



# Southwark Free School Proposal

**Southwark Free Schools Trust**

June 2011

# Contents

<b>Executive Summary .....</b>	<b>5</b>
<b>Section 1: Applicant Details .....</b>	<b>7</b>
<b>Section 2: Outline of the School .....</b>	<b>10</b>
<b>Section 3: Educational Vision .....</b>	<b>12</b>
3.1 Our School Vision and Ethos .....	12
3.2 The Need for a New School.....	13
3.3 The Key to Successful Schools.....	14
3.4 Our School Model .....	15
3.5 Long Term Vision .....	16
3.6 Accountability Requirements and Obligations .....	17
<b>Section 4: Educational Plan .....</b>	<b>18</b>
4.1 Introduction.....	18
4.2 Admissions .....	18
4.3 Length of the School Day, Term and Year.....	19
4.4 Pedagogy .....	20
4.5 School Curriculum Principles.....	21
4.6 Foundation Stage Curriculum .....	22
4.7 Key Stage 1 and Key Stage 2 Curricula .....	23
4.8 Extended Schools.....	26
4.9 Pupils with Special Educational Needs and Disabilities .....	27
4.10 Gifted and Talented Pupils.....	31
4.11 Organisation of Pupils .....	32
4.12 Pupil Development and Achievement.....	32
4.13 Teacher Assessment and Professional Development.....	36

4.14 Behaviour .....	36
4.15 Bullying .....	38
4.16 Exclusions.....	39
4.17 Attendance .....	40
4.18 Community Engagement.....	41
4.19 Partnerships.....	43
4.20 General .....	45
4.21 Summary .....	45
<b>Section 5: Evidence of Demand and Marketing.....</b>	<b>46</b>
5.1 Introduction.....	46
5.2 Evidence of Parental Demand .....	47
5.3 Approach for Measuring Parental Demand .....	48
5.4 Consultation.....	50
5.5 Marketing Strategy to Opening.....	52
5.6 Marketing Strategy on Opening.....	53
5.7 Communications Approach .....	54
5.8 Costs.....	57
5.9 Summary .....	57
<b>Section 6: Organisation Capacity and Capability .....</b>	<b>58</b>
6.1 Introduction.....	58
6.2 Core Team .....	58
6.3 Team Tasks .....	63
6.4 Complementing the Core Team.....	73
6.5 Evolving Staff Structure and Organisation.....	76
6.6 Organisation Roles and Responsibilities .....	78
6.7 Summary .....	79
<b>Section 7: Premises .....</b>	<b>81</b>
7.1 Search Activities.....	81
7.2 Proposed Premises .....	81

7.3 Alternative Site 1..... 84  
7.4 Alternative Site 2..... 85  
7.5 Summary ..... 85

**Section 8: Initial Costs and Financial Viability .....86**

8.1 Introduction..... 86  
8.2 Start-up Funding..... 89  
8.3 Summary ..... 90

**Appendices .....91**

## Executive Summary

There is a clear need and demand for a new high quality primary school for children from economically disadvantaged families in Southwark, SE1.

We propose to address this need through the creation of an outstanding school, which will enable every child to succeed regardless of their background. This School will be modelled on the proven educational model operating under the leadership of [REDACTED] at Old Ford and Culloden Primary Schools, two high performing schools in Tower Hamlets.

Our new School will be founded on six basic values:

- Mutual respect – *valuing everyone*
- Integrity – *behaving honourably*
- Inspiring excellence – *helping everyone achieve their best*
- Commitment to lifelong learning – *keeping our minds open*
- Quality community relations – *involving everyone in our school*
- Team work – *sharing and supporting everyone.*

Every child will be treated and developed as individuals so that they can achieve the life skills needed to reach their full potential. Each child deserves outstanding quality learning, and we will offer a curriculum to enrich their lives and develop their ability to grow into fully participating citizens in society.

We are working with the New Schools Fund, a body committed to raising educational attainment for children from disadvantaged backgrounds through facilitating the replication of proven educational models to create chains of outstanding primary schools.

The educational plan outlined in this proposal has been developed and refined over years of effective practice in one of the most challenging areas of the UK. Strong and effective leadership, high expectations and a relentless pursuit for excellence where only the best will do, underpinned by a clear sense of purpose and direction have clearly demonstrated that when given the right support, every child can succeed. We are confident that we have an educational model that will provide a platform to ensure that disadvantages of birth or social situation do not lead to lifelong disadvantages. Our aim is that this School will provide every child with the opportunity to fulfil their potential and fully prepare them for their lives beyond the School.

Over the medium term we intend to further secure the performance and outcomes for the school by enabling it to lead or participate in a wider Free School chain in the local area, thereby giving it constant encouragement and reference against which it can improve and providing the school with a broader and deeper set of resources against which to draw at times of need.

Our engagement with the local communities of Livesey, East Walworth and Grange wards has rapidly established a substantial and strongly felt level of support for establishing a school on the lines of our vision and ethos in the area. We have also laid the foundations for gathering further support and enlisting the participation of several members of the local communities.

Our assembled team, together with our identified partners, represents a strong and vibrant group with shared values and a common vision for our school. We have supported this with a wider network of organisations who are experts in their fields. We are also preparing to bring together the next cadre of individuals and teams to take our proposal forward; a Headteacher and a project team capable of supporting our proposal in the project to establish and open the school, subject to DfE approval.

Our proposed premises represents a commercially viable option for the SE1 area and has the potential to deliver a truly uplifting environment that reinforces the organisational model of our school and can become a genuine beacon of teaching and learning excellence and innovation.

Running through our entire vision and ethos, our approach and drawing on the considerable experience of our team, our proposal is suffused with the vision, ideas, practical activities and experienced resources necessary to deliver an outstanding school that represents excellent value for money, not only on a 'cost per pupil' basis but most importantly on a 'cost per outcome achieved per pupil' basis – equipping our children to continue to successfully access their further education in order to improve their life.

We, the Southwark Free Schools Trust, are therefore pleased to put forward this proposal for the Southwark Free School, which we believe will enrich the education provision in Southwark and provide opportunities and pathways to ensure every child receives the best education possible.

## Section 1: Applicant Details

<b>Details of Company Limited by Guarantee</b>
Name: Southwark Free Schools Trust
Company address: <div style="background-color: black; width: 100px; height: 20px; display: inline-block;"></div> , London
Company registration number: 7649385
<b>Main contact</b>
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Address: <div style="background-color: black; width: 100px; height: 20px; display: inline-block;"></div> , London
Email address: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Telephone number: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
<b>Members and Directors</b>
Please confirm the total number of (a) Company Directors <u>7</u> and (b) any other members of the Governing Body <u>0</u> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Chair
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Vice Chair
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Director
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Director
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Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Director
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> Position: Director

<b>Related organisations</b>
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y/N
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
<p>Challenge Partners – will be a potential service provider for diagnostic services in terms of our educational delivery performance and targeted support services if any intervention is required where the skills of Challenge Partners are most suitable.</p> <p>Educate Services – will be a potential service provider for recruitment/HR, payroll, Health and Safety, risk management, finance and procurement services to support the opening and operation of the school.</p> <p>Old Ford/Culloden Primary Schools – will be a potential service provider for recruitment, leadership mentoring, support and development, curriculum development and policy formation services to support the opening of the school.</p> <p>CSC Ltd – this organisation may potentially provide project management services to open the school if our proposal is approved.</p> <p>New Schools Fund – may work with the School to prepare it as a model and potential seed school for a chain of schools.</p> <p>HKR – will be a potential service provider for such services as are necessary to be able to adequately contribute to the process of premises conversion managed by Partnership for Schools.</p>
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

### **Declaration to be signed by a Company Director**

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards\* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

## Section 2: Outline of the School

Proposed school name:	Southwark Free School (working title) <sup>1</sup>							
Age range:	3-11							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.  If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Nursery <sup>2</sup>	60	60	60	60	60	60	60
	Reception	60	60	60	60	60	60	60
	Year 1	60	60	60	60	60	60	60
	Year 2		60	60	60	60	60	60
	Year 3			60	60	60	60	60
	Year 4				60	60	60	60
	Year 5					60	60	60
	Year 6						60	60
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
	Year 13							
If an existing independent school, provide details of your latest inspection, current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							

<sup>1</sup> The process and timeframe for agreeing the name of the School is outlined in Section 5

<sup>2</sup> This is for 60 part-time places. We will approach the local authority for funding determined under the Early Years Single Funding Formula.

<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>The School is situated within the London Borough of Southwark; bordering Lambeth, City of London, Lewisham and Tower Hamlets.</p>
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## Section 3: Educational Vision

### 3.1 Our School Vision and Ethos

The vision of our new School in Southwark aligns with the vision of the Free Schools programme, to raise standards by encouraging a range of new and diverse providers to play a much greater role in state education.

In delivering this new Free School, we aim to:

- Drive up quality of provision and standards in Southwark – not only by the introduction of a new Free School which is of high quality itself, but also in other local schools
- Provide parents with greater choice in an area with a current and forecast shortfall of places
- Provide an innovative example of an organisation that constantly scrutinises its own and its children’s progress in order to effect improvement
- Represent excellent value for money in terms of our environment, our running costs and importantly the success that will be delivered as a result of this investment
- Create an increasingly self-sustaining and improving system both from within, and also as the School is able to join with other schools in a chain through the support and challenge of the wider group so that the collective resources of the chain can be brought to bear on any particular challenge in a timely and effective fashion.

The new school will be founded on six basic values:

- Mutual respect – valuing everyone
- Integrity – behaving honourably
- Inspiring excellence – helping everyone achieve their best
- Commitment to lifelong learning – keeping our minds open
- Quality community relations – involving everyone in our school
- Team work – sharing and supporting everyone.

Every child will be treated and developed as individuals so that they can achieve the life skills needed to reach their full potential. Each child deserves outstanding quality learning. We will offer a curriculum to enrich their lives and develop their self-esteem through:

- Using best practice in teaching and learning
- Being guided by a clear sense of purpose and direction
- Strong and effective leadership, high expectations and a relentless pursuit for excellence where only the best will do
- Valuing and developing the skills of all staff
- Developing strong family and community partnerships.

We intend for our new School to complement existing state provision while providing local parents with greater choice of school for their children and a greater number of parents the school of their choice. We intend to help the local authority address the gap between the actual number of primary places and the ever-increasing demand in some parts of the borough. The School will eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations to tackle prejudice and promote understanding.

Our aim is to make every child's time at school as successful and enjoyable as possible and to ensure that disadvantages of birth or social situation do not lead to lifelong disadvantages. Our new School will set high expectations for every child and ensure that it delivers on these. We aim that every child will have the opportunity to fulfil their potential and leave primary fully prepared to take advantage of the learning offered at secondary school, university and throughout their lives.

### **3.2 The Need for a New School**

There is a clear need for new high quality primary schools for children from economically disadvantaged families in the UK and Southwark is no exception.

Parents' socio-economic status (SES) is still the biggest determining factor behind educational success, driven largely by the lack of outstanding schools for children in deprived areas. At an early age many low SES children are performing as well as their higher SES peers, but most are overtaken shortly after starting primary school and never recover ground.<sup>3</sup> Once they reach 11, low SES children are twice as likely as their peers to not achieve basic standards in literacy and numeracy.<sup>4</sup> Education is noted as the most important driver of the widening level of income inequality over the last 30 years, and academic performance at age 11 is a strong indicator of later success, with significant economic and social impacts.<sup>5</sup>

In addition to this, England has a predicted shortfall in primary school places. The primary school age population is predicted to rise 14 per cent by 2018. This will lead to a shortage of 540,000 places.<sup>6</sup> Rising birth-rates, higher immigration and a reduction in the numbers attending private schools, all contribute to this shortfall. Existing schools are unable to fully accommodate this rise,<sup>7</sup> giving us a clear overall need for good new schools.

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<sup>3</sup> Feinstein, 'Inequality in the Early Cognitive Development of British Children in the 1970 Cohort', *Economica* 70, 2003

<sup>4</sup> DCSF, *Deprivation and Education*, 2009

<sup>5</sup> Institute of Fiscal Studies, 2009; Centre for Social Justice, 2009

<sup>6</sup> [REDACTED]

<sup>7</sup> Some schools will be able to increase intake, but is likely to increase teacher : pupil ratios

Southwark is the 26th most deprived borough in the UK (out of 354). 34 per cent of Southwark's primary intake qualifies for Free School Meals against a national average of 17 per cent. Southwark includes neighbourhoods with some of the worst child poverty in the country, and some of the highest levels of childhood obesity, violent crime and youth unemployment.

Recent analysis by the Boston Consulting Group anticipates a shortfall of 2763 primary school places across Southwark by 2013/14. Similarly, the GLA predicts that the child population<sup>8</sup> within our target catchment wards is due to increase significantly over the next ten years.

### 3.3 The Key to Successful Schools

Quite why some schools fail and more underperform, while others succeed is an ongoing and complex debate. Much has been done to examine what high performing schools have in common. Evidence suggests two key drivers.<sup>9</sup> First, the quality of the people: dynamic leaders who inspire and drive high performance with highly able and motivated teachers who continually seek to improve and develop as effective instructors. Second, school improvement systems that transfer effective practice and ensure every teacher is as good as they can be. Unfortunately barriers to the adoption of good practice have turned schools and classrooms into disconnected islands.

Yet we know that this does not need to be the case. Successful providers, in the UK and abroad, have already demonstrated that it is possible to help poorer children succeed. Groups such as KIPP<sup>10</sup> and Uncommon Schools in the US have seen outstanding results. Schools such as Old Ford in Tower Hamlets, Kingswood in Lambeth and Cuckoo Hall in Enfield are among the best primaries in the UK despite having more than double the national average Free School Meal (FSM) pupils.<sup>11</sup> Academy groups and the London Challenge have demonstrated the efficacy of linking schools to deliver uplift through the rapid transfer of best practice and providing stretch opportunities for ambitious teachers.

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<sup>8</sup> The ward data is from the 2008 based GLA population projections based on the projected rise in 0-14 year old children, March 2009. [REDACTED]

<sup>9</sup> Barber and Mourshed, 'How the world's best-performing school systems come out on top' McKinsey&Company, 2007; Sammons, 'School effectiveness and equity: making connections', CfBT, 2007

<sup>10</sup> From a student body of which over 80% are on free or reduced price meals, more than 85% of KIPP students have gone on to college nationally

<sup>11</sup> At Old Ford, 95% pupils achieved the expected level in English and 99% in Maths, despite having 58% on free school meals (national average is 18%), at Kingswood 100% achieved the expected levels with 43% on free school meals

### 3.4 Our School Model

The Academies Act 2010 and Free Schools policy allow for new schools to be created. To scale current successes and ensure lasting system change, there is a need to:

- Extend the impact of the most successful Headteachers
- Create a systemic approach to the transfer of effective practice
- Create pathways to attract and develop the best teachers.

We propose to address this need through the creation of an outstanding school chain, which will enable every child to succeed regardless of their background. This chain will be created by replicating the proven educational model operating under the leadership of Headteacher [REDACTED] at Old Ford and Culloden Primary Schools, two high performing schools in Tower Hamlets.

Like Southwark, Tower Hamlets is one of the most deprived boroughs in the UK. The proportion of pupils eligible for FSM in both schools is very high. Furthermore, most pupils, from both boroughs are from minority ethnic backgrounds, and the majority speak English as an additional language. Most of these pupils begin school with little or no English. The results at Old Ford and Culloden speak for themselves. Old Ford was rated by Ofsted as outstanding in every category and 90 and 85 per cent of its children achieved level 4+ in both English and Maths in 2009 and 2010 respectively. Old Ford has numerous national and local awards, has been designated a National Support School by the National College for Leadership of Schools and Children's Services, and is applying to become a National Teaching School. Meanwhile Culloden, which had only 60 per cent of children at level 4 in both English and Maths in 2008, now has 82 per cent of children at the level; and its capacity for sustained improvement has been praised by Ofsted.

According to the most recent Ofsted Reports:

*“Old Ford Primary School provides an outstanding all round education for its pupils. As a result, they make excellent progress, both academically and in their personal development, becoming confident and mature youngsters eager and ready for their next step in education.”*

*“You and your staff are clearly determined to enable all pupils to reach or exceed national standards of attainment...In particular, to narrow the attainment gap for those pupils who are most at risk of falling behind.”*

*“You give a strong focus to independent learning, which is evident in the pupils' willingness to learn. This is particularly evident among those pupils experiencing significant barriers and who find learning difficult.”*

*“[Culloden's] rapid turn-round is a result of the outstanding commitment and drive which all staff share. The leadership team has a thorough knowledge of every aspect of the*

*school's work and the Executive Headteacher has everything at her fingertips. All staff are held to account for the standards their pupils attain, and they rise to the challenge."*

As [REDACTED]

We believe that Old Ford and Culloden Primary Schools provide an ideal model for a new school in an area of high deprivation in Southwark. As a member of the Academy Trust Board, [REDACTED] will be working with us to set up the systems, structures and processes needed to deliver the Old Ford / Culloden model in a new primary school in Southwark.

### **3.5 Long Term Vision**

As outlined above, there is a clear need for more outstanding schools. We propose to address this through the creation of an outstanding school chain, which will enable every child to succeed regardless of their background.

We are working with the New Schools Fund (NSF), a body that is committed to raising educational attainment for children from disadvantaged backgrounds through facilitating the creation of outstanding educational establishments by replicating proven educational models.

NSF will focus on:

- Lower income communities
- Primary education (to prevent disadvantage being embedded early on)
- Areas of demonstrated need (through underperformance or a deficit of places).

NSF will create partnerships and provide finance and programme management to:

- Replicate exceptional school models in areas of deprivation (using proven formats and teams to make the best schools available to the poorest children)
- Build these schools into chains (to aid the transfer of effective practice and ensure best use of resources)
- Develop outstanding leaders and teachers (key to ensuring every child receives the best education possible).

These schools will aim to get at least 85 per cent of children at Key Stage 2 through Level 4 in English and Maths combined in order to give them maximum access to education at secondary level and improve their broader life choices and chances.

NSF aims to enable the creation of multiple new chains based on outstanding schools and demonstrate an effective model that will break the link between poverty and poor outcomes.

### **3.6 Accountability Requirements and Obligations**

Our Trust organisation understands and accepts the responsibilities and obligations it would be undertaking were it to be granted approval to open a school including, but not limited to:

- Arrangements to safeguard and promote the welfare of children who are pupils at the school as set out in parts 3 and 4 of schedule 1 of the Education (Independent School Standards) (England) Regulations 2010 <http://www.legislation.gov.uk/uksi/2010/1997/contents/made>
- The requirement through the Funding Agreement to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools <http://www.education.gov.uk/schools/adminandfinance/schooladmissions/a00196/school-admissions-guidance-and-reports>
- The requirement to meet the Education (Independent School Standards) (England) Regulations 2010 <http://www.legislation.gov.uk/uksi/2010/1997/contents/made>
- The requirement to comply with the model Free School Funding Agreement [www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement](http://www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement).

## Section 4: Educational Plan

### 4.1 Introduction

In our School every child will be treated and developed as an individual so that they can achieve the life skills needed to reach their full potential. We believe our detailed plans outlined below are an effective and focused approach to delivering our vision.

### 4.2 Admissions

The School will serve the community of Southwark and will seek to draw children of all abilities from the local vicinity in which it will be located.

The School will seek to work with the Local Authority regarding admissions to the School. When parents apply for a place at the School, the child's name will be put on the School's applicants' list. The length of time a child's name is on the list does not give priority over later applicants with a better claim to a place in terms of the admission criteria as set out below.

If there are more applications than places, the following criteria for acceptance will apply:

1. Children looked after by a local authority
2. Children whose acute medical and social needs justify the allocation of a place in the School – supporting professional evidence is required
3. Children with brothers/sisters at the School at the time of the proposed admission. Brothers/sisters must live at the same address as the child for whom the application is being made. This includes half, step and foster brothers/sisters who live at the same address
4. Applicants living nearest to the School. All distances will be measured in a straight line, using digitised mapping software or Ordnance Survey maps of the area, from the home to the nearest gate nominated by the school. If more than one applicant lives in a multi-occupancy building (e.g. flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.

In categories three and four, places will be offered firstly to children in the oldest admission age group. If there still a tie, after all of the above have been exhausted, a place will be provided on the basis of drawing lots randomly.

Priority of admission will be given to pupils with a statement of special educational needs (SEN), which names the school on the statement in line with the school's and the local authority's admission policy. Admission arrangements for other pupils with SEN are the same as for any prospective pupil.

The Academy Trust will act in accordance with, and will ensure that any Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education (“the Codes”) as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose, reference in the Codes or legislation to “admission authorities” shall be deemed to be references to the governing body of the Academy Trust.

The Academy Trust will take part in any mandatory Admissions Forum set up by the local authority in which they are situated and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the local authority and the local Fair Access Protocol.

The admissions policy and arrangements for the School will be in accordance with admissions law, and the DfE Codes of Practice, as they apply to maintained schools

The Academy Trust acknowledges that the Secretary of State may:

- a) Direct the Academy Trust to admit a named pupil to the School on application from a local authority. This will include complying with a School Attendance Order. Before doing so the Secretary of State will consult the Academy Trust
- b) Direct the Academy Trust to admit a named pupil to the School if the Academy Trust has failed to act in accordance with applicable admissions and equalities legislation or the provisions of the Codes
- c) Direct the Academy Trust to amend its admission arrangements where they fail to comply with the School Admissions Code or the Admission Appeals Code.

In accordance with the School Admission Appeals Code, the Academy Trust shall ensure that parents and ‘relevant children’ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Academy Trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools.

If the School proposed within this document is granted approval by the Secretary of State, applications for places will be accepted from October 2011.

#### **4.3 Length of the School Day, Term and Year**

In accordance with Southwark local authority guidelines, children should attend for 190 days (or 380 half sessions) each academic year. Teachers should be available to work for 195 days each academic year. The School intends to follow the term dates published on the Council’s website, which apply to all Southwark’s community primary,

secondary and special schools. The School's governing body will set five days to be used as INSET or teacher training days.

The School day will run from 9am – 3.30pm with full and part-time places available in the nursery. In addition the School will provide extended activities and services.

#### **4.4 Pedagogy**

We believe that all members of our school community will be active teachers and learners – we can all teach one another new things and we can all learn from each other.

We will employ an enthusiastic and stable team of staff and we expect high quality teaching – if we are not teaching well, the pupils will not be learning properly.

Our principles for learning and teaching are to:

- Set high expectations and give every pupil the confidence that they can succeed
- Establish what pupils already know and build on it
- Structure and pace learning to make it challenging and enjoyable
- Inspire learning through a passion for the subject
- Make pupils active partners in their learning
- Develop everyone's learning skills and personal qualities.

Teachers at this school will use various teaching styles either with the whole class, a smaller group or one-to-one so we can best meet everyone's needs. Teachers will provide a range of tasks within lessons to challenge pupils of differing abilities.

The School will use and promote the pedagogical model known as Philosophy for Children (P4C). P4C aims to develop thoughtful, reflective, considerate and reasonable individuals. It is based around a 'community of enquiry' built up over time with the same group of learners. This is a respectful, safe, co-operative and caring community. The role of the teacher is to facilitate; develop the children's questioning skills; get the children to recognise the diversity of their views; help them to question assumptions and help them to develop opinions with reasons.

How P4C works:

- Ground rules for discussion are established in advance
- The class sits in a circle
- The class plays a warm up game
- A stimulus (story, film, picture, music) is shared with the children
- Children have thinking time to devise their own questions
- Vote on the question which most interests them

- Discuss it together – children are encouraged to take responsibility for their comments
- Follow up activities (which can be in any area of the curriculum) build up skills.

Benefits of P4C include:

- Improves literacy, mathematics and speaking and listening
- Develops emotional awareness and thinking skills
- Develops reasoning and openness to listening to the reasoning of others
- Promotes a forum for open dialogue which is different to the usual teacher-child relationship
- Improves communication skills
- Improves concentration.

Further information on P4C can be found at [www.p4c.com](http://www.p4c.com)

#### **4.5 School Curriculum Principles**

We firmly believe that every child deserves outstanding quality learning. This School will offer a curriculum to enrich their lives and develop their self-esteem, such that every child is treated and developed as individuals so that they can achieve the life skills needed to reach their full potential.

We believe that what we choose to teach our pupils must fit them for the future: they must be literate and they must be numerate. Pupils need a broad, stimulating curriculum that gives them an opportunity to find things that they excel at and things that they enjoy alongside those things that they must just know and do. Pupils need an understanding of their rights and responsibilities as members of a community. They need to understand how to share their views and opinions and how to express disagreement. Regardless of our pupils' academic achievement and whatever work they do they will need to be citizens of a society and they will need to be equipped with the emotional intelligence and self knowledge that will enable them to operate effectively.

Our pupils can make the most of their learning opportunities if they have positive attitudes.

We want our pupils to develop:

- Resilience
- Resourcefulness
- Reflection
- Recollection
- Responsiveness
- Responsibility.

We will provide a creative curriculum, to:

- Offer deeper learning
- Create opportunities to make connections between subjects
- Give context to skill practice
- Develop a set of attitudes that stimulate curiosity
- Develop a set of skills that will develop ability to learn in the future.

#### **4.6 Foundation Stage Curriculum**

Opportunities and experiences in the foundation stage are based on active learning, and play is valued as key to pupils' healthy development. Pupils' interests are taken into account and they are given opportunities to choose activities and direct their own play. We aim to balance adult-directed activities with child-initiated experiences. We work to provide familiar and established routines and procedures to help pupils feel secure and calm. Their day is structured so that they have a safe base from which to explore and take risks. We believe the following elements are essential in the teaching of young children:

- Skills - building a skills base that includes problem-solving skills, communication skills, thinking skills (e.g. reasoning, enquiry, information processing etc), working with others and improving their own performance
- Knowledge - about the world they live in, based on the Early Years Foundation Stage Curriculum
- Attitudes - fostering motivation, curiosity, interest and excitement in learning
- Relationships - with other children and adults based on mutual respect and positive communication.

Our Nursery (subject to agreement of suitable funding with the local authority) and Reception curriculum is broad and balanced, with a variety of experiences. We will work on the six areas of learning in the Early Years Foundation Stage Curriculum; personal, social and emotional development, communication language and literacy, mathematical development, creative development, knowledge and understanding of the world which includes ICT, and physical development. Pupils will be involved in doing practical, meaningful activities, and will be given choices. There will be a balance of indoor and outdoor learning. We will seek to encourage pupils' self-esteem and independence, as well as teaching them to make informed decisions about being healthy and keeping safe. We consider our environment as part of the curriculum and displays will be used as teaching tools.

Teaching will be systematic and rigorous to support learning and raise achievement. Pupils' learning will be tracked weekly and half-termly, and teaching adjusted depending on the results. Pupils who are under-achieving will be identified and supported appropriately. We believe that pupils' progress in the foundation stage can best be moved on by effective transition procedures as they enter Key Stage 1.

## 4.7 Key Stage 1 and Key Stage 2 Curricula

From Year 1, the School will follow the national curriculum for Key Stage 1 and Key Stage 2 and provide a well-planned curriculum, meeting statutory requirements:

- Key Stage 1 (5-7 years: school year groups 1 and 2)
- Lower Key Stage 2 (7-9 years: school year groups 3 and 4)
- Upper Key Stage 2 (9-11 years: school year groups 5 and 6).

Teachers will meet parents/carers three times during the academic year to explain what their child will be learning, talk about targets and listen to any concerns.

A fundamental aim of the curriculum is to ensure that, by the end of their time at this School, our pupils will have had broad, balanced and challenging learning experiences and will have achieved a level of attainment for literacy and numeracy that exceeds the national average. In this, we intend to provide them with an appropriate level of skills and understanding to prepare them for successful entry into Key Stage 3 and a fulfilling time at Secondary School.

In both Key Stage 1 and Key Stage 2, pupils will have the opportunity to learn:

- English
- Mathematics
- Science
- Information and Communication Technology (ICT)
- Religious Education (RE)
- Art and Design
- Geography
- History
- Music
- Personal, Social and Health Education and citizenship (PSHCE)
- Physical education (PE)
- Modern Foreign Language (MFL)
- Sex and relationships and drugs education (SRE).

All subjects will be compulsory, and taught, at some level in each year group, with the exception of MFL which will be introduced at Key Stage 2.

In both Key Stages, as well as formal learning, we will offer structured practical learning through experiences. Educational visits and activities will include visits to places of worship, museums, art galleries, a University and a farm.

The School's approach to timetabling and the allocation of learning emphasises the importance we place on the core skills of English and Mathematics, which are central to the curriculum.

The timetable for each day will be the same for each year group. The morning will be devoted to English and Mathematics, while the other subjects of the curriculum will be taught in the afternoon:

9:05-9:35: Period 1: Guided reading

9:35-10:50: Period 2: English

10:50-11:05: Assembly

11:05-11:20: Playtime

11:20-12:20: Period 3: Mathematics

*Lunch is staggered from 12:20-13:20*

13:20-13:50: Period 4

13:50-14:50: Period 5

14:50-15:30: Period 6

All other elements of the national curriculum will be taught during the afternoon and timetables written accordingly with some units being blocked into a number of days focused on a particular area whereas some areas and units are taught weekly.

Much of the curriculum will be taught as a continuation of English. History, Geography and RE will all be taught through English. Science, Art and Design, ICT and Music will all be taught in one week blocks over a two week period at the end of each half term. PE, PHSCE and MFL will all be taught weekly in the afternoon sessions.

The focus on English, and teaching other elements of the national curriculum through English, is driven by recognition of the demographics of the community we seek to serve. We anticipate that a high proportion of our pupils will be from minority ethnic backgrounds, and the majority will speak English as an additional language (EAL) with a large proportion beginning school with little or no English. Teaching will ensure that work in speaking and listening, reading and writing are fully integrated. Teaching staff will be guided through the process of considering any correlations between ethnicity and achievement through pupil progress meetings, which will include a close focus on the issues that may arise when teaching English as a second language. Staff will be made aware of the high expectations in terms of the performance of all pupils, irrespective of race. There will be a constant focus on raising standards for groups whose circumstances make them vulnerable. Staff will be able to benefit from training on the issues that may arise when teaching EAL.

The School will be a mixed community school with many families of different or no religious faith. School assemblies provide the opportunity for all pupils to participate in an act of collective worship, reflecting on the world, their place in it, moral issues and how people of different faiths respond to the world. Festivals of all religions may be shared.

We are aware of, and will adhere to the statutory obligations with regards to assessments at Key Stage 2.

## **Modern Foreign Languages**

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. MFL is not a compulsory subject, but it is our belief that every child in Key Stage 2 should have an entitlement to learn a language other than English.

The Key Stage 2 Framework for MFL will be organised into five strands which are Oracy, Literacy, Intercultural Understanding, Knowledge About Language (KAL) and Language Learning Strategies (LLS). The aim of MFL in accordance with the learning objectives from the Framework for Languages is to:

- Increase children's linguistic competence through regular timetabled MFL sessions
- Exploit cultural links and experiences when opportunities arise
- Promote positive attitudes towards language learning through a range of learning activities
- Develop literacy skills which consequently support the teaching of English.

Although MFL is a cross-curricular subject, children will primarily be taught specific skills, concepts and vocabulary in a weekly lesson with the class teacher. The content of these sessions will be reinforced by the class teacher during the week. Every child shall be entitled to a minimum of 60 minutes of modern language teaching per week within curriculum time. The structure of the lessons will be flexible and may consist of a 35 minute lesson which is then followed up by daily 5-minute sessions which reinforces the vocabulary used in the weekly lesson to fit in with the school timetable. This is to be decided within each individual year group.

## **Physical Education**

Co-operation, good feeling and mutual support are implicit in the ethos of our School, and we recognise that competition is natural, inevitable and often a valuable spur to achievement by individuals. All children will receive a minimum of two hours PE and games per week. Ultimately the school will have its own school sports teams (e.g. football) for Years 5 and 6. There will also opportunities to become involved with after

school sports clubs, and these will be run by school staff and qualified coaches from local clubs.

We seek through games to develop:

- A greater knowledge and understanding of games playing
- Personal achievement and increased self-esteem
- An atmosphere of care and consideration of others in which the contribution of all pupils is valued, whatever their ability
- Opportunities for creativity
- Opportunities for problem solving and decision making.

### **Sex and relationships and drugs education**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and Relationships Education will be taught mainly through Personal, Social, Health and Citizenship Education but also through other subject areas such as Science and Physical Education. It will include supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching should be shared with parents and be mutually supportive and complementary. We will hold a parents' forum each year detailing the content of these lessons for each year group.

Drugs education will be taught through PSHE and Science. The statutory drugs education which forms part of the Science Curriculum will be as follows:

- Key Stage 1: 5 - 7 year olds will be taught about the role of drugs as medicine
- Key Stage 2: 7 - 11 year olds will be taught that tobacco, alcohol and other drugs can have harmful effects.

Our drugs education will aim to equip children with the knowledge, understanding and skills that enable them to make the sort of important choices that lead to a healthy life style.

### **4.8 Extended Schools**

The School will run an array of extended activities and services to complement the school day.

#### **Clubs**

We intend to offer a wide selection of after-school and in-school clubs every week, covering art, film, homework support, languages, sports, cookery and drama. All of

these clubs can enhance the curriculum in different ways; some obviously and directly (e.g. French club, homework club, debating club, school newspaper), others by providing rich experiences outside of the regular everyday curriculum. We expect the formation and development of these groups to be organic, and as the school grows so will the number of school clubs.

## **Childcare**

Ultimately, we intend to provide 8.00am – 6.00pm wrap around childcare for most of the school year. Breakfast clubs have been shown to have a noticeable improvement on levels of punctuality and attendance and ensure pupils are at school 'ready to learn'. School holiday programmes provide experiences to enhance and complement the curriculum by providing rich cultural and educational experiences in holiday time. We strongly believe that these holiday programmes can support learning. The provision of after-school clubs will be subject to demand, and provision will grow over time after the School opens.

## **Breakfast Club**

Our breakfast club will operate every morning from 8.00am and for a small charge, will provide pupils with a healthy and nutritious breakfast in a fun and social setting.

## **4.9 Pupils with Special Educational Needs and Disabilities**

### **Special Educational Needs**

The Governing Body of the Academy Trust will comply with all of the duties imposed upon the governing bodies of maintained schools in:

- Part 4 of the Education Act 1996 as amended from time to time
- The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time
- The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2008 as amended from time to time.

In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 (as amended from time to time), the Academy Trust will ensure that the School's website includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Equality Act 2010).

We believe that children learn best when they have a sense of belonging and a sense of being valued. Sometimes a child's feelings hold back their learning. We will seek to remove every barrier to this, offering a wide range of targeted support for children whose behaviour or emotions get in the way of their own or anyone else's learning. Teaching and learning is of paramount importance and we will not allow classrooms to be disrupted.

A child is said to have a Special Educational Need (SEN) if he/she has a significant greater difficulty in learning than the majority of children of the same age.

Our approach to SEN is driven by core principles:

- All pupils, whatever their needs, have access to a broad and balanced curriculum and are included in every aspect of school life
- No pupil is excluded from any activity because of their special need, although a pupil may be excluded temporarily from an activity due to behaviour, which places them or others at risk
- The needs of most pupils will be met within the environment of the classroom through a differentiated curriculum unless it can be demonstrated that a withdrawal group will have more impact than class delivery
- Pupils with English as an additional language (EAL) are not considered to be SEN unless additional assessment raises other indicators
- All pupils will develop a sense of belonging in school
- The abilities and personal strengths of pupils will be recognised as well as their barriers to learning.

Areas of Special Educational Need are categorised as:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social.

We will seek to support a range of pupils with SEN, and will draw upon the experience gained at Old Ford and Culloden Primary Schools, which have extensive experience working with a wide range of SEN.

To give specific help to pupils who have SEN, the Code of Practice recommends schools adopt a graduated approach to match provision to children's SEN so that, where necessary, increasingly available specialist expertise can respond to a child's individual needs if they do not make adequate progress.

The School will have a large number of specially trained staff, including teaching assistants (TAs), to make sure we capture all pupils with learning needs across the spectrum and meet those needs with confidence. The School will be fully accessible and staff will be trained to manage pupils with complex needs well.

We believe that pupils with SEN should be able to make progress in line with national curriculum expectations. To ensure this the following provisions will be made in respect to teaching and learning for SEN pupils:

- Pupils' progress is tracked against the level descriptions in the national curriculum
- Differentiation will be evident in lesson planning proformas by identifying pupil groupings and arrangements for them through the lesson including different expectations and expected outcomes
- Differentiation will be evident in the provision of additional or different activities for individuals or small groups
- Differentiation will be evident in the use of additional or different resources for individuals or small groups
- All pupils' progress is monitored through termly pupil progress meetings where arrangements for further support are made whether pupils are identified with SEN or not.

If pupils are not making progress, the School will intervene quickly, identify any special educational needs, draw up an individual educational plan (IEP) and ensure they get the right level of support. Teaching assistants will also support individual pupils either with one-to-one help or in small groups.

Timely and effective will be key for identified individual or group needs. The allocation of additional staff (SEN TA or specialist teacher) will be guided by the additional or different learning needs of individual or groups of pupils which cannot be catered for in the classroom staffing. SEN TAs will be expected to be able to use planning to inform their approach in lessons, and informative marking and assessment. They will also be expected to prepare end of year reports for the interventions they have carried out. To ensure high quality provision teaching and support staff will be actively encouraged to attend relevant SEN training.

A SEN Co-ordinator will be appointed, and their role will be to:

- Support class teachers in identifying pupils who have special educational needs
- Maintain the SEN administration and overseeing related record keeping
- Liaise with support agencies, including regular meetings with the School's educational psychologist; specialist teachers and speech therapist
- Meet with parents/carers and teachers together to discuss appropriate strategies
- Contribute to in-service training of all staff
- Ensure that SEN pupils are effectively included in the life of the school
- Lead SEN review days on a regular basis, working with class teachers on Updating IEPs and SEN management paperwork
- Ensure teaching staff and SEN TAs have access to relevant courses
- Hold regular meetings with SEN TAs; make observations 2 x year
- Performance manage and observe the SEN TAs
- Contribute to recruitment of SEN TAs and to arrange cover for staff absence

- Give help and support to class teachers by suggesting appropriate strategies and resources for SEN pupils
- Keep staff informed of recent SEN literature/research and courses
- Convening, chairing and recording annual reviews of statements
- Keeping the Headteacher and Assistant Headteachers informed of all SEN matters.

Our SEN practice will be deemed effective when there is evidence of:

- Pupils with SEN make progress in line with national expectations
- Pupil progress is evident through data tracking, meeting IEP targets reviews, staff, pupil and parent/carer feedback at annual reviews
- There is sufficiently differentiated work and/or an adapted learning environment for those pupils with SEN at SA, SA+, S
- There is evidence that the allocation of additional staff and resources has had an impact
- There is evidence of parent/carer, pupil involvement or taking their views into consideration
- Records for pupils with SEN are kept accurately and are up to date
- Transition arrangements have been carried out. Information about SEN pupils is handed over effectively as pupils move through the key stages. This includes transfer between key stages, year groups and to secondary school
- The SEN Co-ordinator keeps up to date on current SEN issues and ensures that all staff are clear on policies, procedures and access to training.

### **Students with disabilities**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.

The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods. The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Old Ford Primary School.

All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available.

Within the context of our site, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money.

Pupils with mobility difficulties may have access to the lift. Each case will be assessed individually and the pupil provided with appropriate support – no pupil will be able to use the lift unattended.

#### **4.10 Gifted and Talented Pupils**

In defining what is meant by the term ‘gifted and talented’, we have adopted the definition ‘Motivated Achievers’ (MA) to describe our pupils who have strengths in one or more areas. We believe the term ‘Motivated Achievers’ is much more inclusive, attainable and will encompass more pupils. The word ‘motivated’ was chosen as it involves an element of effort which is required on the part of the pupil, not merely a fixed unobtainable state of ‘giftedness’ as implied by more traditional definitions. We believe that all pupils have the potential to be Motivated Achievers.

We will be committed to providing a sufficiently challenging curriculum for all our pupils. In addition, we will provide opportunities to identify and in turn nurture those who are more able in their abilities. All pupils will be entitled to the following:

- Staff commitment and training to develop pupils’ full potential at all times
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson
- Skilled, well prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those pupils identified as more able
- An entitlement beyond subject teaching, including preparation for adult life and work. This should include extra-curricular activities, personal and social education, opportunities to learn about and partake in, financial enterprise, visits to local businesses and community service. This entitlement beyond the curriculum also will include school wide events such as performances, talent shows and spelling and Mathematics competitions.

Specific arrangements for coordinating MA provision will include:

- All schemes of work will be planned to include specific enrichment material and ideas
- An awareness among all staff of their role in the identification of more able pupils, based on subject-specific criteria and the need to make the curriculum sufficiently challenging
- All staff contribute to the MA register. which is updated termly
- Continuing professional development for staff that addresses the implications of more able pupils for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension
- The effective assessment of pupils’ potential and performance

- The regular monitoring and reporting, to the MA Co-ordinator, of individual pupil performance
- An audit of enrichment and extension opportunities provided by the wider extracurricular, led by the MA Co-ordinator
- Recognition, celebration and rewarding of achievement of all pupils. Close liaison by the School with external support agencies and the home.

#### **4.11 Organisation of Pupils**

There will be a two form entry of 30 children in each class and pupils will be divided into sets for English and Mathematics so they can get the most out of the curriculum. Children start in the school in the year in which they have their 5<sup>th</sup> birthday. This is the Reception year. This is part of the Foundation Stage and they will be following the Foundation Stage curriculum. Then children spend two years in Key Stage 1. After two years they enter Key Stage 2 for four years. Transfer to Secondary School (Key Stage 3) takes place at the end of the school year (31<sup>st</sup> August) in which the child reaches the age of 11. This is at the end of Year 6 in the Primary School.

On entry to the School, all pupils will be allocated to a tutor group, which will form the basis for pastoral care. We believe that the pastoral care of children is just as important as their academic development. Teachers responsible for the tutor groups will provide pastoral support and guidance for students in the group with recognition of both individuality and equality of opportunity. They will provide a consistent level of care and attention to pupils during their time at the school, enabling them to develop the life skills needed to reach their full potential.

The allocation of children into sets for English and Mathematics, grouped by ability, will be determined as part of the assessment process, which is outlined below. This will occur from Year 1 and will be neither overt nor fixed; children will be able to move between sets as they progress. Pupils will be formally assessed three times per year, and the sets in which they are placed will be revised on the basis of the outcome of these assessments.

#### **4.12 Pupil Development and Achievement**

Our rationale for proposing this new School is driven by the clear need for new high quality primary schools for children from economically disadvantaged families in Southwark, and we are firmly committed to this end.

We take this accountability very seriously and will set and closely monitor whole school performance targets accordingly. An Assessment Manager will be appointed with specific responsibility for the setting and monitoring of performance targets. In the first five years of the School, the monitoring process will concentrate on attendance (both student and staff), academic progress and quality of teaching). Key targets will include:

- Attendance and punctuality (*target 95 per cent for children*)
- Academic progress targets (*e.g. KS2 attainment: at least 85 per cent Level 4, combined English and Maths*)
- FSM progress targets (*equal to, or greater than, whole school target*)
- EAL progress targets (*equal to, or greater than, whole school target*)
- SEN or disabled students progress targets (*equal to, or greater than, whole school target*)
- Quality of teaching (*40 per cent lessons outstanding, 80 per cent at least good and 100 per cent of lessons at least satisfactory*).

In addition to the KS2 targets, the school will monitor and set continuous progress targets to ensure that children's performance is on a trajectory to reach the KS2 attainment targets.

We intend to be constantly assessing both our teaching and what the pupils are actually learning to make sure we are continuing to work effectively. We will use this information to plan lessons, to understand clearly what the pupils have learned, to identify pupils who are not keeping up with their peers or those who are making rapid progress. This means we can adjust levels of support and have individual discussions with parents/carers and write final reports.

- Pupils will be formally assessed three times per year
- Data in the form of national curriculum levels and foundation stage profile points will be kept for every pupil at the School and will be recorded three times per year and kept on record for three years
- It will be the responsibility of all teachers and support staff to view, amend and analyse the performance (progress and attainment) of all pupils under their care and guidance
- It will be the responsibility of the assessment manager to analyse the performance of all pupils across the School and ensure all stakeholders are well informed of the current picture of attainment and progress at the School
- Pupils will be assessed daily, by teachers and teaching assistants, through marking, assessment for learning strategies and observations
- Data and information from formal and informal assessments will be reported to parents / carers three times a year in the form of parent consultations and on any other appropriate time on an informal basis.

The key purpose of assessment is to give all stakeholders, including the pupils themselves, a clear and precise account of the attainment and progress of individual pupils, groups of pupils and all pupils across the School. This is to ensure the appropriate support, work and guidance is given, which, in turn, enables all pupils across the School achieve the best outcomes possible.

The School aims for every pupil to make the required amount, or more than the required amount, of progress in all curriculum areas throughout their time at the School. It will do

this through the rigorous tracking of pupil progress and attainment, intervention strategies and support and through teachers having sound and thorough subject knowledge.

The tracking and analysis of pupil progress and development is core to our educational model and provides the platform for appropriate intervention strategies and support where necessary to ensure each child reaches their full potential. The Headteacher is accountable to the Governing Body for the performance of the whole school, and class teachers and Key Stage leaders are accountable for the progression and attainment of individual children under their care. Persistent underachievement and slow progression will be identified in pupil progress meetings (see below) and appropriate interventions will be implemented to assist the pupil and/or teacher as required,

In order enable the School to track progress of the students all teachers will follow the assessment cycle:

- All pupils will be formally assessed in reading, writing, speaking and listening, Mathematics and science (and other subject areas in the foundation stage) three times a year, usually around the half term holiday
- Analysis week follows assessment week and during this week it will be the responsibility of all managers, teachers, learning mentors, teaching assistants and nursery nurses to interrogate the data (in terms of attainment and progress). This will be done for individuals, whole classes or sets and groups of pupils e.g. SEN and disabled pupils, different ethnic and gender groups, ability groups, socio-economic groups etc
- Pupil progress meetings will be held in year groups following analysis week and this is where all teaching staff, managers and some support staff will agree actions, interventions and support for individuals and groups and analyse the gaps in pupils' learning and plan accordingly. This ensures that every child remains on track to achieve and issues are addressed early
- Parent / carer consultation meetings follow pupil progress meetings where current attainment levels are given to parents / carers as well as guidance in terms of how best to support their child at home with learning.

The accuracy of assessments will be monitored by managers through moderation exercises and inset. Managers will work alongside all staff to support the consistency of levelling work.

Other types of assessment (carried out, where possible, daily)

- Observations: teachers and support staff observe pupils, making notes on their achievements and areas for development
- Discussions: teachers and support staff engage pupils in conversations about their learning, including where they are now, what they need to do to improve their learning and next steps
- Marking: teachers and support staff mark pupils' work daily

- Assessment for learning: teachers and support staff adopt a variety of strategies to continuously assess what the pupils are / are not able to do and adapt their teaching accordingly
- Self and peer assessment: pupils will evaluate, and where appropriate mark, their own work and the work of a peer, against a learning intention or success criteria both verbally and in writing
- Pupils' reflection: pupils will be given time throughout and at the end of lessons to reflect on what they have achieved in the lesson (and over time) and are able to articulate what they need to do next
- Other assessments: a wide range of other daily or weekly assessments inform the judgements of teachers and support staff in terms of pupils' attainment and progress including: mental mathematics tests, speed tests, spelling and phonics tests, specific tests for SEN pupils.

#### Approach to recording attainment and progress:

- Attainment levels will be recorded for all pupils in reading, writing, speaking and listening, mathematics and science (and other curriculum areas in the foundation stage)
- Progress and attainment will be recorded in other formats for pupils on the SEN and disability registers e.g. SEN review sheets and IEPs
- Individual teachers and support staff will keep class / set records of other assessments and observations carried out during teaching and learning.

#### Approach to reporting attainment and progress:

- Reporting to parents / carers will take place both formally and informally
- Teaching staff and support staff will liaise informally with parents / carers on a day to day basis where appropriate or necessary to ensure parents / carers hold a clear picture of their child's attainment and progress
- Written reports will be shared with / sent to parents / carers at the end of each academic year including details of the national curriculum levels which their child has attained and the progress their child has made in all national curriculum subjects
- Members of teaching staff will meet with parents / carers formally three times a year to discuss the progress and attainment of their child
- At the end of an academic year, teaching staff report to other members of teaching staff who will be teaching the pupils the following academic year at handover meetings and include information around the strengths and areas for development for individuals, groups, the class or year group as a whole
- The assessment manager, along with other managers, will be responsible for ensuring all stakeholders, including the governing body are kept well informed of the progress and attainment picture across the School by producing and presenting reports at least three times a year.

#### **4.13 Teacher Assessment and Professional Development**

As mentioned above, all teachers and support staff will bear accountability and responsibility for the progress and attainment of pupils under their care. Given this, and that the quality of teaching is the single greatest driver of pupil outcomes, we will work to ensure a working environment that supports and promotes excellence in the development of the school teaching and support staff. Valuing and developing the skills of all staff is important to us and the School will set aside significant time and resources to this end.

The school will support a wide range of continuing professional development (CPD) activities in order to maximise the impact on teaching and learning within the school, creating an open culture between staff. These CPD approaches will include:

- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise
- Job enrichment and enlargement opportunities, taking on a higher level of responsibility through job sharing and shadowing
- Coaching and mentoring, providing or receiving support
- Lesson observations, where teachers not only expect to be observed, but welcome and invite observations
- In-school team partnerships with colleagues, grouped by subject, phase, or activity. Meetings and activities such as joint planning, observation or standardisation, inviting feedback and sharing learning
- School-based work through accessing expertise available within from Old Ford Primary School and Culloden Primary School from the relevant expert such as an advanced skills or lead teacher
- School visits to observe or participate in good and successful practice (especially at Old Ford Primary School and Culloden Primary School)
- Opportunities to participate in award bearing and accredited work from higher education or other providers such as the National College
- Attendance of course and/or conferences, both nationally and locally, including the Improving Teacher Programme (ITP) and Outstanding Teacher Programme (OTP).

With its close links to Old Ford Primary School and Culloden Primary School, we hope to develop a highly engaged community of professional learners focused on developing outstanding teaching practice.

#### **4.14 Behaviour**

We have very high expectations about behaviour from everyone who will be in the School. When children are in our care, whether in school or on educational trips or

visits, we will expect good manners and exemplary behaviour. It is our intention that the behaviour of our children will draw compliments from people outside the School.

Each September, parents/carers and teachers will all read and sign a home-school agreement, which clearly sets out what we expect from each other.

We recognise that teaching and learning can only take place in an atmosphere of calm purposefulness. We aim to ensure there is a consistency of approach by all adults working in the School.

The School's approach to behaviour management aims to foster in pupils:

- Good learning behaviours e.g.: listening, attention, participation, effort, positive attitude, co-operation
- Positive and pro-social values
- Self-esteem and confidence
- A positive attitude about their abilities
- A sense of responsibility for their actions
- An understanding of cause and consequence.

There will be four whole school rules:

- We look after and show respect for the school building and everything inside it. (red)
- We keep our hands and feet to ourselves at all times (blue)
- We listen well and speak clearly when it is our turn (green)
- We are kind, polite, helpful, co-operative and respectful (yellow).

Rules are colour coded and similarly coloured stickers (dots) will be used as an incentive and reward. It is expected that rules will be re-taught at the start of each term, and they will be displayed in classrooms and corridors.

All staff will be expected to give pupils stickers regularly, including in the playground and halls. We also use orange dot stickers for acknowledging good work, special achievements and improved attendance/punctuality.

We will adopt a positive model for behaviour management, and will promote good behaviour at the School, through strategies including:

- Noticing and reinforcing desirable behaviours and attitude
- Praising effort, achievement and attitude
- Providing a safe and predictable learning environment where children are not afraid to make mistakes
- Using incentives, such as praise and encouragement and creating opportunities for success
- Using the School's reward systems

- Informing parents/carers of their child's success
- Celebrating success through assemblies and the School's newsletter.

We will teach and reinforce good behaviour through:

- Praise and modelling
- Stickers and reward systems
- Class and individual responsibilities and privileges
- The 'Second Steps' programme: a whole school social, emotional, behavioural skills scheme which is delivered through weekly PSHCE lessons
- SEALS-social, emotional aspects of learning activities and assemblies, from the National Primary Strategy.

We will correct and respond to misbehaviour by positive strategies, such as:

- Tactical ignoring
- Redirecting
- Criticising the behaviour and not the pupil
- Being consistent and treating pupils fairly
- Encouraging pupils to take responsibility for actions by assigning them tasks to repair outcomes of misbehaviour
- Allowing pupils time to cool down or take time out within the classroom or another designated classroom
- Privately discussing a pupil's behaviour with them and making agreements towards change
- Giving pupils time to respond to instructions and preserve their dignity
- Using warnings and being clear about expectations
- Referring pupils to miss part of their lunch time play in the lunch time room in order for them to think about their actions and give suggestions of how they can improve their behaviour
- Following up reports from pupils and staff of bullying, racial or sexual discrimination and/or any incidents of verbal or physical aggression
- Informing parent/carers about incidents or concerns and working in partnership with parent/carers.

#### **4.15 Bullying**

Bullying happens when someone knowingly and persistently commits verbal or physical unwelcome acts towards the same individual or group. The reason for recurrent insults, injury or threats is often to do with the victim's identity. It is very hurtful, causing worry and fear.

We intend to create and maintain a very high profile anti-bullying culture. If children or their parents/carers think they have a problem, we will make sure we listen immediately, take it very seriously and resolve it. Our policy aims to involve all pupils, parents/carers,

staff and the governing body in creating a happy, safe and fair school working in partnership to eliminate bullying and unacceptable behaviour.

We aim to:

- Use the curriculum, especially personal, health, social health and citizenship education (PSHCE), religious education (RE), the 'Second Steps' social, emotional skills training programme and displays, focus weeks and assemblies to raise awareness of the School's expectations and strategies and provide a foundation for pupils to explore bullying and related issues
- Adhere to our behaviour policy to model positive behaviours and consistently apply the School's agreed way of working
- Encourage and teach our pupils to be empathetic, manage their emotions constructively and to reject anti-social behaviour in and out of school
- Use our playground buddies (peer mentors) to act as positive role models who encourage play and friendships, as well as to report anti-social behaviour
- Involve all pupils, staff, parents/carers and governors to actively prevent bullying
- Give support to pupils who are being bullied
- Offer guidance, sanctions and support to bullies to help them change and make amends for their behaviour
- Seek support and help from outside agencies when necessary.

While the school will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise that we cannot be held directly responsible for bullying that takes place off site, by pupils in this school or by pupils of other schools or on a pupil's journey to and from school. We will listen to and advise pupils and their families on how to address bullying in the community including contacting the police if appropriate.

We will encourage pupils to tell us about incidents that happen inside and outside of school so that we can raise concerns and take steps as appropriate, e.g. contact police or youth offending teams to alert them to trouble spots, contact colleagues in other schools whose pupils are bullying off premises, map safe routes to school in the event of a pupil being bullied on their journey, offering pupils strategies to handle bullying off the school premises. Every classroom will have a 'telling box' where pupils can leave notes if they have worries or wish to report incidents. Parents/carers will also have access to a reporting point in the school administration office or directly to the AHT inclusion.

#### **4.16 Exclusions**

The School is committed to reducing exclusion and increasing attendance and participation. Exclusion results only when the School has exhausted all strategies and available local authority support. In applying this exclusion policy, the School will follow current DfE and local authority guidance and advice.

Internal exclusion will be used as a first measure. Incidents which result in a serious risk to safety of a pupil, injury towards other pupils, or damage to school property through vandalism can result in fixed term exclusion. A decision to exclude a child should be taken only:

- In occasions of serious breaches of a school's discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before excluding a child, in most cases, a range of alternative strategies will be tried. This is not meant to prevent immediate action to protect pupils and staff, including fixed period exclusion. A permanent exclusion may be given for a first offence, for example involving violence.

Exclusions will be directed by either the Headteacher or Assistant Headteacher: parent/carers will be informed immediately in writing. For day 1 and 2 of the exclusion, pupils will be expected to carry out school work at home under the supervision of a parent/carer. From day 3 of the exclusion, pupils will be expected to attend a Pupil Referral Unit or an alternative educational setting.

#### **4.17 Attendance**

Excellent attendance is the key to achievement in school. To achieve the maximum benefit from education pupils must attend school regularly and punctually.

We will have very clear rules about the importance of attendance and punctuality, which we take very seriously. We expect pupils and families to do the same. Only in extreme exceptional circumstances will we authorise a pupil's absence during term time.

Attendance and punctuality is regarded by the School as the responsibility of the whole school community. All school staff, governors, parents/carers and pupils must work in partnership to ensure regular attendance, so that pupils have the opportunity to reach their potential.

The issue of attendance and punctuality as a priority for the School is communicated to parents/carers in the following ways:

- The responsibilities of the School, parents/carers and pupils with regard to attendance and punctuality will be detailed within the Home School Agreement
- The school newsletter will carry regular items on attendance and/or punctuality
- Parents and carers will be informed of and will comply with the London Borough of Southwark attendance thresholds
- The governors' report on attendance figures in the annual report to parents / carers

- Attendance and punctuality will remain a regular item on the agenda of governors' meetings and the attendance manager reports to them annually as a minimum.

Class teachers will complete registration accurately at the beginning of each morning and afternoon, noting reasons for absence if received and recording times of arrival if late. The threshold for late will be from 9:05am.

Registers will be maintained electronically on the schools data system. The attendance and admissions officer will have responsibility for following up unexplained and unauthorised absences by contacting parents/carers by telephone on the first day of absence. This first day contact sends a clear message to pupils and parents/carers that attendance is very important.

In order to encourage and recognise excellent or improving attendance, the school aims to provide a variety of incentives and rewards to both staff and pupils as follows:

- Best attendance and punctuality trophies awarded to every year group on a weekly basis
- Individual 100 per cent attendance awards and certificates to pupils on a termly and annual basis
- 100 per cent class attendance trophies
- Best and earliest classes awards on a termly and annual basis.

Attendance data for the whole school will be displayed in a public area and updated on a week to week basis.

Where a pupil's attendance has fallen to 90 per cent or below, parents/carers will be informed by telephone call and/or letter expressing the school's concern and to remind parents/carers of their responsibilities.

Where a pupil's attendance falls between 85 and 90 per cent parents/carers will be invited to meet with a member of the attendance team to discuss concerns, reasons for absence and to find ways forward.

All pupils whose attendance falls below 85 per cent are referred directly to the Attendance and Welfare Service.

We have an attendance and punctuality target of 95 per cent across the school.

#### **4.18 Community Engagement**

The School welcomes its duties under the Equality Act 2010. Racial, cultural, gender, sexuality and religious discrimination will not be tolerated.

We believe achievement is not just about success in the classroom or winning at sport – it is about personal growth too. It is about how we treat each other, what we value and how we contribute to our surroundings and our community.

This School will be founded on six basic values, which we will work hard to deeply ingrain in the day to day working of the school:

- Mutual respect – valuing everyone
- Integrity – behaving honourably
- Inspiring excellence – helping everyone achieve their best
- Commitment to lifelong learning – keeping our minds open
- Quality community relations – involving everyone in our school
- Team work – sharing and supporting everyone.

To help everyone remember these six values and make them part of everything they do every day, once a month everyone will be able to nominate people who they think have demonstrated our values for an award.

We acknowledge that the society in which we live is enriched by diversity. The school will strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community. We consider the promotion of community cohesion as part of our role.

The School will play its part in helping all pupils to develop a sense of identity and belonging within our school community to prepare them for life in the increasingly rich and diverse population of our local community and Britain. We will help our pupils to feel equally valued as members of the school community and as residents and citizens of Great Britain. We will help them to make sense of the wider world and the global issues that will become part of their adult lives.

Our aims are to:

- Ensure there is a common vision and sense of belonging by all as a part of our school and local community
- Help pupils and all in the school appreciate and value the diversity of people's different backgrounds and circumstances
- Help our pupils and their families learn about the history, traditions of Britain and the changing nature of its culture
- Help our pupils develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom
- Ensure our pupils are treated fairly and equally and given similar life opportunities
- Ensure that positive and meaningful relationships exist and continue to be developed in our school and the wider community.

This affects every area of the school, and our strategy for doing this is:

Teaching, learning and curriculum:

- The School will contribute to promoting community cohesion by developing its teaching and learning and curriculum to help pupils to value diversity while also promoting shared values
- The School will provide opportunities and experiences for pupils and their families to interact with people from different backgrounds to build meaningful relationships.

Equity and excellence:

- The School will promote equity and excellence to ensure equal opportunities for all to succeed and to reach their potential
- The School will provide extended services which will offer access to activities and services in order to promote interaction and achievement for all groups.

Engagement and ethos:

- The School will help pupils to develop the skills of participation to help them to become active citizens of the United Kingdom.
- The School will promote making links with other schools and communities.

## **4.19 Partnerships**

### **Parents and carers**

Parents and carers play a crucial role in their child's education and we will seek to work closely with every family to help them support their child's learning. We will ensure that our staff are accessible and approachable and welcome visits from parents and carers. We value everyone's involvement in the school and keep people in touch with what is going on through:

- A fortnightly newsletter
- Termly parent / carer conferences with teachers
- School council
- Parents / carers after school events and summer fair
- Parent / carer staff group
- Parent / carer governors.

The school will run sessions showing parents / carers how best they can help and support their child's learning.

## **Local schools**

We intend for our new School to complement existing local provision while providing local parents with greater choice of school for their children and a greater number of parents the school of their choice.

We will work hard to foster good relationships and positive partnerships with existing schools. Our intention is to drive up quality of provision and standards, not only by the introduction of this School, but also in other local schools. Old Ford Primary Schools has numerous national and local awards, has been designated a National Support School by the National College, as well as currently applying to become a National Teaching School. Our strategic relationship with Old Ford and Culloden from the outset will strengthen our ability to engage with other schools.

When the time comes, the School will work closely with local secondary schools to support the smooth transition of pupils at 11. We will look to establish active links with the local secondary schools, so both pupils and staff can share and extend their learning experiences with others.

## **Local authority**

The London borough of Southwark is home to a large number of academies and has good experience and a strong track record of working with multiple new education providers. We intend to help the local authority plug the gap between the actual number of primary places and the ever-increasing demand in some parts of the borough.

██████████ and ██████████ met with the Southwark Assistant Director for Children's Services (Christine McInnes) on 4<sup>th</sup> March 2011, and had subsequent email correspondence with the Director for Children's Services (Romi Bowen).

██████████ has a good working relationship with Romi Bowen and has performed an advisory role regarding local authority schools within the borough.

## **Businesses and business organisations**

Although a primary school we believe that it is important to expose children to the possibilities available to them after they leave school. This should include extra-curricular activities, opportunities to learn about and partake in, financial enterprise, visits to local businesses and community service.

The school will look to build partnerships with businesses, as they can bring many benefits to bear through:

- Pupils receiving more individual learning support and attention

- Pupils having regular opportunities for discussion on a one-to-one basis
- Pupils seeing positive role models from working life
- Staff and pupils feeling that others make a contribution.

#### **4.20 General**

As stated in section 3.6 above, we will meet all accountability requirements applicable as set out in the School Funding Agreement that would be entered into prior to opening.

#### **4.21 Summary**

The educational plan outlined in this section has been developed over years of effective practice in one of the most challenging areas of the UK. Strong and effective leadership, high expectations and a relentless pursuit for excellence where only the best will do, underpinned by a clear sense of purpose and direction have clearly demonstrated that when given the right support, every child can succeed regardless of their background.

We are confident that we have an educational model that will provide a platform to ensure that disadvantages of birth or social situation do not lead to lifelong disadvantages. Our aim is that this School will provide every child with the opportunity to fulfil their potential and fully prepare them their lives beyond the school.

Over the medium term we intend to further secure the performance and outcomes for the school by enabling it to lead or participate in a wider Free School chain in the local area, thereby giving it constant encouragement and reference against which it can improve and providing the school with a broader and deeper set of resources against which to draw at times of need.

## Section 5: Evidence of Demand and Marketing

### 5.1 Introduction

#### Tackling deprivation

The Southwark Free School's central mandate is the provision of high quality primary schooling for children from lower income families. The long-term achievement of lower income children in the UK is drastically lower than their higher income counterparts<sup>12</sup> and research has demonstrated that this disadvantage is effectively embedded as early as age six<sup>13</sup>. Through our School we are seeking to tackle the negative educational effects of deprivation before they become an embedded quality.

We have therefore targeted:

- Children between the ages of 3-11; we will start with a Reception and Year 1 intake in 2012, for children born between September 2006 and August 2008 (a reception intake in 2013 provides places for children born between September 2008 and August 2009)
- Areas with high levels of socio-economic deprivation (defined as higher than average FSM intakes).

Southwark is ranked 26th most deprived borough in the UK (out of 354), and is in the top 10 per cent most deprived districts in the country. 34 per cent of Southwark's primary intake qualifies for FSM against a national average of 17 per cent. Southwark includes neighbourhoods with some of the worst child poverty in the country, as well as some of the highest levels of childhood obesity, violent crime and youth unemployment.

We have selected premises that optimise access to the greatest number of children in this demographic. Our preferred premises is located in Grange ward, which has areas of significant socio-economic disadvantage. It is ideally located to serve the communities in East Walworth and Livesey, due to the proximity of the underground station at Borough, overground trains into London Bridge, local bus routes and arterial roads.

#### Deficit of primary level places

The establishment of this School extends the capacity of the state and local authority to meet the need for high quality schools. We are strongly committed to working with the Department for Education and local authorities to help facilitate the delivery of high quality, innovative schooling to this constituent group.

We have therefore targeted:

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<sup>12</sup> DCSF, Deprivation and Change, 2009. Centre for Social Justice, Institute of Fiscal Studies, 2009

<sup>13</sup> Feinstein, 'Inequality in the Early Cognitive Development of British Children', *Economica* 70, 2003

- An area where there is a tangible forecasted deficit of primary school places (as measured by 2013/14 requirements)
- A local authority where we have secured the basis for a complementary and aligned approach to schools provision.

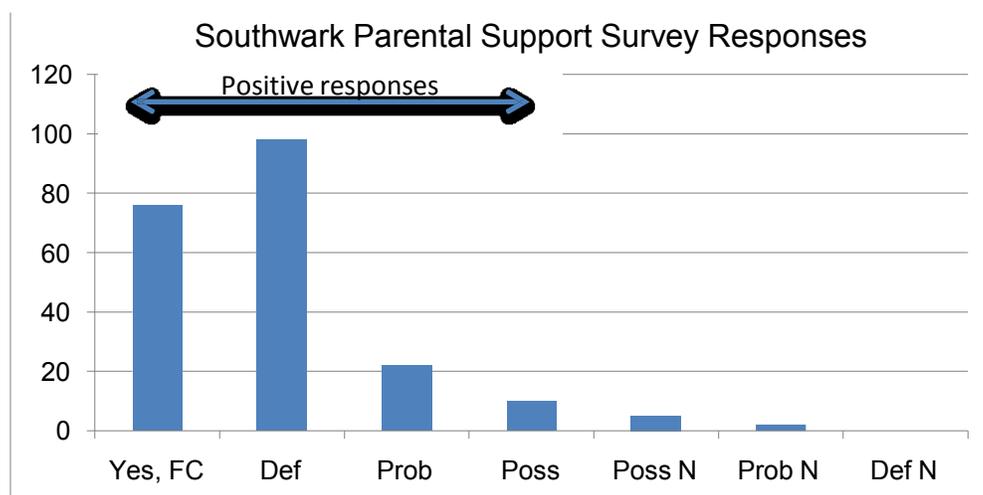
In terms of local school places, recent analysis by the Boston Consulting Group anticipates a shortfall of 2763 primary school places across the borough by 2013/14. Moreover, the Greater London Authority (GLA) population predictions (March 2009) estimate that the child population of Grange ward will increase from 2401 children in 2011 to 3095 in the next ten years. Similarly, the number of children in East Walworth is due to increase by 2059, from 3024 to 5083 children over the same period.

We have met with and remain committed to an aligned and transparent relationship with Southwark authority. We have presented our plans to the local authority, and intend to maintain an open dialogue and alignment with them going forward.

██████████ and ██████████ met with the Southwark Assistant Director for Children’s Services (██████████) on 4<sup>th</sup> March 2011, and had subsequent email correspondence with the Director for Children’s Services (██████████). ██████████ has a good working relationship with ██████████ and has performed an advisory role regarding local authority schools within the borough.

## 5.2 Evidence of Parental Demand

The research we have conducted in Southwark has demonstrated clear support for our School. Our results categorically demonstrate the attractiveness of our offering within the local area. Through our online campaign, door-to-door leafleting and face-to-face canvassing, we received 222 responses to our public survey of which 214 (96 per cent) were positive. Our high rate of return suggests that there is far more potential support from parents and carers and their families whom we have not yet had the opportunity to reach.



Of the total 214 positive responses, 76 are eligible for entry in September 2012 (born between September 2006 and August 2008) and 38 are eligible for entry in September 2013 (born between September 2008 and August 2009).

	September 2012	September 2013	Total
Planned intake	120	60	180
Positive responses	76	38	114
'Definite' responses	66	30	96
<i>DfE benchmark</i>	60	30	90

Furthermore, there were 96 responses where the response was that the school would be the parent/carer's first choice, or definitely be one of their school choices. This response surpasses the benchmark of 50 per cent of enrolment in our first two years of operation and is the result of a few weeks' activity. We are certain that the genuine level of demand is significantly beyond this. We will continue to gather feedback over the summer months to ensure that any further support is captured.

We are further reassured as to the strength of support we enjoy given the more general comments and discussions that the team had with parents and carers whilst collecting survey responses. This indicates a widespread desire for more, higher quality education that would be provided by our Free School. We were able to answer the questions posed by people as we discussed our proposal and ensure that responses were therefore gathered on the basis of a clear understanding. We provided contact details whenever asked in order that we could respond to any subsequent queries or requests for clarification.

We have received a number of offers of support and had several meetings with individuals who would want to be involved in furthering our proposal were it to be approved.

### **5.3 Approach for Measuring Parental Demand**

In line with the requirements of the statutory consultation, three key steps were taken to define demand, we:

- Created a questionnaire to assess demand
- Raised awareness and engagement through media and online campaigns
- Gathered responses to the questionnaire through door to door canvassing and online forums.

## **Definition of questionnaire**

The proposed primary was described as:

- a) Non-selective (using the same criteria as those used by the local authority)
- b) Based on a best in class, proven teaching model, structured around what works in outstanding primaries (model primaries have been selected as those with more 85 per cent of children achieving national level in English and Mathematics)
- c) Management input from best in class heads, with an executive head already secured from one of London's outstanding schools
- d) Promoting a culture that values learning, aspiration and achievement
- e) Offering a broad curriculum with a wide range of sports, arts and music.

The rationale for introducing an additional primary within the given ward was based on the desire to provide:

- Increased choice – an additional, high quality primary offering within the borough's primary schools portfolio
- Increased facility to maintain high standards through planned federation or chain model
- Increased capacity – twenty one per cent of Southwark children (680 of 3238 applications) failed to get their first choice school, just under ten per cent (284 applications) failed to get one of their top three choices and nearly 6 per cent (182 applications) failed to get any of their preferred choices.

We asked five questions within the survey, the outputs of which provided the basis for our demand profile and part of the marketing initiative:

- Degree of preference for a new primary school based on the description provided above: 1st choice, definitely, probably, possibly, not at all
- The date of birth/gender of child(ren) that would be attending said school
- Name (of surveyed individual)
- Postcode (of surveyed individual)
- Further contact details of surveyed individual and willingness to be contacted for marketing purposes and / or to assist in development campaigns.

## **Raising awareness and engagement**

We took two key steps to raise awareness and engagement. We:

- a) Developed a poster campaign which mapped the ethos and rationale of a new primary school in the region. This was distributed in multiple channels targeting parents of primary age children (nurseries, local newsagents, supermarkets, churches, children's product shops, estates (e.g. Tabard Gardens, Elim Estate) and benefits offices

- b) Set up a website and threads on local news sites – responses to questions were provided within 24 hours.

### **Questionnaire distribution**

We conducted a door to door and direct canvassing campaign based on the questionnaire described above – this was administered in the area directly around the targeted premises. It should be noted that our response gathering was conducted over the period of a matter of a few weeks. We fully expect that there is a real sense of further substantial demand that has not yet been reached, and we would certainly expect to continue developing a more accurate picture of the demand profile in the area if and once the application has been approved.

### **5.4 Consultation**

As part of the ongoing engagement with the local community, stakeholders will be presented with a more detailed proposition of the School, feedback will be gathered, and integrated (as appropriate) into the solution with responses provided to the relevant stakeholders.

We recognise that no veto power is granted to stakeholders and the output of the consultation is not considered to be binding. However, the consultation process is seen as providing a valuable resource to gauge the perceptions and views of stakeholders against which the school is likely to be assessed and judged, and provides us with a critical mechanism by which to develop our proposition.

We will consult with four groups:

- Parents and carers
- Leadership teams of local nurseries and primary schools
- Media
- Community and business representatives.

We have three key objectives in carrying out the ongoing engagement, to: define the proposition (as set out above) to identified stakeholder groups; engage and get feedback from defined stakeholders; and integrate feedback (as appropriate) into the final proposition.

### **Definition of proposition**

We will present seven key elements during the consultation:

- Vision and ethos
- Model and differentiator (based on proven model, run by outstanding head)
- Curriculum
- Admissions policy

- School day
- Timetable of events
- Architectural plans (at point of development).

These elements will be summarised and disseminated to stakeholders in hard copy and through on-line forums. Equally we will provide opportunities for anyone to make comments and ask questions in writing or online. We will commit to responding to every question, even if it is not possible to give a definitive answer at that stage.

## **Engagement and feedback**

Consultation will take place in five stages.

- 1) Marketing and engagement. We assume the first stage of consultation is the marketing and engagement process are noted below in section 5.5
- 2) Issue identification. All areas of concern and comments will be noted, summarised, and distributed in hard copy to the stakeholder groups, and made available online through the Southwark Free School website (general access). Members of the public would be able to comment on issues, with comments integrated as appropriate
- 3) Amendment (as appropriate) of initial plans and presentation of draft plans to stakeholders
- 4) Further consultation is expected to last between four and six weeks and will include at least two opportunities for face-to-face discussion (one gathering feedback and one response to feedback). Additional meetings will be scheduled should the need arise. Detailed issue logs and plans will be summarised and distributed to named stakeholders at each meeting, and will be made available online through the Southwark Free School website (password protected access). General updates to be provided to the public via the Southwark Free School website. The stage will include consultation on the name of the School, which will be decided in discussion with local groups
- 5) Presentation of final plans. Final plans will be distributed in hard copy to named stakeholders and made available online to the public on the Southwark Free School website (general access).

The outcome of the response gathered will be written up and provided as a report for the Department for Education.

## 5.5 Marketing Strategy to Opening

Our critical activities prior to opening will be to:

- Become established within the communities we will serve; primarily focusing on those prospective parents/carers of child(ren) who are just starting school or will be starting in September 2012, but also with other education groups, community groups and the wider community. We plan on focusing particular marketing resource on the areas which are likely to have higher proportions of disadvantaged families (e.g. estates within 2 miles of the school premises, benefits offices, etc)
- To provide as much detailed information in a manner and a timescale that is as closely aligned as possible to that being provided by the Local Authority as part of the admissions process for those parents/carers choosing a place for their child to start in September 2012.

In particular we recognise how essential it is that our free school can be considered alongside other choices as far as possible as parents/carers make their choices so that as the school gains final Funding Agreement approval from the Secretary of State we are able to very rapidly engage with those parents who have identified themselves as having an interest in our school.

We plan to do this as follows:

### **September 2011 – January 2012**

Provide as much information about our school, its curriculum offering, vision and ethos, staffing structure and any staff appointments that have been made, location and premises to all parents who are participating in the Local Authority admissions process for 2012 intake. Ideally we would seek to have information included in the documentation sent to parents, however if this is not possible we would look to provide insert or separate literature to all parents over this period.

We would supplement this by pro-active marketing of our plans in the locality and making such information available to all via our website, by phone or via all local nurseries.

We would look to conduct a number of open meetings (ideally at our location for our school) where core team members together with our Headteacher (when appointed) can meet and discuss our school, plans and progress to date.

We will maintain a database of all questions asked of our group and circulate a consolidated questions and answers factsheet when requested.

We would look to collect lists of names/addresses and/or e-mails of interested parties and provide them with a regular newsletter.

## **January 2012 – April 2012**

At this point we are likely to have sufficiently detailed information to be able to conduct a formal consultation exercise as set out below. We would also look to maintain contact with any parents/carers who have indicated a desire to be kept up to date with our progress.

## **April 2012**

After parents/carers are informed of the outcome of place allocations, we would want to continue communications with:

- All parents/carers who had expressed an interest in the School
- Those parents/carers who did not get their first, second, or any of preferred choice of school for their child(ren)
- Those parents who have received a place at a school further away for them than our school would be.

We would look to engage with these groups to see whether they would be interested in a place at our school; and confirmation of arrangements can be undertaken immediately following the signing of our Funding Agreement by the Secretary of State.

## **May onwards**

We would look to continue to pro-actively engage with the community to raise awareness of our school, the number of places available and support parents/carers in gaining a place at our school either for children not yet at school, or those currently in reception who might wish to transfer.

We would look to continue with regular open meetings and make the school available for guided tours in both daytime and evening sessions as soon as the premises are in a position to be able to demonstrate the range of facilities that would be on offer.

## **5.6 Marketing Strategy on Opening**

Following the opening of the school, whilst marketing to parent groups and local nurseries and primary schools, there will be an increased focus on local media and community and business representatives.

Our critical activity will be to engage with the local authority to ensure that the school presents the fullest possible offering as part of the local authority admissions process for prospective parents/carers of children who will be attending school for the first time in 2013. To assist this we will run a number of open events, both daytime and evening,

throughout the Autumn Term. These will be publicised through the local press and media and at all local nurseries to maximise attendance.

We will ensure that all questions are promptly and completely responded to and maintain a full set of questions and answers compiled from such questions that are available to anyone on request.

## **5.7 Communications Approach**

Our communication strategy will build on the work and approach that we have successfully employed in our activities to date.

We plan to engage through four specific channels:

- Direct to parents and carers
- Local nurseries and primary schools
- Media
- Community and business representatives.

Our strategy is clearly aligned against a set of objectives for each stakeholder group.

### **Parents and carers**

We have three clear objectives for parents and carers. We will seek to communicate the vision, ethos and policies of the School and what sets it apart from other schools. Then we will work to increase this awareness of the School and the likelihood of first choice selection. Finally, we will develop an organic community of parent ambassadors for the School, to promote the school and its interests to their communities.

In addition to the standard poster and flyer campaigns and continued door to door canvassing drives, we will deliver against these objectives through:

- Dissemination of printed prospectus and marketing materials to key stakeholders:
  - Door drops to all local area nurseries, parent groups and residents associations
  - Direct handouts to parents after pickups at surrounding primary schools (taking contact details where possible)
  - Direct mailings of soft copy prospectus and/or further marketing updates to all parties contacted through surveys and direct handouts (we will provide incentives for parents to pass on the email to other potentially interested parties)
  - We will ensure that all materials disseminated by existing schools are matched for the Southwark Free School. Although we cannot be formally

considered alongside the application process for schools already open, we would be looking to provide information to all parents, particularly in conjunction with local authority publications – an addendum, appendix, insert etc so that parents are aware of the Southwark Free School, along with the borough's other schools, and can therefore make an informed decision.

- Continued campaign updates on all online forums:
  - Facebook ( [REDACTED] )
  - Mumsnet forum ( [REDACTED] )
  - Netmums Local ( [REDACTED] )
  - Southwark Parent Support Group ( [REDACTED] )
  - Southwark local NCT groups ( [REDACTED] ).
- Engagement of Southwark local authority in September 2011 to ensure that the Southwark Free School is in the e-admissions system and to ensure the School is included as an option within the 'clearing' process. Secondary clearing provides a great opportunity to promote a new school and we will be actively marketing the Southwark Free School to those parents or carers who did not receive their first, or second choice, or those allocated places further away than the free school would be from them (assuming we can access this information).

### **Local nurseries and primary schools**

We will focus on the surrounding nurseries and schools during Spring 2012. Initially we will work on building visibility of the school and its differentiators amongst local education partners. We will then work to facilitate strong supportive relationships amongst local feeder and partner schools.

Our strategy is clearly aligned against the objectives herein. We will deliver on these by:

- Holding a launch event – an appropriate representative to be invited from each local primary school and nursery
- Communicating the community benefits of the School, and the benefits for partner primaries
- Creating a working group to brainstorm ways in which all primaries and nurseries can work together to increase efficiencies.

## **Media**

We have two clear objectives for local media partners. First, to ensure positive identification amongst local media, and second to ensure the visibility of the key differentiators of the School.

Media engagement: Press releases, letters to editors and interviews with local newspapers and publications (e.g. Southwark News) as well as paid for advertising. We anticipate full engagement with local media channels, as we expect them to act as local champions for the cause.

## **Community and business representatives**

For local community and business partners, the initial marketing will focus on ensuring that both groups are both aware and welcoming of the proposed school, and its differentiators. Then, we would seek to ensure that community concerns are integrated into school plans. Third, we would look to facilitate strong supportive relationships among both business and community stakeholders. Finally, we also expect to find out what other resources the community may need in the area so that the School can become a real community hub and “a resource for all”. The key marketing initiatives for these stakeholders are as follows:

- General launch for all stakeholders, followed by ‘meet and greets’ targeting four groups: local nurseries, residents associations, local parent groups and estates. ‘Meet and greets’ would require key members from the school/Trust (e.g. Headteachers, executive heads, trustees) to be available for information presentation and discussion. We would also provide visuals, computer generated images, artists impressions etc for parents/carers to get a clear sense of the school and its offering. We will look to recruit parent ambassadors via these meetings. Estates would be targeted with biweekly Saturday and 4pm weekday stalls, with branded balloons for children and games to attract parents with target age children
- Meetings would be held within ‘champion’ parents homes, with expectations that another attendee would hold a subsequent meeting. These smaller sessions would enable us to gather feedback from those that hadn’t felt able to speak in larger forums
- Local ambassadors: We would additionally seek to generate and maintain a data base of individuals who would want to stay informed of the progress of the school and would subsequently look to liaise with us throughout the application process. We expect to generate local champions from within this group.

## **5.8 Costs**

We have allocated £25k/annum budget from opening to launch and would look to agree this as part of the wider DfE project. Activities to be included within the marketing costs would include the provision of printed marketing material (flyers, posters, prospectus etc.), website development and maintenance, face-to-face meetings (hall rentals, etc.) and media advertising costs.

This level of funding is part of our planning for the school from opening until it achieves capacity.

## **5.9 Summary**

The demographic data in Southwark presents a clear need for new high quality primary schools for children from economically disadvantaged families. Southwark is among the most deprived boroughs in the UK, and current estimates predict a shortfall of primary school places across the borough in coming years.

The research we have conducted in Southwark has demonstrated clear support for our School. Our results categorically demonstrate the attractiveness of our offering within the local area, and the strength of support we encountered this indicates a widespread desire for more, higher quality education that would be provided by our School.

Evidence of demand collected from parents with children of the relevant age, that they would select our Free School as one of their child's choices, surpasses the benchmark of 50 per cent of enrolment in our first two years of operation.

The marketing strategy for the School builds on the work and approach successfully employed in our activities to date to ensure that we will be able to achieve the demand levels required to fill places will in each intake year going forward.

# Section 6: Organisation Capacity and Capability

## 6.1 Introduction

Our aim is to increase the number of outstanding schools in areas of high deprivation to ensure that more children from low socio economic backgrounds have the chance to succeed. We aim to do this by replicating proven formats, working with schools that have already developed a successful model and then creating chains of outstanding schools on the same model.

This will:

- Drive up the quality of provision and standards, by increasing the number of outstanding schools in challenging areas
- Provide more parents / carers with the choice of an outstanding local school
- Deliver greater innovation by creating an infrastructure and systemic approach within which schools can transfer effective practice
- Drive system level change by creating the potential to scale rapidly
- Create self improving structures entirely focused on delivering education of such quality that it breaks the link between poverty and low attainment.

We have brought together a strong team of experienced professionals with relevant skill sets and identified an outstanding school to work with to seed our first chain. We have validated our proposal across the sector and built networks with aligned organisations to support its delivery – with organisations such as Teach First, Future Leaders, the Key, Challenge Partners and local authorities. We have also secured support from [REDACTED] and [REDACTED] (both [REDACTED]).

We have the commitment of a broad and balanced team that can successfully drive and guide the setting up and running of our proposed Free School.

## 6.2 Core Team

Our core Trust team consists of the following:

- [REDACTED] – Chair
- [REDACTED] – Vice Chair
- [REDACTED] – Director
- [REDACTED]
- [REDACTED]

Brief details of each team member are provided below:

[REDACTED] is [REDACTED]

[REDACTED] is [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] is [REDACTED]

██████████ is ██████████

██████████ is ██████████

██████████ is ██████████

██████████ is ██████████

In addition to the Directors of the Trust, the core team includes the following who have contributed significantly to the engagement with the local community:

██████████ is ██████████

██████████ is ██████████

**6.3 Team Tasks**

The table below summarises the relevant experience of the directors against some of the key areas of skills and expertise we believe are necessary for the proposer group to successfully prepare, open and operate a school.

Education	✓	✓✓	✓✓✓	✓✓	✓	✓	✓✓
Recruitment/HR		✓	✓✓✓	✓✓✓	✓		✓
School Leadership		✓	✓✓✓	✓✓	✓		
Finance	✓✓✓		✓✓✓	✓✓	✓	✓	✓✓✓
Property			✓				✓✓✓
Project/programme management	✓✓	✓✓✓			✓✓	✓✓	✓✓✓
Governance	✓✓✓	✓	✓✓✓	✓✓✓	✓✓✓	✓	✓✓✓
Communication	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓

Key:

Significant relevant experience

✓✓✓

Strong related experience/good relevant experience

✓✓

General background/experience

✓

The team recognises that there are a number of critical activities that are essential to successfully open and run our school. These include:

- Custodianship of the school vision and ethos
- Educational support to deliver the vision and ethos
- Leadership recruitment and professional development
- Teaching recruitment and professional development
- Support staff recruitment and professional development
- Team formation and building
- Establishing an appropriate teaching and learning environment
- Financial expertise
- Project Management
- Governance of the school – recruiting the Governing Body
- Establishing appropriate wider governance and audit appropriate to a multi-million pound organisation delivering a public service
- Communication to stakeholders (parents, prospective parents) and the wider community.

Each of these points is dealt with in more detail below:

### **Custodianship of the school vision and ethos**

The Trust board will always seek to be a ‘critical friend’ with regard to the extent that the school vision and ethos is being truly delivered to all children on a daily basis. It will provide a strategic perspective to the school’s development as it grows and matures in order that this remains relevant and reflective of the needs of the children the school serves. The school has explicit performance targets (as described in section 4.12) which are derived from the school’s vision and ethos. The School will be accountable to the Trust board to ensure that these targets are set, monitored and met appropriately and that the School remains true to its focus on pupil attainment (more detail is provided

in the section 'Organisation Roles and Responsibilities' below).

### **Educational Support**

██████████ contribution throughout the formation of our education vision and plan over the past year has been highly influential in shaping our thinking. More importantly however, has been the debate about how we can be supported in turning this vision into a thriving, self-sustaining and improving reality for our school. ██████████ will remain central to our continuing evolution and articulation of the working practicalities required to deliver our vision and ethos and she will be very closely involved in recruiting, mentoring and supporting our Headteacher.

We intend to supplement these activities through the procurement of educational services as part of the project to establish the school, if this proposal is approved. We have identified two potential sources of this support; Old Ford/Culloden Primary Schools and Challenge Partners (further details of the role they are envisaged as playing is provided in the section 'Complementing the Core Team' below).

### **Leadership Recruitment and Development**

The role of ██████████, supported by ██████████ and the wider team, will be central to our approach to recruit, retain and develop leadership and teaching staff of the highest calibre.

We recognise the early recruitment of an appropriately skilled Headteacher designate is critical to the formation of the school prior to its opening in September 2012. We are looking to appoint a highly talented and driven individual, with a passion for making a difference to children's lives and a strong track record in delivering educational uplift.

### **The Appointments Process**

The qualities of principal designate:

- Fully aligned with the vision and ethos outlined in the proposal
- Proven and successful track record as both a school leader and classroom practitioner
- Excellent communicator
- Able to identify the personal and socio-economic characteristics of vulnerable and disadvantaged children
- Excellent knowledge of the strategies and processes to prevent under achievement
- The ability to both motivate people and hold them to account when necessary.

In addition to scrutinising their career experience we will also seek to explore their general leadership competencies in the areas below:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Strengthening accountability.

We have already begun a number of informal discussions based on introductions brokered by different members of the team. This will continue throughout the summer term and beyond to ensure the widest possible suitable candidate field can be secured for the formal recruitment process. We will prepare our recruitment plans during the summer so as soon as we receive a favourable decision we can begin the advertisement and recruitment process. We would anticipate advertising this role in September so that any successful applicant can resign and be available to lead activities for the opening of the school two terms prior to opening, i.e. January 2012 onwards.

We believe that a competitive package, the opportunity to shape a school organisation and community from its inception through an innovatively conceived school environment and the high degree of personal support and development on offer will attract a diverse, high quality field.

██████████ will chair the recruitment panel for a Headteacher, together with currently/previously serving Headteachers drawn from our network of contacts within Challenge Partners (the successor organisation to the London Challenge).

A brief timeline is provided below:

August	<ul style="list-style-type: none"> <li>• Write detailed role profile and job advertisement for publishing in the TES</li> </ul>
September	<ul style="list-style-type: none"> <li>• Prepare to advertise the role and ensure that insertion dates are met such that a candidate will have time to apply, be assessed and subsequently resign in time to take up the position in January 2012 is possible</li> <li>• Role advertised nationally; full school and role briefing pack provided to all candidates</li> </ul>
September / October	<ul style="list-style-type: none"> <li>• 'Visits' we would look to provide access to the building if possible and provide an opportunity to walk the local area and meet core trust team members</li> </ul>

September / October	<ul style="list-style-type: none"> <li>• Interview panel formed – chaired by [REDACTED], together with [REDACTED] and [REDACTED] with additional support from Challenge Partners and other team members as required</li> <li>• CV's together with application form and letter of application requested</li> <li>• Candidates sifted by interview panel members</li> <li>• Short-listed candidates invited for interview – references taken</li> <li>• Interview process – full-day interview process (second day in reserve based on numbers and/or further information being required)</li> <li>• Successful candidate notified.</li> </ul>
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We will not however, rely solely on this route. We will if necessary quickly move to identify and secure an appropriate 'Launch Headteacher' on a fixed-term basis (for four-five terms). The reasoning for this is clear; without the pivotal leadership position filled there is significant challenge, additional cost and risk associated with many if not most of the tasks required to open the school. Therefore the imperative is for the position to be filled appropriately, irrespective of the nature of the contract that is placed. This will then allow the Trust to pursue the activity to find the right long-term Headteacher for the school without being under undue time pressure and/or struggling with the activities that will require to be completed in order to open the school.

We would anticipate our Headteacher (or Launch Headteacher) once appointed to be fully involved in:

- Recruitment
- Detailed curriculum planning
- Drafting policies and procedures
- Procurement of requisite educational teaching materials and work schemes
- Advising the building conversion works as required
- Communications with prospective parents/carers, children and wider stakeholders
- Appropriate DfE sign-off processes.

### **Teaching Staff Recruitment and Development**

We would expect to have made a Headteacher appointment and have them in post prior to any other staff recruitment, therefore enabling our Headteacher to carefully select staff for their individual ability, their alignment to our vision and ethos and their place within the wider team. [REDACTED] together with our Headteacher will compile a comprehensive set of job descriptions for all roles that require appointments prior to opening in September 2012.

We intend to identify ambitious and mission-driven teachers motivated by the challenge of working in deprived areas and setting up new schools. To ensure high quality teaching staff, all teachers at the School will be required to hold a minimum degree qualification of 2.1. We make use of our partnerships with organisations such as Teach First, Future Leaders, Teaching Leaders and Teach-On to identify such individuals.

We will seek out teachers who have worked in high performing schools in challenging urban environments, and who can demonstrate their own contribution to pupil progress and a clear understanding of the use of data in pupil performance tracking and intervention planning. It is important that our teachers are committed to their own continual improvement, to a 'no excuses' culture where staff do 'whatever it takes' to deliver high pupil outcomes; excited by the opportunity to work in an environment where feedback on performance is sought and welcomed and collaborative working expected.

In selecting high quality teaching staff, the school will seek to recruit:

- Teachers with a minimum degree qualification of 2.1
- Use the Trust's Teach First Connections to initially recruit from Teaching Leaders and Teach-On and, as the school grows, Teach First
- Insist on two lesson observations prior to appointment.

We recognise that the quality of an education system cannot exceed the quality of its teachers. Merely extracting policies and processes from an existing outstanding school is not enough; the training and development of teaching staff into the school model is critical. We support an immersion model of replication and intend to pre-hire of all teachers to work alongside peers in Old Ford and Culloden Primary Schools. This will help create alignment around the school vision and practices, and ensure the teaching staff operate as a unified team, before opening the school gates.

Our emphasis beyond excellence in core teaching will be in a breadth of experience and contributions that the individual can bring and also an explicit willingness to move between year groups and possibly key stages as requirements dictate as the school grows.

The concepts of constant improvement monitoring and feedback are also key to our ethos. All staff will be appointed on the basis that they will embrace a culture where the advice and input of fellow professionals is regularly sought and given in order to constantly improve what we do and ensure that we deliver consistently outstanding outcomes for our children.

### **Teaching Assistants (General and SEN) Recruitment and Development**

██████████ together with our Headteacher will compile a comprehensive set of job descriptions for all roles that require appointments prior to opening in September 2012. Each role will initially be advertised locally and interviews undertaken if a suitably strong

field presents itself. If this not the case, wider and if necessary, national advertising will be undertaken.

All staff will be assessed for their ability to fulfil the responsibilities of their core role. However, beyond this we will look to appoint staff that are:

- Aligned to our vision and ethos
- Flexible in their approach – willing to perform a wide variety of duties and work at times before or after normal school opening; for example to support breakfast club
- Keen to participate in the wider life of the school, for example in sporting, extra-curricular or pastoral activities
- Able to work under a flexible contract – for example setting a ‘base hours’ contract below full-time so we could take appropriate action without the need for staff consultation/re-structuring if child numbers were below anticipated.

### **Support Staff Recruitment and Development**

In our opinion, the second most important recruitment task for the school prior to opening is to identify an appropriately skilled finance and business manager. The reasons for this are that the school will have to be particularly cost focused in a situation of inherent under-utilisation of resources, where premises will need to be maintained and against the background of increasing challenge to public finance expenditure.

Added to this we recognise that the financial and commercial challenges of converted premises will add to this pressure and every aspect of the running costs of a new facility cannot necessarily be predicted. Financial agility and quick reactions are therefore a priority.

To ensure that funds are used efficiently from the outset we initially propose to engage a specialist organisation who has the expertise in procurement within an educational background. This will ensure all contracts placed and procurement decisions prior to opening are undertaken with the same degree of financial rigour and cost-efficiency as if our finance and business manager were in place. We have identified Educate School Services Limited as one potential provider of such services and are exploring with them how a contract for such services may be constructed. Any actual procurement of services would of course be subject to the relevant procurement processes as specified by the DfE at that time. More detail is provided in the section ‘Complementing our Core Team’ below.

For any other positions, the role will initially be advertised locally and interviews undertaken if a suitably strong field presents itself. If this not the case, wider and if necessary national advertising will be undertaken.

For any other positions we will also look to the technical assessment of an individual against the relevant job description, we will also seek to appoint staff that are:

- Aligned to our vision and ethos
- Flexible in their approach – willing to perform a wide variety of duties
- Keen to participate in the wider life of the school, for example in sporting, extra-curricular or pastoral activities
- Able to work under a flexible contract – for example, setting a 'base hours' contract below full-time so that we could take appropriate action without the need for staff consultation/re-structuring if child numbers were below anticipated.

## **Team Formation and Team Building**

It is crucially important to recognise and actively manage this aspect of the formation and evolution of the school. There will be no existing cultural or organisational paradigms for any new recruit to be assessed against, or against which they can orientate themselves on joining. Therefore it is important that the desired paradigms are clearly articulated and actively managed against from the outset to ensure that the staff form a cohesive, effective team.

All our staff recruitment will be undertaken against this background in order to accelerate this process.

██████████ in particular, together with ██████████ and our appointed Headteacher, will be central to managing this aspect of the project.

## **Appropriate Teaching and Learning Environment**

One of the most refreshing and energising aspects of the Free School process is the opportunity to step outside of existing educational paradigms in pursuit of excellence. Nowhere is the more evident than in the building itself. We believe that our proposed building, ██████████, provides a flexible environment that can be adapted to be a truly inspiring environment for staff and children. Further detail is provided in Section 7.

██████████, with its light, open plan layout will enable us to create an environment where there is a high degree of visibility across each of our teaching spaces. This will reinforce our school culture of continuously looking to improve and enable casual observations to be shared as well as more formal feedback.

We would also seek to achieve a 'learning room' subject to available funding. This is a high-technology enabled teaching space where many aspects of the teaching and classroom dynamics are observed both visually and aurally enabling the teacher and assistants being supported receiving dynamic or post-session detailed feedback and de-briefing.

To assist us in our conceptual thinking and initial assessment of suitability, viability and costs we have engaged with HKR Architects. We have also had an evaluation of our

first choice property by [REDACTED] of Partnership for Schools who has evaluated the available premises, outside spaces and locally available facilities (Tabard Gardens) that will all contribute to a high-quality environment.

We recognise that the availability of a teaching environment initially many times larger than that usually available for teaching represents both a huge opportunity but also a risk to the school. An opportunity to provide innovation, novelty of experience and the possibility for facilitation of far greater personalisation of learning than usually possible, however the risk that we must be able to adapt and evolve our delivery over time as this additional space is progressively occupied and the risk of unexpectedly high running costs.

### **Financial Expertise**

A school is first and foremost a place for education and care of the children who attend. However it is also a complex organisation with a significant annual budget, sizeable assets to maintain and operate and a large number of financial responsibilities to discharge.

The core team has the benefit of possessing a number of members with very strong and relevant commercial experience at the individual contract, school and wider organisation level. [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] all have experience of fiduciary responsibility for organisations with an annual turnover equivalent to or above that of the Free School.

In addition, in order to ensure that the school is created, opens and operates in a highly organised, cost-effective and successful way we have scrutinised in detail the current operational model at Old Ford/Culloden and adapted or adopted our proposals accordingly.

From the outset, our school model will be set out in a financially sustainable fashion. To assist this we are prioritising the acquisition of specialist procurement and financial systems support were our proposal to be approved. Our staff will where possible be contracted on a flexible basis to assist with our ability to adapt to changing financial circumstances and our recruitment/organisation plans may be amended in the light of prevailing circumstances as the school grows. Added to this we intend to retain the services of a specialist procurement organisation, as stated above. Finally we believe that our financial modelling, in-built flexibility of organisation, focus on sustaining demand through a comprehensive, responsive and well funded set of marketing activities and opportunity to adapt our approach as the school develops puts us in an inherently strong position to successfully financially manage the school. (See section 8 response below).

### **Project Management**

[REDACTED] would lead the activities to oversee the project in conjunction with the DfE in

support of establishing the school. [REDACTED] has first-hand experience of project management and project direction where he has worked [REDACTED]. If our proposal is approved we would seek to conduct our own project management activities under [REDACTED] as we believe this is the most effective way of ensuring that all the learning and experience gained in preparing to open the school is retained for the benefit of the Trust, staff and children once the school is open.

## **School Governance**

We have already commenced the process of identifying and recruiting potential members of the school governing body to assist in the process of forming the school were our proposal to be approved between September 2011 and August 2012.

We will recruit governors with the right individual skills and backgrounds and ensure that as a body they are equipped to perform their role. We would anticipate governors being appointed from the following constituencies:

- Parents
- Staff
- Local community
- Local school(s)
- Local authority.

and incorporating expertise within one or more governor covering the following:

- Professional services
- Human Resources
- Marketing services
- Financial / accountancy
- Legal.

Our initial governing body would comprise of the core team members above, drawing on the experience of those members who have or are currently serving on a governing body and the experience of the entire team in terms of organisational governance.

Our activities to establish the basis of local demand, and in particular the 200+ face to face conversations we have had on the streets of Southwark have already put us in touch with a number of individuals who are passionate about increasing the level of educational provision at primary level of the highest standard and we will continue to have a dialogue with these individuals as to their on-going involvement as either community or parent/staff governors in the future.

We would look to establish a functioning governing body in the autumn term with a cadre of members that would expand as quickly as practicable. This body will be involved in establishing procedures, policies, overseeing health and safety, establishing the wider financial and governance mechanisms for the school and actively communicating the school offering within the local and wider community.

We would look to assess every governing body member's experience in the months leading up to opening and engage with an appropriate training provider to ensure that any skills/knowledge gaps were addressed.

Beyond this we would ensure that either the staff members appointed to provide support roles were experienced in providing clerking support for a governing body or we would specifically contract for these services.

### **Trust Governance**

Each of our board members and/or directors has experience of acting in a similar capacity in other current or previous roles. Individually and collectively we understand the imperative of robust governance arrangements and will draw from our collective experience to make all necessary arrangements in terms of organisation, decision making and record keeping, effective meeting operation, audit, risk management and accounting requirements.

### **Communication and Stakeholder Engagement**

We understand that in the final analysis the highest quality education provision is only as good as the extent to which it is valued, embraced and used by the community it serves and that this dialogue is one that must be attended to constantly. We would therefore intend to hold regular 'public' progress meetings chaired by a member of the core team and being attended by the Headteacher and as many Trust members/directors as possible on a regular basis and not less than termly.

We also intend to provide regular updates to the different community websites covering the immediate locality, for example [www.LondonSE1.co.uk/](http://www.LondonSE1.co.uk/).

### **6.4 Complementing the Core Team**

We recognise that the range of activities and tasks to be undertaken in establishing a thriving school is extremely broad and complex. As a result therefore we have worked to assemble a range of support agreements to compliment the skills, and experience of the core team and to expand the resources available for successfully completing the project to establish the school.

## **Old Ford/Culloden Primary Schools Professional Development and Support Services**

Old Ford and Culloden Primary Schools offer a range of educational support and improvement services under the guidance of [REDACTED]. We will look, subject to the appropriate procurement processes, to engage school to school support services in the following categories:

1. Mentoring/coaching of Headteacher and leadership team. [REDACTED] has agreed that any appointee would be able to spend up to 4 weeks with her and her staff at Old Ford School as an intensive mentoring experience. Thereafter [REDACTED] will provide regular support and mentorship for the Headteacher and the leadership team for a minimum of 2 school years post opening
2. Leadership Development. We recognise how crucial a highly performing leadership team is to the successful operation of the school both from opening and well into the future. We will fully participate in the Old Ford professional development programme that has already demonstrated its ability to create and sustain high-performance leadership teams for primary schools
3. Professional development
4. On-going curriculum development and enrichment
5. Support for the production of a complete set of appropriate policy documents, procedures and guidelines as required to successfully and safely operate a primary school.

### **Challenge Partners**

Challenge Partners is an organisation borne out of London Challenge. The turnaround credentials of this body are hugely impressive in terms of its ability to diagnose a situation and then deliver the appropriate support to a school to effect dramatic change and improvement. We will look to partner with Challenge Partners from the outset, subject to any procurement processes as are required, to access its analytical and professional strength and depth available in terms of techniques, resources and personnel.

We intend for Challenge Partners to audit the delivery capability and performance of our school annually. Membership of Challenge Partners will connect the school to a focused community of schools dedicated to continuous self improvement and pushing forward the boundaries of school performance and also high quality school to school support services. We firmly believe that this pro-active approach will ensure that the resources of staff, leadership and the wider school will remain highly focused on effective delivery that provides for truly outstanding learning and outcomes for all our children.

As the school grows to full scale, we intend that its outstanding practice will enable it to become a 'senior partner' and sit at the centre of its own hub delivering school improvement services.

## **Educate Services**

Educate Services offers a broad range of support services to schools in the areas of HR support, health and safety, risk management, finance and procurement.

In terms of finance, its experience in supporting schools and their background in supporting major UK companies ensures that a school can be confident that any procurement, either undertaken in conjunction with the school or entirely on its behalf, will secure the best value available in the market at that time. Educate has been selected by both The Specialist Schools and Academies Trust and the Titan network as their recommended procurement partner for their member schools.

Educate can also provide cost-effective call-off capability to assist with HR matters, particularly surrounding contractual arrangements, policies and procedures and performance management.

The latter will be a fundamental part of our school's drive to achieve and maintain the highest standards through actively managing our staff in an informed and progressive manner.

We intend, subject to the completion of the appropriate procurement processes, to acquire support to rapidly establish a sound financial management, reporting and procurement infrastructure and receive specific procurement support prior to recruiting a Finance and Business Manager.

██████████

██████████



## **New Schools Fund**

The New Schools Fund is a body committed to raising educational attainment for children from disadvantaged backgrounds through facilitation of the creation of outstanding educational establishments.

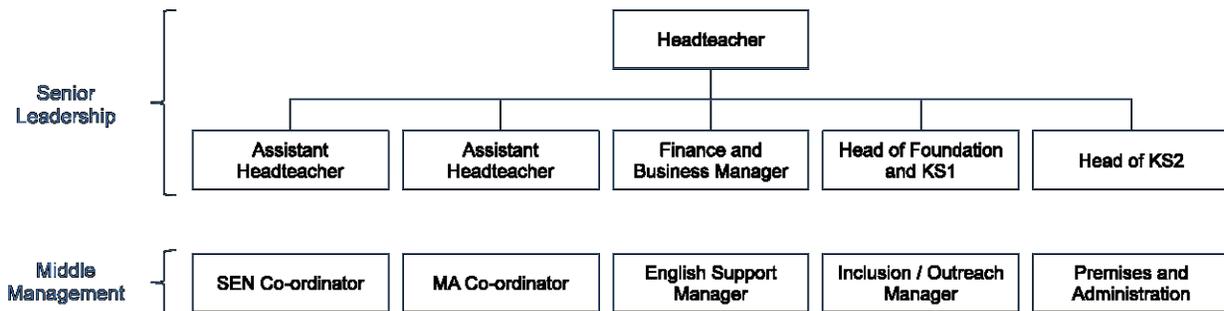
This is to be achieved by extending the impact of current best practise through successful replication; enabling outstanding Headteachers, with a proven track record in deprived areas, to scale their models. This excellence is then further secured through the process of associating schools into chains both to provide greater financial, educational and organisational depth and also to widen the participation of the group in activity to constantly scrutinise performance in order to improve. This model holds the potential to create real and systemic impact to the most challenging parts of educational provision in the UK.

New Schools Fund will work with the Southwark Free School and the Southwark Free Schools Trust to ensure first and foremost to secure the delivery of an outstanding school in its own right. This will then be prepared as a model and potential seed school for a chain of schools; either through further Free School openings or through association or federation with existing schools.

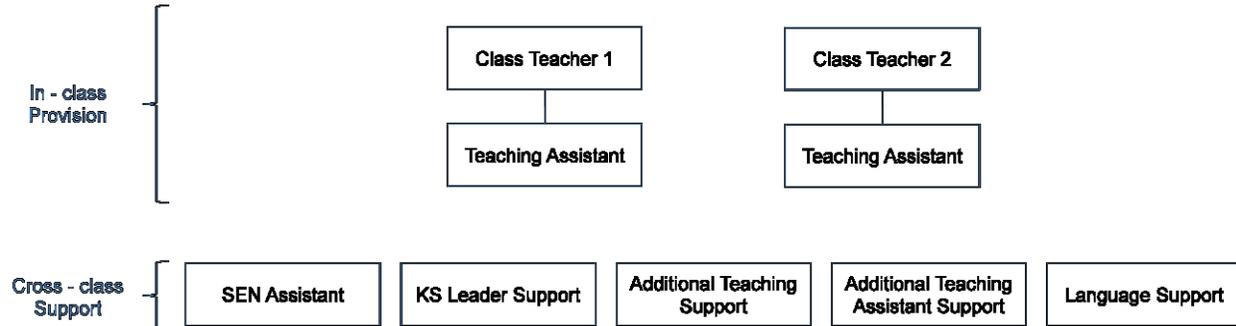
### **6.5 Evolving Staff Structure and Organisation**

The following diagrams indicate how we would anticipate our staffing organisation growing over time. We will of course be open to the need to adapt or modify this structure dependent upon the prevailing situation in terms of the current and projected roll and financial circumstances of the school at any particular time.

## Management Structure:



## Teaching Year Group Structure:



The principles upon which we will base our recruitment of staff has been outlined above, however we are also sensitive to the need to build a team that blends the individual skills, experience, ambitions and aspirations of its members into a highly effective, resilient and supportive unit. To achieve this we have budgeted to recruit staff from differing points of the general teaching scale, from newly qualified staff (in particular we believe our environment would be ideal for Teach First teachers) experienced staff, advanced skills teachers and those with a post-threshold salary level. We recognise that the risks of an overly skewed staffing structure towards staff in the early stages of their career are 'incremental salary drift' as staff progress within their scale and regular staff turnover as staff move and develop within their career. We will make full use of our regular recruitment opportunities as the school grows to re-balance this dynamic if required.

We also recognise the crucial importance of a number of functions within the school – these are to an extent independent of the structure per-se insofar as they are requirements of the school from opening. We will manage each of these 'requirements of staff' progressively as we grow. Therefore in the first year of opening many of these functions may well be undertaken by the Headteacher, with support as required. As the staffing structure grows, this may be transferred to a member of staff as part of their

duties, to a part-time member of staff and ultimately to a dedicated role-holder.

The roles we have identified, beyond Headteacher and Finance and Business Manager as detailed above are:

- Curriculum Leader
- Key Stage Leader
- Assessment Manager
- Community Engagement/Outreach/Communications
- Admissions
- Inclusion/Attendance
- Special Educational Needs
- Motivated Achievers
- Reception/Welcome
- English Support/Reading Support.

## **6.6 Organisation Roles and Responsibilities**

The board is ultimately responsible for the performance of the school to the Secretary of State as it is the Trust that enters into a Funding Agreement with the Secretary of State for the establishment and funding of the school. The Trust is responsible for ensuring that the school is run with due regard to its fiduciary and statutory responsibilities as set out in the Funding Agreement, the Academies Act, the Equality Act, the Education (Independent School Standards) requirements (including admissions and appeals) relevant safeguarding legislation and any and all such legal requirements as are defined at the prevailing time.

The Trust Board is also ultimately responsible for ensuring that adequate accounts are drawn up and published regarding the financial management of the school, that the Governing Body is appropriately staffed and is discharging its duties and finally as the employer of all staff for the school.

██████████ will chair our board, with ██████████ as vice-chair. We anticipate that the day-to-day liaison with DfE and Partnership for Schools will be handled through ██████████ and ██████████.

### **The Governing Body**

The Governing Body is responsible for ensuring that all policies and procedures in force within the school comply with the prevailing legislation and requirements at that time. Moreover the Governing Body is responsible for ensuring that these policies are not only current, but actively used as the guiding basis for the day-to-day operation of the school.

The governing body will set standards, goals and expectations for the School, oversee

appointments of the Headteacher and leadership roles, operate any appeals procedures as may be necessary for admissions, exclusions or any staff related matter in terms of performance management or any disciplinary procedure.

Finally, the Governing Body will approve the annual school budget and five year financial plan, ensuring that the School is being run in a financially responsible, appropriate and sustainable fashion, requiring corrective action to be taken if necessary.

### **The Headteacher**

The Headteacher is responsible for the day-to-day running of the School, the recruitment, management and development of all teaching and support staff, ensuring that the School complies with its various policies and procedures at all times and drawing up annually the School Improvement Plan and Five-Year Financial Forecast in conjunction with his/her team. They are responsible for ensuring that the School has the correct teaching resources, policies and curriculum approach and delivery to secure the desired outstanding outcomes for every child.

The Headteacher is central to turning our vision and ethos into the everyday experience of children, parents/carers and staff at the School; for having broad oversight of the pastoral care of our children; building a strong sense of community and identity within the School and being the key individual who will share the aims, vision and ethos of the School with stakeholders and the wider community.

### **6.7 Summary**

We believe that our assembled team, together with our identified partners, represent a strong and vibrant group with shared values and a common vision for our school. We have supported this with a wider network of organisations who are experts in their fields. We are also preparing to bring together the next cadre of individuals and teams to take our proposal forward; a Headteacher and a project team capable of supporting our proposal in the project to establish and open the school, subject to DfE approval.

Finally, we passionately believe our free school will:

Contribute to driving up standards for the community in Southwark through its relentless attention to delivering outstanding outcomes

Provide parents with greater choice in an area with a current and forecast shortfall of places

Provide an innovative example of an organisation that constantly scrutinises its own and its children's progress in order to effect improvement

Represent excellent value for money in terms of our environment, our running costs and importantly the success that will be delivered as a result of this investment

And

An inherently self-sustaining and improving system both from within, but also as the school is able to join with other schools in a chain through the support and challenge of the wider group so that the collective resources of the chain can be brought to bear on any particular challenge in a timely and effective fashion.

## Section 7: Premises

### 7.1 Search Activities

A significant amount of work has taken place to identify, evaluate and select a site for our school that could provide a safe, positive learning environment. This has been carried out within the major constraints of cost and time.

We have undertaken a number of desk-based searches of the locality and have retained an agent on a 'no fee/no commitment' basis to locate potential properties. In addition, we have extensively toured the locality to validate the desk-based exercise and to add any properties that may not have been identified remotely.

Along with acquiring the marketing details of any potential premises, we have visited the site to put the building into its local context and to determine:

- Ease of access
- Safety and safeguarding
- Arrival/departure for children
- Availability of facilities beyond the property boundaries (in particular sports facilities/green spaces).

To support this our external support partner [REDACTED] has provided technical advice on the building's suitability in regards its basic offering (internal and external area) measured against the 'standard' DfE and Partnership for Schools metrics for primary schools in constrained environments.

Where buildings have been identified as having potential, we have visited them in conjunction with Partnership for Schools and [REDACTED].

Finally, we have attempted to determine the major potential aspects of any building that would require remodelling or conversion in order to better support the running of the School.

### 7.2 Proposed Premises

The following details the preferred location for our School.

#### **Proposed Site - [REDACTED] [REDACTED]**

[REDACTED] is an office facility conveniently located for our key local communities of East Walworth, Livesey and Grange. It is situated in a prominent position within the locality and is easily accessed by foot, car or tube being almost immediately opposite Borough tube station. It is also well served by many local bus routes.

While the property is situated on [REDACTED] itself, it is equally easily accessed from [REDACTED] and a very quiet, single carriageway, [REDACTED] that runs immediately to the rear of the property. The latter is ideal for those visiting the site by car to drop-off/pick-up pupils.

The building consists of a lower ground floor, ground floor and four upper floors with a roof space that can be accessed and is load-bearing<sup>16</sup>. Each of the four upper floors are approximately 600 sq m and the ground and lower ground floors are approximately 475 sq m each giving a total internal area of approximately 3,350 sq m. The building benefits from two external areas; the first is currently laid out to parking but is surrounded by fencing and is approximately 940 sq m in extent. This space is adjacent to [REDACTED] and is therefore shielded from noise and visual intrusion from [REDACTED]. The second, smaller space is currently laid out as a decorative garden and is estimated at approximately 275-375 sq m. This space is opposite [REDACTED] and is bordered by mature trees.

The building is approximately 100m from Tabard Gardens. This local authority maintained park consists of an entirely fenced green area, with a central 'nature reserve' of trees and longer grass (dogs are prohibited), a children's adventure play area, a hard-standing basketball court and a sub-dividable enclosed all weather pitch. From our enquiries we understand this facility is already used by the London Christian School (a private school some 25m from [REDACTED]) and the Globe Academy. Their combined total use is approximately six hours per week during normal school hours – therefore leaving significant time for use by our School. On the roof of the building mechanical and electrical plant is limited to lift gear and a water tank leaving approximately 375 – 475 sq m of clear roof space.

The building benefits from a lift, reception area and male/female toilet facilities on each floor.

The total building size compares with a standard requirement of approximately 2,350 sq m for a two form entry (2FE) primary school, which rises to approximately 2,550 sq m when nursery provision is added.

The building is currently un-occupied, there being the co-termination of all existing sub-leases on the building in June 2011. Previously the building was used by the London School of Accountancy, a financial services company and a faith-based charity. All floors have been designated for D1 use except the 2<sup>nd</sup> floor.

The building is in the process of being renovated in line with its terminating lease by the tenant and is available on an open-plan basis on each floor. Each floor, except the lower ground, benefits from windows on both sides along the entire length and has an

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<sup>16</sup> Our technical advisers have confirmed that the structure of construction for the roof is fundamentally load-bearing however the precise characteristics and condition of the roof has not been investigated in detail at present.

east-west orientation with good solar shading from neighbouring buildings to the west. Windows are single glazed and can be opened.

The building is owned by the [REDACTED] and is currently under a 50-year lease to [REDACTED]. The owner applied unsuccessfully three years ago for permission to re-develop the site as a mixed use commercial/residential building and we understand is open to the possibility of disposing of the freehold. Alternatively, we understand the long lease holder, [REDACTED], would consider a lengthy sub-lease – 25 years or greater.

The building is not currently being actively marketed, as the ultimate freeholder is considering its options. The building was previously (April 2011) being marketed for lease between £10/sq ft and £22/sq ft plus rates and service charges.

We are proposing this site for the following reasons:

- **Location** – ideally serving our local communities
- **Access** – accessible on foot, by bike, public transport or by car with good vehicular approach to the building via Nebraska Street.
- **Overall environment** – the open-plan nature of each floor permits the simple conversion for use to deliver a wide variety of teaching environments. There is ample ability to achieve a dining/communal space, office facilities and catering facilities.
  - We would hope to create an environment where there is a high degree of visibility across each of our teaching spaces. This will reinforce our school culture of continuously looking to improve and enable casual observations to be shared as well as more formal feedback.
  - We would also seek to achieve a 'learning room' subject to available funding. This is a high-technology enabled teaching space where many aspects of the teaching and classroom dynamics are observed both visually and aurally enabling the teacher and assistants being supported receiving dynamic or post-session detailed feedback and de-briefing.
- **External area** – the building currently benefits from a useful hard-standing external area. This can be complimented by re-developing the second smaller external area that can be accessed at ground or lower ground floor level. There is also potential to develop the roof space for supervised sporting activities within a suitably fenced environment. The outer walls of the building are not load-bearing raising the possibility of re-configuring the ground floor to allow for expansion of the outside space to include a covered area. Finally, the building also benefits from being only 100m from a highly attractive multi-purpose external green/all-weather space that is already being used by local schools

- **Size** – the building provide ample accommodation to support a 2FE school with nursery
- **Re-development costs** – the nature of the building is such that works to equip individual floors for educational use can be phased, potentially over a number of years, limiting the initial capital cost and avoiding creating teaching facilities that are then under/un-used for a number of years. Given that creating suitable internal spaces would generally require simple internal partitioning, refurbishment/re-modelling costs are understood to be comparatively modest
- **Commercial viability** – in our experience the terms being sought by the landlord were very reasonable for a facility of this type in this locality. In addition, there would appear to be the possibility for a favourably negotiated long-term lease or freehold purchase
- **Potential** – the building can provide well designed, light, comfortable and relatively noise insulated facilities for children and given its prominence and height could become a truly landmark educational facility in every sense of the word.

### 7.3 Alternative Site 1



This site consists of a total of 2,050 sq m of internal area available for re-development. The site is split by a minor road and this would naturally divide the area into 'foundation' and 'key stage 2/common facilities'. Both buildings are two storeys, have adequate light and are generally of open-plan construction internally with a small number of more substantial office sub-divisions.

External space is very constrained. However, it may be possible to re-model the larger building to achieve an internal courtyard with the additional area being recovered by further developing marginal areas at the perimeter of the site (a loading bay and external storage area). Lancaster Street and the surrounding roads are quiet residential roads and a number of housing developments surround the site.

The site is well located for the communities that we have identified our School would serve and if converted could offer an appropriately sized and exciting learning environment.

While the site has very limited exterior space currently,  is only 400m away and can be accessed by minor roads.

The site was previously used by a photography developer – Colorama – but is now

vacant possession.

The site is being offered as a freehold purchase with an asking price of £5m.

## **7.4 Alternative Site 2**

### **Galleywall Primary School**

Southwark council currently have a school site at [REDACTED] that is used as a decant school for local primary schools whilst their building is being refurbished or rebuilt. The premises is currently occupied by Southwark Park Primary School we understand that it is due to become available later this year. The site would accommodate a 2FE primary school, and is ideally sized and equipped to meet our needs.

Being an existing school facility the building is already fully compliant with the necessary regulations and would require little, if any, refurbishment. This would therefore provide an attractive low cost option.

The site is well located for the communities that we have identified our School would serve, with appropriate access points, and is within walking distance of Southwark Park which could provide additional outside space.

The availability of the site has not yet been confirmed by Southwark council planning department. We have opened the dialogue with the Council, however further discussion is pending the outcome of this proposal and the Director of Children's Services may decide on an alternative use for the site.

## **7.5 Summary**

We believe [REDACTED] represents a commercially viable option for the SE1 area and has the potential to deliver a truly uplifting environment that reinforces the organisational model of our school and can become a genuine beacon of teaching and learning excellence and innovation.

## Section 8: Initial Costs and Financial Viability

### 8.1 Introduction

In preparing our financial plans we have made extensive use of the following:

- Scrutiny and understanding of the financial and organisational structure of the Old Ford and Culloden Primary Schools
- Extensive use of the schools benchmarking website
- The Academy Financial Handbook
- The experience of team members regarding the fundamental of school budgeting, for example the normal percentage of budget dedicated to staff expenditure.

We have prepared a number of financial forecasts that demonstrate the viability of the School when at capacity<sup>17</sup>.

These are:

Scenario	Details
Base	School opens with 120 children and grows to full roll within six years. 40% of children are eligible for free school meals.
1	The School opens with 108 children and grows to 90% of roll within six years with two forms of entry in each year. 30% of children are eligible for free school meals
2	The School opens with 60 children and grows to full roll within seven years. 30% of children are eligible for free school meals.
3	The School opens with 54 children and grows to 90% of roll within seven years with two forms of entry in each year. 30% of children are eligible for free school meals.

Our financial modelling demonstrates that for each scenario our School generates an operating surplus when every year group cohort has been recruited, and is capable of operating at a surplus if certain money saving actions or decisions to delay investment/procurement of materials are made. The details of these are contained with each respective financial model, attached.

In addition to this, we believe our financial modelling and proposed school operating regime has a number of in-built flexibilities and prudent assumptions that should further secure the financial viability of our School. These are briefly detailed below:

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<sup>17</sup> For two of our forecasts, our school fails to achieve 100% of roll for every school year and this is deemed 'capacity' for the purposes of proving financial viability. We would of course make every effort to achieve full capacity.

### **Conservative estimates regarding sources of income**

We have not forecast income for catering activities or any other funds generated from making our facilities available for use to other, fee paying groups. This means that any improvement over this position will further strengthen our financial health. We wish to avoid the situation where the need to achieve a minimum level of income generation becomes a distraction to the business of building our capability and standing within the community we seek to serve.

### **The School buildings will be more expensive to run than a purpose built school**

We have made this assumption for a number of reasons; at the outset the premises is clearly under-occupied, however certain costs will not be reduced. Also, there is the possibility that other running and maintenance costs will be higher than those of a purpose built facility. Until we are able to take occupancy of any building therefore we have budgeted a worst-case running cost scenario.

### **The School will require active marketing support until it is full**

It is important for the School to rapidly establish itself in the community and this task will require specific support throughout its early years. We also recognise that it will be some time before the School's first Key Stage 2 results are achieved and this increases the need for pro-active information sharing by the School.

Recognising that a healthy number on roll is the lifeblood of a thriving school, if we are in a situation where each year group is less than full, our marketing budget increases to pro-actively tackle this issue.

### **We will invest to build our capability**

This means investment in educational materials, technology, the professional development of staff and the fabric of the building itself as we grow and adapt our approach and our methods. We will look to allocate a progressive level of funding for improvements, particularly in the early years of the School's development, committing any unspent income into a 'sinking fund' to contribute towards future investment requirements.

### **The School will need to attract the highest calibre staff**

We have made significant recruitment allowances for staff until the School is full. We believe this is a necessary budgetary item to guarantee that the School secures the right staff to build our team.

### **The School requires a variety of staff experience**

We have assumed for budget purposes that for any particular teaching position we will

pay beyond the mid-point of any salary scale associated with it. This is to allow for recruitment flexibility and ensure the affordability of 'incremental drift' where staff progress up their pay scale as they gain experience.

Our financial modelling therefore is able to be robust against a number of scenarios whereas at one level only more experienced staff are recruited and at the other a broader mix of staff experience levels stay with the School, gradually moving up their respective pay scale.

### **Our staff will be employed flexibly**

We wish to develop and retain the ability to be agile and adapt the School to suit its circumstances as it grows and develops in educational and financial terms. We will be able to use the fact that as we will need to appoint staff each year we will get regular opportunities to re-balance experience and salary levels. However, we believe there is a real advantage in having further flexibility beyond this. Therefore, where possible, we will recruit staff on flexible terms including:

- Fixed term appointments
- Part-time appointments where they may then 'top-up' to a fuller-time timetable dependent upon children numbers
- Flexibility of teaching age range (for example staff who are flexible across Foundation/KS1 or KS2)
- Flexibility regarding support; for example staff willing and able to perform a mixture of administration and teaching support duties, or general teaching and SEN support, admissions and inclusion specialist responsibilities etc
- Flexible regarding the hours of work – for example staff being on a rota for supporting breakfast club/after school activities or activities that occur in the school holidays
- General commitment to work flexibly and contribute to the wider School community; including extra-curricular activities, pastoral duties, outreach duties etc.

We believe that this flexibility will be possible as staff will be comfortable to accept some of the above as part of an overall contract offering a competitive pay package, unrivalled professional support and the chance to be part of the forefront of education provision.

### **We will adequately resource the business of actively financially managing our School**

We recognise that the active financial management of the School is an essential element of its success. To ensure this we will:

- Secure the services of an organisation skilled in procurement and the establishment of appropriate financial packages and processes as one of our first actions were our proposal to be approved
- Recruit a highly-qualified Finance and Business Manager who will actively manage the School's finances
- Ensure that finance is a standing item on all Trust Board meetings and if necessary establish a finance sub-committee to ensure appropriate oversight of a multi-million pound organisation that is publicly funded
- Secure appropriate financial audit arrangements are befitting of the School and Trust.

### **Over time we will gain from economy of scale**

We have not specifically budgeted any savings as a result of the School becoming part of a wider organisation, however our concept is founded on the premise that our model is replicable and that our School will be part of a chain of schools on the same model.

We understand from the DfE's experience with the Academy Programme that there are numerous benefits for each school in doing this including a systematic improvement in educational performance against stand-alone Academies. In addition, we can see how it also presents the opportunity to secure financial benefits.

We would look to participate in a 'hub' service that would be established if sufficient scale of schools operating to a common model within a geographical area (for example South-East London) were established.

Initially we see these services being procured from a variety of sources however over time these could be provided centrally in a cost-effective fashion. We would also see teaching staff having contracts spanning more than one school over time, using staff from other schools within a chain to provide tactical or short-notice support rather than bringing in temporary staff and other economies of scale accruing over time.

## **8.2 Start-up Funding**

Our proposed start-up funding to deal with staffing diseconomy for our base scenario is just less than five per cent of the forecast Young People's Learning Agency (YPLA) funding for the period covered. We believe this represents a cost-effective proposal in support of the School as it opens and grows.

We also recognise that there are a number of non-variable costs associated with our premises that do not reduce even though the buildings are not fully occupied however we are proposing to bear these costs out of our general grant funding.

Our request for initial funding has been restricted to a core management/support team of:

- The Headteacher
- An Assistant Headteacher
- A Finance and Business Manager
- A Premises Manager
- A Receptionist.

These positions are an essential part of our School operation from opening and therefore we seek support funding until we achieve a cohort in every year group.

### **8.3 Summary**

We believe that running through our entire vision and ethos, our approach and drawing on the considerable experience of our team our proposal is suffused with the vision, ideas, practical activities and experienced resources necessary to deliver an outstanding school that represents excellent value for money, not only on a 'cost per pupil' basis but most importantly on a 'cost per outcome achieved per pupil' basis – equipping our children to continue to successfully access their further education in order to improve their life.

# Appendices

- **Financial Spreadsheets (4 scenarios)**
- **Diagrams for [REDACTED]**
- **Examples of Marketing Materials**