect a commitment to character development. Our strategic intent will be to create a culture of success where the achievements of others are celebrated as warmly as personal attainment.



PROPOSED OPENING IN SEPTEMBER 2019 FOR RECEPTION

**In 2019 and beyond, there will not be enough primary places in the borough of Barnet. To help meet the demand for extra places The Saracens School Trust is proposing to open a three form primary school in September 2019.**

- This will be an independent state-funded primary school where expectations will be extremely high.
- Staff will work tirelessly to ensure success for every child.
- We are currently collecting information in your area to measure support for this school. We may share this information with the Department for Education as part of our application to open this school. This information will not be used for any other purpose.
- Our school will abide by Barnet Borough Council admissions' criteria and will admit children with special educational needs, children in care, siblings and those living closest to the school in that order of priority.

Please **SUPPORT US** by completing the form overleaf\* or go online [www.thesaracensprimaryschool.co.uk](http://www.thesaracensprimaryschool.co.uk)

\*Translation services available

SUPPORT US

THE SARACENS  
primarySCHOOL

### Parental Support Survey

1. If you have a child, would you consider sending your child to The Saracens Primary School?

a. YES  NO

b. In which year would your child need a Reception place?

2019  DOB from the beginning of Sept 2014 to end of August 2015.

2020  DOB from the beginning of Sept 2015 to the end of August 2016.

OTHER

2. If you are not a prospective parent, do you support this initiative?

a. YES  NO

b. Your role in the community \_\_\_\_\_

3. Please give your contact details

NAME \_\_\_\_\_

POSTCODE \_\_\_\_\_

EMAIL \_\_\_\_\_ (we don't need your full address)

EMAIL \_\_\_\_\_

### YOUR COMMENTS OR IDEAS

4. Your comments or ideas – please let us know:

YOUR IDEAS

For further information, please get in touch with us

**POST:** Please send this form to:

The Saracens Primary School, Allianz Park,  
Greenlands Lane, London NW4 1RL

**WEBSITE:** [www.thesaracensprimaryschool.co.uk](http://www.thesaracensprimaryschool.co.uk)

**EMAIL:** [info@thesaracensprimaryschool.co.uk](mailto:info@thesaracensprimaryschool.co.uk)

**TEL:** 0203 675 7212

Promotional postcard



**The Saracens School Trust is proposing to open a primary school in Barnet in September 2019.**

*“This new primary school will have the unique Saracens spirit and ethos. Finding and developing the potential of every child is a not just talk but a real goal. Pupils will succeed academically and there will be a special emphasis on finding then nurturing everyone’s talents.*

*The school has an extra special feature - developing "character" from a very young age. The best schools today ensure that their pupils have grit and determination as well as pride and respect for all. Saracens are amazing at motivating people in these areas already.*

*The school will play its part developing the many young people who will be living in this area of North London.*

***What an exciting future! ”***

**Chris Flathers**

**Principal** Orion and Goldbeaters Primary Schools  
**Steering Group Member** The Saracens Primary School

Please **SUPPORT US** [www.thesaracensprimaryschool.co.uk](http://www.thesaracensprimaryschool.co.uk)



## Annex 2 - Letters of Support (in addition to those in previous application)

Putting the Community First

**BARNET**  
LONDON BOROUGH

**North London Business Park (NLBP)**  
**Oakleigh Road South**  
**London**  
**N11 1NP**



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

Dear Sir/Madam,


### **Saracens High School Trust**

In developing the proposal to establish a new secondary free school in the Colindale area, Saracens High School Trust has developed a strong partnership with local primary and secondary schools, residents and prospective parents. Responding to this enthusiasm, the Trust now has an ambition to establish a primary free school, working closely with the Orion primary school, an outstanding Barnet primary school in Colindale.

Colindale is an area of significant housing growth attracting new families into the borough as well as regenerating poor quality existing housing. The council's own data shows a need for an additional four forms of primary entry by 2020, rising to nine over the next 10 years in this part of the borough. Should Saracens be successful in establishing both a secondary and primary free school offer, this would provide a cohesive educational offer for this new emerging community.

Saracens are working in partnership with the Orion Primary School, an outstanding four form entry primary school in the heart of the Colindale regeneration area. This on-going collaboration and support will be a vital element to establishing a successful educational provision in one of the more deprived parts of the borough.

I am confident that Saracens's primary school, as part of a Saracens's Multi- Academy Trust with Saracens's High School and supported by Barnet's existing outstanding local schools, will add positively to Barnet's excellent educational offer for children and young people.



[REDACTED]

----- Original message -----

From: [REDACTED]  
Date: 20/09/2016 06:30 (GMT+00:00)  
To: [REDACTED]  
Subject: Saracens School.

To whom it may concern.

It gives me great pleasure to support the application for Saracens to develop a new school in the Colindale and Brent area .

I have spent many years delivering motivational talks around the country promoting the value of sport and team work .

Indeed I am aware of the necessity to assist the disadvantaged children in the borough and Saracens bold initiative is to be applauded.

I wish the project every success, David Dein  
Ambassador Premier league .



## Annex 3 - CVs (All previously submitted in Wave 11) Gordon Banks

CV template		
1	Name	Gordon Banks
2	Area of expertise	Community Development
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: Saracens Position: Community Director Responsible for the management of the Saracens Sport Foundation and all key strategic relationships. Dates: October 2002 – to date</p>
		<p>Name: NSPCC Position: Senior Development Manager Management of a fundraising team raising funds from the sports industry and all major governing bodies, leagues, sponsors, and sports personalities. Dates: January 2000 – October 2002</p>
		<p>Name: London Wasps Rugby Club Position: Community Development Manager Established a community development and marketing strategy at the start of the rugby union professional era. Dates: September 1997 – January 2000</p>
4	<b>For finance only:</b>	n/a
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	<p>I have gained extensive experience working with communities and a plethora of partners to improve the lives of children and young people. Using sport as a platform I have developed projects that have delivered considerable personal development and enhanced educational attainment.</p> <p>Having worked at Saracens and the Saracens Sport Foundation for over 13 years I also have a detailed knowledge of the organisation, its values, its people and its aspirations. I am very well placed to translate this DNA of Saracens into our educational vision and the delivery of an outstanding school.</p>
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Nigel Wray – Chairman, Saracens Rugby Club <a href="mailto:gina.wernham@brendonstreet.com">gina.wernham@brendonstreet.com</a>

## Kathleen Ann Bell

CV template		
1	Name	Kathleen Ann Bell
2	Area of expertise (ie education or finance)	Higher Education / Marketing
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Middlesex University Position: Deputy Vice-Chancellor, Chief Marketing Officer Dates: 02/03/2009 – to date
		Name: Glaxo Smithkline Position: Vice President Dates: 2005 - 2008
		Name: Glaxo Smithkline Position: Strategic Planning Director Dates: 2001 - 2004
4	<b>For finance only:</b>	n/a
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	Higher education will be one of the main destinations of the students. Current and previous marketing and student engagement experience.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	Moved MU up 40 places in Sunday Times league table 2009 – 2015, now at 74 <sup>th</sup> Quality of student entry + 60 tariffs since 2009
8	Reference names(s) and contact details	Professor Waqar Ahmad, <a href="mailto:w.ahmad@mdx.ac.uk">w.ahmad@mdx.ac.uk</a>

## Derrick Brown

CV template		
1	Name	Derrick Brown
2	Area of expertise (ie education or finance)	Education
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul>	Name: Ashmole Academy Position: Head Teacher and CEO of Trust Dates: 1997 - today
		Name: Position: Dates:
4	<b>For finance only:</b>	
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	78% 5+ Eng & Maths 61% EBacc 6 <sup>th</sup> Form 857.7 per student and 231.8 per entry Best 8 Value added 1033.8
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	Ashmole Academy is an approved sponsor of schools. I am an NLE since 2011 and the school a national Support school
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Mr I Harrison, Director of Education, London Borough of Barnet

## Ann Bunyard

CV template		
1	Name	Ann Bunyard
2	Area of expertise (ie education or finance)	Retired but work part-time as bookkeeper in Alumni association Education
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Old Millhillians Club c/o Mill Hill School Position: Bookkeeper Dates: October 2009 ongoing
		Name: Position: Dates:
		Name: Position: Dates:
4	<b>For finance only:</b>	N.A.
5a	<b>For education only:</b> if you are	N.A.
5b	<b>For education only:</b> if you are	
6	Brief comments on why your previous experience is relevant to the new school	I have been a resident in the London Borough of Barnet for over 30 years; was a teacher at Barnet College for 12 years and have been involved with Saracens for over 20 years and in particular was a founding patron of The Saracens Sports Foundation. My experience will be relevant to the community relationships.
7	<b>Optional:</b>	N.A.
8	Reference names(s) and contact details	Mr. R. Howell, 01707 652179 bob.howell2@hotmail.com, Mr. J. Hammett 020 8440 5808 jah@robert-stuart.co.uk

# Graham Chase

CV template		
1	Name	GRAHAM FRANK CHASE
2	Area of expertise (ie education or finance)	BUSINESS, PROPERTY & DISPUTE RESOLUTION, EDUCATION (Delivery & Governorship)
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Chase & Partners LLP Position: Chairman Dates: 1 <sup>st</sup> June 1995 to present
		Name: Kings Ely School Position: Trustee Dates: 1 <sup>st</sup> September 2015 to present
		Name: Westminster University Position: Professor (Visiting seat) Dates: 30 <sup>th</sup> June 2015 to present
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	Past President and Fellow Royal Institution of Chartered Surveyors (Qualified 1980, Fellow 1998, Preside 2006/7) Membership No: 0057203 Chartered Arbitrator (Qualified 1995, Fellow 1999, Chartered Arbitrator 2009) Membership No: 17147 CPD/LLL and Practice (Full practicing member to both Professional Institutions RICS/CI Arb)
5a	<b>For education only:</b>	n/a
5b	<b>For education only</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	Business, Property, Education delivery and governance, and Community expertise required for status of proposal for Saracens Community High School (plus long term association with Saracens RFC)
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	For others to judge but Chairing a professional firm of Chartered Surveyors and Chartered Town Planners for 21 years, leading my profession as President of RICS and appointed as one of only 600 Chartered Arbitrators worldwide is hopefully evidence of standards achieved and ethics promoted.
8	Reference names(s) and contact details	1. Lord Balchin of Lingfield House of Lords, London SW1A 0PW 2. Lord Neuberger of Abbotsbury President Supreme Court, Parliament Square London SW1P 3BD 3. Michael Slade President Land Aid Chairman Helical Bar PLC 5 Hanover Square, London W1S 1HQ

## CURRICULUM VITAE – Brief Synopsis

*Graham F. Chase FRICS C.Arb FRSA FInstCPD (RICS Registered Valuer)*

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Graham Chase is the Senior Partner of retail and leisure property specialist Chase and Partners LLP, Chartered Surveyors based in central London. He is a Fellow & Past President of the Royal Institution of Chartered Surveyors, a Chartered Arbitrator, President and Past Chairman of the Association of Town & City Management, a Freeman of the City of London, Past Master of the Worshipful Company of Chartered Surveyors and a Fellow of the Royal Society for the encouragement of Arts, Manufactures and Commerce.

In his 40 year career he has advised on the development, letting and funding of retail and leisure schemes with a combined value of over £10billion and advised over 40 Local authorities. He has acted on behalf of a number of national and international retailers acquiring retail accommodation throughout the UK with his latest client Gudrun Sjödén, one of Sweden's leading fashion retailers who was recently awarded the King of Sweden's Medal for Design. On the development side one of his latest commissions was advising the London Borough of Wandsworth on the viability of the retail and leisure elements of the Battersea Power Station regeneration project. During 2015 he has appeared as the principal expert witness on viability issues in the CPO public inquiries in the £1 billion Croydon town centre and £850 million Edinburgh City centre redevelopment proposals.

Graham's core activities are as a commercial surveyor, estate agent and consultant in the retail and leisure property, occupational, investment and development market. He also acts as an Expert Witness in the High Court, Lands Tribunal and Planning Inquiries and receives a number of appointments as an Independent Expert and Arbitrator on rent review, service charge, onerous conditions in planning consents and development profit share disputes.

He is the Consultant Editor of the Surveyors Handbook on "Business Tenancy Renewals" and has chaired and been involved in a number of Practice Statements, Guidance Notes and Information papers for the RICS including the Code of Measurement, Expert Witness, Advocates, Conflicts of Interest, Arbitrators and Independent Experts, Viability in Planning, Business Tenancies and Short Form Commercial Leases. He has sat on the Bank of England's Commercial Property Forum and was a member of the Property Advisory Group (PAG) of the ODPM. He was one of the founders of EAPS (Expert Advisors in Planning Services) which provides expert services to HM Planning Inspectorate. He currently is a member of the chartered Institute of Arbitrators London Branch committee.

He is a former pilot and gliding instructor, a Trustee of the Maritime Heritage Foundation, a Director and Trustee of Alford House a youth club for the disadvantaged in Lambeth and Vice Chairman of the Covent Garden Area Trust. He is a past Non Executive Director of Assura Group Plc investing in Primary Care Trust facilities and which, with others, he floated on the London Stock Exchange in 2003. He is a Trustee and Director of the College of Estate Management, a past External Examiner for both Northumbria and Kingston Universities a visiting lecturer and Honorary Fellow of London South Bank University, visiting Professor at Westminster University and retired DJ with the pseudonym "Fat Boy Fat".

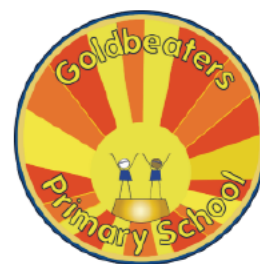
## Chris Flathers

CV template		
1	Name	Chris Flathers
2	Area of expertise (ie education or finance)	Education
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Chris Flathers Position: Headteacher The Orion Primary and Goldbeaters Primary Schools Dates: 2000 – present at Orion, 2004 – present with Goldbeaters
		Name: Position: Dates:
		Name: Position: Dates:
4	<b>For finance only:</b>	n/a
5a	<b>For education only:</b>	See below
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	I am able to advise on ethos, what next for my Y6 pupils, needs of all my families taking up places in the new secondary school. We aim to be feeder schools.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	As Head I “fresh started” Orion i.e. reopened 2 failing schools. We now have 3 outstanding grades 2005 – 2015. At Goldbeaters I turned around a very weak school as well. We Federated in 2004. We were judged as an Outstanding Federation following an OFSTED visit in 2011.
8	Reference names(s) and contact details	Referees: Rachel Shear The Orion Primary School Grahame Park Way London NW7 2AL Vicky Dawes Goldbeaters Primary Thirleby Rd Edgware HA80HA

## Goldbeaters Results 2015 – The Easy Guide

### Key Stage 2 Results (Y6)

	2008	2009	2010	2011	2012	2013	2014	2015	2015 National
<b>English</b>					98%	95%	100%	<b>L4 100%</b>	89%
<b>Reading</b>					(38)	(35%)	(60%)	<b>L5 85%</b>	(48%)
<b>English</b>					80%	80%	95%	<b>L4 93%</b>	85%
<b>Writing</b>					(23)	(33%)	(45%)	<b>L5 38%</b>	(36%)
<b>English</b>						85%	88%	<b>L4 93%</b>	80%
<b>Grammar</b>						(65%)	(72%)	<b>L5 63%</b>	(56%)
						4% L5	4% L6	<b>L6 7%</b>	
<b>English</b>	78	90 (37)	88 (29)	95 (32)	96% (23)				85%
<b>Maths</b>	76	88 (43)	97 (37)	97% (42)	97% (44)	98% (42%)	100% (51%)	<b>L4 100%</b> <b>L5 60%</b> <b>L6 10%</b>	87% (42%)
						7% L5	9% L6		



## KS 2 – Year 6 Level 4

Figures in brackets are our level 5 which means well above average. Level 6 is what children aim to get at secondary school.

	2012	2013	2014	2015 Orion	2014 National
<b>English Reading</b>	98 (77)	95 (55)	95% (76%)	98% Level 5 62%	89% L5 49%
<b>English Writing</b>	91 (28)	95 (38)	93% (32%)	97% Level 5 39%	85% L5 33%
<b>English Grammar</b>		93 (73)	95% (76%) L6 3%	98% Level 5 75% L6 3%	76% L5 52%
<b>Maths</b>	98 (51)	92 (37) L6 10%	93% (42%) L6 7%	97% Level 5 and above 64% L6 20%	88% L5 44%





## Karen Hawkins

CV template		
1	Name	Karen Hawkins
2	Area of expertise (i.e. education or finance)	School Business Management / Finance
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Orion Primary School Position: SBM All aspects of school business management including: financial management, funding, budgeting, HR, recruitment, health and safety, facilities management, administration management, lettings, new initiatives, attends finance committee, line management of non-educational support staff Dates: 14/4/14 to date
		Name: LB Barnet Position: Schools Accountant Provision of financial management service to diverse portfolio of schools on traded service basis including budgeting, forecasting, accounting, general financial advice Dates: 12/11/12 to 13/4/14
		Name: Circle 33 Housing Group Position: Group Finance Director All aspects of financial and treasury management for Group of housing associations Dates: 1997 - 2003 (then career break until 2012)
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	March 1994 ACCA April 1999 FCCA  Association of Chartered Certified Accountants (ACCA) Membership number: 1546422 (under maiden name of Karen Ottley)  CPD
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	As the school's leading support staff professional, in a large, diverse and innovative primary school, I assist the Principal and the leadership team in their duty to ensure that the school meets its educational aims. The main purpose of my role is to promote high standards of business ethos in the school and to ensure that resources are used effectively in support of the school's learning

CV template		
		objectives. My financial management expertise combines well with my school business management skills, all of which would be transferable.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> <li>• Income (funding, new initiatives and developments, lettings, etc) for the school optimised and good value for money achieved on expenditure</li> <li>• Budgeting, forecasting and management information improved for Principal and Governors to provide a sound basis for decision making</li> <li>• HR, administration and other policies and procedures overhauled to improve efficiency</li> <li>• Health and safety audit achieved 95% compliance</li> </ul>
8	Reference names(s) and contact details	<p>1. Chris Flathers Principal Orion Primary School / Gold Star Federation</p> <p>2. Nick Adams Schools Finance LB Barnet</p>

## David Lebond

CV template		
1	Name	David Christopher Lebond
2	Area of expertise (ie education or finance)	Commercial / Marketing / Strategy
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Motivcom plc Position: Divisional Managing Director Dates: May 1998 – December 2015 (17 years) Main board Director, major shareholder, strategy. Development. Acquisitions P&L Responsibility for Employee Benefits and Sales Promotion divisions. HR Director from 2004 - 2012 Led the acquisition of 5 business's 500 employee's, 7 sites
		Name: Position: Dates:
4	<b>For finance only:</b>	n/a
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	Values based philosophy, understand the value of staff and the interaction with others, morals are a high priority, decision making from a position of consultation, empower the individual, coach and adviser
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	Advocating people engagement to ensure a best in class service.
8	Reference names(s) and contact details	<b>John Sylvester</b> , p&mm Ltd, Avalon House, Brecklands, Milton Keynes MK14 6LD <b>Andrew Perillo</b> . My Ruby Ltd, Colchester Business Park, The Crescent, Colchester CO4 9QQ

## Trevor Lee

CV template		
1	Name	Trevor Lee
2	Area of expertise (ie education or finance)	Educational Leadership
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Merchant Taylors Prep School Position: Principal Dates: Sept 15 -
		Name: Northwood Prep School Position: Headmaster Dates: April 1997 –August 2015
		Name: Hendon Preparatory School Position: Headmaster Dates: 1992-97
4	<b>For finance only</b>	
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	Northwood Prep School has been recognised by the Inspectorate as a school that has outstanding features. The levels of academic scholarship have been unparalleled by any other preparatory schools, eg with Queen's Scholarships won to Westminster School in three consecutive years and 24 candidates winning a combined total of 29 scholarships in 2015.
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest	NA
6	Brief comments on why your previous experience is relevant to the new school	My experience as a teacher with 37 years of consecutive practice will enable me to give, coach, advise and mentor all members of the teaching staff as well as the Senior Management Team.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	We have been relentlessly committed to academic excellence and have seen stability and continual growth over two decades. We have seen a growth in parental confidence as standards have risen to their current outstanding levels.
8	Reference names(s) and contact details	Dr Oliver Bangham (former Chair of Governors) 46 Kingsend, Ruislip HA4 7DA 07932 044781

## Nicholas Mark Leslau

CV template		
1	Name	Nicholas Mark Leslau
2	Area of expertise (ie education or finance)	Property
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Chairman and CEO of quoted companies Position: Burford Holdings PLC, Prestbury Group PLC, Max Property Co. PLC Dates: Over 30 year period
		Name: School governor - Hall School, Hampstead - Mill Hill School
		Name: Non-executive director of 11 companies (all public) over 30 years Member of Bank of England property forum
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	Fellow of the Royal Institution of Chartered Surveyors since 1982. 0076047  CPD
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	I have been involved in education since the days of grant maintained scheme under Margaret Thatcher. I was a director of Choice in Education. I have been a school governor for 20 years and my real estate skill set will hopefully assist in the running of the school.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Lord Lingfield - House of Lords Lord Gardiner – House of Lords Dr Arthur Hearnden OBE: Former General Secretary of Independent Schools Joint Council – arthurandjo@clara.net

## Jessica Smith

CV template		
1	Name	Jessica Smith (previously Hall in Wave 11)
2	Area of expertise (ie education or finance)	Community & Education
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Saracens Sport Foundation Position: Senior Development Manager Dates: July 2013 – Present
		Name: Stanley Park High School Position: Head of Dance Dates: November 2011 – July 2013
		Name: Hemel Hempstead School Position: Teacher of Dance Dates: September 2010 – July 2011
4	<b>For finance only:</b>	N/A
5a	<b>For education only:</b>	N/A
5b	<b>For education only:</b>	
6	Brief comments on why your previous experience is relevant to the new school	As a previous secondary school teacher in dance & PE my experience will add to the curriculum development, school policies and community engagement.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Gordon Banks: Saracens Community Director Email: <a href="mailto:gordonbanks@saracens.org">gordonbanks@saracens.org</a> Tel: 0203 675 7212  David Taylor: Headteacher Stanley Park High Email: <a href="mailto:dtaylor@suttonlea.org">dtaylor@suttonlea.org</a> Tel: 0208 647 5842

## Mitesh Velani

CV template		
1	Name	Mitesh Velani
2	Area of expertise (ie education or finance)	Finance
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>name of school/ organisation, position and responsibilities held, length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Saracens Ltd Position: Finance Director Dates: May 2010 – present day
		Name: Position: Dates:
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>date of qualification</li> <li>professional body membership number</li> <li>how your qualifications are maintained</li> </ul>	Member of the Institute of Chartered Accountants of England & Wales (ICAEW). Membership number 1163103.  Qualification date: September 2007  Qualification maintained through annual CPD programmes and returns provided through the institute
5a	<b>For education only:</b>	n/a
5b	<b>For education only:</b>	n/a
6	Brief comments on why your previous experience is relevant to the new school	As a chartered accountant and having been involved in the finance department for Saracens for the past 5 years I believe I will be able to give an objective view on the capital investment and operating finances.
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Heath Harvey Saracens CEO heathharvey@saracens.net

## Lynda Walker

CV template		
1.	Name	Lynda Walker
2.	Area of expertise (ie education or finance)	Education
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	Name: Oak Lodge Position: Headteacher Dates: February 1997 – current
		Name: Hatton School Position: Deputy Headteacher Dates: September 1991- February 1997
		Name: Garston Manor Position: TVEI Co-ordinator Dates: September 1986- August 1991
4.	For finance only:	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	Secondary Special School therefore not applicable
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	<p>During my headship Oak Lodge has achieved 2 outstanding Ofsted Judgements and has twice been accredited by the National Autistic Society.</p> <p>I have worked as an Ofsted Inspector for 7 years and am currently a lead reviewer for Challenge Partners. I am also an accredited National Leader of Education and Oak Lodge is designated as a Support School. I also have an Advanced Diploma in Business Management .</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	Ian Harrison Education and Skills Director London Borough of Barnet NLBP Oakleigh Road South London N11 1 NP



## Nigel Wray

CV template		
1	Name	Nigel Wray
2	Area of expertise (ie education or finance)	Property and finance
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Saracens Position: Chairman Dates: 17 <sup>th</sup> May 1996
		Name: Prestbury Investments Holdings Ltd Position: Director Dates: 29 <sup>th</sup> September 2013
		Name: Position: Dates:
4	<b>For finance only:</b>	
5a	<b>For education only:</b>	
5b	<b>For education only:</b>	
6	Brief comments on why your previous experience is relevant to the new school	
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	Nick Leslau Francesca@prestbury.co.uk

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Department  
for Education

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