



The Runnymede School

Free School Application Wave 8
Ref No: 83251



Bourne
Education
Trust





TABLE OF CONTENTS

	Section	Content	Page
1	A, B, H	A: Applicant Details B: Outline of the School H: Location and Premises	
2	C	Vision for The Runnymede School	1
3	D	Education Plan: Education Plan: D1 – An Ambition and Deliverable Curriculum Education Plan: D2 – Measuring Pupil Performance and Setting Targets	10 37
4	D	Education Plan: Education Plan: D3 – Staffing Structure Education Plan: D4: Inclusivity	45 55
5	E	Evidence of Need	59
6	F	F: Capacity and Capability F1: Pre-Opening Capacity	67
7	F	Annex to F1: CVs	80
8	F	F2: Governance Structure F3: Operational Phase F4: Recruiting a High-quality Headteacher	81 87 95
9	G	G1: Financial Plans G2: Viability G3: Supporting Table	100 105 106
10	G	Excel Financial Spreadsheets	

This proposal to establish The Runnymede Free School is submitted to the Department for Education as a Route 2 application under Wave 8 of the Free School Programme.

The Runnymede Free School is sponsored by the Bourne Education Trust, a multi-academy trust that oversees one local secondary and two local primary schools, and its strategic partner Salesian School, an outstanding local school with Teaching School, National Support School and SCITT status which was recognised in January 2014 by David Laws, the Schools Minister, as one of the top 100 performing non-selective state-funded schools in the country.

All correspondence regarding this application should be addressed to:

██████████
Bourne Education Trust
Epsom & Ewell High School
Ruxley Lane
West Ewell
Surrey
KT19 9JW

Telephone: 0208 974 0400

Email: ██████████



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83251
Name of proposed school:	The Runnymede School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Bourne Education Trust, Epsom & Ewell High School, Ruxley Lane, West Ewell, Epsom, Surrey
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	2089740400
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	Multi Academy Trust
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Bourne Education Trust
Company address:	Ruxley Lane, West Ewell, Epsom, Surrey
Company registration number:	7768726
Date when company was incorporated:	01 October 2011
Please confirm the total number of company members (must be a minimum of 3):	8
	Company members will be reducing to 5 at the next Board meeting in line with DfE/AFH recommendations. Members currently are:

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
<Redacted>	

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	<Redacted>
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	5
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Bourne Education Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school 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:	
--	--

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. 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>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include 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 where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</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 and support 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>No</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>Surrey County Council - initial consultations ; data, reports and analysis of demographics ; support in identifying and securing site</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Surrey
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Proposed opening year:	2017
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Age Range:	11-16
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	Yes
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If you answered yes to either of the above questions, please say which faith:	Christianity
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	900
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	6 form entry Secondary School with 600(180*5) 11-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 - with PAN of 180, expected intake 120
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Date proposed school will reach expected capacity in all year groups:	2023
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Mixture
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	Jan-17
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	Longer school day, adjustment to calendar, utilising pay reform policy, innovative curriculum
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Section C : Education vision

Rationale

The Bourne Education Trust is proposing to establish The Runnymede School in order to:

- provide an alternative outstanding school for pupils of all faiths or none in the borough of Runnymede by replicating the ethos, leadership and teaching pedagogy of Salesian School and the Bourne Education Trust
- improve the quality of provision for pupils from disadvantaged backgrounds in Runnymede to enable them to achieve their full potential
- meet the urgent, increasing demand in Runnymede for significantly more secondary school places than are available

C1 The local context: Facts and figures

Runnymede is located in the south west of the London Metropolitan area at the junction of the M25 and M3 motorways with good rail connections into central London, making it an attractive location to live and work. The population of Runnymede is growing. Since the last census (2001 compared to 2011), the total population has grown by 3.2% but the demographic is changing with the 0-4 population increasing by 11.6% in the same period.

The Borough has four main settlements, Addlestone, Chertsey, Egham, and Virginia Water, with a number of smaller residential villages. Towns such as Addlestone and Chertsey are fairly typical in Surrey in having a mixture of wards containing relatively affluent families mixed with areas of high deprivation.

The proposed location of the school is shown in the map below. The circles indicate those areas that fall within one, two and three miles of the school, demonstrating that the new school will be in good proximity to families living within some of the most deprived wards in the Borough (and in Surrey), based on Indices of Multiple Deprivation. As an ecumenical Christian school, it is anticipated that The Runnymede School will draw from a relatively wide range of primary schools in the local area. Details of the expected pupil intake are provided in Section D1.2, page 14)



Location of The Runnymede School



C1.1 Context to local school provision – Primary

There are currently 23 primary age schools in Runnymede. Map 1 in Annex C1 (following page 9) identifies the location of current primary provision in the Borough.

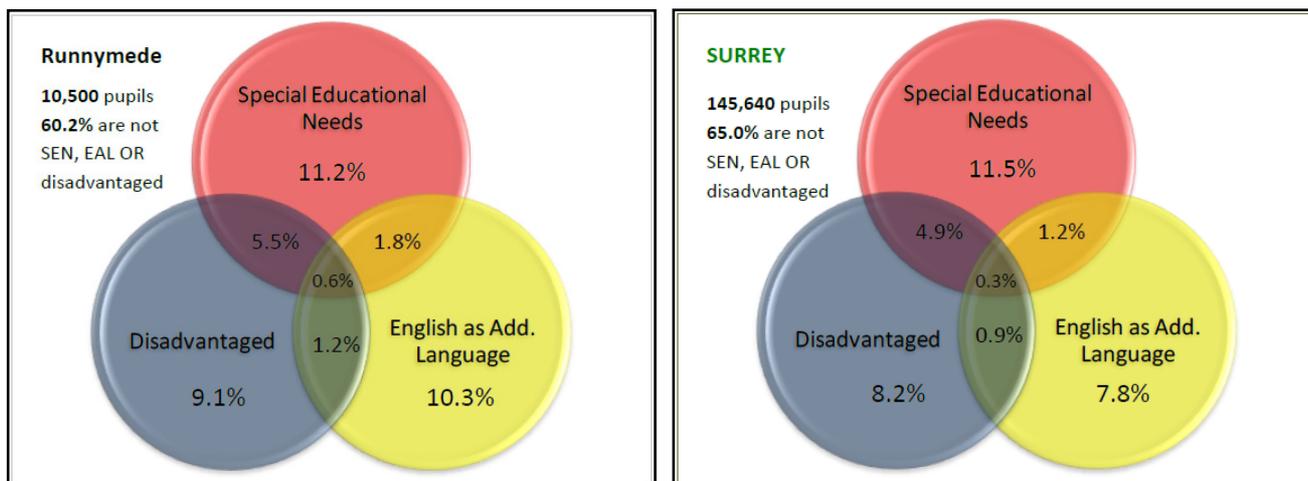
Compared nationally, Runnymede is in line with the national average in numbers of children with

SEN, is well below the national average in terms of % deprivation and just below the national average in terms of English as an additional language. The table below shows the percentage of pupils that make up these groups both in Runnymede and in Surrey as a whole, and illustrates the fact that some pupils can be included in two or even all three designated groups. Compared to Surrey as a whole, Runnymede has a higher proportion of both disadvantaged pupils and pupils for whom English is an additional language.

	Borough	Surrey	National
Special Educational Needs	19%	18%	19%
Disadvantaged pupils*	16%	14%	27% (approx)
English as an Additional Language	14%	10%	16%

Data Source: January 2013 Annual School census. Calculated by Surrey CC

Disadvantaged = eligible for free schools meals during last 6 years or looked after for 6 months+



Pupil outcomes: In general terms, Runnymede achieves good outcomes for children at KS2. 79.8% of pupils in Runnymede achieved Level 4 or above in combined reading, writing and mathematics which was above the Surrey average of 78%, the national average of 75% and the expected floor standard of 60%. 92% and 88% of pupils in the Borough achieve expected progress in reading and mathematics respectively, both of which are above the Surrey and national average. 91% of Runnymede pupils achieve the expected level of progress in writing above the Surrey average but below the national average.

Whilst this is encouraging, schools in Runnymede and Surrey generally do not perform as well as they should for pupils from disadvantaged backgrounds with the result that they are not achieving the same levels of performance as their more fortunate peers, as illustrated below:

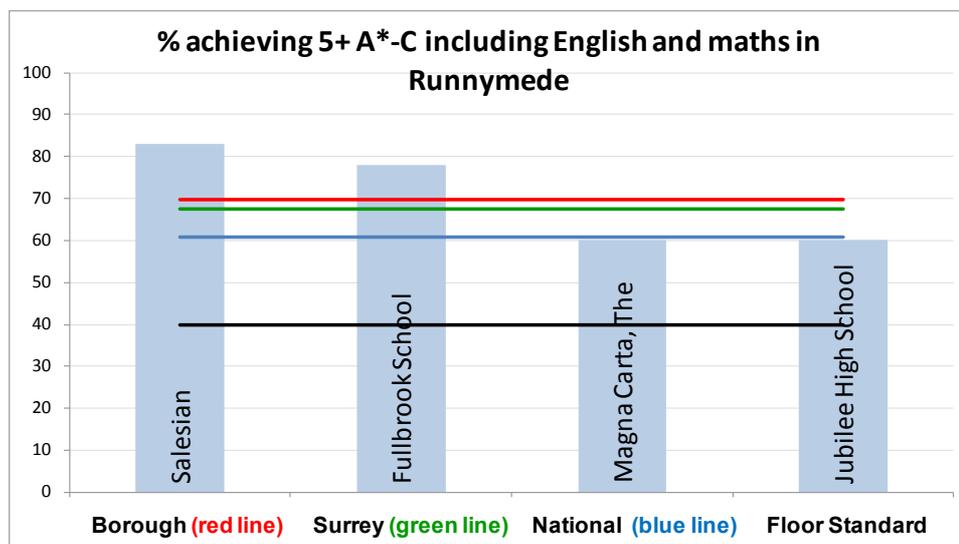
Source: Surrey CC

Across the County, the percentage of disadvantaged pupils making at least 2 levels of progress in reading, writing and mathematics is also below the national average with many primary or junior schools in the Borough equal to or below the national average. The Runnymede School will raise levels of achievement for disadvantaged pupils within the borough to close the gap between these children and their peers, helping to break the link between poverty and educational achievement.

C1.2 Context to local school provision - Secondary

The quality of local educational provision

The overall performance of Runnymede pupils in 2013 at Key Stage 4 was above both the Surrey and the national average. Similarly, the proportion of pupils making expected progress in maths was above the regional and the national average. The progress in English was below the Surrey average and the expected floor standards, but still above the national average for this measure.



69.8% of pupils attending schools in Runnymede achieved 5 or more GCSEs or equivalent at grades A* to C including English and mathematics. Pupils performed better than their Surrey peers, 67.5% of whom achieved this measure, better than the rest of England (60.8% achieved 5 or more A*-C GCSEs), and better than the expected floor standard of 40%.

There are four secondary schools in Runnymede, two with post-16 provision. Map 2 in Annex C1 (following page 9) identifies the location of this secondary provision within the borough.

Existing Secondary Provision in Runnymede (cohort information)

	NOR (2013)	6 th Form	% FSM	% EAL	% SEN (exc statements)	A*-C with M&E 2013	OFSTED
Fullbrook	1360	239	6.5	13%	16.8	2011 - 66 2012 - 69 2013 - 78	Good (2013)
Magna Carta	1226	-	8.8	7%	17.3	2011 - 64 2012 - 52 2013 - 59	Good (2013)
Jubilee High	647	-	12.8	10.4	22.6	2011 - 41 2012 - 46 2013 - 60	Requires Improvement (2013)
Salesian School	1122	288	7.5	25%	9.5	2011 - 87 2012 - 86 2013 - 83	Outstanding (2013)

The strategic partner of Bourne Education Trust, [Salesian School](#), is one of the highest ranking schools in the country. In 2013, it was graded as 'outstanding' in all 31 categories by Ofsted and in 2014 it was awarded both teaching school and national support school status. Having been graded by Ofsted as requiring improvement, [Jubilee High](#) joined the Bourne Education Trust in September 2013 and is benefiting from considerable support from Epsom and Ewell High School (EEHS) in improving the quality of teaching and learning through school-to-school support, paired observations, bespoke training and the use of outstanding practitioners. Both [Fullbrook](#) and [Magna Carta](#) schools have been graded as 'good' by Ofsted. If we apply the rates of progress that exist in Bourne Education Trust and Salesian School to the cohorts in these other two schools, then the standards of achievement are significantly enhanced. This reflects not only the quality of leadership and teaching in the two organisations but also their common ethos and ambition, all of which will underpin pedagogy and practice in the new school.

Post-16 provision: Strodes Sixth Form College is located in the north of the Borough, with the

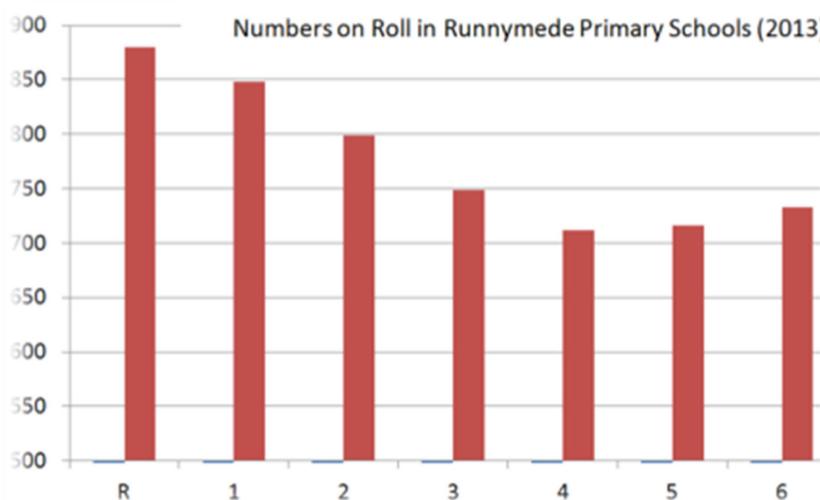
south of the Borough being served by Brooklands College at the Weybridge Campus.

C1.3 Shortage of school places in the local area

Growing primary population: The pupil population in Runnymede is growing, with the Local Authority commissioning expansions at 6 primary schools in the Borough to cater for the growing demand as set out below:

- Trumps Green Infant School: 1fe expansion completed in 2013
- Thorpe CofE Infant School: expansion to 1fe primary from 1fe infant complete in 2013
- St Anns Heath Jun: 1 form entry expansion due to complete by 2015 (additional class admitted in 2014)
- Darley Dene: expansion to 1fe primary school from infant school, due to complete in 2014/15
- The Hythe: expansion from 1 to 2fe primary school, due to complete in 2015
- Sayes Court Primary School – 1fe expansion to become 2fe primary, due to complete in 2016 (additional class taken in 2014)

Projected need for secondary school places: Runnymede is a 'net importer' of secondary pupils with 36% of pupils coming from outside the Borough. For every child in a Runnymede primary school, there are between 1.25 and 1.3 pupils in secondary schools. This is largely a result of Salesian School drawing from the Weybridge Deanery which spans both Runnymede and Elmbridge and Magna Carta School serving areas outside the immediate Borough boundaries.



The adjacent graph shows a year 6 cohort in Runnymede of 730 which resulted in 937 offers being made to secondary schools in the Borough (for 915 available places) for a place in 2014. As the graph shows, the year 6 cohorts in subsequent years will dip before increasing significantly from 2017.

Based on average transfer ratios, Surrey County Council has estimated the number of pupils that will require a secondary school place in Runnymede from 2014 to 2021 as set out in the table below.

The table compares the projected demand with the total number of available places in Runnymede in the future (the PANs of schools in the Borough). The 'spare' places refers to the projected surplus of shortfall of places in the future.

Year	PAN	Pupils in Year 7	Spare Yr 7 places	Total NOR	11-16 Places	Surplus Places	% Surplus Places
2014	915	957	-42	4431	4575	144	3.1
2015	915	921	-6	4447	4575	128	2.8
2016	915	916	-1	4498	4575	77	1.7
2017	915	1005	-90	4670	4575	-95	-2.1
2018	915	1039	-124	4850	4575	-275	-6
2019	915	1096	-181	4989	4575	-414	-9
2020	915	1135	-220	5188	4575	-613	-13.4
2021	915	1160	-245	5409	4575	-834	-18.2

Using the Council's own projections, the table above demonstrates a need for up to 8 additional forms of entry in the Borough in the longer term. Furthermore, the table above does not anticipate the planned reduction in PAN at Fulbrook from 280 to 240 which is being planned as part of this proposal. (The Governing Body of Fulbrook Academy recently consulted on a proposed reduction in PAN from 280 to 240. The consultation was delayed pending outcome of Free School provision in Woking, with Governors intending to reconsult and implement proposals from September 2016.)

There are always caveats to projections and transfer ratios can change over time – particularly with other secondary expansions planned in neighbouring planning areas. However, the above demand profile demonstrates a strong basic need argument for new secondary school provision in the Borough.

Runnymede Secondary Schools (PANs)

Salesian Catholic Secondary School - 220

Fulbrook Secondary School - 280

Jubilee Secondary School - 160

Magna Carta Secondary School - 255

Strategic planning considerations: It is unlikely that the above demand profile can be met by expanding existing secondary provision in the Borough. Magna Carta and Fulbrook operate on already crowded sites, the latter having recently confirmed their intention to reduce their PAN as part of their school development plan. Salesian operates from a split site and is theoretically expandable but lies in the Green Belt, and Jubilee has some existing capacity and scope for expansion but not enough to meet the anticipated shortfall in the longer term. Expanding existing sites would be costly, would risk lowering standards in those schools, would be more disruptive and would be less popular with parents and the local community.

The opening of a new secondary school is likely to have an impact on existing patterns of provision in the area. Map 3 in Annex C1 (following page 9) provides the existing catchment areas of schools near to the proposed site for The Runnymede School. Informal catchments relate to the broad shape of where pupils live in relation to each school based on the 2013 Numbers on Roll, whereas formal catchments relate to the defined boundaries the school serves, as noted in the oversubscription criteria for the school. In Runnymede, only Fulbrook has a defined catchment.

Although all projections indicate that more secondary school places are needed in the Borough, the school most likely to be affected by the proposal is Jubilee High. Given that the school is already part of the Bourne Trust, consideration will be given to ensure that new provision is commissioned in line with demand and in a way that will not significantly threaten the viability of this school. With regard to other schools, a deficit of secondary places is projected in Elmbridge by 2016 and in Spelthorne by 2017. Therefore, The Runnymede School will not draw pupils away from other local schools because those areas are also very likely to be under pressure to provide sufficient places by the time the new school is commissioned.

Planned housing developments in the Borough: The Borough Council's Local Development Framework is underway and their housing targets range from a minimum of 2,415 to a high of 4,200 additional dwellings by 2028. Map 4 in Annex C1 (following page 9) identifies the location of known significant housing developments (100+ dwellings) currently in the pipeline. Subject to the various planning applications, some 2,200 new dwellings will have been created in good proximity to the new school. The largest of these is the proposed new settlement at the 'DERA' site - a site near to Chertsey recently removed from the Green Belt for up to 1,500 new dwellings. A new primary school will be planned as part of this development but no secondary provision is being planned from within the development, although assumed yields are included in the forecast for the Borough in the table on page 4. The Runnymede School will play an important part in ensuring that this development is served with secondary school provision in the future.

C1.4 Adding to choice and diversity: The major premise underpinning The Runnymede School is to raise educational standards in an ecumenical Christian environment which will bind together Anglicans, Roman Catholics and the Free Churches in a formal partnership to provide a common Christian education which values the distinctive contribution of each tradition. The curriculum offered by the School will meet the requirements of the English baccalaureate whilst supporting a

wide-ranging curriculum for which religious studies will be the bedrock.

C1.5 Responding to parental demand

The evidence above shows that there will be a need for an additional secondary school within the Runnymede areas from 2017. The Runnymede School meets this need because it reflects the strengths of the lead school in the area, Salesian School, and that of the local academy sponsor the Bourne Education Trust whose multi-academy trust oversees one local secondary and two local primary schools, both of which could feed into the new school.

As outlined in Section E, parents have shown that they like the ethos, leadership and teaching pedagogy of Salesian School and the Bourne Education Trust – for example, Salesian School received 610 applications for 220 places in 2014. Parents have confidence in the parties behind the free school application, given the impact that the partnership has already had in the local community of schools, and very much welcome the opportunity for more children to benefit from the higher quality of education that the partnership will provide through The Runnymede School.

Feedback from the local community also supports the establishment of additional Christian provision at secondary level, as detailed in the Annex to Section E (page g). The Runnymede School will offer parents additional choice by providing an ecumenical school to augment the existing Catholic and non-denominational offer.

Making use of academy freedoms to improve standards

The Runnymede School will take full advantage of the freedoms available to academies to improve standards and provision in the local area, including:

- introducing a longer school day with an extended afternoon session on four days each week so that all students can participate in enrichment activities
- altering the spread of the academic calendar by replicating the 4 term year that currently operates with the BET.
- facilitating secondments to other schools within the BET or to exchange programmes abroad to ensure staff have opportunities to learn from good practice elsewhere
- offering an innovative curriculum, personalised to students' needs and interests, to engage them fully and promote high achievement
- measuring pupil progress using both contextual and value added data rather than the traditional focus on raw and aggregated data; furthermore data will be used to look at all aspects of a child's well-being using the New Philanthropy Capital well-being measure
- using pay reform policy to attract and retain outstanding teachers and leaders; firstly the school will introduce longer probationary periods into teachers' contracts and employ some staff on fixed-term contracts, thereby removing the assumption of ongoing employment regardless of performance; secondly the school will be clear and up-front about its expectation that movements up the various salary scales will not simply be a matter of course, but rather linked to performance management targets; thirdly the School will only award TLRs for fixed periods to reinforce the assumption that these are rewards based on performance rather than entitlements based on tenure; and finally the School will be transparent and robust about holding teachers to account for their performance as is current practice across the BET and Salesian School.

C2: Vision and Ethos

The Bourne Education Trust and Salesian School – A proven partnership

The Runnymede School will provide outstanding educational provision, underpinned by ecumenical Christian values, for pupils between the ages of eleven and sixteen in the Runnymede area of Surrey. It will have a particular remit to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers. The School will reflect the ethos of the Bourne Education Trust and its strategic partner, Salesian School, replicating the highest standards of leadership, pedagogy and pupil achievement for which both have been recognised and applauded.

The Bourne Education Trust is a Surrey-based multi-academy trust made up of five schools: Epsom and Ewell High School, Sythwood Primary School, Jubilee High School, Pycroft Grange Primary School and Sayes Court Primary School. It specialises in supporting schools to improve their performance and draws on the experience of all schools in the trust. The philosophies that underpin the trust are those based on partnership and collaboration, ensuring that all children receive a first class education and that the professionals working in the schools are well equipped to deliver this. The trust believes that the best way to achieve this is by working together in an open and honest culture, where no stone is left unturned in the quest to deliver an outstanding provision to the children across the trust.

Salesian School is a thriving and active Catholic co-educational comprehensive school with a long and well-established reputation for meeting the needs of children of all abilities from 11-18 years. Salesian was rated by Ofsted in September 2013 as 'Outstanding' in all categories and was recognised in January 2014 by David Laws, the Schools Minister, as one of the top 100 performing non-selective state-funded schools in the country and a 'shining testament to the hard work and success of the staff, governors and pupils'.

As lead partners in the **Teach@Salesian Teaching School Alliance**, the Bourne Education Trust and Salesian School are working together to raise the quality of learning and teaching for children across Surrey by providing outstanding support and professional development for their teachers. Our considerable success in co-constructing and co-delivering school-to-school support has resulted from our shared vision of excellence underpinned by our common objectives and values.

Through this partnership work, the Bourne Education Trust and Salesian School have developed a strong understanding of local needs and of the changing demographic landscape which means that an additional secondary school will be needed within the Runnymede area from 2017 onwards. In establishing The Runnymede School, our motivation is to raise levels of educational attainment for those from all sections of the community, for pupils from the most deprived families in the area alongside those from more affluent backgrounds, offering opportunities for all beyond the classroom and creating high achieving, confident, creative and articulate young people who have a clear vision for their future.

The Runnymede School vision and ethos: 'Transforming learning, enlightening minds'

The Runnymede School will create a community with the highest aspirations, underpinned by ecumenical values but warmly welcoming and open to those of other faiths or none. Dedicated to achieving the best outcomes for all learners, the school will serve the local community by providing an outstanding quality of education within an environment of trust, tolerance and mutual respect.

Delivering outstanding teaching and learning

The Runnymede School's team of outstanding, well-qualified teaching professionals will work across the school to ensure that best practice is shared and that all staff exhibit the highest levels of professionalism. Our ongoing programme of continuing professional development for teachers will be delivered by inspirational experts, focusing strongly on teaching and learning and on developing a talented cadre of future leaders who will challenge the senior leadership team to forge a continuum of continuous improvement and innovation. Every member of staff will undergo performance management termly and good and outstanding teaching will be the norm across the school.

Inspiring students to achieve their full potential

At The Runnymede School, we will create a community with the highest aspiration and dedication to achieving the best outcomes for all our learners within an aspirational culture that refuses to

accept barriers to achievement. All students will develop a strong base of proficiency in literacy, numeracy and ICT skills through their study of traditional core subjects - English, maths, the sciences, humanities and at least one language - whilst the broader curriculum will equip every student to develop their individual strengths and talents and to approach their future opportunities with confidence and enthusiasm.

Valuing every individual within a caring and supportive school community

Every student at The Runnymede School can expect to be known and genuinely cared for by the staff within a caring and supportive culture in which every individual is safe and can thrive. The learning and progress of all students will be tracked on an ongoing basis against personalised targets, preparing them to face their future challenges with confidence. Every student will be supported and guided to achieve their full potential and will meet regularly with staff to discuss their performance and access any additional help or resources that they may require.

Underpinned by faith and strong moral values

The ecumenical Christian ethos underpinning The Runnymede School will encourage all students to appreciate the spiritual dimension to life, to respect those of other faiths and no faith and to develop strong moral values with a sense of understanding and compassion for others and the courage to act on their own beliefs. Our focus will be to provide an outstanding level of education within an ethos that will enable our young people to develop academically, spiritually, morally, socially, physically and culturally and to realise their full potential in all that life has to offer.

Working in partnership with parents, employers and the wider community

The Runnymede School will be at the very heart of the local community, playing an active and enthusiastic role in community affairs and fostering in the students a real sense of pride and belonging. In addition to our strong links with Salesian School and the Bourne Education Trust, we will work closely with local primary and secondary schools to ensure that transition between all key stages is an area of excellence, to foster collaboration and to share resources. We will also make it possible for parents, local employers and other members of the community to be active in the life of the school, engaging in clubs, sport and service, and for school resources to be used by the community out of hours, building good relationships with each family based on mutual trust and open communication.

Creating innovative and creative climates for learning

At The Runnymede School, learning will embrace creative and innovative approaches that engage students, utilising modern technology and virtualisation to maintain pace and interest. Every student will have a tablet to support the new ways of learning which our 'any time, anywhere' access to information will engender. Programmes of study will be tailored to individual needs to ensure that all students can access the broad and balanced curriculum which will facilitate progress to higher education, apprenticeship or employment.

Providing an eclectic programme of enrichment activities to challenge and inspire

On four days each week, there will be an extended afternoon session so that all students can participate in enrichment activities, including music and sport. The Duke of Edinburgh's Award will also be integrated into school life to give participants a sense of purpose, focus and achievement in their non-academic studies. Our aim is to provide an enjoyable, challenging and rewarding enrichment programme of personal development for young people which is of the highest quality and the widest reach.

In summary, the Bourne Education Trust and Salesian School are driven by the conviction that every student has an entitlement to receive a first class education and to achieve their full potential, irrespective of their social and economic circumstances or where they live. Schools in Runnymede and Surrey generally do not perform as well as they should for pupils from disadvantaged backgrounds; we believe that the best way to achieve this is by working together in an open and honest culture, where no stone is left unturned in our quest to deliver an outstanding provision to the students of The Runnymede School.

C3 Outcomes and aspirations

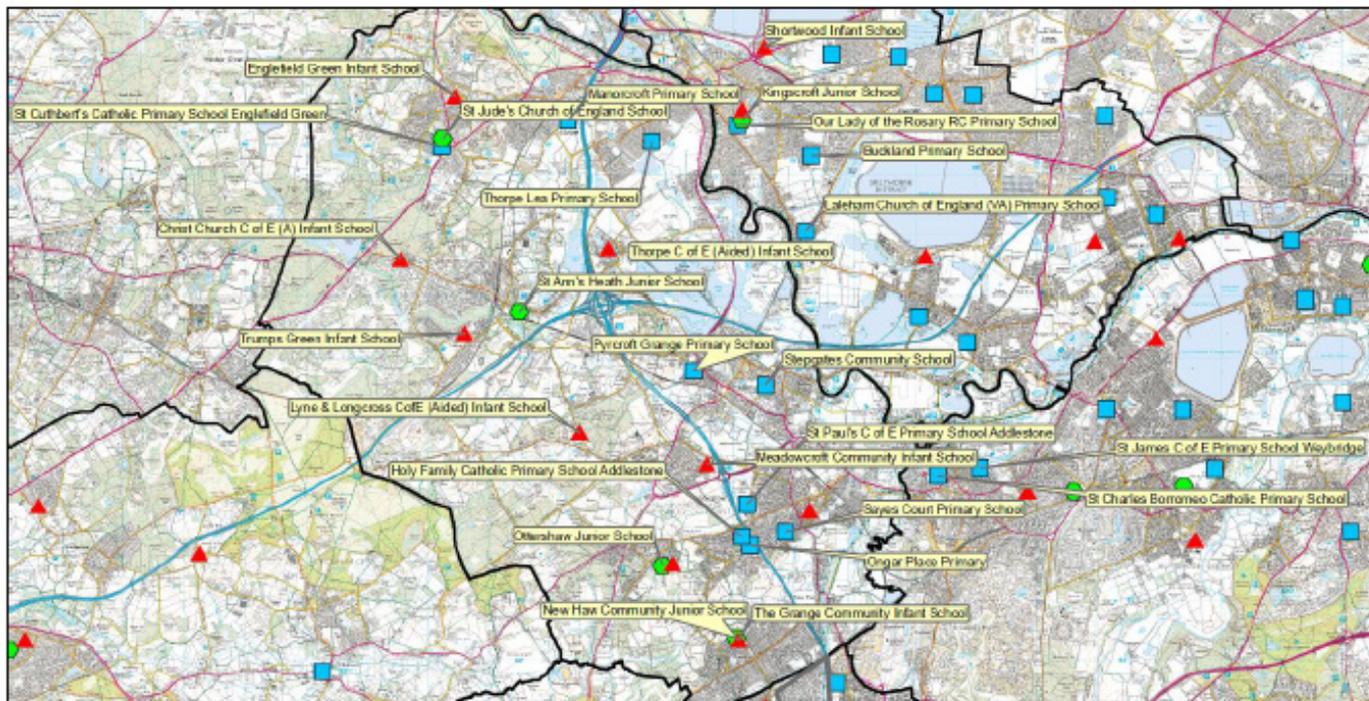
Aspiration	Outcome: What success looks like	Corresponding target reference
Academic achievement: To provide every student who enters the Runnymede School Free School with a better educational experience than they could hope for in any other school	All students achieving 3 levels of progress: <ul style="list-style-type: none"> ▪ FFT D + 10% ▪ 15% above national average ▪ 10% above Surrey average 	D2.1, page 38
Student outcomes: All students, including Pupil Premium students and those with need and EAL, will be inspired to aim as high as they can.	All students achieving FFT D + 10% in <ul style="list-style-type: none"> ▪ 5+ A*-C EM ▪ EBacc ▪ Progress 8 	D2.1, page 38
Student wellbeing: Valuing every individual by creating a caring and supportive learning environment so that students feel safe and secure and are eager to come to school:	<ul style="list-style-type: none"> ▪ Runnymede School teaching the skills which will equip students for the opportunities and challenges of life. ▪ Students developing and applying these core resilience skills, evidencing mature and responsible attitudes and making a positive contribution to the community. ▪ Runnymede School supporting the academic progress of the students and helping them to remain healthy, happy and well equipped to overcome the various challenges that they will meet both at school and in their future lives ▪ Runnymede School ethos recognises, respects and celebrates the successes, cultures, opinions and attitudes of all students and adults. 	D2.1, page 38
Quality of teaching: Good and outstanding teaching will be the norm across the school	<ul style="list-style-type: none"> ▪ Over 85% of all teaching is either good or outstanding, every lesson, every day ▪ Teacher support plans for all staff ▪ Teacher turnover <15% per year ▪ Over 90% of teacher CPD rated 'excellent' by participants 	D2.4, page 41
Curriculum: To provide a broad curriculum that will produce young people with the opportunity to choose a wide range of pathways at age16	Runnymede School offering a range of school academic and vocational pathways that will maximise the future educational choices available to all students at age16	D1.1, p11
Enrichment: To provide an enjoyable, challenging and rewarding programme of enrichment for young people which is of the highest quality and the widest reach.	<ul style="list-style-type: none"> ▪ 80% of students participating in enrichment activities each week ▪ Duke of Edinburgh's Award integrated into school life, giving participants a sense of purpose, focus and achievement in their non-academic studies: 	D1.8, page 32
Faith dimension: To provide an environment within which diversity and distinctiveness are celebrated and where religious conviction and religious identity are fostered	<ul style="list-style-type: none"> ▪ All students have room to grow and develop and to seek and explore their own relationship to faith within an inclusive community which works hard to 	D4 page 55

Aspiration	Outcome: What success looks like	Corresponding target reference
positively, without hint of division	<p>value and appreciate everyone, without ever losing sight of the common faith in Christ.</p> <ul style="list-style-type: none"> ▪ Students have the opportunity to join with the school community in worship, religious education and spiritual development. 	

Section C Annex

Maps of current primary, secondary and college provision in Runnymede

Map 1 – Primary schools in the Runnymede area



Map 2 - Secondary School and College Provision in Runnymede and location of proposed school



Map 3 – Existing catchments of Secondary Schools in Runnymede or bordering schools (formal or informal)



Map 4 – Location of known proposed housing developments in the Borough



Section D1: Education Plan – Part 1

Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time:

	Current number of students	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reception	NA									
Year 1	NA									
Year 2	NA									
Year 3	NA									
Year 4	NA									
Year 5	NA									
Year 6	NA									
Year 7	NA			120	150	180	180	180	180	180
Year 8	NA				120	150	180	180	180	180
Year 9	NA					120	150	180	180	180
Year 10	NA						120	150	180	180
Year 11	NA							120	150	180
Year 12	NA									
Year 13	NA									
Totals				120	270	450	630	810	870	900

Section D1: Education Plan – Part 2: Details about each subject and the enrichment/out-of-hours activities in the planned curriculum are covered in Sections D1.6 and D1.8

D1.1 Curriculum principles

The curriculum of The Runnymede School will be **rigorous and comprehensive**, reflecting the **high standards** set by educational sponsor The Bourne Education Trust and the **strong moral values and academic excellence** of its strategic partner, Salesian School. It will be designed to **develop the character, mind and resilience of the whole student** and will incorporate our core beliefs and values.

The Runnymede School will offer a broad and balanced programme of study, **based on the National Curriculum**, and will ensure **strong standards of literacy and numeracy as a basis for wider learning**. Students' learning will be personalised to their needs and interests, enabling all students to progress, achieve and participate, to develop their talents to the full and to have the confidence to follow their aspirations.

The whole curriculum will have a strong focus on speaking and listening with proven strategies to improve students' repertoire of spoken and written language so that they become confident and effective communicators. These will include broadening students' vocabulary, exposure to a wide range of reading materials and opportunities to write for many purposes and different audiences,

English, mathematics, science and technology (including computing) will be at the heart of the curriculum with a particular emphasis on STEM subjects to develop skills for learning, life and the future economy. Music and physical education will also feature daily (either as part of enrichment or as scheduled lessons) because, as well as being important disciplines in their own right, they will encourage community participation and will be key to developing a range of skills that support and complement students' broader development.

We want all our students to be technologically advanced. All students will work with tablets and specialist subjects, such as art, music and media, will utilise industrial and commercial standard software and hardware. ICT and computing will be woven through the whole curriculum so that it becomes integral to the way we work. Programmes planned for the extended day and year will broaden and enhance our curriculum offer. The school day will be 'front loaded' so that afternoons are available for enrichment, sport and deeper-focus learning activities, as teachers deem necessary.

Teachers will adapt and extend the curriculum to meet the needs of all students so that the gifted and talented are properly challenged and extended and students with special needs or English as an additional language have full access. They will also ensure that activities are designed and resources are deployed to accelerate progress for those students who may have fallen behind - for example, students in care and those from economically or socially disadvantaged backgrounds. We will also undertake annual assessments so that we know how well the students are doing and can benchmark our performance against that of others and FFT D targets.

Delivering the vision through the curriculum

The school vision, previously outlined in Section C, is clearly communicated in our strapline '**Transforming learning; changing lives**'. The curriculum has been designed specifically to deliver the key themes of this vision, as exemplified below:

Vision theme: Valuing every individual within our community

The Runnymede School curriculum principles will place a strong emphasis on the whole student and their physical, social, spiritual, cultural and emotional well-being which 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

We will also place a clear focus on aspiration and enterprise so that every student:

- wants to succeed
- knows how to achieve well academically and become socially competent
- participates, is creative, is able to express his or her voice, contributes responsibly, and has a sense of what it means to be a democratic citizen
- believes that they are on the road to college, university or an apprenticeship and a good job

Vision theme: Delivering inspirational teaching and learning

If the curriculum is to engage the students fully and promote high achievement, we know that teaching and learning must be of the highest quality. Students will be taught as a whole class, in groups and, where appropriate, individually. Strong relationships, engagement and participation will set the context for learning in all classrooms. We have set out below the other key features that will characterise curriculum delivery in The Runnymede School.

Our teaching will be characterised by:

- exceptionally high expectations and a relentless focus on progress, innovation and creativity
- good learning relationships and a broad and engaging range of teaching styles and strategies
- strong subject knowledge across all disciplines

- regular assessment and good feedback which lets students know how well they are doing and what they need to do to improve
- personalised learning programmes which are designed to accelerate progress particularly for:
 - students from disadvantaged backgrounds
 - students who are gifted and talented
 - students with special needs and disabilities
 - students with English as an additional language
 - students in care and those with social, emotional and behavioural difficulties
- at least good progress made by all students in lessons
- creative use of resources, including ICT, to support and extend the learning objectives
- activities which capitalise on students' curiosity
- community members learning or supporting in the classroom.

Our students' learning will be characterised by:

- the mastery of key skills and excellent achievement, now and in the future
- positive attitudes to learning, strong relationships and exemplary behaviour
- hard work, perseverance and the 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;
- confident use of the language of learning
- a creative approach to identifying and solving problems
- a reflective and evaluative approach that helps them and others to improve
- the pursuit of learning beyond the classroom
- knowledge and understanding of different faiths and cultures and their importance to our being
- knowledge of big ideas and the things that shape our world.

Vision theme: Creating innovative and creative climates for learning

The Runnymede school will benefit from an innovative design that creates an exciting and inspiring learning environment. As students journey through the intelligent building, they will encounter a modern learning experience supported by specialist resources.

The buildings will provide large Learning Bases which will offer flexible teaching areas for student groups. The LRC will provide a central hub for students to expand their literary horizons, carry out effective research and work independently. The Library will be a vibrant and welcoming space, designed to promote reading, enable students to access all areas of the curriculum, and provide

the support and skills necessary to successful learning

We believe that modern schools should be built with the pedagogy and curriculum firmly in mind. Runnymede school will be built with different learning spaces, carefully calibrated to reflect the curriculum offer. These will include:

- small lecture theatres
- outdoor learning spaces
- project rooms that can hold 50 students (2 classes)
- editorial rooms where students can work independently (often with teachers working in the same room but available to support)
- vibrant classrooms for 25 students
- project courtyards for design projects, Team teaching and creative arts
- specialist music, dance and drama studios
- well equipped science and technology labs
- wireless technology throughout the school, which will enable us to utilise mobile computing devices for all pupils.

We will use these learning spaces creatively to enhance the impact on students - with team teaching, project work, collaboration among staff and areas to showcase beautiful work. There will be a relentless drive on taking pride in our building and its surrounding area.

Vision theme: Providing an exciting programme of enrichment activities

The Runnymede School will be committed to the development of the whole child and our comprehensive additional curriculum will give students a choice of opportunities which will complement and extend their education. The enrichment programme will offer all students four hours of exciting activities each week, following morning and early afternoon lessons. Session '6' clubs will run from Monday to Thursday after school and range from Drama, Orchestra, Creative Writing and Dance Club to Rowing, Cooking, Photography and Chess. The Runnymede School's enrichment programme will incorporate the wide range of activities already on offer at Salesian School to increase the capacity to deliver a wide spectrum of activities. All staff will be expected to deliver a programme and options will change termly. Pupils will be expected to attend up to 3 sessions per week and the key focus will be upon providing a wealth of opportunities to enable all pupils to excel in whichever field they wish to explore. Participation will be expected and enthusiastic leaders will provide pupils with a great opportunity to mix with other students and learn new skills. Please see Section D1.8 (page 32) for details.

Vision theme: Working in partnership with parents, employers and the wider community

The Runnymede School will have a strong commitment to improving learning and engagement in the local community underpinned by the principles of:

- faith, equality and diversity
- respect for local people, local culture and local values and
- citizenship in the local, national and global context

D1.2: Expected student intake and needs

As an ecumenical school, it is anticipated that The Runnymede School will draw from a relatively wide range of primary schools in the local area. The main characteristics of the likely primary feeders to the new school are broken down in more detail in the table below: Average Point Score (APS), Special Educational Needs (SEN), English as an Additional Language (EAL) and Free School Meals (FSM):

Runnymede School feeder primary schools: KS2 SP scores and percentages of students with SEND, EAL and FSM (Surrey CC)

School	KS2 APS			% SEND			%EAL			%FSM		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Pycroft Grange Primary School	23.1	25.7	24.3	32.1	33.3	38.5	17.2	15.2	11.8	30.2	28.5	27.7
Stepgates Primary School	26.6	27	26.5	41.3	39.4	32.1	15.2	11.3	13.6	18.4	21.1	13.6
Lyne and Longcross Primary (to be expanded from Infant School in 2015)	n/a	n/a	n/a	22.9	18.8	27.1	7.7	0	0	8.5	6.3	6.2
St Anne's Catholic Primary	30.1	30.7	30	34.9	32.1	32.6	23.4	18.4	15.3	8.3	5.0	5.6
Holy Family Catholic Primary	31.2	30.1	29.6	7.0	6.1	10.5	17.3	17.6	15.6	4.2	4.3	4.3
Ongar Place Primary	28.2	26.7	n/a	12.7	17.6	17.8	7.5	9.8	6.2	9.5	8.6	12.1
Sayes Court Primary	28.5	28	27.1	17.8	21.9	25.2	20.5	21.0	12.7	20.9	30.2	26.2
St Pauls CofE Primary School	28.4	28.6	28	21.7	25.4	23.6	8.0	7.8	5.4	12.4	12.7	10.8
Darley Dene Primary School	n/a	n/a	n/a	26.4	23.5	26.4	26.7	12.5	23.8	23.1	26.4	39.4
Ottershaw Infant and Junior School	28.6	29.3	28.4	17.5	21.9	24.7	7.4	7.3	6.8	6.0	6.8	8.7
St Ann's Heath Junior School	28.9	28.3	26.9	21.6	19.6	24.5	0	0	0	7.8	6.0	6

The student intake will reflect the demography of other local schools and across the Bourne Education Trust, as indicated in the table below:

Category	Bourne Education Trust		Local Schools		Proposed Free School
	Epsom and Ewell High School	Jubilee High School (local)	Salesian School	Magna Carta School	Runnymede School
SEND	12.4%	22.6%	9.5%	17.3%	23%
EAL	18.1%	10.4%	0.1%	7%	15%
PP	26.6%	25.0%	0.1%	21.5%	20%
Travellers	0.1%	0.1%	0.1%	0.1%	0.2%

How the curriculum meets the needs of the expected intake

- The projected percentage of Runnymede School students with SEND is reflective of the local landscape and proportions in local primary schools. Both EEHS and Salesian School have an outstanding track record of narrowing the gap, with both being recognised by the DfE for their work in this area. The Runnymede School will adopt the practices used by both schools to ensure that students with SEND make good progress across the curriculum.
- The percentage of students eligible for student premium reflects the local socio-economic landscape and the fact that, based on our suggested admissions criteria, students attending The Runnymede School will live in the local community, rather than travelling from outside of Runnymede
- We estimate that a higher proportion of students from the traveller community will attend The Runnymede School as there are significant numbers of traveller families living in the local area whose children are currently attending local primary schools. However, in terms of the school population the overall number will be extremely small (maybe 2 students in any one year group on average)
- The proposed intake for The Runnymede School is only marginally different from that of the other local schools, all of which follow the standard National Curriculum. Consequently, the curriculum that we are proposing for The Runnymede School, based upon the EEHS and Salesian models, will be appropriate to the needs of the expected student intake. However, we will ensure that appropriate access arrangements and support are in place to ensure that all students can progress. This will take the form of both specialist intervention, overseen by the SENCO, and staff training so that teachers and TAs are suitably equipped to personalise the learning of key individuals and their sub-groups.

D1.3 Assessing and meeting the needs of all pupils

At the Runnymede School, excellent knowledge of and careful planning for individual student needs will be the basis for outstanding provision that will ensure that all students make optimal progress. All staff will have a sound understanding and significant experience of effective assessment and support provision in order to ensure that students are well provided for from the outset. This is explored in more detail in Section D2.2, page 39.

a) **Pupils from disadvantaged backgrounds:** We will be guided by the findings of the Sutton Trust-EEF Teaching and Learning Toolkit to maximise the effect of pupil premium funding on pupil achievement. The high impact approaches suggested by this study will be very much part of teaching for all pupils at The Runnymede School – for example:

- effective feedback
- meta-cognition and self-regulation strategies
- peer tutoring
- early Intervention

We will adopt other ways to promote a positive relationship between children from disadvantaged backgrounds and teaching and learning, including:

- an infectious “can do” approach and the resilience not to give up on any pupil
- providing additional support at transition points both within and between schools
- promoting and valuing partnerships with parents/carers to encourage them into the school

- broadening pupil's horizons by giving them access to enrichment opportunities that may be beyond the budget of deprived families
- helping pupils to articulate and manage their emotions – in recognition of the fact for some pupils, expressing emotion may be a cultural taboo, especially for boys
- embedding strong moral values within the framework of our ecumenical Christian ethos

b) Children Looked After

It will be the responsibility of the Deputy Headteacher (DHT), working closely with the SENCO and HOY where appropriate, to ensure that CLAs are fully supported and included in the school and that they reach their academic potential whilst receiving outstanding pastoral care. Key responsibilities will be as follows:

- To act as an advocate for children and young people in public care
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff and carers, and that this is kept up to date
- To supervise the smooth induction of a new looked after child into the school
- To implement a Personal Education Plan (PEP) for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan
- To attend Year 6 PEP meetings prior to transition

The DHT will ensure that a representative from the school attends subsequent PEP meetings and disseminates any changes to need as well as the targets and agreed support. S/he will also ensure that progress is tracked and that adequate financial and other resources are made available, as well as keeping abreast of local and national arrangements, to provide the best possible support for the most vulnerable students. The DHT will champion the CLAs at Senior Leadership and whole-school level.

c) The most able (gifted and talented)

Rather than the needs of the most able being met through bolt-on or stand-alone activities delivered and overseen by a single member of staff, all lessons at The Runnymede School will be inherently challenging and stimulating, allowing learners to develop to the best of their potential at any given moment. As a result of this, the needs of the 'most able', will be met through the creation of excellent learning opportunities that involve a significant level of co-construction. Teachers will be strongly encouraged, via Teaching and Learning CPD, to collaborate with students on learning outcomes for the lesson, and will engender a sense of ambition, challenge and creativity suitable for the learners in their groups.

d) Those requiring literacy recovery/intervention, including EAL

The Runnymede School recognises that it is not only children with SEN who will need a literacy intervention at some point in their time at school and that, if left unchecked, literacy difficulties can seriously inhibit progress and confidence. We believe in a multi-faceted approach that identifies individual needs and quickly puts into place effective interventions. All staff will be made aware of the importance of excellent literacy in their lessons and in the students' work and there will be an agreed expectation of the minimum standards. Students will be tested, using a standardised test such as the GRTII, in reading and comprehension and spelling at the start of Y7 and again at the beginning of their GCSE courses in Year 10. Those with scores below 86 will have a reading

mentor (initially a teacher and later an older student) and a reading log requiring intervention at home. Those with scores in the range of 78 or below will be referred to the SEN team for 1:1 or small group intervention with a specialist teacher. One of the responsibilities of the Literacy Co-ordinator will be to ensure that those receiving literacy intervention are monitored and their progress tracked, taking steps to adapt their intervention according to levels of progress.

Teachers will take account of the needs of students whose first language is not English when planning their lessons. Too often, these students rely completely on specialist teachers of EAL for support, reducing their ability to participate meaningfully in lessons. At The Runnymede School, specialist input will be given to the teachers so that they can plan their lessons to be inclusive to all. Monitoring of progress for students with EAL will take into account each student's age, length of time in this country, previous educational experience and ability in other languages.

e) Those with differing degrees of SEN

The needs of those with SEN will be assessed in a variety of ways. There will be a number of primary transition meetings prior to joining, when a senior and SEN representative from the Runnymede School will attend the feeder primaries to obtain information from teacher and external assessment data, as well as anecdotal evidence on student needs. Where there is an EHC Plan, the school will attend the Year 5 review to ensure plenty of time exists to enable effective planning, working closely with parents and carers. Where pre-existing SEN have been identified but where no EHC Plan exists, students will be tested prior to arrival in vocabulary, reading speed, accuracy and comprehension and number using nationally-accredited tests such as the WRAT 4 and GRT. The information gleaned from these tests will enable staff to group the children appropriately in their mainstream lessons, adapt the curriculum where required and develop the individual learning plan accordingly. Children with an EHCP will be required to be formally tested by a specialist teacher twice a year, as is statutorily already the case.

f) Students with disabilities

Intake analysis indicates that around one-fifth of our students will have a wide range of special educational needs and some of our students may also have disabilities. Lessons will be planned to ensure that there are no barriers to every student achieving. With the right teaching, recognising and making provision for their individual needs, many disabled students may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers will plan lessons so that these students can study every National Curriculum subject. Potential areas of difficulty will be identified and addressed at the outset of the work.

D1.3.1 The role of the Special Educational Needs Co-ordinator (SENCO):

The key task of the SENCO will be to ensure that Special Educational Needs and Disabilities (SEND) provision for The Runnymede School is both efficiently and effectively managed. The responsibilities for provision and coordination that will be delegated to the SENCO are outlined below and the SENCO will also meet all legal and statutory requirements for students with need.

Core Purpose of the Post

The SENCO, with the support of the Head and Governing body, will take responsibility for the day-to-day operation of provision made by the school for pupils with SEND and will provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources which will bring about improved standards of achievement of all pupils.

The SENCO will:

- provide strategic direction and development of SEND provision, monitoring the quality of support, implementing effective systems of communication, ensuring that the objectives of the SEND policy are reflected in the school improvement plan, liaising with and coordinating the contribution of external agencies and maintaining up-to-date knowledge of national and local initiatives

- **monitor the progress, achievements and welfare** of students and follow up the progress reviews, liaising with the pastoral team, external agencies and parents when appropriate
- **influence the whole-school Teaching and Learning Policy** to promote aspects of inclusive teaching, regularly leading INSET, supporting developments and initiatives to improve standards in literacy and numeracy, overseeing and monitoring the quality of IEPs and other support strategies and developing systems for colleagues to monitor and record progress made by pupils
- **support curriculum delivery** by ensuring that input to support schemes of work is developed and reviewed regularly, contributing to the work of the school's Curriculum Management Team.
- **lead the Learning Support Team**, promoting an ethos and culture within the team that is in line with achieving the aims of the school, planning for continual improvement, rigorously evaluating the work of the department and promoting an atmosphere of continuing professional development

D1.3.2 The role and/or responsibilities of other staff

a) Class teachers will be required to teach well-planned, well-differentiated lessons using the information provided by the SENCo and HOY on the needs of their pupils. They will work closely with the TAs wherever support has been allocated to ensure that support staff have sufficient prior knowledge of the curriculum and lesson plans to enable them to support the learners effectively. They will also provide feedback to the Learning Support team on request, on the extent of pupil progress and will engage fully with strategies indicated by both internal and external advisors.

Students receiving intervention of any kind will have an Individual Learning Plan, drafted in partnership with parents, taking into account their individual needs, strengths and weaknesses. These will be shared with teachers to enable them to adapt their lessons accordingly. The SENCO will use the six-weekly summative data collection to evaluate the progress of these students across the curriculum and provide a report to the LT line manager, outlining identified concerns and strategies for implementation, and will work closely with teachers to ensure progress is being made.

b) Teaching Assistants:

Teaching Assistants will be expected fully to support the direction and leadership of the SENCO and SLT of The Runnymede School to provide a fully inclusive and supportive learning environment in which all students are able to meet their potential.

Their key responsibilities will be:

- to work with teachers and the SENCO to provide in-class support to individuals and small groups, according to the needs and provisions outlined in the IEPs
- to work with students withdrawn from class for individual and/or small group interventions to support their progress
- to produce resources and support materials to support students' learning both in class and in withdrawal groups
- to gather and support the tracking of data on the effectiveness of interventions and make this available to the SENCO to support the planning of future provision and ensure needs are met

- to engage with all training and CPD delivered by the school and to ensure they have a good level of expertise to address the needs of the students
- to engage and communicate with parents, as required, on the progress and needs of pupils
- to support the SENCO in gathering data and information in preparation for IEP and annual EHCP reviews
- To participate fully in all aspects of the life of the school, as directed by the SENCO and SLT.

c) HLTAs will largely have the same role and responsibilities as the Teaching Assistants; however, they will also be allocated additional responsibilities according to the departmental priorities outlined by the SENCO. These may include:

- assisting the SENCO in creating and updating TA timetables
- co-ordinating the withdrawal groups provided for students
- supporting the SENCO in the performance and line management of the TAs

It is not anticipated at this stage that specialist SEN teachers will form part of the staffing structure; however, until the identification of student needs has been fully finalised, it will not be possible to confirm this in detail.

D1.3.3 Approaches to meeting different needs

Organising learning

Teaching groups and sets will be organised as per the curriculum plan. In addition to this, the following interventions and support packages will be in place:

- Maths interventions with TA and HLTA (small group and 1:1)
- Literacy interventions with TA and HLTA (small group and 1:1)
- Language support for EAL students
- Language support for those with other speech language and communication needs
- Stretch and Support Programme - small group teaching for English and maths
- Social skills group for students identified as having ASC
- Emotional and behavioural support where needed (small group and 1:1)
- Handwriting intervention (small group and 1:1)
- A cross curricular class for all students <L4 on entry) in which students will be taught a range of subjects by a primary-trained teacher with a cross-curricular focus on improving literacy and numeracy

Use of resources to meet different needs

In addition to the teaching groups outlined above, other examples of resources and intervention to support different needs will include:

- specialist hardware and software to support specific needs
- high impact classroom approaches – for example, effective feedback, peer tutoring and early intervention
- alternative curricula
- one-to-one mentoring
- study skills
- revision lessons
- counselling
- music lessons
- funding for school visits to broaden students' horizons and raise aspirations
- appropriate text books and other subject-specific resources

1.3.5 Other Agencies

The Runnymede School will ensure that all students receive the specialist support that they need to overcome their difficulties so that they can fully participate, enjoy and achieve in everything that they do. The additional support required will be dependent on the individual needs of pupils, but we would envisage working with specialist teachers and advisors from the following fields:

- Sensory support (visual impairment/ hearing advisory)
- Speech and language therapy
- Child and Adolescent Mental Health Services (CaMHS)
- Occupational therapy
- Physical Support Service
- Educational psychologists?
- Specialist counselling?

For example, speech and language therapists will be deployed for those students whose communication difficulties are preventing them from fully accessing their learning. Occupational therapists will help students with physical disabilities to achieve a higher level of functionality and independence. These colleagues will be asked to provide formal assessment data that will:

- form the basis for decisions on student provision
- support and advise staff on the best ways to support individuals
- provide a specialist understanding of levels of pupil progress.

They will also be asked to provide training to teachers and support staff on various pupil needs, either as a small group or a whole staff body. In addition, they may be required to support parents in developing their understanding of the needs of their children in order to maximise effective use of the allocated resources.

D1.4: Type of curriculum

The Runnymede School will follow the National Curriculum for all subjects. The Runnymede School curriculum will set out all of the learning and other experiences that the school plans for its students. It will be balanced, broadly based and designed to:

- promote the spiritual, moral, cultural, mental and physical development of students at the school and
- prepare students for the opportunities, responsibilities and experiences of later life.

There will also be provision for a daily act of collective worship, personal, social, health and economic education, religious education and relationship and sex education.

Rationale for using the National Curriculum

The Runnymede School curriculum will be based upon the National Curriculum as this provides students with an introduction to the essential knowledge that they need to be educated citizens. It introduces students to the best that has been thought and said and helps engender an appreciation of human creativity and achievement, providing an outline of core knowledge around which teachers will develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum. In addition, as the curricula of both Epsom and Ewell High and Salesian School are based upon the National Curriculum, this would facilitate joint curriculum planning and delivery.

However, the National Curriculum is just one element in the education of every student. At The Runnymede School, there will also be time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. For example, in addition to the National Curriculum, we plan to enrich students' experiences and wellbeing through an emphasis on music and physical education as well as taking a more holistic approach to the teaching of humanities and languages.

The Runnymede School will also take a holistic approach to computing and ICT. We are using 'computing' as the umbrella term for the subject as a whole, which comprises three elements: computer science, information technology and digital literacy. Our students will be guided to see these as the foundations, applications and implications of digital technology. Traditionally, teachers have covered these three elements independently. We believe that there is much to be gained from drawing on all three in combination and of positioning computing like any other science: it provides a unique lens through which students can understand the world. Given the near-ubiquitous role of digital technology and the importance of digital literacy to the post-school world of work and higher education, we believe that computing and ICT should take their places alongside the other pillars of the curriculum. For this reason, computing and ICT will permeate all aspects of teaching and learning, ensuring that our students are fully equipped to operate successfully in the modern digital world.

The National Curriculum is well established in catering for the needs of all students and inclusion will be a fundamental principle of The Runnymede School. Within the curriculum, teachers will set high expectations for every student. They will plan challenging work to stretch students whose attainment is significantly above the expected standard. They will have an even greater obligation to plan effective lessons for students who have low levels of prior attainment or who come from disadvantaged backgrounds. Our teachers will use appropriate assessments to set targets which are deliberately ambitious to ensure that all students are challenged to achieve to their full potential. Within the curriculum, teachers will also take account of their duties under equal

opportunities legislation that covers race, disability, gender, religion or belief and sexual orientation.

D1.5 Curriculum Models

Structure of the academic year

- The Runnymede School’s term dates will be in-line with the Surrey County Council published dates to minimise any additional childcare for parents with children across primary and secondary phases and to allow parents to identify suitable windows of time for family holidays
- The academic year will be structured into three terms with three half-term holidays, each of one week’s duration
- This will provide 190 days for student attendance and 5 INSET days for professional development

Structure of the school day

- Two week timetable cycle of 50 periods; Weekly timetable of 25 periods comprising 5 periods per day
- School day will start at 8.50 am for students and end at 3.30pm.
- The timings of the school day will be aligned with those of Salesian School to allow staff to be deployed across both schools and facilitate joint timetabling. This will also enable students of both schools to take part in shared enrichment activities and other extra-curricular opportunities.

Activity	Start time	Finish time	Compulsory	Voluntary
<i>Breakfast club</i>				✓
Registration	8.50	9.10	✓	
Period 1	9.10	10.10	✓	
Break	10.10	10.25	✓	
Period 2	10.25	11.25	✓	
Period 3	11.35	12.35	✓	
Lunch	12.35	1.20		
Period 4	1.20	2.20	✓	
Period 5	2.20	3.30	✓	
Break	3.30	3.45	✓	
Supervised study/enrichment	3.45	4.45		✓
Supervised study/enrichment	4.45	5.45		✓

3. Structure of the curriculum

The Runnymede School will offer a three-year KS3 and a two-year KS4. All students at KS4 will be expected to take GCSEs in English Language and English Literature, mathematics, double science, a language, PE and RS. Students will be guided to take triple science as one of their options, as appropriate. GCSE computing will be available in the options but all students will also receive a core entitlement.

Key Stage 3 Curriculum: Year 7

Subject/other activity	Hours / week	Mandatory/ Voluntary	Comments	Proportion of curriculum
English	3	Mandatory		14%
Maths	3	Mandatory		12%

Science	3	Mandatory		12%
Art	1	Mandatory		4%
Computing	1	Mandatory		4%
DT	2	Mandatory		8%
Geography	1.5	Mandatory		6%
History	1.5	Mandatory		6%
Languages	2	Mandatory	All students will study three languages on a carousel basis before selecting at least one for GCSE. Languages offered will include Mandarin, French and Spanish.	8%
Music	1	Mandatory		4%
Performing arts	1	Mandatory		4%
PE	2	Mandatory		8%
PSHE	1	Mandatory		4%
RE	2	Mandatory		8%
Total	25			100%
Enrichment activities	4	Voluntary	Extended afternoon session four days each week so that all students can participate in enrichment activities – See section 1.8 .	

Key Stage 3 Curriculum: Year 8

Subject/other activity	Hours / week	Mandatory/ Voluntary	Comments	Proportion of curriculum
English	3	Mandatory		14%
Maths	3	Mandatory		12%
Science	3	Mandatory		12%
Art	1	Mandatory		4%
Computing	1	Mandatory		4%
DT	2	Mandatory		8%
Geography	1.5	Mandatory		6%
History	1.5	Mandatory		6%
Languages	2	Mandatory	All students will study three languages on a carousel basis before selecting at least one for GCSE. Languages offered will include Mandarin, French and Spanish.	8%
Music	1	Mandatory		4%
Performing arts	1	Mandatory		4%
PE	2	Mandatory		8%
PSHE	1	Mandatory		4%
RE	2	Mandatory		8%
Total	25			100%

Enrichment activities	4	Voluntary	Extended afternoon session four days each week so that all students can participate in enrichment activities – See section 1.8.	
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Key Stage 3 Curriculum: Year 9

Subject/other activity	Hours / week	Mandatory/ Voluntary	Comments	Proportion of curriculum
English	3	Mandatory		14%
Maths	3	Mandatory		12%
Science	3	Mandatory		12%
Art	1	Mandatory		4%
Computing	1	Mandatory		4%
DT	2	Mandatory		8%
Geography	1.5	Mandatory		6%
History	1.5	Mandatory		6%
Languages	2	Mandatory	All students will study three languages on a carousel basis before selecting at least one for GCSE. Languages offered will include Mandarin, French and Spanish.	8%
Music	1	Mandatory		4%
Performing arts	1	Mandatory		4%
PE	2	Mandatory		8%
PSHE	1	Mandatory		4%
RE	2	Mandatory		8%
Total	25			100%
Enrichment activities	4	Voluntary	Extended afternoon session four days each week so that all students can participate in enrichment activities – See section 1.8.	

Key Stage 4 Curriculum: Year 10

Subject/other activity	Hours / week	Mandatory/ Voluntary	Comments	Proportion of curriculum
English	3	Mandatory		14%
Maths	3	Mandatory		12%
Science (Double)	4	Mandatory		16%
Computing (Core)	0.5	Mandatory		
Languages	2.5	Mandatory		10%
RE	2	Mandatory		8%
PE (GCSE compulsory for all)	2	Mandatory		8%
Citizenship	0.5	Mandatory		2%

Option 1 (Pick up triple science)	2.5	Mandatory		10%
Option 2	2.5	Mandatory		10%
Option 3	2.5	Mandatory		10%
Total	25			100%
Enrichment activities	4	Voluntary	Extended afternoon session four days each week so that all students can participate in enrichment activities – See section 1.8.	

Key Stage 4 Curriculum: Year 11

Subject/other activity	Hours / week	Mandatory/ Voluntary	Comments	Proportion of curriculum
English	3	Mandatory		14%
Maths	3	Mandatory		12%
Science (Double)	4	Mandatory		16%
Computing (Core)	0.5	Mandatory		
Languages	2.5	Mandatory		10%
RE	2	Mandatory		8%
PE (GCSE compulsory for all)	2	Mandatory		8%
Citizenship	0.5	Mandatory		2%
Option 1 (Pick up triple science)	2.5	Mandatory		10%
Option 2	2.5	Mandatory		10%
Option 3	2.5	Mandatory		10%
Total	25			100%
Enrichment activities	4	Voluntary	Extended afternoon session four days each week so that all students can participate in enrichment activities – See section 1.8.	

The reasons for the direction in core subjects are as follows:

1. Ability or additional needs should not preclude students from studying English Literature
2. All students should expect to study double science; again, ability or additional needs should not legislate as to what a student can and cannot do – the inclusion of double science is less about difficulty and more about content
3. PE is one of the key principles behind students' well-being and should be examined like English or mathematics
4. Another key element of the school's outlook is that students should experience and master a language with the deeper understanding of a different culture that this will engender
5. There will be an expectation that the English baccalaureate will be sat by all students
6. All students will be expected to take a GCSE in religious education

7. Options will include all foundation subjects so students will be required to take either history or geography (see point 5 above)
8. Additional options will include business studies and media studies and some vocational courses, as appropriate (health and social care, for example).
9. Music qualifications will be on offer as part of the school's enrichment provision

D1.6 Content of the Curriculum

1.6.1 Subject content

We have set out in this section an outline of the curriculum and the principles on which it is based. The detail will be drawn up by the principal designate and other professional staff in consultation with the chaplaincy team, parents and the community.

For their first two years at The Runnymede School, students will follow a broad and challenging academic programme that closely follows the Key Stage 3 National Curriculum that has been introduced in 2014.

English

The Runnymede School will follow the English National Curriculum at both key stages. We know that literacy is critical to accessing the whole curriculum and to students' capacity to learn. In addition, some of our students will enter school with limited language repertoires and it will be particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. While there will be discrete English lessons, literacy skills, in particular speaking and listening, will be used and developed in every curriculum area. All students will be expected to follow both English Language and English Literature to GCSE.

Setting in English will only occur in Key Stage 4. For their first two years in the school, students will be taught English in mixed ability groups. The Year 7 English curriculum will introduce students to the five key areas of reading, writing, spelling, grammar and the spoken language. Students will complete six different units, including an overarching unit on grammar and spelling. These different units will be complemented by a weekly grammar lesson and weekly spelling tests, building on students' basic skills. The overview is as follows:

English - Year 7 - 9 Units

	Year 7	Year 8	Year 9
Units of work	Fiction (novel and nineteenth century) Poetry Drama x2 (including Shakespeare) Media Non-Fiction Writing Creative Writing (taught within units) Speaking and Listening	Fiction (novel and genre study of the Gothic to include nineteenth century) Poetry Drama x2 (including Shakespeare) Non-Fiction Writing Creative Writing (taught within units) Speaking and Listening	Fiction Poetry Drama Media Non-Fiction Writing Speaking and Listening
KS3 curriculum progression	Fictional narrative writing. Non-Fiction personal account. Marketing Presentation Speech	Descriptive writing Non-fiction language Analytical essay Non-Fiction Magazine Article	Imaginative writing Writing to argue/persuade Discursive writing skills Comparative analytical poetry essay
Example 1: Writing	Challenge of task and requirements of forms and conventions increases across Yr7 - 9. All assessments are 'unseen' and closed text where relevant, in order to prepare for the new GCSE requirements. This is with the exception of Speaking and Listening assessments which students are allowed time to plan for.		
KS3 curriculum	Grouping of poetry by theme:	Grouping of poetry by genre:	Grouping of poetry by theme:

	Year 7	Year 8	Year 9
progression Example 2: Poetry	Nature Development of analytical skills in considering writers' craft – form, language and structure. Commenting on effect of linguistic and literary features in shaping meaning. Analysis, essay structure and skills	Ballads across a range of time. Securing analysis of one writer's craft, considering literary and linguistic techniques. Exploring the effect of a specific genre in shaping meaning and exploring the social and historical context of the genre. Analysis, creativity and persuasive writing skills.	War and Conflict over time. Exploring writer's craft and evaluation of the effects of language and linguistic choices on the reader Analysis of wider viewpoints and purposes in texts, delivered through writers' choice of linguistic and literary features as informed by the social and historical context. Comparative analysis skills 'Unseen' analysis skills

The English curriculum in key stage 4 will follow the prescribed exam board syllabus.

Mathematics

Mathematics has a dual role in the education of all students. It is an exciting and stimulating subject to study in its own right, but has a secondary role in supporting learning in other subjects. The logical and methodical approach used in mathematics gives students the discipline to organise their thoughts in a wider context.

We will also follow the mathematics National Curriculum at key stages 3 and 4. We see mathematics as an essential life skill and want every student to be eager to master and develop a love for it which will help them to develop mathematical habits of mind; 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.

All of our students 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 should also have a progressive focus on real life mathematics and more advanced concepts. We know that there are persistent gaps between the mathematics performance of students from different backgrounds and with different characteristics. We will make sure that the structure of the curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps so that all students achieve their full potential. We will also engage parents and members of the community in learning mathematics so it increases their confidence and places them better to support the learning and achievement of their students. This will include encouraging students and their families to play games which support and extend their mathematical thinking and skills.

In all years, the mathematics curriculum will be taught in three 60 minute lessons a week. Students will be taught in sets. The curriculum will cover the aspects of number, shape, space, algebra and statistics that students need at GCSE and iGCSE level. Additional challenges, problem-solving and the use of mathematics will also be included in lessons.

Mathematics: Year 7 - 9 Units

	Year 7	Year 8	Year 9
Units of work	NUMBER Calculations, including Negative numbers and Calculator use BIDMAS Approximations Powers and Roots	NUMBER as Year 7, plus: Standard form Percentage change Prime factors RATIO	NUMBER as Year 8, plus: Estimates and Bounds Repeated percentage change RATIO as Year 8, plus:

	Year 7	Year 8	Year 9
KS3 curriculum progression Example 1: Fractions, decimals and percentages	<p>Factors, Multiples and Primes Fractions, Decimals and Percentages</p> <p>RATIO Introducing ratio in various contexts</p> <p>ALGEBRA Simplifying expressions, including Brackets Solving simple equations Writing and substituting with formulas Sequences Coordinates and graphs</p> <p>GEOMETRY Angles in polygons 2D and 3D shapes Constructions Perimeter, Area and Volume Transformations</p> <p>PROBABILITY Theoretical probability Experiments</p> <p>STATISTICS Statistical diagrams Averages and range</p>	<p>Ratio and proportion problems Compound measures Scale drawings</p> <p>ALGEBRA as Year 7, plus: Expanding and factorising expressions Solving linear equations Rearranging formulae Laws of indices General term of linear sequences Interpreting graphs</p> <p>GEOMETRY as Year 7, plus: Angles in parallel lines Calculations with circles Volume and surface area of prisms Pythagoras' Theorem</p> <p>PROBABILITY Listing outcomes Estimating probability</p> <p>STATISTICS Scatter graphs and correlation Averages from tabulated data Comparing distributions</p>	<p>Direct and Inverse Proportion</p> <p>ALGEBRA as Year 8, plus: Solving non-linear equations Inequalities Quadratic and geometric sequences Simultaneous equations Algebraic proof Non-linear graphs</p> <p>GEOMETRY as Year 8, plus: Trigonometry Congruency and Similarity Arcs and sectors of circles Loci and bearings</p> <p>PROBABILITY Combined events Probability trees Expected frequency Relative frequency</p> <p>STATISTICS As Year 8, plus: Cumulative frequency, quartiles and box plots</p>
	Fraction addition and subtraction.	Complex fraction arithmetic.	Simplifying algebraic fractions.
	Simple decimal arithmetic.	Complex decimal arithmetic.	Converting recurring decimals to vulgar fractions.
	Converting between decimals, fractions and percentages	Calculating percentage profit	Calculating compound interest
KS3 curriculum progression Example 2: Statistics	Ability to construct a pie chart from frequency data.	Ability to construct a frequency diagram from grouped frequency data.	Ability to construct a cumulative frequency curve from grouped frequency data and use it to estimate the median and interquartile range.

Science and technology

Science and technology will be key foci for The Runnymede School. While our science curriculum will be based mainly upon the National Curriculum, the teaching and learning will be practical and very exciting. Science lessons will be designed to capitalise on students' curiosity and help them to think like scientists. Students are natural investigators and by using their questions as a starting point, we will help them to discover answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions.

To make our science and technology curriculum really special, we will be supported by The Brilliant Club, an award winning non-profit organisation that exists to widen access to top universities for outstanding pupils from non-selective state schools. They will provide us with expert teaching, specialist equipment and accommodation and programmes in which parents and other community members can engage alongside the students. We are also in discussion with the local Chamber of Commerce to identify how we might build a partnership with business and industry to give students the opportunity of seeing science and technology at work in the real world and help to build their aspirations for the future.

At The Runnymede School, we will approach Science through its three constituent subjects of Biology, Chemistry and Physics:

Science : Year 7 - 9 Units

	Year 7	Year 8	Year 9
Units of work	Cells Reproduction Variation and Classification	Microbes and disease Respiration Digestion Ecology	Skeletal and muscular system Photosynthesis Organs and organ systems
	Acids and alkalis Particles Elements and compounds Physical and Chemical Reactions	Periodic Table Using elements Metal reactions Rocks	Energetics Materials
	Electricity and magnetism Energy Forces Space	Heating and cooling Light Sound Forces 2	Electrostatics Pressure
KS3 curriculum progression Example 1: Biology	Cells and organisation	Cell processes (digestion/respiration) and cells/tissues/organs	Organs and organ systems
KS3 curriculum progression Example 2: Chemistry	Atoms, elements and compounds	Word equations for compounds formed from reacting elements	Symbol equations for chemical reactions and conservation of mass in chemical reactions.
KS3 curriculum progression Example 3: Physics	Identifying balanced and unbalanced forces	Calculating resultant forces	Calculating pressure as force/area. Understanding pressure in fluids.

Humanities

Humanities will follow the National Curriculum and 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. Humanities will be used as a vehicle for enquiring into the historical, religious 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.

Religious Education (RE)

We believe that RE supports and strengthens what we aim to achieve in every aspect of school life. The Runnymede School curriculum is predicated upon the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. We will

cultivate students' awareness and sense of connectivity with the world, people and ultimate reality. We want our students 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 and
- recognise the right of people to hold different beliefs within a religiously diverse society.

We will follow the Surrey Agreed Syllabus for Religious Education and will incorporate a religious calendar into school planning in order that we capitalise on major religious festivals and cultural events.

History

At The Runnymede School, we will view history not just as facts and dates but as a subject which encourages students to explore the past in an exciting way. The topic approach will give them a chance to explore a wide range of sources and help the past come alive. We will encourage first hand experiences through: handling real artefacts, talking to eye witnesses in real life or through a virtual environment, field work visits at sites of historical interest and workshops run in school by visiting experts to which community members can also be invited.

Geography

In geography, Runnymede School students will learn about people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The geography curriculum will also provide opportunities for developing students' love of nature and the natural world and nurturing positive feelings about the importance of sustainability. As the students will be learning French, Mandarin and Spanish as their modern foreign languages, France, Spain and China will be the key countries they study as a topic. Our geography teachers will work with their language teaching colleagues to explore opportunities for co-delivering elements of the curriculum in the target language to strengthen their understanding of the relationship between language and environment.

Languages

We will teach languages from Years 7-11 with students in Year 7 studying French, Spanish and Mandarin Chinese on a carousel basis. In the early stages of language learning, the students will have fun with the language learning words and phrases that they can use in their everyday life.

At later stages, students will be taught:

- how to use and respond to the foreign language;
- how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation;
- how to ask and answer questions;
- techniques for memorising words, phrases and short extracts;
- how to use context and clues to interpret meaning and
- how to make use of their knowledge of English or another language in learning the foreign language.

All students of The Runnymede School will take one language to GCSE with the option to choose a second for those who wish to. All students will also have the opportunity to participate in a languages-based trip abroad in each year they are at the school.

Computing, ICT and the use of technology

Computing, ICT and the use of technology will also be based upon the National Curriculum programmes of study. They will underpin teaching and learning in every area of our school, helping to extend and enrich the curriculum. In addition to fixed computer equipment in our learning resources area, there will also be class-based equipment in every room so that students and teachers have easy access to the best learning resources as and when they need them. Every student will have a tablet to support the new ways of learning which The Runnymede School's 'any time, anywhere' access to information will engender. Parents and the community will also have access to the learning resource area which will host a menu of training and activities to help them to become technologically competent both in support of their students' learning and also to help them back into employment.

Music

The Runnymede School will follow the National Curriculum for music. Every child will be treated as a developing musician and music lessons will include such practical musical skills as singing, listening, playing instruments, theory, history and performance. There will also be an opportunity to sing every day in assemblies and to participate in a range of other musical activities before and after school and as part of the enrichment programme. Families and other community members

will be encouraged to join in with some of the music making and we intend to form a community choir.

In the first instance, we will need to 'buy-in' expertise for music teaching, most probably from the Salesian School and Surrey County Council's peripatetic music service, both of whom have strong local reputations for high quality within an inclusive approach. In the longer term, The Runnymede School will build exemplary 'in-house' music teaching expertise, attracting expert practitioners through the particular focus on music throughout the school, both in the curriculum and as an integral part of the enrichment programme.

Physical Education

As well as increasing students' knowledge and understanding in physical education, The Runnymede School will encourage them to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities will help to improve their self-esteem and confidence and also their sense of wellbeing.

We will base our formal lessons on the National Curriculum programmes of study and these will be timetabled for two hours per week. On the other days, there will be physical activity sessions before or after school. 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, games and personal fitness regimes. Our curriculum and activities will be supported by membership of the local SGO, facilities at partnership schools and good on-site

Visual and performing arts

At The Runnymede School, our visual arts programme will combine art, graphics and textiles with the opportunity for students to experience visual arts beyond their own initial involvement, be it through a visit to a gallery, a guest artist or other out of school experiences. Students will be given opportunities to respond to their own and other artists' work 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.

Our performing arts programme will be a combination of dance, drama and music. There will be two over-arching strands: responding and creating. Students will be encouraged to take risks with the skills they are learning in performing arts and to showcase these at every opportunity – within their class, year group, in assemblies or public performances. Each year, a whole-school production will be held and this will be supplemented by regular showcases. As the school grows, the older students will start to take responsibility for producing the show and will be involved in every aspect from lighting to stage management and costumes.

PSHE

The PSHE 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. Students 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. The expectation that all students will be involved in the Duke of Edinburgh's Award for at least part of their schooling will reinforce this.

We want our students and their parents to develop emotional resilience and to be able to deal with adversity in positive ways. While we will teach some aspects of PSHE and citizenship 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 class discussions, tutorial time, assemblies, educational visits, community work, and through activities related to our behaviour policy, particularly around bullying and racism.

Assemblies

We will hold assemblies daily as an important time for the school community to come together to celebrate achievements. It will also be our opportunity for collective worship and a time for singing and music making.

We believe that collective worship can enhance students' whole school experience. In particular, it develops the feeling of belonging to a community which is essential for personal and spiritual growth. We will value this special time for the space it gives students and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious ways. There will be open invitations to assemblies for families and other community members, particularly on occasions when students are celebrating their achievements. We 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 our repertoire of assemblies.

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

1.6.2: How will the curriculum you are proposing meet the likely needs of your student intake? What strategies will you use to ensure the success of each individual?

The Runnymede School will cater for all groups of students through differentiated lesson preparation, effective tracking of each student's progress and the practical implementation of our philosophy that 'no child slips through the net'. It is expected that all students will follow the same curriculum but additional resources will be available to ensure that all students can access the curriculum and make better than expected progress.

The average class size in the school will be 24. In addition to this, The Runnymede School will provide:

- small group teaching for English and mathematics in the 'Stretch and Support' programme
- learning mentors to provide extra in-class support to pupils, as well as supporting positive behaviour and engagement
- extra deployment of teaching assistants in lessons
- subsidised musical instrument lessons for FSM children
- reading buddies
- additional mathematics support
- additional literacy support
- support for pupils engaging in our wide variety of enrichment activities

To support students with EAL, we will provide subject teachers with specialist support and guidance in their preparation rather than withdrawing such students from classes, in line with the latest DfE policy statement which advocates using 'English as the medium of instruction to promote rapid language acquisition and include (children learning EAL) in mainstream education as quickly as possible'. We will appoint a specialist EAL HLTA whose main purpose will be to work with teachers on their planning for EAL within the mainstream classroom, to ensure that all teaching and learning is accessible to all students, whatever their initial levels of competency in English may be.

D1.7 Qualifications

Provide details of the exams your students will sit, and/or the qualifications towards which they will work.

The Runnymede School will offer only academic qualifications at GCSE. The following subjects will be examined at GCSE level on either a mandatory or optional basis, as indicated:

Subject	Mandatory (M) / Optional (O)
English Language	M
English Literature	M
Mathematics	M
Mathematics (Statistics)	O
Double Science	M
Triple Science	O
History or Geography (one mandatory)	M
History or Geography (as option)	O
Language (one)	M
Language (additional)	O
PE	M
RE	M
Art	O
Drama	O
Music	O
Design Technology (RM, Textiles and Catering)	O
Business Studies	O
Media Studies	O

Some subjects, notably English, may offer the iGCSE to some students. Students will also be able to study the Trinity Guildhall music exams up to and including level 8.

In order to ensure that students achieve at the highest level possible, early entry will be discouraged. The Runnymede School will pride itself on the progress that its students will make and in order to achieve this, students will usually study a particular subject for the full term.

D1.8 Enrichment

Why have an enrichment strategy?

We believe that high quality enrichment programmes significantly enhance the education and enjoyment of the school life of all children and support the delivery of the ethos and core aims of the school. As such, our comprehensive enrichment programme will complement the weekly timetable for all students and the time allocation to deliver this will be built into the contracts of all teaching staff. The following commitments underpin our enrichment strategy:

- To develop the student as a whole person
- To develop the quality of respect, where equality and diversity are celebrated
- To develop the understanding of citizenship and community and care for others
- To develop particular strengths in language, oracy and communication
- To raise aspirations of all students to achieve success in the fields of science, technology, engineering and maths (including computing and ICT)
- To develop creatively in the field of the creative arts
- To understand the need for and take the time to develop physical fitness and health

Who will deliver the enrichment activities?

Teachers will identify and deliver enrichment sessions according to their own skills and experience. Non-teaching staff and sixth form students from partner schools will also have the opportunity to deliver enrichment sessions, dependent upon need and experience and affordability.

To whom will they be offered?

The Runnymede School will offer *all* students 4 hours of enrichment per week, following morning and early afternoon lessons. As a school committed to the development of the student as a whole person, enrichment will cover both compulsory and voluntary elements and all students will be expected to fully engage with the programme. Sporting activities will also be offered to students of Salesian School in order to ensure the viability of team sports.

What will the enrichment activities be?

Examples of compulsory elements include:

- Sport (football, tennis, rugby, dance)
- Community (charitable service, community work)
- Spiritual/personal development

Examples of voluntary elements include:

- Hobbies-based clubs and societies
- Duke of Edinburgh Award Scheme
- School musical or drama production
- Team sports competition

The difference between Key Stage 3 and Key Stage 4 provision will be largely based on the appropriateness of a variety of age-related activities. The list below is not exhaustive and is intended to provide an outline of what could be offered. It is expected that the list will broaden further once The Runnymede School staff are able to input their skills and preferences.

	Compulsory weekly	Voluntary weekly
Years 7 and 8	1 of each strand:	1 of:
	<i>Sport strand</i>	Cooking
	Football	Textiles
	Rugby	Film club
	Tennis	Choir
	Dance	Gardening
	Netball	Carpentry
	Hockey	Calligraphy
	Swimming	Debating
	Lacrosse	Table tennis
	<i>Community strand</i>	Extra sport
	Charity project- local or international	First aid
	Local community support (e.g care home, local primary school)	Chaplaincy team
	School site improvement (DIY projects)	Foreign language course
	School newspaper/website	Computer programming
	<i>Spiritual/personal development strand</i>	Engineering club
	Prayer group	Science investigators
	Meditation class	School production
	Yoga	Drama club
	Critical thinking	Art club
	Chaplaincy team	Painting
	Human rights workshop	Photography, Philosophy, Politics

	Compulsory weekly	Voluntary weekly
Years 9, 10 & 11	<i>As above with the addition of</i>	
	Duke of Edinburgh Bronze, Silver and Gold as appropriate	Amnesty International
	Work experience (extended day)	Work experience (extended day)

D1.9 Student Transition

1.9.1 Entering and leaving the school

On entering the school

Transition visits will be made to all feeder schools starting early in the summer term of the year immediately prior to entry, except where children have an Education and Health Care Plan requiring the SENCO to attend the Year 5 annual review, in which case transition planning will begin significantly earlier. During these visits, the Head of Year and the AHT responsible for transition will meet the Year 6 teacher(s). Where appropriate, the SENCOs from both schools will also be involved in the visits. A range of information about the pupils who will be attending The Runnymede School will be obtained, including:

- summative data on Key Stage 1 and 2 attainment in English, maths and Science
- reading ages and schemes used
- information on SEN and AEN
- examples of literacy and numeracy work
- anecdotal information about family support, friendship groups and any other relevant information.

This information will be fed back to teaching staff to enable class groupings and IEPs to begin to be developed. The Runnymede School staff will also take time to talk to the students individually about their needs, wishes and aspirations and to put them at ease about their move up to secondary phase.

Year 6 students will attend The Runnymede School twice prior to their September start, once for a full day and once for a half day. Children with SEND will attend three times prior to starting with an additional half day. During these visits, the students will be given the opportunity to get to know the school site, meet the teachers and fellow students and experience taster sessions in a range of subjects as well as undertaking a small number of extra-curricular activities. They will also undergo a set of short computerised tests in literacy, numeracy and non-verbal reasoning, the data from which will be used alongside that gathered from primaries to inform setting, curriculum planning and IEP writing. All students will take part in a school trip to a local or regional place of interest (such as Thorpe Park or the London Aquarium), to give teachers and middle and senior leaders the opportunity to assess group dynamics and build closer bonds with the children prior to their arrival.

Prior to their child starting at The Runnymede School, parents will be invited to a Parents' Information Evening where they will be given the opportunity to gather information, ask questions and get to know each other. A small number will be invited to form a Parents' Forum which will meet with the AHT responsible for transition prior to and after starting to ensure that any issues are addressed quickly and effectively and that matters specific to transition are understood and acted upon. A social networking group, created to facilitate the gathering of views and ideas, will be established at this time to assist the Parents' Forum in gathering information and feedback.

On leaving the school

Similarly, when preparing to leave The Runnymede School, students at the end of Key Stage 4 will be supported through transition visits and information sharing to ensure that their needs are known

and catered for by future providers. Parents and carers will have information evenings to enable them to support their young people to prepare for the next stage of their educational journey.

1.9.2 Giving student transition the status it needs to work well: SLT involvement

One of the Assistant Headteachers will be responsible for overseeing the transition process and timeline and will line-manage the Head of Year 7 to ensure that students are appropriately catered for, liaising with the SENCO and pastoral team as required. The AHT will work actively to develop effective partnerships with primary feeders and parents, so that the risk of difficulty in transitioning is minimised. As well as visiting all feeder schools and providers to speak to groups of students in their current settings, all transition activities will be published on the school calendar at the start of the year and a significant number of curriculum and pastoral staff will be involved in taster days and outings to ensure that transition has a high profile and involves a number of key staff.

1.9.3 Duration of transition activities on either side of the point of transfer

As stated in 1.9.1 above, unless there is an ECHP in place, it is anticipated that the transition phase will begin shortly after the start of the summer term prior to entry, and end in January of students' Year 7. The Parents' Forum will continue to run throughout the first year. However, for individual students with additional needs, the transition phase will last as long as is required - possibly long beyond their first year at school.

The Runnymede School is committed to treating all students as individuals and, as such, will do due diligence and take appropriate action once the needs of our students are clearly known. This will encompass not just pastoral or SEN support, but also academic and curriculum needs and adjustments.

1.9.4 Ensuring ongoing collaboration before and after transfer and an equal partnership for all stakeholders

The Runnymede School will ensure that a structured programme of information gathering meetings, transition days/ experiences and familiarisation meetings with students and parents is established well in advance of children starting in Year 7. We will invite outside agencies, such as specialist teachers from the local authority or social services representatives for Children Looked After, to all of these events as appropriate. We believe that being well organised, pupil-centred and ready to listen to all stakeholders is paramount in being able to prepare thoroughly and effectively.

1.9.5 Ensuring that learning does not dip at the point of transition, especially for the most vulnerable

Understanding the detail of the curriculum covered at KS2 and the attainment levels of all children is essential to ensuring that their progress will not dip upon transition to The Runnymede School. The Year 7 curriculum will be tailored to ensure that the most able, as well as the weakest, are stretched and challenged to progress, by ensuring that the students do not spend unnecessary time going back over already secure learning. Year 7 teachers and Heads of Department will receive in-service training to maximise awareness of the primary curriculum and enable them to adapt their planning and schemes of work accordingly. In addition, an online, cross-curricular, project-based, summer holiday programme will be issued in collaboration with the feeder primaries to support students in their preparation for the next phase and to whet their appetite for the curriculum areas to follow. This will be submitted on arrival and used as an additional assessment tool by Heads of Department and class teachers.

All children will be given personalised targets, written in collaboration with their primary feeder schools, to ensure that they are working to their full potential. Those with SEN and AEN will receive Individual Education Plans and the personalised support that they need through small group or 1:1 intervention to ensure they continue to progress. For further information on ensuring pupil progress, please see section D2 on target setting and achievement

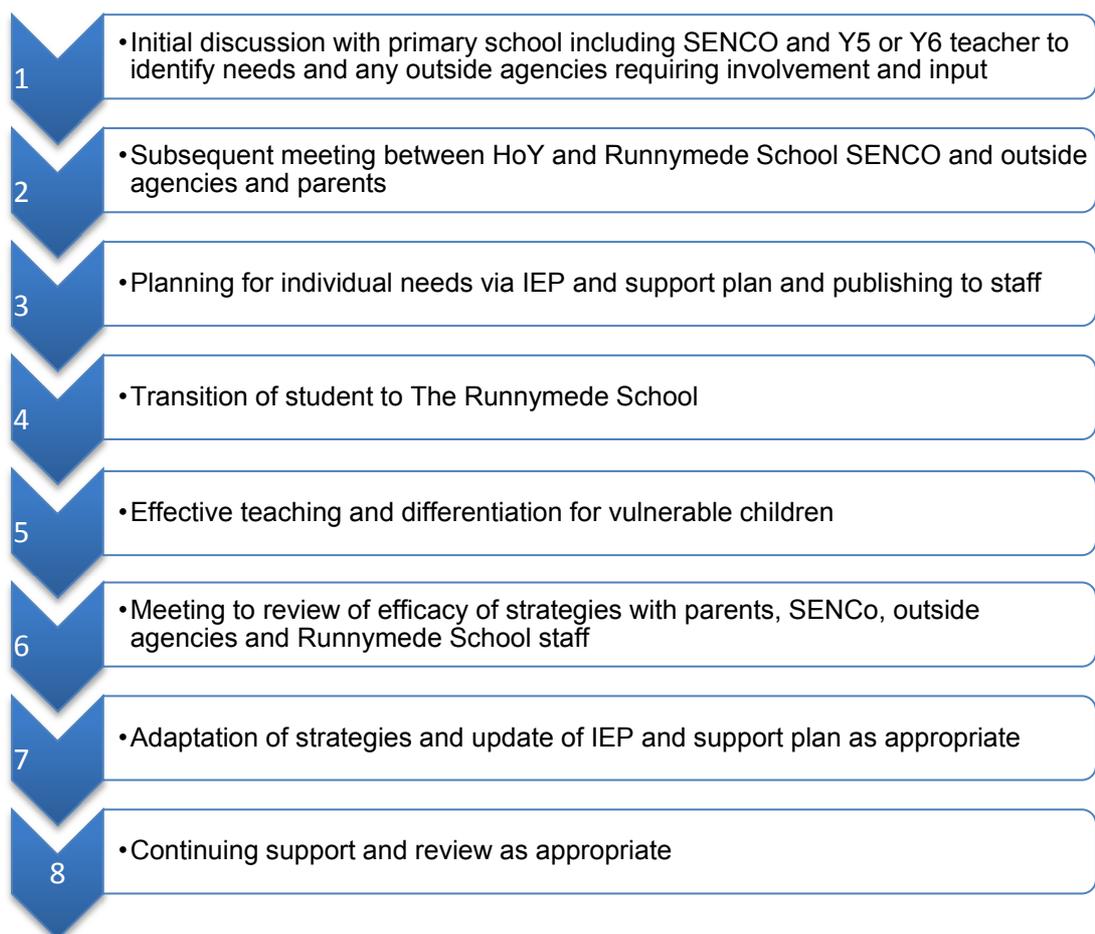
1.9.6 Involvement of students and parents in the transition process

Parents will be involved in the transition process from the moment that their child's place at The Runnymede School is confirmed. They will be invited to provide written information prior to the transition visits by the AHT and Head of Year to the primary school which will feed into pastoral and curriculum plans. They will also be invited to attend Parents' Information Evenings in advance of and after starting at The Runnymede School and be given the opportunity to join the Parents' Forum. A significant number of The Runnymede School students will be actively involved in supporting the transition days and the 'school trip' away day for those joining us. In particular, prefects, mentors and siblings will be encouraged to be present and supporting on these designated days. A peer mentoring scheme will be set up prior to arrival, with each student being allocated a mentor in Years 9 or 10, who will be on-hand to support and talk to new students and to act as their 'big brother or sister' as and when the need arises.

1.9.7 Supporting the most vulnerable learners through transitions

The Runnymede School is aware that the most vulnerable students rely on a 'joined up' approach to ensure that they transition confidently, happily and successfully from one phase to another. As such, we are committed to ensuring that effective collaboration with appropriate Local Authority colleagues (SEND, LAC) as well as good working relationships with feeder primaries and families forms the basis for any transition planning.

The process for the transition of vulnerable students to The Runnymede School is outlined overleaf:



Section D2: Measuring student performance effectively and setting challenging targets.**D2.1 Measuring performance and setting targets**

The Runnymede School will be extremely ambitious for all its students and will work tirelessly to ensure that no child slips through the net. All students deserve the very best quality of education and the following key performance indicators and related targets are indicative of this.

a) KPIs

Category	Key performance indicators	Targets	Suitability of KPI targets: Elements of educational vision to be measured
Academic achievement:	English – 3 levels of progress	All students achieve 3 levels of progress; FFT D + 10%; 15% above national average and 10% above Surrey average	Inspiring students to achieve their full potential Delivering outstanding teaching and learning Creating innovative and creative climates for learning
	English – 4 levels of progress		
	Maths – 3 levels of progress		
	Maths – 4 levels of progress		
	5+ A*-C EM		
	Ebacc		
	Progress 8	Top quartile nationally	
	Students that are NEET	10% below nat. average	
Attendance	Whole school attendance	>= 95%	Working in partnership with parents Valuing every individual within a caring and supportive school community
	Persistent absence	<= 3%	
	Teaching staff	98%	
	Support staff	98%	
Behaviour	Permanent exclusions	<= 0.25% of school roll	Valuing every individual within a caring and supportive school community Underpinned by faith and strong moral values
	Fixed term exclusions	<= 1.00% of school roll	
	Managed moves out	<=1% of roll	
	Managed moves in	<=1% of roll	
Student well-being	Student learning profiles > =A2	90%	Valuing every individual within a caring and supportive school community Working in partnership with parents
	Racial incidents (number)	10% below national average	
	Bullying incidents	10% below national average	
	Formal parental complaints (number)	<= 3 per year	
Quality of teaching	% of teaching that is 1 or 2	>= 85%	Delivering outstanding teaching and learning Creating innovative and creative climates for learning
	All teachers requiring improvement	Teacher support plans for all	
	Performance of any inadequate teachers addressed	Capability process	
	Teaching staff turnover	<= 15% per annum	
	Quality of CPD	>= 90% 'excellent' approval rating	
Stakeholder satisfaction	Termly questionnaires	>= 90% 'excellent' approval rating	Valuing every individual within a caring and supportive school community
Enrichment	Student participation	>= 80% (weekly)	Providing an eclectic enrichment activity programme
Finance	Level of surplus	>= 10% reserves	

b) Topline academic targets – End of key stage 4

Measure	FFT D	Local context	National Context
% 5+ A*-C EM	+10%	+5%	+10%
% Ebacc		+5%	+10%
% 3 levels progress English	+10%	+5%	+10%
% 4 levels progress English	+5%	+5%	+10%
% 3 levels progress Maths	+10%	+5%	+10%
% 4 levels progress Maths	+5%	+5%	+10%

c) Targets for groups at risk of underperformance

Measure	Pupil premium	SEND	EAL	Low attainers	High attainers
% 5+ A*-C EM	FFT D +10% <=10% of school average			FFT D +10%	FFT D +15%
% Ebacc	National +10%			National +10%	National +10%
% 3 levels progress English / Maths	FFT D +10% <=10% of school average			FFT D +10%	FFT D +15%
% 4 levels progress English / Maths	FFT D +10%			FFT D +10%	FFT D +15%

d) Behaviour targets

The behaviour targets below reflect existing practice and expectations across the Bourne Education MAT and will characterise the high quality of behaviour at The Runnymede School

Measure	Target
Fixed term exclusions	<= 1% school roll
Permanent exclusions	<= 0.25% school roll
Learning profiles (A1 and A2 – outstanding & good)	90%
Detentions	No child receives more than 5 detentions per year
Student questionnaires focused on well-being	95% positive
Student voice feedback	All 'well-being' issues audited and acted upon
Bullying incidents	<= 10 instances per year
Racial incidents	<= 5 instances per year
Parental complaints	<= 3 instances per year
Behaviour for learning	No 'RI' found during termly self-evaluations
Attendance	>=95%
Punctuality	>=95% with no student late more than 5 times p.a.
Lesson changeover	No 'RI' found during termly self-evaluations
Behaviour before and after school, break and lunch	No 'RI' found during termly self-evaluations
Positive feedback from visitors	No negative feedback relating to behaviour

e) Student absence targets

Whole school absence target <= 5% with no year group more than 1% different from the whole school average; Persistent absence <=4%. This target is based on Salesian School's attendance record of 96% which The Runnymede School will replicate.

D2.1.1 Setting clear, ambitious and realistic targets

At Key Stage 3, in order to show progression within a level, NC levels will be divided into three sub-levels, which will be used in target setting. Based on Key Stage 2 results from primary schools, end of Key Stage 3 targets will be generated for each student in Year 7. The national expectation is that students will improve by two levels over the key stage (3 years). Therefore, our

targets will rise by *at least* two thirds of a level per year (two sub-levels). These will allow us to show progression and set interim targets at the end of Years 7 and 8, giving achievable 'stepping stones' to lead students towards the final assessments in Year 9.

For English, maths and science, the end of Year 7 target will be two sub-levels above the corresponding KS2 result. For all other subjects except languages, the end of Year 7 target will be two sub-levels above the mean of the KS2 test results or the English KS2 result, whichever is the highest. Year 8 and 9 targets will be at least two sub-levels above the previous years' Year 7 and Year 8 targets respectively.

Languages start from a different position as they have only been formally included in the statutory KS2 National Curriculum since September 2014. The end of Year 7 targets for languages are lower (often at level 2 or 3) but students progress much faster. They will be expected to rise two whole levels per year so that their attainment in languages is in line with the rest of the curriculum by the end of Year 9.

All students' Key Stage 4 targets will be derived from the Fischer Family Trust for their chosen GCSE subjects in line with the attainment of the top 25% of schools (FFT D standard). Based on each student's previous achievement, these targets will be both accurate and student-specific. Although staff will have no cause to reduce targets, they will have the flexibility to raise them to encourage greater progress. Each student's targets will remain in place until the end of Year 11.

Targets will be as positive as possible and will set high standards for students to encourage them - no Runnymede School student will be demoralised by a target that is set. Target levels and statements will be prominently recorded on the front of exercise books with coloured stickers. Individual departments will develop additional systems to ensure that students know their current level, their target level and what they need to do to attain the next level.

Strategy to achieve targets

The monitoring of target setting will inform students and teachers of the progress that is being made over a period of time. This data will be used to identify:

- individual students failing to make progress across a range of subjects
- individual students failing to make progress in one particular subject
- subjects wherein progress is falling behind expectations
- individual subject classes wherein progress is falling behind expectations

In each case, the causes of such difficulties (e.g. poor attendance, family troubles, undiagnosed SEN, inadequate teaching etc.) will be investigated by the relevant middle/senior leaders and an action plan initiated to address these. Such plans, including review dates, will be communicated directly to the parties concerned. Difficulties surrounding individual teachers will also be addressed through robust performance management (PM) and departmental development plans (monitored by a member of the LT); failings in teaching across a department will be addressed through the school action plan, reviewed termly and revised annually. All teachers will be trained and expected to show evidence through PM that they use progress data to inform their planning and teaching.

D2.2: An assessment and data tracking system to monitor pupil performance

Assessment

The core aim of assessment and recording is to enable students to become more effective learners, to improve their rate of progress and raise their levels of attainment in order to achieve their full potential. At The Runnymede School, the combination of formative and summative assessment will provide an opportunity to celebrate each student's progress and achievements while helping students to learn and teachers to teach.

Assessment for Learning (AfL) is an essential element of modern teaching practice. A fundamental principle of AfL is that all students will be able to identify their skills and strengths in each subject or discipline, together with the steps they need to take to improve or acquire new skills and knowledge. Teachers will embed formative assessment into their day-to-day teaching to inform their ongoing lesson planning, adjusting pace and content to match the needs of their students.

This informal, formative approach will be partnered with summative assessments, set by each subject for every student at regular intervals. Department leaders will design medium-term plans / schemes of learning that are designed to address explicit assessment opportunities.

DIRT (Dedicated Improvement and Reflection Time) will be built into all medium-term plans so that students have regular structured opportunities to reflect on their feedback and act on it. This practice has been introduced at Salesian in 2014, and will be embedded into The Runnymede School from its inception. As staff will teach at both schools while The Runnymede school grows towards scale, there will be plenty of opportunities for developing and sharing effective practices

Data tracking

Salesian School has significant experience of using Capita SIMS as its MIS, supplemented by PARS (TASC) and 4Matrix for data processing. As the two schools will initially be co-staffed, consistency demands the use of identical systems at both institutions.

PARS includes analytical reports for monitoring (for example) attendance and punctuality, and these will be run weekly by the pastoral team, who will act on the results where necessary. The school's own data analysis systems will be supported by developing use of the 4Matrix package which is being expanded every year to provide more sophisticated KS3 data tracking.

All data will be shared with staff via the school network in easy-to-navigate spreadsheets; training will be provided to all staff who need it to access and understand the data. Pastoral and Academic middle leaders will analyse the resulting data after each collection:

- **Pastoral leaders** will analyse data for their cohort, identifying students whose attitude to learning, homework or attendance gives cause for concern, and/or who are failing to make progress globally, initiating support plans on this basis. The needs of students struggling in individual subjects will be addressed by department leaders.
- **Department leaders** will analyse data for their subject(s), identifying underperforming students and initiating support plans in liaison with pastoral leaders (who will coordinate support for students struggling across several subjects) and/or with the class teachers.

Collected data will also be analysed by the Leadership Team after each of the four annual grade collections, alternating between a cohort focus (identifying individual students with cross-curricular needs, indicated both by grades and the HWK/A2L scores), and academic/subject focus (tracking progress in every class and subject). All data will be compared with that collected at Salesian to ensure high expectations, moderated against any known differences in the 'abilities' of the cohorts (indicated on entry by KS2 data). With each passing grade collection it will become more straightforward to measure one dataset with another and to identify trends and patterns internally to The Runnymede School, which may be distinct from those found at Salesian.

Ensuring that teachers' assessments are accurate

Heads of Department at Salesian School carry out regular work scrutinies among their teams to monitor the quality of both summative assessment (grading accuracy) and formative assessment (feedback), and report back to the LT through their line management meetings. Levels of progress between KS2 and KS4 at Salesian are high, and GCSE grades validate the overall quality of internal assessments carried out every year. As The Runnymede School will initially be staffed from Salesian School, assessment of students' work will be folded naturally into these existing procedures. The Runnymede School students' grades will be moderated against the Salesian student body, and feedback to students quality-assured.

Responsibility for managing assessment and tracking

Initially, all data and tracking will be led by the responsible Assistant Headteacher at Salesian School, supported by the school data manager. This will become the responsibility of a member of The Runnymede School leadership team once the school is 'at scale'.

D2.3 Using appropriate data to inform teaching and drive pupil progression and attainment

Baseline data for all students will be collected on entry: KS2 data from primary schools, CAT scores in verbal, non-verbal, access and spelling (run in-school), and SEN and FSM data. Thereafter the following data will be regularly recorded to inform teaching and drive pupil progress:

- CWA (Currently Working At): The grade/level¹ a student will achieve if assessed today, based on the curriculum studied to date, using exam board or subject level criteria. Based on summative data (moderated by teacher experience), this grade is measureable and objective. As it changes over time, it will allow the school to track student progress.
- WT (Working Towards – KS4 only): The grade or level a student is expected to achieve at the point of terminal assessment (end of KS4) based on current rates of progress. This grade will allow middle and senior leaders to monitor expected outcomes and intervene accordingly.
- A2L (Attitude to Learning): A subjective measure on a 5-point scale allowing teachers to report on students' performance as learners, encompassing both behaviour and preparedness / willingness to learn and stretch themselves.
- Rate of progress, traffic-lighted against expected levels of progress
- HWK (Homework): A subjective measure on a 5-point scale allowing teachers to report on how effectively and punctually students complete homework assignments.
- Attendance: How frequently and punctually students attend school.

All data will be analysed by cohort, subject, teaching group and individual and will be recorded on the school MIS, distributed to parents and made available to all staff. Analysis of this data will be used by pastoral and academic middle leaders to inform support plans for students and or teachers, and influence medium term curriculum planning.

Benchmarking assessment data with other relevant schools

As an established and successful school, Salesian School already has a wealth of data against which to benchmark performance at The Runnymede School. As a whole, Salesian significantly outstrips national performance averages; KS4 targets are currently set against the FFT upper decile data. In addition, all grades will be tracked via the 4Matrix data analysis package, which includes regularly updated national benchmarking data.

Targets for attainment and progress will be set in the same rigorous way as they are at Salesian. For at least the first three years, subject classes will be monitored as extensions of the Salesian departments, to the same benchmarks, immediately highlighting any deviations in attainment or progress between the two schools. As The Runnymede School grows to scale at KS4 and develops independent department structures, the middle and senior leadership teams of the two schools will continue to compare results and procedures, learning from each other and raising the standards of both. This collaboration will be built into the development plans of both schools.

Section D2.4: Measuring and improving the quality of teaching in the classroom

¹ At the time of writing, the future of Key Stage 3 levels is in flux. At Salesian, for the time being, we expect to adapt the existing levels to new key stage 3 curricula, department by department, and continue to use them in some form. We will evaluate this policy as new assessment models become available regionally or nationally, and The Runnymede School will adopt the same models as we have established at Salesian

It will be the Headteacher’s responsibility in year one to determine a clear teaching and learning development plan, taking into account pupil need, national policy and any factors identified in recruitment processes. This will form a key section of the school improvement plan. As the school grows, an Assistant Head with responsibility for teaching and learning and CPD will be appointed.

All teaching and learning will be underpinned by tried-and-tested quality measures which we will establish as the ‘The Runnymede School Teaching and Learning 10’:

‘The Runnymede School Teaching and Learning 10’
1. The Runnymede School relationships
2. High expectations - both of students and staff.
3. Big picture – do students know where they are going and why?
4. Differentiated challenge – meeting the needs of all pupils
5. Engaged learning – creating active, independent learners
6. Best use of time – excellent pace.
7. Effective questioning extends thinking.
8. Everyone gets feedback – DIRT time is built into all lessons
9. Everyone makes progress over time
10. Review of learning – complete the cycle.

The quality of teaching and learning will be assessed both in the short term and over time by embedding a coaching culture that will track standards of teaching and learning across the school using a range of methodologies and feedback mechanisms:

- Verbal instant feedback from all learning walks, observations and coaching sessions.
- Tracking of teacher ‘score card’ over time to include an overall rating once per year
- Tracking of teachers year on year
- Progress reviewed against whole school teaching and learning improvement plan three times per year and reported to link governor
- Department teaching and learning reviews (run and recorded three times per year)
- Performance management meetings three times per year with a clear focus on teaching and learning, evidence recorded and discussion of pupils’ feedback / interviews
- Regular and instant communication about teaching and learning from the pupil voice team three times per year
- Parent Interviews / Parent voice
- Use of technology to share excellent practice and open up communication, building upon systems pioneered by Salesian TSA and customised to The Runnymede School context.

This ongoing evaluation of teaching and learning will directly impact upon and inform wider school improvement, including the professional development programme for all staff that will be developed and delivered with the Salesian Teaching School Alliance. This will be supplemented by:

- joint practice development (JPD) both within the school and across the 'family of schools'. Staff will be paired three times annually to plan, observe and feed back to each other with a CPD focus related to whole school improvement across the alliance.
- coaching: All staff will follow a coaching programme with a dedicated 'buddy' to provide feedback and personalised development plans. SLEs and experts from across the TSA will be utilised to ensure staff are well supported in initial set up and beyond
- a six-week Support Plan programme which will be introduced to supplement coaching where necessary; Runnymede colleagues will be observed twice weekly by a SLT member and HoD. Coaching will continue to be provided and progress tracked
- dedicated weekly Teaching & Learning Meetings for all staff incorporating a choice of carousel activities to showcase and share successful T&L strategies
- weekly newsletters with a different CPD focus each half-term
- leadership development opportunities: All new or aspiring middle leaders (HoD or HoYs) will be able to access a ML development programme. This will be made available to aspiring middle leaders in their second term at The Runnymede School for those considering a HOY or HOD role
- new staff/role induction: all NQT+1s will be invited to attend the NQT sessions run at Salesian and will be involved in delivery of CPD across the TSA
- NQT 'buddy mentoring system'
- experts leading INSET: Staff members with particular expertise from Salesian and The Runnymede School will lead on different aspects of teaching and learning
- learning walks: All staff will participate in a learning walk regularly with a member of the SLT
- use of feedback to inform the development of the bespoke Runnymede CPD programme

Embedding robust performance management

At The Runnymede School, whilst teaching outstanding lessons will be a given expectation, robust performance management (PM) systems will underpin and secure accountability against school improvement. These will:

- enable teachers to document their responsibilities
- equip them to familiarise themselves with the Teaching Standards
- discuss and set targets towards post-Threshold status and make recommendations
- set objectives for the following year based against the Teaching Standards and to justify their pay / position of responsibility
- enable teachers to review their own performance over the past year against the Teaching Standards, as well as specific improvement objectives
- celebrate the achievement of completed objectives

- discuss evidence for improvement / achievement of each objective and make decisions
- evaluate how well the process of objective setting and review has gone
- set objectives for the following year including greater responsibility

Over time, this performance management process will deliver a ‘scorecard of teachers’ performance’ which will be compiled from:

- pupils’ feedback
- learning walks
- observations
- results analysis
- CPD reflections

Section D2.5 Liaising with and reporting to parents/carers

Reporting	Frequency
Attendance, attainment, attitude to learning and homework	Four times per year
Formative feedback from the form tutor, head of year and head of school in a written report	Once per year
Face-to-face parent consultation evenings	Once per year (twice in Year 10)
Information evenings for the whole cohort of parents	Once per year

All teaching staff will contribute to grade collections four times yearly. Data will be analysed every two school months, in September (for July data), November, February and April. Parents will receive a summary of the data for each student after every grade collection, both on paper and via the Parent Portal, a secure section of the school website which will integrate with PARS to include reports, attendance data, house points and other relevant documents. The Parent Portal will also include a tool for initiating email contact directly with each child’s teachers.

All formal meetings and reporting-home procedures will be scheduled at the beginning of the year and published on the school calendar. In addition to the programme of Parents’ Evenings, additional meetings will be held as follows:

- To welcome parents in Year 7 and set out expectations for students’ best hopes of success and happiness at the school
- Study skills evenings for Years 8 and 10 and an Options Evening for Year 9
- Revision and exam preparation evening for Year 11

Finally, regular contact with parents will be part of the ethos of The Runnymede School: teachers and middle leaders will routinely contact parents throughout the year to offer praise or consult over challenges and inform parents of difficulties over which they can support the school. It will be part of the school’s ethos to balance causes for concern with reasons for praise.

In the most recent Ofsted Parent View survey of Salesian parents (September 2013), 96% of parents agreed with the statement “I receive valuable information from the school about my child’s progress.” It will be a priority that Runnymede School parents feel the same way, and Salesian’s ethos of open and positive communication with parents will also characterise the new school.

Maximising parental involvement leading to improvements for their child

The Runnymede School will maintain and communicate an ‘open door’ policy to parents: a weekly afternoon / evening drop-in session will be offered for parents who wish to raise questions or concerns.

Attendance at all parents evenings will be recorded and absence followed up by members of the

leadership team. This will ensure that all parents are actively encouraged (and expected) to take an interest in the life of the school and their children's progress, and feel confident in engaging directly with their children's teachers. Where a student has significant needs, key middle and senior leaders will be chosen to meet regularly with the parents as part of an action plan.

From day one, The Runnymede School will form its own Parent Teachers Association, with a focus on social and fundraising activities involving as many parents as possible. In its first few years, the school will be a small community, presenting a unique opportunity to build a cohesive and active PTA that can grow and establish itself as the intake rises. The school will also seek opportunities to showcase student work, with exhibitions and performances etc. The more regularly parents walk through the doors, the more likely they are to engage actively with the school and its staff.

Our secure online area for parents, the Parent Portal, will put power in the hands of parents directly: they will be able to access key data about their children whenever they wish. Instruction on how to use the portal will be distributed on paper and provided in person at evenings held for parents.

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

D3.1 Staff phasing plan

↓ Staff / Year →	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
Students on Roll	120	270	450	630	810	870	900
Leadership Team							
Head of School	1	1	1	1	1	1	1
Deputy Headteacher			1	1	1	1	1
Assistant Head teacher 1	1	1	1	1	1	1	1
Assistant Head teacher 2				1	1	1	1
Assistant Head teacher 3					1	1	1
Total Leadership	2	2	3	4	5	5	5
Teaching Staff							
Heads of Year	1	2	3	4	5	5	5
SENCO		1	1	1	1	1	1
Heads of Dept.	6	9	13	13	14	14	14
2 nd in Dept.				4	5	6	6
Mainscale teachers		4	9	13	20	24	24
Total teaching staff	7	16	26	35	45	50	50

For Salesian School and the Bourne Education Trust, the success of the school will be largely dependent on the quality of the staff we employ. A fundamental aspect of the ethos of the schools we currently run is that we only employ staff who are already first-rate or have the potential to become so.

In our experience, getting the staffing ‘right’ is the key to success. Our research into “start-up” schools has suggested that there are real issues around appointing high quality staff in the first two years. When starting with just one year group, it obviously follows that only a limited number of teachers can be funded which inevitably means that staff have to teach a range of subjects. This leads to two main issues: (1) certain subjects being taught by non-specialists and (2) difficulties in attracting staff to teach beyond their specialism and to only one year group. Salesian School and the Bourne Education Trust will overcome both of these potential issues by sharing staff for certain subjects with Salesian School in the first few years of opening to ensure that children are only taught by subject specialists who are already teaching across the full range of year groups. Salesian School already operates across a split site that is in close proximity to The Runnymede School’s proposed site. Staff are used to travelling between sites and we have well-established systems in place to ensure that this works effectively. We will expand this capacity as required to cover the needs of The Runnymede School as it builds to full strength.

The proposed staffing structure for year seven of the operational phase is attached overleaf. Individual staffing plans for the first six years of operation are attached in the annex to this section, together with the interim organisation charts for each year. Curriculum plans are included in Section D1.

Runnymede School staffing structure in year seven of operational phase

Student Numbers	180			180			180			180			900				Staffing			
Subject	Year 7			Year 8			Year 9			Year 10			Year 11			Total Need	No of Staff	Staffing		
	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total			HoD	2ic	MS
RE	4	7	28	4	7	28	4	7	28	5	7	35	5	7	35	154	3.6	1	1	2
English	7	7	49	7	7	49	7	7	49	7	7	49	7	7	49	245	5.7	1	1	4
Mathematics	6	7	42	6	7	42	6	7	42	6	7	42	6	7	42	210	4.9	1	1	3
Science	6	7	42	6	7	42	6	7	42	8	8	64	8	8	64	254	5.9	1	1	4
MFL	4	7	28	4	7	28	4	7	28	5	7	35	5	7	35	154	3.6	1	1	2
PE	4	7	28	4	7	28	4	7	28	4	7	28	4	7	28	140	3.3	1	1	1
Art	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		1
Computing	2	7	14	2	7	14	2	7	14	5	3	15	5	3	15	72	1.7	1		1
Design Tech	4	7	28	4	7	28	4	7	28	5	3	15	5	3	15	114	2.7	1		2
Drama	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		
Geography	3	7	21	3	7	21	3	7	21	5	4	20	5	4	20	103	2.4	1		1
History	3	7	21	3	7	21	3	7	21	5	4	20	5	4	20	103	2.4	1	1	1
Music	2	7	14	2	7	14	2	7	14	5	1	5	5	1	5	52	1.2	1		
PSHE	1	7	7	1	7	7	1	7	7							21	0.5			1
Business										5	2	10	5	2	10	20	0.5	1		
Totals	50			50			50										41.1			44

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	3
SENCO	1
Head of Year	5
Head of Dept	14
2nd in Dept	6
Main Scale	24
Administration	5
Catering	5
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	8
Technicians	3

Staffing commentary: 2017

In the first year of opening, we will start with 9 full-time members of teaching staff: Head of School, one Assistant Headteacher, one Head of Year and 6 Heads of Department for the core subjects of English, maths, RE, science, languages and PE. It is envisaged that these staff will be recruited mainly from Salesian or other schools from within the Bourne Education Trust with the exception of the headteacher role which will be open to all applicants. All other subjects will be taught by subject specialists who will travel from Salesian according to need. Ideally, senior staff and the Head of Year will specialise in non-core subjects and therefore reduce the need to rely on Salesian staff. The Assistant Headteacher will act as the SENCO in this first year.

Staffing commentary: 2018

In Year 2 we will add: a SENCO, a further Head of Year, Heads of Dept. for Geography, History and DT and main scale teachers in English, maths, science and PE. As for 2017, staff will be largely recruited from Salesian and Bourne and any shortfall will be made up by staff travelling from Salesian. Where there is excess in The Runnymede School's staffing we will look to sell this back to Salesian.

Staffing commentary: 2019

Following the same strategy, we will add the following to the full-time staff: a Deputy Headteacher, a 3rd Head of Year, Heads of Dept. in art, computing, drama and music and additional main scale teachers in RE, English, maths, science, languages and DT. At this stage, the vast majority of lessons will now be taught by The Runnymede School staff.

Staffing commentary: 2020

As above, with the following additions: 2nd Assistant Headteacher, 4th Head of Year, 2nds in Dept. in English, maths, science and languages and additional main scale teachers in RE, geography and history.

Staffing commentary: 2021

As above, with the following additions: 3rd Assistant Headteacher, 5th Head of Year, Head of Business, 2nd in PE, additional main scale teachers in English, maths, science, art, computing, DT and PSHE. Leadership Team and Middle Leaders will now be at full capacity. All of those in positions of leadership will have a teaching allocation and there will, therefore, be some savings to be made on staffing, depending on subject specialisms..

Staffing commentary: 2022

As above, plus additional main scale teachers in either geography or history, depending upon option take-up, and English, science and languages. Staffing now at full capacity.

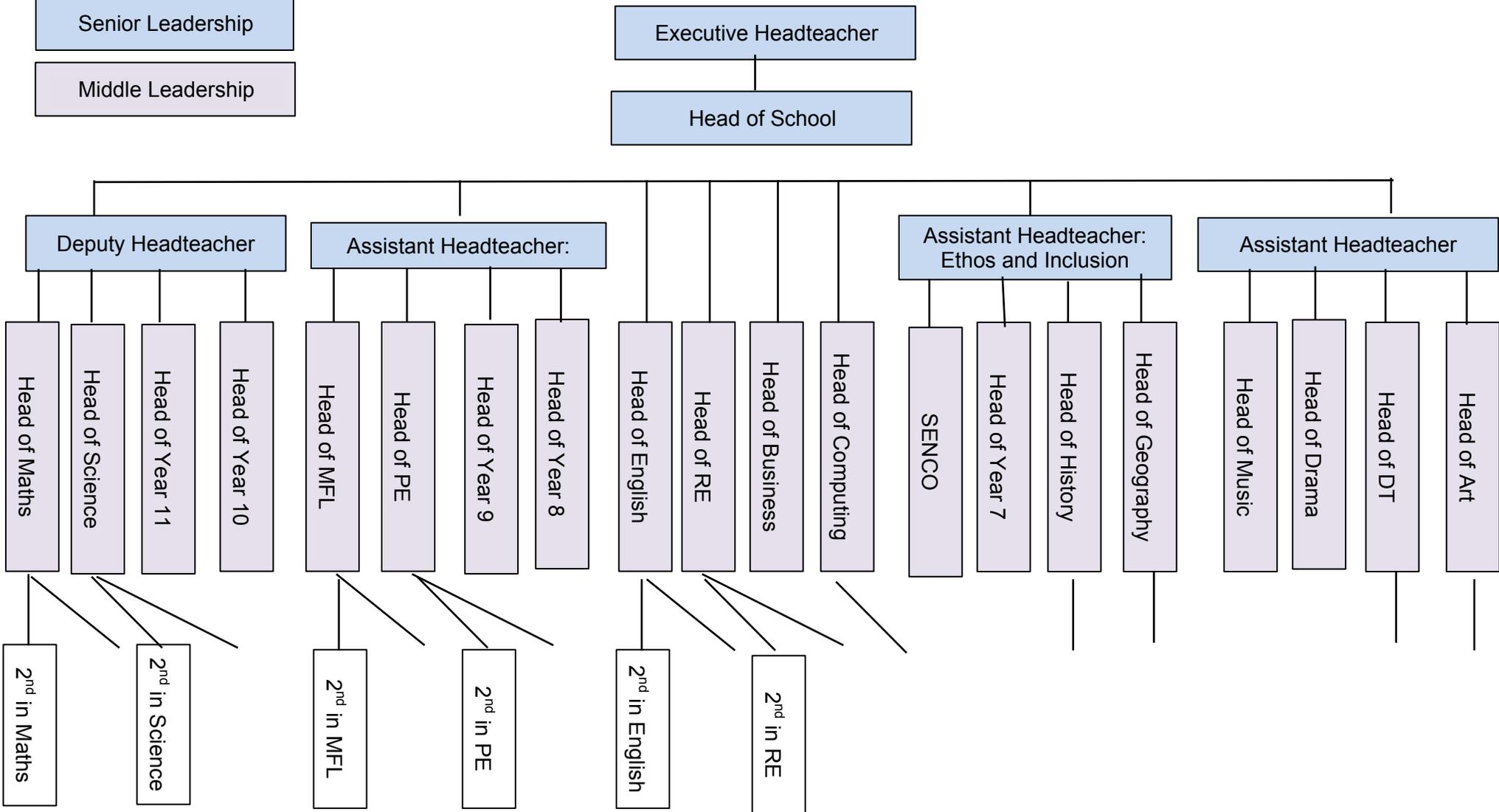
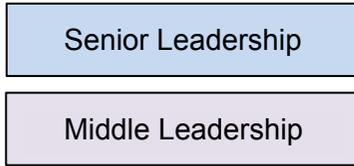
Staffing commentary: 2023

Fully staffed.

Interim organisation charts are attached at the annex to this section following page 54

D3.2 Final staffing structure when the school is established: Organisation chart showing staffing when school has reached capacity

Key:



D3.2 Staff roles, experience and expertise

3.2.1 Leadership Team: A brief explanation of the key responsibilities of each of the SLT and how their work fits together

Leadership Team: Person Specification

- Qualified Teacher status and evidence of “outstanding” teaching
- Recent and relevant professional development
- Understanding of and commitment to the National Standards for Headship
- Ability to enthuse, inspire and develop staff and students under a faith ethos
- Ability to challenge, motivate and empower staff and students
- Proven track record of raising standards
- Successful experience of whole-school responsibility
- Proven experience in recognising and meeting the needs of groups of staff and students
- Demonstrable experience of effectively managing and implementing change
- Ability to manage resources efficiently
- Genuine enjoyment of working with young people

- Understanding of and commitment to inclusion for all
- Commitment to excellence and the ability to lead by example in terms of teaching and learning
- Knowledge and understanding of recent developments in learning and teaching
- Demonstrable understanding of effective school evaluation
- Knowledge of current educational issues and recent legislation
- Excellent communication skills
- Commitment to working as a team player

- Boundless enthusiasm and a positive outlook

- Capacity to work very hard under pressure

- Personal integrity and the drive to do what is best for the students

- Ambition and potential for promotion

- Sense of humour

- Commitment to ensuring that The Runnymede School becomes the best school in the country

Specific responsibilities

Executive headteacher

Strategic direction and leadership of:

- Shaping the future: strategic vision
- Teaching & learning
- Student performance

- Recruitment, including secondments between Salesian School and the Runnymede School
- Staff induction, professional development and performance review
- Pastoral care and Inclusion
- HR
- Finance
- Premises
- Health & Safety

Head of School

Work with the Executive Headteachers and the Governors to develop, implement and evaluate a strategic vision

Make a substantial contribution to the development and implementation of the school's mission

Lead the monitoring, evaluation and development of all aspects of school life

Monitor, evaluate and develop the quality of learning and teaching throughout the school

Develop the skills of senior and middle leaders, teachers and associate staff

Secure the objectives of the School Development Plan

Share general aspects of whole school management (e.g. staff appointments, staff development activities, communicating with staff and parents, organising events...)

Lead and secure success by ensuring the effective implication of school policy

Provide a significant presence around the school at all times throughout the day

Leadership team

Each member of the Leadership Team will be expected to line manage a number of Middle Leaders and act as a mentor for members of their teams in addition to having the specific responsibilities detailed below:

Deputy Headteacher

Monitor, evaluate and develop the curriculum

Schedule and publish the college timetable

Implement, evaluate and develop the systems for assessment, reporting and recording

Monitor, evaluate and develop the provision for vocational education

Monitor, evaluate and develop our collaborative work with other schools and colleges

Monitor, evaluate and develop our use of the Virtual Learning Environment

Publish and monitor the staff duty rota

Convene Governors' Committee for Curriculum

Mentor a number of departments

Line manage the Learning Resource Centre

Line manage, develop and support the Cover Supervisors

Line manage members of associate staff working in sphere of responsibility

Assistant Headteacher: Ethos & Inclusion

Ensure that all students are happy, safe and secure

Monitor, evaluate and develop all the pastoral work of the school

Line manage the Heads of Year, support them in their work and develop them professionally

Secure excellent attendance from all students

Ensure the successful execution of the admissions process including appeals

Manage any “in-year-fair-access” admissions

Liaise with primary schools to ensure smooth transition of students into Year 7

Line manage support and develop the Learning Support Department, SENCO and Inclusion Manager

Line manage, support and develop Chaplaincy and the Chaplain

Line manage, support and develop Pupil Premium provision

Implement the Rewards system for all students

Implement the safeguarding policy and line manage the Child Protection Officer

Mentor a number of departments

Convene Governors Committee for Ethos and Safeguarding

Line manage members of associate staff working in sphere of responsibility

Assistant Headteacher: Achievement & Standards

Ensure that every member of The Runnymede School achieves to their full potential

Lead the Heads of Department, support them in their work and develop them professionally

Set, monitor and evaluate academic targets for students and staff

Secure excellent academic results from all students and staff

Monitor and evaluate all streams of data and implement subsequent action plans

Ensure that The Runnymede School has a rigorous system of self-evaluation

Develop our work with parents and ensure that the PTA runs effectively

Organise Parents Evenings

Mentor a number of departments

Line Manage, support and develop the Data & Exams Manager

Line manage members of associate staff working in sphere of responsibility

Assistant Headteacher: Learning & Teaching and Professional Development

Monitor, evaluate and develop learning and teaching

Support and challenge staff to teach better lessons

Monitor, evaluate and develop the professional development of all staff

Organise and develop a programme of INSET for all staff

Organise Learning & Teaching Evenings for Parents

Monitor, evaluate and develop the provision for Gifted & Talented students

Provide models of excellent and innovative learning and teaching

Secure a stimulating learning environment throughout the College

Monitor and evaluate the work of the Professional Tutors and develop them professionally

Monitor, evaluate and develop the programmes for NQTs and Initial Teacher Training

Mentor a number of departments

Line manage members of associate staff working in sphere of responsibility

3.2.2 Head of Department Responsibilities

In addition to the duties laid out in the latest edition of the School Teachers Pay and Conditions Document, Heads of Department will be expected to:

Operational & Strategic Planning

- Lead the implementation of an effective Departmental Development Plan
- Maintain a Department Handbook that supports relevant whole school policies
- Conduct regular reviews across the curriculum to inform planning of provision
- Formulate aims, objectives and strategic plans for subject provision across the school
- Report regularly to the Leadership Team on standards
- Monitor resources and maintain the departmental budget

Professional Development

- Keep up-to-date with local and national developments and thinking in pedagogy

- Establish contacts within key organisations for subject development
- Disseminate strategies for raising standards in pedagogy to the department
- Support colleagues to develop their ability to apply a range of strategies to promote best practice
- Ensure staff have appropriate training and development opportunities

Curriculum Provision & Development

- Develop, review and refine provision to ensure a personalised curriculum
- Monitor and respond to curriculum developments and initiatives at local and national levels
- Ensure that formative assessment is at the heart of learning
- Ensure that daily classroom practice addresses the individual needs of the students
- Maintain and develop the influence of ICT in learning and teaching
- Ensure a balance between knowledge acquisition and skill development in classroom practice
- Implement systems to ensure that all members of the department share resources and best practice

Support and Monitoring

- Maintain a programme of formal lesson observations and informal peer observations
- Nurture an atmosphere of openness and cooperation in the department
- Ensure professional accountability for students' progress and attainment
- Liaise with others involved in supporting students' learning
- Foster good relationships and liaison with parents and carers
- Maintain accurate and up-to-date information concerning students' achievements
- Identify and act on issues arising from data, systems and reports and review progress on the action taken
- Provide Governors with relevant information relating to provision and student progress

Standards

- Monitor and evaluate the quality of learning and teaching and standards of attainment and performance
- Write the departmental self-evaluation and improvement plans
- Conduct lesson observations as a means of sharing best practice and coaching
- Ensure a positive climate for learning
- Uphold high expectations of self, staff and students
- Use data analysis to track student performance and that of teachers
- Ensure marking and assessment is consistent with whole school policies

- Ensure reporting complies with whole school policies
- Lead the planning of schemes of work to maximise the learning opportunities of students of all abilities
- Organise the structure of teaching throughout the department
- Meet the needs of students, including the management of behaviour and its impact on learning

Human resources

- Participate in the selection of new staff within the department
- Delegate duties and responsibilities to ensure staff development and value for money
- Provide a positive role model to students and staff
- Communicate school and departmental aims to stakeholders
- Secure the commitment of departmental team through effective leadership

Resources

- Manage the accommodation to ensure the departmental environment is conducive to learning
- Manage the departmental budget and ensure value for money
- Ensure the effective deployment of staff and resources

3.2.3 Head of Year Responsibilities

Be accountable for standards in every area relating to the year group

Monitor, evaluate and develop the quality of learning and teaching for the year group

Ensure that every student in the year group makes excellent progress and achieves highly

Promote high expectations and secure standards in terms of student behaviour and safety

Develop the skills of Form Tutors and associate staff working with the year group

Secure the objectives of the School Development Plan where relevant to the year group in question

Lead and secure success by ensuring the effective implication of school policy

Provide a significant presence around the College at all times throughout the day

Develop and promote excellent relationships with parents and carers

Furthermore the Head of Year will be expected to:

Ethos & Inclusion

Ensure that all students in the year group are happy, safe and secure

Monitor, evaluate and develop all the pastoral work for the year group

Arrange and promote activities within the year group

Deliver assemblies, including a collective act of worship policy reflecting the Gospel reading of the week

Secure excellent attendance from all students and liaise with the Educational Welfare Officer

Where appropriate liaise with primary schools or other Heads of Year to ensure smooth transition of students

Liaise and work effectively with the SENCO and Chaplain
 Implement an effective rewards system for all students in the year group
 Implement the safeguarding policy and work collaboratively with the Child Protection Officer

Achievement & Standards

Ensure that every member of the year group community achieves to their full potential
 Liaise and work effectively with the Heads of Department
 Set, monitor and evaluate academic targets for all students in the year group
 Secure excellent academic results from all students and staff who work with the year group
 Monitor and evaluate all streams of data and implement subsequent action plans
 Monitor the progress of individual students and take appropriate action
 Review students' reports and identify students requiring additional support
 Report to the Leadership Team half-termly and the governors annually on student progress
 Ensure that there is a rigorous system of self-evaluation for all aspects of the job profile
 Work effectively with parents to ensure high standards and achievement for every student in the year group
 Organise Parents Evenings

Leadership of Staff

- Lead training for tutors providing induction for tutors new to the role
- Monitor, assess and develop the roles of the tutors to support the Development Plan
- Update tutors on changes to school policy and ensure that they are fully supported
- Ensure that tutors run their tutor sessions effectively
- Ensure that work relating to the theme of the week is delivered appropriately and regularly
- Support the professional development of tutors and others
- Line manage the tutors and ensure their professional development needs are met

How the staffing structure will enable you to deliver the curriculum and pastoral care

The Runnymede School will have the immediate support of The Bourne Education Trust and Salesian School to deliver the curriculum, provide pastoral care and manage the core operational services. Salesian school will be responsible for:

- seconding experienced specialist teachers to augment the Runnymede School teaching staff
- moderating standards of teaching and learning (through the Salesian Teaching School Alliance)
- advising on curriculum structure and schemes of work
- supporting the development of effective policies, protocols and systems for pastoral care

As a well-established and highly successful MAT, the Bourne Education Trust will take on the administrative burden facing the new school by providing central services which will include:

- administration
- financial services

- IT services
- HR services
- premises management

This will free up the headteacher, leadership team and teaching staff to concentrate upon establishing effective teaching and learning strategies from day one of operation and to embed the pastoral care systems and strong moral values that will safeguard and nurture all students of The Runnymede School.

As the school expands, the staffing structure will also expand to incorporate fully-fledged departmental teams. This will grow from the initial support provided by the BET and Salesian School and be based on their outstanding practice. This will enable effective curriculum delivery as The Runnymede School builds to capacity.

D3.3: Credible contingency plans to adapt the staffing structure if income were to be less than expected

Please see the detailed contingency plans provided in Section G3, page 106

Annex to Section D3

Staffing structure tables, Years 1 – 7 of operation

Interim organisation charts, Years 1 – 4 of operation

Year 1 Staffing Structure

YEAR 1 - 2017																				
Student Numbers	120									120									Staffing Structure	
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	Need	Staff	HoD	2ic	MS
RE	4	5	20													20	0.5	1		
English	7	5	35													35	0.8	1		
Mathematics	6	5	30													30	0.7	1		
Science	6	5	30													30	0.7	1		
MFL	4	5	20													20	0.5	1		
PE	4	5	20													20	0.5	1		
Art	2	5	10													10	0.2			
Computing	2	5	10													10	0.2			
Design Tech	4	5	20													20	0.5			
Drama	2	5	10													10	0.2			
Geography	3	5	15													15	0.3			
History	3	5	15													15	0.3			
Music	2	5	10													10	0.2			
PSHE	1	5	5													5	0.1			
Business																0	0.0			
Totals	50			0			0										5.8			6

Year 2 Staffing Structure

YEAR 2 - 2018

Student Numbers	150			120						270										
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	Need	Staff	HoD	2ic	MS
RE	4	6	24	4	5	20										44	1.0	1		
English	7	6	42	7	5	35										77	1.8	1		1
Mathematics	6	6	36	6	5	30										66	1.5	1		1
Science	6	6	36	6	5	30										66	1.5	1		1
MFL	4	6	24	4	5	20										44	1.0	1		
PE	4	6	24	4	5	20										44	1.0	1		1
Art	2	6	12	2	5	10										22	0.5			
Computing	2	6	12	2	5	10										22	0.5			
Design Tech	4	6	24	4	5	20										44	1.0	1		
Drama	2	6	12	2	5	10										22	0.5			
Geography	3	6	18	3	5	15										33	0.8	1		
History	3	6	18	3	5	15										33	0.8	1		
Music	2	6	12	2	5	10										22	0.5			
PSHE	1	6	6	1	5	5										11	0.3			
Business																0	0.0			
Totals	50			50			0										12.8			13

Staffing Structure	
Head of School	1
Deputy Head	0
Assistant Head	1
SENCO	1
Head of Year	2
Head of Dept	9
2nd in Dept	0
Main Scale	4
Administration	3
Catering	3
Chaplain	0
Finance	1
ICT	1
Premises	2
Teaching Assistants	5
Technicians	2

Year 3 Staffing Structure

YEAR 3 - 2019

Student Numbers	180			150			120									450				
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	Need	Staff	HoD	2ic	MS
RE	4	7	28	4	6	24	4	5	20							72	1.7	1		1
English	7	7	49	7	6	42	7	5	35							126	2.9	1		2
Mathematics	6	7	42	6	6	36	6	5	30							108	2.5	1		2
Science	6	7	42	6	6	36	6	5	30							108	2.5	1		2
MFL	4	7	28	4	6	24	4	5	20							72	1.7	1		1
PE	4	7	28	4	6	24	4	5	20							72	1.7	1		1
Art	2	7	14	2	6	12	2	5	10							36	0.8	1		
Computing	2	7	14	2	6	12	2	5	10							36	0.8	1		
Design Tech	4	7	28	4	6	24	4	5	20							72	1.7	1		1
Drama	2	7	14	2	6	12	2	5	10							36	0.8	1		
Geography	3	7	21	3	6	18	3	5	15							54	1.3	1		
History	3	7	21	3	6	18	3	5	15							54	1.3	1		
Music	2	7	14	2	6	12	2	5	10							36	0.8	1		
PSHE	1	7	7	1	6	6	1	5	5							18	0.4			
Business																0	0.0			
Totals	50			50			50										20.9			23

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	1
SENCO	1
Head of Year	3
Head of Dept	13
2nd in Dept	0
Main Scale	9
Administration	4
Catering	4
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	6
Technicians	2

Year 4 Staffing Structure

YEAR 4 - 2020

Student Numbers	180			180			150			120				630						
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	Need	Staff	HoD	2ic	MS
RE	4	7	28	4	7	28	4	6	24	5	5	25				105	2.4	1		2
English	7	7	49	7	7	49	7	6	42	7	5	35				175	4.1	1	1	2
Mathematics	6	7	42	6	7	42	6	6	36	6	5	30				150	3.5	1	1	2
Science	6	7	42	6	7	42	6	6	36	8	6	48				168	3.9	1	1	2
MFL	4	7	28	4	7	28	4	6	24	5	5	25				105	2.4	1	1	1
PE	4	7	28	4	7	28	4	6	24	4	5	20				100	2.3	1		1
Art	2	7	14	2	7	14	2	6	12	5	2	10				50	1.2	1		
Computing	2	7	14	2	7	14	2	6	12	5	2	10				50	1.2	1		
Design Tech	4	7	28	4	7	28	4	6	24	5	2	10				90	2.1	1		1
Drama	2	7	14	2	7	14	2	6	12	5	1	5				45	1.0	1		
Geography	3	7	21	3	7	21	3	6	18	5	3	15				75	1.7	1		1
History	3	7	21	3	7	21	3	6	18	5	3	15				75	1.7	1		1
Music	2	7	14	2	7	14	2	6	12	5	1	5				45	1.0	1		
PSHE	1	7	7	1	7	7	1	6	6			0				20	0.5			
Business										5	1	5				5	0.1			
Totals	50			50			50										29.3			30

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	2
SENCO	1
Head of Year	4
Head of Dept	13
2nd in Dept	4
Main Scale	13
Administration	4
Catering	4
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	7
Technicians	3

Year 5 Staffing Structure

YEAR 5 - 2021

Student Numbers	180			180			180			150			120			810		Staffing		
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	P'ds	CI's	Total	Need	Staff	HoD	2ic	MS
RE	4	7	28	4	7	28	4	7	28	5	6	30	5	5	25	139	3.2	1		2
English	7	7	49	7	7	49	7	7	49	7	6	42	7	5	35	224	5.2	1	1	3
Mathematics	6	7	42	6	7	42	6	7	42	6	6	36	6	5	30	192	4.5	1	1	3
Science	6	7	42	6	7	42	6	7	42	8	7	56	8	6	48	230	5.3	1	1	3
MFL	4	7	28	4	7	28	4	7	28	5	6	30	5	5	25	139	3.2	1	1	1
PE	4	7	28	4	7	28	4	7	28	4	6	24	4	5	20	128	3.0	1	1	1
Art	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		1
Computing	2	7	14	2	7	14	2	7	14	5	3	15	5	2	10	67	1.6	1		1
Design Tech	4	7	28	4	7	28	4	7	28	5	3	15	5	2	10	109	2.5	1		2
Drama	2	7	14	2	7	14	2	7	14	5	2	10	5	1	5	57	1.3	1		
Geography	3	7	21	3	7	21	3	7	21	5	3	15	5	3	15	93	2.2	1		1
History	3	7	21	3	7	21	3	7	21	5	3	15	5	3	15	93	2.2	1		1
Music	2	7	14	2	7	14	2	7	14	5	1	5	5	1	5	52	1.2	1		
PSHE	1	7	7	1	7	7	1	7	7							21	0.5			1
Business										5	1	5	5	1	5	10	0.2	1		
Totals	50			50			50										37.6			39

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	3
SENCO	1
Head of Year	5
Head of Dept	14
2nd in Dept	5
Main Scale	20
Administration	5
Catering	5
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	8
Technicians	3

Year 6 Staffing Structure

YEAR 6 - 2022

Student Numbers	180			180			180			180			150			870		Staffing		
	Year 7			Year 8			Year 9			Year 10			Year 11			Total	No of	Staffing		
Subject	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	P'ds	Cl's	Total	Need	Staff	HoD	2ic	MS
RE	4	7	28	4	7	28	4	7	28	5	7	35	5	6	30	149	3.5	1	1	2
English	7	7	49	7	7	49	7	7	49	7	7	49	7	6	42	238	5.5	1	1	4
Mathematics	6	7	42	6	7	42	6	7	42	6	7	42	6	6	36	204	4.7	1	1	3
Science	6	7	42	6	7	42	6	7	42	8	8	64	8	7	56	246	5.7	1	1	4
MFL	4	7	28	4	7	28	4	7	28	5	7	35	5	6	30	149	3.5	1	1	2
PE	4	7	28	4	7	28	4	7	28	4	7	28	4	6	24	136	3.2	1	1	1
Art	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		1
Computing	2	7	14	2	7	14	2	7	14	5	3	15	5	3	15	72	1.7	1		1
Design Tech	4	7	28	4	7	28	4	7	28	5	3	15	5	3	15	114	2.7	1		2
Drama	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		
Geography	3	7	21	3	7	21	3	7	21	5	4	20	5	3	15	98	2.3	1	1	1
History	3	7	21	3	7	21	3	7	21	5	4	20	5	3	15	98	2.3	1		1
Music	2	7	14	2	7	14	2	7	14	5	1	5	5	1	5	52	1.2	1		
PSHE	1	7	7	1	7	7	1	7	7							21	0.5			1
Business										5	2	10	5	1	5	15	0.3	1		
Totals	50			50			50										39.9			44

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	3
SENCO	1
Head of Year	5
Head of Dept	14
2nd in Dept	6
Main Scale	24
Administration	5
Catering	5
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	8
Technicians	3

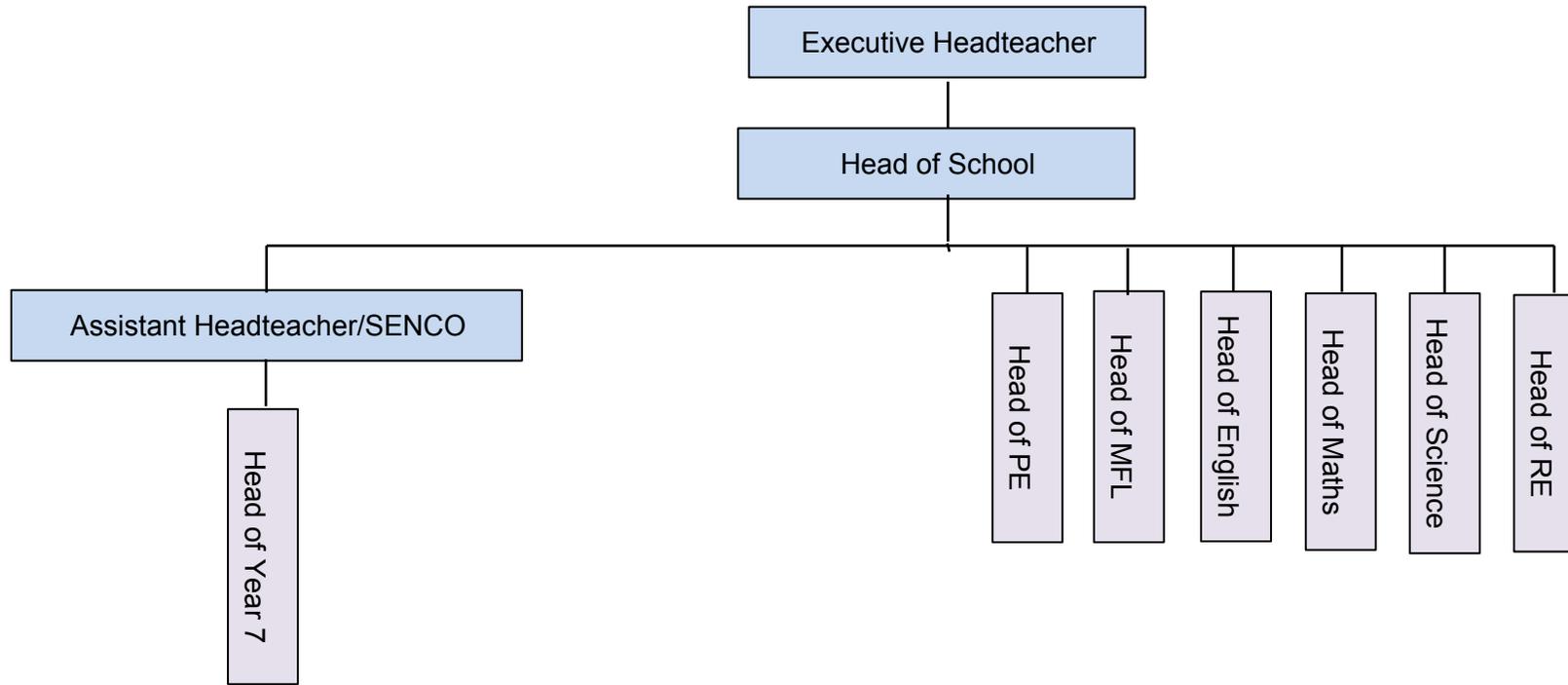
Year 7 Staffing Structure

YEAR 7 - 2023

Student Numbers	180			180			180			180			180			900		Staffing		
Subject	Year 7			Year 8			Year 9			Year 10			Year 11			Total Need	No of Staff	Staffing		
	P'ds	Cf's	Total	P'ds	Cf's	Total	P'ds	Cf's	Total	P'ds	Cf's	Total	P'ds	Cf's	Total			HoD	2ic	MS
RE	4	7	28	4	7	28	4	7	28	5	7	35	5	7	35	154	3.6	1	1	2
English	7	7	49	7	7	49	7	7	49	7	7	49	7	7	49	245	5.7	1	1	4
Mathematics	6	7	42	6	7	42	6	7	42	6	7	42	6	7	42	210	4.9	1	1	3
Science	6	7	42	6	7	42	6	7	42	8	8	64	8	8	64	254	5.9	1	1	4
MFL	4	7	28	4	7	28	4	7	28	5	7	35	5	7	35	154	3.6	1	1	2
PE	4	7	28	4	7	28	4	7	28	4	7	28	4	7	28	140	3.3	1	1	1
Art	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		1
Computing	2	7	14	2	7	14	2	7	14	5	3	15	5	3	15	72	1.7	1		1
Design Tech	4	7	28	4	7	28	4	7	28	5	3	15	5	3	15	114	2.7	1		2
Drama	2	7	14	2	7	14	2	7	14	5	2	10	5	2	10	62	1.4	1		
Geography	3	7	21	3	7	21	3	7	21	5	4	20	5	4	20	103	2.4	1		1
History	3	7	21	3	7	21	3	7	21	5	4	20	5	4	20	103	2.4	1	1	1
Music	2	7	14	2	7	14	2	7	14	5	1	5	5	1	5	52	1.2	1		
PSHE	1	7	7	1	7	7	1	7	7							21	0.5			1
Business										5	2	10	5	2	10	20	0.5	1		
Totals	50			50			50										41.1			44

Staffing Structure	
Head of School	1
Deputy Head	1
Assistant Head	3
SENCO	1
Head of Year	5
Head of Dept	14
2nd in Dept	6
Main Scale	24
Administration	5
Catering	5
Chaplain	1
Finance	2
ICT	2
Premises	2
Teaching Assistants	8
Technicians	3

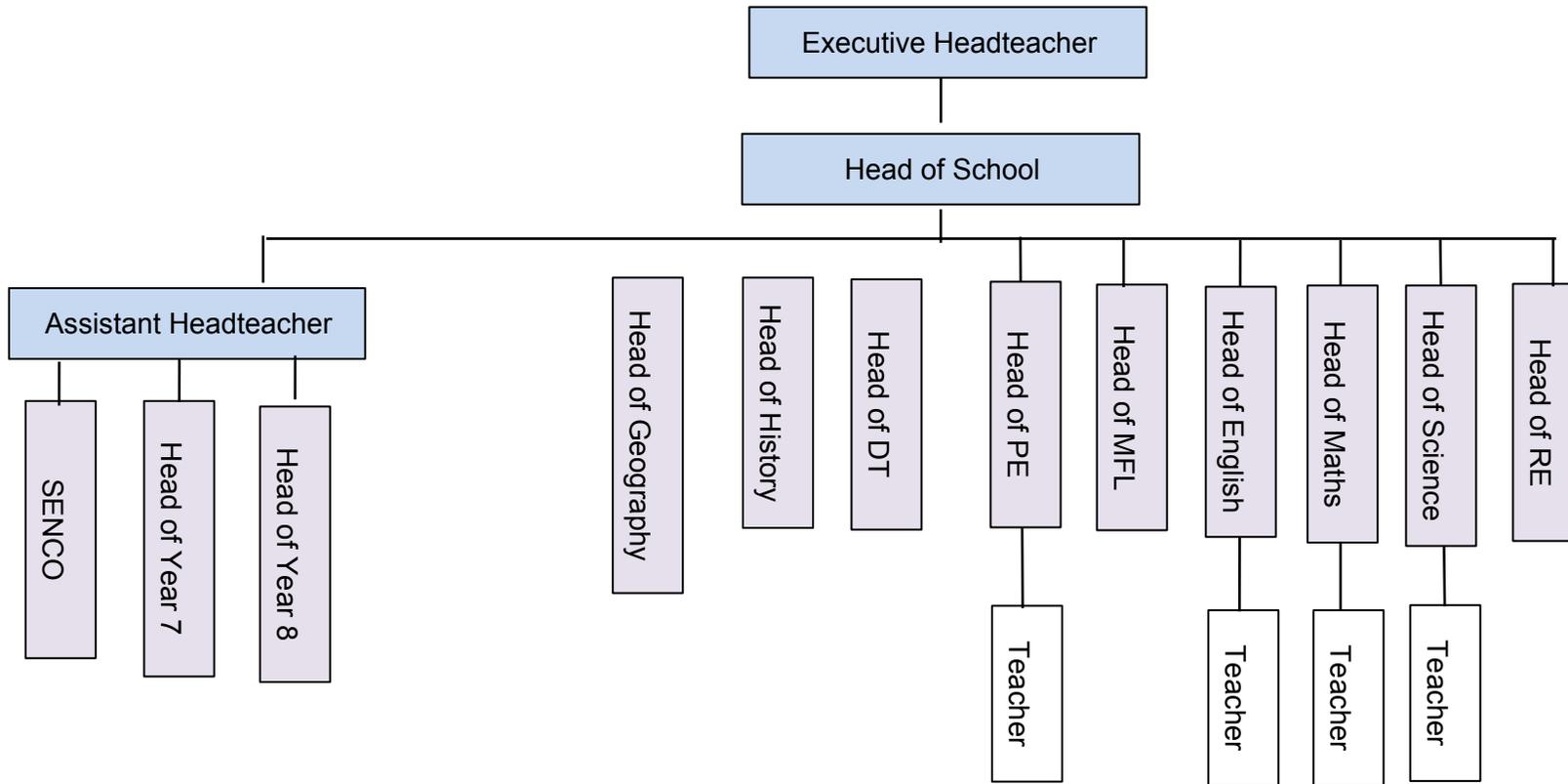
Interim organisation chart: 2017 - Year 1 of operation



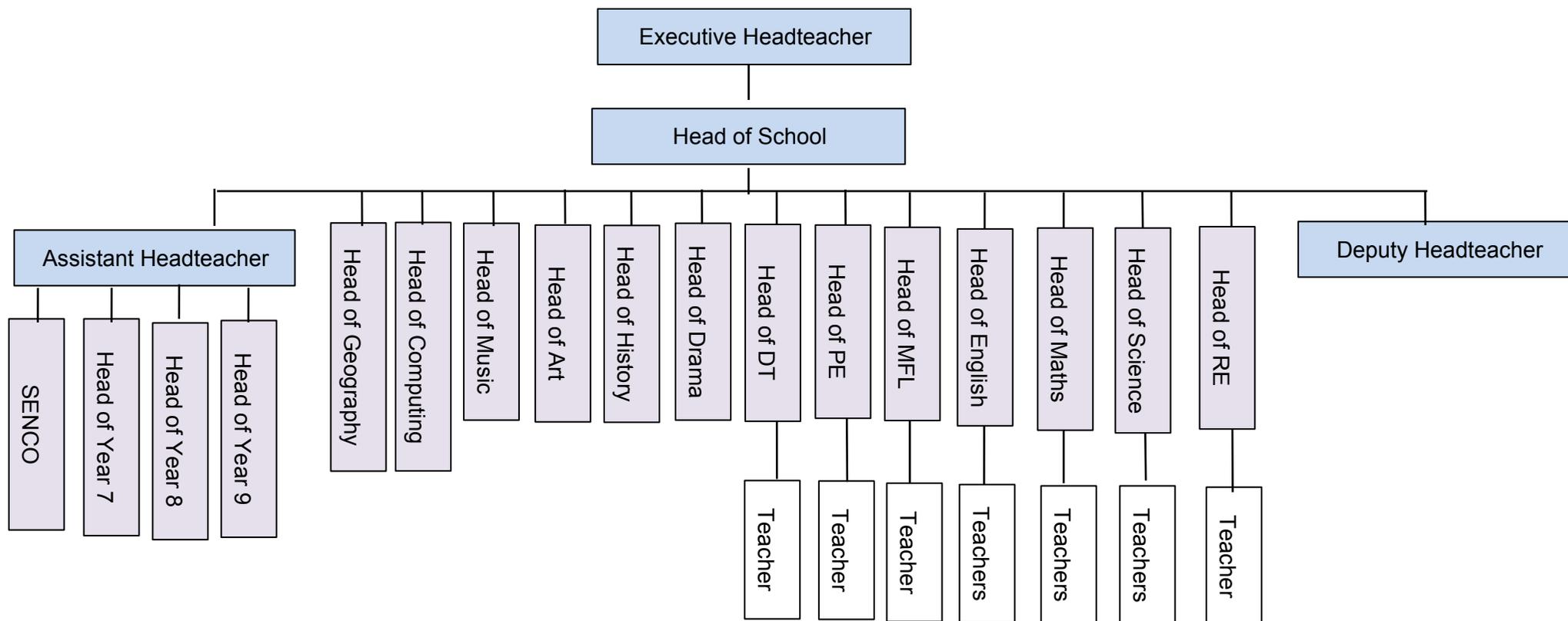
Senior leadership

Middle leadership

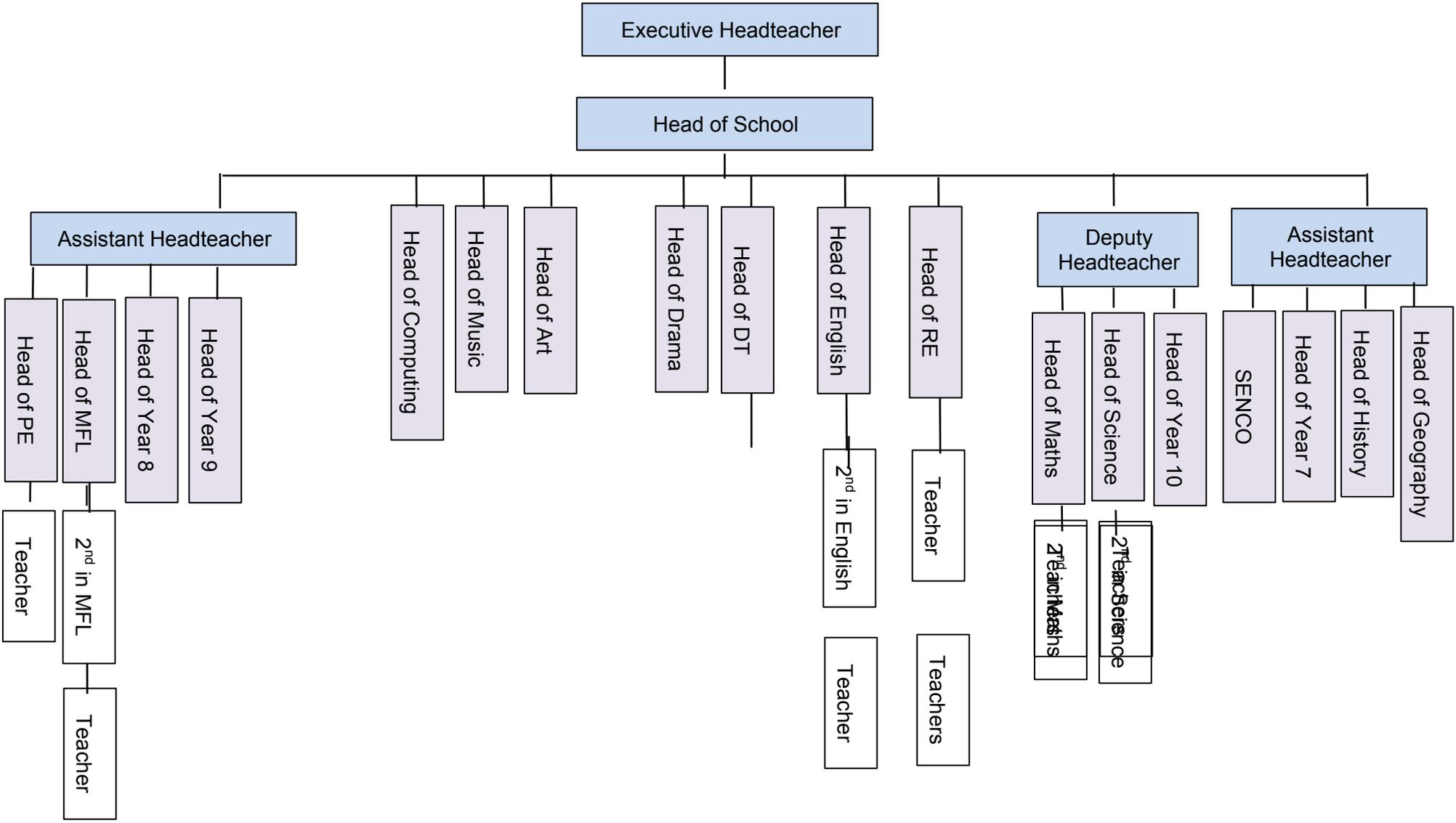
Interim organisation chart: 2018 - Year 2 of operation



Interim organisation chart: 2019 - Year 3 of operation



Interim organisation chart: 2020 - Year 4 of operation



D4 Inclusivity: evidence that the needs of all children are fully provided for within the curriculum

At The Runnymede School, our belief is that religious education, in its widest sense, will inform the whole ethos and atmosphere of the school community, enabling young people to become 'architects of their own freedom' and educating them gradually to assume an adult responsibility for their choices. Central to our belief is that young people should be encouraged to accept responsibility for themselves and for others, conscious of the need to build up a flourishing human community.

4.1 Welcoming pupils of all faiths or none and meeting the needs of pupils and parents

Freedom of religion will be a fundamental principle of The Runnymede School. Faith itself involves a free conscientious choice to be valid - every student, as a human person, is created with an inalienable right to make a conscientious choice about their faiths or world views.

We believe that all young people have a need for an outstanding religious education which will enable them to understand and articulate their own faiths or world views and those of others. This fundamentally human and deeply-founded respect for freedom of religion will inform their whole experience as students at The Runnymede School. Our view is that young people flourish and learn in an atmosphere where they are sure that they are loved and accepted and that this is particularly important in the area of faith and belief.

The Runnymede School leadership team will ensure that all students and staff respect and value the faiths and world views of every member of the school community. The governing body of the school will represent both denominational Christian traditions and other outlooks and will model the need for deeper understanding and overcoming differences of approach for the sake of the common good. In shaping policy, guaranteeing freedom of religion will be fundamental.

Management systems will recognise the need to enable each member of the school community to work together to achieve the common good while recognising the need to adapt to the particular needs (including religious and cultural aspects) of individual staff and students. Quality assurance processes will always be sensitive to religious and cultural differences and at the same time will guarantee fairness and transparency in all out activities.

Pastoral care will be a central aspect of the school's approach to learning and this will involve appreciating and valuing the different religious and non-faith approaches that will be represented in the student community. Close relationships and contact with parents and families will enable effective pastoral care to work with the different faith communities represented. Promoting pupil well-being involves reference to families and outside agencies and sensitivity to religious and cultural differences will be critical to establishing effective systems.

Impact upon the way pupils engage with the curriculum during the school day

Each day at The Runnymede School will begin with an act of worship in which all students will be invited to a moment of quiet reflection or personal or communal prayer. This deliberate pause for quiet and reflection will set the tone for the day's work and will encourage a deep sense of the importance of each individual in the common search for meaning and understanding.

The style of teaching will develop a culture of creating space for personal reflection or prayer. The opportunity to listen with the heart to the insights and perceptions of others and the opportunity to share in or observe Acts of Worship will enable students to grow into a wiser and deeply-felt understanding of faith.

The Runnymede School will be committed to providing Chaplains who will offer a pattern of voluntary worship and faith based reflection as well as opportunities for voluntary service of the wider world community and community building activities.

4.2 Impact on the curriculum

A brief explanation of how the school's religious character or ethos will be reflected in the curriculum, including what percentage of your timetable will be devoted to religious education and other faith-related subjects and why this percentage is appropriate.

The Runnymede School will devote broadly 8% of curriculum time at KS3 and KS4 to Religious Education and PSHE. The whole curriculum will take the opportunity to explore social, moral and cultural issues with a deep respect for different approaches that come from faith or different world views. For example, artistic, music and drama education will encourage students to explore and appreciate their own faith and culture as well as those of others.

The allocation of this percentage of the curriculum to religious education is appropriate in that it will complement and extend the rest of the curriculum by:

- encouraging students to develop their sense of identity and belonging, enabling them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- challenging students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- asking challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- developing students' knowledge and understanding of Christianity, other religious traditions and non-religious world views that offer answers to questions such as those above
- offering ongoing opportunities for personal reflection and Spiritual, Moral, Social and Cultural (SMSC) development
- developing students' awareness and understanding of religions and beliefs, teachings, practices and diverse forms of expression, as well as of the influence of religion on individuals, families, communities and cultures
- encouraging students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- developing respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- helping students to develop a discerning outlook and to combat prejudice
- preparing students for adult life, employment and lifelong learning

The meaning of religious education in the context of The Runnymede Free School

The Runnymede School will offer the Agreed County Religious Education Syllabus which will enable pupils to:

- demonstrate an appreciation of the nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life

- develop knowledge and understanding of Christianity, and of the other principal religions represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural education
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Studying different religions and other non-faith world views will mean that emphasis can be placed on the shared values and insights that they offer as well as appreciating where they differ.

c) Refer back to your Education Vision to show how religious education will contribute to its aspirations

As outlined in our Education Vision, the ecumenical Christian ethos underpinning The Runnymede School will encourage all students to appreciate the spiritual dimension to life, to respect those of other faiths and no faith and to develop strong moral values with a sense of understanding and compassion for others and the courage to act on their own beliefs. Our focus will be to provide an outstanding level of education within a ethos that will enable our young people to develop academically, spiritually, morally, socially, physically and culturally and to realise their full potential in all that life has to offer. This ethos will encourage everyone in the school community at every level and with due regard for their age and ability to act responsibly and for the good of the whole community. Being accountable for the use of freedom and initiative will become part of the Runnymede School culture.

Religious Education will enhance the fundamental skills of students in attaining knowledge and understanding, in reflecting critically on the meaning of what they have studied and in carefully assessing the arguments advanced by different writers and scholars. Our belief in human rights and freedom of religion will also be enhanced by outstanding Religious Education at all levels.

How will the school's religious character influence the wider curriculum, for instance in subjects like English, history, PSHE and citizenship?

The wider curriculum will benefit from the school's religious character by enabling students to understand different authors and cultures from the inside. It will encourage responsible use of human freedom to build up the common good.

For example, in terms of the study of English Literature, the school's religious character will help students to understand and interpret the fundamental themes of the classics such as: the struggle of good and evil, the importance of heroism and self-sacrifice and the problems of achieving a common purpose when there are different views. In the study of British and world history and also in current events, a clear understanding of the religious background and the development of different world views is essential to any depth of knowledge of how our present day cultures and conflicts emerged..

PSHE and particularly sensitive areas like Sex and Relationships Education will emphasise the importance of developing personal identity and its sexual dimensions and the importance of love and family to the development and flourishing of children and young people.

Alternatives for pupils not of the faith

Since all students will be following the Agreed Syllabus, there should be no need for students to be withdrawn from Religious Education. However should a parent or guardian insist, the students will be able to spend the time in supervised study.

Approach to the teaching of Creationism, intelligent design and similar ideas

Different views on the origins of the world and Man will be approached sensitively in the RE syllabus and the arguments for and against will be considered. Students will be introduced to the various accounts of creation in the Bible and elsewhere and various interpretations will be critically explored. Students will explore different approaches to understanding the world: mathematical, scientific, and the approaches of literature, music, and the arts and the significant contribution that religious approaches can offer to these fundamental questions.

4.3 The impact of school policies on pupils not of the faith or of no faith

The Runnymede School uniform will encourage a deep respect for every person and, hence, anything unbecoming, extravagant or offensive will not be permitted. However the uniform will allow the wearing of trousers, head coverings and religious symbols as long as these do not impede the health and safety of the students of their active involvement in the life of the school.

There will be no dietary requirements associated with the ethos of the school and school meals will always offer vegetarian alternatives that will be acceptable to students of different faith traditions.

The nature of collective worship will be broadly Christian but will recognise the importance of other faith traditions and will always invite voluntary responses. The importance of looking at the moral and ethical aspects of religious teaching and the significance of current issues will encourage students with no faith background to understand the implications of acting responsibly and how those with a religious background approach and perceive these issues.

Section E: Evidence of need

E1: Provide valid evidence that there is a need for this school in the area

E1.1 Current or forecast shortage (basic need) or surplus of places

The Bourne Education Trust is proposing to establish The Runnymede School in order to achieve three core aims:

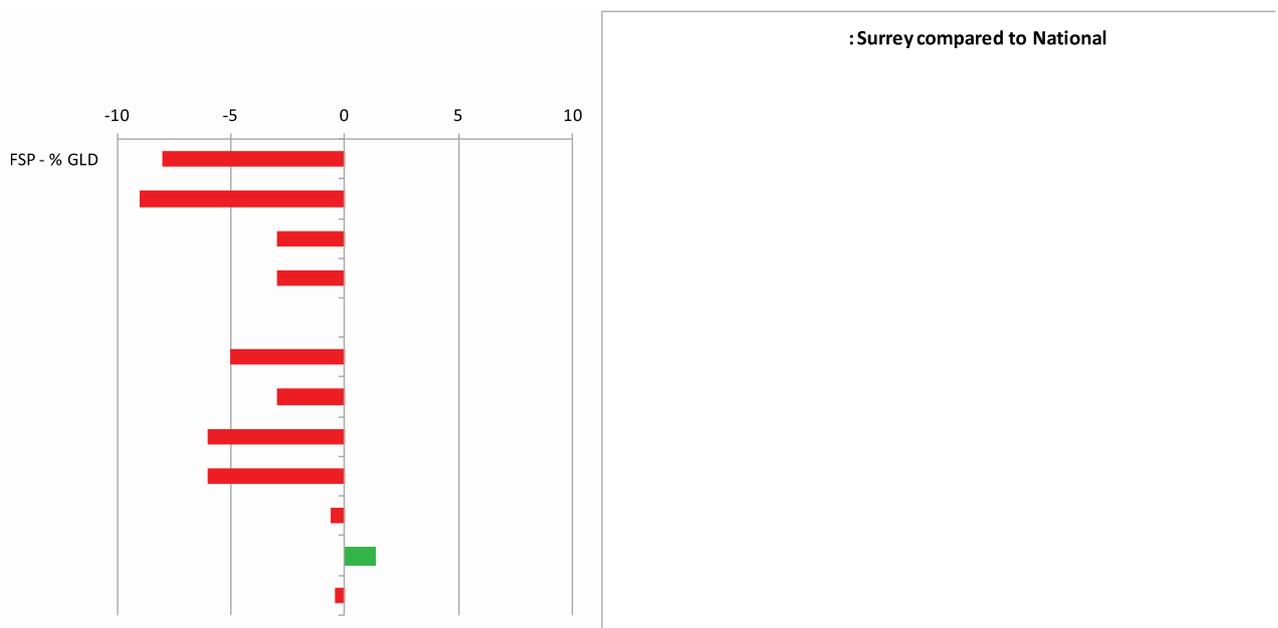
- To provide an alternative outstanding school for pupils of all faiths or none in the borough of Runnymede by replicating the ethos, leadership and teaching pedagogy of Salesian School and the Bourne Education Trust
- To improve the quality of provision for pupils from disadvantaged backgrounds in Runnymede to enable them to achieve their full potential
- To meet the urgent, increasing demand in Runnymede for significantly more secondary school places than are available

An alternative, outstanding school for pupils of all faiths

At present, Salesian School is the only secondary school in Runnymede to have been rated 'outstanding' by Ofsted. As an extremely oversubscribed denominational Roman Catholic School, Salesian selects all of its pupil intake on the basis of faith and, therefore, draws substantial numbers of students from outside the local area. In establishing The Runnymede School, we will be making available the outstanding provision of Salesian School to more children of all faiths or, indeed, of none from within the borough. Drawing upon the capacity which the BET and Salesian's enjoy as National Support Schools headed by National Leaders of Education and working in partnership within the Salesian Teaching School Alliance, The Runnymede School will receive the support and challenge that will equip it to become a centre of outstanding educational provision for all local children.

Improving the quality of provision for disadvantaged pupils

The overall performance of pupils in Surrey is similar or higher to the attainment nationally. Since the introduction of the Pupil Premium and related measures, the achievement of disadvantaged pupils has improved at all key stages. However, the rate of increase is not as large as seen nationally and Surrey remains below the performance of disadvantaged pupils nationally at most key stages with the result that disadvantaged pupils are already falling behind the non-disadvantaged groups at the beginning of their school life, as illustrated below:



Compared to Surrey as a whole, Runnymede has a higher proportion of both disadvantaged pupils and pupils for whom English is an additional language (See Section C.1.1, page 1).

The Bourne Education Trust shares the Government’s conviction that it is unacceptable for children’s success to be determined by their social circumstances. The Runnymede School will raise levels of achievement for all disadvantaged pupils and close the gap between these children and their peers by offering the same high quality level of education as its academy sponsor, The Bourne Education Trust and strategic partner, Salesian School, whilst also adding to the choice and diversity of local provision by delivering a broad and balanced curriculum allied to an exciting programme of extension and enrichment.

The need for additional places

Section C.1.1 provides a comprehensive range of local contextual data which illustrates:

- the significant increase in the local primary age population from 2001- 2011. In that time the total population has grown by 3.2% with the 0-4 population increasing by 11.6% in the same period
- the increased local primary provision which has been put into place to address this need
- the projected shortfall in secondary places from 2017-2021
- wider population projections
- planned housing developments which require the building of at least one entirely new primary school within the borough to accommodate the resulting population increase.

Using Surrey County Council’s own projections, there will be a need for up to 8 additional forms of entry in the Borough by 2021 to meet the projected shortfall of 834 places (See Section C, page 4). As a 6-form entry school, The Runnymede School will make a significant contribution to providing the additional spaces which are so urgently needed.

E1.2 Standards in local schools

The quality of current secondary educational provision provided by the four schools in the local area is high with Salesian School rated by Ofsted as ‘outstanding’ with Fullbrook School and Magna Carta School judged to be ‘good’. Having been assessed by Ofsted as ‘Requires Improvement’, Jubilee High school has recently been taken under the wing of the Bourne Education Trust. Since embarking upon this partnership, Jubilee High has seen significant improvements in pupil performance and was last year one rated as of the most improved schools in the county.

Overview of the standards in local schools (2013)

School	NOR (2013)	6 th Form	% FSM	% SEN (exc statements)	A*-C with M&E 2013	KS2 – KS4 Value Added	OFSTED rating
Fullbrook	1360	239	6.5	16.8	2011 - 66 2012 - 69 2013 - 78	989	Good (2013)
Magna Carta	1226	-	8.8	17.3	2011 - 64 2012 - 52 2013 - 59	999	Good (2013)
Jubilee High	647	-	12.8	22.6	2011 - 41 2012 - 46 2013 - 60	1026	Requires Improvement (2013)
Salesian School	1122	288	7.5	9.5	2011 - 87 2012 - 86 2013 - 83	1024	Outstanding (2013)

In view of the acceptable standards in most local schools, this application for the creation of The Runnymede School is prompted less by the need to address low standards than by the

commitment of all associated with The Runnymede School to achieve the three core aims outlined at the beginning of this section.

E.1.3 Parental demand table

The Bourne Education Trust had had an excellent response from parents to the Runnymede Free School proposal, as illustrated by the following table, resulting in [expressions of interest that are close to the school’s capacity](#):

	2017				2018			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	102		85%	150	123		82%
Year 8					120	102		85%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	102			270	225		

As outlined in Section C1.3, the current availability at secondary schools in the borough only just meets demand. By the time of the planned opening of The Runnymede School in 2017, there will be a projected deficit of 95 places in the borough, rising to 275 places in 2018 and a shortfall of over 800 places anticipated by 2021. This does not take into account the additional shortfall created by the planned reduction in places at Fullbrook School. Hence, there will be [no significant surplus of school places in the relevant phase in the Runnymede area](#) by the planned opening date.

E.1.4 Map showing that potential pupils live within commuting distance of The Runnymede School



E.1.5 Empowering parents to make an informed decision

In order to enable parents to make an informed decision as to whether they would be interested in sending their children to The Runnymede School, a series of meetings has been held at local primary schools, fully supported by the respective primary headteachers. [REDACTED], [REDACTED] and [REDACTED] conducted the following meetings to talk to parents and familiarise them with the vision for The Runnymede School:

- Manorcroft Primary School (X4)
- Sayes Court Primary School
- Pycroft Primary School
- New Haw Community Junior School
- Stepgates Community School
- Ongar Place Primary School
- Ottershaw Primary School

In addition to the well-received presentation and the opportunity to participate in the question and answer sessions, parents were also provided with comprehensive information concerning the new school to enable them to make an informed response to the survey. The vision and ethos of the school was covered in particular detail in order to familiarise parents with the core ecumenical values that will underpin the school whilst emphasising that The Runnymede School will be open and very warmly welcoming to those of other faiths or none.

The Runnymede School information leaflet has been produced, outlining the vision and principles and the broad proposal. This also contains the Parental Support Survey. Copies were distributed to all potential feeder schools and were also circulated at the parents' meetings. The leaflet is attached in the annex to this section, after page 66.

In addition to the paper-based version, the parental survey can also be completed online and can be downloaded from The Runnymede School website at <http://www.therunnymedeschool.co.uk>. Parents are also able to obtain additional information and guidance from the website to inform their decision, including 15 frequently-asked questions on subjects varying from the proposed curriculum to school governance. The response from parents has been overwhelmingly positive and some of the comments received are included in the annex to this section.

E.2 Successful engagement with the local community

E2.1 Engaging with a cross section of the community

The Bourne Education Trust and Salesian School have leveraged their long-established relationships with the local community to gain valuable publicity for The Runnymede School which has enabled us to engage a wide cross section of the local community:

Local Politicians

In November 2013, the Bourne Education Trust and Salesian School met with Surrey County Councillor Colin Kemp and District Councillors who agreed both with the predicted shortfall of places and the need for a new secondary school to serve the local community. They expressed their support for the proposal from BET and Salesian School that they should propose and support a new Free School. Discussions centred around existing concerns over the shortage of school places in the community and the site proposed for the new school. Local MP Peter Hammond has also been in touch with [REDACTED] at Surrey Schools and Learning, to express his support, as have the members of the Runnymede Borough Council.

Local Schools

Early in 2014, [REDACTED], met with the following headteachers of the secondary schools in North-east and North-west Surrey to outline the plan for establishing a

new secondary free school in Runnymede:



The headteachers expressed unanimous support for an application from The Bourne Education Trust and Salesian School to establish a new secondary Free School in Runnymede. Secondary headteacher colleagues have subsequently been kept informed of developments at the regular Surrey Heads’ meetings and have been included in email circulations as planning has progressed.

A separate meeting was held with all of the primary headteachers to outline the plans and give them the opportunity to discuss the application and ask open and challenging questions. Again, support was very positive and all of the 30 headteacher colleagues consulted are keen that the application should go ahead.

Local residents and community groups

A varied and well-planned media campaign has generated extensive contact with the local community. The website for The Runnymede School was designed and developed by the Bourne Education Trust and has generated considerable interest. All telephone and e-mail enquiries from members of the community have been answered and any feedback or concerns taken into account in the planning process, as outlined in Section E 2.2 below.

Local faith leaders

As a school with an ecumenical ethos, the engagement of local leaders of all faiths will be crucial to the success of The Runnymede School. The following leaders have been actively involved in the consultation process and have expressed their full support for the establishment of a non-denominational school underpinned by the strong moral values and ethos of care and consideration which is common to all faiths:

Name		Position	

Difficult-to-engage groups

Both the Bourne Education Trust and Salesian School have considerable experience of working with the feeder primary school population in the local area, including in particular those with EAL and SEND. We will utilise this experience to ensure that the curriculum and wider provision will be designed so as to maximise optimal educational outcomes for all groups, including those that have been traditionally more difficult to engage.

In planning the application and the wider project, members of the project team been particularly careful to focus attention upon:

- families where there is social/economic disadvantage
- students with special educational needs
- students from black or minority ethnic groups

- children looked after

Engagement through media support

The following media support has been put into place during the initial consultation process:

TRS Website: -<http://www.therunnymedeschool.co.uk> Features links to news articles, public meeting dates, a comprehensive Question & Answer section and several pages dedicated to Comments.

TRS Facebook page: <https://www.facebook.com/RunnymedeSchool?fref=ts> -

TRS Twitter: <https://twitter.com/TheRunnymedeSch> .

Local newspapers: We have also worked with a range of radio and newspapers locally to publicise The Runnymede School.

Summary of engagement with a cross-section of the community

Date	Engagement activity
November 2013	<ul style="list-style-type: none"> BET and Salesian School approached by Surrey CC to discuss county-wide shortfall of places BET Board meeting Salesian School governors meeting BET and Salesian School agree to progress bid Free School bidding team set up
January 2014	24.01.14: Planning meeting –Surrey CC and Diocese
March 2014	5.3.14: Free School Meeting – BET and Salesian School 11.3.14 Application draft meeting- BET and Salesian School 24.3.14: Meeting with potential governors for The Runnymede School: ██████████ ██████████ ██████████
April 2014	25.4.14- Meeting with ██████████ 29.4.14- Meeting with ██████████ ██████████
May 2014	6.5.14- Meeting with ██████████ 9.5.14- Meeting with Diocese re Free School 10.5.14- Meeting with Ecumenical Faith Leaders Group ██████████ 19.5.14 Meeting with Salesian Governors to discuss Free School
June 2014	18.6.14- Primary Heads Consultation Meeting
September 2014	9.9.14- Meeting with Salesian School trustees to discuss plans for Free School 15.9.14- Meeting with Bishop 29.9.14 –Meeting with ██████████ 30.9.14- meeting with ██████████
October 2014	1.10.14- Meeting with ██████████.

E2.2 Adapting the proposals to take into account feedback from the local community

We have adapted the proposals to take account of feedback from parents and other members of the local community that has been received during the consultation process:

Feedback	Adaptation
[REDACTED]	[REDACTED]

Annex to Section E

**Parental survey information and response form
Feedback from parents and the local community**



Background

Pupil numbers in Runnymede will rise sharply over the next seven years. The Local Authority is commissioning expansions at six *primary* schools, but by 2021 it is estimated that there will be 250 more *secondary* school students than there are currently places for.

To meet this rising demand and to ensure that all of our children continue to have local access to the highest quality of education, Salesian School and Surrey-based Bourne Education Trust are working in partnership to establish **The Runnymede School**. This will be a Free School: a new type of state school funded directly by the Department for Education. They are typically established in areas of strong demand where parents and educators can demonstrate a shared desire to improve the educational prospects for local children. If approved, The Runnymede School will open in September 2017.

To demonstrate to the Department for Education that there is parental support for this proposal, we need your help. For us to proceed, the DfE requires that parents with children currently in Years 2, 3 and 4 confirm that they would choose The Runnymede School as their **first choice** of secondary school. We sincerely hope that you will agree, although we recognise that you will want to look round all of the secondary schools in the area in the years to come before making a final decision. If you name the new college as your first choice now, this would certainly **not be binding**.

The information you supply will be **anonymised** and have no bearing on the L.A. admissions process. However, your support will help us to establish demand for a new Free School, which will provide a greater choice of secondary schools when you finally make this important decision for your child.

Thank you for your assistance; we will keep you informed of progress on this exciting new venture.

The Runnymede School: purpose and ethos

The Runnymede School will create a community with the highest aspirations, underpinned by Christian values and ethos but warmly welcoming and open to those of other faiths or none. Dedicated to achieving the best outcomes for all learners, the school will serve the local community by providing an outstanding quality of education within an environment of trust, tolerance and mutual respect.

Valuing every individual within our community

Every student at The Runnymede School can expect to be known and genuinely cared for by their teachers within a loving and supportive culture in which every individual is safe and can thrive. The teaching will prepare every child to face future challenges with confidence, while the learning and progress of all students will be tracked against personalised targets. Every student will be guided towards achieving their full potential and will meet regularly with teachers to discuss their performance and access any additional help or resources that they may need.

Creating innovative and creative climates for learning

At The Runnymede School, learning will embrace creative and innovative approaches that engage students, using modern technology to maintain pace and interest. Every student will have a tablet to support the new ways of learning which our 'any time, anywhere' access to information will encourage. Programmes of study will be tailored to individual needs so that all students can access the broad and balanced curriculum which will facilitate progress to higher education, apprenticeship or employment.

Delivering inspirational teaching and learning

Our team of outstanding, well-qualified teaching professionals will work across the school to ensure that best practice is shared and that all staff exhibit the highest standards. Our programme of continuing professional development for teachers will be delivered by inspirational experts, focusing on teaching, learning and



developing talented future leaders who will expect continuous improvement and innovation from the leadership team. Good and outstanding teaching will be the norm.

Providing an exciting programme of enrichment activities

On four days each week there will be an extended afternoon session so that all students can participate in enrichment activities, including music and sport. The Duke of Edinburgh's Award will be integrated into school life to give participants a sense of purpose, focus and achievement in their non-academic studies. Our aim is to provide an enjoyable, challenging and rewarding enrichment programme of personal development for young people, of the highest quality and the widest reach.

Working in partnership with parents, employers and the wider community

The Runnymede School will be at the very heart of the local community, playing an active and enthusiastic role in local affairs and fostering in students a real sense of pride and belonging. We will work closely with local primary and secondary schools to ensure a seamless transition between key stages, and to foster collaboration. We will also make it possible for parents, local employers and community members to be active in school life, engaging in clubs, sport and service, with school resources available to the community out of hours. We will build on our experience in other schools to construct excellent relationships with every family based on mutual trust and open communication.

Age range and scale

The Runnymede School will provide the highest standard of education for 11 to 16 year-olds. From a proposed initial intake of 180 Year 7 pupils in 2017, we anticipate that the school will accommodate 1140 pupils across Years 7 to 11 by 2023.

Proposed curriculum

Teaching at The Runnymede School will be based upon the national curriculum to provide rigorous and comprehensive programmes of study with a faith-based and academic approach to education. It will be designed to develop the character, mind and resilience of the whole student and will incorporate our core beliefs and values. We will undertake annual assessments to monitor student progress, and will benchmark our performance against that of other schools and national targets.

The broad and balanced curriculum will ensure that all students develop strong foundations in literacy and numeracy. Students' learning will be personalised to their needs and interests, enabling all to progress, achieve and participate, to develop their talents to the full and to have the confidence to follow their aspirations. The following subjects will be mandatory at GCSE:

- English Language
- English Literature
- Mathematics
- Science (Double or Triple)
- History or Geography
- French, Spanish or Mandarin Chinese
- Physical Education
- Religious Education

Our aspirations and outcomes

- Create a community with the highest aspirations, underpinned by ecumenical Christian values
- To provide every child with a better educational experience than they could hope for in any other school
- To produce young people with the knowledge and skills to choose their future pathways to higher education, apprenticeship or employment at the age of 16
- To give all students a sense of purpose, focus and achievement in both their academic and non-academic studies
- To allow all students to flourish in a wide range of enrichment activities



Parental survey: Page 1

Please indicate the importance of the following factors in influencing your choice of secondary school:

Factor	Very important	Quite important	Not important
High quality teaching and learning and well-qualified teaching staff			
Strong values delivered within an ecumenical Christian ethos			
Ongoing support for teachers and school leaders from Salesian School and the Bourne Education Trust			
Broad-based, balanced but challenging curriculum			
Encouraging high aspirations and valuing each student as an individual			
Extended school day with a wide range of sporting, creative and academic enrichment activities			
A safe and happy environment			

Would you be interested in sending your child to The Runnymede School?

Yes No

Would The Runnymede School be your first choice of secondary school?

(Please note this is not a binding commitment)

Yes No

In which year would your child need a place in Year 7?

2017 (Current year 4 pupil in 2014/2015)

2018 (Current year 3 pupil in 2014/2015)

2019 (Current year 2 pupil in 2014/2015)

Continued on next page



Parental survey: Page 2

Please provide your contact details
These will not be shared with any third party.

Name	
Address	
Postcode	
Email	
Telephone	

Please let us know if you have any comments or suggestions regarding the The Runnymede School project:

Please tick the box if you would like to be kept informed about the progress of The Runnymede School's Free School application

Further information and an online version of this survey form are available on our website at <http://www.therunnymedeschool.co.uk> or you can email us at info@therunnymedeschool.co.uk or follow us on Twitter @TheRunnymedeSch

Many thanks for taking the time to complete this survey. Please either

- hand it into the main reception at your child's primary school or
- post it to [REDACTED] at Salesian School, Guildford Road, Chertsey, Surrey, KT16 9LU

Selection of feedback from parents and the local community

Basic need for a local school in Runnymede

“ [REDACTED]

”

Ecumenical Christian ethos

“ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

”

Section F: Capacity and capability

F1 (a): Pre-opening skills and experience

As part of the Bourne Education Trust, The Runnymede School will have access to an outstanding team of educationalists who can demonstrate a strong track record in leading good and outstanding schools and considerable success in providing school-to-school support. Supporting the educationalists, the business team provides specialist expertise in the key areas of managing school finances, project management, marketing and human resources, including governance, and experience of opening a new school. Finally, the Trust has an established board whose members bring complementary education, business, project management and corporate experience to the wider team.

The members of The Runnymede School’s core applicant group have been selected to provide the necessary strategic management which will deliver the school to opening. Our experience, both in project management and in supporting schools, gives us an understanding of the time and resource that will need to be made available to bring the project to successful fruition. We have therefore ensured that the core group and wider project team have the capability and capacity required especially during the pre-opening period.

Details of the members of the core applicant group and the wider project team are provided in the table below and CVs are attached at the Annex to this section following page 80:

Name	Core applicant group	Domicile (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available (hours per week)
The Runnymede School Local Governing Body					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]

Name	Core applicant group	Domicile (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]					

Name	Core applicant group	Domicile (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]

Name	Core applicant group	Domicile (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]					

Name	Core applicant group	Domicile (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	• [REDACTED]	[REDACTED]

Annex to Section F1

CVs of Pre-Opening Team

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3	[REDACTED]

	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	██████████
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • ██████████
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	██████████
8.	<p>Reference names(s) and contact details</p>	██████████

Curriculum Vitae: ██████████

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████

	<p>name of school/ organisation position and responsibilities held</p> <p>length of time in position This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained</p>	<p>[REDACTED]</p>
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable</p>	<p>[REDACTED]</p>
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per</p>	<p>[REDACTED]</p>

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

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held	[REDACTED]
	length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available) the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]

5.b	Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications.	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [Redacted]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

Curriculum Vitae: [Redacted]

1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	<ul style="list-style-type: none"> • [Redacted]
3.	Details of your last three roles including:	[Redacted]
	name of school/organisation	<ul style="list-style-type: none"> • [Redacted]
	position and responsibilities held length of time in position This should cover the	<ul style="list-style-type: none"> • [Redacted]

	<p>last four years. If not, please include additional roles</p>	
<p>4.</p>	<p>For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained</p>	
<p>5. a</p>	<p>For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added</p>	

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

	to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	[REDACTED]

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

8.	Reference names(s) and contact details	
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Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	[REDACTED]

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	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	██████████

Curriculum Vitae: [REDACTED]

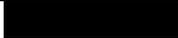
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C</p>	[REDACTED]

	<p>GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>Managing school finances (1)</p> <p>Leadership (2)</p> <p>Project management (3)</p> <p>Marketing (4)</p>	

	Human resources (5)	
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	██████████

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	[REDACTED]
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	
5.	For education only: if you are in a leadership position in your latest school (where available):	[REDACTED]
a	the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	

	school's best 8 value added scores for the years you were in post, if applicable	
5. b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	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	

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	[REDACTED]

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	<p>██████████</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>If you can offer support in the following areas, this would be particularly relevant:</p> <p>Managing school finances</p> <p>Leadership</p> <p>Project management</p>	<ul style="list-style-type: none"> • ██████████

	Marketing Human resources	
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	██████████

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only:</p> <p>details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">A' Level</th> <th style="width: 12.5%;">A*-B</th> <th style="width: 12.5%;">A*-C</th> <th style="width: 12.5%;">A*-D</th> <th style="width: 12.5%;">A*-E</th> <th style="width: 12.5%;">Ave Pts</th> <th style="width: 12.5%;">Per Entry</th> <th style="width: 12.5%;">AS</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>								A' Level	A*-B	A*-C	A*-D	A*-E	Ave Pts	Per Entry	AS																																
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5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p style="padding-left: 40px;">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>																																															
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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]																																														
8.	Reference names(s) and contact details	[REDACTED]																																														

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as</p>	

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3</p>	

	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

Curriculum Vitae: [REDACTED]

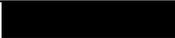
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	[REDACTED]

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

8.	Reference names(s) and contact details	
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Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	[REDACTED]

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>If you can offer support in the following areas, this would be particularly relevant:</p> <p>Managing school finances</p> <p>Leadership</p> <p>Project management</p>	

	Marketing Human resources	
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	

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 ,	[REDACTED]

	<p>average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	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	██████████

Curriculum Vitae: [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key</p>	[REDACTED]

	<p>Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	<p>██████████</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>If you can offer support in the following areas, this would be particularly relevant:</p> <p>Managing school finances</p> <p>Leadership</p>	<p>██████████</p>

	Project management Marketing Human resources	
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	██████████

Curriculum Vitae – [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available):	[REDACTED]

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
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6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played</p>	<p>• ██████████</p>

	helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and	[REDACTED]

Curriculum Vitae: [REDACTED]

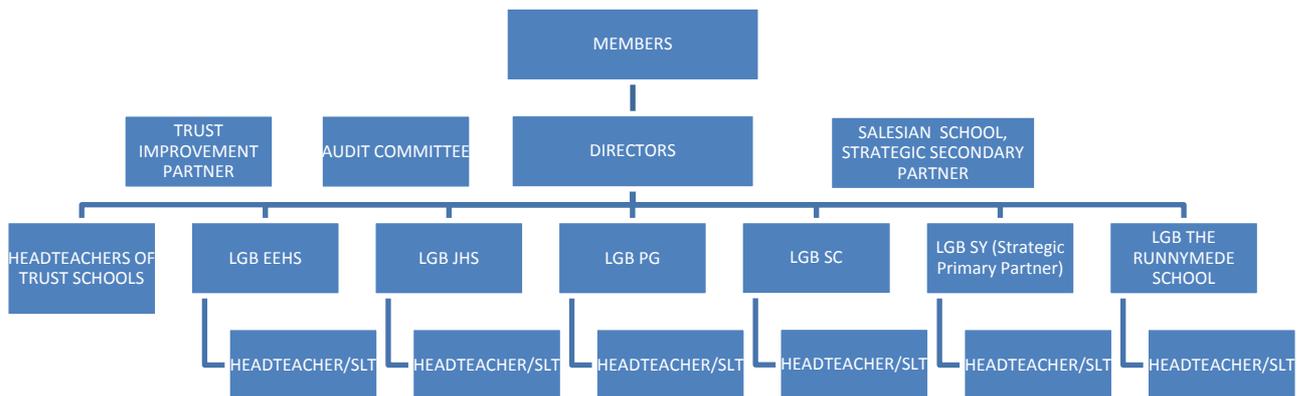
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3	[REDACTED]

	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	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	██████████

F2: Governance structure, roles and responsibilities

F2.1 Governance structure of the Bourne Education Trust (BET)

The Bourne Education Trust is a Surrey-based multi-academy trust made up of five schools: Epsom and Ewell High School, Sythwood Primary School, Jubilee High School, Pycroft Grange Primary School and Sayes Court Primary School. The Runnymede School will join this established trust, benefiting from its core focus on partnership and collaboration to ensure that all children receive a first class education and that the professionals working in the BET Trust schools are well equipped to deliver this. The governance structure of the BET is detailed below:



Roles and responsibilities

The Runnymede School will have a local governing body reporting to the board of directors of the Bourne Education Trust. The roles and responsibilities of the governance model of the Bourne Education Trust ('The Company') is described below:

Members

The members of the trust have been appointed by Epsom & Ewell High School as principal sponsor of the academies operated by the Company. Any change in the memorandum or articles of association of the trust requires the approval, by special resolution, of that change by the members. The members receive the audited financial statements of the Company. They have the obligation to contribute £10 in the event of the insolvent liquidation of the Company. All directors are members of the Company.

Directors

The directors make up the trust board and are both company law directors and charity law trustees. As charity trustees, they are responsible for ensuring that the income and assets of the Company are applied exclusively for the objects of the Company, as set out in the articles, and that the Company's affairs are conducted in accordance with the articles and company and charity law. They have agreed to abide by the seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership and follow the advice of the Charity Commission on Trustees & Governance.

In order to ensure that the board remains an effective body notwithstanding any growth in the trust, it has been agreed that the directors consist of:

- Chair of the Trust
- Executive Headteacher
- [REDACTED]
- Strategic Primary Headteacher

- Strategic Secondary Partner Headteacher
- Governor Representative of secondary academies*
- Governor Representative of secondary primary academies*
- Independent director
- Any additional directors that close any skills gaps on the board

* agreed annually by the relevant schools

CVs for the Chair of the Trust and other directors are attached at Annex F1 after page 80.

The directors are responsible for the operation of the trust. It is their role to determine the strategic direction of the trust and to manage the operations of the company. The directors have delegated some of their powers and functions to committees of the directors, including LGBs. They have also delegated to the Executive Headteacher and other office holders such powers or functions as they consider desirable to ensure effective running of the schools within the trust. The person or committee to which powers or functions have been delegated nonetheless reports to the directors. The terms of reference, constitution and membership of any committee is reviewed at least once every twelve months.

In line with the funding agreement, the directors have not delegated the setting of the budgets for the Company. The approval of the financial statements of the Company is a responsibility of the directors. However, the directors have delegated day-to-day responsibility for the running of the schools to the LGBs through the executive team, according to schemes of delegation. The level of delegation depends on the stage of development of the school. It is expected that The Runnymede School will operate with a more limited level of delegation until the directors are confident that the school is operating at the level of a good or outstanding school.

The directors review and measure the trust's schools' performance and progress through key performance indicators and the governance framework. They also review and measure the schools' finances and risk management and are supported in this by the Audit Committee. In addition, they review trust capacity and expansion and undertake due diligence as required.

The directors act in good faith within their powers, and ensure that the income and assets of the Company are applied solely and exclusively in furtherance of the Company's objects. As the key risk for any director arises in circumstances where the Company continues to trade when it has become insolvent – wrongful trading or, in exceptional circumstances, fraudulent trading – the directors ensure structures are in place to minimise such a risk and are supported in this by the Audit Committee and external accountancy and audit advisors. The directors ensure that the directors and officers liability cover is in place to protect them personally against claims.

The directors are supported in their work by [REDACTED], and [REDACTED]. They have also procured the support of [REDACTED], to provide an independent view of the progress of the schools in the trust. CVs for these three key members of the team are attached at Annex F1 (after page 80)

Executive Team

The Executive Team currently consists of [REDACTED]. The trust already has in mind a future structure in response to the growth of the trust and envisages that at the time of opening of the free school, the Executive Team will include the [REDACTED]. The Board is currently investigating the services of a specialist provider to work with the trust on a capacity management plan.

The Executive Team of the future will look at schools' performance against development plans, finance & administration, learning & progress, human resources (succession planning, secondments and opportunities within the trust), capacity, expansion, performance management of the leadership teams and development of support services.

Local Governing Bodies

Local Governing Bodies are expected to approve and measure progress of the school development plan, develop the budget and propose the budget to the board through the principal finance officer. They also monitor learning and progress within their school, manage human resources including staff performance management and are responsible for the efficient use of resources within the school.

The powers and responsibilities of the LGBs of the BET schools depend upon the extent of the delegation of powers and functions made by the trust's directors. The trust has chosen to adapt the scheme delegation to the stage of the development of the school and has therefore adopted one scheme of delegation for schools in, or deemed by the board to be in, the Ofsted categories of 'Requiring Improvement' or 'Special Measures' and one for schools in, or deemed by the board to be in, the Ofsted categories of 'Good' or 'Outstanding'. The Runnymede School will follow the more restricted model until the directors are confident that it is operating at the level of a good or outstanding school.

The LGBs of schools within the Bourne Education Trust have delegated powers to committees with terms of reference. It is expected that, in its first two years of operation, The Runnymede School will operate without committees and that the LGB will be supported in its development by an experienced governor.

Accounting Officer

As directed in the Academies Financial Handbook, the position of Accounting Officer for the Bourne Education Trust is held by [REDACTED] whose CV is attached at Annex F1. As [REDACTED] is responsible for:

- Regularity – dealing with all items of income and expenditure in accordance with legislation, the terms of the trust's funding agreement and compliance with internal trust procedures
- Propriety – the requirement that expenditure and receipts should be dealt with in accordance with Parliament's intentions and the principles of Parliamentary control. This also covers standards of conduct, behaviour and corporate governance
- Value for money – this is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the trusts charge, the avoidance of waste and extravagance, and prudent and economic administration so as to maximise value for money

As [REDACTED] also has responsibilities for keeping proper financial records and accounts, and for the management of opportunities and risks. The delivery of the Company's detailed accounting processes is delegated to the [REDACTED] (CV attached at Annex F1).

Audit Committee

As an academy trust with an income of over [REDACTED], the Bourne Education Trust has established an Audit Committee. The Audit Committee assists the Trust Board in fulfilling its oversight responsibilities with particular reference to financial reporting, internal control, risk management and external audit, making appropriate comments and recommendations on such matters to the Trust on a regular basis and referring major issues for ratification. The Audit

Committee has compiled a Risk Register which is subject to regular review and contributes to decisions on areas for specific investigation.

F2.2 Conflicts of interest

Members of the LGBs who are not directors do not have the rights or responsibilities of directors. They do, however, declare any conflicts of interests which they may have and do not participate in any decision relating to a matter where they have a conflict of interest in the same way as if they were directors. The Board manages these situations to ensure any decisions they make are transparent, accountable and in the best interest of trust's schools.

Strategies to manage conflicts of interest

The Bourne Education Trust has the following strategies, policies and procedures in place to avoid conflicts of interest:

Adoption of the DfE model articles: The trust has adopted the model articles in conversion to a single academy trust and thence a multi academy trust accepting that these take into account best practice in corporate, charity and school governance. The trust has undertaken to follow the object of the company as outlined in the articles and to follow the financial and other relationships permitted between governors and the trust.

Registration of interest: All directors, governors and staff are fully briefed in order to ensure that they understand what a conflict of interest is and are aware of the different ways in which these can arise. The trust requires all directors, governors and staff with significant financial responsibilities to register annually in the register of interests. All relevant personal direct and indirect pecuniary interests are registered including those of close family, as are relevant non-pecuniary interests. At the outcome of any meeting of the directors or governors, attendees are required to declare any interests and if the outcome of any meeting could have a direct pecuniary effect on an attendee, that attendee withdraws from the meeting and does not participate.

Schemes of delegation: The trust manages decision making through scheme of delegation. These outline the delegated powers and responsibilities at each decision level: the trust board, the local governing body, a committee of the governing body and the headteacher/senior leadership of the school. These reflect the stage of development of the school.

Dissemination of information: The trust believes in an open policy in sharing information but recognises that much of the information received by the board relates to the progress of individual schools and has to remain in confidence between the individual school and the board. Recognising that there are directors on the board who are governors of one or other schools in the trust, the trust has a policy identifying the key documents received and the degree to which they can be shared across the trust.

Financial Oversight: The trust has established a set of financial management policies which reflect the requirements of the Academies Financial Handbook 2013. These have taken particular note of the requirement for proper and regular use of public funds. The trust takes seriously the requirement to ensure that there is a competitive tendering policy in place and that no trustee, governor, employee or related party gains from their position by receiving payment under terms that are preferential to those that would be offered to an individual with no connection to the trust.

Gifts & Hospitality: The trust expects that all directors, governors and staff should exercise the utmost care in accepting hospitality or gifts and has a Gifts & Hospitality Policy included in the Financial Management Policies of the trust. This includes the requirement to declare all such gifts or hospitality over a nominal amount.

F2.3 Securing Independent Challenge

The Board is aware that, through the Headteacher members of the Board, it may receive a limited picture of the educational and financial health of the schools in the trust. Hence, the Board has ensured that it also receives reports and data from independent sources and has put the following strategies, policies and procedures in place to ensure independent challenge:

Trust Improvement Advisor

The Company has appointed an independent advisor to test the information reported by each school in its KPI Reports to the Board. In addition, the services of the Trust Improvement Advisor are used to carry out specific reviews in each school, such as reviews of teaching and learning and leadership and management.

Executive Board

The trust has appointed independent governors to the Board who have senior educational and business and corporate expertise.

Strategic Partners

The Bourne Education Trust works with a Strategic Partner, Salesian School in Chertsey. Salesian School is an outstanding teaching school and provides expert challenge in the areas of school leadership, teaching and learning and curriculum management.

School Improvement Advisors

The Board ensures that schools within the Trust continue to use the services of a School Improvement Advisor to challenge the KPIs of each school in the Trust and support the Local Governing Bodies in their Headteacher's annual performance review.

Audit

As previously outlines, the Audit Committee assists the Trust in fulfilling its oversight responsibilities with particular reference to financial reporting, internal control, risk management and external audit. This includes key areas such as fraud, exceptional payments and related parties. The Audit Committee also receives the following audit reports to assist in carrying out its responsibilities: TP Audit, Financial Statements & Regularity Audit, EFA queries via Deloitte UK on the Budget Returns, March Accounts Returns and AAR. As directed by the Audit Committee and using the Risk Register and requirements of the Academies Financial Handbook, the Internal Audit Team carry out of a programme of works on a termly basis.

F2.4 Governance structure of The Runnymede School

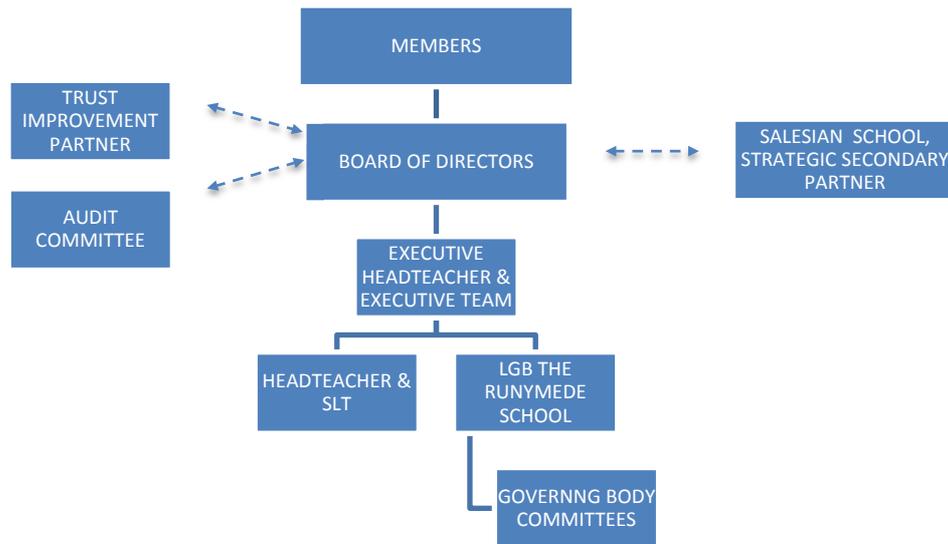
The Board's proposal is that The Runnymede School should start off with a small governing body: the school will be supported by the executive team of the Trust and believes that, in its initial phase, a smaller team will be more efficient and responsive to change.

The governing body of The Runnymede School will be made up of the following nine members:

- Chair of Governors
- The Runnymede School Head of School
- Two parent governors
- Two staff governors
- Three governors with the required experience in education, governance or finance

The Executive Headteacher and other members of the executive team will be in attendance as required and the governing body will be supported by the Clerk to Governors and the finance lead of the school.

This structure is illustrated below:



All of the policies and strategies pertaining to the Bourne Education Trust which have been outlined earlier in this section will be applied to the governance of The Runnymede School.

F2.5 Intervention and school-to-school support

The Board collates and reviews a wide range of data from each school on a termly basis which allows it to identify whether intervention is required in any school in the trust. It has a tried-and - tested programme of processes in place to ensure independent challenge of data provided to the centre by the schools in the trust. The sponsor academy of the trust, as an existing multi academy trust, has built in and will continue to build capacity to allow swift intervention; both the sponsor academy and its strategic partners have a track record of providing highly effective school-to-school support should this be necessary.

Section F3: The Runnymede School LGB and analysis of skills gap

F3.1: Members of the LGB identified to date

The following members of the Local Governing Body have been recruited to date:

Name	Core applicant group	Domicile (town/ city)	Role on Local Governing Body	Area(s) of expertise	Other relevant expertise and experience	Available (hours per week)
The Runnymede School Local Governing Body						
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████

Name	Core applicant group	Domicile (town/ city)	Role on Local Governing Body	Area(s) of expertise	Other relevant expertise and experience	Available (hours per week)
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████

Additional expertise within core applicant group to be accessed for The Runnymede School LGB

Please see table in Section F1, pages 80-81 which details the experience of The Runnymede School core applicant group and wider project group against all core competencies. We will use this table as the basis for the identification of potential governors with the optimal experience in education, finance and other skill areas to provide The Runnymede School with outstanding governance support from its first day of operation and beyond.

We have identified the following members of the core applicant group as ██████████ but will also draw upon the skills of the wider group, as required:

Name	Core applicant group	Domicile (town/ city)	Role on Local Governing Body	Area(s) of expertise	Other relevant expertise and experience	Available (hours per week)
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████

Name	Core applicant group	Domicile (town/ city)	Role on Local Governing Body	Area(s) of expertise	Other relevant expertise and experience	Available (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	[REDACTED]

F3 (b) Skills gap for governing body

Please see table in Section F1, pages 80-81 which details the experience of The Runnymede School core applicant group and wider project group against all core competencies. Using this table as a basis for this skills gap process, we have identified the following skill areas as being priorities to be addressed:

Skills/experience missing	How you plan to fill the gap
Human Resources	The Bourne Education Trust has secured professional HR advisors. This resource will provide the necessary capacity and expertise to The Runnymede School during pre-opening and once opened. It is actively looking for an additional MAT Board director with HR experience and expertise.
Finance	The Bourne Education Trust has significant resource at an appropriate level within the trust. It also had suitable qualified personnel on individual governing bodies. It is however actively looking for an additional MAT Board directors with suitable financial experience and expertise.

Recruiting and training high quality governors for The Runnymede School

In finalising the composition of The Runnymede School governing body we will not only plan for a balance of experience but will also review and address any under representations in, for example, gender, ethnicity, age and disability.

Attracting high quality governors

The Runnymede School LGB will include two staff governors and two parent governors so our initial priority will be to fill the identified skills gaps from within these two core stakeholder groups. However, our recruitment pack will not focus exclusively on these skill areas but will, rather, indicate that a wide range of complementary skills is being sought to encourage applications. The recruitment pack will also be produced in other languages besides English to encourage members of ethnic groups to stand and will be:

- stress that decision-making is collective and that no governor will have to do it alone
- be user friendly and jargon-free
- outline the training, support and expert help that will be available
- be realistic about the time commitment.
- highlight the importance and rewards of being a governor and explain why parents and teachers need a voice on the governing body.

The governor vacancies will be advertised locally to all prospective parents who have expressed an interest in The Runnymede School – many have already asked about the process of governor recruitment and have indicated a willingness to stand. In addition to these existing contacts, we will also advertise locally through a range of channels such as primary school newsletters, letters to local employers and notices in school reception areas, at the local libraries and post offices, in village halls and community centres and at appropriate local events.

The existing governors will also take suitable opportunities to encourage friends, colleagues and neighbours to consider becoming governors themselves. We will also introduce a regular newsletter explaining the issues discussed by the governing body and the reasoning behind decisions taken to 'de-mystify' the governance process and encourage applications, as posts become vacant.

The recruitment process

We will use the National Governor Association skills audit and our own knowledge to identify missing skills. Using the skills gap identified, we will use external services such as Governors for Schools and the Local Authority Governor Services department. We will approach key local business and local business networking organisations for individuals interested in becoming governors with the expertise that we need. If we are unable to identify governors with these skills, we will, in the short term approach governors from within the Trust to support the emerging governing body of The Runnymede School. We do however believe that we have a core governing body in place with a significant level of expertise.

Governor training

We will use the Babcock 4S Governor Training to provide the basic governor training. This is standard practice across Surrey Schools and the training courses are effective. To supplement this we will identify the key needs of the governing body and arrange bespoke training from within or without the Trust. One of the Directors of the Trust is [REDACTED].

Section F4: A credible plan for recruiting a high quality headteacher during pre-opening

F4.1: The role of the Headteacher and the skills required

The Bourne Education Trust will appoint an outstanding Head of School with the drive and vision to establish and lead The Runnymede School. The Executive Headteacher will work in close collaboration with the Head of School, acting as coach and mentor to develop the shared vision and strategic plan.

Job role:

To provide outstanding and inspirational leadership and management of the school, creating an environment in which the highest possible standards of learning and teaching flourish and in which every pupil has access to high quality education to achieve their full potential.

Skills required

Shaping the Future

Work with the Bourne Education Trust, Local Governing Body and the school community to develop and implement a shared vision for The Runnymede School which epitomises its core values.

- Take the values of the school, clearly articulate these in the form of a vision which is understood, shared and acted upon by the school community
- Translate the vision into agreed objectives and operational plans
- Motivate others to use their creative and practical skills, experience and enthusiasm to achieve the vision
- Use technology and innovation appropriately to pursue excellence
- To ensure that the diversity of the school and its community is respected in the school's ethos and in its strategic planning with a view to ensuring inclusion
- Ensure that the school is working at an OfSTED judgement of Good/Outstanding overall and maintain the same

Leading Teaching and Learning

Maintain and enhance the culture of successful learning so that pupils become enthusiastic independent learners, achieving their full potential

- Promote and celebrate excellence in teaching and learning, setting high expectations and stretching targets for the whole school community
- Develop the highly aspirational but yet inclusive school ethos
- Maintain a clear and consistent behaviour management strategy
- Develop and implement a diverse, engaging and innovative curriculum with a key commitment to raising standards of literacy and numeracy for all and which provides pupils with the skills they need for future success at work and in life

- Develop the use of data and benchmarking systems to monitor and target progress and raise standards and ensure a continuous and consistent school-wide focus on pupils' achievement with a proper focus on their differentiated needs
- Engage parents in the success of their pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Maintain a highly visible presence throughout the school, ensuring continuous interaction with pupils as well as staff

Staff Development

Create a professional learning community which enables achievement and success.

- Develop an ethos which encourages and nurtures collaboration, innovation, individual and team creativity and a culture of high expectations for all
- Afford opportunities for staff development by encouraging the adoption of responsibility and by giving scope for autonomous action
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals
- Develop and maintain effective and rigorous strategies and procedures for staff induction, professional development and appraisal
- Regularly review own practice, take into account feedback, set personal targets and take responsibility for own development and ensure a proper work/life balance

Managing the Organisation

Provide effective leadership and management

- With support from the Trust Business Manager and School Business/Finance Manager, manage The Runnymede School's human, financial and physical resources effectively to provide an efficient, effective and safe learning environment
- Recruit, retain and deploy staff appropriately
- Monitor use of resources to ensure value for money
- Take advantage of all funding opportunities
- Ensure efficient and coherent communications links within the school community and foster a culture of openness and transparency so that all stakeholders are properly and accurately informed in an appropriate manner

Securing Accountability

Be accountable to the Governing Body for the School, its environment and all its outcomes

- Work in tandem with the Governing Body to enable it to meet its statutory responsibilities and to afford it appropriate scope to support the school
- In conjunction with the Governing Body, develop the School's corpus of policies and to ensure that they are effectively followed
- Ensure individual staff accountabilities are clearly defined, understood and agreed
- Work with external partners and stakeholders towards mutually-agreed objectives, where relevant

Strengthening Community

Develop a role at the heart of our community, building pride in the organisation and establishing a focal point for learning and achievement as a true Community School.

- Collaborate with parents, carers, the Bourne Education Trust, the Local Authority and with other agencies to ensure that the School meets the wider needs of its pupils and the local community and discharges its legal and social responsibilities
- Collaborate with other schools and learning providers to share expertise and thereby enable a full pupil entitlement that will bring positive benefits for all
- Create and promote positive strategies for challenging racial and other prejudice and strengthen inclusion.

F4.2: The recruitment process

The Bourne Education Trust and the schools within the Trust have a highly successful track record of recruiting headteachers and senior leaders that will inform the recruitment of the Head of Runnymede School. We will attract high calibre applicants to the role by showcasing the following exciting opportunities for personal development that it offers:

- Ongoing personalised mentoring, coaching and support during the pre-opening and operational stages from [REDACTED] and [REDACTED]
- Opportunities for co-working with outstanding practitioners and leadership teams of these two National Support Schools plus the wider Salesian Teaching School Alliance and the Teach@South East SCITT
- Potential to second staff from good/outstanding schools within the BET and Salesian
- Support from an outstanding Trust team, several with experience of opening new schools
- The support of parents who wish their children to attend The Runnymede School
- The opportunity to lead the establishment of a new free school with the unique future career opportunities that this will deliver
- Support from Surrey County Council for the provision of suitable premises
- A Chair of Governors with [REDACTED]

Salary and place of work

The salary for the Head of School role will be in the range of L32 to L38 in order to attract applicants with the appropriate level of experience and skills which this demanding role requires. The post will initially be based at the Secondary Strategic Partner, Salesian School, but the Head of School will also work closely with the Executive Head of Bourne Education Trust who will ensure that the personalised induction programme includes experience across both the primaries and the secondaries in the Trust.

Timeline for recruitment

Recruitment Process	Apr-16	May-16	Jun-16
Recruitment pack for Head of School produced including advertisement copy, job description, person specification, recruitment process	█		
BET board approve recruitment pack and determines composition of Appointment Panel, to include 2 Directors of the MAT board		█	
Role advertised in TES, TES Online, Guardian Online		█	
Contact with/visits from applicants		█	
Closing date for applications			█
Appointment Panel review applications and shortlist strongest candidates			█
Shortlisted candidates invited to interview			█
Interview process, selection of successful candidate and offer of position			█

Appointment ratified by MAT Board				
Governors' meeting to ratify appointment.				

The Head of School will take up post in January 2017 in preparation for the opening of the Runnymede School in September 2017.

4.2.2 The selection criteria

The selection criteria that will form the basis for the short-listing and interview process are detailed in the following tables. These have each been rated as 'Essential' or 'Desirable' (E/D) and will be evaluated either through analysis of the Application Form ('A') or during the interview process and presentation ('I').

Head of School Qualifications and experience		E/D	A	I
1.	Qualified Teacher Status	E	✓	✓
2.	Degree (or equivalent)	E	✓	✓
3.	Completed NPQH (for non serving Heads)	D	✓	✓
4.	Evidence of recent professional development	E	✓	✓
5.	Experience in at least two secondary schools	E	✓	
6.	Evidence of leading developments to raise standards of learning and teaching	E	✓	✓
7.	Recent experience at Headteacher, Deputy Headteacher or equivalent level	E	✓	✓
8.	Understand how to use data effectively to set targets and raise standards	E	✓	✓
9.	Skilled in monitoring the performance of colleagues, student achievement and policies	E	✓	✓
10.	Experience of working collaboratively with other schools/agencies	E	✓	✓
11.	Evidence of leading activities which develop the school profile and contribution within the community	E	✓	✓
12.	Experience of working with Governors	E	✓	✓
13.	Experience of leading people through change	E	✓	✓
14.	Awareness of current and future educational developments and trends	D		✓
15.	Evidence of responsibility for allocation and monitoring of financial resources	D	✓	✓
16.	High Degree and/or Management/Post Graduate curriculum qualification	D	✓	✓
17.	Experience of the aims of a specialist school	D	✓	✓

Community, Welfare and Inclusion		E/D	A	I
1.	A desire and ability to work with all school stakeholders	E	✓	✓
2.	A commitment to inclusion	E	✓	✓
3.	Champion equality and diversity in the school	E		✓
4.	Actively work with, support and encourage the development of the School Council and Parent voice	E		✓
5.	Commitment to the continued development of the school's pastoral support programme	E		✓

6.	Commitment to continue the development of strong links with local, national and international businesses	E		✓
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Personal attributes		E/D	A	I
1.	Demonstrates a strong commitment to the support and ongoing development of staff	E	✓	✓
2.	Demonstrates a strong commitment to high standards and expectations for every student	E	✓	✓
3.	Ability to challenge, motivate, inspire, empower and lead others in moving the school vision forward	E	✓	✓
4.	Stamina, resilience, reliability, openness and integrity and a sense of humour	E		✓
5.	Excellent written and communication skills	E	✓	✓
6.	Ability to lead by example and maintain a high profile within the school	E		✓
7.	Has the ability to address difficult issues sensitively and fairly	E		✓
8.	Sensitive to the views and needs of others, gives credit for success, but able to lead and manage the process of change	E		✓
9.	Ability to build and maintain effective relationships with parents/carers, partners and the community	E	✓	✓
10.	Demonstrates a range of ICT skills and the ability to utilise them effectively	E	✓	✓
11.	Demonstrates the ability to analyse and interpret information to make informed decisions to drive continuous improvement	E		✓
12.	Demonstrates a range of leadership skills to develop productive relationships and high performing team work	E		✓

The programme for the Head of School interviews is detailed in the annex to this section overleaf.

Annex to Section F4

Programme for the Head of School interviews

Programme for Head of School Interviews

DAY 1

	Leadership & Management Panel Interview	Teaching & Learning Panel Interview	Finance & Resources Panel Interview	Safeguarding & Students Panel Interview	Lesson Observation with secondary head	Feedback to secondary head on Lesson Observation	Discussion with Chair of Governors
Room							
9.00am	Candidate arrival and welcome from Chair of Governors (Conference Room)						
9.10am	Candidate A	Candidate B	Candidate C	Candidate D	Candidate E Candidate F		
9.40am						Candidate E	Candidate F
9.50am	Candidate B	Candidate C	Candidate D	Candidate E		Candidate F	
10.00am					Candidate A		
10.20am	Candidate C	Candidate D	Candidate F	Candidate B		Candidate A	Candidate E
10.30am							Candidate A
10.40am							Candidate A
10.50-11.10am Coffee Break in the Staff Room							
11.10am	Candidate D	Candidate A	Candidate E	Candidate F	Candidate B		Candidate C
11.40am	Candidate E	Candidate F	Candidate A	Candidate C		Candidate B	
11.50am							Candidate B
12.00pm					Candidate C Candidate D		
12.10pm	Candidate F	Candidate E	Candidate B	Candidate A		Candidate C	Candidate D
12.30pm						Candidate C	
12.40pm						Candidate D	
12.50-1.50pm Lunch for candidates will be provided in the Staff Room							
2.00pm-4.00pm	Candidates will be asked to complete administrative and data analysis tasks.						

4.30pm Selection panel shortlist for Day 2

5.00pm Candidates advised, close of Day 1

Programme for Head of School Interviews

DAY 2

	Assembly to 60 Year 10 students	Presentation & Final Interview
Room		
8.00 -8.30 Candidate arrival		
8.35am	Candidate A	
8.50am	Candidate B	
9.05am	Candidate C	
9.20am	Panel to discuss	
9.40am		Candidate A
10.50-11.10am Coffee Break in the Staff Room		
11.10am		Candidate B
12.10pm		Candidate C
1.20-2.00pm Lunch for candidates or candidates can leave after the presentation & interview		
2.00pm	Deliberation to determine recommendation to the Trust/LGB	
5.00pm	Extraordinary Trust/Governors meeting to discuss recommendation	
6.30pm	Advise successful and unsuccessful candidates of the outcome	

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	Runnymede, Chertsey, Surrey
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	6720m2
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Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Surrey
---------------------------------------	--------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	<Redacted>
----------------------------	------------

If other, please explain further:	<Redacted>
-----------------------------------	------------

Please include information on purchase or lease price if known:	Not known
---	-----------

Who owns the site?	<Redacted>
--------------------	------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
---	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
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What kind of site is it?	Existing building
--------------------------	-------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
---	------------

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Third choice site	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	

Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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