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## Section A: Applicant details

Main contact for this application													
1.	Name: [REDACTED]												
2.	Address: CfBT Education Trust [REDACTED] Reading [REDACTED]												
3.	Email address: [REDACTED]												
4.	Telephone number: [REDACTED]												
About your group													
5.	Please state how you would describe your group: <table border="0" style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Parent/community group</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher-led group</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Independent school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>State maintained school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Other</td> </tr> </table>	<input type="checkbox"/>	Parent/community group	<input type="checkbox"/>	Teacher-led group	<input checked="" type="checkbox"/>	Academy sponsor	<input type="checkbox"/>	Independent school	<input type="checkbox"/>	State maintained school	<input type="checkbox"/>	Other
<input type="checkbox"/>	Parent/community group												
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<input checked="" type="checkbox"/>	Academy sponsor												
<input type="checkbox"/>	Independent school												
<input type="checkbox"/>	State maintained school												
<input type="checkbox"/>	Other												
6.	If Other, please provide more details: CfBT Schools Trust is an existing Multi Academy Trust												
7.	Has your group submitted more than one Free School application in this round? <table border="0" style="float: right;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No								
<input checked="" type="checkbox"/>	Yes												
<input type="checkbox"/>	No												
8.	If Yes, please provide more details: CfBT Schools Trust has also submitted an application for the Judith Kerr Primary School – a German bilingual school in south London (Lambeth)												
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <table border="0" style="float: right;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No								
<input checked="" type="checkbox"/>	Yes												
<input type="checkbox"/>	No												
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:  CfBT Schools Trust worked with the Belsize Park Primary School Trust (BPPST) in the preparation and submission of this free school application. Although the school, if approved, will be set up and managed as a CfBT Schools Trust school BPPST will have an ongoing involvement in the school via membership of the Project Board during the implementation stage and of the Governing Body once the school has opened. Please see Section F for further details.												
Details of company limited by guarantee													
11.	Company name: CfBT Schools Trust												
12.	Company address: [REDACTED]												

	Reading [REDACTED]
13.	Company registration number: 7468210 Please see Appendix A1 for a copy of the company's Memorandum of Association and Articles of Association
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: <b>CfBT Schools Trust Academies/Free Schools</b> <ul style="list-style-type: none"> <li>• All Saints Junior Free School - Reading</li> <li>• Oxford Spires Academy - Oxford</li> <li>• Ely College - Ely</li> <li>• Mount Street Academy- Lincoln</li> <li>• Stamford Queen Eleanor School - Stamford</li> <li>• Danum Academy - Doncaster</li> <li>• The Deepings School - Peterborough</li> </ul> <b>CfBT Education Trust Academies/Independent schools</b> <ul style="list-style-type: none"> <li>• St Mark's Academy - Merton</li> <li>• Kings Monkton School – Cardiff</li> <li>• St Andrew's School - Rochester</li> <li>• Danesfield Manor – Walton on Thames</li> <li>• Langley Manor Preparatory School – Langley, Berkshire</li> <li>• Oakfield Preparatory School-- Dulwich, London</li> <li>• International School of Cape Town – South Africa</li> </ul>
<b>Company members</b>	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: Two
17.	Please provide the name of each member below (add more rows if necessary): CfBT Education Trust is one member. The [REDACTED] is the other.  In common with the other academies in CfBT Schools Trust, Abacus Belsize Free School will have a Local Governing Body with certain powers delegated to it from the Board of CfBT Schools Trust.

### Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name:

19. Please provide the name of the proposed chair of the Local Governing Body, if known:  
Not known at this stage.

### Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes  
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

CfBT Schools Trust is a UK based subsidiary of CfBT Education Trust  
Company No. 867944  
Charity No. 270901

CfBT Education Trust's involvement in the Belsize Free School will be subject to the Tripartite Agreement signed between CfBT Education Trust, CfBT Schools Trust and the Department in December 2010.

	<p>Other UK registered active subsidiaries of CfBT Education Trust are as follows:</p> <ul style="list-style-type: none"> <li>• <b>CfBT Advice and Guidance Ltd</b> Company No. 3370728 Charity No. 270901-1 This constituent charity will have no direct input to the management of the Free School</li> <li>• <b>Kings Monkton School</b> This is an independent school based in Cardiff. Company Number:894179 Charity No 525759 This associated charity will have no direct input to the management of the Free School</li> <li>• <b>St Mark's Church of England Academy Trust</b> Company Number: 5875416 CfBT co-sponsor since 2006, lead sponsor since October 2011 URN 134003 This associated charity will have no direct input to the management of the Free School</li> </ul>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>	
<b>Existing providers N/A</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	

27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>CfBT Schools Trust is a multi-academy trust offering academies and free schools the ability to maximise the freedoms and benefits that academy status brings without the isolation of being an individual trust. The Trust recently opened one of the first free schools in England – All Saints Junior School in Reading and is in the process of opening two new free schools for September 2012 – Oakbank in Wokingham, Berkshire and Enfield Heights Academy in London. Six academies are members of CfBT Schools Trust, which was established in 2011, with a further four schools currently in conversion.</p> <p>Through CfBT Schools Trust academies and free schools enjoy the security of collaborative working in order to raise standards and narrow the gap whilst divesting themselves of some of the risk associated with going it alone. The Trust works on collective shared responsibility, providing a supportive framework for weaker schools while allowing outstanding and good schools to continue operating independently.</p> <p>CfBT Schools Trust is a subsidiary of CfBT Education Trust; one of the world’s largest educational charities. With more than 40 years’ experience delivering educational consultancy and interventions which make a difference to the lives of learners worldwide CfBT Education Trust offers its expertise in school effectiveness and improvement to the Trust.</p> <p>Company registration number: 7468210</p>	

Please tick to confirm that you have included  
all the items in the checklist.

√

### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

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

**Print name:**

**Date:**

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



## Section B: Outline of the school

1.	Proposed school name:	Abacus Belsize Primary School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of	N/A

	the proposed school:	
10.	Postcode of the preferred site of the proposed school:	Preferred Temporary site – [REDACTED] [REDACTED] Preferred Permanent site – [REDACTED] [REDACTED]
11.	Local authority area in which the proposed school would be situated:	Camden
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Westminster
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

## Section C: Education vision

C1: provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school. You must:

- Set out clearly why you are seeking to establish your Free School. Please explain the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning.
- Identify what will make the school distinctive in its vision and ethos and how this has informed the education plan.
- Set out your aspirations for the achievement of individual pupils, and the school as a whole, and why the targets are appropriate.
- Explain how the particular ethos of the school will be reflected in its curriculum.

### Rationale for School

CfBT Schools Trust (CST) and the Belsize Park Primary School Trust (BPPST) group are seeking to establish a secular primary school in the Belsize Park area of north west London that will provide a real choice for parents of an excellent secular education for their children.

Currently the Belsize Ward does not have its own primary school, despite having 88 children living in the ward applying for a reception school place in 2011 (67 in 2010, and 97 in 2009). In 2011, these 88 children were offered places at 18 different state primary schools. Ten of these schools were faith schools. The spread of children over many schools weakens the ability for parents to act in driving up local educational performance.

When applying for a reception place, parents may select up to six different schools and rank them in order of preference. These are summarised in the following table together with the next four schools, all of which are significantly over-subscribed.

### Outcome of Primary School Admissions for September 2011

School and distance from NW3 4JG in miles	Total Applications (all 6 prefs)	Admission Number	Applications per place	Furthest Distance (Miles)	No of Appeal Refusals
Rosary (RC)	.31	154	45	3.4	n/a
Holy Trinity (CofE)	.38	150	27	5.6	n/a
St Pauls (CofE)	.52	146	30	4.9	n/a
St Dominic's (RC)	.55	90	45	2.0	0.62

<b>Fleet</b>	.57	262	30	8.7	0.14	5
<b>Fitzjohn's</b>	.48	326	30	10.9	0.16	8
<b>New End</b>	.76	284	60	4.7	0.57	4
<b>Hampstead Parochial (CofE)</b>	.72	209	30	7.0	n/a	n/a
<b>Christchurch (CofE)</b>	.84	187	27	6.9	n/a	n/a
<b>Primrose Hill</b>	.99	262	60	4.4	0.65	4

Notes:

- Because of the congested nature of this part of NW London, single form entry is common.
- The remaining eight schools are more distant and have been excluded from the table.

The map on the following page illustrates the location of the schools, together with their status i.e. secular/non secular designation. It also illustrates the lack of schools within the target community areas i.e. within the blue line.

From this map it is evident that children of parents with a Christian faith are generally well served and can secure a place at a local school. The remainder are often competing at a disadvantage for a small pool of non-faith schools places.

As an example, for those living in the north of Belsize Ward, six of the 10 closest schools are faith schools (see table above). A parent could choose any selection of faith or non-faith schools and will almost certainly not be offered a place at any of them. They get no offers at the faith schools as these schools admit the majority of children based on faith. They get no offer at the community schools as they live outside the distance cut-off.



<p><b>Key</b> Red pin tacks = faith schools Green pin tacks = community schools Purple tacks = schools to which Belsize children are commonly allocated places Blue Line = proposed catchment area incorporating Belsize Ward and parts of neighbouring Hampstead, Frognal &amp; Fitzjohn's and Gospel Oak Wards</p>
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This puts parents in a catch 22 situation - Camden's Choice Service advises that parents select their six closest schools as this is their best chance of getting a place. In reality, in April 2011, 28% of Belsize children were allocated a school that was not one of their six choices allowed on the London-wide common application form (25% in 2010, 38% in 2009 – data for allocated and unplaced children in Belsize Ward). This compares very unfavourably with the Camden average for allocated children of 5%. Such children tend then to be allocated places at the extreme limit of the permissible two mile radius. There is obviously a problem and parents in Belsize are denied a real choice that many others take for granted.

The Camden Education Commission Final Report (December 2011, Section 10) acknowledges this:

10.1 ..... we observed that parents' overwhelming concern was that they should have access to a good local school for their children..... While many Camden parents do have such access, we remain concerned about the notable numbers who do not feel that they have.

10.2 In terms of place planning, the Commission believes that the Council's approach has focussed on balancing the numbers and given insufficient attention to the location of provision and parental concerns. As a result parents are pursuing free school applications in areas with the greatest dissatisfaction.

Further to a series of meetings between BPPST representatives and elected members and officers of the Council, most recently in January 2012, it has become clear that the council does not have the resources to address the causes of this lack of provision in the current planning period.

Camden accepts that there is a shortage of reception places in the northwest of the borough, but is currently revisiting plans to open a new primary school in [REDACTED]. This is west of [REDACTED], [REDACTED] and would be part of a regeneration development including housing. It is over [REDACTED] and unlikely to address the needs of our community nor will it be operational until 2016 if Camden decides to proceed. A decision is not expected until this summer.

Appendix C1 shows a map of this area with dots representing children allocated places their parents did not choose. Appendix C2 shows children without any school place at 4 April 2011 (the day offers were made by Camden Council).

BPPST believe a local secular primary school will be highly attractive within the community. Otherwise, in hard reality, the only chance of getting a place locally is to attend a church or pay for private education, of which there is plentiful provision nearby, or move house.

As a free school group we want to provide real choice for parents in the Belsize community to send their children to an excellent, local, secular primary school and to participate in its excellence. Children will come to the Abacus Belsize Free School from varied backgrounds and family structures, but they will all come from the Belsize community. The school will permit neighbours to be educated together, something new and exciting in the area, and will increase social cohesion in the community as well as improve the level of education.

Despite the perception of many, Belsize is a very diverse ward with over 850 social housing units. 45% of Belsize Ward residents are from black or minority ethnic groups<sup>1</sup>. 38% of the pupils living in Belsize Ward are on Free School Meals, which is much higher than the national average of 17%. Private education is simply not affordable or desirable to many in the community.

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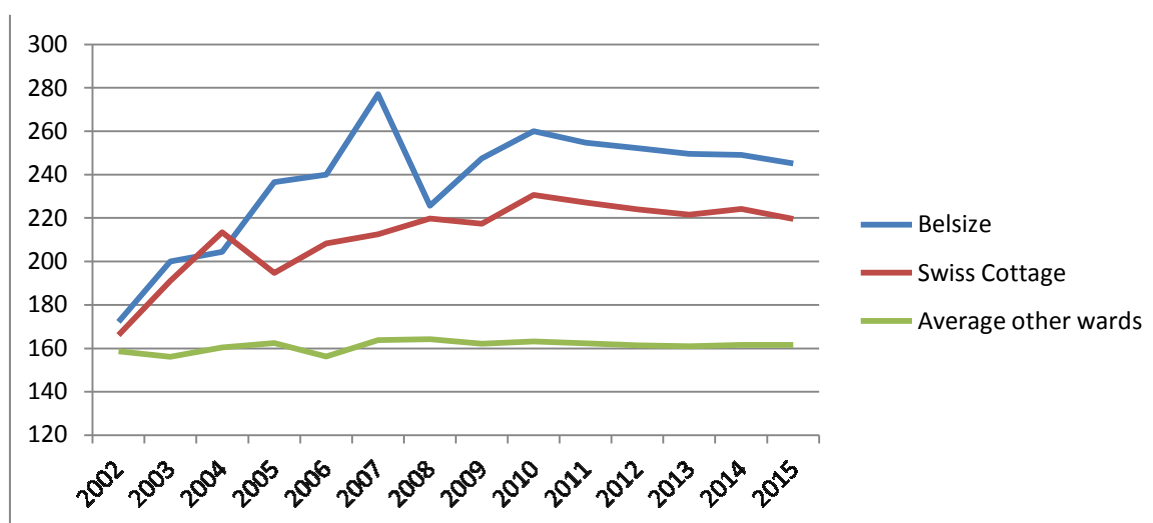
<sup>1</sup> Camden Ward Profile – Health Belsize, July 2011

Amongst the small number of families who can afford private schools, many prefer a state education for the children on political grounds (they consider private education divisive and antithetical to community cohesion).

### Population Projection factors

The most recent Greater London Authority (GLA) projections (2009) adopted for use within Camden Children Schools and Families indicate increases across Camden over the next 10 years of the number of children and young people aged under three years of between 2% to 3% and those in the primary age group by 6% to 8%. While Camden as a whole may have a lesser problem than some other London boroughs, Belsize Park and the neighbouring Swiss Cottage areas are the exceptions. The latest available Primary Care Trust figures confirm that Belsize Ward has consistently had the highest number of live births in the borough of Camden in the period 2005 – 2009 ranging from 236 to 248 per year. This is 45% above the average across the borough. Neighbouring Swiss Cottage (which falls partly within our proposed catchment area) has the second highest number of live births at 28% above the average.

2010 (June) Camden ward population projections – Births (actual to mid-2009)



GLA population projections for Camden suggest the number of live births in Belsize and Swiss Cottage will continue to be the highest in the borough until 2016 when development in the St Pancras and Somerstown Ward will exceed numbers in Belsize / Swiss Cottage.

In 2009 to address this growing need for additional primary school places Camden set up a temporary school at [REDACTED] to accommodate 60 unplaced children, who then moved to a bulge class at Primrose Hill the following year. Additional places have also been created with the opening of St Luke's Church of England free school and the expansion of Emmanuel Church of England Primary School.

However neither of these has relieved demand in Belsize as they are too far away (1.3 miles and 1.1 miles respectively from [REDACTED], which is approximately in the centre of the Ward) for Belsize children to gain a place. These developments also fail to provide, with the exception of St Luke's, a long-term, sustainable solution to the issue of growing population of young people in Camden, and in particular for those seeking a secular education for their children.

### Socio-economic factors

Camden ranks as the 15<sup>th</sup> most deprived borough of the 33 local London boroughs and 74<sup>th</sup> most deprived in England out of 326 local authorities (based on the rank of average Index Multiple Deprivation score 2010). None of Belsize ward area falls into the most 20% deprived nationally but Belsize Ward has a small area which falls into the 40% most deprived nationally. According to Camden's poverty profile, high levels of average prosperity exist alongside serious deprivation in the borough, but Camden is not particularly polarised with regards to the difference between those areas with the most and those with the least deprivation. This is because while there is some concentration of disadvantage, the distribution of deprivation is relatively diffuse and every area in the borough contains both the affluent and the poor.

The table below contains data supplied by the Department for Education on the percentages of pupils on Free School Meals and with Special Educational Needs at School Action Plus for all the primary schools in the immediate vicinity of the Belsize ward. The six closest schools are highlighted in bold. It also gives the Camden, London and England FSM figures which demonstrate that the area we want to serve has a significant element of socio-economic disadvantage and educational deprivation.

### School Performance and Socioeconomic indicators of deprivation

School and distance from Belsize address [REDACTED] in a straight line as the crow flies	%age of Free School Meals	%age SEN Action Plus	%age of EAL	SATS results (KS2) (%age at Level 4 or above in both English and Maths)	Date and result of Ofsted Inspection	
<b>Rosary (RC)</b>	<b>.31</b>	<b>27.1</b>	<b>13.3</b>	<b>43.5</b>	<b>77/74</b>	<b>1/7/11 no need for inspection</b>
<b>Holy Trinity (CofE)</b>	<b>.38</b>	<b>49.7</b>	<b>6.5</b>	<b>69.8</b>	<b>63/76</b>	<b>18/09/08, Good</b>
<b>St Pauls (CofE)</b>	<b>.52</b>	<b>11.1</b>	<b>8.2</b>	<b>35.6</b>	<b>81/83</b>	<b>12/01/11 Good</b>
<b>St Dominic's (RC)</b>	<b>.55</b>	<b>49.3</b>	<b>7.1</b>	<b>47.5</b>	<b>79/56</b>	<b>11/03/11 Satisfactory</b>



<b>Fleet</b>	<b>.57</b>	<b>29.5</b>	<b>6.8</b>	<b>39.1</b>	<b>93/89</b>	<b>30/06/10</b> <b>Good</b>
<b>Fitzjohn's</b>	<b>.48</b>	<b>14.8</b>	<b>9.1</b>	<b>44.3</b>	<b>90</b>	<b>12/10/09</b> <b>Good</b>
<b>New End</b>	.76	17.9	4.5	52.9	78/84	21/11/07 Good
<b>Hampstead Parochial (CofE)</b>	.72	10.8	4.9	35.6	96/100	22/09/08 Good
<b>Christchurch (CofE)</b>	.84	7.8	8.3	22.9	96/91	30/04/09 Outstanding
<b>Primrose Hill</b>	.98	46.2	19.6	64	92/93	06/04/09 Outstanding
<b>Rhyl</b>	.81	61.3	7.3	81.9	75/55	13/07/11 Satisfactory/Good
<b>Carlton</b>	.89	58.3	24.3	71.4	71/62	01/11/10 Good
<b>Netley</b>	1.9	44.7	10.9	90.2	53	29/06/10 Good
<b>Brecknock</b>	1.8	56.8	6.9	63.9	77/73	18/11/08 Good
<b>Our Lady's (RC)</b>	1.5	55.3	8.8	53	100/82/5 4	12/07/10 Satisfactory/Good

	%FSM	% with SEN at SA+
<b>Average of 6 local primaries</b>	<b>30.25</b>	<b>8.5</b>
Camden average	38%	
London average	21.7	
England average	15	

### School Performance

The highest performing local schools are the two Church of England schools, **Hampstead Parochial** and **Christchurch**. They are both one form entry, were judged Good or Outstanding at their most recent Ofsted inspection and are both consistently oversubscribed almost sevenfold (See table: Outcome of Primary School Admissions for September 2011 on pages 1/2).

The closest community schools: **Fitzjohn's** and **Fleet** also achieve good outcomes, with around 90% of children achieving Level 4 or above in both English and Maths at Key Stage 2, which is well above the national average. Again, the most recent Ofsted reports rank them as Good. They are heavily oversubscribed, with **Fitzjohn's** having over ten applications and **Fleet** over eight applications for each reception place. Belsize children simply cannot get into these schools.

This year the nursery at Fitzjohn's is full with 26 siblings, leaving little chance of even those living immediately next door to the school securing a place in reception in 2012.

In 2011 28% of reception aged children from Belsize were allocated schools which were not among their six preferences. Seven children were offered places at **Brecknock**, five children were offered places at **Netley** and 10 children were offered places at **Our Lady's Roman Catholic School**. Each of these schools is between 1.5 and 1.9 miles away from the middle of Belsize as the crow flies. However, by walking distance or public transport these are significantly further and there are no direct bus or tube routes to these schools. In 2009 members of the BPPST group took part in a walk to **Brecknock** with children who had been allocated places there. It took 1 hour 10 minutes. It is a totally unreasonable expectation that a four year old child should undertake such a long journey between home and school every day.

Although the most recent Ofsted report for each of these schools rates them as Satisfactory or Good, the percentage of children attaining Level 4 or above in English and Maths at Key Stage 2 is generally well below schools closer to Belsize and the national average.

### **Summary and rationale**

1. There is in absolute terms a lack of primary school places in this part of Camden. Because the closest schools are heavily oversubscribed, or inaccessible being faith schools, this in turn leads to a lack of effective parental choice. It also militates against the effective ability to drive up standards in local schools.
2. Our vision is very clear. We want to provide a real choice for the parents and children of the Belsize Ward that does not require commitment to a particular religious belief or moving house. We want parents to be able to put Abacus Belsize Free School as one of their six school choices in the knowledge that they have a good chance of being offered a place at this excellent local secular community school. The school will be a single form entry primary school catering for 4 – 11 year olds with a maximum of 30 children per year. We will begin with a reception class of 30 in September 2013 and grow each year by a further cohort of 30 until the school is full in 2019/20.

## School Vision and ethos

School Motto:

***“I hear and I forget, I see and I remember, I do and I understand”***

We believe all children are entitled to enjoy their childhood and to live it actively. They must be valued for their individuality, culture and heritage. They should be encouraged to develop their full potential in a stimulating and caring environment in the local community. Learning begins by giving children a sense of who they are and where they belong in the world. This involves encouraging respect for other people's viewpoints and ways of life, and allowing children to work out appropriate ways to handle themselves.

Abacus Belsize Free School's aim is to make a major contribution to the development of children as individuals and as members of the community. This will serve the children's future needs; support their intellectual and personal development and future responsibilities, and the needs of the community as a whole.

The school's curriculum will be rich, ambitious and personalised to the needs of each child. We recognise that children learn in different ways and our motto *“I hear, I see, I do”* reflects this. We will provide a positive, creative and multi-sensory learning environment that allows each child to develop their individual talents, curiosity and ability to think. With a strong core of English and mathematics, it will also include local activities, multi-sensory and outdoor sessions where appropriate to extend children's learning beyond the school.

Staff will interact closely and individually with the children on a daily basis as role models for behaviours, attitudes and communication (through formal spoken English); and have a close, regular and effective interaction with parents and carers. Parents and carers will see the school as a safe and rewarding place for them to leave their children and will be encouraged to be involved in the school as volunteers on our Parent and Community Forum. Our school will be a focus for the local community.

We aim to exclude racist and sexist attitudes and other culturally absorbed prejudices from the curriculum and daily life of the school. We share the goals of the Equalities Act 2010, namely to eliminate discrimination and advance equality of opportunity and would do so within our school. We are committed to our children having equal opportunity to the best education we can provide.

The small size of the school, a single form entry of a maximum of 30 children per class, and 210 in total once the school is full, means that the staff will get to know the children and the parents very well. Parents will also get to know and support one another.

Our ethos will be based on:

- Equal opportunities and achievement for all
- High academic and personal standards with a commitment to developing individual potential
- Developing personal responsibility and self-discipline
- Respect for others and one's self, property and our environment
- Empathy and an awareness of the wants and needs of others
- Developing critical and creative thinkers who are sensitive to cultural difference.

### **Aspirations for the school**

- **Targets for Pupils**

Our aim is to encourage each child to be a self-confident, inquiring, tolerant, positive young person, with a well-rounded character and independent mind, who respects the differences of others and who is able to communicate confidently and articulately. By the time the children leave school, we want each of them to have a true sense of self-worth that will enable them to stand up for themselves and for a purpose greater than themselves, and, in doing so, to be of value to society.

We aim to do this through providing a broad, balanced and rich curriculum during the school day and a range of extra-curricular activities, such as Music/Drama Club Book and Games Clubs after the end of the formal school day. The range of extra-curricular activities on offer will increase as the school grows, and we hope that parents will volunteer their time and expertise to make our extra-curricular choices as enriching as possible.

The school's aim is to develop the whole child with personal, social and emotional development as important as academic achievement. We will have high expectations of the children to achieve as well as they can but recognise that every child learns differently and has different abilities. We will deliver our curriculum in multi-sensory, interactive ways where possible and aim to incorporate learning outside the classroom in our beautiful local green spaces, for example, visiting Belsize Wood Nature Reserve which is a few minutes' walk from one of our preferred sites (██████████) or Hampstead Heath, which is a short bus ride away. The 268 bus stop is situated very close to both of our preferred sites at ██████████ and the ██████████.

We intend that, through our personalised learning approach, all children will be able to reach Level 4 or above in English and Maths at Key Stage 2 or at least make two levels of progress within each Key Stage. Booster classes will be offered at the end of the compulsory school day on two days each week (beginning in the spring term for Reception children) to help the children reach their potential. Please see Section D for further details of our proposed organisation of learning.

One of the key elements of our ethos is respect. Our school will have a code of conduct, ROPES, which will be displayed throughout the school.

### ROPES Code of Conduct for Children

At all times we expect our children to show

#### **RESPECT for**

##### Others:

- Bring good manners with you
- Listen to others
- Think how what you do might make others feel
- Help younger children when asked
- Walk quietly and responsibly around the school at all times as others may be working.

##### Property:

- Look after things (yours and other people's)
- Take care of the building and furniture
- Put all litter in the bin
- Eat and drink in the permitted areas only
- Leave toys, mobile phones and money at home.

##### Environment

- Put all litter in the bin and recycle what you can
- Leave classrooms tidy at the end of the day
- Leave only footprints, take only photos.

##### Self:

- Come to school on time every day so you can learn effectively
- Wear your uniform and be proud of how smart you look
- Be confident to ask questions and say what you think
- Admit your mistakes and learn from them.

As well as teachers, parents should also encourage the above behaviours. Our ROPES code of conduct will be underpinned by the Pupil Promise and Parent Promise. These set out a rights and responsibilities contract for children attending the school. It shows what they can expect from teachers, but they also set out what we expect from them and their families. Please see Appendix C3 for details of our Pupil and Parent Promises.

- [Targets for the School](#)

As a CST school, we will have a strong core of English and mathematics with support at every level to enable each child to reach their maximum potential. We will aim to be rated Outstanding by Ofsted and to be as over-subscribed as other good local schools our children cannot access.

We will measure parental satisfaction through termly surveys, which will seek parents' views on issues such as attainment, home-school communication and curricular provision. We will also survey our children annually, as to their satisfaction with the school.

### The CfBT School Design

We are confident of achieving our goals because we know what works. In 2007 CfBT commissioned Professor Pam Sammons of Oxford University to conduct extensive research to highlight the key features of unusually effective government schools around the world.<sup>2</sup> We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right.

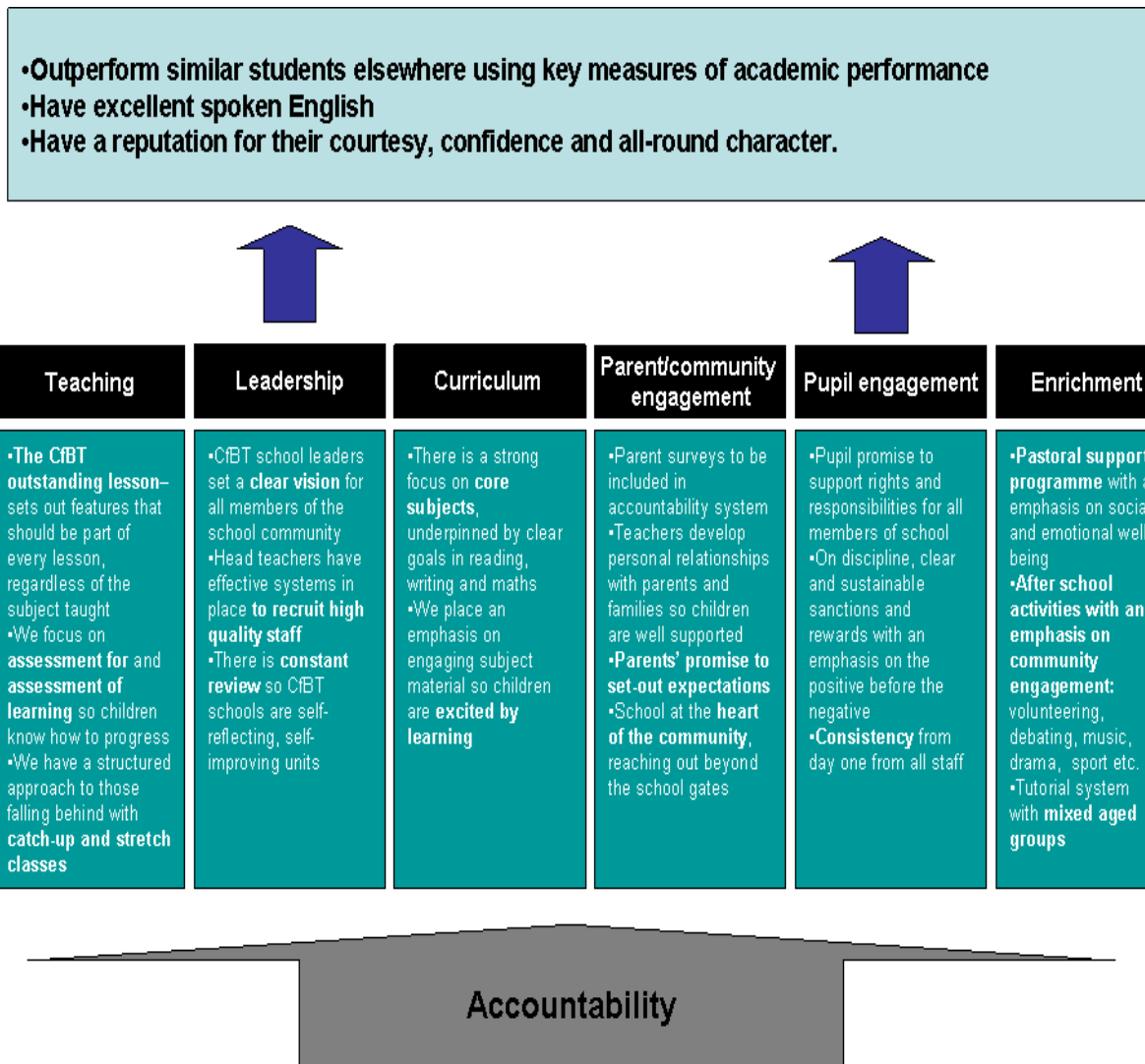
This is outlined in the diagram below which highlights the key pillars of the CfBT effective schools design:

- Teaching
- Leadership
- Curriculum
- Parent / community engagement
- Discipline
- Enrichment

These are underpinned through a strong foundation of accountability and support. Further details can be found in Appendix C4: The CfBT School design.

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<sup>2</sup> <http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary%281%29.pdf>



### Curriculum provision

We believe that all children need to be happy and secure, and that learning should be fun and appropriately challenging. We recognise that all children are different and learn differently, so teaching and learning at our school will be tailored to each child. We will ensure that children receive appropriately differentiated literacy and numeracy lessons in the mornings when children learn best and supplement these wherever possible using a topic-based curriculum in the afternoons. The curriculum will be broad and balanced. It will cover core subjects in sufficient depth to ensure all children have a thorough understanding of English and mathematics to enable them to participate as fully as possible across the whole curriculum.

Curriculum content will be based on, and broadly follow, the objectives of the National Curriculum.



One key aim of our school is, where appropriate, for the individual child to extend and develop beyond the National Curriculum. In particular, we will aim to offer all children the opportunity to:

- Learn a **Modern Foreign Language** during KS1 (we are considering Mandarin and will consult parents on this decision; children's individual needs will be considered, particularly those learning English as a second language who may benefit more from extra tuition in English). We expect a significant proportion, i.e. at least 35% of our children to speak English as an additional language and believe that Mandarin would provide exposure to a very different culture and a level playing field as it is not widely spoken in the Belsize community. In line with our motto, *I hear, I see, I do*, we may also incorporate Makaton, a method of supporting SEN/EAL children to communicate and develop speech using signs and symbols.
- Take part in a wide-ranging **Arts programme** e.g. all pupils will be offered the opportunity to learn a musical instrument from Year 1 and we will investigate links with the Da Capo Music Foundation who run singing and instrumental programmes in primary schools in Camden and encourage children to gain confidence through performance.
- Develop interest in, familiarity with and respect for the **natural world** e.g. through gardening (either within the school grounds or through food-growing projects organised by the Belsize Transition Group) and use of local green spaces. Hampstead Heath, Golders Hill Park and Primrose Hill are all either within walking distance or a short bus ride of our proposed school site. Studies suggest that spending time outside the classroom in real-life hands-on experiences can help children achieve better across the curriculum as well as improving social skills and physical and emotional development. We will aim to become accredited by the Council for Learning Outside the Classroom (CLOtC) and will develop links with the local Transition Belsize / Belsize Kids environmental and sustainability group.
- Learn about the **world of work**, to broaden all children's horizons, engage their imagination and increase their aspirations (e.g. this could include a careers fair where parents and local business people hold stalls and talk to the children about their work) as well as projects based around adult occupations, e.g. visits to the local fire/police station.
- Engage with the community as part of a local **citizenship programme** and to augment experience within the school through the use of local community facilities (e.g. visits to the local libraries and sports centre and to enjoy the fantastic resources we have in London with theatre, museums, and exhibitions).
- Expand their horizons to include global issues. Children will learn about the countries and cultures from which they and their peers come so that they understand their position in the community and the **wider world** e.g. we have developed links with the Shi Jia Primary School in Beijing and the Hannah



Memorial School in Darjeeling and will establish a “pen pal” connection with the children and use Skype or similar ICT applications so the children can establish visual and audio contact with their global friends.

Please see section D for more information about the planned school curriculum.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>		30	30	30	30	30	30	30
<b>Year 1</b>		(30)	30	30	30	30	30	30
<b>Year 2</b>			(30)	30	30	30	30	30
<b>Year 3</b>				(30)	30	30	30	30
<b>Year 4</b>					(30)	30	30	30
<b>Year 5</b>						(30)	30	30
<b>Year 6</b>							(30)	30
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

We plan to open the school with a Reception class of 30 pupils in September 2013. However if we can find suitable accommodation, and the level of demand warrants it, as our evidence of demand suggests, we would also like to run a Year One class in 2013.

## Section D2: Education plan

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

- Describe the curriculum in detail, setting out how it will be broad and balanced and meet the different needs and interests of all children, for primary children a broad and balanced curriculum should include the core subjects of English, mathematics and science and will need to support pupil progression to secondary education.
- A good application will set out a coherent curriculum plan supported by the proposed financial plans. They will also specifically address how the curriculum and its delivery will improve pupil outcomes on a range of measures.

### A broad and balanced curriculum

#### Nationally recognised curriculum with flexibility to meet children's needs

The curriculum to be offered at Abacus Belsize Free School has been designed to build both the academic and social capital of children, and the school will be relentless in pursuit of both. It will build from the National Curriculum, tailored to the needs of the children at the school but with significant emphasis on all children achieving automaticity in Literacy and in Numeracy as the foundation for all other learning. Within literacy, there will be a focus on the development of strong speaking and listening skills, and a broad vocabulary, as precursors to reading and writing. We will teach and model use of formal spoken English across the school, including the skills of public speaking and debating. Our curriculum will also support language development through the introduction of Mandarin from entry to school.

The school's curriculum will be rich, ambitious and personalised to the needs of each child. We recognise that children learn in different ways and our motto "*I hear, I see, I do*" reflects this. We will provide a positive, creative and multi-sensory learning environment that allows each child to develop their individual talents, curiosity and ability to think. Provision will include local activities, multi-sensory and outdoor sessions where appropriate to extend children's learning beyond the school.

The school will meet the general requirements in relation to the curriculum contained in the Education Act 2002, but will also be mindful of the National Curriculum revisions due to come into force from September 2013 onwards.

We will administer Key Stage 1 and 2 SATS for our own internal processes as well as administering other national recognised benchmarking assessments such as those available via InCAS.

Please see Appendix D1 for timetables and proportion of learning times.

### **Discrete and structured morning teaching of Literacy and Numeracy**

Each morning will be dedicated to the teaching of Literacy and Numeracy because children learn best then.

#### **• Literacy**

Literacy and communication skills are fundamental to all areas of learning, unlocking access to the wider curriculum. The ability to communicate well increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Children will experience learning in an environment which is rich in language and which sets high expectations for Literacy and the use of language. They will spend time with stories, literature and other texts – on screen and print based – which will enrich their learning, develop their language skills and prepare them for life-long learning. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

#### **Talking and Listening**

Children at Abacus Belsize Free School will develop skills in talking and listening across the curriculum. These skills will include:

- Listening to and taking part in discussions, debates, explanations, role-plays and presentations
- Contributing comments, asking questions and responding to others' points of view
- Communicating information, ideas, opinions, feelings and imaginings, using an expanding vocabulary
- Structuring their speech and speaking clearly so that ideas can be understood by others
- Adapting ways of speaking to different audiences and purposes.

To reflect our school motto of “I hear, I see, I do” we may also use augmented communication such as Makaton signing and Picture Exchange Communication System (PECS), which are practical and visual methods for children to understand and make themselves understood.

### Phonics

Children at Abacus Belsize Free School will be taught the skills of decoding (for Reading) and encoding (for Spelling) using a systematic and synthetic approach to the teaching of phonics. We will use a programme such as the highly successful *Read Write Inc* scheme which our teachers will receive training in. A recent HMI Ofsted report, entitled '*Reading by six. How the best schools do it*', featured twelve schools which were outstanding in the teaching of reading. Six of those schools were using *Read Write Inc*. phonics.

### Reading

High importance will be placed on reading for purpose and pleasure. Reading and responding to texts plays a central role in the development of children's knowledge and understanding. Texts will not only include those presented in traditional written or print form, but also those presented orally, electronically or on film. Our curriculum will reflect the increased use of multimodal texts, digital communication, and other forms of electronic communication encountered by children and young people in their daily lives. Texts might include:

- Novels, short stories, plays and poems
- Reference texts
- Charts, maps, graphs and timetables
- Advertisements and promotional leaflets
- Comics, newspapers and magazines
- CVs, letters and e-mails
- Films, games and TV programmes
- Labels, signs and posters
- Recipes, manuals and instructions
- Reports and reviews
- Text messages, blog sites and web pages.

In Foundation Stage and Key Stage 1, children will “learn to read”. These skills will be transferred and further developed as children “read to learn” in Key Stage 2. Guided reading and independent reading activities will form part of the daily teaching of reading.

There will be an ongoing dialogue between teacher and parents in a home-school reading diary. We want the children to see reading as an enjoyable and engaging activity; one that will last a lifetime.

Given the high importance we place on reading we will ask our pool of parent volunteers to read daily with targeted children who may not have support at home. We will invite parents, especially fathers, to come into class and read books to the children in English and their home languages.

Every afternoon in Key Stage 1, there will be an interactive book activity incorporating strategies from *Talk Partners and Philosophy for children*. If studying plants, there will be a week's study of a non-fiction book on plants so that new vocabulary can be learned. We will develop this in line with our outdoor learning policy, so that we may, for example, visit nearby Hampstead Heath and Belsize Wood Nature Reserve, to study local plant life and notice how our surroundings change with the seasons.

At other times, books which excite the children and stimulate creative thinking will be chosen. In Key Stage 2, there will be active guided reading sessions, where independent learners will keep reading journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary. It is expected that every child will read aloud and be read to at home. Children will complete age and ability appropriate reading comprehension tasks for homework with their parents learning to find the evidence in the text for their answer i.e. talk about the book.

With this strong focus on reading from an early age, children will feel at ease with books and this will ensure that they are fully prepared for their Key Stage 1 and Key Stage 2 SATS tests and develop a life-long love of reading.

### Writing / Creating Texts

We recognise that out-of-school Literacy practices are as critical to a child's development as what occurs in the classroom, and take advantage of this to better connect classroom work to real-world situations that pupils will encounter across a lifetime. To this end our curriculum for Writing will enable children to:

- Talk about, plan and edit work
- Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- Write with increasing grammatical accuracy
- Develop, express and present ideas in a variety of forms and formats, using both traditional and digital resources, for different audiences and purposes

- Write at greater length with increasing fluency and legibility
- Write with greater confidence and proficiency in spelling.

- **Numeracy (Mathematics)**

Mathematical understanding is vital as children progress through school and beyond into further learning, work and life. Our approach to the teaching and learning of mathematics will place an emphasis on making mathematics exciting, inspirational and relevant to the world around us. We will plan practical lessons with a real-life application so that children know why maths is important. We will use a combination of textbooks and teacher-designed materials to demonstrate, for example, fractions by cutting up an apple into quarters/eighths etc. Every lesson will begin with a session of mental arithmetic practising the four basic operations. Methods of computation will be taught formally.

Dedicated mathematics lessons will be combined with well-planned purposeful opportunities to use and apply mathematics through real life practical problems and cross-curricular work. There will be direct high quality teaching and interactive oral work with the whole class and groups. There will be an emphasis on the understanding and application of number. This is an “essential for life”.

Children will be actively engaged in self and peer assessment so that they know how well they are achieving in mathematics and what they should do next. Continuous assessment will be in the form of children’s jottings and statements of how they worked out the answer. We will ensure there are good relationships and partnership working with parents so that they are well informed and can support and celebrate children’s learning in mathematics.

In line with our school motto of “**I hear, I see, I do**” we will incorporate some Games-Based Learning. This form of learning has been proven to raise achievement and we will use it effectively alongside more traditional methods to ensure every child can flourish in mathematics. Where appropriate we will take mathematics beyond the classroom. This will engage, motivate and excite our children. Each class will make use of an outdoor area and trail in Belsize Wood Nature Reserve, accessible throughout the year and providing valuable opportunities for children to apply their mathematics skills and knowledge.

There will be high quality differentiation, with all children engaged in mathematics relating to a common theme. Early intervention will focus in on the essential understanding of number and the more able and talented challenged to extend their learning through regular and increasingly more complex problem solving activities. Children gifted in mathematics will be given opportunities to complete open-ended investigations, riddles and puzzles or to solve real practical problems for the school, for example, calculating how many pots of paint would be needed to redecorate the classroom and how much it would cost.

- **Literacy/Humanities cross curricular**

#### Humanities – Historical and Geographical Understanding

Learning about history and geography stimulates children's curiosity to investigate their community, the wider world and their place within it. Through enquiry learning we will engage children in questions about people and events in the past, which in turn will help them understand the present and prepare for the future. They will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Their growing historical and geographical understanding will therefore help them make sense of the world and undertake an active role within their society.

This will be achieved through the development of core generic skills. Children at Abacus Belsize Free School will:

- Undertake investigations and enquiries, using various methods, media and sources
- Compare, interpret and analyse different types of evidence from a range of sources
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate and relevant vocabulary, and
- Consider, respond to and discuss alternative viewpoints in order to take informed and responsible action.



Globes, atlases, maps, artefacts and documents are central to geography and history as they provide data and help communicate evidence. They will be the sources of information from which the children will develop their 'core' essential knowledge. We are keen that our children will know:

- Historical dates relating to significant figures and events from the past
- The location of key places and geographical features including continents, countries, cities, rivers, seas and mountains, and
- A good geographical and historical understanding of the local area.

In order to maximise learning times in the afternoon we will cover history/geography objectives during our Literacy lessons, in which our reading material will sometimes be humanities based, focusing mainly on core skills and knowledge. Map-reading skills can be developed in instructional writing for example.

To develop this further we will take learning beyond the classroom in the afternoon to practise understanding and using a map to reach a local destination, e.g. Daunts bookshop where we may read a book about local history. This reflects our school motto of "I hear, I see, I do" to ensure children understand the context of their learning. A clear progression in education visits will allow our children to explore, respect and learn from more contrasting communities in neighbouring areas and more distant localities. Our children will always be encouraged to talk, listen and question so that they grow in confidence and learn to express and justify their opinions. The afternoon's timetable will be dedicated to other curriculum areas.

#### • ICT

No other subject will make a greater impact on the 21<sup>st</sup> century than Information and Communications Technology. ICT at Abacus Belsize Free School will be inspiring and engaging, forward thinking and dynamic. Children see ICT as an integral part of life today and it is essential that children are taught to use and apply ICT effectively and appropriately so they become successful and confident as they move on in their school career and beyond. ICT core skills will be taught and practised through cross-curricular links to other subjects so that children have inspirational learning experiences within contexts that are meaningful.

There will be a balance between independent investigation and adult support and guidance so that children develop the skills to use and apply ICT. Children's independent learning will also be developed through teaching research skills within a safe online environment.

All applications and hardware will be of the highest quality, age appropriate and allow the children opportunities to be independent.

ICT will be managed to ensure that high quality, current practice will be integrated only where it makes an impact on learning. Every classroom will be equipped with an interactive board so that ICT can be integrated into lessons in order to enhance children's learning experience. Budget permitting, we will aim to have a small number of iPads, which can be used for a wide range of curriculum activities i.e. phonics, fine motor control, basic mathematics, videoing and as a communication aid.

- **Science**

This subject not only induces awe and wonder but also stimulates critical thinking. In line with our motto "I hear, I see, I do" we will plan practical lessons through which children will understand why science is relevant to them. When we learn about plants, we will grow and observe them outside as part of a community food growing project and in class, e.g. growing cress.

We will follow the National Curriculum but consider the children's interests. Science will be taught in block units alternating with Art to allow flexibility in planning, pupil voice and relevant trips.

As Professor Sir Robert Winston said recently *"giving young people the chance to get involved in practical work in a scientific environment is the key to inspiring them to see science as exciting. That's important because we need a scientifically-literate population..."* At Abacus Belsize Free School we will seek to create the conditions for children that will support this aspiration.

Science at Abacus Belsize Free School will be innovative, creative and challenging. We will strive to develop the scientists of the future, providing children with the tools which they will need to investigate and problem solve with confidence and independence. While emphasising the importance of a core of science subject knowledge, teaching and learning at our school will develop in the context of 'real world' scenarios that will challenge children to use and apply their developing science subject knowledge actively, using the concerns and enthusiasms of the children themselves as a stimulus.

The outdoor environment will be exploited fully in our science lessons and we will draw on parent and community volunteers to assist with fully risk-assessed and planned interactive trips linked to the subject, both to our local natural beauty spots, e.g. Hampstead Heath or the Belsize Wood Nature Reserve, which is situated only a 5 minute walk from our proposed site at [REDACTED], or further afield to the Science Museum to learn more

about our bodies or weather in programmes designed for schools. As Science will be taught in blocks, there will be ample time to experience the whole process of an investigation from planning to interpreting the results within a week.

- **PSHE (including RE)**

As a secular school, we will not teach religious education as a discrete subject. However our children will come from a diverse range of backgrounds and faiths and our ethos will be inclusive rather than atheist. We will cover religion as part of our PSHE programme and invite our children and their families into our school to share events and festivals that are important to their beliefs.

We recognise that whether we are religious or not there are signs of religion all around in the community, churches, synagogues and other places of worship and that children need to be given some context of these symbols. Our ethos of respect for ourselves, others, family and community will create an environment where cultural and religious diversity is regarded as positive. We believe this is important so that children develop their own ideas and feel free to talk about the place religious experience has in their own lives.

We believe that many basic values transcend religious boundaries and are part of a generally accepted way of conducting ourselves appropriately in contemporary society. Our aim is to encourage each child to be a self-confident, inquiring, tolerant and positive young person with a well-rounded character, a child who respects the differences of others. By the time children leave our school, we want each child to have a sense of self worth which will enable them to make confident and well informed decisions and, in doing so, to be a responsible member of society.

Learning in this area will be through discrete planned lessons, circle time and cross curricular learning. The SEAL / SEAD material (Social and Emotional Aspects of Learning / Development) will provide a framework for this work including links with parents and support for children with additional needs. The school's policy for Sex and Relationships education will be developed by Governors in consultation with parents and the local community.

PSHE and Circle Time will be dedicated to discussion of personal values which may draw on *Philosophy for Children (P4C)*<sup>1</sup> approaches. Circle Time will be a regular part of the weekly timetable across the school and is seen as a central strand to both the school's ethos of respect for others and self. At Reception level we will encourage children to 'Show and Tell' about something important to them that is connected to the topic being studied. At Key Stage 1, the stimulus for Circle Time may be a story, or article from the local newspaper about a community issue, thereby increasing the children's questioning and reasoning skills.

Circle Time and assemblies will be an opportunity for teachers to remind children of our ROPES code of conduct which encapsulates our vision: **R**espect **O**thers, **P**roperty, **E**nvironment and **S**elf. (See Section C Vision and Section D6 below for further details).

- **Art and Design Technology (DT)**

Art and Design will enable our children to develop their thinking and questioning skills through using a variety of media and techniques including digital technology and to develop an awareness of colour, shape, balance, focus and proportion.

Children will have opportunities to work alongside local artists and to visit art collections as well as learning about art and design in other cultures. Cross curricular links will be central to learning in these areas, for example: children might study the history and techniques of mosaics and then work with an artist to create a playground mural that is designed to reflect the school's values. We also intend to include Food Technology in our DT curriculum. Cooking gives access to many curriculum related activities i.e. reading, writing, counting, measuring and materials to name but a few.

Art and DT will alternate throughout the year and be taught in two week blocks alternating with Science. We will follow the QCA schemes of work but may adapt the content to link with other learning. We will teach a balance of sequential skills and knowledge so that children are able to develop their artistic ability throughout their primary years. Each classroom will have a display table for children to learn to mount and present their work.

We will engage in national art projects such as the Big Draw and in community recycling projects which reflect our ethos of respect for our environment.

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<sup>1</sup> <http://www.philosophy4children.co.uk/>

For example, last year the Transition Belsize community group ran a project in which primary aged children helped build a greenhouse out of empty plastic bottles, which was then donated to St Dominic's School for the children to use.

- **Music**

Music in Abacus Belsize Free School will be a creative and social art to be enjoyed and developed through a wide range of experiences including: - instrumental tuition in partnership with Camden Music Service (individual, small group and large group); singing and concerts; live performances; digital media; composing and recording music; to support cross curricular learning, for example, creating a soundtrack for an animation developed within a Literacy lesson.

Music making will be enriched through developing links with local schools, and local music organisations. We envisage at least one visit per year to St Martin's-in-the-Fields in central London to take part in the interactive music concerts organised by the London Musical Arts Orchestra.

Singing has an important part to play in the curriculum as children can learn facts, vocabulary, pace and rhythm and grow in self-confidence through song and performance. When the school is full we hope to employ an experienced music teacher for whole school singing sessions and to run a Music and Drama extra-curricular club which may lead to children performing at community events and joining other London schools in an annual concert at the Royal Albert Hall.

From Key Stage 1, children will have the opportunity to learn an instrument such as the recorder or guitar in large groups from 3.30pm – 4.30 pm. If they are involved in booster classes, the booster lessons will take priority. We will draw on parent and community volunteers to support the extra-curricular club and explore opportunities to work with a music foundation such as the Da Capo Foundation, who work with primary children.<sup>2</sup> Camden Council has compiled a large database of local tutors with their hourly rates, which we will draw on in the early years until the school budget can support a permanent specialist music teacher.

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<sup>2</sup> <http://www.dacapo.co.uk/>

- **Modern Foreign Languages**

We expect a significant proportion (i.e. around 35%) of our children will be acquiring English as a second language. We will ensure they gain a thorough grounding in English Language and grammar, with additional support as required, so that they can apply their knowledge to learning another language more easily. Pre-literate learners of English may be withdrawn from MFL lessons for basic English Instruction.

Our evidence of demand shows that there are already 11 foreign languages spoken by families who have expressed interest in our school, including German, French, Polish and Vietnamese. Although we will consult with parents during the pre-opening phase, we intend to offer Mandarin as our main modern foreign language from Key Stage 1 as we believe this is one which will introduce the children to a very different culture and provide a level playing field for all children. We have strong contacts with native Mandarin teachers who live locally and would offer their services for approximately [REDACTED] per hour including travel for a weekly lesson. Research shows that the earlier children learn a foreign language the greater their ability to absorb and retain new vocabulary and the more it can increase their confidence at expressing themselves and making themselves understood. Learning a new language inevitably taps into children's curiosity about the country in which the language is spoken and can promote general discussion about the culture of the country, what people eat, what buildings look like etc. and can be linked across the curriculum and into the school's ethos of tolerance and respect for others' differences.

- **Sport/PE**

Children's learning and wellbeing will be developed through daily planned activities which will include maximising children's physical activity through:

- Twice weekly lessons supporting the developing of a range of multi skills, dance, gymnastics, swimming, athletics and body knowledge
- Daily "warm up" sessions to support the progressive development of coordination, control, balance and agility
- Trained children taking on the leadership in the development of active and positive play during break times and lunchtimes
- A range of extracurricular activities and competitive team events including joining up local schools.

As the school grows we will foster links with local clubs and other primary and secondary schools in order to strengthen and enrich provision.

In the early years we will link with Camden Sports and use local sports coaches for our PE lessons which will provide some PPA cover for our teachers. As well as team sports such as netball, football, hockey and Kwik cricket, PE lessons will teach children the importance of looking after their bodies e.g. by warming up and stretching. A daily 5-10 minute “warm up” session will take place in each classroom before Registration.

Indoor PE will involve gymnastics and dance and will be led by the class teacher or cover teacher. This will also provide some of the 20% PPA cover time. If the TA Centre site is made available to us, we will aim to use the teaching pool at [REDACTED] for weekly swimming classes for our Key Stage 2 children and explore sharing outdoor facilities and using the climbing wall. If we secure the [REDACTED], we will look to share the [REDACTED] recreational facilities (which also include a swimming pool) as these are closer.

- **Enrichment Curriculum**

Our aim is to encourage each of our children to be self-confident, inquiring, tolerant, positive young people, well-rounded characters with independent minds, who respect the differences of others. By the time the children leave the school, we want each of them to have a true sense of self-worth that will enable them to stand up for themselves and for a purpose greater than themselves, and, in doing so, to be of value to society.

We aim to do this through providing a wide range of enrichment and extra-curricular activities and hope that parents will volunteer their time and expertise to make our extra-curricular choices as rich as possible.

### Outdoor Learning

Although Abacus Belsize Free School will be located in central London, the area provides easy access (either walking or by the 268 or C11 buses) to a number of beautiful, natural green spaces, e.g. Hampstead Heath, Primrose Hill, Golder’s Hill Park and Belsize Wood Nature Reserve.

The School’s vision is based on respect, for oneself, others, property and the environment. The curriculum will reflect this by taking the children out into the local area at appropriate times and encouraging them to use all their senses to enhance their learning. Outdoor visits will always be linked to the curriculum, e.g. PE, science, art or the humanities and will naturally enhance literacy through instructions and discussions.



For example, the children may use a section of Hampstead Heath accessible by 268 bus for running or ball games as part of the PE curriculum, promoting physical movement and well-being, co-ordination and teamwork. They may visit a similar site on Primrose Hill, from which there is a fantastic view of the London skyline, with art materials to draw or photograph London as part of an 'Our City' project. Or they may visit the pond in Belsize Wood Nature Reserve as part of a life cycle of a frog project within the science curriculum. All visits would be fully risk-assessed with learning objectives clearly stated in line with an Outdoor Learning policy.

We believe that familiarising children with these places will help instil in them a sense of appreciation and respect for the environment and their place in it. It will be an enriching experience for the children, who may not visit these places with their families and will help prepare them for life beyond school as they develop social skills and learn to work together. Research also suggests that regular experience of outdoor learning can improve children's problem-solving skills and nurture their creativity, imagination, inventiveness and resourcefulness. All these skills help prepare them for life in the wider world and can translate into improved performance in other areas of the curriculum.

We would expect the outdoor curriculum to be delivered by the class teacher with support from a teaching assistant and parent and community volunteers. We will use the resources and CPD programmes of the Council for Learning Outside the Classroom (CLOtC) and when the school is full one of our teaching staff will be appointed Outdoor Learning Co-ordinator as a middle management position.

### School performances

Each class will be expected to produce an assembly at the end of the term, perhaps based on a book they have been reading together or a play they have written themselves. Other weekly assemblies will alternately be centred on singing and recognising achievement. Families will be invited to these assemblies to share their children's success.

We will aim to have a Christmas or End of Year production, for which the children will be given a script to learn their lines or lyrics at home to minimise lost learning time during the school day.

As a secular but inclusive school, we may consider having a Nativity play and carols performed by Key Stage 1 children at Christmas. There will be a conscious effort not to amend the regular timetable too much so children will practise during PSHE lessons and between 3.30 and 4.30 pm.



Parents will be invited to play an active part in the preparation and making of costumes, scenery etc. Other festivals of importance to our children and their families will be acknowledged and celebrated at appropriate times, e.g. Diwali, Rosh Hashanah and Eid.

### School Trips

Aside from our Outdoor Learning Curriculum, each class will go on at least one school trip per term with a full risk assessment taking place. In line with our vision of respecting our environment we will travel by public transport wherever possible. Grants and fundraising money will be used for theatre trips which will also relate to learning in class. For example, a trip to see 'The Snail and the Whale' will not be isolated but will be an enrichment of a study of the text during Literacy lessons. A trip to the London Transport Museum could enhance children's understanding of a 'Getting Around' topic or a visit to Buckingham Palace could bring contemporary British history to life and make it relevant to our children. Children will not just go on a trip but be expected to answer questions relating to the visit. They will be fully engaged during the visit as our teachers will have visited the venue before and organised age-appropriate activities or workshops. All learning will be followed up with appropriate activities in the classroom.

### International links

A strong focus of our curriculum will be on cultural and global issues. Our children will come from diverse backgrounds so we will ensure we value their identity by discussing matters that interest, motivate, inspire and are important to them. We will refer to Newham Council's Cultural Inclusion Pack of resources. For example, when teaching about the Tudors, we could talk about the presence of different ethnic groups in Britain at the time as evidenced in paintings and amplify this with a visit to the National Gallery to appreciate the full scale and dimensions of the original works as part of the Art curriculum.

We will refer to Oxfam's Curriculum for citizenship specifically designed for children growing up in the 21<sup>st</sup> Century to ensure that we consider global issues in our Literacy lessons. Our children's critical thinking skills will be developed through a globally-focused curriculum where our vision can be taught through a concern for social justice, concern and equity.

We have made a connection with Shi Jia Primary School<sup>3</sup> in Beijing and the Hannah Memorial Academy in Darjeeling with whom our children will be able to become pen pals and communicate with their global peers through Skype internet video calls. We will also explore the possibility of, and fundraising activities for, a Year 6 journey to Beijing as the school develops.

### Extra-curricular clubs

Every teacher will be expected to run a weekly club for an hour which will be selected by the children. A nominal charge will be made for the clubs so that they cover costs. We will consult with parents to establish demand for clubs, but initially we envisage a Music and Drama Club, Book club and/or Games club (see below for more details). We will draw on our pool of parent and community volunteers to support these extra-curricular activities.

### Making the most of local provision

We aim to use the following to support the curriculum.

- [REDACTED] for swimming, climbing wall and outdoor sports
- WAC (Performing Arts and Media College for disadvantaged children)
- Native Mandarin teachers who live locally
- Transition Kids (a local environmental sustainability group which organises educational events for children)
- Belsize Wood Nature Reserve
- Daunt Books (for story time / creative writing in the local bookshop)
- Hampstead Heath, Primrose Hill and Golder's Hill Park
- [REDACTED]
- [REDACTED] (local gallery)
- Swiss Cottage Special School (a training school offering SEN professional development and outreach support).

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<sup>3</sup> [REDACTED]

D2: Provide a coherent and feasible school timetable and calendar.

- Set out expectations around: the length of the school day, term and year, the number and length of lessons each day, and plans for extended hours.
- Need to make the distinction between compulsory and optional activities clear.
- Explain how children will be organised, e.g. through year groups, tutor groups or other class structures and how this links with and supports the educational vision.

## Organisation of learning

### School Calendar

We expect to employ excellent teachers at the Abacus Belsize Free School, and have therefore opted to base our school calendar around the traditional three terms because to do otherwise would reduce the size of the pool of teachers we might attract to work at the school (many will have children in schools working to the traditional calendar). Another reason is that our first intake of children may have siblings attending other borough schools. The following Camden timetable will therefore be adopted for 2013/14. Where possible we will also try to co-ordinate INSET days to minimise the impact on parents of additional school closure days.

#### Term dates 2013-2014

Term	Starts	Ends	Holidays	Days
<b>Autumn</b>	Monday 2 September 2013	Friday 20 December 2013	<b>Half term:</b> Monday 21 – Friday 25 October 2013	75
			<b>Christmas holidays:</b> Monday 23 December 2013 to Friday 3 January 2014  <b>New Year Bank Holiday:</b> Wednesday 1 January 2014	
<b>Spring</b>	Monday 6 January 2014	Friday 4 April 2014	<b>Half term:</b> Monday 17 – Friday 21 February – 2014	60
			<b>Spring holidays:</b> Monday 4 – Friday 21 April 2014	
			<b>Easter holidays:</b> Good Friday 18 April 2014 Easter Monday 21 April 2014	

## Term dates 2013-2014

Term	Starts	Ends	Holidays	Days
Summer	Tuesday 22 April 2014	Tuesday 22 July 2014	<b>Half term:</b> Monday 26 – Friday 30 May 2014	60
			<ul style="list-style-type: none"> <li>• 1 January 2014 - New Years Day</li> <li>• 18 April 2014 - Good Friday</li> <li>• 21 April 2014 - Easter Monday</li> <li>• 5 May 2014 - May Day</li> <li>• 26 May 2014 - spring bank holiday</li> <li>• 25 August 2014 - summer bank holiday</li> </ul>	
			<b>Total</b>	195

The compulsory school day will run from 9.00 am to 3.30pm (as outlined below) comprising of four sessions in the morning as children have higher concentration levels in the morning and two sessions in the afternoon, a playtime of 15 minutes, one or two assemblies per week of 20 minutes and a lunchtime of 60 minutes. Key Stage 1 children will have an additional 10 minutes afternoon break.

Start time	End time	Activity
8.00	8.50	Breakfast club
8.50	9.00	"Warm Up" Activate Session
9.00	9.15	Morning Register and reading
9.15	10.30	Literacy
10.30	10.45	Toilet Break and snack
10.45	11.45	Numeracy
11.45	12.00	Guided Reading
12.00	1.00	Lunch and play
1.00	1.05	Afternoon register
1.05	2.15	Science, Mandarin, Art, D&T, Music, PE, Humanities etc, Assemblies
2.15	2.45	
2.45	3.15	
3.15	3.30	Circle Time (PSHE)
3.30	4.30	Booster classes and extra-curricular activities
3.30	6.00	After school club

See Appendix D1 for more detailed timetables for each year groups.

On Mondays to Thursdays the school will remain open until 4.30pm. The 3.30pm to 4.30pm sessions will be used to offer pupils the opportunity either to participate in booster classes if they require additional support in the core areas of literacy or numeracy (two days a week) or in extra-curricular clubs offered by the school.

**Booster classes** - Children who are on track with their progress in the core curriculum will finish the compulsory school day at 3.30pm. If they need additional support, then from the spring term in Reception, they will be encouraged to stay until 4.30pm on Mondays and Wednesdays for small group or one-to-one 'booster lessons'. We know the nature of children and that the vast majority will want to end their formal school day at 3.30pm, therefore we will offer them the opportunity to go home early as an incentive to listen and work hard with their focus objectives.

We will expect parents to sign a contract informing them of our hours and showing their commitment to allow teachers to go 'above and beyond' to help their children. It is anticipated that most children will spend a maximum of one term in booster classes to attain the required core levels. If they fall behind again, they will receive extra help again. This targeted approach will ensure that no child is left behind.

**Extra-curricular clubs** – On those days where the school is not running booster classes (i.e. Tuesdays and Thursdays) all pupils will be encouraged to stay in school until 4.30pm to allow them to participate in one of the extra-curricular clubs the school will be offering. We want our curriculum to extend learning opportunities beyond the confines of the school day. In this way we feel we can be true to our promise to develop social as well as academic skills.

Drawing on the strength of our partnership with the members of the Belsize community, the many offers of volunteering as well as our expectation that teachers will bring passions and experiences to the job (and be contracted to share those in extra-curricular activities), we propose a number of optional extra-curricular activities on Tuesdays and Thursdays from 3.30pm to 4.30pm such as:

### Book Club

We will invite parents and community volunteers to read a range of different genres with and to the children. This will nurture a love of reading and develop critical thinking and metacognitive skills.

As the school grows we will explore developing this into a journalism club to encourage independent investigation and research e.g. reporting on events at community venues, or book reviews of story time at Daunt's bookshop on [REDACTED], with whom we have connections.

### Music and Drama Club

Through songs, rhymes, rhythm and movement, we will help to increase children's confidence and agility which benefits all areas of life including pre-writing skills. We have offers of support in this activity from a community group, the Interchange Trust, who already offer similar activities to children taking part in the [REDACTED], which we hope will be our temporary school site. As the school develops we will explore demand for individual instrumental tuition and a singing club. We also have connections with a number of native Mandarin teachers, who could offer all children an introduction to Mandarin through music and movement (additional to our MfL curriculum offering).

### Games Club

This will offer a range of board games extending children's numeric skills (e.g. drafts, monopoly, snakes and ladders) and literacy, e.g. (Junior Scrabble, Don't say it, Guess Who). This will also teach children about winning and losing and help them learn to accept victory and defeat graciously. Weather permitting, we will encourage traditional outdoor games such as hopscotch, skipping and ball games to help with children's physical well-being and coordination and to allow them to 'let off steam' at the end of the school day.

### Art and Craft Club

This will offer opportunity for children to develop their creative skills. We will draw on parent and community volunteers to assist with this club. Weather permitting, we may explore taking this club outside of school to Primrose Hill, Hampstead Heath or Golder's Hill Park to gather natural art materials and encourage our children to appreciate the local green spaces in different seasons. This reflects our vision of respecting our community and environment and making learning a multi-sensory experience beyond the classroom.

Some of these clubs will serve to stretch our gifted and talented children.

Separate to any of the activities mentioned above, we hope, once we have sufficient numbers to make it financially viable, to run a breakfast club from 8am to 9am and an after-school club from 3.30pm to 6pm to support working parents. These sessions will be charged for in order to break even.

The whole after-school session will need to be paid for even if children are in booster classes and extra-curricular clubs. We believe that parents will see the added benefit of quality wrap-around childcare. We will explore sharing the after-school club with other local primary schools and community groups who offer similar provision, e.g. the Winchester Project, St Paul's Primary School or Fitzjohn's Primary School, depending upon where our permanent site is situated.

Lunchtimes will be mainly reserved for students to eat and talk with staff, build relationships with peers and establish codes of manners.

The school day will end at 3.30pm on Fridays (although after-school club will run until 6pm if demand makes this viable).

### **Meeting individual needs in inclusive classrooms**

The small size of our school means we expect all teaching groups to be mixed ability. The school will be organised into single age classes with one form of entry at admission, in which all children have birthdays in the same school year (1<sup>st</sup> Sept to 31<sup>st</sup> Aug inclusive).

We will employ personalised pedagogy to ensure that we meet the individual needs of every pupil and there will be strong focus on differentiated teaching. Our general approach will be based on the principle of 'same topic, different activities' and pupil groupings will reflect different learning needs. This will be particularly crucial in the core subjects where groups will be structured by ability to ensure teachers can easily provide appropriate support for those who need remediation.

In practice differentiated teaching means that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where children of different abilities approach the learning in different ways. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, e.g. chopping up an apple or using visual aids and technology to secure understanding.

The role of the teacher is crucial to the success of these strategies. Teachers will have responsibility for planning and resourcing differentiated tasks, appropriately grouping children to take into account needs, and balancing their time so all groups receive appropriate levels of teacher support. It is our expectation that, where teaching assistants or volunteers are employed, teachers will meet with them on a regular basis in order to plan individual and group data-informed interventions.



## Classroom design

Our classrooms will be equipped with stimulating and multi-sensory materials to engage auditory, visual and kinaesthetic learners and create a welcoming atmosphere akin to a home workshop. Where appropriate these will be created from recycled materials or gently-used items collected by the school and community rather than unnecessarily expensive newly bought items. This reflects our ethos of encouraging children to respect the environment they live in and teaches them the value of money. The school will also have separate recycling bins for paper, plastic and miscellaneous waste. Children will be taught from the outset to respect their surroundings and tidy away after each activity has been completed.

Each classroom will be organised into different zones of learning. Foundation and Key Stage 1 classes will have a carpet area for “warm up” and reading sessions. Each child will have their own tray and on arrival each morning will put their book bags, water bottles and lunch boxes (as applicable) into designated boxes, hang up their coats and change into their indoor shoes. We will also have a ‘going home’ box for children to take home selected pieces of work. This will encourage children to take responsibility for their own things and increase independence.

The “warm up” zones will double as a quiet zone / book area and will contain a range of books reflecting the diversity of the children in the class. These will be changed each half term via the central library service. We will also invite children’s families to donate any unwanted books and collect from local charity shops.

Language and literacy zones will include a bookmaking area with pens, pencils, hole puncher, sellotape, stapler, scissors and ink printing sets, a range of word and picture dictionaries and different shaped pre-made books, e.g. a house or a bus, for inspiration. It will also incorporate a listening corner with voice-recorder for speaking into and earphones to listen to audio books and songs.

Our mathematics zones will contain board games, e.g. drafts, solitaire, ludo; giant and small dice, balance scales with large bucket (so children can weigh their shoes and dolls etc), and small scales for measuring pulses. Other equipment will include an abacus, number balances, sorting materials, e.g. coins, buttons, 3D and flat shapes, number lines, stop clocks, Geo-boards, sand-timers, tape measures, rulers, hand and feet card cut-outs, trundle wheels, graph paper, felt pens, coloured sticky squares, different sized and shaped containers for measuring capacity, water, sand, sieves, funnels, straws, Quisineer / Stern blocks, big calculators, pulleys and weights.



Our art and craft zones will again contain a wide range of materials, ready-mixed powder paint, paint for mixing, plasticine, clay, card, felt, shiny paper, wool, cotton wool, pipe cleaners, wheels, scissors, range of materials, binca, needles and thread, UVA glue, masking tape etc. to enable the children to develop their creativity. A presentation table will be included for children to mount and display their work.

Our science zones will include things to smell, taste and touch, lenses, magnifying glasses, absorbent paper, filter paper, seasonal displays each term e.g. wormery, nature display, a digital camera and reference books.

Reception class will also have a home zone with dressing up clothes and kitchen things for play-based learning.

Our humanities zones will comprise maps and books and pictures of different countries, a globe, jigsaws, models of modes of transport e.g. planes, trains, cars, boats, animals etc.

Our approach to personalised learning, and meeting individual needs, will include using outside space to contextualise learning and provide multi-sensory environments in which to learn e.g. extending learning about geography by exploring local plant life in the Belsize Wood Nature Reserve

We believe that some children may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school (and after school) one-to-one and group support (booster classes) where appropriate. Withdrawal groups will be linked to attainment in the core subjects and progress will be carefully monitored every half term.

### Pastoral System

Key features of our pastoral system are likely to include:

- **Cross key stage buddying.** We will be a small, nurturing, community school with a cross key stage buddying system called '*Peer Pals*' (as the school grows). We believe that through this simple mechanism we can engender a culture of empathy and respect within the school. *Peer Pals* will take place mainly in break and rest times, although we will explore the possibility for structured teaching time to be used for this purpose, e.g. paired reading.
- **A house system.** As the school develops we will introduce a house system with siblings placed within the same house. All children will be a member of a mixed-age house and will have the opportunity to earn house points for excellence in relation to the school's vision. The house system will enable children of different ages to work together cooperatively within their house, and in positive competition with other houses as they strive for success.

The house will engender a sense of group identity and belonging. It will be a way of celebrating and rewarding group and individual success. Houses will also provide opportunities for children to take on leadership roles. In the first year our initial cohort will be divided into teams which will later form houses. This will help embed a culture of team working. We are considering naming the houses after some of the roads forming the boundaries of our catchment area, e.g. Finchley, Lyndhurst, Haverstock and Adelaide, but may open this to the community as a competition during pre-opening phase.

- **Pupil voice.** Abacus Belsize Free School will be founded upon a listening culture where the views of children are encouraged, heard and implemented where appropriate. We want the children to develop and feel a sense of 'ownership' of their school; this will be achieved primarily through our School Council which will meet weekly with a member of the Leadership Team. This forum will be used to generate genuine feedback on areas such as curriculum development and delivery, the school building, and links with the local community. We will also exploit all appropriate opportunities for discussion with children about the school and its development.
- **Ethos driven assembly time.** Our ethos of respect for oneself, others, property and the environment will be discussed during assemblies and circle times. These will provide an opportunity to remind the children regularly of the 'ROPES' Code of Conduct (see Section C) through discussion of global issues, special festivals and celebrations of achievement. The Senior Leadership Team will lead assemblies which will also provide an opportunity to sing together and celebrate success.
- **Success celebrated in very deliberate ways.** The walls in the school will be decorated with examples of children's work, aspirational mottos and extracts from the school's vision. Notices will be displayed in the playground for pupils and parents to read.

### **The class teacher as the centre of the pastoral system**

The role of the class teacher will be central to our pastoral system. They will be the first point of contact for parents/carers and we will foster a strong relationship between class teachers and their children in very deliberate ways.

- **A pre-meeting before the start of the year:** Before the children enter their Reception year and as they move up the school, they will all be invited, with their parents/carers, to meet their class teacher. Reception children will be invited to spend some time in their new classroom to orientate themselves with their new surroundings and friends and to introduce them to school routines.

All children joining the school will be given a 'My Abacus Reception Book', which will explain to them in words and pictures what to expect when they start school. The class teacher will run through the ethos and vision of the school and introduce parents and children to the ROPES Code of Conduct and the Pupil and Parent promises.

- **Inclusive and fulfilling developmental time in class:** Our timetable makes provision for non-academic support such as circle time and class discussion. This will provide an opportunity for teachers and children to share experiences and reflect on learning. It will also be the main mechanism for communicating to children key school-wide messages.
- **Peer-to-peer support:** We will train teachers and children to deliver peer to peer support within non-academic class time. This will allow children to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with our subsidiary charity, include.

D3: Set out a clear strategy for ensuring the needs of children with differing abilities are met.

- Demonstrate an awareness of the varying needs of individual children and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (G&T children).
- Show how you will use ICT, other agencies and partners' resources to support the learning and achievement of children of varying abilities and needs.
- Describe the strategies you will use to overcome barriers to learning and achievement, such as children with English as their second or additional language.
- Set out your approach to supporting disabled children and children with special educational needs, who may or may not have a statement of special educational needs
- Set out how you will have regard to the Special Needs Code of Practice.

### Meeting the needs of all children as an inclusive school

- **Special Educational Needs (SEN)**

The Abacus Belsize Free School is fully aware of its statutory obligations in relation to SEN and will of course comply with the SEN and Disability Act 2001 (and any subsequent revisions). We will participate in Camden's local Fair Access Protocol arrangements and, as Section D5 demonstrates, we will give priority in admissions to children with a statement of Special Education Needs that names our school on their application form. We will work closely with LA services and other appropriate agencies for any pupils at the school with SEN.

Beyond this, the Abacus Belsize Free School's approach to inclusion will be based on personalised learning and solutions that are shaped by the evidence of what raises children's competency in the core subjects. We believe that this approach, made easier by the smallness of the school, will build self-confidence and raise esteem.

We will make sure that, as a minimum, everyone succeeds in the core disciplines. Through individual education plans for children at School Action Plus (as well as statemented children), we will focus objectives on key areas of practice in Literacy and Numeracy. We will also support acceleration, helping those that need stretching or who might otherwise be coasting.

Our vision informs our approach to SEN. Specifically, we are aware that the most prevalent type of primary need among children with statements of SEN in primary schools is speech, language and communication (24.3%).

That is why our focus on speaking and listening will benefit those children for whom communication and language may be difficult. We expect a significant proportion of our children will be learning English as an additional language. Our multi-sensory approach to learning will allow children to learn language through play as well as through structured support from the class teacher, Head, SENCo or language specialist if required. Augmented communication techniques such as Makaton or Picture Exchange Communication System (PECS) may be appropriate to support learning in some cases.

### A small school

The small community school theme runs throughout this application and has important implications for our provision for SEN. It means that we will not need to be prescriptive from the outset in how we manage children with particular needs. Instead, at the start of each year class teachers, the SENCo, and Teaching Assistants will come together and discuss what the most appropriate provision would look like for all children, and then how best to achieve it.

### An inclusive curriculum

We believe that the best way to meet the needs of the majority of children with Special Educational Needs (SEN) and Additional Education Needs (AEN)<sup>4</sup> is to expose them to high quality, differentiated classroom teaching together with their peers. As such, as well as individual and group support (described below), we will place a strong emphasis on teaching staff personalising their pedagogy and structured tasks so all children can access the curriculum.

Our general approach across all subjects will be based on the principle of 'same topic, different activities'. In practice this may mean that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where children of different abilities approach the learning in different ways. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, using visual aids and technology to secure understanding.

More specifically, literacy and mathematics teaching in Abacus Belsize Free School will be taught as a whole class but children will work at their level. Within a class, there may be four different levels and children will be grouped together according to their ability. As they progress, they will be placed in higher ability groups.

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<sup>4</sup> Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

The role of the teacher is crucial to the success of all differentiation strategies. They will have responsibility for planning and resourcing differentiated tasks, appropriately grouping children to take into account needs, and balancing their time so all groups receive teacher support. It is our expectation that, where teaching assistants or volunteers are employed, the onus will be on them to make sure they are meeting regularly with teachers to plan individual and group data-informed interventions.

All teachers will be expected to identify children at School Action, School Action Plus and children with statements on their lesson plans and all teachers will be trained to address high incidence, low level SEN. They will also liaise with the SENCo to ensure class based interventions are graduated and in line with best practice.

Our approach to personalised learning, and meeting individual needs, will include using outside space to contextualise learning and provide multi-sensory environments in which to learn e.g. extending learning about geography by exploring local plant life. Our proposed Principal Designate is a SEN specialist and would consider the use of psycho-educational profiling tests to define each child's level of development and appropriate augmented communication, e.g. Makaton / PECS and communication aids.

Where children need additional support to reach their focus objectives, this support will be provided in booster classes on Mondays and Wednesdays from 3.30pm to 4.30pm. The booster classes will be optional but we hope that parents will recognise their value and ensure their child attends.

### Targeted interventions

We believe that some children may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after school booster sessions as well). Extra support will be viewed as part of a pupil's learning time (whenever it takes place). There will therefore be the same expectations of punctuality, behaviour, attitude to learning etc.

We will provide this targeted support for children who are struggling in literacy and numeracy and those with particular special needs. We will review interventions each term in light of observational and summative assessment data.

Individual support might include additional phonics input in KS1 and reading comprehension in KS2. If necessary, Reception and Year 1 children will work in smaller focused groups.

### Clear lines of responsibility for pupils with SEN

Our staffing plan assumes that the school's Principal will assume responsibility for the SENCo role in the first few years of operation. Our proposed Principal Designate is an SEN specialist so is well qualified to take on this role.

S/he will have responsibility for:

- Devising the school's SEN plan with regard to the SEN code of practice
- Training all staff in how to recognise SEN, and what processes to follow, to ensure all children are adequately supported
- Engaging parents of children with SEN, in particular when the support provided is at School Action Plus level and requires parental consent
- Maintaining a balance in the school between identifying and adapting provision for children with an SEN, while also ensuring the support is light touch, non-judgemental and in line with the equalities act 2010
- Keeping a relevant and up-to-date SEN register highlighting children on School Action and School Action Plus and those with a statement of special educational needs
- Establishing and reviewing Individual Education Plans termly, ensuring challenging targets are set for all pupils identified with SEN
- Working in partnership with our feeder nurseries and children's centres to ensure children's needs are identified, and where necessary statements are written at the appropriate time
- Instituting 'individual education plans' with staff and parents: Ensuring pupils' IEPs are included in the teachers planning and working closely with parents to ensure consistency of learning both at home and at school.
- Training staff in how to teach children with SEN
- Managing the SEN budget and line managing any TAs employed to support in this area
- Working with other agencies and the LA to broker additional support
- Managing the statementing process
- Ensuring SEN/AEN provision best meets the needs of children
- Liaise with the SEN link governor who has overall responsibility for the provision in the school.

Our Head/SENCO will also be responsible for:

- Setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data
- Disseminating the first SEN register
- Inducting new staff members into the school's SEN practice
- Putting in place systems to ensure statutory compliance for children with a statement of SEN



- Ensuring the design of the building makes provision for access for disabled children.

The SENCo will be brought in before the school opens so they can draw up a policy framework and find out about and accommodate the special educational needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN code of practice and will embed our approach, highlighting the key expectations of staff.

CfBT has strong experience in this area and provides extensive support for SEN provision to all schools in Lincolnshire on behalf of the County Council. We can therefore access considerable expertise in this field and will support the development of the initial SEN framework. Information about this service can be found at:

<http://www.cfbt.com/lincolnshire/specialeducationalneedsaddi.aspx>

Critical to effective SEN provision, particularly for those with complex needs, is multi-agency support. We will therefore build a strong partnership with Camden Council. In particular we will work with the Education Welfare Services as well as related departments such as Camden Parent Partnership Service, Camden Parents and Children, Health and Social services, Learning Support Services, SEN and Transport Service, Camden Disability Action, local disability groups, CAMHS (Child and Adult Mental Health Services) and Health, Education Access & Resources Team (HEART) to ensure additional support and agencies are deployed where appropriate. We will also identify and work with Camden's speech and language therapists and the Educational Psychological Service and develop a partnership with Swiss Cottage Special School.

Our proposed Principal Designate's strong links with the council and wider community will help us to support any children with a statement of SEN. These children's needs will be catered for on a case-by-case basis, coordinated by the SENCo. Provision may include time with a Teaching Assistant or SENCo, additional school visits, or provision of special equipment to aid learning.

### **Looked after children**

The SENCo will also have designated responsibility for Looked After Children. We are committed that Looked After Children in our school receive the high quality of education they deserve. We will ensure that:

- The designated teacher for looked after children has the opportunity to attend training offered by the local authority



- There is a clear policy on professional development for all staff in contact with looked after children and other vulnerable children
- The designated teacher is sufficiently skilled and resourced to carry out the role effectively.

### More able gifted and talented pupils

We are committed to engaging all learners in reaching the highest standards. In essence our approach to more able and talented provision is encapsulated in the NAACE - National Association for Able Children in Education mission statement “provide for children with high abilities whilst enabling all children to flourish”.

Children will be identified using broad and appropriate criteria, reflecting both achievements in school and beyond. An up-to-date register and related profiles will inform all staff of individual learning needs. We will appoint a more able and talented co-ordinator who will play an integral part of the school leadership team. Our more able and talented model will have the **core elements** to excite and inspire and to extend our children’s range of skills especially thinking and questioning skills.

- **Scheduled** – *routine challenge*: differentiated activities for more able gifted and talented children during lessons, across all key stages. A particular emphasis will be given to Assessment for Learning (AFL) throughout all stages of lesson development. The personalisation of learning with differentiation will be negotiated through a strong pupil voice, whereby our children will be directly consulted as to the relevance and challenge of their learning tasks. Care will be taken to ensure that our children have increasingly more ownership of their learning and decision-making with regard to their learning paths. Regular monitoring of progress in order to diagnose any indication of possible underachievement will be essential school practice. Through systematic assessment, record keeping, and liaison with staff, effective planning will avoid repetition of skills and knowledge already mastered.
- **Extension** – *amplified challenge*: e.g. termly curriculum extension tasks linked to cross curricular work. We will develop a programme of Curriculum Extension Activities hosted on a Virtual Learning Environment (VLE). Our staff will utilise expertise within the CfBT Schools Trust to provide a series of demanding activities. The rationale is to provide another layer of challenge for children and for an additional opportunity for parental involvement. These tasks will complement the work that is taking place in lessons and provide opportunities for children to develop their interests and skills.

- **Enrichment** – *deep challenge*. We will consult our children and work with other local schools to provide a cluster of enrichment activities including clubs, competitions, exhibitions, concerts and specifically targeted day and residential visits. This will provide exciting and inspirational opportunities to solve problems within unfamiliar contexts. Children and their families will be invited to celebrate achievements in and out of school via assemblies, newsletters and the school's website. Offers of an outreach programme, where sixth-formers would mentor our children, have been made by two local secondary schools, UCS (private) and the UCL Academy which opens in September 2012 and for which our school may be a feeder primary.

We will use the NAACE Challenge Award Framework, which will provide a standard by which to audit, evaluate and plan for continuous whole school improvement.

## **EAL**

We will ensure that children identified as having English as an Additional Language (EAL) are appropriately supported, in the context of their whole family, who may also need support in using English. Responsibility for coordinating their support will be given to a member of staff. Their role will be to liaise with Camden's Ethnic Minority Achievement Team to ensure best practice is shared, to collate an initial register and to broker training where necessary. Again it will be incumbent on teaching staff to identify EAL children in lesson plans and put in place intervention strategies where necessary. Strategies may include:

- Additional learning resources
- Practical learning activities
- Teaching Assistant support directed to children to ensure a thorough grounding in phonics and basic functional English
- An additional EAL teacher if needed.

Like many London boroughs, Camden is diverse and we are aware of significant communities of various ethnic minorities e.g. Kosovan Albanians. We recognise that issues affecting these communities may impact on the children's achievement. Therefore we aim to address the needs of these groups by:

- Training staff in the issues affecting these groups including social isolation and refugee status

- Providing a culturally relevant and affirming curriculum which celebrates the contributions of diverse groups;
- Accessing specialist support from Camden's EMA Team (where necessary).

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

- Outline the targets that are proposed, why these are suitable to measure the delivery of your education vision, and what your strategy will be to achieve these
- Describe the proposed success measures for individual children and the whole school and how these will be monitored, reviewed and reported
- Set out plans to develop pupil assessment and tracking systems.

## Ensuring the success of children and the school

### • Pupil Development and Achievement

We want the Abacus Belsize Free School and all its children to be successful. As such we are acutely aware of the need to establish very clear success criteria from the beginning. For us, success means achieving our vision. We are confident that, even after the school is only a year old (but more comprehensively once the school is full), we will be able to gauge, and more importantly, external stakeholders will be able to know, whether and how successful it is.

Despite their importance, self-evaluation systems have traditionally been poor in England's schools. Abacus Belsize Free School will be robust in its use of tracking and data monitoring. We are also aware of the balance that needs to be struck between this and trusting teachers as professionals, enabling them to concentrate on doing what they know to be best for their students. (See the sections below on intelligent accountability and the 'no surprises' approach to monitoring for more details).

Below we describe the various ways we will measure success, at:

1. CfBT Schools Trust level
2. School level
3. Pupil level.

#### 1. CfBT Schools Trust Annual Assessment

CfBT Schools Trust (CST) will carry out an annual assessment of all schools including the Abacus Belsize Free School (likely to be in the spring term). The assessment will cover pupil performance, customer satisfaction (children and parents) and resource management.

These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators will also be weighted to give an overall score for the school.

The school will self-evaluate and then be externally moderated (by a senior manager from another CfBT Trust school).

The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of that assessment. CST has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management.

The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support provided in the following year.

Pupil Performance:60%	Weight	
	Section	Overall
Progress	30%	(18%)
Attainment	30%	(18%)
Quality of teaching and learning	30%	(18%)
Attendance and Behaviour	10%	(6%)
Customer Satisfaction: 20%		
Parent/carer satisfaction	30%	(6%)
Pupil satisfaction, including enrichment and enjoyment	50%	(10%)
Pupil recruitment and retention	20%	(4%)
Resource Management: ( <i>Finance, HR, Premises, Health and Safety etc.</i> ): 20%		
Budget balanced with appropriate reserves	40%	(8%)
Staff attendance, recruitment, retention and development	30%	(6%)
Premises maintenance and health and safety	30%	(6%)

## 2. The School Level Impact Report and Self-Review

### *Measuring what we value not valuing what we measure*

Our vision foresees three outcomes for children:

- Achieving academic success
- Developing rounded characters
- Becoming critical thinkers and lifelong learners.

Only the first one is directly measurable – through assessments of pupils' progress against National Curriculum expectations and through standardised attainment test results. Belsize School will investigate the use of the on-line InCAS assessments tool developed by the centre for Evaluation and Management at the University of Durham, to assess pupils' progress and attainment. This system provides the benefit of being able to benchmark pupils' performance against a large international sample.

As only the first outcome is directly measurable - through test results - we have devised a list of proxy measures that we will also report on in the annual school Impact Report. These proxies either measure a similar/related outcome or they measure how successful we have been at doing something that we believe will promote one of the three outcomes.

Some of the indicators the impact report will include:

- % not achieving Level 4s in English and Mathematics
- % achieving level 5s in English and Mathematics

N.B. Until the first cohort graduates from the Belsize school, interim progress measures based on progress towards targets will be reported for Key Stage 1 and 2 classes.

- Termly progress in English and Mathematics
- % of lessons graded outstanding, good, satisfactory, inadequate
- Attendance rates
- Number of exclusions
- Performance against budget
- How many and which CPD courses staff have completed

Other measures that will be used for internal self review include:

- Size of school/ pupil numbers
- Trips list
- How we have spent the pupil premium received
- Community engagements list
- Teaching staff turnover
- Parental satisfaction with the school.
- Number of sanctions by seriousness of the offence
- Teachers' perceptions about the vision and how effectively it is achieved

These measures will form the basis of our ongoing school self-evaluation, not to mention staff's performance management. For example, if we are not meeting targets (set by the school's Professional Adviser and Principal) on percentages of lessons graded good or better, then we will know that, unless action is taken, pupils will not go on to meet our ambitious attainment targets.

The Abacus Belsize Free School will consider that any child not achieving at least Level 4 in English and Maths by the end of Year 6 (having been there since Reception), as a failure of the school (unless they have a specific special education need which means this level of attainment is not likely to be attainable). We hope that this can be avoided through our personalised learning approach (with booster support as required) and through tracking progress in English and mathematics every term.

We also intend that there be no exclusions at the school. In the case of an exclusion, the Principal will be expected to write to the governors and parents to explain what process had been put in place to try to rectify this situation before it happened.

#### Intelligent Accountability

In the same way that Ofsted inspections are being scaled back for schools that have been shown to be already outstanding and that maintain great results, we will apply the same logic to our teachers. We will run an intelligent accountability system for teachers in our school. Annual, robustly moderated or externally marked exams in Literacy and Mathematics will form the bedrock of this; they will be done more often where necessary (see section on 'no surprises' and InCAS below).

Assessment results will enable the school leadership team to know what level of external support each teacher needs because it will be clear from these what progress students in that teacher's classes will have made over the course of a year. If a pupil's test results indicate a high level of teacher skill, it will not be necessary to intervene in his or her lessons; on the other hand, if the test results indicate a problem, intervention will be swift and targeted and could involve the appointment of a mentor teacher to spend at least two periods per week helping the teacher. The mentor would work with the teacher to identify the problems, devise solutions and monitor progress. For example, there may be a problem maintaining discipline. Part of the solution may be for the teacher to introduce some new classroom routines. The mentor may assist in this for the first few times, then step back and only intervene when the teacher struggles to enforce the routine, until finally they are able to run the routine alone.

Mentors will report on their activities to the Principal/Governing Body, and, if the teacher fails to improve after a period (perhaps six weeks), additional supportive measures will be put in place up to a maximum of four months (assuming cooperation from both sides). After that a teacher will be taken through a formal capability process, which could lead to dismissal.

Ultimately the Principal will be held responsible, by the governing body, for ensuring the school achieves its vision. One of the things the Principal Designate will do during the one or two terms leading up to opening will be to write out a complete and comprehensive list of tasks that will need doing throughout a year. They will then allocate these responsibilities into the job descriptions of all the various staff. Key Performance Indicators (KPIs) will be established so that staff can be rewarded for good performance against these.

One option we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are dependent on achieving certain pupil attainment-related measures. Immediately this will raise the stakes of testing for staff and act as a deterrent to the kinds of staff we do not want to employ. On the other hand it will allow us to reward excellent performance with increments of more than one level up the pay spine.

### 3. Pupil level

#### A 'no surprises' approach to data, tracking and assessment of children

We will have a very deliberate, 'no surprises' approach to the use of data in this primary context. One of the big events in our teachers' calendar will be the end of year assessment in Literacy and Numeracy, and if applied the InCAS assessments; the results of which will identify how successful their teaching has been over the year. However, we aim to ensure that there are no surprises at this time.

There are a number of ways to limit the chances of being surprised by end of year test results; one is to conduct and collect results of regular formative (as well as summative) assessments through the year; another is to use tried and tested teaching techniques and a third is to employ teachers who have a track record of success.

We will be nuanced and flexible in our use of these practises. Assessment is a fundamental part of good teaching; good teachers have always assessed where their children are in order to identify what to teach next.



Like a school with an Outstanding Ofsted inspection that will be visited less regularly than otherwise, if we have teachers who have, through years of experience achieved a track record of success, we will employ and manage them as professionals, trusting them to use their precious time in the way they deem most appropriate to the children in their care.

Data is without doubt an essential tool in driving up and maintaining high standards in all schools and we would not expect to employ any teacher who *did not* want and expect annual validation (through a moderated assessment) of their children's progress through the year. Data use can also be an important part of a deficit solution to improving schools. i.e. where teachers are inexperienced or unknown to a school leadership, data is vital in enabling them to quickly and accurately build a picture of their ability to help children's progress. Or, where a teacher is new/untested, or trying out new techniques, data must be monitored so that knowledge can be gained or interventions/changes made. However, we expect that at any one time the majority of teachers will be experienced, known and trusted, and employing tried and tested techniques that mean their children's results should not need to be continually monitored. In these instances we would expect the annual externally marked (or internally moderated) assessment, coupled with these professionals' own assessment and intervention strategies, to be sufficient to ensure that children are meeting their ambitious targets for progress.

In a small school where the Principal visits every classroom every day, and all teachers and children are known to one another, it is possible to be effective while adopting this type of nuanced and personal approach to data monitoring.

This is not to say that more regular external monitoring of pupil data will not take place; it will as a matter of course when staff are inexperienced, unknown, or using innovative techniques. It is likely to take the form of half termly assessments that track pupil progress in Literacy and Numeracy.

A software package such as Target Tracker will be used by all teachers to track and monitor the progress of children in their class against ambitious targets set on entry to the school. As described in Section D2, our educational model is based around no child being left behind thanks to targeted booster classes with the teacher two afternoons per week (3.30-4.30pm). There should therefore be no excuses for any child not achieving their targets, and teachers will be expected to work with the SENCo and Principal if they are concerned about any child falling behind.

### Assessment for Learning

As described above, formative assessment is at the heart of all good teaching and as such it is built into the CfBT outstanding lesson (See Appendix C4 CfBT School Design). We will also focus on assessment for learning techniques and so practices will include:

- Teachers providing real-time, oral feedback on children's work to stimulate regular learning conversations in the classroom
- Comment-only, non-graded marking on selected pieces of work; some studies show that often children do not read comments when these are given in conjunction with levels<sup>5</sup>
- Involving children in peer- and self-assessment. Children will be encouraged to make their own judgements about how far they have progressed, for example using a traffic light system to evaluate their own understanding of lessons objectives at the end of each teaching session.

At the Abacus Belsize Free School children will be continually assessed against the focus objectives for Literacy and Numeracy and ICT, and National Curriculum level descriptors for Science.

For example, children will quickly become used to the routine of a weekly spelling test in which commonly misspelled words, high frequency words and relevant topic words will be prioritised. Words spelled incorrectly in the test will then be focused on again in subsequent lessons.

At the end of the term, parents will be given a report card showing their child's progress towards a target. The report may be delivered by email if parents prefer. This will be followed by an open classroom session, during which children can share their work with their parents, and a 15 minute conference time for teachers and parents to discuss the child's progress and attendance.

Reception-aged children will receive a progress report using Target Tracker<sup>6</sup>. Learning journeys can be produced as a web page for parents to take home.

### InCAS

CfBT Schools Trust is currently exploring the adoption of InCAS across all its Free Schools. If adopted, Abacus Belsize Free School would be one of the first schools within the Trust to implement this assessment tool. The adoption of the InCAS assessment tool would complement the results of teacher

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<sup>5</sup> Black, P. et al. (2002) *Working inside the black box, Assessment for learning in the classroom*, London: King's College

<sup>6</sup> <http://targettracker.org/>

assessments and allow the school to benchmark the progress and achievement of its pupils across a large cohort of pupils.

InCAS (Interactive Computerised Assessment System) is a computerised adaptive assessment program that is designed for children aged 5 – 11 years. It includes assessments of reading and spelling, mathematics, mental arithmetic, picture vocabulary, non-verbal ability and attitudes.

Schools can print school and class summary tables and graphs and then select more detailed reports on particular pupils. The results give a profile for the whole school, individual classes and individual pupils. Pupil reports allow the teacher to see reading, spelling and mathematics abilities in relation to vocabulary, non-verbal ability and attitudes. The analysis of reading and spelling scores will enable a teacher to see which pupils have good word recognition and decoding skills but perhaps poor understanding of a passage of text.

Other children will be able to read reasonably well but have problems with spelling, and so on. The added dimension of picture vocabulary and non-verbal ability enables teachers to see if pupils' reading is in line with these. This is particularly useful for children for whom English is an additional language. The pupils' responses for vocabulary, non-verbal ability, reading, spelling, mental arithmetic and general mathematics are converted to age equivalent scores that can be compared to their actual age. Predictions of English National Curriculum Levels are also available where applicable.

A schedule of proposed assessments, which includes InCAS-based assessments, for CST Free School primary pupils can be found in Appendix D2.

D5: Describe your admissions policy, confirming commitment to fair and transparent admission practices.

Set out your admissions policy, including the criteria used to prioritise places if your school is over subscribed. The admissions policy must be in accordance with the School Admissions Code, the Admissions Appeal Code or admissions law as it applies to maintained schools. It must be clearly linked to the delivery of your education vision.

## Admissions

The Abacus Belsize Free School aims to serve its local community by providing a high quality education within a secular, yet inclusive, framework. It will incorporate no faith criteria in its admissions code. We believe that parents who choose this school for their child will do so knowing that it is a school with a distinctive secular, community ethos, and that the experience we offer to all children will be based on solid values of good citizenship.

The school motto will be "I hear, I see, I do" and will reflect our vision of achieving true understanding through multi-sensory and practical learning, and engagement with family and community. This will be achieved in a secular yet inclusive environment, welcoming children from many different faiths and backgrounds. The school will adopt a holistic approach to ensure the personal and social, as well as academic, development of each child.

The School's ethos will be based on respect: for oneself, for others, property and for the environment. Abacus Belsize Free School will be a 'walking' school and, as the children will be drawn from the immediate vicinity of the school, we will expect our children to walk, scoot or cycle to school wherever possible. A scooter/bike shed will be provided to store these safely.

## Admissions Criteria

The total admissions number is 30 (1FE of 30 children per year).

The Abacus Belsize Free School will be part of the Camden coordinated admissions process for state schools from 2014. This means parents/carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one (2013) we will manage applications ourselves but hope to be in close contact with London Borough of Camden's Admissions Department throughout the process and will take advice from them and the DfE on how best to run these processes alongside one another.

However, the governing body of the Abacus Belsize Free School, which will be constituted during the implementation phase, will be its own admissions

authority. We intend for the admission policy to be in full accordance with the School Admissions Code and Admission Appeals Code.

Our proposed admissions policy is broadly in line with London Borough of Camden's oversubscription criteria for community schools. The main changes would be that:

- we would like to give precedence to children of the Founders of the school (if legislation is passed to allow this - see Notes below)
- we will have a designated Catchment Area, as delineated in blue on the map below.



Legend to map red pin tacks = faith schools green pin tacks = community schools purple pin tacks = schools to which Belsize children are commonly allocated
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If there are less than 30 applications for any year group, all applicants will be offered a place.

Where the number of applications for admission is greater than the published admissions number for any relevant age group, the Abacus Belsize Free School will consider applications against the criteria set out in the subparagraphs below. This does not apply to those children with statements of Special Educational Needs where the Abacus Belsize Free School is named in the statement, who will be admitted first.

- a) Looked after children or children who were looked after.
- b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
- c) Children whose parents are Founders of the school. (Subject to the approval of the Secretary of State at a national and local level).
- d) Children with a brother or sister who will be attending the school at the time of proposed admission. The children concerned must be living at the same address, which must be within the Catchment Area outlined above.
- e) Other children living permanently within the Catchment Area.
- f) Siblings of children already in attendance at the school who at the time of any subsequent applications are living permanently outside the Catchment Area.
- g) Other children living outside of the Catchment Area without siblings measured on a straight line distance from the front door to the child's home to the school gate.

As neither of our proposed interim sites is located centrally in the Catchment Area, we will allocate places within it by random selection.

Our admission arrangements take into account the requirements of the Race Relations Act.

## Notes

### Founders of the school

Founders of the school are defined as the Proposers, and those who have provided significant and specific assistance, advice, guidance or support to

the Proposers in the preparation of the Application. Assuming legislation regarding the schools Admission Codes changes to make it possible, we will use this as our third over subscription criteria, otherwise it will be removed. We expect this criteria, if approved to be applied the children of a maximum of two Founders' families.

When drawing up the admissions policy we will employ the following definitions, most of which are taken from *Starting School in Camden 2012*<sup>7</sup>.

### Distances

All distances will be calculated by the admissions IT system using ADDRESS-POINTR. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metres (10cm). The accuracy of each ADDRESS-POINTR is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, the place will be allocated randomly.

### Tie-break

In the event of oversubscription in any of the above criteria, priority will be given to those living nearest to the school measured in a straight line distance. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly.

### Confirmation of address and date of birth

Parents will be required to provide acceptable independent proof of their child's address, and also to present the child's birth certificate for inspection. They must make sure that the application form they complete is accurate and they must contact the school if there are relevant changes to their application after it has been submitted.

Places may be withdrawn if false information is entered on the application form. Parents who do not provide evidence of their child's address as requested, or provide conflicting or inconclusive information, may have the place withdrawn, even if it has already been accepted. Where parents live separately, the address used should be the one that their child usually lives at and attends school from. If a child lives equally with both parents at different addresses, parents may be asked to provide acceptable proof that this is the case and should make clear which address should be used for the purposes of this application.

### Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with foster carers as a result of

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<sup>7</sup> [REDACTED]

being looked after by a local authority. Priority under the sibling criterion will only be given to children who will have a sibling at the school at the time of admission.

### Medical

Very few children are offered places under this criterion. Medical priority is usually given to children who have an exceptional illness or disability, which means that one school is more appropriate than another. Parents applying under this criteria must:

- State which school you are asking for the child to be considered on medical grounds
- Explain how the school concerned can meet the child's needs better than any other school
- Ensure that a suitable professional, for example a consultant, supports your request. This information must be provided with your application. In the case of Camden community schools your request will be considered by a panel of senior local authority staff. Further advice may be sought at the discretion of the Children Schools and Families Directorate.

It is not usually possible to give a child priority on medical grounds after allocations have been made if medical information was not submitted at the time of application.

Many children have some medical or special needs when they start school. The majority will not need to be given any additional priority of admission.

### Twins and triplets

Where applications are received from twins, triplets or same-year siblings the following procedures of normal oversubscription criteria will be applied. In the event that it is not possible to offer places to all children of multiple births an additional place(s) would be allocated to the other sibling(s).

### Reserve lists

We will maintain a reserve list each year until 1<sup>st</sup> September. Places will be offered to children at the top of the reserve list as vacancies arise and the list will be ordered according to the oversubscription criteria so the arrival of a new applicant into the area could cause a child's name to move down the list.

### Late applications

If a school is fully subscribed, late applicants will be placed on the waiting list according to the relevant criteria.



Children who are the subject of a direction by the local authority to admit or who are allocated to a school in accordance with an In-Year Fair Access Protocol will take precedence over those on a waiting list.

We intend to follow Camden's Protocol for Exclusions (Managed Transfers and Reintegration), including their appeals process.

#### Key dates for Camden's primary admissions process

The table below is indicative and taken from the information on primary admissions for parents in Camden. We will manage our own admissions in year one and expect to follow the same timescale as Camden does for its own admissions. We will take advice from London Borough of Camden's Admissions department and DfE on how best to run these processes alongside one another.

Timetable for the Determination of Applications to Primary (Reception Class)  
School: 2013/2014

Sunday 13 January 2013	Statutory deadline for receipt of applications
Monday 18 - Friday 28 Feb 2013	Checking of application data
Thursday 21 March – Thurs 11 April 2013	Checking of offer data
Wednesday 17 April 2013	Offer letters posted first class
Wednesday 1 May 2012	Deadline for receipt of acceptances

#### Admissions Appeals

CfBT Schools Trust (CST) will look to buy into the Camden Independent Appeals Panel Service to manage any admissions appeals lodged against Abacus Belsize Free School with regard to admissions.

D6: Describe how your approach to behaviour management, pupil well-being and attendance will improve pupil outcomes.

- Set out detailed strategies for promoting good behaviour and attendance
- Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying
- Describe how these strategies are informed by your education vision and linked to raising standards and educational outcomes.

## Pupil Wellbeing and Pastoral Care

### • Behaviour and Attendance

Our principles

Our vision is to instil a strong culture of respect, for individuals (self), others, property and the environment, which will govern how all members of the school community act both in class and around the school. We will ensure that on joining the school and throughout all children, parents and staff adhere to our ROPES Code of Conduct (see below).

We are determined to develop social as well as academic young people and to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately, before any negative practices are allowed to become embedded in the life of the school.

Our approach to behaviour for learning is based on four key principles:

- **Zero tolerance:** All misdemeanours whether minor or not will be followed by a consequence each and every time. Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning
- **High expectations of work and behaviour:** The school will adopt a strong but fair approach to discipline and zero tolerance of bullying and any discriminatory behaviour. Through both the taught and informal curriculum the school will actively promote tolerance and respect of diversity; it will also seek to develop self-esteem in children through circle time and class activities
- A clear policy on **rewards and sanctions:** We believe there should be an even balance between rewards and sanctions
- **Motivating children** by showing interest in them and respect for them, giving them security and nurture through belonging to a House, and by delivering an engaging curriculum through well-paced lessons, using stimulating activities which encourage attendance as well as stating our high expectations at the beginning of every lesson.

These principles will be underpinned by a set of key processes and documents.

### 1. ROPES Code of conduct for the classroom and the school

In the first instance every classroom will display the ROPES code of conduct. This will ensure consistency for children, parents/carers and staff. The ROPES will be referred to when misbehaviour occurs.

Rules will be positively framed and focus primarily on the routines of learning as well as other areas of respect such as attendance, punctuality, equipment and smartness. Y1 –2 will display the traffic light behaviour system to monitor breaking of the Golden Rules. Everyday children will start on the green light and move from amber to red for unacceptable behaviour. The pupil can return to green if they correct their behaviour. Beyond Year 2 our teacher will devise an appropriate warning and sanction routine for the class and the school as a whole.

In addition the Principal will devise a code of conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as children's behaviour when they are out in the community.

This document will be clear and concise and will be displayed around the school. It will form a point of reference and reinforcement for all members of the school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns.

A draft of our ROPES code of conduct, encompassing our vision is set out in Section C.

Our ROPES code of conduct will be reinforced daily by all staff members. We will praise all positive behaviour and refrain from giving over-praise for behaviour that should be the norm. Peers and staff members can nominate children for merit certificates if they notice particularly good behaviour that goes 'above and beyond'; we will recognise and reward that achievement in Assembly.

### 2. Our code of conduct will be underpinned by the Pupil Promise.

Our Pupil Promise sets out a rights and responsibilities contract for pupils. It shows what pupils can expect from teachers, but it also sets out what we expect from them. (See Section C and Appendix C3/4 Pupil/Parent Promise and CfBT School Design).

### 3. 'Keep Safe' and 'Keepaneyeon' Procedures

Bullying will be taken very seriously and all instances dealt with promptly. Anti-bullying week will be recognised as it has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. We will have a 'Keepaneyeon' procedure and encourage children to report bullying and not to be a bystander. Issues will be discussed regularly during circle time and assembly where we will emphasise that we should be caring and respectful towards each other.

In the event of a parent, member of staff or child reporting an instance of suspected bullying, the following procedures will take place.

- The 'reporter' will fill in a 'Keep Safe' form with the class teacher
- The designated teacher will immediately investigate and report back within the specified time
- The alleged bully and her/his parent will be informed as soon as there is reason to suspect that the allegations are true
- The lunchtime supervisors are also made aware through the 'Keepaneyeon' form which reminds them to touch the 'bullied' and the 'bully' three times each lunchtime, asking if they are ok.

Further action will depend upon the circumstances.

#### 4. Rewards

The school rewards system is designed to maintain appropriate behaviour and motivation both in the classroom and around the school. It is designed to recognise following the ROPES and when children go 'above and beyond' normal expectations.

The following Rewards may be appropriate:

- Verbal congratulations
- Positive comments on work
- Positive comments in the home/school diary
- Children' works displayed around school
- Merit certificates
- Recognition in an Assembly
- Individual children selected as peer pals
- Share work with another class/Principal
- Commendation award / Prize at End of Term assembly
- Letter/phone call/postcards to parents
- Awarding House points
- Golden Time where children can choose their activity (from a pre-selected group).

#### 5. Sanctions

Our school ethos is based on the assumption that all children will behave appropriately at all times. We will focus on recognising positive behaviours. However, should it become necessary to impose a sanction, the following may be appropriate.

The following sanctions may be appropriate:

- Moving from green to amber to red on traffic light system
- One-to-one discussion between pupil and teacher during the lesson or after the lesson, with referral to the deputy head if necessary
- A reminder of acceptable behaviour according to ROPES (the school code of conduct) and warning of the sanction that will follow if the behaviour continues
- The opportunity to put things right by saying sorry or through restorative justice techniques
- Payback through Principal's community service
- Individual behaviour plan with key targets that are reviewed regularly.

The imposition of a sanction should always be accompanied with guidance to enable a pupil to learn an appropriate behaviour. Sanctions should always be fair and consistent and without prejudice. All children will be told that they are forgiven and should start again making the right choices next time.

We believe that the difference between the success and failure of a behaviour policy is not its detail but the consistency with which it is enforced. The policy will therefore form a very central part of all staff induction and all teachers will be expected to display and follow it in their classrooms. Other staff and volunteers working around the school will also be expected to enforce the schools behaviour policy.

## 6. A structured approach to escalation and multi-agency working

For more serious issues that may not be adequately dealt with by the strategies above, we will have a clearly set-out process for escalation. All serious concerns (either ongoing or one-off) will be logged and graded on a three-point scale, with level one being the lowest level and level three the most serious. Agreed strategies for dealing with each level will be established, with level one incidents most likely being dealt with by the classroom teacher and level two and three incidents being escalated to the Deputy Head (if it occurs out of class) with recourse to the Principal (usually in partnership with parents) if necessary, and on occasion other agencies. This structure will provide staff and pupils with a consistent framework within which to work.

The Principal or Deputy will review plans for pupils who are logged in the levels system on a weekly basis to monitor progress and, where necessary, broker additional support. For example, where there is a case of persistent

lateness or non-attendance, the school may ask Educational Welfare Officers from Camden to conduct home visits, put in place remediation plans including a Pastoral Support Plan and (as a last resort) pursue legal options.

The school will also draw on other multi-agency support for students causing concern. This might include officers from the council that specialise in emotional well-being and parenting support, as well as education psychologist input. From time to time we may need support from health services too, such as CAMHS (child and mental health services) and local GPs, as well as third sector support organisations. In all cases we will work in an open and collaborative manner to secure the best package for our students.

The Principal/SENCo will be the named child protection officer. This role will be to work with the child protection governor to ensure all statutory obligations are met, child safety is prioritised, and referrals are made (where necessary) and all staff is appropriately trained. We have spoken to a NSPCC Education Manager who is keen to explore how they can work with us to ensure all staff has appropriate child protection training.

#### 7. Clear processes around exclusion

Abacus Belsize Free School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we see exclusion as a failure of our approach.

We intend to follow the law and guidance on exclusions just as maintained schools. This includes reporting our exclusions to the London Borough of Camden. A local authority officer may attend a meeting to discuss the exclusion at the request of a parent. We will arrange our own independent appeals panels (or review panels).

It is not our intention to diminish the rights of pupils at risk from exclusion, nor is it our intention to have a different policy from our neighbouring schools. A draft extract from our policy is set out below.

**Permanent Exclusions:** The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

**Fixed Term Exclusions:** Fixed term exclusions will be used only when other sanctions and strategies detailed with a Behaviour Support Plan have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence
2. Sustained bullying (in all its forms)
3. High-level disruption to learning

#### Procedures

In all cases the Principal will gather evidence from children as well as the opinions of staff and governors regarding the issue. If the decision is taken to exclude, the following will take place:

- The pupil will be excluded for a minimum of two days in the first instance
- Parents/carers will be notified immediately by telephone and asked to come and remove their child
- Parents/carers will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt e.g. an appeal
- Arrangements will be made for a teacher or a member of the appropriate support services to visit the home the following day to discuss the reasons for the exclusion with parents and the child and to take school work for the child to complete
- It may be that as a result of the exclusion there is a need to contact other agencies. If it is deemed that there are issues around safeguarding, appropriate referrals will be made
- The Chair of Governors will be notified at the time the exclusion is decided, as will the Local Authority
- The school will work with the parents and the child to ensure that an appropriate programme of support is put in place to deal with the issues around the pupil's behaviour on his/her return to school.

If the school wishes to progress to a permanent exclusion we will immediately contact the Local Authority to seek advice. We will arrange our own independent appeals panel.

#### 8. A robust approach to attendance

It is widely acknowledged that if children are not in school their chances of succeeding are drastically reduced. We will target poor attendance and lateness in a structured way, as detailed in an attendance policy that will be devised by the Principal. The Principal/Deputy will be responsible for monitoring attendance during both morning and afternoon sessions.

From Year 1 all teachers will train classes in a highly efficient way of calling and recording the register. This can then be used every morning and afternoon thus saving a large amount of time that might otherwise be wasted



and providing a clear and calm routine at the start and end of every school day. Using our data management systems, the Principal/Deputy will regularly review attendance figures for the children and put in place interventions. Persistent lateness or absence will be followed up with parents, possibly with a home visit and, where necessary, the school will take legal action through Education Welfare officers.

Both punctuality and attendance will form a major component of our code of conduct and we will use the same rewards and sanctions as those outlined above to ensure compliance. For example the class with best weekly attendance will look after the Abacus Attendance trophy for the following week and children may earn an individual merit certificate each week they have 100% attendance and punctuality.

Our Attendance Policy will be included in the school prospectus so that parents know we give attendance and punctuality a high priority. A provisional copy is attached at Appendix D4.

### Uniform

Our School uniform will play a valuable part in contributing to the ethos of our school whilst setting an appropriate tone and reflecting our practical learning approach.

We will use our school uniform to instil pride and belonging, making children from all backgrounds welcome and removing pressure to dress in a particular way. A uniform supports positive behaviour and discipline and encourages identity with, and support for, the school's ethos.

Our uniform is a visual reminder of personal discipline, independence, good order and the school's high standards and expectations. We believe that our uniform supports effective teaching and learning. Education should be a happy experience and our uniform reflects that. To support this, our staff will also be expected to abide by a professional dress code. Jeans of any type will not be permitted.

Parents will be able to buy uniform from the high street or via an online supplier such as [yourschooluniform.com](http://yourschooluniform.com) at a reasonable price and we will encourage gently worn items to be recycled through our second-hand shop.

Our uniform will be simple, practical and affordable to all prospective families. It may be as simple as a t-shirt and fleece with the school logo, worn with dark



trousers (not jeans) or skirt. Precise colours will be decided by prospective parents, children and school staff before the school opens.

We will also request parents provide sensible footwear and outerwear for our outdoor learning (e.g. Wellington boots and lightweight high visibility jacket) and indoor shoes.

### PE Kit

The kit is to be kept in a small drawstring bag. The kit will consist of:

- Shorts
- House-coloured T shirt (red, blue, green or yellow)
- Tracksuit for outdoor PE in cold weather
- Black plimsolls for indoor PE
- Trainers.

### Art Overalls

- Art overalls will be provided by the school. Parents wishing to buy a personal art overall may do so.

- D7:** Demonstrate your understanding of the local community and its needs, your plans for sharing facilities with other schools and the wider community.
- Demonstrate good understanding of the community your pupil intake will come from and show how the education plan reflects that while retaining high expectations for pupil achievement
  - Describe any plans you have for working with other local schools, educational establishments or the wider community
  - Set out how you will promote good community relations

## Understanding of the local community and planned partnership working

### Community engagement

The Belsize community has so much expertise within it, and we recognise it as a valuable resource for a small school. Staffing levels at Abacus Belsize Free School will be quite low so we aim to tap into the wealth of expertise in the community. Children will regularly work with the community and gain immensely from the experience and expertise that lies there e.g. the children will help with food-growing projects organised by Transition Belsize Group and we will organise a 'Belsize Bar Mitzvah' during which the children will help people in the community in various ways. For example our older children may visit the elderly in the local Marie Curie hospice to read or knit with them.

We recognise that community engagement and participation play an important role in preparing children for life in the modern world. Our curriculum will be relevant to the children and have a global perspective so there will be many opportunities to use our best resources – parents and the local community which is diverse.

The Council for Learning Outside the Classroom (CLOtC) believes 'that every young person (0-19yrs) should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances'. We aim to consult their resources when planning our lessons or trips particularly within Science and Art/Design and become an accredited CLOtC school.

The school would like to recruit expert volunteers from the community to help us in our Science/Art/Music topics. It will be the norm for teachers to enlist help way in advance of topics being taught. We have a rich pool of volunteers with expertise across the spectrum: writers, artists, musicians, linguists, health advisers to name but a few.

### Building relationships

We have considered our vision and ethos when thinking about whom we should build links with. We will have a dedicated Community Engagement Coordinator at the school, whose role will be to build positive and lasting links with the community. This post may initially be filled by a volunteer as may our Parent Support Adviser.

#### 'For the community'

Our two preferred sites, the [REDACTED] and the [REDACTED] are both currently used by community groups and, in sharing occupancy; we would be providing these community groups with a modest income. If, in time, either of these sites were made available to our school permanently, we would look to reciprocate by making the premises available to these or other community groups outside of school hours and at weekends.

For breakfast and after school clubs, we will explore collaboration with the Rosary School and the WAC Performing Arts and Media College (if we secure the [REDACTED]) or Holy Trinity, South Hampstead High and the Phoenix Schools (if we secure [REDACTED]). The nearby Winchester Project currently runs a successful after-school club. We will look to share our facilities with providers of drama, dance, music, art and sport and also use the community sports facilities either at [REDACTED] ([REDACTED]) or the [REDACTED] ([REDACTED]).

We will also aim to make our premises available to parents and carers, where there is sufficient demand, to assist with their own learning, e.g. to improve literacy and numeracy, and also to assist with essential life skills, such as budgeting and parenting skills.

We want our children to leave our school with a desire to make a positive contribution to their community. Therefore we will seek links with local charities to learn more about their work and also to provide the impetus to raise money for them.

Our aim is to build strong links with other local schools and we have had positive offers of support for our school from initial contact with St Paul's and Holy Trinity Primary schools. We have also established links with the UCS (private) through school and with the new UCL Academy Secondary School which will open in September 2012. Both schools have offered support by way of an outreach programme. This would provide mentors for our children from two local 6<sup>th</sup> forms and help with the transition from primary to secondary education.

We believe this difference in age will be highly motivating for the children and beneficial for gifted and talented youngsters who will enjoy the personal

attention of an older child role model. There will be reciprocal benefits for the teenager.

#### 'Global perspective'

Our curriculum will be largely taught from a global perspective. In order to promote the Equalities Act, we hope to build links with local, national and international Schools via the Global Gateway and the networks of CfBT. We have established a link with the Shi Jia Primary School in Beijing and the Hannah Memorial School in Darjeeling. The aim is to build cross-cultural understanding.

#### Partnerships with Parents and the Community

We consider that parents play a key role in our school. We will create a welcoming family atmosphere involving staff, parents, grandparents and members from the local community and businesses who will uphold and encourage the aims of the school. As a small school we believe we will be able to provide practical, emotional and physical care for different types of family. Parents, in particular, will be encouraged to bring learning into the school and to learn from the school, e.g. we will invite parents into the school to talk about their work, and aim to offer parenting and life skills courses as well as literacy and numeracy improvement courses if there is demand. We will have a Parent Support Adviser and Community Engagement Coordinator, who may be committed volunteers.

We will set up a Parents and Community Forum and encourage CRB checked parents and community members to volunteer their time to assist with reading activities, after-school clubs and with transportation on off-site outdoor learning and trips. We may encourage the parents to run a second hand clothes/uniform, books, and games shop which helps people on low incomes, and supports our ethos of environmental sustainability and inclusiveness.

We would like to provide The Parents and Community Forum with its own room where parents can make coffee/tea and come with their pre-school children. This will also encourage community volunteering and make the transition for the Reception/Foundation child to enter the school world easier. The parents/volunteers would be encouraged to be "hands on" by helping with jobs to assist the school, e.g. mixing paints, cutting up card, sharpening pencils. The list of jobs that needs doing will be on a rota in the room.

Our parent forum will include a fundraising committee, who will organise events for purposeful fundraising. We envisage a Christmas fair, a summer fair and other termly events such as a quiz night and international food

evening. We have conservatively estimated that such events will bring in approximately [REDACTED] per child per year. We know from other local schools that such events are popular with parents and can be a lucrative form of fundraising. We will encourage parents to investigate matched funding with their employers to maximise these extra funds. We will also approach local businesses, e.g. Budgens supermarket and the [REDACTED], for specific fundraising projects, such as the current Pennies for Plastic scheme to raise money for new ICT equipment.

#### **Pupil participation in running the school**

We will encourage children to participate in and seek their views on a range of issues to encourage them to take responsibility for themselves and others, and to express their needs and preferences confidently.

A School Council and giving children individual responsibilities (in the garden, in the classroom, to be a 'peer pal' for a younger child etc) can teach them solid life skills. We will ensure that all pupils, including those that need extra encouragement and those with special educational needs, are fully involved in these activities.

We will have a simple uniform, designed to foster pride in the school and promote good self-presentation skills important in future life. It will create a sense of belonging, which is particularly important for some families. Our uniform will be recognisable in the local community, and contribute to the sense of belonging for everyone in the area.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30		36	120%	30		27	90%
Year 1	30		46	153%	30		36	120%
Year 2	30				30		46	153%
Year 3	30							
Year 4	30							
Year 5	30							
Year 6	30							
Year 7	0							
Year 8	0							
Year 9	0							
Year 10	0							
Year 11	0							
Year 12	0							
Year 13	0							
Totals	210							

	2015			
	A	B	C	D
Reception	30	23		77%
Year 1	30	28		93%
Year 2	30	33		110%
Year 3	30	48		160%
Year 4	30			
Year 5	30			
Year 6	30			
Year 7	0			
Year 8	0			
Year 9	0			
Year 10	0			
Year 11	0			
Year 12	0			
Year 13	0			
Totals	210			

## Section E: Evidence of demand and marketing – part 2

### Introduction

Our vision is to provide real choice for parents in the Belsize community in northwest Camden to send their children to an excellent, local, secular primary school. This choice does not effectively exist in this area.

We will show the prima facie evidence for the demand that clearly exists and the cost this causes to parents and their families as well as to the education system in providing stop-gap measures to meet this, before outlining the results of our own campaign in developing parental demand.

**E1.** Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child. You must

- Provide information that clearly shows the number of parents that want to send their children to your particular school. You must ask parents who could realistically send their children to the school. You will need to have in mind your stated admissions policy, the age range on offer and where your site will be. Children must be of the relevant age to fill the year group on offer when your school opens and in its second year of operation.
- State the exact questions that you asked in the survey and provide a summary of responses. These questions should be specific to your school and its proposed curriculum and ethos.
- Provide a template of the survey form you asked parents to complete.
- Tell us how you have engaged directly with the community.
- If possible include a map showing where the parents who have pledged support live.

### Evidence of demand

#### Evidence of long-term excess demand in Belsize for primary places

The Belsize Ward does not have its own state primary school, despite having 88 children living in the ward applying for a reception school place within the state system in 2011 (67 in 2010, 97 in 2009). In the last round of admissions in April 2011, these 88 children were offered places at 18 different state primary schools spread over the borough. Ten of these schools were faith schools.

The four closest schools to the Belsize Ward are faith schools having a total of 147 places. These are so oversubscribed that they rarely admit children on distance rather than their faith criteria.



The next two closest schools are community schools, each with an intake of only 30 pupils, and also heavily oversubscribed, with catchment areas extending less than 0.16 miles (260m radius of the school). They only make offers to Belsize Ward children based on distance if they are siblings or meet SEN criteria (1 child out of the 88 in 2011).

Very strong evidence for the level of unmet demand in Belsize comes from the results of Camden's own process for managing first year primary placements. In Camden, parents can select up to six schools in order of preference. In April 2011:

- 28% of Belsize children (25 out of 88 applications) were allocated a primary school they did not choose. This is significantly higher than the Camden average of 5%
- None of the allocated places were in these children's local community (see below for further details)
- Despite Camden Council's policy of allocating children to "community schools" (i.e. non-denominational), 10 were allocated to a Catholic school despite at least some of them not being Catholic.

The 25 children that Camden who failed to obtain a place in one of their six chosen schools ended up as follows:

School	No. children	"Crow flies" distance*	Actual walking distance*
Brecknock School	7	1.8 miles	2.1 miles
Netley School	5	1.9 miles	2.2 miles
Our Lady's Roman Catholic School**	10	1.7 miles	2.2 miles

Notes:

\* from [REDACTED]

\*\* These 10 included some that did not meet the faith criteria.

The location of the relevant schools is shown below (proposed catchment area including Belsize Ward outlined in blue).



<p>Legend Green – non-faith community schools Red – faith schools Purple – schools to which the 18 children were allocated</p>
--

Camden accepts that there is a problem, however following meeting with elected members and officers of the Council in January 2012, BPPST recognise that the council does not have the resources to address this lack of provision in the current planning period. Furthermore, the Camden Education Commission Final Report (December 2011, Section 10) acknowledges parents' overwhelming concern that they should have access to a good local school for their children, and expressed concern about the notable number who do not feel that they have that access. This was expressly in reaction to submissions by parents in our ward. It characterised the Council's approach to placement planning for primary schools as "balancing the numbers [while giving] insufficient attention to the location of provision and parental concerns".

The following illustrates three consequences of this failure to meet the natural demand from the Belsize area.

- Parents have extended journeys to get their children to school.

Camden's criteria for an acceptable school is two miles as the crow flies; in practice this is usually about 20% further in terms of walking distance as shown in the table above.

The following recounts the actual experiences of our group last year in making these journeys:

*"We walked the route to Brecknock with a four year child and found it took one hour and 10 minutes (well beyond the DfE's recommendation of a 45 minute journey). It was not quicker by public transport during rush hour as it requires either two buses or two tubes (there is no direct link by public transport). The situation is unacceptable. We think it is unreasonable to expect parents and any younger siblings in a buggy to travel for four hours and 40 minutes per day to deliver and collect a young child from school."*

*"We are also aware of Belsize children who are driven to school, for example to New End School up at the top of Hampstead. Others take the tube to get to school. On 13 May, for example, one of our group (██████████) took her children on the Northern Line to get to New End School at the top of Hampstead. She met four other children from that reception class, three with younger siblings in tow. The walk from Belsize to New End School is almost a mile uphill, which is unrealistic on a regular basis for a four year old. But walking is clearly preferable to taking the Underground. We would prefer our children to be able to walk to school; this would reduce traffic on the roads and the strain on public transport during rush-hour."*

- [Religious designation](#)

We also think it unreasonable to expect parents who are not Catholic to send their children to a Catholic school, particularly one that "place[s] great emphasis on religious education as part of the curriculum." In fact, ten of the 18 schools Belsize children were allocated places at are faith schools, despite Belsize ward having more residents who stated no religion in the last census than any other London Borough. These figures are very strong evidence of lack of choice of a local community school for local children.

Our petition and the number of children we have already identified as potential pupils together show overwhelming demand for the school we wish to offer.

- [Value for money](#)

Temporary solutions adopted by the Council to deal with the crisis in school places in this area in the past 3 years have proved very expensive. Funding our school will represent much better value for money. For example in 2009 we (local residents) worked with Camden Council to set up a temporary school, the Courthope Education Centre, to provide reception class places. It lasted for one year and cost the Council some £250,000 (based on figures from an FOI request to Camden). However the avoidable cost did not cease when Courthope ceased operation after one year.

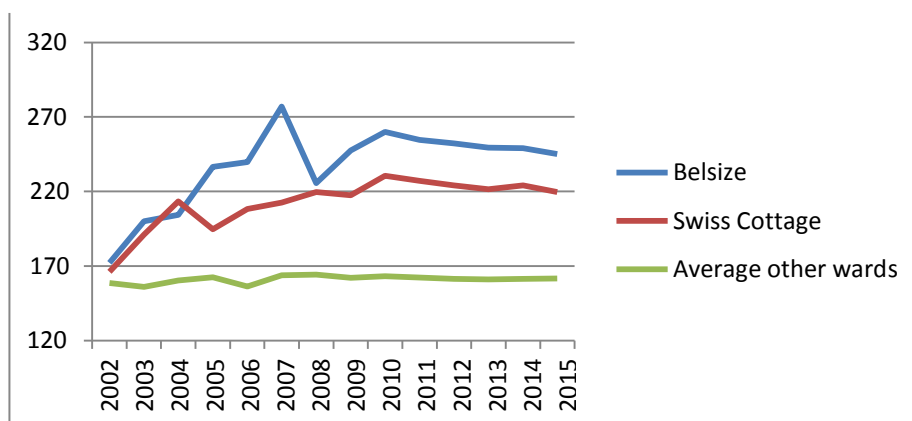
The children from that reception class were then dispersed to different schools, principally to a bulge class at Primrose Hill School which we understand is now causing difficulties because siblings of children in the bulge class have priority for spaces, resulting in fewer places for children living closer to the school. According to figures from the Council, the bulge class at Primrose Hill cost approximately [REDACTED], plus the cost of the additional works of [REDACTED], so the total project cost is [REDACTED].

The lessons from this are:

- The costs of not meeting local demand may be hidden but are substantial
- Bulge classes have negative consequences for children; both for those in the bulge class and those in the main school who lose their play area or cannot subsequently get into their local school themselves.

Finally, as already pointed out in Section C, the birth rates in Belsize Ward are the highest in the whole of the borough (45% above the borough average in year to mid 2009, the latest available data), and the neighbouring Swiss Cottage ward which will form part of our catchment area has the second highest (28% above average).

Births by ward – actuals to mid-year 2009



Note: spread of projections for other wards typically 140 – 200 excl King's Cross (100) and Bloomsbury (45) and St Pancras post 2014 >240. Data from Camden Council's primary school place planning report for 2011 appendix F table 7.

Taken together this provides powerful evidence for the strong underlying demand that exists in Belsize.

1. The high birth-rate vis-à-vis the rest of Camden
2. The exceptional numbers of children (28%) not being given any one of the six preferences regarding primary school places
3. The numbers of children actually having to make arduous journeys right across the borough to schools two miles distant for which there is no direct means of public transport
4. The avoidable costs of coping with bulge classes

5. None of this takes into account the numbers of parents who either then are forced to move to within the catchment of a school in e.g. Hampstead, or are forced into one of the many private schools that exist in or near Belsize. No data exists for this "leakage", but Camden relies upon it as part of the process of managing the numbers.

Our school would teach 210; 30 local children per year who would not need to travel to schools on the other side of Camden. This represents a considerable saving of money for parents (although children travel for free, the accompanying parent must pay on public transport) and time that could be used more productively. This wasted time and money is a net loss to the community.

### **General Demand Statistics**

The BPPST campaign started in 2010/11, and continued through to 2011/12 and the data generally refers to the period since early 2011.

This shows that there is strong local support for this school. Since February 2011, our campaign has gathered more than a 1000 signatures on the school petition that says "We, the undersigned, support the application for a Free School in Belsize Park to address the ongoing lack of non-religious primary school places for local children" (signatures available on request).

A further 61 supporters have signed the petition since the beginning of this academic year, and 60 new parents have filled out a new pupil survey for their 51 children (ref next section).

### **Parental demand**

Since February 2011, we have surveyed local parents, and have a list of 174 (63 would encompass reception 2013 and 2014) children of the relevant age who live in the local area whose parents would consider sending them to the proposed Abacus Belsize Free School.



Legend:  
Map depicting new pupils Reception  
2013 in catchment blue Reception 2013  
out of catchment red Reception 2014 in  
catchment green Reception 2014 out of  
catchment yellow.

Currently, Abacus Belsize Free School have:

- 36 potential pupils registered for our reception class of 2013 (120% of planned intake). Our list includes 28 children who live within our proposed catchment area – see section D5 for more details) and 8 who live just beyond it
- 27 potential pupils registered for the 2014 Reception class (90% of planned intake) (20 in the catchment area and 7 just beyond)
- 24 pupils registered for our 2015 Reception class (80% of planned intake) (20 in the catchment area and 4 just beyond) and
- 46 pupils registered for a Yr 1 place in 2013 (34 in the catchment area and 12 just beyond) if we decided to open with a Yr 1 class as well as a Reception class (more information below).

Over the next stage of the campaign, given the actual responses that we now have plus the strong pent up demand that we have demonstrated above, we are confident that the level of interest in, and request for places at the school will increase, so we will have no issue in filling the school in any year. For example, last year in the time between submitting our free school application (26 May 2011) and attending our DfE interview (August 2011) our numbers of registered pupils had increased by over 50% from 30 to 46 for a reception class in 2012/13.

In addition, we potentially have up to 46 pupils who had earlier expressed interest plus the 28 children from Belsize who were allocated a place for Reception in 2011 in schools that their parents did not choose who could prefer to join a Year 1 class in 2013.

### Sample Survey

The following is a copy of the survey questionnaire used:

<p>If you would consider selecting Belsize Park Primary School as your first choice school for your child(ren), please take a moment to complete our survey.</p>
<p>School Vision: We want to provide real choice for parents in the Belsize community to send their children to an excellent local secular primary school. We are excited to have partnered up with <b>CfBT Schools Trust</b>, who opened one of the first free schools in Reading in September 2011. Our curriculum will be broad, balanced, rich and ambitious, with a core of English and Maths. It will be delivered in practical, interactive and multi-sensory lessons to enable children of all learning types and abilities to reach their maximum potential.</p>
<p>Q.1 Please enter one parent's email? (e.g. john@example.com)</p>
<p>Q.2 Please enter first parent's name. Title First Name Last Name</p>
<p>Q.3 Please enter second parent's name. *If there is a different surname, please indicate second parent's name so we can avoid double counting students. Title First Name Last Name</p>
<p>Q.4 Have you ever applied to a state school? When? Did you receive one of your preferred schools? (If not, please tell us which one you were given). Please elaborate</p>
<p>Q.5 Please enter the month and year of birth for each potential pupil.</p>
<p>Q.6 Please list any languages you speak at home.</p>
<p>Q.7 Would you be able to volunteer for our campaign or for the school? In what capacity?</p>

Q.8

Please provide your street address.

Q.9

Please provide your postal code.

The rationale behind our survey questions and some of the key findings are below:

- The parent's name, address - to check the catchment, and email - for future contacts
- The child's month and year of birth - to allocate to the correct class
- Whether they had applied to a state school and if so, whether they had received a school they had requested - to assess the extent of the problem of pupils not getting places at their preferred schools
- The languages they speak at home - to help assess the cultural mix of potential pupils
- Whether they would like to volunteer in the school - to assess the amount of active support we might expect from parents.

#### Languages spoken at home.

We found that our families are diverse and multilingual. Of those families that answered the question about languages, 58 said they spoke English, 36 spoke English plus one more language: French five, German six, Italian five, Polish three, Greek two, Vietnamese one, Russian four, Turkish one, Norwegian one, Hebrew three, Portuguese one, Mandarin one, Spanish one, Hindi one, Finnish one.

#### Volunteering at the school

34 families said that they would be able to volunteer at our school. They have offered to help with teaching and after-school clubs, with IT, PR, graphics and design, financial assistance to name some skills. We believe this will keep our parents engaged too as they become very involved in our school.



**E2.** Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. You must:

- Demonstrate you have made or plan to make the school attractive to pupils of different backgrounds and abilities. This should include pupils from deprived or disadvantaged families;
- Tell us if you are planning to use the school as a resource for the wider community (e.g. hiring out premises) and, if so, how this will be managed;
- Include any discussions you have had with the local authority about pupil admissions or any details you have gathered about the need for more places in the area.

## Engaging the community

### Steps taken to engage the community

In the past year BPPST have done the following:

- Held two public meetings, on 8 and 10 April 2011, consulting directly with parents
- Held a community Easter Egg hunt on 24 April 2011 and visited several baby music classes to discuss the school proposal with parents
- Spoken to audiences before parent-baby screenings at the Everyman cinema in Belsize Park
- Produced and carried bags with our school campaign on them
- Set up a Facebook page for the school. We have received many helpful suggestions from the 172 parents on our mailing list and 88 Facebook members
- Used the popular Euphorium bakery and coffee shop as an informal meeting place to recruit new members and listen to suggestions. We also campaign in other coffee shops etc. in the area to catch mothers with children coming up to school age shortly
- The local Budgens Supermarket has been especially supportive and allowed us to post notices as well as contributing to our necessary operating costs
- Used the hoardings near the Royal Free Hospital very imaginatively to carry posters informing the wider public of our campaign. These were regularly updated at least twice a month.
- Created a campaign website
- Lead an active school PR campaign. Since February 2011, there have been 30 articles and letters where our proposed school was mentioned, including the Evening Standard, The Guardian and BBC websites, Camden New Journal and the Ham and High. Articles have covered topics ranging from discussions about Free Schools, the shortage of places in our ward, our campaign and the buildings we had chosen for our school site in our previous application. At present we have chosen to deliberately reduce the media campaign pending the outcome of this application. Should it be successful, we will rapidly ramp it up again.

More information can be found in our communication and engagement strategy appendix E1.

## Our ongoing Marketing Strategy

We understand how important it is to keep parents engaged prior to starting the school, and we will make parents aware through a poster campaign, mailing list, fliers, etc. We will particularly use our Facebook and Website sites ( [REDACTED] ) and events such as a Diamond Jubilee street party / Transition Belsize Events / General Meeting following results of 2012/13 admissions, social gathering of new pupils and viewing of uniforms to maintain their interest in, and commitment to, the school.

A vital aspect is to build upon the close relationships that we formed with the two local papers to ramp up public awareness very rapidly.

Camden Council has agreed to let us participate in its admissions process and to include our school in their centralised admissions process for 2014 onwards, which will also bring it to the attention of all local families (see letter in Appendix C2 ).

We use web-based software called Campaign Monitor which allows visitors to our website to opt in to receive updates about our school and/or sign our petition. We only contact them if they have requested updates and provide them with the ability to unsubscribe from our update mailings with a single click. We also use Polldaddy.com survey software where potential parents can fill out a short questionnaire if they consider selecting Abacus Belsize Free School as their first choice school for their child(ren). Both websites have very good reputations and data security is very important to their strong reputation. We handle this information carefully and in accordance with the Data Protection Act 1998.

During the month of January we received 11,506 hits with an average daily hit rate of 371.6. This rate was achieved without any formal advertisement in papers during the month of January.

### **Engaging more disadvantaged members of the local community**

There are more than 1,000 social housing units in our catchment area, including some family hostels as shown on the following map. We believe that to create the first Free School in Belsize, it is absolutely incumbent upon us keen to attract all local children to our school, whatever their background.

We expect a substantial number of the pupils to be on Free School Meals because the six closest primary schools closest to our site have an average of 30% of their children on FSM. Further, we have been informed that a substantial number of the children who attended the Courthope Education Centre (see above) were from social housing.



<p>Legend: Tall Red Towers have at least 100 flats Blue blocks are above 25 flats Yellow houses have 1-25 flats</p>
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From our address list we can identify that at least 10 of our registered families live in social housing (out of 122 families in total).

We have developed links with WAC, a performing arts and media charity that provides classes that are affordable to disadvantaged children (many of whom fall within our catchment area) and the Winchester Project, a charity which provides services (including after-school club) for disadvantaged children in Camden from cradle to career. We will work with both charities to make sure all those they serve are aware of and welcomed in our school (in accordance with our admissions policy). We will work with the WAC and Winchester Group and Camden to make sure we reach them more effectively. As a concrete example, we have already invited the WAC director to sit on our board in a personal capacity.

The option of an extended school day may be particularly attractive to the families of children disadvantaged by having working single parents and families where both parents work outside the home. One of our priorities will be to keep down the cost of the uniform and school lunch. Although the compulsory school day will finish at 3.30pm, children will be encouraged to stay on Mondays to Thursdays until 4.30pm for after-school activities and booster classes. Once the school is full, and if sufficient demand exists, we will operate a breakfast and after-school club, providing wrap-around childcare between 8am and 6pm to support working parents. Although a charge will be made for this service, this will be kept at a minimum to ensure it is accessible to all. Where sufficient demand exists we will offer parents literacy and numeracy improvement courses as well as essential life-skills training .

## Consultation

We are aware of our duty to consult publicly under the Academies Act 2010. One of our supporters (and former board member), [REDACTED] regularly advises on statutory consultations in central government as a Government Legal Service lawyer and has offered to run this process.

We will put our consultation paper on our website and Facebook page and send out a notice of it and link to it by email to our list of 206 people who have requested updates on our application. This includes the 122 families/parents who are interested in a place for their children and a Liberal Democrat Councillor for Belsize Ward who has his own mailing list of 600 to whom he sends updates that include mention of our proposed school.

We will also send it to the people and organisations listed in the attached communications and engagement strategy and put a notice in the local papers (the Ham and High and the Camden New Journal). We will consider all responses and keep an open mind to changing elements of our proposal if facts emerge that suggest it could be improved.

## Specific Consultations

To date we have already consulted informally with the following groups:

- **Community groups:** Transition Belsize and local baby singing groups
- **Local nurseries:** teachers and parents at the Nitzanim Synagogue Nursery, Oliver's Montessori Nursery, Spring Health Crèche, drop in groups at community centres
- **Local primary schools:** we are in correspondence with local state schools, and have written to a further four state and five independent schools
- **Local secondary schools:** we have met with [REDACTED], [REDACTED] and who leads the new UCL Academy and [REDACTED], [REDACTED], an independent secondary school
- **Local politicians:** we have met our local MP Glenda Jackson and many Camden Councillors to discuss this proposal. In 2009 we lobbied the Council and the DFES for a primary school and were successful in getting funding for the temporary school at Courthope
- **Local residents associations:** we are in correspondence with the Belsize Resident's Association (article appeared in June newsletter) and will update the Netherhall Fitzjohn Association should our application be accepted
- **Local media:** we have had articles and letters published regularly in the local media, the Ham and High and the Camden New Journal to advertise our campaign and to raise awareness about the problem of an absence of non-religious school places in our area (copies attached in Appendix E1).

- Our campaign has also appeared on BBC radio (on 5 April 2011) and television. We have contacts at these organisations to further publicise our school if it is approved. See Appendix E1.

### **Consultation with the Local Authority – Camden**

Consultation with Camden Council actually predates the Free School programme. In 2009 BPPST, and those who have earlier been involved in our campaign, had a public meeting with Camden councillors and officers and prospective parliamentary candidates. This led to the Courthope Education Centre being used as a temporary bulge class for one year. One member of our group was invited to participate in a liaison process regarding educational place planning. Since then we have also been in correspondence with the Council and in May 2011 met [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) to discuss the admissions process, the catchment area and the use of proposed sites.

Most recently, on January 13<sup>th</sup> 2012, BPPST met with the [REDACTED], [REDACTED], Cllr Theo Blackwell ([REDACTED]) and [REDACTED] ([REDACTED]).

Camden accepts that there is a shortage of reception places in the area, but is currently reviewing whether to open a new primary school in [REDACTED]. This is west of Finchley Road, on the border of Kilburn and would be part of a regeneration development including housing. It is over 1.3 miles from the middle of Belsize and unlikely to address the needs of our community. It is unlikely to be operational until 2016 even if Camden decides to proceed. (Their argument for having to put their scarce resource to build in this is that here they are unable even to find sufficient places to allocate to children and are in breach of their statutory duty).

Camden has also provided us with details of potentially available council owned property.

### **Sites and proposed shared usage**

At this stage we expect it likely that we would use an interim site initially to run the school. (See Section H for more details). Several of these sites potentially identified for our school are already shared by community organisations. We have contacted them and discussed that participating in the existing activities they offer i.e. dance, drama and music classes at the [REDACTED] could enrich our children's learning experience.

Of the permanent sites identified, several of these are eminently suitable for shared community use, and that would form an element of our bid.

## Section F: Capacity and capability

### Introduction

This proposal is made by CfBT SchoolsTrust (CST) in partnership with the Belsize Park Primary School Trust (BPPST) Group.

Our partnership brings together expertise and experience in school effectiveness (CST) and a deep understanding of the needs of the Belsize community and commitment to put in place a school that meets those needs (BPPST).

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE (Appendix A1). CfBT Schools Trust is currently (1 February 2012) the sponsor of Oxford Spires Academy, Mount Street Academy, Stamford Queen Eleanor School, Danum Academy, The Deepings School, Ely College, and All Saints Junior School.

The Abacus Belsize Free School would become a member of the CfBT Schools Trust and would be supported within that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,000 staff worldwide, all of whom are involved in different programmes supporting and developing of educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 pupils. CfBT inspect all the schools in the North of England on behalf of Ofsted. CfBT Education Trust has a particular interest in supporting vulnerable young people and our subsidiary charity, include, provides education for over 1,200 excluded children. We also deliver education to young people in Young Offenders Institutions.

In Lincolnshire, CfBT Education Trust have been heavily involved in the setting up of eight new academies, four of which are operational. These include the Priors Academy which is one of the highest performing Academies in the country. CfBT is the preferred supplier of educational services for the Oxford Diocese Board of Education and through this established relationship is working to provide education services to all 280 schools.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997-2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the new secondary curriculum and on learning outside the classroom.



CfBT Education Trust operates internationally, working with clients including the World Bank, and the European Union as well as the governments of Jamaica, Oman, Singapore and Australia. In Kenya we recently completed a national programme of health education training for every primary school. In Dubai and Bahrain we work with the government to review school quality.

The Belsize Park Primary School Trust (BPPST) Group was set up by local parents and community members concerned by the lack of parental choice of secular primary school places in the area, to provide a forum for them to voice their concerns and develop a proposal to address the issue. Members of the BPPST group have been campaigning for a new primary school in Belsize since 2009. This application is a re-submission of an application to open a free school submitted in 2011.

The BPPST Group now comprises five committed members who are passionate about the education of local children and determined to ensure that proper provision is made for local secular primary education in the Belsize area of Camden.

The BPPST Group brings a wealth of experience to the Abacus Belsize Free School team. Not only has it been instrumental in preparing the Free School Application, but will be significantly involved in the school's implementation and future management. Involvement will include regular meetings during implementation such as Steering Group/Project Board meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and P.T.A. once the school is open.

All members of the BPPST Group are prepared to commit a considerable amount of their personal time to ensure the successful opening and running of the school. There have also been many offers of assistance from interested parents who wish to assist with the practical work but do not want to be involved in a managerial capacity.

Two members of the BPPST Group will be elected to represent the wider group initially on the project Steering/Project Group and then the school Governor Body. Other members of the group may stand as parent governors and will be elected via a ballot as soon as the school opens. We hope that other members of the BPPST Group team will volunteer to participate in the planned Parent Forum or join the school P.T.A.

By continuing this close working relationship and engagement of BPPST Group members in all stages of the decision making process both pre and post opening, the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

Members of BPPST Group have been campaigning for a new primary school in Camden since 2009 and have taken the lead at local level on: premises; marketing; and stakeholder engagement including talking to the local authority (Camden) and engaging with the Camden Education Commission, whose final report in December 2011 takes on board submissions made by BPPST with regard to place planning and provision. (See Section C1 for more details).

As mentioned above, BPPST Group applied to DfE in 2011 to set up a free school. They were encouraged to reach interview stage and following feedback from DfE are resubmitting this application in partnership with CfBT Schools Trust. CfBT bring expertise in delivery of educational provision and research. As a result of this partnership the educational vision and plans in Sections C and D have been significantly strengthened.

Our partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section C. We will draw upon the educational leadership of CfBT Education Trust, as well as specialist skills and community support provided by BPPST Group members (as identified in the tables later in this section and in Appendix F1). We will create a interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

We recognise that educational expertise alone is not enough for the successful start-up of a new Free School. We also intend to call upon the capacity of CfBT Education Trust as required in other key disciplines including:

- Organisational development and human resources
- Communications, stakeholder management and press/public relations
- Project management
- Facilities, property development and building work
- ICT
- Finance, legal services and procurement.

Any engagement of the Education Trust in the Schools Trust activity will be governed by the terms of the tripartite agreement signed with the DfE in 2010.

We also understand there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in our application, we believe we have the expertise and capacity to undertake this work in time for a school start date of September 2013.



F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision You must:

- show that you have identified the resources, people and skills that you will need to set up and operate a school;
- confirm time commitments to the project from relevant individuals; and set out clear and detailed plans for identifying and securing any necessary educational expertise currently missing from your group.

**Abacus Belsize Free School team educational expertise, experience and capacity**


**CfBT educational expertise, experience and capacity**

The CfBT Schools Trust will draw upon the expertise of the Education Trust’s education and consultancy teams as required to ensure the successful implementation of the CfBT School Design during both the school’s pre and post opening stages. In particular the following staff may provide educational advice to the Belsize programme. Further details on each individual’s specialism and background can be found in Appendix F1.

██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

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

These consultants/members of staff will undertake work as required both during the set up of the school and once opened, on a not for profit basis, as per the Tripartite Agreement.

Pen profiles for all staff can be found in Appendix F1.

**Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the BPPST Group we believe we have the educational expertise required to set up and deliver the proposed Free School.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget. You must:

show that you have identified the resources, people and skills that you will need to set up arrangements for and undertake the financial management of a school; confirm time commitments to the project from relevant individuals; and set out clear and detailed plans for identifying and securing any necessary financial expertise, including an understanding of school budgets, currently missing from your group.

### **Belsize Park Primary Schools Trust Group financial expertise**

██████████

### **CfBT financial expertise**

The CfBT Schools Trust's ██████████ will have overall responsibility for all financial aspects of Free School operations. She will therefore work with the CfBT Free School team and the BPPST Group to ensure an achievable and sustainable budget is set for Belsize School. She will ensure that there is an effective finance transition process between herself and the Principal and school Bursar/Business Manager, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated.

The school Bursar/Business Manager will also be supported by ██████████, our ██████████. She will work with the Bursar/Business Manager to set up finances systems and reporting via the Trust's financial system PS Financials.

Financial support to the Schools Trust and the Abacus Belsize Free School will also be provided by ██████████,

We have budgeted for the appointment of a school Bursar/Business Manager at the school one day per week from year one who will have responsibility for managing the school budget on a day to day basis and supporting the Principal to monitor and manage the school's finances. The School's Trust Head of Finance (██████████) will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board. Given the small size of the school and relative the complexity of the YPLA reporting requirements for Academies/Free Schools we may look to delegate the school Business Manager responsibility to one of our more experienced Business Managers based in one of the Schools Trust's secondary schools, who will undertake the required budgetary management work on behalf of the school, in partnership with the Principal, or appoint one Business Manager to work across a number of local CST primaries. We believe either option would provide both the schools and the Trust with financial and operational efficiencies.

Through its Governor recruitment process CfBT will ensure that at least one of the appointed Governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Principal or escalated to the School's Governing Body or Schools Trust Board as appropriate.

Pen profile for these individuals can be found in Appendix F1.

### **Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the BPPST Group we believe that we have the financial expertise required to set up the proposed Free School. We will be looking to appoint a Business Manager/Bursar to take on responsibility for the school finances during the spring of 2013 to allow them sufficient time to familiarise themselves with the school finances and put in all the necessary systems and processes for the school to open in September 2013. We would also look to be recruiting our Governing team early in the summer term, and as part of this process will ensure at least one Governor has a strong financial background. ██████████ would be an ideal candidate for this role.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school. You must:

- provide details of your group, including the members of the company, and their particular areas of experience and expertise; show that your group has identified other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management;
- set out clear time commitments to the project from the relevant individuals; explain how work on this school will be balanced against the development of others if your group is seeking to establish more than one school; and
- set out clear and detailed plans for identifying and securing any necessary expertise currently missing from your group.

**CfBT Schools Trust Trustees.**

The CfBT Schools Trust operates as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with its Tripartite Agreement. The Chairman of the Board of Trustees of the Schools Trust will have authority to manage the Schools Trust within a framework agreed by the Board.

There are currently five CfBT Schools Trust Trustees: [REDACTED]; [REDACTED]; [REDACTED]; and [REDACTED].

[REDACTED]  
[REDACTED]





### Other CfBT expertise

In addition to CfBT Education Trust's Education, Financial and Consultancy Teams, as detailed in sections F1/2, the Trust has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the Reading Free School, Oakbank and Enfield Heights Academy projects, we will create an interdisciplinary team (comprising project managers, property advisors, communications advisors, education specialists, HR consultants and legal advisors) to drive forward a comprehensive approach and plan for Abacus Belsize Free School as it is set up, recognising that the journey to achieving the vision begins at the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

Educational Project Management expertise	
	





[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
<b>Other Specialist Adviser</b>	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

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

**Other Belsize Park Group expertise and time commitment**

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

██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

**Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the BPPST Group we believe that we have almost all of the expertise required to set up and deliver the proposed. Free However, based on our Reading Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted. Once the preferred site option for the school has been agreed with PfS we will determine whether or not this additional resource is required and procure it accordingly.

We will also need to procure/deploy some external legal expertise with regard to the completion of the school's Funding Agreement.

### **Balancing the needs of this project with others CfBT is involved in**

As CfBT Schools Trusts (CST) has expanded its portfolio of schools it has also expanded its team of educational, financial and project management specialists. As mentioned in F2 above we have recently appointed a dedicated [REDACTED], [REDACTED], we well as taking on a new [REDACTED] – [REDACTED]. We also plan to recruit a new HR Business Partner to the CST and a new Director of Finance. All these posts will increase CST's capacity to manage the set up and operation of the CST's Free Schools and Academies. As the input required from each these specialist is relatively small for an individual school we are confident that, with good planning and scheduling, they can work across a number of projects simultaneously. The Free School [REDACTED], [REDACTED], in her role as [REDACTED] for all free school projects, will ensure the appropriate levels of resources are made available from these specialists to each school. As with previous free school projects we will appoint a dedicated Project Manager/Assistant Project Manager to each of the projects to ensure they can focus on their allocated school and ensure the smooth progression of their project. In addition to [REDACTED] and [REDACTED] who we have used on previous projects we have a number of other project managers who could take on new projects as required.

F4: Show how your staffing structure will deliver the planned curriculum.

You must:

- set out plans showing an appropriate and phased build up of staff (where the school is increasing in size over time) in line with planned pupil numbers and financial resources; describe the final staffing structure and show how it is sufficient, affordable and appropriate to deliver the education vision and plan;
- set out the structure of the senior leadership team, heads of department and any support staff, as well as a clear description of their roles and responsibilities;
- reflect both the arrangements for the first term and year, and for the longer term as the school builds to full capacity, with clear delineation of roles and responsibilities; and ensure the information.

### How the staffing structure will deliver the planned curriculum

#### Our approach to staffing

Most importantly the Abacus Belsize Free School is looking to employ a Headteacher/Principal and staff who share our vision for the school and who have the experience and motivation to achieve it.

There are a number of reasons why we believe we will be able to attract and train and then retain the best teachers:

- Advantages of working in a small school
- A real commitment to staff development and CPD
- The opportunity to be part of CfBT's global teaching and research community
- A commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support
- A Principal and Governing Body that can and does identify and reward excellence
- Our no surprises approach to data monitoring and trusting teachers.

In order for the vision to be achieved we need all staff to buy into it. We want our children to become lifelong learners but realise that this would be an unrealistic expectation unless we help our teachers to carry on learning as well. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CPD). Without such staff development measures in place teaching can be very isolating – so we will provide support and time for teachers to work together.

Belsize Primary School's approach to staffing is to employ qualified teachers whenever possible, not disallowing the possibility of taking on demonstrably highly talented teachers from the independent sector who may lack QTS, or employing specialist coaches/tutors to deliver curriculum areas including music, PE and Mandarin.

### Plan for phased build up of staff in line with planned pupil numbers and financial resources

Abacus Belsize Free School will be opening in 2013 with one Reception class and growing year on year until the school is full with seven year groups (F-Yr6) in 2019.

The following table shows our indicative planned staffing.

<b>Year of operation</b>	<b>Teaching staff</b>	<b>Support Staff*</b>
Year 1 (opening year 2013) R/F class only (max 30 pupils)	<ul style="list-style-type: none"> <li>Principal (covers SENCo role)</li> <li>Reception teacher</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse</li> <li>Principal PA/ Receptionist</li> <li>Lunchtime supervisor (paid on an hourly basis)</li> <li>0.2 Business Manager</li> <li>Up to 4 hours per week specialist coaches/tutors (covering Music, &amp; Mandarin paid on an hourly rate) 0.1FTE</li> <li>0.2 ICT Manager</li> </ul>
Year 2 (2014) R/F class plus Yr1 class (max 60 pupils)	<ul style="list-style-type: none"> <li>Principal (covers SENCo role)</li> <li>Reception teacher</li> <li>Head of EY/ KS1 - Year 1 teacher</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Nurse</li> <li>1 Higher Level Teaching Assistant</li> <li>Principal PA/Receptionist</li> <li>Lunchtime supervisor (paid on an hourly basis)</li> <li>0.2 Business Manager</li> <li>Up to 8 hours per week specialist coaches/tutors (covering Music &amp;, Mandarin paid on an hourly rate) 0.2 FTE</li> <li>0.2 Site Manager</li> <li>0.2 ICT Manager</li> </ul>
Year 3 (2015) R/F class, Yr 1 & Yr 2 classes (max 90 pupils)	<ul style="list-style-type: none"> <li>Principal (covers SENCo role)</li> <li>Reception teacher</li> <li>Head of EY/KS1-Year 1 teacher</li> <li>Year 2 teacher</li> </ul>	<ul style="list-style-type: none"> <li>1 Nursery Nurse</li> <li>2 Higher Level Teaching Assistants</li> <li>Principal/Receptionist PA</li> <li>2 Lunchtime supervisors (paid on an hourly basis)</li> <li>0.2 Business Manager</li> <li>Up to 12 hours specialist coaches/tutors (covering Music &amp; Mandarin paid on an hourly rate) 0.3 FTE</li> <li>0.4 Site Manager</li> <li>0.4 ICT Manager</li> </ul>

<p>Year 4 (2016) R/F class, Yr 1, 2 &amp; 3 classes (max 120 pupils)</p>	<ul style="list-style-type: none"> <li>• Principal (cover's SENCo role)</li> <li>• Head of EY/KS1 -Year 1 teacher</li> <li>• Head of KS2/Year 3 class teacher</li> <li>• Reception teacher</li> <li>• Year 2 teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Nursery Nurse</li> <li>• 3 Higher Level Teaching Assistants</li> <li>• Principal PA/Receptionist</li> <li>• 2 Lunchtime supervisors (paid on an hourly basis)</li> <li>• Up to 16 hours specialist coaches/tutors (covering Music &amp; Mandarin paid on an hourly rate) 0.4FTE</li> <li>• 0.2 Business Manager</li> <li>• 0.6 Site Manager</li> <li>• 0.4 ICT Manager</li> </ul>
<p>Year 5 (2017) R/F class, Yr 1, 2,3 &amp; 4 classes (Max 150 pupils)</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Head of EY/KS1/Year 1 teacher</li> <li>• Deputy Head/Head of KS2/SENCo</li> <li>• Reception teacher</li> <li>• Year 2 teacher</li> <li>• Year 3 teacher</li> <li>• Year 4 teacher</li> <li>• 0.6 Music specialist</li> <li>• 0.4 Language specialist</li> </ul>	<ul style="list-style-type: none"> <li>• 1x Nursery Nurse</li> <li>• 4 Higher level Teaching Assistants</li> <li>• Principal PA/Receptionist</li> <li>• 3 Lunchtime supervisors (paid on an hourly basis)</li> <li>• 0.2 Business Manager</li> <li>• 0.8 Site Manager</li> <li>• 0.6 ICT Manager</li> </ul>
<p>Year 6 (2018) R/F class, Yr 1, 2,3, 4 &amp; 5 classes (Max 180 pupils)</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Head of EY/KS1 -Yr1 teacher</li> <li>• Deputy Head/Head of KS2/SENCo</li> <li>• Reception teacher</li> <li>• Year 2 teacher</li> <li>• Year 3 teacher</li> <li>• Year 4 teacher</li> <li>• Year 5 teacher</li> <li>• 0.8 Music specialist</li> <li>• 0.5 language specialist</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Nursery Nurse</li> <li>• 5 Higher Level Teaching Assistants</li> <li>• Principal PA/Receptionist</li> <li>• 3 Lunchtime supervisors (paid on an hourly basis)</li> <li>• 0.2 Business Manager</li> <li>• Site Manager</li> <li>• 0.8 ICT Manager</li> </ul>
<p>Year 7 (2019) R/F class, Yr 1, 2,3, 4, 5 &amp; 6 classes (Max 210 pupils)</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Head of Early Years/KS1 - Yr 1 teacher</li> <li>• Deputy Head/Head of KS2/SENCo</li> <li>• Reception teacher</li> <li>• Year 2 teacher</li> <li>• Year 3 teacher</li> <li>• Year 4 teacher</li> <li>• Year 5 teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 1x Nursery Nurse</li> <li>• 6 Teaching Assistants</li> <li>• Principal PA/ Receptionist</li> <li>• 3 Lunchtime supervisors (paid on an hourly basis)</li> <li>• 0.2 Business Manager</li> <li>• Site Manager</li> <li>• ICT Manager</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 6 teacher</li> <li>• 0.8 Music specialist</li> <li>• 0.5 Language specialist</li> </ul>	
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\*In addition to the listed support staff, the school will need to employ catering staff, cleaning and site maintenance contractors etc.

The school will also maximize the use of parent/local community volunteers to come into work with the pupils. All volunteers will be required to obtain appropriate CRB clearance before volunteering at the school.

Costings to demonstrate that the above phased build up is in line with financial resources available can be found in Section G.

### **The final staffing structure (sufficient, affordable and appropriate to deliver the education vision and plan)**

The vision and education plan will be delivered by the following indicative staffing:

1 Principal	Responsible for: overall management of the school; and provision of PPA cover as required via delivery of agreed aspects of the curriculum i.e. Science, PE, ICT etc depending on specialism.
1 Deputy Principal/Head of KS2/SENCo	Responsible for: supporting Principal with agreed aspects of curriculum and school management including G&T and Special Needs provision as the school SENCo; the KS2 curriculum and staffing teams; and provision of PPA cover as required via delivery of agreed aspects of the curriculum i.e. PSHA, PE, ICT etc depending on specialism.
1 Head of Early Years/KS1 Yr 1 teacher	Responsible for: the EY & KS1 curriculum and staffing teams; and teaching the Yr1 class.
1 Reception/Foundation Stage teacher	Responsible for teaching the schools Reception/Foundation class and ensuring appropriate planning and delivery of the EY/Foundation curriculum as agreed with the Head of EY/KS1. Management of the Nursery Nurse.
1 Year 3 classroom teacher	Responsible for teaching the schools Yr 3 class and ensuring and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
1 Year 4 classroom teacher	Responsible for teaching the schools Yr 4 class and ensuring and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
1 Year 5 classroom teacher	Responsible for teaching the schools Yr 5 class and ensuring and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with



	the Head of KS2.
1 Year 6 classroom teacher	Responsible for teaching the schools Yr 6 class and ensuring and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
Music specialist	Responsible for: delivering Music across the EY/KS1 and KS2 curriculum: organising and running a school choir, orchestra etc; and annual school music events such as the Christmas/summer concerts.
Languages specialist	Responsible for: delivering Languages (Mandarin /MfL) across the EY/KS1 and KS2 curriculum, organising and running the school international links programme.
Nursery Nurse For Reception/Foundation Stage	Responsible for supporting the Reception class teacher deliver the EY curriculum as agreed with the Head of EY/KSI. Work with the school SENCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
2x TA (HL) for KS1	Responsible for supporting the Yr1 and Yr2 class teachers deliver the KS1 curriculum as agreed with the Head of EY/KSI. Work with the school SENCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
4x TAs (HL) for KS2	Responsible for supporting the Yr3, 4, 5 and Yr6 class teachers deliver the KS2 curriculum as agreed with the Head of KS2. Work with the school SENCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.

The staffing structure for Abacus Belsize Free School has been developed in response to the curriculum model, the vision and ethos of the school and is in keeping with an approach capable of meeting the school's overall aims.

The school day has been organised into a series of 10, 15, 30, 45 and 60 minute sessions (See Section D1/Appendix D1 for sample timetable) which represent minutes of a total contact time of five hours fifteen mins with pupils (excluding break/lunch and play times). A full timetable has been calculated as 26 hours and 15 minutes per week. To allow staff a minimum of 10 % non-contact time per week a minimum of 2.6 hours (157.5 minutes) will need to be delivered by a member of staff other than the designated class teacher. Ideally however to allow us to deliver on our commitment of our enhanced CPD provision and allow greater time for group planning i.e. across Key Stage teams or across subject areas we would like to allow each member of staff a minimum of 20% non contact time i.e. around five and a half hours (315 minutes).

Additional non-contact time will be allocated to staff according to their position of responsibility including the Head of KS1&EY and the Assessment, Literacy, Numeracy and Enrichment Curriculum co-ordinators.

The table below shows an indicative plan of the class/subject areas to be taught, by each member of staff the total number of teaching hours to be delivered by each one and the total number of non-contact sessions per week for each member of staff.

<b>Member of Staff</b>	<b>Subjects not taught by class teacher</b>	<b>Subjects taught</b>	<b>Total number of minutes taught out of 1575 available</b>	<b>Total number of non-contact minutes</b>
<b>Reception Class Teacher</b>  Arts and Design Co-ord	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins)	All other sessions for The Foundation Stage	1215 (20 hours 25 mins)  77%	360 mins (6 hours)
<b>Year 1 Class teacher/Head of EY/KS1</b>  KS1/EY Co-ord	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x school Assembly (30 mins) 4 x another 60 minute subjects sessions i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (240 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins)	All other subjects to Y1 EY/KS1 assemblies (30 mins)	1155 (19 hours 15 mins)  73%	420 mins (7 hours)
<b>Year 2 class teacher</b>  ICT and Humanities Co-ord	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins)	All other sessions Yr 2 class	1215 (20 hours 25 mins)  77%	360 mins (6hours)

<b>Year 3 Class teacher</b>  Literacy Co-ord.	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins) 1 x French (30 mins per week)	All other sessions Yr 3 class	1185 (19hours and 45 mins)  75%	390 mins (6 hours 30 mins)
<b>Year 4 Class teacher</b>  Numeracy Co-ord.	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins) 1 x French (30 mins per week)	All other sessions Yr 4 class	1185 (19hours and 45 mins)  75%	390 mins (6 hours 30 mins)
<b>Year 5 Class teacher</b>  Assessment and Science Co-ord.	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins) 1 x French (30 mins per week)	All other sessions Yr 5 class	1185 (19hours and 45 mins)  75%	390 mins (6 hours 30 mins)

<b>Year 6 Class teacher</b> Engagement/ Enrichment PE Co-ord	1x Music (60 mins per wk) 1x Mandarin (30 mins per wk) 1 x Foundation Assembly (30 mins) 1 x school Assembly (30 mins) 2x another subject i.e. ICT/PE/ART/D&T/Science covered by Principal/DP (120 mins per week) 1 x swimming lesson covered by TA/parent Volunteers (x 90 mins) 1 x French (30 mins per week)	All other sessions Yr 3 class	1185 (19hours and 45 mins)  75%	390 mins (6 hours 30 mins)
<b>Languages</b> 0.5 787.5 mins  Languages Co-ord.	No class	French to Y3 –Y6 (a total of 4 sessions x 30 mins) Mandarin to R to Yr 6 (a total of 7 sessions) 6 literacy support sessions (45 mins each)	10 hours (600 mins)  76%	187.50 (3 hours 7.5 mins)
<b>Music</b> 0.8 1260 mins  Music Co-ord.	No class	Music to Reception – Y6 (a total of 7 sessions of 60 mins) 2x Choir (2 x 60) 2x Band/orchestra (2 x60 mins) X 3 assemblies (30 mins)	13 Hours (780 mins)  61%	480 mins ( 8 hours)

<b>Deputy Principal Head of KS2</b> Inc 0.5 SENCo  SEN, EAL and G&T Co- ord.	No class	0.5x Assembly (30 mins) Other teaching x approx 300 mins SENCO (787.5 mins)	18 hours 37.5 mins (1117.5 mins)  70%	457.5 mins (7 hours 37.5 mins)
<b>Principal</b>  PSHE Co- ord.	No class	0.5x Assembly (30 mins) Other teaching x approx 720 min	12 hours 30 mins (750 mins) 48%	825mins (13 hours 45 mins)

### Teaching Assistants

The school will employ two full time Teaching Assistant to work with the Key Stage 1 classes and four to work with the Key Stage 2 classes under the direction of the Heads of Key Stages and one Nursery Nurse under the direction of the Reception teacher. If the budget permits we will employ Higher Level Teaching Assistants.

### Staffing for after school clubs and extra-curricular activities

Teaching staff will be contracted to run one after school club per week within their basic terms and conditions. We will also draw on our pool of volunteers to enrich the extra-curricular offering.

### The structure of the senior leadership team, curriculum coordinators and any support staff including a description of their roles and responsibilities

#### The Headteacher/Principal

The Principal will be responsible to the Governing Body and ultimately the Schools Trust, for implementing the School's vision, for overall school performance, and is expected to demonstrate effective leadership in terms of the whole-school management/ school development / improvement including key policies and documentation. The Principal's role will include monitoring and evaluating the performance of Abacus Belsize Free School according to the success of its curricular, enrichment, events and community programmes, implementing the Governing Body's policies and motivating staff and pupils through high quality personal leadership skills.

Their responsibilities will also include direct line management of the Deputy Principal, and School Business Manager, and teaching duties which will allow them to teach every pupil in the school to an extent commensurate with their duties as Principal.

The Principal will also be responsible for liaising with other school leaders and education professionals as required. They will also be expected to establish positive relationships with key stakeholders such as parents/carers and to develop professional links with relevant external organisations and bodies.

### **Deputy Principal**

The Abacus Belsize Free School Deputy Principal will support the Principal in creating, establishing and managing the aims and objectives of the school, in partnership with staff, governors and parents. S/he will be responsible to the Principal for all aspects of the curriculum and assessment, together with pastoral care of pupils and oversight of enrichment and school events. The Deputy Principal will chair meetings of Middle Leaders and Curriculum co-ordinators and ensure that support staff are well led so that school operations run smoothly and effectively. In addition the Deputy Principal will be responsible for implementing induction programmes for all new staff and will be directly involved in the recruitment and continuous professional development of teachers.

The Deputy Principal will not have a class. The Deputy Principal will be the school's SENCo and will be responsible for the day to day running of the 'Extended School Day', timetabling staff duties and overseeing resources and the quality of provision. They will also have a small timetable of Key Stage 2 teaching commitment. The Belsize Deputy Principal will deputise for the Principal in the Principal's absence. They will also attend Governing Body meetings as required from time to time.

### **School Business Manager/Bursar**

The Business Manager will be a member of the Senior Leadership Team and will share responsibility with the Principal and the school's Governing Body for the financial management of the school. The role of Business Manager has the following specific responsibility:

- Financial planning, management & monitoring
- Formal reporting to the YPLA, DfE, CfBT Schools Trust and the Oakbank Governing Body
- Procurement of services, suppliers and equipment
- Management of human resources issues
- Schools administration
- Take a lead with the Principal in marketing & communications.

Given the small size of the school and relative the complexity of the YPLA reporting requirements for Academies/Free Schools we may look to delegate this responsibility to one of our more experienced Business Managers based in one of the Schools Trust's secondary schools, who will undertake the required budgetary management work on behalf of the school, in partnership with the Principal, or appoint one Business Manager to work across a number of local primaries

### **Head of Key Stage One and Early Year/Foundation Stage**

The role of the HoKS1/EY will be to support the Principal in creating, establishing and managing the aims and objectives of Abacus Belsize Free School in partnership with staff, governors and parents, with specific responsibilities for Reception and Key Stage 1. They will assist the Principal and Deputy Principal, as part of the Senior Leadership Team, in the day-to-day running of the School.



They will act as class teacher to Year 1 and have a teaching commitment in keeping with their expertise and leadership responsibilities. The Head of Key Stage One and Foundation Stage will report to the Principal.

### **SENCo (role undertaken by Deputy Principal)**

The SENCo be responsible for coordinating additional provision for SEN and EAL pupils in line with ratified Belsize Primary SEN and EAL policies.

The role of the co-ordinator for Special Education Needs (to include barriers to learning, EAL and Gifted and Talented) includes:

- (1) Keeping up to date with all developments in the field of SEN, for example in terms of educational and medical research which informs best practice, government guidelines and any developments in the Code of Practice Passing on these new developments in best practice to all other members of staff.
- (2) Identifying and supporting children with Special Educational Needs, and EAL, and maintaining the Special Needs register.
- (3) Assessing pupils who are causing concern academically, physically or with their behaviour.
- (4) Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational needs.
- (5) To record and manage all information and data regarding SEN pupils, from staff, outside agencies, specialists, parents etc in a central file accessible to all members of the teaching staff.
- (6) To disseminate information about specific children to relevant staff.
- (7) Monitoring SEN pupil progress and setting up 1:1 interventions and group interventions.
- (8) To deploy and direct non-teaching support for pupils with Special Educational Needs.
- (9) Ensuring that all staff involved in teaching the children (for example, teaching assistants, instrumental music teachers, specialists employed to teach extracurricular activities) have the necessary training and support to deliver programmes of work and interventions or for example to meet the needs of the children involved in their extracurricular activity.
- (10) Communicating with the parents of children being helped.
- (11) On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs.
- (12) Identifying and organising resources.
- (13) Communication with outside agencies in relationship to the needs of the identified children.
- (14) Organising and attending annual Consultation Meetings.
- (15) To conduct annual reviews of statemented and SA+ children.

### **Middle Leadership Team**

The Middle leadership team will consist of four posts: Literacy Coordinator, Numeracy Coordinator (see below for details of roles and responsibilities of the curriculum coordinators), Assessment Coordinator and Coordinator for Enrichment Curriculum.



The Assessment Coordinator will be responsible for monitoring the implementation of the Assessment policy through inspection of samples of pupils' work, discussions with teaching staff and subject coordinators, other members of staff and observation within the classroom.

The Coordinator for Enrichment Curriculum will work with the Deputy Principal and the Head of KS1/FEY to plan, coordinate, oversee and assess the whole school provision of Educational visits, visiting speakers and Educational Groups, Residential trips and Extra Curricular Activities, and will oversee the mandatory Health and Safety assessments and requirements for these activities.

### **Curriculum Coordinators**

Each member of the teaching staff (including senior management) will be responsible for overseeing, monitoring and developing the planning, delivery, learning and assessment of a curriculum subject/s throughout the school, reporting to the Heads of Key Stage as appropriate.

The role and responsibilities as subject coordinator are to:

- Maintain and update, in conjunction with the Head of Key Stages and the Principal, and by active consultation with the relevant teaching staff, aims and objectives for their subject,
- Prepare a policy, in conjunction with the National Curriculum, to include a scheme of work for the individual subject/s that the coordinator is responsible for;
- Provide a strategic lead and direction for the subject,
- Monitor standards being achieved,
- Observe the teaching and teachers' planning of the subject throughout the school
- Support and advise colleagues on issues related to the subject,
- Monitor pupil progress in that subject area,
- Oversee the quality of teaching and learning for the subject,
- Oversee the curriculum and planning for the subject,
- Ensure that coherence in planning between Key Stages,
- Requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work,
- Provide efficient resource management for the subject,
- Help devise a useful and meaningful system of assessment for the subject the coordinator is responsible for,
- Keep abreast of current educational thought for the subject the coordinator is responsible for,
- Attend in-service training and where appropriate share useful and pertinent information with other staff.

It is the role of each teacher to keep up to date with developments in the subject/s which they coordinate at both national and local level. It will be their duty to review the way the subject is taught at Abacus Belsize Free School and plan for improvement.

### Table of indicative subject/s to be coordinated by each member of the teaching staff

<b>Teacher</b>	<b>Curriculum Coordination area</b>
Reception	Art and Design Co-coordinator
Year 1 Class teacher/Head of EY/KS1	KS1 Coordinator
Year 2 Class teacher	ICT Co-coordinator Humanities Co-coordinator
Year 3 Class teacher	Literacy Co-coordinator inc English/Drama
Year 4 Class teacher	Numeracy Co-coordinator inc maths
Year 5 class teacher	Assessment Co-coordinator Science Co-coordinator
Year 6 class teacher	Enrichment curriculum/Community Engagement Co-coordinator PE, Dance and Games Co-coordinator
0.5 Languages teacher	Languages Co-coordinator
0.8 Music	Music co-coordinator
Deputy Head - SENCo	SEN, EAL and G&T co-ordination KS2 Co-coordinator Extended School Day provision
Principal	PSHE Co-coordinator

### Quality of Teaching and Performance Management

Teachers will be expected to participate in an open door policy and as such may expect to see the Principal and other professionals i.e. their colleagues, visiting their classroom(s) regularly, not only as part of the schools but performance management process but also to support their own and their colleagues' professional development.

There will be a rolling programme of lesson observations of all staff by the Principal and other members of staff who will provide formal and informal feedback and where appropriate identify specific areas of development for individuals to focus on.

An important part of consistently outstanding teaching is the teacher's ongoing assessment of their own practice. As such, self-evaluation will be regarded as a key element of professional development. Within this culture of personal growth and learning, staff will share good practice, seek opinions and discussion and look to each other's strengths to see how to become the very best teacher that they can be.

### **A rigorous approach to performance management of staff**

To support our ambition to have rigorous performance management processes, the CfBT Schools Trust will employ a Professional Education Adviser to act as mentor, and critical friend to the Principal and other members of the school management team. This specialist will have significant primary phase expertise and experience of headship. We are currently recruiting to this role in the Thames valley and hope to have made an appointment by Easter 2012.

Once appointed this individual will taken on responsibility for mentoring, supporting and challenging All Saints Junior Free School, Enfield Heights Academy and Belsize Primary School, bringing the added benefit of facilitating the sharing of good practice between the three schools.

The school improvement specialist will spend at least six days per year with the Abacus Belsize Free School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Principal, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary.

We believe that this extra support is vital if we are to embed the key processes outlined in our School Design (See Appendix C4). The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Principal appropriately. The school improvement specialist will ensure that this expertise can be effectively accessed and channelled.

We have provided for school improvement support in the Schools Trust's Management Fee for Abacus Belsize Free School. However if the funding should prove to be insufficient, particularly in the early years, we will expect to supplement this work from CfBT Education Trust's wider resources. Our CfBT-wide commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The Professional Education Adviser will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body.

The Principal will in turn be responsible for the performance management of all teaching staff within the school. The Business Manager will be responsible for the performance management of non teaching staff.

F5: Provide realistic plans for recruiting a high quality principal designate other staff and governors in accordance with your proposed staffing structure and education plans. You must:

- set out plans for recruiting your school's principal designate (head teacher) and the role you envisage him/her playing in the implementation phase; provide the CV of your preferred principal designate, if you have already identified one, along with evidence of their ability to deliver your education vision and plan and lead your proposed school; set out your plans for recruiting high quality members of staff;
- tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise;
- describe how you will identify and appoint committed governors with the breadth of skills needed to oversee successfully both the implementation of a school and its operation once open.

## Recruiting the right Principal for Abacus Belsize Free School

### What quality and skills do we want our Principal to have?

CfBT has done considerable research into what takes schools from being good to outstanding<sup>1</sup>. We found that at the heart of all good to outstanding schools is good leadership and the support for, and development of, good and outstanding leaders are crucial to school improvement<sup>2</sup>.

CfBT is also proud of the work it does to support and challenge Principals and governing bodies in many different settings; as school improvement specialists across Lincolnshire's very successful portfolio of LA schools; and in our own independent schools and academies. It is our methodology and expertise in supporting and challenging Principals and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a principal designate is approved/appointed we would expect to use the database to identify the correct CfBT improvement partner that will be able to work with the Principal to ensure the vision is achieved.

School leadership wields a powerful influence on pupil outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to pupils, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unwaveringly on securing the best possible outcomes for their pupils' academic and personal development.

To ensure the Principal we appoint to the Abacus Belsize Free School has the potential to provide the leadership required to make the school outstanding we would

<sup>1</sup> [http://www.cfbt.com/evidenceforeducation/pdf/25663\\_GoodtoOut\\_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

<sup>2</sup> Strategy for School Improvement CfBT 2009

look to recruit an individual with those traits associated with outstanding school leaders including:

- Moral confidence based on deeply held personal belief,
- Significant relationships with a wide network of fellow professionals,
- A real understanding of how to learn from experience,
- A willingness to learn from students,
- Clarity and confidence about what works in terms of professional learning,
- Openness to learning from the example of other school leaders,
- Confidence in learning how to learn.

We will also be looking to recruit a Principal that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

The attached draft Job Description (Appendix F2) illustrates our expectations regarding the roles and requirements of the Principal for the Belsize Primary School.

The Belsize Park School Trust (BPPST) Group have identified a potential candidate for this role, who they believe fulfils all the requirements above and who is willing to take on the role of Principal Designate for the school.





Please see Appendix F3 for a more detailed profile of [REDACTED] experience and expertise.

[REDACTED] is interested in working with the BPPST and CfBT Schools Trust to open the school in September 2013 and to act as the Principal/Headteacher for the first two to three years of its operation. As a qualified SENCo she would also undertake this role for the school.

Given the current problems, nationally and in particular in London of recruiting primary school Heads/Principals we believe that the appointment of [REDACTED] to this role provides a very timely and sensible option to ensure the school opens on time and is provided with high quality management in its first few years of operation.

If for any reason [REDACTED] did not take up the role as planned, CFBT Schools Trust would draw on its significant experience of attracting, recruiting and developing educational leaders, teachers and educationalists for roles all over the world to recruit an alternate Principal.

CfBT, if required, will employ its usual rigorous process of vetting and selecting the school's Principal, derived from our School Design methodology.

The process will involve:

**Co-designing a job description and person specification with the BPPST Group.** Key features of the school's vision and ethos will be included, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting and pupils' personal development). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

**Advertising for maximum impact.** We will use our preferred advertising agent [REDACTED] (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in the local press (Camden New Journal and Hampstead and Highgate Express), CfBT's website and the *Times Educational Supplement*/ eteach. We will also use CfBT's and BPPST networks to generate interest.

**Future Leaders.** We have had conversations with [REDACTED] at Future Leaders about the possibility of them helping us to recruit a Principal and Deputy.

**Running a recruitment open day.** In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants to find out a little more about the Belsize project, and meet CfBT and BPPST Group members.

Creating an initial application process so that candidates can be shortlisted. The first phase of the process will involve candidates filling in a standardised, CfBT Trust form covering experience and expertise. Candidates will also be asked to:

- Write a personal statement highlighting their education vision for the Abacus Belsize Free School
- Prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Principal of a Free



School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of the Abacus Belsize Free School and our vision for its development Observing the candidates in their own environment. As our school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole school activity as appropriate to assess how they perform and interact with pupils and staff. As the Principal and Belsize is likely to have a significant teaching timetable in the first few years of the schools operation we think this is particular important in selecting the best candidates for the post.

[Candidates undertaking psychometric leadership traits and verbal and numerical reasoning test.](#) Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

[An interview process that reflects the job description and our goals for the school.](#) The interview schedule will incorporate interviews with both CfBT and BPPST panels (including a presentation 'As Principal of the Free School, describe the three most important things you would do to ensure the school fulfils its vision'); an in-tray/finance exercise and a final competency based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable, if required, would be as follows:

- September 2012 CfBT sends information to Future Leaders re possible candidates for the post and starts to raise the profile of the school and the Principal position
- Early September SoS approves Belsize Application
- 21 September; Advertise in the TES and local Camden press
- 8 October: Deadline for applications
- w/c 8 October: Long-list produced and references requested/School visits take place
- w/c–15October: 2012 Interviews take place
- w/c 22 October 2012: Appointment made

Appointment during the w/c 22 October should allow for the Principal, to be in place by the start of the Spring Term 2013. Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment.

We hope that working with Future Leaders will enhance our chances of recruiting a high calibre Principal, if required, first time to avoid the need to re-advertise. This may provide us with an alternative recruitment process and timeline.



CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles.

### **What role will the Principal Designate play in setting up the school?**

We would seek, as soon as possible after the confirmation of [REDACTED] in role/ the appointment of an alternative candidate, to engage them as the Principal Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- Act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the schools catchment area, the local media,
- Lead on the recruitment and induction of other teaching and non teaching staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school,
- Oversee the process of recruiting pupils to the school and setting up appropriate transition/induction events.

Other activities we would expect them to work on, alongside our dedicated implementation project team; would include:

- Reviewing and confirming the Start Up funding bid,
- Planning with input from CfBT an appropriate induction and staff development programme,
- Familiarising themselves with CfBT operating processes i.e. finance and MIS systems,
- Preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school,
- Preparing the school's Education Brief:
  - corporate strategy (Mission & values, strategic objectives and key performance indicators with targets),
  - curriculum strategy (Curriculum offering, development & delivery of curriculum, ICT for learning, community and business links),
- Supporting the development of the schools website and other promotion literature including the school prospectus,
- Ensuring organisation of learning tasks completed:
  - logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable),
  - devising school routines and the optimal child experience e.g. how will children enter and exit assembly,
  - assessment systems and reporting processes,
  - monitoring and evaluations arrangements,
- Developing/signing off all relevant schools policies and ensuring compliance with legal requirements,
- Building relationships with the governing body once appointed,
- Ensuring Ofsted pre-inspection requirements are met.

### **Recruiting teaching and support staff and the qualities we will look for**

We are aware that some of the commitments in our vision will not be supported by all teachers. There would be no point hiring such teachers to work in our school so we will always make our commitments clear in our job adverts and at interview. Equally we believe that doing so will make our school more attractive to just the kinds of motivated and hard working teachers that we want to employ.

One of the great selling points to teachers interested in working at the Abacus Belsize Free School will be our commitment to excellent professional development. Rather than paying lip service to this we will, subject to the budget being available, committed to an 80% timetable that included two periods per week for professional development.

We believe this, alongside the school being secular and smaller than most others in Camden, will make the Abacus Belsize Free School extremely attractive to just the sort of self-reflective teachers we want to employ. It will also enable us, in time, to take on relatively cheaper, less experienced NQTs etc as we will quickly be able to improve their practise and induct them into the school's vision.

Ultimately our Principal will be responsible for recruiting their own staff once they take up post, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments as required.

The Principal will have completed a psychometric test as part of their interview processes. Once appointed CfBT will work with the new Principal, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in the school SLT, teaching staff and Bursar/Business Manager.

We would expect to see prospective candidates (for teaching jobs) teach a lesson before making any appointments. We would also be up front in discussing our vision with them, to ensure they felt comfortable and sufficiently in alignment.

### **Recruitment timetable**

An indicative timetable for the recruitment of the school's classroom teacher would be as follows:

- w/c 22 October 2012 Principal appointed (as required)
- Principal agrees job descriptions and person specification for the classroom teacher by 30 November 2012
- 2 January 2013 Principal takes up post
- 18 January 2013 advertise posts in the TES/eteach and local Camden press
- 4 February 2013 deadline for applications
- w/c 4 February 2013 long-list produced and references requested
- w/c 11 or 18<sup>th</sup> February, depending of local half-term arrangements, school visits take place
- w/c 25 February 2015 interviews take place
- w/c 4<sup>th</sup> March appointments confirmed

- 2<sup>nd</sup> September 2013 classroom teacher takes up role.

An indicative timetable for the recruitment of the Bursar/Business Manager\* would be as follows:

- Principal agrees job descriptions and person specifications for teaching staff by 14<sup>th</sup> December 2012
- 2 January 2013 Principal takes up post
- 25 January 2013 advertise posts in the local Camden press and/or via specialist recruitment agency
- 15<sup>th</sup> February 2013 deadline for applications
- w/c 18 February 2013 long-list produced and references requested
- w/c 4 March 2013 interviews take place
- w/c 11 March appointments confirmed
- w/c 3<sup>rd</sup> June 2013 School Bursar/Business Manager takes up role.

\*Assumes responsibility not delegated to existing CfBT Business Manager. Alternatively could be run as a joint recruitment exercise across a number of schools.

An indicative timetable for the recruitment of Teaching Assistants/Nursery Nurse and non teaching staff would be as follows:

- Principals agrees job descriptions and person specifications for 25 January 2013
- 8 March 2013 advertise posts in the TES and local Camden press
- 25 March deadline for applications
- w/c 25 March long-list produced and references requested
- w/c 15<sup>th</sup> April interviews take place (after Easter Holidays)
- w/c 21 June – Appointment confirmed
- 2<sup>nd</sup> September staff take up roles.

### **Local governance arrangements**

As previously explained the Abacus Belsize Free School will join a family of schools in the CfBT Schools Trust.

Each school within the CfBT Schools Trust will establish a local Governing Body, which will constitutionally be a Committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half termly in a three term year) to discharge all their duties. There will be no standing subcommittees in order to operate efficiently and to ensure that the whole governing body take full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the Belsize Park Primary School Trust (BPPST), and CfBT Schools Trust will seek representation from local community and other stakeholder groups amongst governor nominations.

The Governing Body will initially compose the following membership:

- Up to six with specific expertise, as required (see below) nominated by CfBT Schools Trust
- Two BPPST Group nominees\*
- Two parent representatives, elected by the parents of children at the school
- One staff member, elected by staff at the school
- The Principal as an ex-officio member.

The majority of governors will be appointed by the CfBT Schools Trust and will be drawn in the main from the local community, and selected to include representation from business and higher education. CfBT appointees should not generally be employees of the Schools Trust or Education Trust. Certainly no more than a quarter of the Governing Body will be made up of CfBT employees.

The BPPST governors will be nominated by the BPPST Group, and parent and staff governors will be elected by ballot. Nominated governors will be appointed as soon as possible following approval of the Application in order that the Steering Group (Shadow Governing Body) can support the work of establishing the school including the appointment/approval of the Principal. Elections for parent representatives will be held as soon as pupil places are confirmed. While the usual term of office for governors will be three years, one parent governor position will be for one year only and one for two years only in order that new parents have an opportunity to be elected in future years. The staff governor will be elected within the first weeks of the school opening.

\*Over time we would expect the BPPST Governors to be replaced by community Governors as the work on the campaign group in setting up the school will have been achieved. However former BPPST governors would be encouraged as appropriate to stand as community/parent Governors.

Establishing a strong Governing Body is essential to ensuring the success of the school. Through the Governor recruitment and selection process CfBT will be looking to fulfil the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management
- Human resources management
- Legal (contract and procurement management)
- Education (including higher education)
- Health and safety management
- Property and facilities management
- Marketing

CfBT will work closely with the BPPST Group to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own that may be suitable to be nominated for the role. If this activity does not generate sufficient interest CfBT will:

- Advertise the opportunity via local volunteer Centres and leave leaflets and posters in local doctors' and dentists' surgeries
- Promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc
- Write to local employers and HE/FE institutions to see if any of their employees would be interested in taking on the role.

The following members of the local community have already expressed an interest in sitting on the Abacus Belsize Free School Governing Body

- [REDACTED]
- [REDACTED]
- [REDACTED]
- Another individual suggested by head of UCS (private through-school, who have also offered outreach programme)
- [REDACTED]
- [REDACTED]
- One of the writers/employees at Daunts bookshop, Haverstock Hill

During the implementation phase of the programme CfBT will set up a Project Board (Steering Group) whose membership will include both CfBT and BPPST Group representatives and the DfE as appropriate and the Principal Designate (once appointed). Until such point that a Governing Body can be appointed they will act as a Shadow Governing Body for the school, and approve all key decisions relating to the set up of the school including:

- The recruitment/approval of the Principal Designate and other members teaching staff and the school Bursar/Business Manager;
- Creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- Creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- Overseeing the implementation phases of the Abacus Belsize Free School project.

During the autumn term 2012/spring term 2013, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from the opening of the school in September 2013. As there will be two BPPST representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Project Board to Governing Body. The school Principal will also be a member of both groups.

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and determine key policies in line with the overall strategic objectives of the Schools Trust.

In order to fulfil these functions they will be expected to ensure:

- The school is delivering a high quality educational experience for all pupils in line with the vision
- All pupils are making good rates of progress
- The school budget is being managed effectively and is delivering value for money
- The school is fulfilling its legal obligations with regard to child protection, health and safety etc.

## **A Parent Forum**

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment<sup>3</sup>.

Since the Abacus Belsize Free School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of BPPST Group, we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with the School Association (parent/staff association), ensuring that concerns, ideas and feedback reach both the Principal and Governing Body, and also ensuring that engagement with the wider community is promoted. From year 1, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Principal and Governing Body for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys, establishing and maintaining a volunteer rota. As highlighted in the 'Community Engagement' section, every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transportation for PE and other out-of-school activities.

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<sup>3</sup> Greater Manchester Challenge – Opportunities for Secondary Schools 2009-10 DCSF (2009)

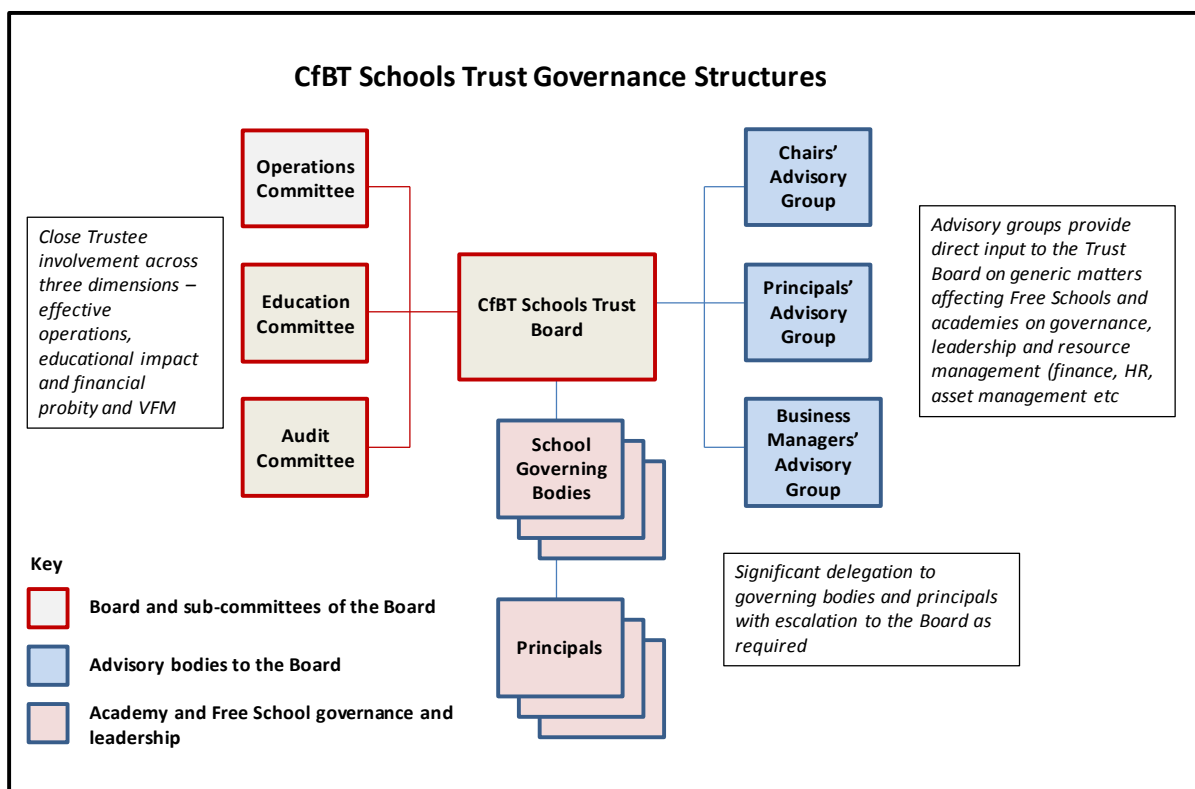


F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

You must:

- clearly describe in both writing and in a diagram the structure, lines of accountability and methods of escalation between the company members, the school’s governing body (the company directors) and the principal;
- clearly define and set out the respective roles and responsibilities of the company members, the governing body and the principal designate; and have arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver independent challenge to those with executive functions.

Clearly describe in both writing and in a diagram the structure, lines of accountability and methods of escalation between the company members, the school’s governing body (the company directors) and the principal.



### The Board of CfBT Schools Trust

Under the provisions of the Articles of CfBT Schools Trust (“CST”), the members of CfBT Schools Trust - CfBT Education Trust and the Chair of CfBT Schools Trust - appoint Trustee Directors to the Trust Board of the charitable company (and may remove them). The main role of the Members is to hold the Trust Board to account - the Chair of the Trust Board (who, under the governance scheme required by the Department, is also a Member) a declaring an interest for any discussion in that area.

The current Board membership includes representatives of Academy Principals (both secondary and primary) and Chairs of Governors. The Board of Trustees meets quarterly to determine CST's strategy and policies and review performance. It is responsible for the approval of budgets, financial statements, delegating specific responsibilities to its committees. In doing so, it takes advice from its Advisory Groups and Panels. The Board is supported by committees, Local Governing Bodies, Advisory Groups and Panels which address specific aspects of governance. Each academy in the Trust has its own (Local) Governing Body.

Three Committees (Panels) [are proposed to] monitor the detail of three key areas of governance:

- Educational policy and performance
- Audit and finance
- General operational matters, including buildings.

A further three Advisory Groups, comprising all Principals, Chairs of Governors, and School Business Managers, advise on specific school-focused issues. [The detail of the interaction between these subsidiary bodies to the Board is still under development, in conjunction with the Academies in the Trust.]

### **Delegation and Escalation Principles**

The Trust believes that educational excellence is delivered through high levels of local autonomy for the Principals to deliver teaching and learning which focuses on the specific needs of the learners in each school. It therefore follows a principle of delegation of decision-making to local Governing Body and Principal level wherever possible, subject to retaining responsibility for strategy, policy and budget approval as well as accountability for its statutory obligations.

In the first few years of every Free School (as opposed to a converting academy, for example), we ensure that the Governing Bodies are chaired by an experienced CfBT education manager, and that a full range of governor support services are provided. Escalation routes are as follows:

### **The Governing Body**

The Governing Bodies within CfBT Schools Trust will be held to account by the Board in three main areas:

- responsibility for the conduct of the school;
- delegation of powers to the Principal;
- first level of holding the Principal to account

However, at the same time, school governing is also about co-governance where governors and Principal and staff come together with a common purpose in mind – to deliver the highest quality of teaching and learning to the pupils in the school within the available financial envelope.



In terms of approach to the governing of a school, the Trust adopts a mixture of “stewardship” and a “principal – agent” model of governance in relation to its Governing Bodies. By “stewardship”, we mean that all governors, principal and staff are seen as being:

- Ready to act in the common good
- Co-operative
- Motivated to act wholeheartedly to meet the school’s objectives.

In the stewardship model, the Governing Body’s role is to empower the leadership and staff and to collaborate with it. The board is essentially facilitative and seeks to work jointly with staff to enhance the quality of the decision making. By being involved, the governors are also able to perform their monitoring role as they have the information on the school at first hand.

The “principal – agent” model recognises that the governors (the principals) are separate from the manager – the Principal. The Board thus has a purely monitoring role. It receives reports from the Principal and is expected to establish internal systems of accountability in order that the Governing Body can control the operational management of the school.

CfBT’s model assumes a combination of these two approaches. There will be a minimum number of indicators of achievement which will be required from the school by the Governing Body. Those indicators of achievements will also be required for onward reporting by the Governors (and including their advice) to the Board. In terms of day-to-day governance of Abacus Belsize Free School, an initial tendency to use the stewardship approach will bring immediate benefits to the school and will continue the active engagement of the community and individuals and organisations that have consulted as part of the set-up of the Abacus Belsize Free School.

**Principals to Governing Bodies:** Principals are required to report to every meeting of their Governing Bodies on a range of key performance issues including attainment, attendance, discipline and finance. Any serious issues which arise outside of normal reporting meeting cycles are dealt with through chair’s actions, in accordance with their delegated authority levels

**Governing Bodies to the Trust Board:** Governing Bodies are required to report any risks or issues to the executive management of the Trust, and these are summarised and reported to the Board. Issues requiring action outside of the Trust Board meeting cycle are dealt with by the Trust executive management and reported to the Board.

**Clearly define and set out the respective roles and responsibilities of the company members, the governing body and the principal designate.**

**Summary of Roles and Responsibilities**

The roles and responsibilities of the respective bodies are as follows:

- Trust Members: holding the Board of Trustees to account
- Board of Trustees strategic decision making and policy formation in relation to the Trust as a whole, together with accountability for all statutory responsibilities
- Governing Body: governance of the school through a scheme of delegation from the Trust which includes accountability for educational performance and pupil attainment, parent and learner satisfaction, budgetary accountability, and management of the school's staff and assets
- Principal: day-to-day management and leadership of all aspects of the school's performance, and reporting to the Governing Body as required.

**Have arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver independent challenge to those with executive functions.**

The following arrangements are in place:

- The Articles provide an overarching structure for the management of potential conflicts; these are further defined in Governance Protocols which set out the detail. The purpose of these protocols is akin to the purpose of Standing Orders in the public sector.
- All employees and office-holders on joining the Trust and then on an annual basis are asked to complete a Conflict of Interest form (which are audited on a regular basis).
- Independent challenge is provided to the Trust Board through the direct participation on the Board of elected representatives of all Principals and Chairs of Governors, and through the advisory forums and panels which, although non-statutory, are highly influential.
- Independent challenge to schools is provided through the professional school adviser, whose role is to review and challenge school performance, to provide personal guidance and coaching to the Principal, and to ensure appropriate support is delivered to address any emerging issues.
- Conflicts of interest are avoided in a number of ways: Principals and Chairs serving on the Board are required to declare an interest in any matter specific to their own school. School Governors are similarly required to declare an interest on any matter in which they have a personal interest. The advisory bodies and panels together encompass the three aspects of school management – governance, leadership, and business management – and are expected to challenge the Trust's performance from all three perspectives. Moreover, the fact that all schools are represented on the advisory bodies ensures that a balanced view prevails – no one school or interest group can dominate.

## Section G: Financial Plan – Narrative

Section G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

Section G4: Provide realistic financial plans that are consistent with other aspects of your application.

Section G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.

Please see separate Abacus Belsize Free School financial spreadsheets 1 and 2 for the detail financial plan and sensitivity analysis. We have used the Consistent Financial Reporting categories to present our non-payroll expenditure, but added rows for depreciation and the CfBT management fee.

### Core Principles

The financial plans presented are based on a number of fundamental principles:

**Expert knowledge:** All of our costs have been drawn up in discussions with a range of experts including Principals, leading educationalists from our Education Consultancy, and professional staff from property management, procurement and financial management backgrounds. Where appropriate they also correspond with benchmarks from the DfE resource and our own independent schools and academies.

**Prudence:** We have taken a deliberately prudent approach to both income and expenditure. For example with regard to income we have assumed less than the borough average FSM eligibility. This is not because we anticipate a school with fewer than average children from deprived backgrounds, but because we wish to avoid assuming significant levels of revenue from income streams that we cannot predict with complete confidence.

We consider our forecast pupil numbers to be very prudent – see the Evidence of Demand – and therefore are confident of achieving the forecast income level.

With regard to costs, we have assumed that the school should retain a contingency against unanticipated costs, and therefore project to achieve a small annual carry forward of income each year (2.7% once the school is full). This also provides some comfort room should free schools funding turn out not to be quite at the levels suggested by the spreadsheet.

As our sensitivity analysis (see G3 below) shows there are a number of areas where, if necessary economies could be made without materially affecting our ability to deliver the curriculum described in section D.

**A slim staffing structure that prioritise teaching staff:** As the payroll schedule shows our proposed staffing structure is slim and straightforward: a teacher and TA for each class. This is augmented by half a day per class of a specialist teacher in the first four years. In addition in year 5 we would expect to employ 0.4FTE and 0.6FTE Music and Language specialists, increasing to 0.5 and 0.8FTE in year 6. These specialist teachers, alongside the leadership staff will help us achieve our aspiration of 80% PPA time. In addition we will employ a Principal and later a deputy. By virtue of having little regular teaching commitment these staff help make it viable for us to budget less than might otherwise be necessary for Agency Supply Cover.

In terms of support staff we have learned from the experience at All Saints Free School that to expect a Principal to carry out all day to day financial management is not necessarily most efficient use of their time. It is better used to cover PPA time and cover lessons since it means the Principal is getting into all classrooms and getting to know pupils. CfBT has the capacity to train a school business manager and would look to have the same person working across more than one school since we know that, particularly in a primary context and with the appropriate training on PS Financials, it is not necessary or viable to have a full time business manager in every school. We have therefore budgeted for the cost of a 0.2 Bursar each year. Although only representing a day per week we would consider this a senior level appointment because we recognise the importance of rigorous financial management to our schools and the wider CfBT Schools Trust's sustainability, and will be in a position to invite the bursar to meetings of the Governing body and its resource committee. Resource Management is a significant feature in the CfBT Schools Trust annual assessment (detailed in section D4).

We have budgeted for the cost a full time administrator/receptionist in each year. We will expect this person to sit at the front desk but to carry out the dual role of Principal's secretary as well as receptionist. Similarly our site manager will be expected to also carry out grounds maintenance, emergency cleaning during the school day and security.

G2: Show how the school will be financially sustainable once there are pupils in each year.

## Assumptions

### Pupil Number Input

- Pupil number input is based on a one form entry school being 100% full and growing a class a year.
- Primary School FSM eligibility in Camden is 40% (source Table 11a <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/sfr12-2011latv2.xls>).

We have prudently assumed we will attract significantly less FSM eligible children, particularly in the early years while the school is so unknown.

- In Camden in 2011 21.9% of children in maintained primary schools have a registered Special Education Need (statemented and not) [http://www.education.gov.uk/inyourarea/results/lea\\_209\\_pconlas\\_4.shtml](http://www.education.gov.uk/inyourarea/results/lea_209_pconlas_4.shtml) . We have therefore assumed 20% of our pupil population will be on the SEN register.
- We have prudently assumed there will be no service children attending

### EFA grant income

- Insurance and Rates are balanced by equivalent costs included under Non-payroll costs.

### Other income

- We have assumed that donations and money raised from fairs will be approximately [REDACTED] per child. See section D7 for more details.
- We have assumed that corporate donations from local shops and chains should be [REDACTED] per year.

### Start up grant

- Post opening recruitment is zero in year 1 since we have assumed the cost of appointing all year 1 staff will be covered by PMC monies. It is 2,1,2,3,3, and 1 in the following years in correspondence with the build up of the Payroll sheet.
- Under Senior Staff Salaries the Principal salary increases every 2 years as in the Payroll sheet. Though the Business Manager will be a senior level position we do not expect to require diseconomies funding for this role.
- Senior Management Training will cover both the CfBT and school induction for the Principal and Business Manager.

### Payroll

- Our basic staffing mode, in addition to the Principal, is to have a teacher and TA per class, plus half a day of a specialist teacher per week, building up each year. In year 5 the visiting teacher role is taken up by a new supernumerary music/language teacher and a full time deputy is appointed. The Principal and deputy will, alongside the supernumerary music/language teacher once appointed, be timetabled to cover PPA time.
- Year 1 Principal salary is [REDACTED] or L27. We have allowed for the Principal to move up the salary spine every two years. We believe this is appropriate on average because in reality movements up the pay spine will be strictly linked via performance management to pupils' progress.
- We have budgeted using Inner London pay bands and rather than make assumptions about individual teachers' pay grades and increments we have budgeted that on average our teachers will be paid a salary of [REDACTED] which is between M6 and U1 and should therefore enable us to recruit skilled classroom practitioners.

- We will look to appoint a full time Deputy from year 5 onwards and have allowed for them to begin on L3 (Inner London).

### Other payroll costs

- From year 2 onwards a TLR will be awarded for a Head of KS1. We have only allowed for a Head of KS2 in year 3 because before that we will not have any KS2 children and after that we will expect the deputy to fulfil this role as part of their job description.
- We have included an allowance of 1% of income to cover Performance Related Bonuses. Decisions will be determined by the governing body with advice from CfBT and based on, amongst a few other things, externally validated pupil performance and progress data such as CEMS and SATS. Where payments are not made money will be invested instead in helping addressing the lower than desired performance at pupil level.

### Non payroll costs

- Each row from here is explained more fully in the additional table entitled "Benchmarking".
- Although we will be an Academy we have opted not to budget directly for Cost of Finance or Community Expenditure. We have budgeted prudently at every stage possible and as our sensitivity analysis explains there are a number of ways we will reduce our expenditure if pupil numbers and therefore revenue are below expectations. In terms of Community engagement, we will achieve this by making sure staff have time to engage and by writing community responsibilities into the JD of the Principal and later the Deputy.
- Planned outsourced costs - at this stage we are not clear which costs will and will not be outsourced. Ultimately the best value solutions will be sought. At All Saints Junior School so far we have outsourced Payroll, Grounds Maintenance, Cleaning and Catering and IT support.

### Benchmarking

(see next page)



E01-07	Total staff costs	Above benchmarks reflecting the importance we place on employing and giving sufficient PPA time to the right staff.
E08	Indirect Employee Expense	0.5% in years 1-3 then 1% of income thereafter (costs covered include staff travel and cost of staff turn over) plus ██████ in years 2-7 to balanced start up grant income for post opening recruitment. Higher than Benchmark because we recognise the need to invest in staff recruitment to ensure we find great staff
E09	Development and training	██████ training budget allocated per teacher and ██████ per TA per year (all teachers to undergo Mishkin Read, Write Inc training at ██████ in their first year) this is generous in acknowledgement of the very high value we place on CPD for our staff. The per teacher allowance reduces to ██████ each in Year 6 because by this stage we will have the experts and supernumerary staff to carry out most CPD internally.
E10	Supply teacher insurance	This insurance will cover absence beyond the first three days and the cost (██████ per teacher) relates directly to the number of teachers we have. We hope to cover the first three days using our supernumerary teachers or E26 - Agency supply teaching staff.
E11	Staff related insurance	Assuming 80% of teachers are female we've allowed for the cost of £200 per female teacher per year to cover maternity insurance. All other insurances are covered by the EFA grant and balanced in E23
E12&13	Building and Grounds maintenance and improvement (inc cons/conv/refurb)	Life cycle costs of £1000 per class plus an additional annual provision of ██████ (increases annually until school has all cohorts). Reduced to zero in year 1 since everything will be new. Plus 0.2% of income for Grounds Maintenance which will be in the site manager's Job Description.
E14	Cleaning and	██████ per year plus ██████ per class
E15	Water & sewerage	Benchmarks used; 0.3% of income
E16	Energy	Benchmarks used; 1% of income
E17	Rates	20% of ██████ annual rates, plus the rent quoted for our preferred temporary school site, balances the EFA rates and rent request
E18	Other occupation	Benchmarks used; 0.6% of income
E19&21	Learning resources (not ICT equipment) inc Exam Fees	██████ per class is benchmarked against expenditure at our independent schools (including CEMS Incas registration) but only ██████ in first three years as books will be new so little or no refresh will be needed. ██████ added each year to balance Books and Equipment start up grant.
E20	ICT learning resources	██████ per class. ██████ per class cost of refresh incurred only once equipment 3 years old. We have assumed that the initial costs of ICT equipment for the school (until full) will be covered separately under our capital allocation
E22	Administrative supply	██████ flat cost plus £1000 per class
E23	Other insurance premiums	In line with the costs at our independent schools. Balances EFA grant
E24	Special facilities	██████ per class for trips and visits in years 1-4 reducing to ██████ per class in year 5 because once we have a deputy we will have capacity within the school to staff such visits without bringing in additional qualified teachers. Additional costs will be covered through PTA fundraising
E25	Catering supplies	It is important that we can provide a healthy cooked meal for our children - particularly those entitled to free school meals so we expect to subsidise ██████ per meal and 80% of children will take up hot meals (brought into school), until year 3 when we will look to run an in house kitchen and the subsidy will drop to ██████ per meal. Additional ██████ in year 1 to cover cost of setting up the contract to provide meals
E26	Agency supply teaching staff	3 days per teacher per year at ██████ per day. This is less than the benchmark because, as in our independent schools the higher than average staff student ratio will mean cover can usually be provided internally
E27&28	Bought in professional services – curric and other	Two days curriculum support per class per term with an at cost CfBT curriculum expert. An additional 3 days of SEN expertise in year 1. Otherwise CPD will be provided by experts within the staff creating a learning community. Other support will cover the cost of payroll and HR services but is lower than the benchmark as some additional services previously bought by LA schools are covered by the CfBT management fee (see below).
	CfBT Management Fee	5% is the maximum CfBT Management Fee. From year 7, if the school performs well on its annual evaluation the fee could be reduced to as low as 1%. See appendix G1 for further explanation
	Depreciation and Lifecycle costs	Covers the cost of depreciation of non-classroom ICT, phones etc and major replacement costs such as mechanical and electrical plant. Reduced rate to 1% in years 1 and 2 because things will still be very new.

In each year we are projecting a small in year surplus. During build up (year 1-6) this fluctuates between 0.2 and 9.6% of income, but once the school is in steady state in year 8 the projected surplus is 2.7% of income. The projected surplus of just 0.2% occurs in year 5, in large part because we will employ the deputy and 1FE supernumerary teachers from year 5. This however is not of concern because we will also have accrued some surplus from previous years (though we realise that if in any year this exceeds 2% it will be clawed back, unless it's for planned capital investment).

G3: Show how the school will be financially resilient to reductions in income.

In addition to the prudent position we have already taken, and in recognition of the fact that the key driver of financial viability is pupil numbers, we have tested the robustness of our plans against a scenario of a 10% shortfall in pupil numbers.

ABFS Finances sensitivity analysis 2 shows how our income would be altered if the school were full to only 90% of planned pupil numbers each year, and also if the PTA failed to raise any additional income.

Fundamentally class sizes of 27 rather than 30 will not change the educational plan or teaching staff model we aspire to at ABFS. It is important to state that, for our educational plan's success the most important determinant will be employing and retaining great teachers. We will therefore not be looking to save cost by employing less qualified or experienced professionals; the last place we will look to for savings will be teacher quality. With 27 pupils per class we will still be looking to employ a skilled teacher for each class but we would expect to make savings in three ways to begin with, as demonstrated in Spreadsheet 2, in order to ensure that there is always an in year surplus:

- We have reduced the allowance made for performance related bonuses to just 0.25% of income since pupil numbers will be one of the most important KPIs for performance management, particularly of the Principal
- We have reduced TA time by a half (except in year one as the class will be a Reception and therefore need a full time second adult). Having allowed for the cost of employing skilled teachers we believe our education plan will still be deliverable with a teacher and 0.5FTE TA rather than 1FE TA per class
- We have reduced the Deputy budget from a 1 to a 0.6FTE in years 5 and 6.

Otherwise the assumptions made for the original financial model remain as stated in the assumptions tab and above (those that have been affected in the sensitivity analysis are highlighted in blue and italic).

NB. We have not reduced the pupil numbers in the top part of the Start Up Grant sheet so that our formulaic funding is not cut. This is because, for example, though we may have only 27 in a class we are likely still to want to buy a full class set of books for 30.



NB. Because we have already made a prudent assumption about FSM eligibility we have not revised this down and described how we would manage this in our sensitivity analysis. In reality the measures described below could if necessary be used to mitigate lower than projected FSM eligibility.

If necessary there remain a number of other ways that costs could be reduced. Decisions on which options to take would be taken at the time by the Principal and governing body, and with a view to the abilities of our pupil intakes and staff.

## Payroll

- We could look to further reduce or eliminate the need for the Deputy and instead simply awarded two or three TLRs and some additional non-contact time to a teacher to take on this responsibility.
- As described in our assumptions we have chosen to employ our Principal on a basic starting salary of [REDACTED]. This is inner London leadership [REDACTED], despite the fact that even once the school is full it will only be a group 2 (L8-L21). Therefore we may be in a position to make savings on the Principal's salary cost, though we are clear that finding and retaining a suitable Principal will be a priority and not an obvious place to look to for cost savings.
- It may not be necessary to employ a lunchtime supervisor since TAs can possibly undertake this role.

## Other Payroll Costs

- **TLRs** – At [REDACTED] each these are quite generous and could potentially be reduced.

## Non – Payroll Costs

- **E12 & 13 - Building and Grounds maintenance and improvement (inc cons/conv/refurb)** Assuming that ABFS is established in a building that is either new or fit for purpose it would be realistic to expect that the allowance we have made for lifecycle building costs is generous, particularly since we have *also* allowed for the cost of Depreciation (1% then 2% from year 3 onwards).
- **E19 & 21 - Learning resources (not ICT equipment) inc Exam Fees.** Although lower than the DfE benchmarks, [REDACTED] per class per year is still generous compared with expenditure in CfBT independent schools and our existing free school. Although we have reduced this rate to [REDACTED] in the first three years to account for the fact the equipment will be new, in reality we would hope that these costs will be even less because, as in our independent school learning resources such as text books and dictionaries will last for at least ten years.
- **E25 - Catering supplies.** It is important to us that all children – particularly those entitled to Free School Meals – have access and the opportunity to sit down and eat a hot meal once a day with peers and staff. However, at the earliest available opportunity, and assuming we have space on site, we will undergo a competitive tender process for a company to provide healthy school lunches. We have budgeted for a relatively generous subsidy of [REDACTED] per meal until preparation is brought in-house (year 5 as by then we should have sufficient



viable), and [REDACTED] thereafter. We hope this subsidy will become unnecessary once the contract is awarded or may even be more than necessary in the years before this point.

- **E26 - Agency supply teaching staff.** We hope to keep this cost minimal, and in practise below that budgeted because we have intentionally not allocated a specific teaching load to our Principal. We would prefer cover to be provided by leadership than external agency staff. This is because covering lessons is a great way for leadership to have contact with all pupils.
- **CfBT Management Fee.** We have assumed this fee remains at 5% every year but in reality, as explained in appendix G1 it could, subject to a successful annual assessment, fall to as low as 1% from year 6 onwards.

## Appendix G1

### Membership/ Management Fee for Free Schools within CfBT School Trust (CST)

[REDACTED]

[REDACTED]  
February 2012

## Appendix A: CfBT Schools Trust Annual Membership Contribution

### Academies

#### February 2012

CfBT Schools Trust (CST) aims to provide monitoring, support and challenge (and intervention if necessary) to all member schools as appropriate; this is designed to ensure effective practice and to provide assurance to Trustees of the reliability and security of the educational and financial performance of all schools in the Trust.

By the time the school has pupils in all cohorts the Trust will have a body of evidence on which to carry out an Annual Performance Assessment, in line with other schools within the Trust, which will determine the Membership Fee payable, on the basis of the risks posed by the school to the Trust and the amount of support therefore required.

Core membership services are provided to schools as required; please note that these do not constitute a detailed Service Level Agreement.

#### 1. School Effectiveness and Improvement

1. Overall responsibility for the performance of schools within the Trust and accountability to DfE.
2. Monitoring, challenge and support to schools (and intervention if necessary) in inverse proportion to their effectiveness through an ongoing relationship with a Professional Schools Adviser.
3. High quality strategic professional advice available at all reasonable times.
4. Head teacher induction and ongoing mentoring and support.
5. Regular Head teacher networking/briefing meetings.
6. Facilitation of sharing and exchanges between schools in the Trust, and involved with other aspects of CfBT's work, in UK and worldwide.
7. Specific support by the adviser before and during an Ofsted inspection.
8. Annual inspection and report on performance.
9. Professional Development Agreement providing:
  - Access to a dedicated website containing resources, advice, information and model training agendas and materials
  - Regular updates of CfBT's educational research publications and invitations to attend launch seminars
  - Subject- and phase-specific e-newsletters
  - Access to a range of specialist advice in all aspects of school effectiveness and school management
  - Training, consultancy and other services at reduced rates.

*Not included: Consultancy and training support (other than as specified in PDA), though these are expected to be purchased, at cost, from CfBT where those services are available and a good case for buying elsewhere is not presented.*

## 2. Governance

1. Strategic advocacy on behalf of the Trust and individual schools with Government Ministers and Department of Education Officials.
2. Ensuring adherence to the Memorandum and Articles of Association of the Schools Trust.
3. Management of the Schools Trust Board and its business.
4. Management of Advisory Groups of Head teachers, Chairs of Governors and Business Managers.
5. Determining and keeping under review the overarching scheme of delegation to local governing bodies.
6. Determining Governance Protocols for to local governing bodies and updating in line with any legislative changes.
7. Determining and keeping updated the strategic and model policies for the Trust
8. Strategic advice to Chairs and governing bodies, through the Professional Schools Adviser.
9. Recruiting and appointing CfBT-nominated governors to Academies in line with their funding agreement.

*Not included: Consultancy and training support to governing bodies, though these are expected to be purchased, at cost, from CfBT where those services are available*

## 3. Finance

1. Overall budget liability, responsibility and accountability to YPLA/DfE.
2. Strategic financial oversight and advice.
3. Strategic interface with YPLA/EFA.
4. Completion of management accounts.
5. Ensure compliance with DfE budget and audit requirements.
6. Policy framework and finance procedures.
7. Operational advice and support through the finance helpdesk.
8. Network meetings and regular updates for Business Managers.
9. Procuring, implementing, hosting and supporting a Trust-wide finance package.
10. Advice on pensions administration.
11. Responsible Officer role.
12. Completion of statutory financial returns.
13. Management of the emergency fund within the agreed protocols.
14. To offer advice on brokered services.
15. VAT and corporation tax.
16. Bank and treasury management.
17. Advice on brokered services.

*Not included: Operational budget management, academy-level accounting and reporting*

#### 4. Procurement

1. Strategic advice on procurement practice and achieving best value.
2. Access to CfBT preferred suppliers.
3. Access to shared services where appropriate.
4. Insurance: advice on the arrangement of insurance cover and on associated claims.

*Not included: Operational procurement*

#### 5. Legal/Compliance

1. Overall responsibility for all legal aspects and liabilities associated with being a charitable company.
2. Agreement of any changes to the Memorandum and Articles of Association of the Schools Trust or Supplementary Funding Agreement of individual schools.
3. Advice to schools on relevant legislative changes.
4. Overall responsibility for ensuring all compliance issues are met.

*Not included: Legal advice on school-specific issues*

#### 6. Employees

1. Overall responsibility and liability as the employer of all staff.
2. Strategic employment oversight and advice.
3. Strategic interface with DfE/YPLA on significant employee-relations matters.
4. Support and advice to governing bodies on Head teacher recruitment or performance concerns.
5. People Strategy framework and model policies.
6. Model contracts.
7. Model job descriptions.
8. Developing relationships with third party providers including HR and payroll.
9. Facilitation of intra-trust recruitment.
10. CRB check process.
11. Advice on brokered services.

*Not included: Operational staff management; recruitment, contracts, payroll, performance management.*

*Schools would be required to buy additional CfBT HR advice to support serious HR issues such as dismissal, employment tribunal, and support for major change such as restructuring or outsourcing, at commercially competitive rates.*

## 7. Property

1. Overall liability and responsibility as landlord for all facilities and health and safety.
2. Monitoring practice of facilities and health and safety management and compliance with legislation.
3. Strategic interface with YPLA/DfE, Planning Authorities, Health and Safety Executive on behalf of Trust schools.
4. Strategic framework for facilities and health and safety management.
5. Strategic advice on facilities and health and safety management.
6. Updates on legislative or best practice changes.
7. Model policies for facilities and health and safety management.
8. Strategic management of all major capital projects.
9. Strategic advice on facilities and health and safety management.
10. Accident/incident reporting.
11. Annual property assessment.
12. The 'review, check and approval' process of all construction projects requiring landlords consent.
13. Central storage of lease documentation.
14. Support with disaster recovery management as required (resource management costs for this are to be recovered through the insurance company).
15. Support to the management of major capital projects (resource management costs for this are to be recovered through the construction capital funding).
16. Advice on brokered services.

*Not included: operational facilities and health and safety management and day to day property management.*

## 8. Information technology

1. E-safety policy.
2. Support with Critical Incident Management process.
3. PS Financials hosting, server management and connectivity support.
4. Website development, in co-operation with Marketing and Communications.
5. Advice on brokered services.

*Not included: day to day ICT management and operations.*

*Additionally schools may buy support and guidance for IT related investment, provision of technical support and technical architecture support and guidance at commercially competitive rates*



## 9. Insurance

See procurement

## 10. Marketing and Communications

1. Promotion of CfBT Schools Trust through various publications and events.
2. Maintenance of Schools Trust website, including links to member schools.
3. Branding guidelines CST web-site.
4. CST conferences and events.
5. Interface with CET's international work.
6. Advice on brokered services.

*Not included: operational marketing or communications activities, though these services are available at commercially competitive rates to member schools*

## 11. Critical Incident Support

1. Access to advice from senior Trust personnel on protocol in relation to critical incidents in individual schools and/or events likely to impact on the reputation of the Trust as a whole.
2. Advice and/or management of the media dependent on circumstance.





## Section H: Premises

### H1. Possible site options

The Belsize Park Primary School Trust (BPPST) has undertaken extensive research to find a suitable site for the proposed Abacus Belsize Free School. This activity has involved:

- Camden Council officers providing us with a register of all potential properties in our area. This highlighted several sites which were then screened
- Members of our group making their own comprehensive survey of all sites within or adjacent to our catchment area. Again this provided sites for screening
- Tapping into local knowledge beyond the BPPST Group regarding potential sites. Important information also came as a result of awareness of our campaign in 2011
- Partnership for Schools assisted us in 2011 but was not approached on this occasion. We did however cross reference the premises already identified with the PfS Free Schools Kit but this did not provide any additional sites
- Generally commercial property in this area is expensive and unlikely to be suitable. Commercial agents were used informally to advise on the status of particular sites. Otherwise none of these companies were able to offer any properties suitable for our requirement.

A total of 18 possible permanent sites and 10 interim sites (two were dual) that could be described as central, adjacent or peripheral to our target area of the Belsize Ward were surveyed by the BPPST Group. Each site was screened according to the following criteria: current use, owner/user, location relative to the target area, availability, size and any other factors of significance. One site is at present a special school that is being relocated; the other owners included the local Council (Camden), the London Fire Brigade, the Territorial Army (TA) the NHS and some private owners. Sizes are given for the permanent sites and are approximates

The potential interim and permanent sites were then allocated into one of three groups that are summarised in the table below. Group A sites are those that BPPST feel warrant serious consideration/further investigation, Group B sites have potential but for a range of reasons do not warrant further investigation at this stage and Group C sites have now been discounted by the BPPST.

A full list of the site considered is provided in Appendix H1 (Temporary Sites) and H2 (Permanent Sites). The location of the sites is shown in the map at Appendix H3.

As a result of these investigations two preferred sites were identified:

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

**Interim sites identified and surveyed**

Group	Site	Outcome
A	[REDACTED]	Progress to further review
B	[REDACTED]	No further activity at this time Could be of interest in future
C	[REDACTED]	Drop from any further consideration

\*Considered for both permanent and interim use

**Permanent sites identified and surveyed**

Group	Site	Outcome
A	[REDACTED]	Progress to further review
B	[REDACTED]	No further activity at this time though could be of interest if they became available at reasonable cost
C	[REDACTED]	Drop from any further consideration

\*Considered for both permanent and interim use

## H2. Details of preferred sites

### Interim

- [REDACTED] – Group A Site

Address: [REDACTED]

Location: Central

Owner: [REDACTED]

Current use: Education, music and arts, and offices

Proposed use: Permanent/Temporary site

Size: 2000m<sup>2</sup>

[REDACTED]

[REDACTED] is large, has educational use and very visible in the community

See permanent sites section for more information

- [REDACTED] – Group A Site

Address: [REDACTED]

Location: Central

Owner: [REDACTED]

Current use: [REDACTED], although site underutilized at present

Proposed use: Permanent/Temporary site

Size: 800m<sup>2</sup>

[REDACTED]

[REDACTED] has been used for teaching children in the past, but has limited outdoor space.

See permanent sites section for more information

- [REDACTED] – Group A Site

Address: [REDACTED]  
Location: Central  
Owner: [REDACTED]  
Current use: Library and meeting space  
Proposed use: Interim

[REDACTED]

### Positives

- Well known building in good location
- [REDACTED] have indicated that hire arrangement may be possible
- [REDACTED]
- Close to Swiss Cottage open space

### Problems

- If using Swiss Cottage open space not possible for outdoor space, then no outdoor space available
- Idea not yet put to [REDACTED] – there may be objections
- Probably only suitable for one year, two at maximum

### Conclusion

The site has some advantages as for limited interim use. Worth investigating further.

- [REDACTED] – Group A Site

Address: [REDACTED]  
Location: Central/adjacent  
Owner: [REDACTED]  
[REDACTED]  
Current use: [REDACTED]  
Proposed use: Interim

[REDACTED]

[REDACTED] could be an interim site

### Positives

- Good space (facilities, security)
- Owners seem to be keen/supportive

### Problems

- None at present

### Conclusion

Potentially a good interim site and worth investigating further.

- [REDACTED] – Group B Site

Address: [REDACTED]

Location: Central

Owner: [REDACTED]

Current use: [REDACTED]

Proposed use: Interim

[REDACTED]

### Positives

- Very central location
- Management indicated hire could be possible

### Problems

- Probably limited to one or two years as interim site, due to available space
- Possible 'faith school' connotations

### Conclusion

Might work well. Follow up if front-runners don't work out.



- [REDACTED] – Group B Site

Address: [REDACTED]  
Location: Central  
Owner: [REDACTED]  
Current use: Various community groups  
Proposed use: Interim

[REDACTED]

#### Positives

- Very central location

#### Problems

- Probably limited to one or two years as interim site, due to size
- Possible 'faith school' connotations
- Limited outdoor space

#### Conclusions

Might work well. Follow up if front-runners don't work out.

- [REDACTED] – Group B Site

Address: [REDACTED]  
Location: Central  
Owner: [REDACTED]  
Current use: Play and youth centre. Also private hire  
Proposed use: Interim

[REDACTED]

#### Positives

- Facilities already child-friendly
- Purpose built small playground

#### Problems

- Availability uncertain

#### Conclusion

Might work well. Follow up if front-runners don't work out.

## Permanent Sites

- [REDACTED] – Group A Site

Address: [REDACTED]  
Location: Peripheral  
Owner: [REDACTED]  
Current use: [REDACTED]  
Proposed use: Permanent site  
Size: 3000m<sup>2</sup>

[REDACTED]

[REDACTED]

## Positives

- Already a school. Hence potentially attractive for a bid – no change of use consent required
- Area large enough to expand to 2FE school
- [REDACTED]
- Serves local social housing areas within catchment

## Problems

- Small, specialised classrooms that may need modifying
- Planning constraints may prevent expansion to 2FE. In this situation the school would be unlikely to benefit Belsize families
- Dependent upon [REDACTED] which has other plans for its use. They will argue loss affects their future expenditure
- Peripheral location would make it difficult to link up with some potential interim sites
- Have not campaigned in that area, much of our current support probably won't find it attractive, due to distance from much of Belsize Ward
- Relatively distant from Belsize Ward

## Conclusion

Not ideal as location is peripheral to our main area of support, but provides good facilities and could be ready for immediate occupation in September 2013 if [REDACTED] would sign it over to free school. The peripheral nature of this site and the need for more primary school provision in its immediate vicinity would mean the school would probably need to be a 2FE school in order to serve the Belsize area.

- **Hampstead Town Hall – Group A Site**

Address: [REDACTED]

Location: Central

Owner: [REDACTED]

Current use: Education, music and arts, and offices

Proposed use: Permanent/Temporary site

Size: 2000m<sup>2</sup>

[REDACTED]

[REDACTED], as seen from the front on [REDACTED]. The building extends down on the right of the photo (the visible red brick structure) and has a modern extension at the back. The [REDACTED] is large, has educational use and very visible in the community

### Positives

- Central and visible to community
- Good access (walking) and transport links
- Near to other schools for cooperation
- Some degree of cooperation/ co-location with existing user appears probable.
- Not dependent upon [REDACTED]. Indeed, could be a flagship for [REDACTED] concept of community partnership
- Large indoor space, with some outdoor space\*, good facilities such as infrastructure and drama, security good
- Possible scope for synergies with [REDACTED] plans for alternative provision Free School, specialising/focusing on drama
- Good availability as interim site – facilities, location and [REDACTED] have indicated they would be interested in a shared use of the site
- \*There are plans to [REDACTED] Potentially this could become play area. Though small school might be able to use for rolling break times.

### Problems

- Occupation dependent on [REDACTED]. For permanent use\* we would need to negotiate with and convince [REDACTED] to agree to a joint lease. A general purpose primary school permanently on site may not fit with their objectives
- Not all indoor space would be immediately available; only as present licences fell in or were negotiated away

- As an interim site, perhaps too far away to be of use if we go with [REDACTED] as permanent site
- Interim use needs more investigation, particularly in terms of costs

### Conclusion

Site provides a good interim solution as could move in relatively easily, but rental costs could be high. Options for future growth of school would need to be explored.

Alternatively the site could start as a temporary site, but end up as permanent, depending on how it worked out.

- [REDACTED] – Group A Site

Address: [REDACTED]  
Location: Central  
Owner: [REDACTED]  
Current use: [REDACTED]  
Proposed use: Permanent/Temporary site  
Size: 800m2

[REDACTED]

[REDACTED] has been used for teaching children in the past, but has limited outdoor space.

### Positives

- Location central and visible to community. As good as [REDACTED] site, though less of a community outside
- Near [REDACTED]
- Good access
- Positive response for interim use, though further work needed to check whether this is suitable
- Permanent use: Application guidance encourages considering Government buildings
- Not Camden controlled
- New build not needed though conversion costs would be. Good internal facilities. Good security
- Co-location/shared use of facilities possible

### Problems

- We have no knowledge of [REDACTED] plans for the future of the site
- Internal facilities unknown
- Possible opposition due to school run issue on [REDACTED]

### Conclusion

Could provide a viable interim or permanent solution owing to size and location, but use dependent on [REDACTED] plans for site.

- [REDACTED] – Group  
A Site

Address: [REDACTED]  
Location: Central  
Owner: [REDACTED]  
Current use: [REDACTED]  
Proposed use: Permanent site  
Size: 1600m<sup>2</sup>

[REDACTED]

[REDACTED] (right) consists of a residential wing and the main station building and garage.

### Positives

- Location excellent; central and visible
- Good access
- Internal layout needs investigating
- Application guidance suggests [REDACTED] would be considered favourably by the DfE
- Not Camden controlled.
- New build not needed though conversion costs would be.
- Social housing nearby

### Problems

- Though we know [REDACTED] is slowly restructuring their assets, we are unaware of any imminent plans. We are trying to find out.

### Conclusion

Site has obvious potential, should it become available, as it is large and located at the heart of the catchment area.

- [REDACTED] – Group B Site

Address: [REDACTED]  
Location: Central/adjacent  
Owner: unknown private owner  
Current use: [REDACTED]  
Proposed use: Permanent site  
Size: 1600m2

Semi-derelict site on [REDACTED]  
used to [REDACTED].

### Positives

- Location central or adjacent
- Near Holy Trinity School, South Hampstead School, Central School of Speech and Drama and Phoenix School
- Similar footprint to Holy Trinity School. Outdoor space available
- Reasonable to good access
- Not LB Camden controlled

### Problems

- Possibly expensive
- Planning permission exists for residential development
- New build needed
- Owner unknown

### Conclusion

Site could easily house a 1FE school, but it is unlikely we could acquire it.

- [REDACTED] – Group B Site

Address: [REDACTED]  
Location: adjacent/peripheral  
Owner: [REDACTED]  
Current use: Community Centre  
Proposed use: Permanent  
Size: 2000m2 (at least).

[REDACTED] and site behind  
owned by [REDACTED]

### Positives

- Quite large site
- Reasonable access
- Could [REDACTED] to continue

### Problems

- [REDACTED] controlled, [REDACTED] history
- Would probably need demolition and new build
- Location adjacent rather than central

### Conclusion

Although there are many obstacles, it could in theory house a school. The location is not ideal. Needs further clarification to see whether could become candidate, or not.

- [REDACTED] – Group C Site

[REDACTED],  
London  
[REDACTED],

[REDACTED]

<Redacted>

### Positives

- Adjacent to our location, but still within easy reach
- Close to St Paul's Primary School so partnership possible
- Very close to Primrose Hill open space

### Problems

- On its own, probably too small for a 1FE school
- [REDACTED] controlled. Existing tenants
- Info on adaptability required. Planning may be an issue
- No, or minimal outdoor space on site

### Conclusion

We have not really discussed this in any depth. As we don't think this provides a viable option and would only be considered as a fall back option.

- NHS Sites

We ruled out the three or four NHS sites at this time. Perhaps one or other may come on the market, but we consider that (i) this not imminent, and (ii) the sale would be NHS controlled and that it would seek to maximise the cash value received.

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██████████, ██████████		██████████, ██████████
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All other sites are either definitely not available or are unlikely to be available in the foreseeable future.

### H3. Capital investment

At this stage we have not identified any sources of capital funding to support site acquisition.