

# Free Schools in 2013

## Application form

Mainstream and 16-19  
Free Schools

# Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [REDACTED]) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [REDACTED].

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [REDACTED].

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

[Redacted]  
Department for Education  
[Redacted]  
London [Redacted]

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

[Redacted]  
Department for Education  
[Redacted]  
London [Redacted]

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address:  [REDACTED] London [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input checked="" type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other                 </p>
6.	<p>If Other, please provide more details:</p> <p>The group is a cohesive group of parents, community members, teachers and education professionals with strong expertise across the spectrum. They have extensive skills, for example project management, education, finance, legal, ICT, marketing and PR – all essential for establishing a successful and effective school. This group began with 7 people and has developed to a team of 25 + people who have shown consistent commitment.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No                 </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p>

**Local Authorities:**

*Gained advice and support of local councils, particularly Wandsworth, and Richmond which are considered key locations for the school.*

*Support and demand re:*

- *Local authority data for E (demand) and H (premises).*
- *Meeting and presentations resulting in official support.*

*Post application:*

- *HR guidance*
- *Officer support eg Inclusion and additional SEND agency support governance*
- *[REDACTED]*

**Place – [REDACTED] :**

- *Clarification re expected detail for completion of documentation and suggested sources for further reading and guidance.*

**JCDSAB (Jewish Community Day School Advisory Board) school's named religious cross-communal authority:**

- *Guidance on best practice.*

*Post-application:*

- *Members will be reference point for guidance on a range of Jewish Education issues*

**Roehampton University Education Department and schools in partnership**

- *Source of specialist advice re current priorities, recent research and good practice guidance*
- *Provide easy access to teachers and school managers happy to be supportive. ([REDACTED] – strong link with University) (D)*

*Post-application:*

- *Ongoing links – teacher training and professional development*

**[REDACTED] :**

- *Guidance re governance for Free schools*

	<p><i>Post-application:</i></p> <ul style="list-style-type: none"> <li>Continuing guidance for directors and members re requirements for Free schools</li> </ul> <p><b>Clubland Playscheme Limited</b></p> <ul style="list-style-type: none"> <li>Discussion around breakfast and after-schools club - ongoing</li> </ul>	
<b>Details of company limited by guarantee</b>		
11.	Company name: <i>South London Jewish Primary School</i>	
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <i>Wimbledon</i> <i>London</i> <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
13.	Company registration number: <i>07864383</i>	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<b>Company members</b>		
<p>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.</p>		
16.	Please confirm the total number of company members: <i>Five</i>	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
	4. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
	5. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	



**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] – [REDACTED].

*Will focus on the school's financial position and ensure that the school implements best practices in financial management. Will take a role in overall statutory management and recruitment of staff and pupils*

**2. Name:** [REDACTED] – [REDACTED].

*Will take a role in the operational area of the school and ensure that school functions are in line with Ofsted requirements and best practice, Ensuring the proposal elements become a reality. (Quality Assurance) Recruitment of teaching staff.*

**3. Name:** [REDACTED]

*Governor. Will take role in the operational oversight of the school with a particular interest in Jewish Studies all faiths, beliefs and none and inclusion.*

19. Please provide the name of the proposed [REDACTED] of the governing body, if known: [REDACTED] and [REDACTED] as [REDACTED]

**Related organisations**

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; 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.

- *Roehampton University: Exempt Charity Order 2004 (No1995) subject and age phase specialists and researchers in English, PE, Geography, ICT and the Arts with whom we are developing a long term relationship*
- *Teacher training providers to facilitate involvement of trainee teachers as beginning professionals to support children's learning*
- *Primary and secondary Jewish schools in London and internationally e.g. an eco-school in the Galil in Israel*
- *Local education authority's network to support the development of pupils with learning difficulties through an individualised approach*
- *Community institutions, eg Nightingale, (Charity 211896) a local Care Home where regular visits will build up inter-generational relationships and Linden Lodge (Charity 280982) a- Specialist Sensory & Physical College for the visually impaired where exchange visits will be arranged.*
- *Jewish Leadership Council (JLC) (Charity 115343) Jewish Schools Network and the JTTP (Jewish Teacher Training Partnership) who will support the professional development of staff*
- *London School of Jewish Studies (Charity 1131850) which offers a range of academic courses*
- *SACRE (Standing Advisory Committee for Religious Education) for advice on inter-faith issues and developments*
- *JCDSAB - Jewish Community Day School Advisory Board (Charity 268369) – As our religious authority they will provide a forum for discussion, advice and sharing of experience*
- *ASTs in a local borough who are happy to work with us eg Music AST has already done so*
- *Specialists in EAL, PSHE and Citizenship who have contributed to Section D – from five different local authorities, Wandsworth, Richmond, Surrey, Kingston, Ealing*
- *Community Security Trust (CST) Charity 1042391)who advise on security (We have a trained CST security person on our team)*
- *Three Faiths Forum (Charity 1092465) where combined initiatives can be discussed*
- *Sure Start and Nursery networks to communicate regularly about how best to work with the wider community.*

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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p><i>The school is being established as a Jewish school, one which links across the Jewish community and is not associated with only one practice of Judaism. The team working on its establishment is made up of individuals from across the Jewish community, eg Reform, Orthodox, Liberal and other with different faiths and backgrounds to ensure that the school is attractive to all members of the community.</i></p> <p><i>The school will have involvement with different faith organisations (see Q21) which will be providing views on practices within the school. This will ensure that the school's operations are consistent with the ethos of inclusiveness and respect for all cultures and beliefs.</i></p>
<b>Existing providers</b>	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>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:</p>
28.	<p>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:</p>
29.	<p>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:</p>

30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
<b>Please tick to confirm that you have included all the items in the checklist.</b> <input type="checkbox"/>	

**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:** [redacted] and [redacted] of company

**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:	<i>South London Jewish Primary School</i>
2.	Proposed academic year of opening:	<i>2013</i>
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:	<i>2019</i>
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 checked="" type="checkbox"/> Yes <input 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:	<i>Jewish</i>
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 the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	<i>Wandsworth</i>
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	<i>Merton (██████████);</i>
13.	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.	

## Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

### **C1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school**

#### **Vision**

A vibrant and diverse Jewish community has existed in South London for over 100 years. It is a broad mix of backgrounds and beliefs from the Reform, Liberal and Orthodox synagogues. There has been and continues to be an influx of young families who are looking for a Jewish education in South London. Wimbledon Synagogue's supplementary school alone has grown from under 100 children to over 120 between September 2011 and January 2012. However, as children reach school age, some families seek a more Jewish education so they move. We believe that, with the foundation of the South London Jewish Primary School (SLJPS) this migration will be halted and, indeed, we may well tempt families to return to contribute to the rich and diverse life of South London

The aspiration is for all pupils to become lifelong learners inspired by a love of **"learning for the sake of learning"** through a rigorous and accessible comprehensive academic programme of general and Jewish Studies which places a priority on the SLJPS ethos of **Inspiration, Confidence, Respect, Appreciation and Balance**. SLJPS pupils will be encouraged to understand and appreciate the wisdom, spiritual depth and ethical guidance of Judaism. Our school will strive for academic excellence so that standards of attainment for many will be above national averages. This will be achieved through a broad and balanced curriculum, based on the National Curriculum. Pupils will be reflective learners who make connections across different areas of learning and apply a wide range of basic life skills including reading, writing, communication and mathematics. The introduction of Hebrew will emphasise the connection to Jewish history and culture and the importance of studying a modern foreign language in our global world.

The SLJPS will address the current lack of Jewish primary school provision in South London by providing a communal school for boys and girls, dedicated to creating a stimulating environment and sense of community, in which all children can grow to their fullest potential as responsible and dedicated members of British society. The school will welcome pupils of all faiths, beliefs and none. We will ensure our curriculum is appropriate for our diverse intake by sharing with children what other people **do**, not telling them what **they** must do in their faith or belief.

This is an opportunity to build on the strengths of Jewish schools in North London (Ofsted) and enhance the primary provision for South London.

Our school's vision is:

***for pupils to become lifelong learners inspired by a love of learning for the sake of learning, striving for academic excellence through a planned, balanced curriculum.***

The KPI will be that at the point of transfer to secondary school the realisation of this aspiration will be demonstrated through the measurement of progress and attainment.

The League Tables of Wandsworth, Richmond and Merton – our surrounding boroughs, will provide benchmarking. ([www.education.gov.uk](http://www.education.gov.uk))

SLJPS will aim for point scores of 30+ as the school becomes established with 35-50% of pupils achieving level 5 as is the case in the best schools in Wandsworth and Richmond. Targets to achieve these results will be put in place taking account of the assessment of each pupil

For example: Good attainment will be above national expectations at the end of KS2 - level 5

Where children attain excellent outcomes eg in Mathematics, English and science they will exceed this.

We recognise that teachers' high expectations make an important contribution to these outcomes.

Ofsted (2012) When judging the quality of teaching in schools inspectors will consider

**The extent to which teachers' expectations, reflected in their teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time**

All children will work to meet their targets which will have been set to provide challenge.

Children with recognised SEND will make better than expected progress.

We will also use our data to compare the percentage of pupils with SEN with statements or supported at School Action or School Action Plus.

Wandsworth is very supportive of SLJPS's application

- Supportive and useful discussions took place at the council offices with the people responsible for schools between July and September 2011 and again in early 2012.



- Discussions have been held with Wandsworth regarding preferred location, admissions and data.
- Local authority representatives attended an open meeting.
- SLJPS made a well received presentation to council members on 1 December 2011.

### **Gap in provision particularly in and around SW18**

- There are not enough school places in Wandsworth and surrounding boroughs.
- This is anticipated to be >8%. (Wandsworth Borough Council paper 11-659).
- Shortage of primary places for 2014-15 predicted to be up to 4 forms of entry (Council paper 11-12 – January 2012).
- [REDACTED] has a 40-60% likelihood of children being in a deprived area (IDACI 2010)
- Wandsworth Council has projected an overall shortfall of primary places in Planning Area 7, -which includes Southfields Ward- that by 2014/2015 could be as much as 4 forms of entry. The Council is planning major works at 3 maintained primary schools in the area that will result in an increase of 2.5 forms of entry by this time, with options for further expansion being considered. (Wandsworth Council January 2012) SLJPS is in a position to relieve this shortage by one form each year.
- The Council is happy to receive free school and academy proposals for the Southfields area if they will support the projected population and demographic need in the [REDACTED] and [REDACTED] wards and will add diversity and choice for parents.

### **There is no school of this type in South London**

There has been Jewish nursery provision in South London since 1990. There are many high performing faith schools but no Jewish school. This is an opportunity to build on the strengths of Jewish schools in other parts of London (Ofsted) by enhancing the primary provision for all in South London.

## Educational Ethos

Our ethos is summed up in the ancient Jewish hope: “May our children be our builders” (██████████, 1991) and is based on the following five aspirations:

### *Inspiration*

To enable children to discover and take their place in the community, confident in their own practice, culture, heritage and beliefs.

### *Confidence*

To create an environment in which children have a voice and can become confident and creative in all they do.

### *Respect*

To value every individual's unique abilities and needs.

### *Appreciation*

To emphasise the importance of mutual responsibility, respect and consideration for others within the Jewish community, British society and the wider world.

### *Balance*

To provide for children to reach their full potential, emotionally, socially, academically and spiritually.

## A Jewish Free School

The SLJPS will be a Jewish school for children of all backgrounds. It will bring together educational excellence and Jewish values. This combination will be its most distinctive quality.

SLJPS does not sit within a single Jewish stream. We recognise that Judaism contains different communities ie mainly Orthodox, Reform and Liberal. We will not try to make them one. Instead, we will give our pupils a Jewish education acceptable to all groups. Each child's background will be respected and supported.

We will be independent of all Jewish religious authorities. Our school will be for any child and his/her family who identify as Jewish and for children of other faiths and beliefs or none who would like to benefit from the education and nurturing environment provided. Through our curriculum each child will be valued as an individual with a unique background and identity. Our ethos will

help to develop a sense of purpose in our children and pride in themselves, their efforts and achievements and those of their friends. It is our belief that in so doing we will create a school that will embrace the whole community and in turn be embraced by it.

The famous Jewish teaching: 'If I am not for myself, who is for me? And when I am [only] for myself, what am I? And if not now, when?' (Ethics of the Fathers, 1:14) informs and summarises SLJPS's approach to identity and community.

South London Jewish community is small but vibrant. The SLJPS represents the bringing together of the strengths of all parts of South London Jewry with a single aim in mind: to celebrate our common values and commitments for the benefit of local children.

## Educational Excellence and Jewish values

In the Talmud (Jewish Holy Writings), it is written that a parent is obligated to teach their child Torah, a trade and to swim. (Kiddushin 29a)

- Teaching Torah is about teaching 'derekh erez', right behaviour and all that this entails: caring for oneself, about others, the environment, traditions, the past and the future. It is about studying traditional texts and stories and using the skills and knowledge thus developed to increase our understanding of modern day issues and to develop analytical skills and balanced judgement. It encourages a flexible approach to learning and to people and an understanding that an answer for today will not necessarily fit tomorrow. The questions may remain the same but the answers will change as we change and grow.
- The materials we use will be rich and varied as we share the texts, traditions and stories of **our whole school community**. We are fortunate in having a mixed intake and will benefit from the diverse pool of customs, literature and culture of our Jewish and various local communities. This is central to our ethos and our curriculum will reflect this in, for example, our choice of reading, music, activities and events.
- Learning a trade is about practical living. It is about teaching children the skills they will need in order to be productive, independent members of society. Children who are literate and numerate, who know how to investigate and extrapolate, who can solve problems and transfer complimentary skills to achieve desired results will be well prepared for their future roles in society. It is not enough to have concrete skills, in order to practise a trade. The children's personal, social and emotional development are key to their success. To work successfully children need to be able to work cooperatively, listen, be able to follow instructions and develop their thinking skills.

- Learning how to swim represents basic life skills. Children need to know how to recognise and protect themselves from danger. This can be as basic as not playing with fire and ‘Stranger danger’ and as complex as assessing risk and knowing one’s own limits. Swimming will indeed be on the curriculum as will programmes on keeping safe, healthy eating, self-help skills and physical, emotional and spiritual well-being. The ability to understand and accept boundaries and to know how to compromise with dignity is an essential skill that will be taught at the SLJPS as we provide every child with a fully-rounded, holistic education that will develop mutual respect, self-confidence and self-belief. Ours will be both an ‘I can’ and a ‘we can’ culture.

Our intention is to foster an educational environment in which all children can reach their full potential. By identifying children’s strengths and needs we will develop their understanding and skills to prepare them for secondary education by building on a foundation that will support progression into the rest of their lives. The curriculum and monitoring and assessment practices will support this through regular involvement of children and staff members in assessing progress.

SLJPS will work within the framework of the National Curriculum to create a rigorously planned and balanced curriculum that sets high expectations for all members of the school. Emphasis will be placed on active, skills-based learning, along constructivist and enquiry-based lines. Pupils will be thoroughly involved in their own education, encouraged to seek out, thoughtfully investigate and use information of all kinds.

Our school community will be built on positive relationships between pupils and adults modelled by the teachers. Pupils will gain confidence working collectively and alone. This embodies our approach to community more widely. We believe each person should be able to understand and celebrate their own past and present and look to their future role in society with optimism. We believe that meaningful and respectful community – both inside and outside our school – is founded on mutual responsibility and a love of diversity. This means kindness towards and consideration for all people in the school and local community, whatever their age, sex, background, culture, religion, class, ability or other aspect of their identity and/or person.

## Partnership with parents and the local community

A strong partnership with parents and the wider community will be key to the success of this school. Parenting workshops will be integrated into school life and regular interactions with local organisations will support both the academic and other important aspects of life in our school community. For example Roehampton University with its environmental area where local children can grow their own produce. local faith and non-denominational schools and very importantly Nightingale, a large Jewish Care Home, will give the pupils opportunities to live the values of the school. (See Annex Section for letters of support)

*Case study example:*

*Nightingale is supported by both the Jewish and non-Jewish community. The structure of the Jewish Festival Year encourages regular interactions between the SLJPS and Nightingale.*

*Autumn:*

*During the harvest festival of Sukkot, it is traditional to welcome visitors into the sukkah, the temporary shelter that we build. Children from SLJPS will go to Nightingale to help the residents construct and decorate their sukkah. Visiting the residents gives them the opportunity to fulfil the 'mitzvah' of hospitality that they would otherwise be unable to do.*

*Winter:*

*The children will be able to develop the relationships started at Sukkot when they visit to sing songs for their new Nightingale friends at the festival of Hanukkah.*

*Spring:*

*At the carnival festival of Purim it is traditional to dress up and give presents and the children can visit again with the small gifts they have made.*

*Summer:*

*At the summer harvest festival of Shavuot, there will be another visit when the children and residents can plant bulbs and shrubs together in the Nightingale garden.*

*As the children move up the school, their interactions with their Nightingale friends will develop. They will have more opportunities to talk and listen when the children work alongside the residents painting, creating with clay and cooking together. Parents will be invited to join these outings and we expect the relationships started during our visits to develop as families 'adopt' lonely residents and continue to visit them independently. By the time they reach Year 5 and 6 the children will be involved in reminiscence workshops, learning about the past as living history and having the opportunity to honour and respect elderly members of the community.*

For us, all of the above meshes with our understanding of Jewish values – values that promote mutual responsibility and community. We intend for all SLJPS pupils to develop a sense of the ways in which Judaism can inform how they choose to lead their lives in the future, be that as Jews, people of other faiths and beliefs or none.

Our values will be evident in the pedagogical set-up of the school. Judaism will shape school life in a special way. The Jewish calendar and festivals, prayers, traditions and stories, as well as modern Hebrew, will be present as

features of the school throughout the year. However at all times we shall celebrate the great diversity that exists amongst all peoples in the world.

SLJPS combines a robust educational approach and a thoughtful, caring Jewish ethos to bring to South London a purposeful, dynamic new educational establishment that will contribute to the richness of the community.

## Aspirations for pupil and whole school achievement

The success criteria for the school will be that pupils will

- leave prepared to continue their education in a variety of secondary school contexts having been through systematic, robust assessment and monitoring processes from Reception. This will have given benchmarks for pupil progress and skills development so that all pupils make excellent progress.
- be equipped for an ever-changing world with the skills to become independent thoughtful learners who can work effectively independently and with others as a result of good teaching and having had opportunities for working on planned problem-solving experiences.
- be mutually respectful, accepting appropriate responsibility for themselves and others in the school community and the local community because they will have been in a school where they have been valued as individuals and where empathy with others and the world around them is demonstrated because it is integral to the school's values.
- prepared to live active and purposeful lives, contributing to their family, to the school, to the local, national and global community. We believe that children should be nurtured and educated so they become positive contributors to society starting with family and community. These skills help create meaning for the children, raise self-esteem and protect against feelings of void, emptiness, and disaffection.
- be able to find, evaluate and apply information for themselves as confident users of modern communication and technology because our curriculum facilitates the development of autonomous learners at different levels by giving support and/or offering high level challenge.
- be inspired to explore and respect their own roots, faiths and cultures and those of others because development of constructive and interested open attitudes in our children is fundamental to our ethos and essential to life in multicultural societies.
- have an added spiritual dimension because of the enrichment and support provided by a school where children are given opportunities to

share their family traditions and those of others showing they understand that people have different and valid ways of celebrating festivals and important events and expressing their inner spirituality.

- appreciate the need to protect the environment and actively take responsibility for the world around them. As it is fundamental to Judaism to respect nature and the environment the integration of environmental foci across the curriculum helps children understand - everything and everyone is interconnected, natural resources are limited and the environment is fragile.
  - *One of the Jewish commandments is Tikkun Olam - 'a duty of human beings to repair or make the world a better place'*
- be confident communicators able to express their views and ideas and able to listen and respect those of others. Throughout our school Circle time, discussion, debate and School Council are examples of how children will share and negotiate meanings - ideas central to a positive and diverse family and communal life.
  - *Chevruta, a traditional method of cooperative study, helps students to both challenge and value the views of others forming their own views through a broader perspective.*
- be well-informed about healthy eating, the benefits of exercise and the value of a healthy life-style through our programmes linked to the Healthy Schools Award [www.dfes.gov.uk](http://www.dfes.gov.uk).
- belong to a popular school, with high expectations, which is judged as successful by both the community and Ofsted because we generate pride in belonging to a school that believes in the development of the full potential of all children and staff and works towards academic excellence.

We believe these success criteria can be achieved by all pupils within our supportive and high quality educational environment. We recognise that these aspirations are ambitious but we believe they are appropriate for all children. The outcomes will look different for children with different backgrounds and abilities but they will be recognisable as demonstrating our ethos. Children's measurable academic success will be on a continuum according to their initial assessments, targets, progress and attainments. (See Section D

for a detailed explanation of our principles and procedures for assessment and monitoring.)

## 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
<b>Year 2</b>				30	30	30	30	30
<b>Year 3</b>					30	30	30	30
<b>Year 4</b>						30	30	30
<b>Year 5</b>							30	30
<b>Year 6</b>								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>		30	60	90	120	150	180	210



## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

### **D1 Set out a viable Curriculum plan with appropriate focus on core areas of learning**

This section contains:

- An overview of what we hope to achieve
- Our curriculum plan

### **OVERVIEW**

#### **A Jewish Free School**

The South London Jewish Primary School (SLJPS) will be a school for children of all faiths and backgrounds. It will bring together educational excellence and Jewish values in a region of London that has no Jewish schools. This combination will be its most distinctive quality.

There are several Jewish schools in North London. We take our inspiration from the recently established JCoSS and Eden schools. Like them SLJPS does not sit within a single Jewish stream but is truly cross community. SLJPS is for all children whether Jewish or not, who would like to benefit from the education and nurturing environment provided.

Our ethos is summed up in the ancient Jewish hope: "May our children be our builders" (██████████, 1991) and is based on the following five aspirations:

#### **Inspiration**

To enable children to discover and take their place in the community, confident in their own practice, culture, heritage and beliefs.

#### **Confidence**

To create an environment in which children have a voice and can become confident and creative in all they do.

#### **Respect**

To value every individual's unique abilities and needs.

**Appreciation**

To emphasise the importance of mutual responsibility, respect and consideration for others within the Jewish community, British society and the wider world.

**Balance**

To provide for children to reach their full potential, emotionally, socially, academically and spiritually.

## A Successful School

The criteria below underpin the outcomes we aspire to for all pupils at SLJPS. The ways in which the curriculum will be planned, implemented, assessed and monitored to achieve these outcomes will be articulated in the sections of D below.

The success criteria for the school will be that pupils will:

1. leave prepared to continue their education in a variety of secondary school contexts having been through systematic, robust assessment and monitoring processes from Reception. This will have given benchmarks for pupil progress and skills development so that all pupils make excellent progress.
2. be equipped for an ever-changing world with the skills to become independent thoughtful learners who can work effectively independently and with others as a result of good teaching and having had opportunities for working on planned problem-solving experiences.
3. be mutually respectful, accepting appropriate responsibility for themselves and others in the school community and the local community because they will have been in a school where they have been valued as individuals and where empathy with others and the world around them is demonstrated because it is integral to the school's values.
4. prepared to live active and purposeful lives, contributing to their family, to the school, to the local, national and global community. We believe that children should be nurtured and educated so they become positive contributors to society starting with family and community. These skills help create meaning for the children, raise self-esteem and protect against feelings of void, emptiness, and disaffection.
5. be able to find, evaluate and apply information for themselves as confident users of modern communication and technology because our curriculum facilitates the development of autonomous learners at different levels by giving support and/or offering high level challenge.

6. be inspired to explore and respect their own roots, faiths and cultures and those of others because development of constructive and interested open attitudes in our children is fundamental to our ethos and essential to life in multicultural societies.
7. have an added spiritual dimension because of the enrichment and support provided by a school where children are given opportunities to share their family traditions and those of others showing they understand that people have different and valid ways of celebrating festivals and important events and expressing their inner spirituality.
8. appreciate the need to protect the environment and actively take responsibility for the world around them. As it is fundamental to Judaism to respect nature and the environment the integration of environmental foci across the curriculum helps children understand - everything and everyone is interconnected, natural resources are limited and the environment is fragile.

*One of the Jewish commandments is Tikkun Olam - 'a duty of human beings to repair or make the world a better place'*

9. be confident communicators able to express their views and ideas and able to listen and respect those of others. Throughout our school Circle time, discussion, debate and School Council are examples of how children will share and negotiate meanings - ideas central to a positive and diverse family and communal life.

*Chevruta, a traditional Jewish method of cooperative study, helps students to both challenge and value the views of others forming their own views through a broader perspective.*

10. be well-informed about healthy eating, the benefits of exercise and the value of a healthy life-style through our programmes linked to the Healthy Schools Award [www.dfes.gov.uk](http://www.dfes.gov.uk).
11. belong to a popular school, with high expectations, which is judged as successful by both the community and Ofsted because we generate pride in belonging to a school that believes in the development of the full potential of all children and staff and works towards academic excellence.

## Distinctiveness

The distinctiveness of the SLJPS curriculum:

- high expectations leading to excellent progress and high attainment.
- integration of Jewish Studies as part of the cycle of learning throughout the year.

- all pupils will have individual access to ICT to stimulate and support learning because ICT is a fundamental tool and resource.
- acknowledgement that we are not only part of a school and local community but have a place in a wider environment on which our actions impact..
- development of growing partnerships to support curriculum and teacher development and children's learning experiences.

## Our curriculum vision

We want our pupils to experience the joy of learning in a stimulating environment that respects that children need to be inspired and encouraged.

We expect our teachers to be excited by learning themselves. These positive role models will bring the children with them on their learning journey. Children will benefit by seeing that adults too are life-long learners.

Everyone is welcome at SLJPS. Our relationships with the family and the community will underpin the 'way of life' at SLJPS. We aspire to create a strong sense of local community involvement and to pursue excellence in delivering a primary education.

Jewish studies will be largely integrated and sometimes Jewish themes will be used as starting points for topics within our creative curriculum. Modern Hebrew (Ivrit) will be taught from Reception and embedded in the curriculum.

English/Literacy – The expressive arts including drama will be part of the literacy curriculum. These give a wonderful opportunity for children to express themselves in English and Ivrit through play and music, actions and stories experiencing the similarities and differences between languages and cultures.

### **Children have a wonderful, relentless curiosity.**

Teachers will nourish this and help them to see that they are learning all the time and that making mistakes is an important part of learning too.

We recognise the importance of preparing children for life in an ever-changing world which needs them to develop the skills to become independent and thoughtful learners who can find and evaluate information for themselves. We will prepare children to live active, healthy and purposeful lives as adults.

We will teach within a caring and nurturing environment that develops the potential of all children, building their self-esteem and confidence to enable them to develop the skills to think and learn effectively. In practice teaching strategies will vary according to the needs of the pupils and the context for learning. Enquiry-based approaches with exploration, talk, play and project-based learning enable children to acquire skills and knowledge in the context of meaningful, authentic, stimulating learning experiences.

As the Chinese proverb says:

*“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”*

Teachers will be required to have the knowledge and skills to be able to draw on a range of resources and methods, which take account of the different learning styles of pupils so that learning, can be maximised.

We are working to develop a creative curriculum in line with the Early Years Foundation Stage (EYFS) and National Curriculum.

Our 21<sup>st</sup> century skills-based curriculum will encourage children to be immersed in their learning through exploration, discovery and creativity and will prepare them for the world of tomorrow. Child-initiated learning as well as teacher-directed activities will help follow and promote children’s own interests and curriculum planning eg using games, birthdays, popular films, festivals, local and sporting events, books and TV programmes can offer a stimulus for learning across the curriculum. Learning will be further enhanced and brought to life through maximizing the educational facilities available both locally and further afield. Through the close relationships that have, and will continue to be made with the local community, the curriculum will be well supported. These close links will offer opportunities to both enrich and be enriched by people of all cultures, faiths and ages. For example, by linking to a local multi-cultural Primary School children are able to further appreciate how they are part of a wider community and recognise the similarities and differences for themselves as individuals and as a group.

## High standards

We want children’s time in school to be exciting, absorbing and rewarding. Achieving high academic attainment through a well taught and inspiring, curriculum will contribute to Wandsworth’s aim to raise standards in their primary schools, particularly in priority curriculum areas. ( )

There will be:

- statutory assessments currently required by law at the end of Reception, Year 2 and Year 6.

- assessment for learning at the heart of everything we do.
- teachers' planning informed by a combination of formative, diagnostic and summative assessment.
- children's self-assessment and peer assessment against understood criteria from Reception.
- regular target setting and tracking throughout the school.
- school self evaluation will be informed by analyses of progress and results, pupil, parent, governor and staff feedback and surveys.
- performance management systems linked to results and staff development, will be implemented.

Through regular feedback from their teachers and discussion with each other the children will learn to recognise when they are doing well and what they need to do to improve. By teaching them to evaluate their own work through an understanding of what they are trying to achieve they will gain confidence in self-assessment from an early age. (██████████ (2005) They will understand and appreciate their own abilities and challenges and will be sensitive to those of others.

Parent surveys will play an important part in informing our planning and teachers' and school self-evaluation processes will feed into our ongoing development towards achieving the school's targets.

### Increasing choice and diversity

By promoting Jewish values of community and learning we will respect the school's diverse population and create a sense of community and a commitment to helping children to grow and realise their potential.

We will work with other schools and organisations so that the school is seen as an asset - which contributes to the locality.

We recognise there are many different interpretations of practice and tradition not only within Judaism, but also all faiths and beliefs. We will celebrate this diversity.

### Including all Children

The ethos of the school will be underpinned by outstanding quality first teaching and a curriculum that meets the educational and social needs of all children.

Our special needs and disability provision (SEND) will ensure that children with learning, behaviour, or emotional difficulties and those who are gifted and talented will have access to appropriate resources within school to help them learn well. Where necessary outside support will be called upon. This will include links to specialist institutes to extend the learning for gifted and talented pupils. (See D3 and Annex Section – SEND policy)

The Inclusion Manager will take the lead in their colleague's professional development in all aspects of inclusion ensuring appropriate challenge for all. ICT resources will play an important part in supporting and extending learning.

Planning for pupils with EAL will be guided by specialist input to ensure access to the curriculum from their point of entry and involvement of speakers of the mother tongue. (Links with local EAL AST) Being situated in an area with a very fluid and International population this support will have a high priority.

There will be high expectations and appreciation of excellent behaviour and effort in the school. Children will be encouraged to aim for full attendance so they can enjoy learning and achieve well. We want them to be active, not passive, learners through engaging with challenging tasks, thematic research and games as well as structured activities in a safe environment.

Our ethos recognises the importance of building confidence and respect by valuing every individual's unique abilities and needs creating an environment in which children have a voice and can become confident and creative.

## Teaching Methods

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns"* [REDACTED] - [REDACTED]

[REDACTED]:

The teaching method will vary according to the age, ability and experience of the children and the concept being taught. Children will often devise and carry out their own investigations derived from finding out activities instigated by the teacher. At other times the teacher may find it more appropriate to demonstrate a concept to the children. Opportunities to enhance speaking and listening skills will be maximised by using a variety of strategies such as paired talk, group discussion and debate. This links to our ethos for developing children's confidence as independent and enthusiastic life-long learners.

Class teachers will make an assessment of each child's progress. Teachers will keep appropriate records of achievement so that assessment is built into medium term planning of programmes of study and not simply added on at the end. In this way progress can be monitored against National Curriculum level descriptors.

Children's assessment records will be handed on to the next teacher at the end of each year.

Key Stage 1 Assessment is an on-going process through:

- Observation of children working
- Discussion with children – before, during and after working
- Looking at/marking children's work
- Specific assessment tasks planned by the teacher

Key Stage 2 assessment will include all of the above, non statutory tests and written national tests.

## Teaching and learning

Teaching and learning will focus from the earliest years on developing independent learners who have the physical, social and language competence in order to effectively engage in this subject.

Lessons will be taught by class teachers who will use their in depth knowledge of the children to ensure that learning tasks and targets are appropriate to their needs. Specific subject and pedagogical knowledge will be included within the scheme of work. Teachers' on going professional development will include regular updating on best practice in subject teaching and key national priorities to ensure teachers have a range of effective teaching methods at their finger tips.

Where class teachers identify additional support it will be sourced from local schools, networks and the community. We are conscious of the need to use budget resources effectively and in a small school volunteers from the community appropriately qualified, experienced and inducted into the role, will be one way of providing extra support eg for reading, swimming, educational visits and projects.

## Strong literacy and numeracy teaching

There will be cross-curricular teaching and learning, as well as discrete subjects, underpinned by an emphasis on basic skills drawn from strong literacy and numeracy teaching. Learning will be dynamic. Reading, writing, Speaking and listening, discussion and debate will be practised and modelled from the early years throughout the school with opportunities to demonstrate this in the community and through links with secondary schools.



## CURRICULUM PLAN

### Mathematics and English

<b>EYFS profile outcomes</b>	100% value added
<b>Mathematics</b>	100% children achieving Level 4 and above
<b>English</b>	100% children achieving Level 4 and above.
<b>Reading</b>	New national arrangements being trialled. Attaining High reading levels is a priority

These figures can only be accurately predicted once assessment has taken place. Once the child has been assessed we would aim for 100% value added

The League Tables of Wandsworth, Richmond and Merton – our surrounding boroughs, will provide benchmarking. ([www.education.gov.uk](http://www.education.gov.uk))

SLJPS will aim for point scores of 30+ as the school becomes established with 35-50% of pupils achieving level 5 as is the case in the best schools in Wandsworth and Richmond. Targets to achieve these results will be put in place taking account of the assessment of each pupil

For example: Good attainment will be above national expectations at the end of KS2 - level 5

Where children attain excellent outcomes eg in Mathematics, English and science they will exceed this.

<b>Teaching</b>	85% of teaching good or outstanding (Ofsted criteria)
<b>Attendance</b>	Over 95% with less than 1% persistent absence
<b>Ofsted outcomes</b>	We aspire to be a good school from the outset and by the time the school has been established and has data over the first few years, we aspire to be an outstanding school in the top 10% of Wandsworth's league tables.

We recognise that teachers' high expectations make an important contribution to these outcomes.

All children will meet their targets which will have been set to provide challenge. Children with SEND will make better than expected progress.

These figures can only be accurately predicted once assessment has taken place. Once the child has been assessed we would aim for 100% added value.

## Early Years/Reception curriculum

From Reception (4-5) the children with their families will be starting a journey of learning to be confident, capable and independent in a safe, nurturing, considerate indoor and outdoor environment. Our SEND policy ensures that each child's journey is tailored to take account of their needs as well as their abilities. Real life dilemmas will be discussed so that they can learn to make safe choices eg who to ask if they get separated in the supermarket; what to do if they have a problem in the playground. We will nurture a love of Jewish ways of life and learning appropriate to all, valuing and enriched by the diversity of our school community.

The school will take into account guidance for the Foundation Stage including:

- Focus: Development Matters, Look Listen and Note, Effective Practice, Planning and Resourcing
- Personal Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Developing social, emotional, communication and language and physical competence will be key aspects of a child's work in Reception and KS1. A focus on separation and forming attachments, communication and socialisation, building an awareness of others, the school community and of the wider world beyond their family and home will guide the development of learning experiences within the curriculum.

Literature, stories, books and words will be key providing the foundations for learning readiness and literacy across the curriculum and the promotion of intellectual development. The environment will be rich in both English and Hebrew language.

The teaching of systematic synthetic phonics will be a key part of the teaching reading as will giving children an opportunity to understand meaning through a wide range of literacy activities. Roehampton University, one of our local partners has particular expertise in staff development of phonics teaching.

The cross-curricular elements of the EYs curriculum will be developed as the pupils proceed through the school - helping to make meaning for them as they understand more about how areas of learning support each other. For example children will visit different environments, the river, the wetlands to help them to understand how different environments help plants to grow and animals to survive. They will use their ability to read, to think, to question to consider how what they do themselves makes an impact on their own environment and beyond.

## KS1 and KS2

Our curriculum will be broad and balanced in order to prepare pupils for their entry to secondary schools in different contexts. Teachers' high expectations and focused feedback will ensure pupils make excellent progress in line with and beyond national expectations. Where appropriate a cross-curricular and thematic approach will be planned. Ensuring the main elements for each subject are addressed will be a planning requirement.

Teaching will reflect the importance of varied approaches. Sometimes it will require teacher-lead subject-focused instruction and fieldwork, visits and experiential learning which are so important to embed children's learning, will be very important elements of our approach to teaching and learning. Teachers' professional judgement and children's needs will influence differentiated planning. Curriculum planning will be monitored and as the school grows teaching teams will ensure that the systematic assessment process informs planning at every stage to ensure the best progress for all children leads to high standards overall. Children will be involved in setting their own and class targets so that they can begin to assess their own learning from the start.

Understanding the individual needs and current capabilities of the children in each class promotes good teaching and learning. It is about knowing how to adapt, differentiate and engage all learners so they feel inspired and have the opportunity to do as well as possible at school. The personalisation of learning, putting the child at the heart of the process, has always been the essence of effective education and lifelong learning (■■■■■, 2006).

Education is about people in all aspects of their humanity – physical, emotional, intellectual, social, and economic. Identifying children's own interests, strengths and areas for development personalises the education process. This will prepare them for their place in the family and communities. We will assess how successful we are in developing these non-academic aspects through encouraging the children to give examples of how they feel and how they know they are progressing and we will invite parents to use our on-line surveys and welcome events to judge these aspects of their children's development.

We value the skills specialist teachers bring in subjects such as music and P.E and as the school grows in size this will become a stronger feature of the staffing. We will also value and develop teachers who have other subject specialisms or interests, nurturing these to enhance the teaching and learning of all our pupils.

## The Core Curriculum Subjects

English, and Mathematics are given a greater amount of teaching time each week, as one of the main remits of a primary school is to develop pupils' basic skills so they can be successful throughout life. Learning to read, write and calculate are keys to access the rest of the curriculum. Science and Information Communication Technology (ICT) are continually transforming the way in which we live and work.

SLJPS' position on ICT was confirmed recently by the Secretary of State for Education:

'If the UK is to maintain our competitive edge this generation of students need to develop their programming skills and an understanding of how maths, computing and science interrelate'. (Gove, M – BETT Conference 2012)

At SLJPS we value excellent teaching to promote excellent learning. Making connection - joining the dots – is how we all make meaning eg if you have only encountered 'volume' on a speaker what sense would a child make of the mathematical term 'volume' without their teacher's understanding of the role of connections. [REDACTED]'s research on connectionist-orientated teaching

*'The sort of lesson that children have participated in on the way to acquiring knowledge will have a dramatic impact on the sort of knowledge they acquire.'* ([REDACTED], [REDACTED])

Thinking skills are a key component of effective learning or as [REDACTED] puts it:

*'We need to think better if we are to become better people.'*  
[REDACTED], aged 10

There has been much research into how children learn ([REDACTED], [REDACTED], [REDACTED]) and more recently much work has been done on how to develop children's thinking and learning skills.

'Thinking skills' is a term often used to refer to the many capacities involved in thinking and learning. These skills are integral to successful lifelong learning, emotional intelligence and becoming a good citizen.

Research shows that thinking is developed through cognitive challenge and learning to work and discuss effectively together. We believe using appropriately challenging teaching strategies to promote these skills can help raise standards of achievement and create thinking children, thinking classrooms and thinking schools.

■■■■■ (■■■■■ 1956) refers to ways in which children's thinking is stimulated

- Knowledge - What happened in the story?
- Comprehension - Why did it happen that way?
- Application - What would you have done?
- Analysis - Which part did you like best?
- Synthesis - Can you think of a different ending?
- Evaluation - What did you think of the story? Why?

Thinking Skills are embedded in the National Curriculum (1999)

- Information-processing
- Enquiry
- Reasoning
- Creative thinking
- Evaluation

## **English**

Our goal is to encourage children to really enjoy reading and writing, and to develop interest and curiosity about a range of literacy activities. The curriculum includes reading, writing, spelling, handwriting, speaking and listening and drama. Teaching and learning strategies include guided reading groups, shared writing, peer editing, library and levelled reading resources.

### **Reading including phonics**

It is widely recognised that there is no single process which suits every child at every stage of reading development but there is general agreement that children can be taught to read successfully through synthetic phonics. This will be taught systematically throughout the school as part of our approach

to the teaching of reading. We will combine tried and tested methods which use real books with regular phonics practice. The teachers and other adults working with children to secure their reading skills and understanding will work together to ensure each child has additional appropriate support to ensure they make good progress in reading. Parents will have the opportunity to attend workshops to guide them how best to practice reading at home with their children. This will contribute to our aim for all children to make excellent progress and to achieve in line with or above national expectations.

We want to engage children in reading for pleasure so that they appreciate from an early beginning that books provide fascinating stories, are fuel for the imagination, are a source of information and a means of giving great pleasure. Developing reading skills and understanding will be a focus across all subjects in the curriculum.

### **Grammar**

The primary aim of teaching grammar in primary schools is to improve children's writing. Learning about grammar involves investigation, problem-solving, language play and a growing awareness of and interest in how language works. Children's growing understanding and use of grammar helps them to write more effectively. The purpose of teaching grammar is not simply the naming of parts of speech but is about making children aware of key grammatical principles and their effects, to increase the range of choices open to them when they write. The development of oral language is vitally important in its own right as well as being essential to success in literacy. Developing children use grammar in a wide variety of ways, often with considerable complexity. Some would argue that the study of grammar is worth teaching in its own right because it is intrinsically interesting. This is not our aim is to improve children's writing. Grammar is fundamental to this, as a means to an end. We can do this through investigation, problem-solving, language play and a growing interest in how language works.

Children learn grammar as an integral part of learning to speak from the earliest stages. Learning Hebrew will also help to reinforce the importance of grammar. The development of oral language is vitally important in its own right as well as being essential to success in literacy. In the course of development, children will use grammar in a wide variety of ways, often with considerable complexity. Very young children will imply meanings using single words eg milk. We interpret their meaning because of the associated action or way in which they say the word. Children often encounter very sophisticated grammar in the speech and writing of others which they understand long before they can use it themselves. (██████████) (2006)

## **Mathematics**

### **SLJPS will encourage curiosity in the magic and mystery of numbers.**

Through developing an early understanding of the patterns that numbers make and the excitement, which comes from the practical manipulation of concrete apparatus children will develop positive attitudes to mathematics. Parents will have the opportunity to join practical workshops to encourage them to support and question their children to consolidate their understanding.

All teachers will be expected to participate in staff development activities to ensure there is consistency in teaching methodology and enjoyment in working with children in all areas of the mathematics curriculum.

- We will follow the National Curriculum and resources and best practice strategies will be employed to give children lots of opportunity for regular practice, games, problem solving and challenges across the Mathematics Curriculum. The school will focus on acquiring the basic skills in KS1 and KS2 in an engaging manner. Frequent mental mathematics opportunities will occur throughout the day. We will assess to identify which aspects of Mathematics children have strengths in eg some children may have very good spatial awareness but may find number manipulation difficult. Pairing and grouping will take account of these assessments so that children can excel in some areas and feel supported in others. Speedy intervention when pupils have difficulties ensures misconceptions are overcome. For example a pupil may be returned to the stage at which he/she is confident and learning is rebuilt from that point. SLJPS will make good use of skilled teaching assistants to intervene swiftly when pupils encounter difficulty. (Ref: Ofsted Report on Successful schools 2011)
- Real-life problem-solving contexts will be used as much as possible and throughout the school there will be recognition of the different way people learn eg through discussion, mental imagery and manipulation of concrete materials will be ongoing resources. We recognise from ██████████ (1980) that with the guidance and assistance of adults or more-skilled peers, children can begin to accept higher levels of responsibility for their own learning. By scaffolding the learning children gain confidence.
- Many aspects of the mathematics curriculum eg working with money, data and measures will give opportunities for experiences that will contribute to their future economic well-being.
  - ICT will be used to support learning for every child eg working on their own hand-held computer, using the interactive

whiteboard to show visual images to support calculations, for example in exchanging one block of 10 for 10 units in column subtraction or to show different methods side by side so that pupils can discuss the advantages and disadvantages. Robotic toys will have a place when children are learning about giving instructions, direction and angles. Calculators will be used appropriately eg for checking complex calculations when problem-solving.

- Children will be given the opportunity to join a mathematics club.

### **Science**

- SLJPS values Science because children are naturally curious about their environment. It makes a valuable contribution to pupils' knowledge and understanding of the world and can be integrated for example with geography, mathematics and enriched with ICT.
- We will aim to build upon the best primary practice of learning where possible through investigation and first-hand experience within the child's physical environment. We will develop their knowledge and understanding of important scientific ideas, processes and skills and to relate these to everyday experiences. We will explore values and attitudes through Science that may be appropriate to our foundation as a faith school.

### **Science through the school**

- From Reception children will be learning about the world around us. As they journey through the school they will learn about a wider range of living things, materials and phenomena. The National Curriculum will be the framework for teachers' planning and children will be encouraged to begin to make links between ideas and to explain things. They will apply their knowledge and understanding of scientific ideas to everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They will carry out more systematic investigations, working on their own and with others asking questions, solving problems and becoming independent thinkers in accordance with the outcomes to which the school aspires.
- They will increasingly use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.



- The ASE (Association of Science Education) encourages outdoor learning in the primary curriculum. The slogan 'No child left inside' emphasises an essential component of science education – seeking high quality experiences in a range of urban and rural learning environments eg Wimbledon common, local parks, ecological playgrounds, farm visits, Science museum, Natural History Museum. We have negotiated access to the university's environmental areas where the children can grow their own vegetables and plants until there are facilities at the school for this.
- The children will participate in a range of outdoor experiences – camping, hiking to develop their love and understanding of the outdoors and nature.
- Such activities give opportunities to develop inner resources, independence, self-esteem, confidence, fitness, and the ability to work and cooperate with and depend upon others. Going on trips to a different environment will be thought-provoking and provide contrasting experiences for children living on the edge of London unused to the tranquility of the countryside. They will gain respect and a love of nature as well as a sense of responsibility for it. This will enhance learning across the curriculum and be connected in many ways to both the Jewish and secular education and values of the school.
- Teacher assessment will assist in target setting and children's progress and attainment in science will be reported to the next teacher to inform future planning.

### **Information and Communication Technology and Digital Literacy**

- Every child will have access to a computer to support, develop and enhance their learning. We will ensure that everyone at SLJPS and the families have a good understanding of safety and privacy so that they behave responsibly when on line. Workshops for parents as well as pupils will be a feature.
- There will be a MIS implemented. Some staff will have appropriate access to the system and develop confidence in using it.
- As the school develops, we will invest in ICT as an important and distinctive element of what we offer to pupils, including an interactive website and virtual learning platform for out of school learning. Parents will be able to share their children's progress and feedback to teachers on the home learning activities.

- ICT will be integrated across the curriculum giving it a real-world context, giving pupils the capabilities to enter their adult lives with twenty-first century skills.
- Children with a strong aptitude will have the opportunity to develop their understanding of more complex ideas at a computer club where software such as Scratch can be explored (<http://media.mit.edu/index.php>)
- We agree strongly with the recent Next Gen report that schools need to teach digital literacy alongside traditional literacy skills.

### **The Creative and Expressive Arts**

The aim of the curriculum area for the creative and expressive arts is for each and every child to participate in experiential and active learning in order that they become motivated and successful learners who look forward to coming to school because they enjoy it.

The arts are well known to develop children's confidence and self esteem and, when used as part of an integrated curriculum, participation in arts subjects enables them to make progress and achieve across all areas of learning (██████████, 2009; ██████████, 2004). Through engaging in and through visual arts, music, performance and dramatic arts children learn key life skills and knowledge about the world in ways that are natural and unforced. When taught within the context of enquiry based pedagogy they teach children to become independent and creative thinkers, to problem solve and make decisions, to 'have a go', to experiment and to work harmoniously together (PCAH, 2011): This aspect is currently widely believed to be imperative in reforming educational systems which aim to prepare children for the future by developing skills in critical thinking and collaborative problem solving (PISA, 2010).

The arts combine the physical and emotional aspects of learning with the cognitive and the intellectual. A culturally rich curriculum will help children learn about themselves, their personal and group identity as well as to develop empathy for others. Children learn to explore materials, processes and possibilities and to work towards common goals that are not self centred (Cultural Learning Alliance, 2011). Through opening a world of imagination through arts subjects children can express themselves and communicate in a multitude of ways (██████████, 1998) and gain a sense of ownership and pride in exhibiting or performing the outcomes. They can learn to reflect upon and evaluate their own work as well as the work of their peers and other artists in the wider community and the world beyond school.

Children practise concentration skills and can achieve high levels of focused discipline when they are deeply involved in projects which are meaningful and exciting for them. Participation in a range of expressive arts can provide opportunities for children to collaborate, cooperate and persevere on their tasks. They learn to respect and care for resources and to understand their responsibilities in ensuring a safe and stimulating environment. Involvement in competitions, exhibitions, public and school events also give opportunities for demonstrating the children's success in this important area.

The creative and expressive arts curriculum aims to enable the school to provide an inclusive, inspiring and fulfilling curriculum that can be celebrated within the school community and beyond.

The success criteria of the Creative and Expressive Arts will be demonstrated by the enthusiasm children show for participation, the response of visitors to exhibitions of their work, the audience response at concerts both within the school and in the community and the outcomes of competitions and local events they take part in.

All aspects of our curriculum are designed to respect and value our children who come from diverse backgrounds. Wherever possible we will use examples from our communities so that children can make connections as well as acquiring new knowledge.

### **Jewish Education**

- Our commitment to Jewish Education is to ensure that all children and their families benefit from universal Jewish values and ethics whatever strand of Judaism they adhere to and whatever faith they follow. Our aim is to educate children of all faiths or none about Judaism so that they leave as responsible and communally active individuals. We hope they will develop a sense of identity that includes the best of Jewish and British values and tradition. They will be growing up in a diverse local and global community and should know their place in that community. Jewish values are strongly connected to all faiths so should support children's burgeoning spiritual development.

*'It is not enough to convey information to children. We have to convey humanity to children; we have to convey love to children; we have to convey compassion to children; we have to convey feeling to children; but most of all we have to convey a way of life to children.'*

(██████████, ██████████ p 17)

The Jewish Education programme is designed to ensure that:

- Children learn together with pleasure and interest about the Jewish calendar, traditions, bible, prayer, holidays, practices and values, Israel and life events in England and around the world.

- The cycle of the festivals is integrated into the curriculum
- The journey through the weekly Torah (Jewish Bible) portion will connect the children to a chain of tradition that can connect them to the past, ground them in the present and inform their dreams for the future
- Children will be encouraged to accept responsibility for themselves and their community inside and out of the classroom eg One element of the festivals is the mitzvah (good deed) of tzedakah (charity) which has a different focus for each holiday e.g. collecting food and clothing for the homeless at Sukkot, promoting religious freedom and human rights at Hanukkah, visiting and giving gifts to the elderly at Purim.
- Judaism will be looked at within the widest possible context of varied denominations, other faiths, backgrounds and traditions.
- SLJPS's educational programme will reflect the diversity of the Jewish community and appreciate the responsibility of each child and family to seek out their own understanding of a commitment to Judaism so they can make informed choices about the lives they wish to lead;
- Our approach to Jewish practice and custom is non-didactic but fully rounded.

Underpinning our approach is a view that in our school, when discussing faith traditions and practice our teachers will ask 'What does **your** family do?' not say, 'This is what **you must do.**'  
(adapted from [REDACTED] - [REDACTED])

The teaching of other major world faiths will be part of the R.E. curriculum and will lead our children to having a clearer understanding of and respect for different faiths and cultures which is key to the ethos of SLJPS.

### **Jewish Studies Curriculum**

Whilst Jewish values will be integrated throughout the curriculum, Jewish Studies will also be taught as a discrete subject that will be the springboard to multi-disciplinary learning.

### **Foundation Stage**

In the Foundation Stage, the curriculum is often topic based and the areas covered flow from exploration of a specific project. As the beginning of the academic year coincides with Rosh Hashanah, the Jewish New Year, the

theme of New Beginnings is a natural focus for broad based learning. The children can look back, reflecting on their previous experiences and explore opportunities for change over the forthcoming year. Relationships can be explored and personal targets set. These targets can be creative or physical. They can be private and personal or group targets that can only be achieved by the children working together, developing tolerance, patience and cooperative skills. As each new festival arrives, the children will be able to monitor the time of the month they are likely to fall and they can explore the seasons through the three harvest pilgrim festivals that are marked annually. Over the centuries, Jews have settled all over the world and in each country they have integrated local customs into their Jewish traditions and rituals. Rosh Hashanah is the ideal time to explore the many contrasting New Year customs practiced internationally. Throughout the year, Jewish festivals offer an exciting framework through which to structure a broad, challenging and personally involving curriculum.

- The weekly Torah study will give children the opportunity to explore the mitzvot, (special deeds) and the commandments that will give them structure and purpose to their lives.
- Through daily prayer the pupils will gain language skills as well as exploring the spiritual dimension to their lives.
- Children learn by doing and Deeds of Loving Kindness epitomise the ideal way of children living Jewish values and ethics; treating each other with respect and taking responsibility for themselves, each other and the world.

### **KS1 and KS2**

The multiple cycles of the Jewish Year including festival, Torah and life events will continue to inform the curriculum at appropriate levels as the children move up through the school. Jewish Studies will continue to be integrated into the school curriculum and the children's knowledge and understanding will be reinforced and extended. Different concepts inherent in the texts will be explored as their ability to analyse stories and behaviour grows and the children's ability to make educated choices develops.

- The children will understand and become familiar with the basic patterns of brahot (blessings) and standard prayers.
- Pupils will learn about Jewish ethics and values and will be encouraged to consider and appreciate their relationships to each other and to the world around.

An example of the resources we would use to inform our planning is the Jewish Global Citizenship Project (JGCP) produced by Tzedek, a charity that promotes Jewish Action for a Just World. The lesson plans and

classroom activities are suitable for the Foundation Stage upwards, contributing to 'Every Child Matters' and linking to many areas of the curriculum including Jewish Studies, Geography, Personal, Social and Health Education, Environment Issues, Sustainable Development, and Citizenship. The dynamic and creative activities encourage critical thinking and through active participation pupils learn to take responsibility for their actions. For example, each year Fairtrade Fortnight falls close to the festival of Purim and JGCP have produced a KS2 programme called [REDACTED]. This pack explores themes of, Living in a Global Community, Introduction to Global Trade, Workers' Rights, Ethical Consumerism & Fairtrade and Purim and it includes assembly and classroom ideas for Fairtrade Fortnight. At Sukkot, the issue of Homelessness will be explored with the help of age appropriate programmes produced for Keystage 2, 3 and 4 pupils.

### **World Religions and Cultures**

SLJPS sees it as an important part of our ethos to ensure that our pupils are aware of the richness that different religions and cultures bring to our society and to our lives. Festivals and cultural celebrations from around the world at different times of the year will link well with the joy which celebrating the Jewish festivals will bring to the school. There will be opportunities for children of other faiths and other cultures to share what their family does with stories from the Jewish children whose traditions will vary too. Members of the community will be encouraged to visit and share their cultures and our pupils will visit places of interest to deepen their understanding of what we do the same and what is different. We hope this approach will ensure all children whatever their background will feel included and families will see this is part of the overall education process.

### **Collective Worship**

Collective worship is when pupils of all faiths and beliefs come together to reflect. At SLJPS there will be opportunities for the whole school to come together throughout the year for example around festival time and at the beginning or end of term. Such occasions will often include celebrations of achievements big and small and acknowledgements of the diversity within our school. The daily procedure may be in the classroom with visitors, including parents sometimes attending for example for the special Sabbath Kiddush on Fridays. When Jewish prayers are recited for example on Fridays all children will have the opportunity to reflect or participate as is appropriate for them.

### **Humanities**

History and Geography are part of our humanities curriculum. As a school with a faith basis, learning about what is distinctive about the people and places of our community and linking this to the past, present and future of our world will be of crucial importance. Looking at our city, region, and country and beyond will allow us to put 'our story' into context.

## **History**

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They will learn how the past is different from the present and draw on the stories from their own families and communities as well and by so doing integrate not only aspects of the curriculum but also different elements of their lives.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They will again be encouraged to make connections, see similarities when comparing people and events and discuss the differences. They also learn that the past can be represented and interpreted in different ways. Through these methods children will learn to be tolerant, understanding and valuing of different cultures, beliefs and life-styles- so fundamental to our ethos.

## **Geography**

Teaching will ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they will ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

We will aspire to being sustainable in both our actions and through our

teaching: environmental issues will be reflected systematically in the general curriculum as well as in the Geography and Science curriculum. Our links with Ashley C of E, a Surrey eco-school and Gan Haruv an eco nursery in Israel will give the children inter-school communication opportunities to support their endeavours. (See Annex Section Support letters)

Geography will be enhanced by us taking part in a programme such as Eco Schools. This is focused around nine key environmental topics:

- water
- biodiversity
- energy
- global perspectives
- healthy living
- litter
- school grounds
- transport
- waste

These will inform both our curriculum planning and buying habits wherever possible.

We will develop with children respect for their immediate and local environment.

### **PSHE and Citizenship**

Meeting the social and emotional needs of all children is integral to successful education. There will be opportunities from the beginning of schooling for children to express their concerns and deal with them. Respected strategies will be used and awareness of aspects of emotional intelligence will be introduced to promote calm, positive methods of dealing with difficult situations and conflict. We will work with the PSHE curriculum in the most appropriate way for our pupils. Strategies such as Circle Time give young children a safe space in which they can declare their concerns. Healthy living will be a theme throughout the school and we will aspire to achieving the current Healthy Schools Award integrating this education with subject teaching eg science and PE and thematic research eg how plants grow.

The strands which are necessary for effective learning in all areas of PSHCE are Knowledge, Skills and Attitudes. The outcomes below link well to the school's values. These will be evident in all teaching and will enable pupils to:

- Develop self-awareness and positive self-esteem.
- Become more mature, independent and self confident.



- Learn to respect the differences between people and cultures.
- Learn to keep themselves and others safe.
- Develop effective and satisfying relationships.
- Make informed choices about their health, lifestyle and environment.
- Develop their sense of social justice and moral responsibility.
- Take more responsibility, individually and as a group to resist bullying.
- Begin to understand that their own choices and behaviour can affect local, national or global issues.
- Play an active role as members of the school and citizens in the wider society.
- Make the most of their abilities.

It will be important to make links across all areas of the curriculum, through our themes for example:

- Communication and Language: skills in enquiry and communication, stories that illustrate aspects of personal development.
- Mathematical Development: problem solving skills.
- Knowledge and Understanding of the world: sex, health (including medicines), safety and the environment.
- Creative Development: health and safety, healthy eating.
- Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- Physical Development: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Links to our behaviour policy.

## **Physical Education**

### **Purpose and principles of Physical Education at SLJPS**

At SLJPS physical education will be taught creatively and innovatively to ensure that all children aspire to, and reach, their own physical as well as social and emotional potential. The curriculum will be designed and created alongside children's learning following practices advocated at a national level (for example the TOP Foundation/Bupa Start to Move programme).

During these key formative years children need to learn the physical skills required for an active lifestyle as well as the attitudes and social competencies needed in order to effectively learn. This confidence and competence to move, or physical literacy, relies on children engaging in developmentally appropriate learning opportunities. These encourage, guide and support children in gaining fundamental movement skills that they can apply in a wide variety of contexts and environments and for different purposes.

The scheme of work builds on principles of inclusion, creativity and developmentally appropriate learning. This includes opportunities for children to participate in individual, group and team learning tasks which require them to co-operate and compete at an appropriate level.

The curriculum model will meet statutory requirements but will focus in particular on movement confidence and creativity in movement. This will include culturally important activities such as dance but also focusing on other physical activities so that children can apply and adapt their movements to different challenges.

Initial work in Reception will focus on providing children with daily access to appropriate physical activity learning within their local and immediate environment. This will include 'movement corners' and effective outdoor play environments that engage children within regular and habitual opportunity to be active. This will use simple resources and with minimal space initially as the local environment will provide access to larger open spaces and different surfaces to work on and experience.

As the school grows facilities will be developed in partnership with local schools and education settings but will retain the focus on both indoor habitual activity as well as participation in the outdoors. The emphasis will be on developing the highest quality teaching and learning over a reliance on facilities. Good teaching adapted to different environments will make the most of space and facilities that are on offer. Children will rarely have access to world-class facilities in their everyday lives so they need to be able to have confidence to participate in a wide range of physical environments.

Links will be made with other subjects where this enhances both physical education and children's wider learning. Through physical enjoyment and achievement SLJPS aims to promote a healthy living.

## Value added - External Links for PE

Links with Roehampton University will ensure that both class teachers and children can work alongside experienced and passionate physical educators who specialise in developmental physical education. This partnership will also involve work with trainee teachers who are specialising in this subject.

## Outcomes for children

Children attending SLJPS will benefit from a developmental focus on physical education as it will :

- enhance both physical competence.
- increase their motivation to participate beyond the statutory curricular requirements.
- encourage children to exceed national expectations in terms of levels of participation, levels of activity and levels of achievement.

Teachers working with this approach will :

- have the confidence and understanding to plan effective and engaging learning opportunities that focus directly on children's learning needs.

## Extra-curricular activities

Extra-curricular activities and after school clubs will complement and enrich the curriculum and by so doing contribute to achieving the SLJPS pupil and school outcomes.

They will include sports, music, home-learning support and also projects that are initiated by the families of the children - traditional skills like Chinese paper cutting or baking traditional foods for festival eg Shavuot and Diwali sweets.

Chess, mathematics, book club, French, drama, choir, ICT, orchestra and gardening are examples of clubs which will be offered and/or other clubs depending on the children's interests and the expertise and enthusiasm available in the school or community.

Being situated in such a rich and diverse location, there will be opportunities to tap into a wealth of skills and experiences. For example, folk dancing from

around the world will develop an appreciation of different music styles, physical control and team work. This sharing of culture and tradition will not only validate all children and their families, it will give children a wealth of new experiences beyond those of the basic school curriculum particularly to children from deprived areas and those with SEND.

As the school grows and the sporting facilities increase examples of clubs might be netball, tennis, rugby, football, multi-sports, golf, cricket, rounders, hockey, running and athletics. These sports have a universal appeal overcoming language barriers and will help the school to integrate children who may have only arrived in England recently and have not yet learnt to speak English. We want to ensure that all children have opportunities to participate and to shine.

The range of clubs will grow as the school increases in size. Most clubs will take place during lunchtime and after school. They will be run by school staff, parents and volunteers, and will be free unless clubs are run by outside providers.

## Educational visits and visitors

Educational visits and visitors reinforces our commitment to working with the wider community. They are an integral dimension of the SLJPS learning experiences. They provide first hand knowledge and experiences that are vital for real learning to take place.

- Theatre groups and musicians will visit the school to enrich their creative talents and abilities.
- Educational visits will be arranged to support children's learning. Such visits stimulate children's imagination and enthusiasm and can add a great deal to their understanding.
- In KS2 children will have the opportunity to take part in residential journeys.

These events are all part of a holistic education. Our ethos motivates us to work towards exciting all children about learning. By including the environment, extra curricular opportunities and skills for life as well we can help every child to find areas which are inspiring for them. Let's celebrate our differences!

## Breakfast and After-School Clubs can add enrichment

It is intended that the breakfast and after school clubs will be run by a scheme such as Clubland Playscheme Ltd, which offers capacity for up to 32 children per session. In its most recent Ofsted inspection (May 2009), Clubland was judged to be an outstanding childcare provider which offers

enriching activities for children. (Claygate Primary School, Surrey). They would be prepared to extend their services to the Wimbledon area and beyond.

Breakfast Club will run from 0745 until the start of the school day at 0845.

After-School Club will run from the end of school 1530 until 1745 or later as required by our parents.

Children in Reception and KS1 will be collected from their classrooms at the end of the day by staff.

A Summer Playscheme will be introduced if there is sufficient demand.

## Home Learning

Home learning is an extension of the school curriculum and will sometimes give opportunities for parents/carers to have some active involvement in the children's learning.

Throughout their time at school children will be encouraged to spend some time at home following up work or completing tasks set by their teacher, to consolidate and extend work they have covered in class. The amount and type of work will vary with age, and although much of this work can be completed independently by children, we encourage from an early age the active participation and support of parents. We also appreciate the support of parents in ensuring that homework is completed and returned promptly to school. We recognise that children have busy and active lives outside of school, and the amount of homework is therefore set accordingly, with expectations shared with parents at the start of the term.

## Behaviour and Attendance

A well taught engaging curriculum makes an important contribution to good pupil behaviour and attendance in a school. The SLJPS is a caring community with respect and appreciation at the heart of our ethos. The curriculum and our varied methods of teaching aim to embed these values and encourage children to behave well and attend regularly. (See D6 for more information.)

## **D2 Provide a coherent and feasible school time-table and calendar (P17)**

### **School Organisation**

The SLJPS is proposing to open a new one form entry primary school in September 2013. It may occupy temporary accommodation while negotiations for a possible permanent site are being carried out.

### **The Name of the School**

At present, the school is referred to as the South London Jewish Primary School (SLJPS). The name of the school will be determined during Stage 4 Opening through consultation with key stakeholders.

### **Capacity**

The planned capacity initially will be 210. Classes will be arranged according to age in mixed ability groupings and there will be up to 30 children in each class from Reception to Year 6.

Children in the classes will be taught in a variety of ways depending on subject and the needs of the pupils: whole class activity, small groups both mixed ability and ability based, paired learning and individual learning. Close attention will be paid to the need to differentiate where relevant.

### **Organisation of the School Week**

The school week will be divided up approximately in the following way:

English Literacy	20%
Mathematics	18%
Science / Environment	12%
Jewish Education / Hebrew	12%
Creative Arts	15%
Humanities (including RE)	13%
PE	7%
ICT	3%

Some lessons will be discipline-based and many will be cross-curricular and thematic.

The allocation of time for subjects reflects the priority given to core subjects. Monitoring of the curriculum will ensure balance and explicit connectivity across subjects in the curriculum will be identified in planning so that the subjects above can be delivered in different ways - often through cross-curricular activities. Percentages are therefore indicative.

Whilst Judaism will be integrated into the whole school day through the modelling of our values and our high expectations, 12% of the timetable will be reserved for Jewish studies, including the teaching of Hebrew.

There will be a short Hebrew lesson daily as it is only by constant repetition and immersion that a language can be learnt.

13 % of the timetable will be reserved for teaching Humanities, including RE and the statutory daily act of collective worship will be separate. As there will be so many opportunities through our topic work to involve family and community helpers, the teaching of other faiths and beliefs will not be reserved only for designated RE lessons but will also be included whenever appropriate in other lessons.

Length of school day: we teach approximately 25 hours per week. These include religious education but exclude the statutory daily act of collective worship, registration and breaks (including lunch).

## Reception Class Timetable

SLJPS will provide maximum opportunities for continuous periods of child initiated learning and enable adult led activities to occur through the day.

During the day

- Parents will bring their children to the classroom. They will be able to talk to an adult and take child to activity/carpet to settle or they might share books. Parents will collect children from classroom at end of day and again will be able to talk to an adult.
- Children will come together 3-4 times a day. This might include registration, story telling, phonics- but for 15 minutes at a time.
- The group times will involve direct teaching but will not need to be whole class eg phonics might only be appropriate for half the class.
- Opportunities will be maximised throughout the day to reinforce Ivrit (Hebrew language)
- Every child will do at least three adult focused activities per week plus

three large group/ whole class sessions per day. There will be overarching learning intentions for the week for supporting adults.

- Staff will spend time observing children and interpreting observations.
- All members of staff will be paid to attend weekly planning meetings.

**Sample plan of reception class day**

0745 – 0845	Breakfast Clubs
0845	Children arrive, self register and select from inside provision, staff available to greet children and parents (aid separation, discuss any relevant information)
0930	Outdoor area opened children choose where they want to play Focus activity started (in/out as planned)
0930 – 1030	Drinks and fruit available for children to have when they choose
1100	Tidy up time in and out-children fully involved
1120	Whole class group time Phonics focus (rhymes and games)
1140	Preparation for lunch (hand washing, toilet etc.) Children look at books individually
1150	Lunch (Practitioners to have 10 minutes to settle children for lunch)
1300	Whole class group time Maths focus
1320	Outdoor/indoor provision Focus activity started
1345 -1430	Drinks and fruit available to the children to have when they choose
1430	Tidy up time
1450 -1515	Whole class group time Review of the day and story Home time – greet parents
1515 -1745	After school clubs

The morning session is 0845 - 1200, the afternoon session is 1300 - 1515.



**KS1**

0745 - 0845	Breakfast Club
0845	Community/family time
09.00	Guided Reading/ Letters and Sounds
0920	Lesson 1 – 1 hour
1020	Assembly/ Act of Worship
1040	Break
1100	Lesson 2 – 1 hour
1145	Lunch
1300	Registration/ Personal reading
1310	Lesson 3 – 1 hour
1415	Break
1430	Lesson 4 – 50 minutes
1520	Home
1520 - 1745	After school club

**KS2**

0745-0845	Breakfast club
0845	Guided Reading/ Letters and Sounds
0920	Lesson 1 – 1 hour
1020	Assembly/ Act of Worship
1040	Break
1100	Lesson 2 – 1 hour
1200	Lunch
1300	Registration/ Personal reading
1310	Lesson 3 – 1 hour
1415	Break
1430	Lesson 4 – 1 hour
1530	Home
1530 - 1745	After school club

Teaching of Hebrew to be integrated during the day

Key Stage 2 Indicative Timetable: curriculum model – weekly cycle, 22.5 hours.

4 x 1 hr lessons, plus 20 min per day guided session and at least 10 minutes personal reading.

### **Indicative Timetable**

<b>Day/ Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	Maths	English	Maths	English	Maths /English
<b>2</b>	English	Maths	English	Maths	Jewish Studies/ Hebrew
<b>3</b>	History/ Geography	PSHCE	RE	Science	Creative arts
<b>4</b>	Creative arts	PE	ICT	Science	Games

Use of Hebrew to be integrated during the day

### **Timetable flexibility**

An integrated curriculum is particularly suited to younger children because they view the world and their experiences in a holistic way.

- A flexible approach to curriculum planning will be employed across areas of learning using a number of themes.
- As children grow older, appropriate teaching strategies can vary. They will include a subject-centred focus, holistic (or theme-based) approaches, some cross-curricular integration. Theme teaching and the use of subject integration will remain important at all levels, relying on careful planning by teachers to ensure that the role and distinctive contribution of each subject are explicit.

The school will look at the amount of time to be devoted to subject areas over half a term, term or in some instances across the year, rather than attempting to allocate a specific weekly amount of time to each subject. We will discuss the amounts of time to be devoted to areas within the curriculum, having regard to the circumstances of the school, the needs of pupils and particular priorities which have been identified by the staff.

The concentration of the work for half a term might be on a theme with a mainly historical focus, to be followed by a period in which the focus would be largely on science or geography. Work in each area should complement learning in other subjects, and individual teachers will use their professional judgement to be flexible and adjust the guidelines to suit individual pupil needs and the class circumstances.

Depending on the themes grouping will be :

- within classes and/or
- across the Key Stage or school depending on the area of study.

Cross-curricular links will be taken into account with explicit reference to subject content. For example in a local area study history might be the lead subject with geography adding an essential cross-curricular dimension with links to other areas of the curriculum such as art.

## Observance of Jewish Holidays

SLJPS will be closed on Jewish holidays; specifically, this means that we will be closed for two days on Rosh Hashanah, one day for Yom Kippur, two days for Succot, one day for Shemini Atzeret, one day for Simchat Torah, two days for Shavuot and eight days for Pesach (Passover). Passover will be scheduled to coincide with the mainstream Easter holidays. In practice, some festivals always fall at the weekend, so the number of days to be made up during term time is always less than the total number of days listed here. Terms will be organised to ensure that there are sufficient additional days to accommodate Jewish holidays each year.

Our days off for festivals broadly match those observed by the Orthodox Jewish community and other schools. This is because we believe that no child of any faith, should be made to miss school as a result of their religious beliefs. Members of the Reform and Liberal communities will not miss out on education by taking these additional days off, but members of the Orthodox community would miss out if school opened on, say, the second day of Rosh Hashanah.

## School Calendar 2013/2014

<b>Autumn 2013</b>	
<b>Mon 16 September 2013 – Fri 20 December 2013</b>	
Thurs 5/Fri 6 September	Rosh Hashanah
Sat 14 September	Yom Kippur
<b>Mon 16 September</b>	<b>Term starts</b>
Thurs 19/Fri 20 September	School closed for Sukkot I and II
Thurs 26/Fri 27 September	School closed for Shemini Atzeret and Simchat Torah
Mon 21 – Fri 25 October	Half term
Thurs 28 Nov – Thurs 5 Dec	Hanukkah
Fri 20 December	Term ends
Breakfast club and enrichment activities will take place between 0745 and 0845 each school day	

***The new school has been scheduled to begin later than would normally be expected because of the timing of the Jewish New Year in 2013.***

**Winter Holiday: Mon 23 December 2013– Fri 3 January 2014 inclusive**

**Spring Term 2014**

**Mon 6 January 2014 – Fri 11 April 2014**

Mon 6 January	Term starts
Mon 17 – Fri 21 February	Half term
Tu B'Shevat	Thurs 16 January
Purim	Sun 16 March
Pesach (Easter Friday 20 April)	Tues 15 – Tues 22 April

Breakfast club and enrichment activities will take place between 0745 and 0845 each school day

**Spring Holiday: Mon 14 April – Wed 23 April inclusive**

**Summer Term 2014**

**Thurs 24 April 2014 – Fri 25 July 2014**

Thurs 24 April	Term starts
Mon 5 May	Bank Holiday
Mon 26 to Fri 30 May	Half Term
Wed 4/Thurs 5 June	School closed for Shavuot 1 and 11
Fri 25 July	Term ends

Breakfast club and enrichment activities will take place between 0745 and 0845 each school day

This allows 37 contact weeks and includes 5 inset days

In 2014 the school will be closed on the following days:

Thurs 19 / Fri 20 September

Thurs 26 / Fri 27 September

Wed 4 / Thurs 5 June

During the winter months (i.e. not during British Summer Time) we will close after lunch on Fridays to allow preparation for Shabbat (Sabbath). The school week will be organised to provide sufficient learning time for pupils.

## Organisation of Pupils

### Mixed ability

- Children will be organised in classes from Reception to Year 6. They will normally work with their peer group for most of the day.

### Ability

- Following assessment teachers may introduce ability grouping for some lessons. Such groupings will be flexible with children moving from group to group during topics when they need more or less support or show particular strengths eg some aspects of mathematics, children with artistic talent or leadership skills.

### Friendship

- Friendship groups can encourage mutual respect and responsible behaviour by being trusted to make independent choices on grouping

### Vertical

- There will also be some themes within the school eg planning for an upcoming festival event where vertical grouping would be appropriate. This encourages children to develop their notion of extended family and see themselves as part of a larger community than their own class.

For more specific examples demonstrating the principles for grouping see the section below D2 - Timetable Flexibility.

### Organising pupils for non-academic purposes

SLJPS will provide many activities such as field trips, theatre and sports outings, visits to local places of interest, including places of worship. There will also be school trips as the numbers grow.

As the school will be one form entry this will require us to be creative in order to take advantage of economies of scale wherever possible. For example good contacts with local schools could mean theatre outings could be arranged together so larger coaches can be booked.

## **Vertical grouping**

As the school grows children will sometimes be grouped vertically for field visits particularly when the focus is throughout a Key Stage or whole school theme eg an important Royal Family event, local sports events, festivals or a project on reducing energy consumption throughout the school, science investigations and mathematics problem-solving activities. There are various benefits to this other than financial.

- children have the opportunity to work with others who can support their learning
- younger children may have the chance to excel when they show expertise above expectations for their age
- this model encourages the 'family of school community' and 'wider community' we want to foster

## **Family Grouping**

Children will have class teachers. All teachers and other adults will have a duty of care for children's health, social and moral education, behaviour management and emotional support. There will be clear boundaries for involvement in these areas detailed in the school's policy for PSHE and behaviour.

A tutorial system will be introduced across the school so that pupils have a second adult who they can go to for advice 'Family leaders' (BCS Madrid) would have a link with their family group throughout their time at the school. These leaders would have children from each year group in their family group which would encourage links throughout the school. Class teachers would meet with the children every day but tutors once or twice a week as well as for individual appointments. These family groups

- fit with our aim of developing a sense of community at different levels, class, Key Stages and whole school
- demonstrate the importance of family values
- encourage older children to take some responsibility for the younger pupils in the school
- foster a caring and responsible approach to peers including those with SEND

- will allow flexible group arrangements for different easily eg for outings as the vertical groups already exist
- require adaptability

The family is at the heart of the Jewish culture. Both parents and children will be asked to evaluate this system so we can see if it does have a positive impact on the values above.

## Delivering the School

The delivery of the school from completion of Stage 3 to opening in September 2013 will be supported by a specialist educational project management company, appointed through a tender process within the DfE's Project Management Framework of suppliers. To date some support has been provided informally by Place Group.

The delivery of school vision, ethos and curriculum will be the responsibility of an inspiring Head teacher supported by a strong shadow governing body. Non-academic responsibilities will lie with the business manager, working in partnership with the Head teacher.

The extended support services will be put out to tender by the company. HR will (tbc) be provided by Wandsworth.

The SLJPS is a new model of Jewish faith school in South London but one built on the principles of integration and cohesion demonstrated by the successful Jewish Nursery School in Wandsworth which has been well respected for 20 years.

We recognise that because of the disperse nature of the Jewish Community it will take time to build up the demand for places for Jewish pupils. However, we consider our contribution to the wider community is very important and this Free School – Faith school model give us the opportunity to contribute to Wandsworth's shortage of primary school places for all.

### **D3 Set out a clear strategy for ensuring the needs of pupils with differing abilities are met**

#### **SEND**

We understand that the people who know a child best are their parents. By forming mutually supportive relationships with parents we develop the quality of our provision, including SEND support. This requires listening to and sharing of information through formal and informal communications.

Early identification of need is fundamental to ensuring that all learners needs are met. All children starting in Reception will have a home visit from the teaching team well in advance of starting. This will enable teachers and parents to discuss concerns and plan for successful integration into school.

Children starting school during the academic year will meet with the Head teacher prior to starting also to ensure smooth integration into school.

Teachers will promote the inclusion of all pupils by using appropriate class management, assessment strategies, teaching and learning adjustments, collaborative teamwork with other members of staff and other professionals will enable them to support the development of learning and welfare of all their pupils.

The school will have a fully inclusive environment where all are valued and support to progress at their own level. Our staff will have the skills to differentiate and assess at a wide range of levels, so that they know what the pupils are able to achieve and how to support and to make the next steps in their learning. This will support all children including those with SEND and other potential vulnerable pupils; for example refugee children, gifted and talented, looked-after children and those who have EAL. We will have a fully inclusive environment where all are valued and encouraged to make progress at their own level.

The school is committed to ensuring equality of opportunity for all pupils and enabling encouraging each pupil to develop their full potential. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community is an integral part of the ethos of the school.

#### **Gifted and Talented**

Able, gifted and talented learners need challenges and opportunities to work in depth at levels appropriate for them, to maximise their gifts and talents. They need opportunities to ask questions and support to find the answers to these, so they are able to investigate at their own level. By working in a supported context these children are able to develop their talents and begin



to have ownership of and direction in their learning. The needs of these learners successfully require early and accurate identification, exciting extension and enrichment activities and a challenging teaching style which is aware of the potential of all children. Extension activities will include making links with institutions such as, for example Imperial College, where identified children will participate in science challenge days and Master classes. Individual targets will be negotiated so that these children can take increasing responsibility for their learning goals. They will be encouraged to identify (with teacher support as necessary) their own strengths and areas for development so that these can feature in their targets. Monitoring all children's achievements to ensure appropriate progression will be the responsibility of the class teacher and assigned member of the Senior Leadership Team. Our teachers will understand that, for some children, their abilities in some areas may be masked by their difficulties in others. Therefore, they will be willing to look beyond the obvious in their desire to understand, develop and support their pupils. To this end they will look to provide the combination of support and challenge that will promote the learning and skills of each individual.

#### English as an Additional Language (EAL)

We value the languages spoken at home and elsewhere by pupils with English as an Additional Language (EAL). This will ensure them the same entitlement as other pupils. We will ensure immersion in the English language whilst offering additional support as needed and appropriate. At the same time we will encourage them and their family to use their home language(s) to ensure their development in that language which is essential to support their full skills in all languages, including English. We shall celebrate the diversity and the range of languages within our community through displays and opportunities to share home languages. This will ensure the development of a truly inclusive environment and promote the self-esteem of individuals and the sharing of learning within our school community.

Some differentiated activities may be required in the early stages of language acquisition. Parents with the home language may be available to support this. Reading volunteers will read with individual children supporting them in developing fluency and comprehension to give support to children for whom English is not their first language. For children new to the school and to England generic introductory packs will be developed so that right from Day 1 children will have useful accessible tasks to do which will accelerate their induction. (eg packs like those created by the Kingston upon Thames Advanced Skills Teacher for EAL)

Embedded in our ethos is to have a consistently improving school. This means that if a child is performing at a satisfactory level the aim would be to consider intervention strategies to elevate the child's performance to at least good. Similarly we will monitor the performance of all children to ensure they are on track to realise the maximum potential possible closely linked to our assessment procedures and ethos.

## **Inclusive school environment**

The school will provide access to all areas of the school regardless of physical and sensory disability: these will include: wheel chair access, stair lifts, ramps, hearing loops and acoustics, appropriate colour schemes, environmental aids for the deaf, height adjustable seating, tables, sinks and other building technologies. Consultation with pupils will not only help inform our approach to teaching and learning, and how we provide support to children, we are also aware of its value in ensuring we arrange the physical environment to enhance their learning most appropriately. This will range from ensuring ease of mobility, to providing quiet spaces, to ensuring children are comfortable and feel safe in the classroom environment.

Where necessary staff will receive specific training for an identified need, for example autism or speech and language difficulties. In each case, the member of staff will engage with available support, guidance and resources from specialist organisations. In the case training will include familiarisation with and implementation of specialist resources and approaches to teaching and learning, including specialist software. The school will support staff to develop their expertise in SEND, through access to high quality PD and work with multi-agency professionals and we will ensure that this learning is cascaded throughout the school, so that SEND becomes the responsibility and expertise of all staff, not the exclusive province of a few.

Parents and their children will be involved in the support of their special needs in discussions and decisions, through formal meetings, such as the Annual Review process, and informal communications. To support this we will ensure relevant members of staff are fully briefed on a child's background and their particular needs and medical background if appropriate, to ensure all conversations with parents are focused and productive.

The school is committed to the role the Governors and the school plays in safeguarding and protecting pupils. In association with parents/carers and other agencies, the school will promote the development of life skills beyond the conventional confines of education in order to promote the welfare and safety of all pupils. This commitment will sit firmly at the heart of SLJPS, ensuring that pupils are safe, healthy, happy and achieving, confident to make a positive contribution and acquiring the skills to achieve economic wellbeing.

### **Meeting a pupil's need in class**

Our induction processes will ensure that each member of staff will have an awareness of common SEND issues, and will know where and when to draw on specialist support.

The school recognises that any class will have at least one child with Specific Learning Difficulties (Dyslexia) and that all children benefit from effective teaching strategies that support such needs. All teaching staff will develop the knowledge and skills for meeting the needs of children with Specific Learning Difficulties. The learning environment will include visual timetables as part of every day good practice and all children during the summer term of Year 1 will be screened for signs of potential dyslexic difficulties.

Pupils' needs will be met within classrooms by reasonable adjustments; such as

- Differentiated teaching, task setting, outcomes
- Inclusion of different methods of recording achievement (e.g. videos, drama, voice recording)
- Active and interactive learning
- Multi-sensory teaching
- setting appropriate individual targets
- Collaborative and non-competitive learning – pupil groupings

Providing challenge for all children will be a central feature of our approach to teaching. We will endeavour to provide both support and challenge so that all children experience success as well as risk-taking in their learning in a collaborative environment.

In order to help pupils who have SEND, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the learning difficulties that a pupil may be experiencing. However, if progress is not made, as defined by the Code of Practice, further, more focused intervention will be required to promote the child's learning and progress.

## Monitoring progress

The school's system for monitoring, observing and assessing the progress of individual children will provide information about areas where a child is and is not progressing satisfactorily. For example where a child

- continues to make little or no progress in specific areas over a long period

- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Under these circumstances, teachers may need to consult the Inclusion Manager to identify what additional support may be needed. This process will support early identification of and the provision of support over and above that which is normally available within the particular class or subject to promote children's development, learning and welfare.

After the early identification of needs, the school will ensure that

- modifications to curriculum and teaching and learning styles can be made
- early intervention from specialist staff can be provided

The school will ensure that ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning. Pupils will be regularly assessed and tracked against EYFS, NC levels, P Levels and other assessment criteria. The school will involve parents in implementing a joint learning approach at home and at school.

The school will record the steps taken to meet the needs of individual pupils and have responsibility for ensuring that the records are kept available and shared as needed. The school recognises the importance of maintaining a provision map to track the support given to individuals over their school career and to support the Inclusion Manager and SLT to evaluate the different support interventions used across the school. Effective provision mapping will ensure that interventions are evaluated, so only the most effective are used to support our pupils. This will also ensure accountability and best value in our SEND provision. This will include the ability to track the use of income from additional funding, such as the pupil premium.

Though our system for identifying and assessing individual needs, we will devise and implement personalised plans for teaching and learning which

- a) involve the pupil and parents as well as school staff and other professionals as appropriate,*
- b) are regularly monitored and reviewed*
- c) take into account the SEND Code of Practice, relevant legislation and subsequent guidance.*

In practice, we will liaise with parents, other professional and previous education settings (including nurseries) to ensure we have full information about known SEND. We will scaffold this support where appropriate, through the use of CAF (Common Assessment Framework). Teaching and support staff will monitor progress via APP and which will become embedded within this process.

Once a child has been identified as requiring SEND support we will implement school action (SA) support. The appropriate specialists will work with the class teacher, other relevant staff, and parents, to tailor learning appropriately. This might include, for example, adapting resources, arranging additional and/or one-to-one support, considering seating. Any planned provision will be recorded in the whole school and individual provision map.

### **Moving from School Action to School Action plus and Statutory Assessment**

Where additional support and/ or adaptation has not enabled the child to make appropriate progress, the school will consider further strategies at the School Action Plus (SA+) level. At SA+ the school will seek external advice from the LA's support services and other multi-agency colleagues, for example

- the local Health Authority
- Social Services
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Specialist Advisory Services dealing with Autism
- Behavioural Needs Specialist

Those on SA+ programmes may need one-to-one support and the involvement of an Educational Psychologist. The school will hope that by working effectively with other professionals and parents to provide additional focused support and remediation a child will be able to make positive progress against the appropriate assessment criteria. We recognise that this will require more detailed planning of interventions for children. A child's progress at SA+ stage would also be reviewed regularly (i.e. at least twice a year) and an Individual Education Plan (IEP) would be written to assist the child.

Having a clear understanding of the individual child's starting point and high, yet realistic expectations of the child and their progress. It is essential that we ensure all children access the support that will best enable them to fulfill their potential. This is their educational entitlement and SLJPS will work to provide this for all their pupils. With this commitment in mind, the school will apply for statutory assessment for children when they view this as appropriate. They will work with other professional colleagues and the parents to ensure that such applications are thorough, accurate and timely. When a child is granted a statement the school will undertake to work to meet the targets included through effective support and differentiation. This will be monitored through the annual review process.

### **Use of ICT with children with SEND**

The school understands and values the role that ICT can play in supporting children with SEND in their learning and communication. Through appropriate and imaginative use of ICT and multi-media devices and opportunities the school will endeavour to nurture and develop children's learning. The school will work with parents, pupils and other professionals to provide the most constructive and effective ways to use ICT to enable children to access the curriculum, develop their skills and enable them to communicate their learning effectively, for example through text to speech and speech to text, voice recorders, specialist key words, different coloured screens, interactive white boards, specific communication aids, mind mapping and planning programmes, specific programmes to develop literacy and numeracy skills. We value the role of ICT in encouraging independence of learning and control over own learning. We recognise the role of ICT for pupils with ASD and sensory impairments to enable them to communicate more freely with others. We look forward to further technological innovations which will further support our pupils' learning and will try to include them imaginatively and effectively in the curriculum.

### **Understanding behaviour**

Pupils with learning difficulties can display a range of behaviours resulting from their learning difficulties and the way they may have been treated because of their learning difficulties and the ensuing behaviour. The school will use this understanding as a starting point when formulating their behaviour policy which will set out clear and high expectations supported by a systematic use of rewards and consequences. This will include clear guidelines for the assessment and strategies to be used with pupils who show challenging behaviours. (See Annex Section - Policies)

- An individual Management Programme drawn up in partnership with the pupil's parents/carers to ensure a consistent approach.
- Class teachers ensure that those involved in providing support for a pupil with these particular needs are familiar with the programme and are kept up to date with any alterations.

- We will ensure the school's policy on managing behaviour is understood and carried out consistently among all members of staff, a particularly important aspect of the school environment for children with BESD or on the autistic spectrum.

## The Role of the Inclusion Manager

The Inclusion Manager is responsible for monitoring the daily implementation of the school SEND policy.

- Provides links with external services/agencies eg health and social care and with the LA where pupils with SEND require additional help.
- Liaises with and advises teaching staff and Teaching Assistants on SEND matters. Ensuring all staff are aware of SEND and appropriate strategies to support them
- Manages Teaching Assistants in conjunction with class teachers
- Co-ordinates the provision for pupils with SEND.
- Oversees the records of all pupils with SEND.
- Contributes to the in-service training of staff.
- Liaises with parents and external agencies, including partnership based personnel, Educational Psychology Service, Health & Social Services and Voluntary bodies
- Involves staff in the development of the school's SEND policy and ensures they are aware of the school's procedure for identifying and assessing SEND

Key references:

Green Paper SEND support and aspiration: A new approach to SEND

Green Paper SEND support and aspiration: A new approach to SEND and disability, the Achievement for All (AfA) framework

(Specialist advice on the SEND policy provided (See Section F)

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

The success of our school will depend on a happy, motivating, learning environment which reflects the key elements of our ethos.

#### **Inspiration, Confidence, Respect, Appreciation and Balance**

- To enable children to discover and take their place in the community, confident in their own practice, culture, heritage and beliefs.
- To create an environment in which children have a voice and can become confident and creative in all they do.
- To value every individual's unique abilities and needs.
- To emphasise the importance of mutual responsibility, respect and consideration for others within the Jewish community, British society and the wider world.
- To provide for children to reach their full potential, emotionally, socially, academically and spiritually.

#### **Assessment**

- Individual pupil assessment is at the heart of the educational ethos of the school.
- Assessment of knowledge, skills, understanding and personal development will feed into teachers' short and medium term plans.
- Pupils' progress will be tracked closely from R-Y6 A systematic, robust assessment and monitoring process from Reception will give benchmarks for pupil progress and skills development. This will ensure pupils' progress is in line with or above national expectations.
- Particular emphasis will be given to reading, writing and mathematics using APP assessment criteria.
- Peer and self - assessment will form part of the assessment process from Reception. This will empower pupils to take responsibility for their own learning and encourage.
- Self-assessment - Children will contribute to setting their individual targets to enable them to own a part of their learning.



- Teachers and other adults will share the assessment criteria with children for all their work so they can develop skills in judging their own and that of their peers so they can discuss how to improve.
- Assessment will be linked to National Curriculum levels and based on Government /statutory recommended testing allowing for objective comparisons to be made both internally and externally.
- SLJPS will carry out the SATs testing at end of KS2 in English and Mathematics in order to fulfil all statutory obligations for pupils in KS2. Other year groups will also do optional testing at this time.
- Assessing Pupil Progress (APP) assessment in the core subjects will be carried out termly.
- Key Stage 1 Assessment and reporting arrangements guidelines supplied by the QCDA or DFE will be implemented when the new guidelines are released.
- School self-evaluation informing the school development plan, school targets will be made clear to all stakeholders in the school community.

Monitoring and evaluation of the quality of teaching and learning will be carried out in a number of ways by teachers and other appropriate adults.

- Regular monitoring of observations of lessons and planning.
- Book scrutiny - to sample and analyse and discuss with pupils their written work.
- Discussions with groups of pupils about their learning.
- Learning walks to observe what is going on around the school during the day.
- Half termly pupil progress meetings - class teachers and core subject leaders.
- Termly visits by outside consultant to take role of outside inspector to ensure challenge and evaluate work of the school.
- Governors' role in monitoring as agreed with the Head Teacher.

The senior leadership team (SLT) has an important role in monitoring the standards and progress of all children and also the monitoring and evaluation of the quality of teaching and learning. Sharing the outcomes of the following strategies will inform the interventions that need to be initiated to ensure best possible progress and attainment.

The SLT has responsibility for

- Monitoring the quality of teaching and learning and facilitating the implementation of any professional development which may be signalled for career development or/and further improving expertise (See Annex Section for Performance Management Policy and procedures for formal lesson observation and note on Staff Development at the end of Section D4)
- Comparing pupil and cohort progress using pupil profiles to identify strengths and weaknesses of pupils, classes or subjects.
- Highlighting the spread of ability and progress for any cohort.
- Tracking pupils and groups against targets.
- Leading development of learning plans for pupils based on their assessment.
- Supporting the planning of personal targets for sharing with pupils and parents.
- Providing data to compare and analyse: FSM, SEND, ethnicity, gender.
- Providing value added information.
- Identifying any barriers to learning.
- Providing information for the transfer of pupils between primary and secondary schools.
- Ensuring provision enables all children to reach their full potential emotionally, socially, academically and spiritually. (Ref SLJPS ethos 'balance').

## How will success be measured?

- Success will be measured via data analyses using standard benchmarking tools such as RAISE online. The results of this will lead to further target setting, which will become a performance indicator.
- As with best assessment practice, national and school data analyses will inform teachers' planning to ensure the needs are met of all pupils.
- Great importance will be attached to baseline testing to allow the school to measure and analyse value added. As the school population grows, we will work towards establishing ability grouping or setting for English and Mathematics. This will allow the teacher to closely focus on matching level of work to pupils' individual needs.
- Parents/carers will at all times be aware of pupils' targets including those with SEND. Parents/carers will be encouraged to make comments about how the child may show evidence of meeting one of those targets at home. This will be done via the intranet and at meetings between teachers, parents and carers.

### **Education Key Performance Indicators (EKPIs)**

The KPIs are a baseline so that the children of SLJPS will be able to work towards targets that exceed national expectations in attainment and progress. For some children with SEND we recognise the progress indicator may be more appropriate. The initial assessment of all pupils will inform individual and whole school targets. When children enter the school the Early Years Foundation Stage Profile is a useful benchmark for on entry assessment and a guide for progress until the end of Reception. (It is noted that changes to this Profile are planned for September 2012)

For SLJPS the ultimate aim to meet is children leave thoroughly prepared to continue their education in a variety of secondary school contexts having been through systematic, robust assessment and monitoring processes from Reception. This will have given benchmarks for pupil progress and skills development so that all pupils make excellent progress.

In each child's end of school profile there will be evidence of how each child's abilities have been maximised and measured using the school's KPIs target setting and assessment processes.

National data and benchmarking will provide further guidance.

KPIs like those used as an exemplar below offer some detailed information and analysis for appropriate intervention to be implemented. They will be refined and developed as pupil attainment and progress are reviewed.

## Education Key Performance Indicators (EKPIs)

### Mathematics and English

<b>EYFS profile outcomes</b>	100% value added
<b>Mathematics</b>	100% children achieving Level 4 and above
<b>English</b>	100% children achieving Level 4 and above.
<b>Reading</b>	New national arrangements being trialled. Attaining High reading levels is a priority

These figures can only be accurately predicted once assessment has taken place. Once the child has been assessed we would aim for 100% value added.

The League Tables of Wandsworth, Richmond and Merton, our surrounding boroughs, will provide benchmarking. ([www.education.gov.uk](http://www.education.gov.uk))

SLJPS will aim for point scores of 30+ as the school becomes established with 35-50% of pupils achieving level 5 as is the case in the best schools in Wandsworth and Richmond. Targets to achieve these results will be put in place taking account of the assessment of each pupil

For example: Good attainment will be above national expectations at the end of KS2 - level 5

Where children attain excellent outcomes eg in Mathematics, English and science they will exceed this.

<b>Teaching</b>	85% of teaching good or outstanding (Ofsted criteria)
<b>Attendance</b>	Over 95% with less than 1% persistent absence
<b>Ofsted outcomes</b>	We aspire to be a good school from the outset and by the time the school has been established and has data over the first few years, we aspire to be an outstanding school in the top 10% of Wandsworth's league tables.

We recognise that teachers' high expectations make an important contribution to these outcomes.

All children will aim to meet their targets which will have been set to provide challenge. Children with SEND will make better than expected progress.

These figures can only be accurately predicted once assessment has taken place. Once the child has been assessed we would aim for 100% added value.

## Reception to Y6

- Children make outstanding progress from their starting points and are very secure in all their areas of learning by the end of the Reception year
- Pupils' vocabulary including picture vocabulary
- Pupils' reading age including compared to chronological age
- Pupils' spelling age including compared to chronological age
- Pupils' speaking and listening skills, as per guidelines in: 'Primary National Strategy Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook' (pages 31 – 34)
- Pupils' numeracy skills via standardised tests
- Subject performance if and where appropriate including school assessments, tests and examinations
- Pupils achieving at least L4 in teacher assessment or national tests at the end of KS2
- P Scales and associated P Levels for SEN pupils and FSP levels for R pupils
- Comparison with local and national benchmarks
- Performance of gifted and talented pupils via measures such as the TULIP model of independent learning skills at KS2
- Comparison of performance of deprived pupils (FSM) with national average
- Value added measures
- Participation rates in enrichment activities
- Pupil voice via e.g. circle time as appropriate for younger pupils
- Pupils will be successful in securing places at Secondary schools of choice in different academic settings

## SLJPS outcomes and ethos

Children develop incrementally. This development is not usually even. They have peaks and troughs. The KPIs below are seen as some of the 'building blocks' which when assessed will reveal how well the children are performing compared to local and national data.

\*Some attributes and dispositions are less easy to measure eg 3,4,7,8 and 9 (See Section D1 for SLJPS Outcomes in full.)

3. be mutually respectful, accept appropriate responsibility for themselves and others in the school community and the local community because they will have been in a school where they have been valued as individuals and where empathy with others and the world around them is demonstrated because it is integral to the school's values.
4. be prepared to live active and purposeful lives contributing to their family, to the school, to the local, national and global community. We believe that children should be nurtured and educated so they become positive contributors to society starting with family and

community. These skills help create meaning for the children, raise self-esteem and protect against feelings of void, emptiness, and disaffection.

7. have an added spiritual dimension because of the enrichment and support provided by a school where children are given opportunities to share their family traditions and those of others showing they understand that people have different and valid ways of celebrating festivals and important events and expressing their inner spirituality.
8. appreciate the need to protect the environment and actively take responsibility for the world around them. As it is fundamental to Judaism to respect nature and the environment the integration of environmental foci across the curriculum helps children understand - everything and everyone is interconnected, natural resources are limited and the environment is fragile.
9. be confident communicators able to express their views and ideas and able to listen and respect those of others. Throughout our school Circle time, discussion, debate and School Council are examples of how children will share and negotiate meanings - ideas central to a positive and diverse family and communal life.

However the way the children conduct themselves and interact with members of the 'school family' and the wider community will demonstrate their levels of social maturity and social responsibility.

*Teaching Torah is about teaching 'dereh erez', right behaviour and all that this entails: caring for oneself, about others, the environment, traditions, the past and the future*

Where children are involved in the School Council this provides a vehicle for assessing the children's developing maturity and social responsibility. A Year 1 representative might attend the School Council and answer questions but as they become more confident and aware of how they can contribute – make a difference – they will offer suggestions and raise questions. By the time they are established in their role they will move to offering solutions and thinking through the impact of their proposal.

Some of our **whole school activities** referred to at the end of this section have activities linked to these particular SLJPS outcomes.  
For example – Extra curricular activities:

Measurement of success:

Key Stage 1

All children will be expected to be involved in at least one activity

Key Stage 2

All children to be involved in at least two activities eg lunch time gardening, Mathematics Club.

Children who are fully engaged and involved in all aspects of school life will be involved in three or four different activities - a mixture of lunchtime and after school provision.

As a result of all of this we will be able to answer the key Ofsted questions;

What is SLJPS good at?

How do we know this?

What next?

How will we achieve this?

## Engaging with parents and the local community

Pupils, teachers and parents, who have opportunities to learn together, will see themselves as a close-knit community of friends and learners in which engagement in learning is valued, enjoyed and modelled. Conversation between children and adults, debate and discussion can make an important contribution to whether this takes place during an English or history lesson, whether it's a playground chat or during a class sharing targets and monitoring targets or discussing ideas a project.

Parents are regarded by SLJPS as essential partners and important educators. They have a role to play in monitoring our performance not only that of the children.

### **They are not only part of the children's family but part of the family which is the school**

Volunteering will be actively encouraged and is close to the heart of this proposal – something that we will ensure that parents and staff understand and appreciate. Active parental involvement (with CRB checks where appropriate) will be sought through assistance with reading, after school clubs, Parent Teacher Association, school trips, child care arrangements, (e.g. for non Jewish children during Jewish holidays), travel to school and through active consultation with parents and staff to provide ideas on how the school can improve. Workshops for parents on supporting children's learning in reading, phonics, language acquisition and mathematics will encourage parents to become involved and to do in an informed way.

## Whole School Approaches

There are many activities that form part of our school routine that help promote children's self-awareness, self-esteem and confidence so important to our ethos. Parents will sometimes be involved in these and will

certainly be made aware of them all through our communication systems, newsletters and web-site.

These include:

- sharing & achievement gatherings, where awards are given and achievement recognised
- displays of work
- taking part in class assemblies, concerts and school performances
- collective worship which encourages children to reflect, contemplate, share and appreciate the quality of relationships. These explore different themes and cultures, highlight wider social issues and also allow for personal reflection whilst at the same time remaining an opportunity to pray together
- the management of day to day incidents, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour
- clubs, trips and school journeys, which foster independence, responsibility across the whole school community
- fund raising, local issues, recycling, charity week, visits to service providers, people who help us etc, will help provide important links with the community and develop community involvement. Children can learn how to become helpfully involved in the life and concerns of their neighbourhood, preparing them to be active citizens

## Staff Professional Development

Staff will have an entitlement to continuing professional development facilitated by the links already set up with schools offering Professional development (PD) for teachers eg subject Associations, local authorities, specialist and other schools (eg Fox School), Roehampton University, the Jewish Leadership Council and the Jewish Teacher Training Partnership (JTTP).

The culture at SLJPS will be one of sharing expertise and experience. This will be an expectation from the time of teacher recruitment. Parts of lessons, group discussions, children's and teachers' presentations will often be photographed or filmed (with permission) to give opportunities for evaluation and sharing best practice. Learning Walks and peer observations will give opportunities for developing professional dialogue and learning from each other. Teachers and other adults will be encouraged to offer and receive



ideas and suggestions from colleagues in the spirit of working as a team for the benefit of the children and their families. It will be expected that when things go really well teachers/teaching assistants will share their success explaining what they did that lead to such good results. These are the kind of conversations which contribute to the cycle of school self-evaluation.

Critical analysis of practice will be expected so that teaching staff can aim for a consistent standard of excellent teaching promoting excellent learning.

Where this is a culture in a school the school is well prepared to coach and train beginning teachers. Research has shown that involvement in teacher training also enhances the teaching of the trainer. (██████████ and ██████████ 1999) [Note: See ██████████ ██████████ for further references to this research]

The expectation is that teachers will keep up to date on current assessment strategies and national and local assessment data. They will continue to develop their knowledge and skills to ensure teaching demonstrates best practice resulting in good learning. As necessary training will be arranged for staff when children with very specific, less common SEND issues come to the school.

SLJPS will be able to offer reciprocal professional development in due course eg training in how to teach Judaism effectively throughout the primary school. Staff development is an important contributory element in ensuring pupils make excellent progress, reach high standards and are well prepared for secondary schools.

## **D5 Describe your admissions policy, confirming commitment to fair and transparent admissions practices.**

### **Admission Criteria**

Until the school is oversubscribed we will admit all applicants. Accordingly, the admissions criteria is designed to deal with the situation that arises when there is oversubscription.

There are two types of places: Open places and Faith based places, each of which has its own admission criteria. 50% of places will be allocated according to each. In other words, 50% of places will be allocated on the Faith based criteria and 50% will be allocated on the Open Places criteria.

These criteria become relevant where there is over subscription to the school with respect to either or both of the two types of places; eg if there are more applicants for Open places than there are Open places, the Open places admissions criteria will be used to determine which children will be admitted to Open places. On the other hand, if there are less applications than places for Open places then everyone who wants to attend the school

under this criteria will be able to do so.

The same system applies to the Faith based places. If there are more applicants for Faith based places than there are Faith based places, the Faith based places admissions criteria will be used to determine which children will be admitted to these places. On the other hand, if there are less applications than places for Faith based places then everyone who wants to attend the school under this criteria will be able to do so.

### **Open Places**

50% of places will be offered to children whose parents or carers have chosen the school for any reason, such as the type of education it provides or because of its location. Their connection to Judaism will not be relevant. Where there is over-subscription (ie there are more applicants than the 50% of places in the school available under the Open Places criteria), children will be selected in the order of priority set out below. This order of priority is consistent with that used in Wandsworth.

Order of priority:

- Children looked after, i.e. children who are looked after by a public authority and are in public care. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from a social worker);
- Children with a professionally supported exceptional medical or social need for a place at the school as decided by the Governing Body
- Brothers and sisters (including adopted, foster, half- or step- brothers or sisters) of children on the roll of the school on the date of admission.
- Nearness of home to school measured by the shortest walking route with street lighting, as measured by Wandsworth Council's Geographical Informational System.

If there are more applications than places within any category, applications within that category will be considered in order of nearness of home to school measured over the shortest walking route with street lighting, as measured by Wandsworth Council's Geographical Informational System. The distance will be measured from the front door of the home to the nearest gate of the school. The permanent address of the parent/guardian

with whom the child is living on the closing date for applications will be used for this purpose.

If there is a tie-break (eg children living in the same home or block of flats) see below under "tie break".

Note: all terms are given the same definitions as Wandsworth uses for its criteria. This is done in order to ensure that our school fits within the overall Wandsworth system.

### **Faith-based places**

50% of places will be offered to children of families practising an aspect of Judaism. Documentary evidence of only one of these aspects must be provided at the time of applying. All aspects have equal weight. The admissible aspects are:

- Membership of a synagogue or other organised Jewish prayer group.
- Attendance by a parent / carer or child at a minimum of 4 synagogue or other organized Jewish prayer group services in the 12 months before the closing date for admissions.
- A child's enrolment in formal Jewish education (either at nursery or pre-school having a Jewish character) for at least 6 months in the 12 months before the closing date for admissions.
- A parent / carer's regular (at least monthly) involvement as a volunteer in any Jewish communal, charitable or welfare activity of at least a year's duration in the 2 years before the closing date for admissions.
- A parent / carer's regular (at least 6 individual occurrences) involvement in any combination of the following in the year before the closing date for admissions.
- Private or family celebration of Shabbat or Jewish festivals.
- Organised Jewish learning (eg London Jewish Cultural Centre courses, Limmud sessions, Jewish Museum courses).
- Jewish youth movement activities.
- Organised Jewish community activities (eg Mitzvah Day, Jewish Community Centre events, Jewish Book Week events).

For (a), evidence is required in the form of a letter from a non-family member who was actually present. Each event must have its own separate letter and author. For (b) (c) and (d), evidence should be in the form of a letter from

the organization involved.

Where there is oversubscription for the 50% of places allocated on faith basis, the following order of priority will be used to select between applicants (which is the same as that used under the Open Places).

To be clear, the order of priority is to deal with the situation where there is over-subscription. If there are less applicants than places, anyone meeting the faith based criteria will be entitled to a place within the 50% of places allocated on this basis.

The order of priority where there is oversubscription is as follows:

- Children looked after, i.e. children who are looked after by a public authority and are in public care. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from a social worker);
- Children with a professionally supported exceptional medical or social need for a place at the school as decided by the Governing Body
- Brothers and sisters (including adopted, foster, half- or step- brothers or sisters) of children on the roll of the school on the date of admission.
- Nearness of home to school measured by the shortest walking route with street lighting, as measured by Wandsworth Council's Geographical Informational System.

If there are more applications than places within any category, applications within that category will be considered in order of nearness of home to school measured over the shortest walking route with street lighting, as measured by Wandsworth Council's Geographical Informational System. If there is a tie-break (eg children living in the same home or block of flats) see below under "tie break".

Note: all terms are given the same definitions as Wandsworth uses for its criteria. This is done in order to ensure that our school fits within the overall Wandsworth system

### **Tie break**

For applicants from the same block of flats, or who live the same distance from the school, random selection by the drawing of lots is used as a final tiebreaker.

If a parent applies for entry into the same year group for more than one child and there is only one place available, the parent will be asked to decide who should have the place. The names of the remaining brothers or sisters will be added to the waiting list in accordance with the sibling criterion.

### **Appeals and adherence to regulation and codes**

Parents who wish to appeal an admission decision with respect to their child have a right to appeal. Appeals should be made to the relevant local authority body, which in the case of Wandsworth is the Wandsworth Education Appeals Service. We intend to fully comply with the procedures and practices of the Local Authority in which the school is located.

We are committed to abiding by all relevant regulations, codes and laws that pertain to admissions, including the Social Admissions code, the School Admission Appeals code and admissions law as it applies to maintained schools.

### **Planned Admission Numbers**

We plan to admit 30 pupils per year.

### **Coordinated admission with local authority.**

Whilst the school will fall within the coordinated admissions for the Local Authority and this is very much in line with what we want, we recognise that in the first year of operation the timing may not make this possible. Our approach to the first year is therefore to offer the maximum flexibility in terms of timing, whilst not deviating from the criteria for oversubscription as set out above. We would like to work with other stakeholders to use a methodology for this that is consistent with what other free schools have done and ensures fairness to all interested parents.

### **Admissions and ethos**

As our school has an ethos of inclusiveness and diversity it is important that our admission policy is structured in a way to help achieve a balance between children local to the school and those of Jewish faith from across the south and south west of London. We believe that the split between open and faith based places as set out above is an effective way to achieve this. With regard to the faith based places, we have developed a broad and inclusive criteria for "jewishness" that reflects our cross-community and pluralistic ethos and perspective. We want a school where everyone feels welcome and at home and our admissions criteria are intended to encourage this as much as possible. We are committed to a process that is transparent.

## **D6 Describe how your approach to behaviour management, pupil well being and attendance will improve pupil outcomes**

The ethos of the school will ensure that all pupils learn and thrive in an atmosphere of respect and dignity. We aim that all pupils will show extremely high levels of engagement courtesy and cooperation in and out of lessons.

### **Behaviour and Attendance**

A well taught engaging curriculum makes an important contribution to good pupil behaviour and attendance in a school. Ofsted inspections show a strong association between good behaviour and stimulating and engaging teaching which meets the needs of pupils. (Ofsted Report -Excellent Schools 2011)

The SLJPS is a caring community with respect and appreciation at the heart of our ethos. The curriculum and our varied methods of teaching aim to embed these values and encourage children to behave well and attend regularly.

The school's consistent approach to behaviour management and pupil well-being will be based upon [REDACTED]'s [REDACTED].

It will promote:

- Positive relationships
- A caring and respectful ethos
- Development of self esteem and self confidence
- Efficient and effective systems for all staff
- Calm and enjoyable lunchtimes and playtimes
- Creativity in all people in the school
- Social and emotional development in all children

### **Strategies for Promoting Good Behaviour (See Annex Section - Policies)**

It is important that we try to remain as positive as possible at all times. SLJPS is a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school

rewarding and celebrating achievement and good behaviour.

### **Rewards**

Non-verbal praise e.g. thumbs up

Verbal praise

Stickers

Ticks on board

Table points

House points

Class marble jar

Telling parents or other adults

Showing work to Head Teacher or Senior Leader

### **Pick of the Week**

- All children receive 30 minutes at the end of the week to choose an activity.
- The children should sign up for one of five or six activities on Monday morning. The sign up sheet should be on display throughout the week as a reminder.
- The activities should be ones that the children would be really sorry to miss in the event of losing their Pick of the Week and ones that they would not usually experience at home.

Other opportunities for celebrating good behaviour and/or performance will be at eg Assemblies, Friday celebration assembly, on displays and in the school newsletter

## **Rules and sanctions**

### **Whole School:**

At SLJPS we expect all children and adults to show:

- Respect
- Support
- Consideration

To achieve these we are committed to everyone following the “ Agreed Rules.”

KS1 Example of rules negotiated with the children.

We are gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We work hard - We don't waste our own or others' time

We look after property – We don't waste or damage things

It is the responsibility of all members of staff to monitor children's adherence to these. There will be reminders in assembly about the rules, rewards and sanctions. These Agreed Rules are attached to the School's Home School Agreement which is signed by every child upon entry to the school and at the beginning of each school year.

### **In class**

At the beginning of the school year teachers should discuss and agree a class charter which is linked to the Rights and Responsibilities Framework and complements the Agreed Rules reinforcing acceptable behaviours that help all children learn. These should include:

The class charter should be signed by all children and displayed clearly in the classroom so that they can be referred to easily when necessary

It must be clear to the class what the sanctions are for not adhering to the Agreed Rules whether inside or outside of the classroom: the sanctions are in a hierarchy:

1<sup>st</sup> Infraction – Verbal warning

2<sup>nd</sup> Infraction – Name written under sad face

3<sup>rd</sup> Infraction – Teacher/adult Sanction

4<sup>th</sup> Infraction – 10 mins out of class (in a different class) Reflection Sheet

(See Annex Section) + 10 mins of Pick of the Week time lost

5<sup>th</sup> Infraction – Referral to a Senior Leader

Referral to Head Teacher

Phone call home to parents

Internal exclusion

1<sup>st</sup> Letter home and copy in file

2<sup>nd</sup> Letter home and copy in file

Temporary exclusion from school

Examples of teacher sanction could be: missing playtime, missing 5 minutes



Pick of the Week, writing a letter of apology.

In the event of a child not completing a satisfactory amount of work as expected of them, a card will be sent home with the work, explaining to the parents or carers that the child needs to complete the work and return it the following day.

If none of these sanctions are effective and the child continues to disturb the education of others within the school, then the Headteacher will begin a process of a contract in negotiation with the parents. In the event that this has little effect then the Headteacher will initiate the process for

1. Fixed term exclusion
2. Permanent exclusion

For more information on deterring negative behaviour can be found in the Behaviour Policy in the Annex Section

The code of conduct will be devised and owned by all pupils and staff. Everyone in the school community will be clear as to the behaviours that will be modeled and promoted in the school which they will apply to their everyday life. Positive reinforcement will be a strong feature of the school with clarity as to the consequences in the event that anyone fails to rise to these expectations.

Please see attached behaviour policy which includes an understanding of the needs of children with specific problems.

Parents at all times will be kept up to date as to their child's behaviour. The school will make it clear that a team effort is required involving support from home as well as in school.

Another unique aspect to the school will be the establishment of a vertical family structure. This system promotes responsibility for older children to look after and be role models for younger children. The school structure for Pastoral care involves instilling an innate sense of Citizenship and care within older children towards younger children in their shared educational environment. It will also help 'break' barriers for mixing of age groups that may be necessary in order to cater for individual learning journeys.

The SLPS will develop a strong anti-bullying policy which will be reviewed with children annually coinciding with National Bullying Week. The policy will make clear to all stakeholders what bullying is and how it is, how the needs of the victim and perpetrator will be met and the consequences of bullying were it to continue. (See attached policy in Annex Section).

The school's non-negotiables will include a commitment to ensure the health, safety and welfare of all at the school and acknowledge that there will be occasions where staff will need to help an individual to recognise and understand their feelings, and to learn to control their response to them when necessary. Part of this process will involve supporting pupils to develop assertiveness so that they can handle situations and other people in a measured and mature way. Equally, the SLJPS will encourage pupils to develop values of understanding and respect for others, with an awareness of human rights and the personal strengths needed to support and defend them.

We are committed to our collective role in safeguarding and protecting children, and in promoting life skills beyond the conventional boundaries of school-based education, in association with parents and carers and other agencies. This commitment will remain at the heart of our school, ensuring that pupils are safe, healthy, happy and achieving, confident to make a positive contribution and acquiring the skill set needed to achieve economic wellbeing.

Exclusion of any type is an extreme measure and we do not expect to use it, as we are aiming firmly for a zero exclusion outcome over time. However, should this sanction be required, it will only be administered by the Head teacher (or the Deputy Head teacher in their absence) and any decision to exclude a pupil will not be taken lightly - staff will work with the pupil and his or her parents/carers to resolve relevant issues before they reach a level at which exclusion may be considered. In such circumstances the school will have due regard for DfE guidance on exclusion and appeals, conforming to statutory requirements and best practice expectations as set out in our policy. Permanent exclusion is not anticipated and will only be applied by the Head teacher or the deputising senior leader in their absence if, having taken into consideration all the circumstances, and having consulted appropriately surrounding the misbehaviour, they are satisfied that such a course of action is in the best interest of the School and of the pupil. Were a child to be excluded the school would provide work so that their education would be disrupted as little as possible.

## **Bullying**

We aim to provide a high standard of education within a caring and welcoming environment where every child is encouraged to succeed. Bullying of any kind is unacceptable in our school. If bullying occurs we encourage our children to **tell** any member of staff. All members of staff are responsible for reporting any bullying they witness or are told about.

Bullying is a behaviour that intends to hurt others. It is selective, intentional,

purposeful and repeated. Bullying is not reactive behaviour, for example, hitting a peer because...

Bullying can be:

- emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- physical- pushing, kicking, hitting, punching or any use of violence.
- racist- racial taunts, graffiti or gestures.
- sexual- unwanted physical contact or sexually abusive comments.
- homophobic- because of, or focusing on the issue of sexuality.
- verbal- name-calling, sarcasm, spreading rumours and or teasing.
- cyber- all areas of internet, such as email and internet chat room misuse
  - Phone (mobile or home) threats by text message and calls.
  - Misuse of associated technology, i.e. camera and video facilities.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. All staff will be regularly updated on current best practice re preventing bullying.

Prevention Activities:

- PSHE lessons
- PSHE assemblies and parent work shops
- Assemblies
- Circle time- discussing bullying; what it is, looks like, sounds like etc.
- Anti- bullying week (raise awareness and raise money for bullying charities and create anti- bullying slogan through school council).
- Work with identified member of staff (possibly a learning mentor)
- Rights and responsibilities charter- each class charter is created by children and school charters shared through school council.

Monitoring:

- Identified member of staff to conduct weekly scrutiny of incident reports and reflection sheets
- Weekly scrutiny feedback to HT
- Agreed action of support for children from identified adult, HT and where appropriate inclusion manager
- Annual review of policy with Governors
- Headteacher to give termly feedback to governors.

For details on procedures for dealing with the anti-bullying policies see the policy in the policy in the Annex Section.

## School Council

*Teaching Torah is about teaching 'dereh erez', right behaviour and all that this entails: caring for oneself, about others, the environment, traditions, the past and the future (Ref SLJPS vision)*

The School Council gives children an opportunity to put into practice the teachings of the torah above have important applications to real life. Involvement in this structure will help children to see how they can make a positive contribution to the well-being of the school family. Participating in this way can also lead to transferring these life-skills to the home context.

The School Council is a key element in the development of Citizenship with the school. The main aim of the School Council is to give a voice to the children who are committed to the school and want to see it improve but whose ideas and opinions might otherwise go unnoticed. It is recognised that these views and opinions make an essential contribution to the school's self-evaluation process, progress and development. Involvement by all children encourages confidence and respect.

### The School Council

- encourages all children to take an active role in the life of the school by allowing them the chance to raise their concerns and ideas for formal discussion.
- allows children to be involved in the school's decision-making process and whenever reasonable new ideas and initiatives should be put to the School Council for their input.

To ensure that the pupils' ideas are listened to and are properly considered

a 'link teacher' works with the school council. The link teacher ensures that as the school grows the council will run effectively and fairly. (S)He will also ensure staff are aware of the issues currently being debated by the Council and can put forward ideas or concerns raised by staff.

To ensure the School Council runs smoothly as the school grows all staff will support and promote the elections each year, allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible and allow class representatives to attend all meetings.

## Attendance

A stimulating curriculum, a caring and supportive environment and a school where children are listened to are important contributors to a good attendance record. Good attendance and participation in the curriculum activities has a positive impact on children's progress and attainment as can be seen in numerous Ofsted reports.

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to achieve their potential in a learning environment where they feel safe, happy, accepted and included. Attendance will be monitored daily. The school will work actively with parents to ensure a regular pattern is maintained. We shall be aiming to achieve an overall outstanding attendance of 96%.

SLJPS will ensure that it maintains accurate and up to date registers as legal documents.

When children are absent from school, we shall ask that parents notify us as early as possible on the first morning of the absence. Absences which would be regarded as 'authorised' would include absence through illness or medical appointments, religious observance or exceptional family circumstances.

Family holidays in term time will not be authorised.

Non-attendance is an important issue that is treated seriously. Early intervention is essential to prevent the problem from worsening. Parents must keep the school fully informed of any matters that may affect their child's attendance. In addition to an approach which will include first-day calls or text messages to parents and carers on the occasion of a pupil absence, we will use data including relevant MIS applications to track attendance. Where a child's attendance to fall below 95% in a term, the parents will be written to and if it is in danger of falling below 90%, they will be asked to come to a school attendance panel where barriers to attendance will be discussed and support will be offered. If appropriate the

schools welfare officer will be involved and penalty notices issued.

## Security

The Community Security Trust (CST) is a key link for SLJPS when ensuring the safety of our whole school and the parents/carers of our children. They have been consulted and will identify the requirements for a Jewish Primary School in our area when potential sites have been confirmed as possibilities by PFS.

### **D7 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community**

Whilst the local community is very diverse, it is also a cohesive community. The different faith communities work together to develop mutual understanding and for the benefit of the whole community. Faith in Action, where volunteers from across the borough ensure that clients at the Homeless Project are fed, clothed and supported in a multitude of ways is a perfect example of these cooperative initiatives. The local Synagogue and Church choirs have sung together and all communities come together to mark Holocaust Memorial Day (HMD). There is an annual HMD programme when teams of Jewish educators go into local schools or host children in Synagogues to teach about tolerance through the history of prejudice and hatred. The Synagogues host many school visits where both children and staff learn about Judaism as a living religion and the SLJPS would also be a resource to the local community in teaching about Judaism to teachers and children alike.

The SLJPS principles of Inspiration, Confidence, and Respect and Appreciation of others will be demonstrated and reinforced when the pupils are given the opportunity to contribute to these local initiatives. In this way Jewish children in South London will understand their own background and be able to share their stories and also to hear and value those of their neighbours.

The lack of a Jewish school has deprived the South London Community of the chance to develop the Jewish-Muslim, Jewish-Christian and Jewish-secular school partnerships that encourage mutual understanding and prevent fear through ignorance and mis-information. The SLJPS will prioritise these links, developing shared projects with local primary schools and also offering student placements to secondary students on work experience. Our curriculum is planned to acknowledge these activities in a way that all children can participate. The school will run training workshops on the teaching of Judaism for both primary and secondary teachers and will also mentor student teachers from local universities and colleges.

There is strong support for the 50% rule for faith-based admissions. The South London Jewish Community is not insular and, whilst there is strong demand for a Jewish School, families see this school as an enrichment of the primary education provision, serving the local community and promoting social cohesion and mutual understanding and respect. Local, non-Jewish families have expressed strong support for the SLJPS, valuing its focus on family values, respect for the other, inclusivity, social justice and educational excellence.

There is a growing model of Jewish schools in London that accepts and supports children from all backgrounds and we would work closely with them benefitting from their expertise and experiences. The SLJPS will value all cultures, faiths and backgrounds. This will be demonstrated by the way the different strands of Judaism will be respected by all at the school. The Equality Act 2010 requirements, our Jewish Values and Ethos Policy, together with our Home/School Agreement, will enable families from all sections of the Jewish community to send their children to SLJPS with full confidence that their family traditions and standards will be supported and respected.

## Wider community

SLJPS will develop close links with the wider community to enrich the curriculum and widen its context.

The school will be completely open to the community that uses the school and we will share our resources with others. Our hall will be available for groups that need a meeting place outside school hours, enabling the school to be a meeting-place for parents – a hub of the community. The school will organise community events to support learning and create community across the families in the school, for example a cross-communal festival celebration or a Sunday morning family activity.

Developing good relationships with our neighbouring schools is seen as very important. We have already obtained encouragement and support from several. We are looking for ways of sharing learning and teaching resources where possible, offering opportunities for trainees to gain work experience in different areas of the school.

We want the school to become an important and welcoming place in the community. We have already gained much from discussions with head teachers of local schools who are open to developing ways of enhancing each other's provision by sharing resources.

We will build relationships with Jewish schools in North London and create

opportunities for occasional joint events, for example around Pesach or Chanukah, camping trips or outings, to bring the communities across the river closer together. The festival of succot so close to the time of Harvest Festivals will be one good opportunity for demonstrating the similarity between faiths.

SLJPS aspires to becoming a community centre with opportunities for:

- teacher professional development
- adult learning in the community
- local schools and families in the community to learn and socialise

In the same way, the many diverse narratives of the non-Jewish families will enrich the school and will be valued and enjoyed. The South London community ranges from families who have lived locally for many generations to international families whose residence in the area is short-term as they will return home at the end of a work contract. Our hope is that all major faiths and cultures will be represented in the school as those who are living their faith are much better able to share their beliefs and customs than those who are only able to teach about them. The varied socio-economic mix will also enrich the school, creating an environment of mutual support where all can benefit from each other's experiences and all will look out for each other in a spirit of true community. Children of all abilities will be supported to access our curriculum.

We have made real efforts to engage with parents in deprived areas and in parts of the community where parents real concerns about their children's education.

To this end we have visited and talked with parents at for example :

- Little Fingers Community Nursery
- Wandsworth Library and Southside Shopping Centre
- Roehampton Surestart, Library, Surestart course (childminding)
- Angels & Urchins, Southmead Parents Forum
- Visited Catford and Croydon Outreach, [REDACTED], [REDACTED], Pharmacy, post offices, [REDACTED]
- Visited Southmead Centre [REDACTED], [REDACTED]
- Putney Exchange, Dexters, Foxtons, Savills, Putney Library
- Visited Westminster Parent & Toddler Group, [REDACTED]



- Wandsworth Independent Nurseries Association

A few of the comments made by parents below confirmed the importance of consolidating these links in the future by arranging visits and inviting parents into the school as well as ensuring that there keeping in touch opportunities. We want our school to reach into the wider community and be a beacon of the 50% faith 50% wider community. (For more detail on places visited and parents' feedback se)

*"This is first time I realised that I could choose a school like yours and I never imagined that I would get access to a school like this for free. I always felt that if I wanted this for my children we would have to go private."*

*Sure Start father*

*"This new school would bring the chance of a new start to our life."*

*Nursery Mum*

*"We wouldn't be accepted anywhere else (faith schools) as we are atheists."*

*Shopper*

*"We would really welcome a Jewish school to our community. From what I heard their philosophies on family, education and community spirit are something very special. A community like ours could really do with a school like that!"* Local business owner, [REDACTED]

*"I went to a faith school and I got a good education. I would love that chance for my children, even though I am not a religious person."*

*Mother, Roehampton Sure Start*

As a truly inclusive school, we will work closely with local support networks and special schools to provide the best support for children of all abilities and needs. If the SLJPS is unable to cater adequately for the specific needs of a Jewish child, we shall offer to support their Jewish development in the most appropriate environment, arranging for suitable staff to work with their special school to ensure their Jewish needs are catered for.

In order that it is a true community school, the SLJPS aspires to be a Community Centre in which teacher professional development is provided, local schools and families come to learn and socialize and where a wide range of adult education classes will be held. The facilities will be available for use by the local community in the evenings and at weekends and the SLJPS will be the pride of the neighbourhood.

### **Community links have been established**

- with local schools - faith schools, non-denominational schools, specialist schools and special schools with whom we will share festivals, professional expertise and facilities to ensure best value for money as well as to promote partnership development
- with Roehampton University subject and age phase specialists and researchers in English, PE, Geography, ICT and the Arts with whom we are developing a long term relationship
- with teacher training providers to facilitate involvement of trainee teachers as beginning professionals to support children's learning
- with primary and secondary Jewish schools in London and internationally e.g. an eco-school in the Galil in Israel
- with the local education authority's network to support the development of pupils with learning difficulties through an individualised approach
- with local institutions, eg Nightingale, a local Care Home where regular visits will build up inter-generational relationships and Linden Lodge a- Specialist Sensory & Physical College for the visually impaired where exchange visits will be arranged.
- with the Jewish Leadership Council (JLC) Jewish Schools Network and the JTTP (Jewish Teacher Training Partnership) who will support the PD of staff
- with the London School of Jewish Studies which offers a range of academic courses
- surrounding places of worships
- SACRE (Standing Advisory Committee for Religious Education)
- JCDSAB - Jewish Community Day School Advisory Board
- with ASTs in a local borough who are happy to work with us eg Music ST has already done so
- with specialists in EAL, PSHE and Citizenship who have contributed to Section D
- with the Community Security Trust (CST) who advise on security (We have a trained CST security person on our team)

**D8 Show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.**

SLJPS accepts children from all backgrounds on an equal basis. 50% of our places are available to those who practise the Jewish faith, and 50%, based purely on proximity to the school and other criteria described in Wandsworth's admissions policy.

For all children, irrespective of their religion, life at SLJPS will be equally enjoyable, rewarding, exciting, interesting and fun. The children will be educated all together. The individual faiths (or backgrounds) of every child will be respected equally, and they will all be encouraged to share their own personal, family practices with their friends.

**The more variety we have in SLJPS, the more there is for us all to learn.**

Jewish teaching will be integrated and accessible to all children as part of school life. The values of consideration, charity, respect and good deeds will be taught alongside history and stories and prayer and traditions.

Jewish values are universal reflect the values of other faiths and beliefs. It is the differing contexts in which they will be taught that will provide a wealth of opportunities for all the pupils to have ownership of them. Whilst SLJPS is a Jewish Faith School our Education Plan takes account of our diverse intake at every stage. Our Governing Body, external advisors and our staff will all be mindful of our responsibility to provide for children of a particular faith or belief or none. It will be an inclusive school, celebrating the different stories of the various faith and belief traditions of its pupils and including them in the rich literature of its values based teaching. Where issues arise for parents or children we will seek to work with them to resolve them by respecting their traditions and ensuring a way forward which works for them and our school community.

*"It is very easy to concentrate on the differences between the religious faiths and to forget what they have in common – people of different faiths are bound together by the need to help the younger generation to become considerate and active citizens"* Her Majesty, the Queen 25<sup>th</sup> December 2006

Dina d'malchuta dina, a Talmudic saying attributed to the prophet Samuel, means 'the law of the land is the law'. In other words, Judaism states that all Jews should respect and live by the rules/values of the country in which they are living. Thus, citizenship, community and all the dispositions and attributes these disciplines promote will be an integral part of Jewish Studies as well as PSHE and RE. **The Birmingham Standing Advisory Council on Religious Education Curriculum will be our model. This curriculum takes dispositions and suggests age appropriate materials both subject matter and resources linked to all major faiths and beliefs**

**through which these areas can be taught.**

*The point of religious education is to help children appreciate what it is that inspires ordinary people to 'love God' and to avoid 'being selfish' and 'self-centred'.*

*What do people live by and live for? What is it that makes people happy? In Religious Education the deepest values of human life are shared and discussed.*

*There are, of course, different views and traditions, different memories, different ways of doing things. This requires pupils to learn to listen really well to each other and to talk things through. Pupils need to find ways of understanding each other without being distracted by mere appearances. How can they go to the heart of the matter?*

*Through this discussion they will be able to find their own story whilst connecting to others who may be very different. Together they will be able to share a future with hope and confidence for the benefit of all.*

*Birmingham Agreed Syllabus for RE, 2007*

All our children will learn about festivals and how to speak modern Hebrew, as well as learning about other religions and cultures. We believe our school will thrive in a multi-cultural context within which children can establish their own identity. By the time the pupils leave our school they will be knowledgeable about other faiths as well as their own and this will hold them in good stead throughout life. Their early understanding of a modern language and one with a different alphabet too will make it easier for them to embrace another language in due course. We hope this will encourage children with a different mother tongue to be proud of their home language and share this with their peers.

The local community will be our greatest resource. The children will be able to live the values we teach by linking with Nightingale, a Care Home for the Elderly and we intend to form a relationship with Linden Lodge, a school for children with multiple needs. We have already approached other faith schools with whom we would like to develop joint projects, for example helping to keep a local park clear of litter and creating a safe mini-beast sanctuary in our outside area. Parents and other local community leaders will be welcomed into our school where they can work with the children as we celebrate different festivals and customs. Experiential learning is a key to enduring education and the children will be able to share and enjoy authentic tastes, smells, touches, sounds and sights of the various elements of each celebration. These will be differentiated according to the ages and needs of the children and the concepts introduced will grow in complexity as the children move up through the school.

Judaism is one of the practical religions and lends itself to active learning.

An old tradition:

When a child was first introduced to the Hebrew Alphabet that they would be given a slate decorated by a Hebrew letter drawn in honey. The child would lick the honey off the slate and their first formal educational experience would be sweet.

(Note: Clearly before modern Health and Safety considerations!)

Our intention is to maintain this positive enjoyment of learning throughout our children's stay at SLJPS and be true to our ethos.

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SEN & ICT





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

### E.1.1 Executive Summary

This section describes the local area where we want to setup our school, the efforts that we have carried out to reach out to the community, how we gathered their input and factored it into our vision, the shortage of primary school places in the specific ward we are targeting as well as the number of pupils that have committed to apply to our school as their first choice in 2013 and 2014.

E.1.2 covers the history, character and social composition of the local area, as well as the areas within the South London where the Jewish community is based, and shows in a map that the Southfields ward in Wandsworth is the best location for an inclusive Jewish primary school because it would minimise the commute of pupils, reducing emissions and lowering the environmental footprint of the school.

E.1.3 describes how we reached out to the local community via a survey which has helped us shape our curriculum and the general character of the school we are proposing.

The local council's projections for demand over the next 3 years indicate that 4 forms of entry will need to be added to the current primary school offering in our area. Current plans by Wandsworth Council for the expansion of existing schools leave a shortfall of one form of entry.

E.1.4 covers this in detail as well as the role that our school could play in addressing the shortfall.

E.1.5 states that we have signed up 69 pupils committed to apply to our school as their first choice in 2013 to fill the 30 available places, as well as a further 57 pupils for 2014. Our school is oversubscribed already, by a factor of two.

### E.1.2 History, character and social composition of Southfields Ward

Southfields is one of the twenty wards that make up the London Borough of Wandsworth. It borders Putney, Earlsfield, Tooting, Wimbledon, Wimbledon and Putney Commons and Roehampton. The main residential area of Southfields is "██████████". "██████████" is a series of parallel roads that are crossed at right angles by a series of parallel streets - so named because of the grid layout of the streets. The roads run from ██████████, in the north to ██████████, in the south, and the streets run from ██████████, in the west, to ██████████, (although ██████████ to the east of ██████████ is the border of "██████████").

"██████" consists almost entirely of Edwardian terrace houses, some of which have been converted into flats in the past, though conversions are no longer permitted on ██████ owing to a change in policy by Wandsworth Borough Council. These Victorian terraced houses were built at the same time as the bordering terraced housing Wimbledon Park and the avenues to the south of ██████ originally had the same names as the streets in Southfields that led to them.

Until the late 19th century Southfields was open fields, situated between the villages of Wimbledon and Putney. Several of the former pathways through the fields form the routes of parts of today's road system, in particular ██████ and its continuation through ██████, which was the field path from Wimbledon to Wandsworth, ██████ and ██████, both of which were field paths and can be seen on old maps of the area. When the District & London & South Western Railway from Wimbledon to Putney Bridge opened in June 1889, the area started to take off, with the first school opening a year later on ██████, another of the main thoroughfares that were formerly paths through fields.

Once a working class enclave, the area has, like others around it, undergone a transformation in the 1990s, with house prices rising dramatically. It attracts people from all over due to its good transport links, its parks and primary schools.

2001 census data shows 82% of the Southfields population to be white, and 17% mixed, Indian, Pakistani, Bangladeshi, Caribbean, African, Chinese and other ethnic groups. This is in line with national averages.

Southfields is a residential area where families with children are the norm. 24% of the population are between 20 and 29 years of age, 31% are between 30 and 44 years of age and the average number of people per household is 2.23.

From a socio-economic viewpoint, this is a mixed area: 80% of the population of the ward does not own a property outright, and either rent it from the Council (10%), private landlords (20%) or have a mortgage (40%).

In regards to areas of deprivation in Wandsworth borough and Southfields ward in particular, of the four Super Output Areas (SOAs) in Wandsworth that figure within the worst 15% nationally, the worst is in Queenstown ward, followed by 2 in Latchmere ward and a further one in Queenstown. One Super Output Area in the area we are targeting (Southfields) is within the worst 20% nationally. We have made a special effort to sign up parents of children that live in this area (see Part 2 below).

Each of these SOAs covers an area of Council Housing, reflecting the high level of Council tenants who are on low incomes and the high level of association between income and other forms of deprivation.

Jews in South London form a vibrant and varied community, with synagogues representing every denomination of Judaism from Liberal to Strictly Orthodox. Most Jewish families in South London live in Richmond Upon Thames, Merton, Kingston Upon Thames and Wandsworth. The map below shows the percentage of residents that described themselves as Jews in each borough in the last census (source: "Jews in Britain, A snapshot from the 2001 Census", Institute for Jewish Policy Research, 2007). The red circle shows Southfields, the area we are targeting. The map shows that Southfields is an optimal area for the school from an environmental footprint viewpoint, as it would minimise the commute of pupils from surrounding boroughs.

The vast majority of the families that have signed up to our school live in Southfields and immediately surrounding neighbourhoods in Wandsworth.

The largest synagogue in South London is in Southfields. A Jewish school in Southfields would be well positioned to address local needs, relieving the pressure on other state schools in Wandsworth.

### **E.1.3 Involvement of the local community - Parental survey**

One of the ways in which we have reached out to the local community is by collecting surveys from local parents to help us understand their preferences for the school, and assist us in defining the school character and aspects of the Jewish Studies programme.

Evidence of demand from parents has been gathered using a survey in our website. Evidence of support for the school among the local community, local businesses, residents and non-governmental organisations has been gathered using a paper petition form as well as an online petition form.

Our parental survey was designed in two parts, with distinct objectives. The first part collects information about what preferences the parents have about the character of the school and curriculum as well as aspects of their social, economic and religious background. This helps us identify requirements and articulate objectives for the Jewish Studies programme, likelihood of parents making financial contributions toward running the school and potential help parents could offer. The picture below shows each of the questions we asked in the first part of our survey.

<p>How important is quality of education and academic achievement when choosing a school for your child?</p> <input type="radio"/> Unimportant <input type="radio"/> Slightly important <input type="radio"/> Important <input type="radio"/> Essential <a href="#">Reset</a>	<p>If you have children of primary school age, what kind of school do they currently attend?</p> <input type="radio"/> State secular school <input type="radio"/> State faith school <input type="radio"/> Private secular school <input type="radio"/> Private faith school <a href="#">Reset</a>
<p>How important is the school's proximity to your home?</p> <input type="radio"/> Unimportant <input type="radio"/> Slightly important <input type="radio"/> Important <input type="radio"/> Essential <a href="#">Reset</a>	<p>Which elements of Jewish education are important to you?</p> <input type="checkbox"/> Ability to read, write and speak Hebrew <input type="checkbox"/> Knowledge of laws and customs (Kashrut, Shabbat) <input type="checkbox"/> Understanding of Jewish history and culture <input type="checkbox"/> Strong Jewish identity <input type="checkbox"/> Jewish friends and social life <a href="#">Reset</a>
<p>How important is the opportunity for your children to mix with others of diverse backgrounds?</p> <input type="radio"/> Unimportant <input type="radio"/> Slightly important <input type="radio"/> Important <input type="radio"/> Essential <a href="#">Reset</a>	<p>Many state-funded primary schools ask parents for a voluntary financial contribution toward running costs (for example the cost of Jewish Studies, security, Kosher food). How much would you be prepared to contribute per year?</p> <input type="radio"/> £1,500 or more <input type="radio"/> £1,000 to 1,500 <input type="radio"/> £500 to £1,000 <input type="radio"/> £250 to £500 <input type="radio"/> Less than £250 <input type="checkbox"/> I could not make a financial contribution <a href="#">Reset</a>
<p>How important is the fact that is a Jewish school?</p> <input type="radio"/> Unimportant <input type="radio"/> Slightly important <input type="radio"/> Important <input type="radio"/> Essential <a href="#">Reset</a>	<p>Help us setup the school. If you'd like to volunteer, please choose your area of expertise. We will be in touch with you shortly.</p> <input type="checkbox"/> Education <input type="checkbox"/> Property <input type="checkbox"/> Legal <input type="checkbox"/> Marketing/PR/Advertising <input type="checkbox"/> Financial <input type="checkbox"/> Fundraising <input type="checkbox"/> Generally active within the community <input type="checkbox"/> Politics/lobbying <a href="#">Reset</a>
<p>How important is the fact that the school equips your children with the skills and knowledge to participate in Jewish life and culture?</p> <input type="radio"/> Unimportant <input type="radio"/> Slightly important <input type="radio"/> Important <input type="radio"/> Essential <a href="#">Reset</a>	
<p>What's your preference regarding the size of the school?</p> <input type="radio"/> Small - 1 form (class) <input type="radio"/> Medium - 2 form <input type="radio"/> Large - 3 form <a href="#">Reset</a>	

The second part of our survey is a request for parents to commit to apply to our school as their first choice. The wording of our request is as follows:

We are currently collecting surveys to measure support for the South London Jewish Primary School in Wandsworth. We may share this information with the Department for Education as part of the application process.

By registering your commitment you are stating that if our school gets formal approval from the DfE, it would be your first choice of school for your child or children.

This does not affect your right to apply to any other schools via Wandsworth's admissions process, where you may select as your first choice a different school.

Your commitment isn't binding, but it will help us show the government that there is a need for a Jewish school in Wandsworth.

It is important that parents are aware of and support our school's ethos. Please read it carefully:

### **Inspiration**

To enable children to discover and take their place in the community, confident in their own practice, Culture, heritage and beliefs.

### **Confidence**

To create an environment in which children have a voice and can become confident and creative in all they do.

**Respect**

To value every individual's unique abilities and needs.

**Appreciation**

To emphasise the importance of mutual responsibility, respect and consideration for others within the Jewish community, British society and the wider world.

**Balance**

To provide for children to reach their full potential, emotionally, socially, academically and spiritually.

Please complete your details in the form below to register your commitment to apply to our school.

Thank you for your support!

**E.1.4 – Projected demand for primary school places over the next 5 years in Southfields Ward**

Wandsworth Council has projected an overall shortfall of primary places in Planning Area 7, -which includes Southfields Ward- that by 2014/2015 could be as much as 4 forms of entry. The Council is planning major works at 3 maintained primary schools in the area that will result in an increase of 2.5 forms of entry by this time, with options for further expansion being considered. (Wandsworth Council Paper 12-13 January 2012)

The Council is supportive of free school and academy proposals for the Southfields area if they support the projected population and demographic need in the Southfields and West Hill wards and will add diversity and choice for parents.

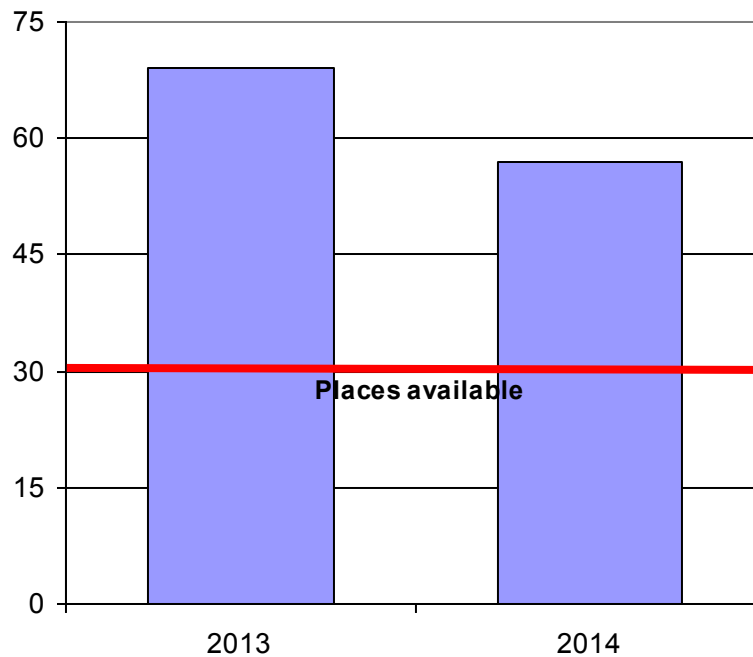
Currently it is envisaged that Riversdale and West Hill Primary Schools could expand permanently by one Form of Entry each and Southmead School by 0.5FE. However, the projections indicate that a further permanent expansion will be needed in this area. Our school might help fill this gap.

**E.1.5 – Number of pupils committed to apply to our school as their first choice**

We have established a strong parental and community demand for the school we propose through a comprehensive marketing and community outreach strategy. We have had an overwhelmingly positive response in the relatively short time we have been running our campaign of around 6 weeks.

On the basis of demand data so far the school will be oversubscribed in 2013 and 2014. We have as of 20 February 126 children whose parents have committed to apply to our school as their first choice in 2013 or 2014, as per the table below. Each of these children were born between 1 September, 2008 and 31 August, 2010 and live in the vicinity of the area we are targeting.

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30	69			30	57		
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<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>	30	69			30	57		



In addition, we have 53 pupils committed to apply in 2015 and 18 that have committed to apply in 2016. See Annex Section for all post codes and the number of children in each of them that have committed to apply in 2013 and 2014.

The following table shows the post codes of all the families that committed to apply to our school as their first choice in 2013 or 2014 for their eligible children.

██████████

The prospective applicant's postcodes are geographically distributed as below. The red circle shows the Southfields Ward and surrounding areas.

██████████

We have collected responses from our interviews, on-line surveys and other forms of community engagement. There are some examples below that provide evidence of their commitment to this particular Free school. The interview responses have helped shape our submission.

*"This is first time I realised that I could choose a school like yours and I never imagined that I would get access to a school like this for free. I always felt that if I wanted this for my children we would have to go private." (Shopper in Wimbledon)*

*"The Jewish community is the only community where 'you' feel included even if you are not Jewish." Non-Jewish parent, Apples & Honey Nursery*

*"This new school would bring the chance of a new start to our life." (Sure*

Start)

*"Could we really have a school like this in Roehampton & Southfields?"  
(Father in doctor's surgery – Roehampton)*

*"I hope they will be opening next year, we need them sooner than 2013."  
(Many parents)*

*"I don't care where you open this school (a house, a hall, anywhere) all I know is that you have to open it. It is so important to open this school as they will give the best education that there is." (Parent at open meeting)*

*"I went to a faith school and I got a good education. I would love that chance for my children, even though I am not a religious person." Mother, Roehampton Sure Start*

*"We are reluctantly planning to move to North London in the next year or two as the Jewish schools there are really good and there is nowhere for us to educate our children south of the river. We would prefer to stay where we are and where we have always lived, this school gives us a real chance to do that." Jewish Mother, East Dulwich*

*"I heard that Jewish schools are really good and the education is the best going." Mother, Putney Leisure Centre*

*"I wanted my daughter to learn about all sorts of different religions and beliefs. So I would be happy for her to go to a Jewish school." Father, [REDACTED]*

*"With only 15 places for Jewish children do we stand a chance of getting a place? We will gladly move closer to where it going to be if it makes a difference." Jewish mother, Wimbledon*

*"We would really welcome a Jewish school to our community. From what I heard their philosophies on family, education and community spirit are something very special. A community like ours could really do with a school like that!" Local business owner, Southfields*

*"Name a nationality or faith and we have someone represented here. We are a diverse and challenging community and we support your school as it will bring something positive and cohesive to the children of our diverse community. These are children who really need a decent chance at a good education and a brighter future." Employee, Sure Start Roehampton*

*"I am an observant Muslim woman and my children are a minority in this community. I feel that your school will support our faith and our shared values would make me happy to send our daughter to your school. I am also a teacher and would like to be considered for a job if it was appropriate." Mother, Sure Start Roehampton*



*“My background is Hindu so I understand how important faith is in education. I think your project is great. Can we apply for places for our children?” Mother, Playgroup Roehampton*

*“Will the children wear those special little hats?” Mother, Jitterbugs Cafe, Wimbledon Broadway*

*“In my opinion, faith schools teach values, morals, and more - this school will be another option available for the area. We all know about the stress of finding a good school - there just aren't enough places for all the children in SW London. And it's only going to get worse in the next few years!” Member, [REDACTED]*

*“Have you finished taking names, am I too late? I really want to sign my son up as we really need a new school and your school sounds really great.” Mother, Open Door Community Centre*

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

### **E.2.1 Reaching out to children of a wide range of backgrounds, faiths and abilities**

We have made a conscious effort, in our outreach strategy, to sign up pupils of disadvantaged families as well as pupils of other faiths, beliefs and none. We approached [REDACTED] of [REDACTED] at Wandsworth Council, who [REDACTED] the [REDACTED] in Wandsworth, as well as [REDACTED], [REDACTED] at Roehampton and her [REDACTED] at [REDACTED]. They facilitated direct access to parents of children who use the Sure Start services.

We have visited 24 Sure Start centres, delivering our vision directly to parents. These visits were carried out by members of the steering group who showed groups and individuals the SLJPS burgeoning web-site, Facebook page and the FAQs leaflet. (See Annex Section) Anecdotal evidence shows that this effort has produced results in that a significant proportion of the parents that have signed up to our school come from disadvantaged families living in deprived areas.

We have reached out to families of other faiths for example Muslims, Hindus and Christians as well as other members of the community and been very well received. We have also visited mosques and churches to present our vision for the school

We regard the rich cultural diversity of the parents that have signed up as an expression of our vision.

We have generated extensive support from the local community through word

of mouth, local press, community websites, networking with key community leaders and approaching 70 local nurseries as potential feeders to the school. The following activities were carried out as part of our outreach strategy by volunteers organised by our project:

### **Visited and Discussed SLJPS with**

#### **Jewish Community**

- All nine synagogues in the area across the spectrum of Jewish practice from Liberal to Orthodox
- Parent and Toddler Groups at Richmond, Wimbledon Chabad Wimbledon Reform, Westminster, Catford and Croydon Synagogues
- Cheders (religious schools) at Richmond, Wimbledon Chabad Wimbledon Reform, Westminster, Bromley Reform, Kingston United and Kingston Liberal
- SLJPS session at Limmud which is a cross communal Jewish conference (December 2011) and one planned for July 2012

#### **Educational & Childcare Establishments**

- Roehampton University
- Wrote to the headteachers of 75 local nurseries and followed up with visits, leaflets and posters

#### **Presented to Wandsworth Independent Nurseries Association**

- Canvased headteachers of local schools across Wandsworth – they are supportive of our plans to relieve the shortage of primary places (More visits to take place)
- Made direct contact with headteachers of the faith schools in Putney and Wimbledon and Roehampton.
- Made direct contact with a selection of independent schools who expressed interest in cross communal education opportunities

#### **Local Authority and Government Contacts**

- Wandsworth Council presentation to the Academies and Free Schools Committee by two Directors of SLJPS –December 2011
- Met with local councillors and MPs and gained their support – Mainly

those based in Wandsworth and Richmond but also met with key figures in Merton and Kingston

- The Sure Start Centres of Southfields and Roehampton have been key contacts in outreach within deprived areas. Significant support has been received from [REDACTED], [REDACTED]
- Contact has been made and capitalised with [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED])
- Met and engaged the support of the Southmead Parents Forum. The support from this group has been significant.

### **Religious Communities**

- Five local churches and four mosques have now signed our petition in support of the school
- Visited numerous playgroups within local religious buildings

### **Children's Activity Centres, Playgrounds, Libraries and Playgroups / Clubs**

- Southfields Rugbytots
- St Paul's Community Centre 1 o'clock club
- Wimbledon Park, Wandsworth Park, Leaders Gardens, King George's Park, Richmond Park and Wimbledon Common. All playgrounds and Mother and Toddler Groups visited.
- The Open Door Playgroup Southfields.
- Jitterbugs Play Cafe Wimbledon
- Wandsworth Town, Roehampton, Putney, Southfields, and Earlsfield Libraries - visited and met with Children's Librarian. Leaflets and posters provided and distributed.
- Putney Leisure Centre - Met and discussed school with [REDACTED] and received full support to distribute leaflets where appropriate. Tumble Time, swimming lessons, football classes and ballet classes.
- Richmond Gymnastics Club

### **Local Businesses**

- Southside Shopping Centre
- Putney Exchange Shopping Centre
- Southfields [REDACTED]
- Centre Court Shopping Centre Wimbledon
- Canvased and received support from estate agents in Putney, Wandsworth, Southfields and Wimbledon
- Wimbledon Chamber of Commerce -also signed our petition in support of the school
- Distributed leaflets to local GP practices, hospitals, pharmacies and post offices

#### **Surveyed /Petition**

- 400+ signatures on petitions
- Surveyed parental interest among the membership of all nine local synagogues – Presentations and discussions also took place to set out the proposals

#### **Open Evening Events**

- Four school project open evening events for local parents

#### **Press and Publicity**

- Web-site: [REDACTED]
- Article in Jewish Chronicle 2011
- Promoted in Jewish News
- Article in Wimbledon Guardian, a local newspaper
- Article in the Wandsworth Guardian, a local newspaper
- We promoted the school in MumsNet, Made for Mums and NappyValley. Online discussions as well as mentions in newsletters and articles.
- Newsletter - Gwendolen House

- We listed our school on [REDACTED],
  - Promoted the school on [REDACTED]
  - Contacted Jackie Radio
  - Contacted Tukkun Spectrum Radio,
  - Promoted on The Reform Judaism Movement [REDACTED]
  - Featured in all local synagogues' newsletters
  - Twice leafleted the local high streets
  - Leaflet drop directly to homes on the [REDACTED]
- Article in Southfields NCT magazine

### **E.2.2 Inclusive school policies for pupils of all faiths and none**

South London Jewish School's Equality Policy sets out our approach to promoting community cohesion, equality and diversity. It covers disability, religion or belief, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

Our vision is for the creation of an inclusive school, where pupils develop an understanding of, and tolerant attitudes towards, those from different backgrounds and beliefs. In order to translate that vision into reality, we have devised a set of school policies that ensure pupils of other faiths and none are fully included in all aspects of school life.

Specific school policies regarding inclusiveness of pupils of all faiths and none are:

1. The school uniform will not include any religious symbols.
2. The meals that the school will provide will be kosher with a vegetarian option, which satisfy the requirements of halal food for Muslim students.
3. The school's collective worship will be inclusive in that pupils that can participate or reflect as appropriate.
4. The religious education curriculum will include study of key feasts and holidays

Our general Equality Policy statement, which includes other considerations regarding inclusiveness of pupils of all faiths and none sets out:

1. The school's overt approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
2. Specific reference to community cohesion, race equality, disability equality and gender equality
3. Roles and responsibilities
4. Monitoring, reviewing and assessing impact

## **1. Approach to promoting equality**

The overall objective of our Equal Opportunities Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equal Opportunities Policy, the School seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

### **2.1 Community Cohesion**

In order to achieve a cohesive community, our school recognises the need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.

- Ensure teaching and the curriculum explores and addresses issues of diversity.

## **2.2 Race Equality**

In accordance with the Race Equality and the Race Relations Amendment Act 2000, we aim to:

- promote equality of opportunity
- promote good race relations
- eliminate unlawful racial discrimination.

## **2.3 Disability Equality**

The school has a separate Policy document on Disability Equality, available on request.

## **3. Roles and responsibilities**

All who work in the School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the School complies with all current equality legislation:
  - Equal Pay Act 1970
  - Sex Discrimination Act 1975
  - Race Relations Act 1976 as amended in 2000
  - Disability Discrimination Act 1995 as amended in 2005, Disability Equality Duty (2005)
  - Code of Practice for Schools 2002
  - Human Rights Act 1998
  - Sex Discrimination (Gender Reassignment) Regulations 1999

- Special Educational Needs and Disability Act 2001
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- Education and Inspections Act 2006 (Duty to promote community cohesion)
- Equality Act (Sexual Orientation) Regulations 2007
- Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'.
- Making sure the Equal Opportunitites Policy and its procedures are followed.

The Principal is responsible for:

- Making sure the policy is readily available and that the Governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.



- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy.

Responsibility for overseeing equality practices in the School lies with a named member of staff and a named Governor. Responsibilities include:

- Co-ordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

### **Monitoring, reviewing and assessing impact**

Our policy will be supported by the school's disability and gender equality schemes and a race equality action plan.

The School Development Plan will be an essential part of the School's action on equality. It includes targets determined by the Governing Body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision making.

A named member of staff and a named Governor responsible for equality will monitor specific outcomes.

The Principal will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against Wandsworth's standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

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

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

### Our Ethos

**South London Jewish Primary School** ethos is summed up in the ancient Jewish hope: "May our children be our builders" and is based on the following five aspirations:

**Inspiration** To enable children to discover and take their place in the community, confident in their own practice, culture, heritage and beliefs

**Confidence** To create an environment in which children have a voice and can become confident and creative in all they do

**Respect** To value every individual's unique abilities and needs

**Appreciation** To emphasise the importance of mutual responsibility, respect and consideration for others within the Jewish community, British society and the wider world

**Balance** To provide for children to reach their full potential, emotionally, socially, academically and spiritually

### Overview of the South London Jewish Primary School

This overview explains the structure of the project team, describes the individuals committed to the project and roles they perform in diagrammatic and table form. It summarises the SLJPS board of directors, steering group, and project members. This overview is referred to as appropriate in each of the sections following.

## CURRENT SLJPS ORGANISATION STRUCTURE

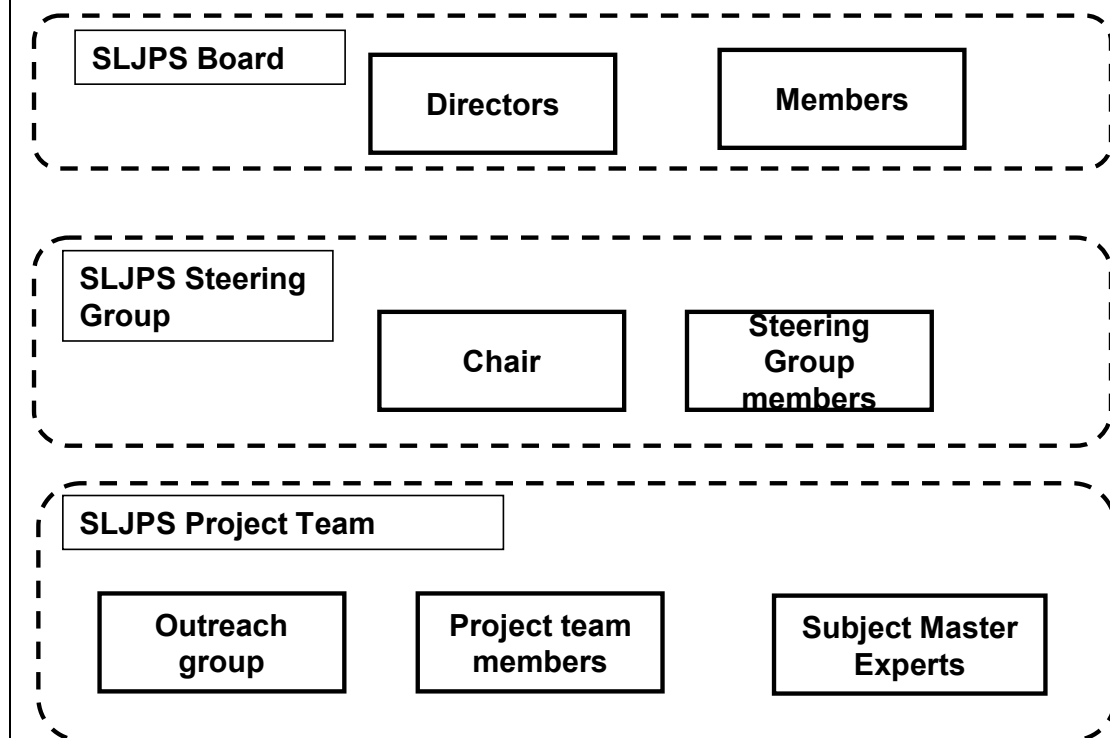


Figure 1, Current SLJPS structure

### Educational experience

Role	Expertise	Contribution	Comm. Day per wk
[REDACTED]			
[REDACTED]	[REDACTED] Relevant experience; [REDACTED]	[REDACTED]	1.5
[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	0.5

[REDACTED]	[REDACTED]	[REDACTED],	0.5
[REDACTED]	[REDACTED], [REDACTED],	[REDACTED]	0.5
[REDACTED]	[REDACTED], [REDACTED],	[REDACTED],	As required
[REDACTED]	[REDACTED], [REDACTED]	[REDACTED]	1.5 days overall
[REDACTED]	[REDACTED], [REDACTED]	[REDACTED],	As required
[REDACTED]	[REDACTED], [REDACTED]	[REDACTED]	As required
[REDACTED]	and [REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED] My qualifications are [REDACTED], [REDACTED],	[REDACTED] -	0.5 days a week in latter stages
[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	As required

The members of the steering group and wider team who have [REDACTED] (see above). The [REDACTED] and [REDACTED] have contributed to curriculum discussion and policy preparation. The [REDACTED] people listed for SEND involvement have discussed different elements and looked at scenarios for Free school with a focus on supporting all children. Input from [REDACTED] – an [REDACTED]. Subject expertise has been drawn on for both the writing and vision planning.

**Financial experience**

Role	Expertise	Contribution	Comm. Day per wk
[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	0.75
[REDACTED]	[REDACTED]	[REDACTED]	0.75
[REDACTED]	[REDACTED]	[REDACTED]	0.5

The different [REDACTED] backgrounds of the group have made an important contribution not only to the budget development where having a [REDACTED] has been very important, but to discussions on procurement, buildings, fund-raising and business links. When the [REDACTED] took [REDACTED] and we are finding that not having to rely on only [REDACTED] with particular skills has enabled a consistent approach to running the project with a team of vounteers.

**Other expertise**

Role	Expertise	Contribution	Comm. Day per wk
[REDACTED]	[REDACTED]	[REDACTED]	0.5
[REDACTED]	[REDACTED]	[REDACTED]	1

██████████	██████████	██████████,	1
██████████	██████████	██████████,	0.5
██████████	██████████	██████████,	As required
██████████	██████████	██████████	0.5
██████████	██████████	██████████	Initial setting up of group
██████████	██████████	██████████	0.5
██████████	██████████	██████████	As required
██████████	██████████, ██████████	██████████,	As required

The team has grown from ██████████ as the project has developed. Because of the range of expertise and networks of the team we have been able to draw on good opinions and contributions from many sources. People have also come forward as potential parents heard of the proposal we found we had experienced, ██████████, ██████████ and many others with excellent transferable skills. Even more valuable is the commitment of so many to continue their involvement as appropriate during the next phase and beyond.

**Section F1a Resources, People and Skills with Educational expertise**

**In the application planning phase**, the SLJPS project has;

- Formed a limited company, with ██████████ ██████████,
- Created a Steering group with decision making responsibility,
- Created a Project team divided into working groups,
- Appointed leads for each section of the application.

**In the set up phase**, following approval for our application, the company and steering group will form a shadow Governing Body, and additional governors recruited as necessary. There is also a list of experts who will be called upon

as required;

- [REDACTED], [REDACTED],
- [REDACTED] – [REDACTED].
- [REDACTED] – [REDACTED],
- Other faith and community representatives to be confirmed

The South London Jewish Primary School limited company has [REDACTED] with extensive [REDACTED]. Both are key members of the SLJPS Steering Group;

- [REDACTED]
- [REDACTED]

in addition,

- [REDACTED]
- [REDACTED]
- [REDACTED] are key educational resources for the application
- [REDACTED]

The project team also draws on the following educational expertise

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

### **F1b Time commitment**

We have commitment from the project team amounting to 1.5 -2.0 Full Time Equivalent. See Overview for details of the SLJPS project team's time commitment.

### **F1c Educational expertise required**

The team will continue to include the [REDACTED];



- [REDACTED]
- [REDACTED]

The following [REDACTED] are providing [REDACTED] experience;

- [REDACTED]
- [REDACTED]

[REDACTED] experience is provided by;

- [REDACTED]
- [REDACTED]

[REDACTED] experience is provided by;

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

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

You must:

- a) 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;
- b) confirm time commitments to the project from relevant individuals; and
- c) 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.

**F2a Resources, people and skills for financial management**

As can be seen in the SLJPS project team summary above we have significant [REDACTED] expertise provided by ;

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

In addition the project can draw on the following [REDACTED] and [REDACTED] expertise;

Name	Role	Expertise	Contribution	Weekly commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.75 day
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 day
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	*As available

\* [REDACTED] contribution to date has been very valuable. Due to [REDACTED] [REDACTED] will have a [REDACTED] in the next phase. We will be able to draw on her expertise and have other team members who have the necessary experience and skills.

We anticipate the Bursar (to be appointed in June 2013), will :

- develop, lead and manage the business, premises and finance and administrative systems,
- strategically lead on business potential and opportunities,
- manage support staff teams,
- produce and refine the financial spreadsheets for capacity and the stress test, working pre-opening with the Principal Designate on use of lead-in monies,
- continuously refine the projected budget,

- advise on staff and salary considerations,
- ensure ICT procurement is value for money,
- oversee disbursement of capital monies,
- contribute to development of relevant policies.

Pre-opening Stage: We anticipate an external company will be appointed to provide additional support in the pre-opening phase via the DFE Framework tendering process.

Post-opening, the bursar will be part of the Senior Leadership Team (SLT) and report to the head teacher. Other specific duties include:

- keeping up to date with government requirements for financial administration in free schools
- preparing annual, three-year and five-year budgets with the head teacher, senior leadership team (SLT) and governors
- liaising with the construction team through the school's refurbishment,
- managing routine HR tasks for staff.

The Bursar will be experienced at working in a public- or private-sector organisation and will be prepared to lead, inspire and challenge. The Bursar will have a track record of success in the delivery of services and managing change.

Once operating, this structure will enable the school to fulfil the responsibilities required of Limited Companies with charitable status funded by the Government, Free Schools. General financial responsibilities are specified by Companies House and include:

- updating Companies House when Directors change and the annual accounts are submitted;
- compiling a 3-5 years financial plan, forecasting income, expenditure and reserves;
- annual budget compilation and management, including arranging an annual audit, publishing an annual report and accounts, valuing the school's assets, accounting for VAT;
- authorising delegated powers to its committees and staff and approving salary levels;
- securing appropriate financial management IT systems;

- setting standards for strong financial management including the extent of oversight that trustees will provide; and
- ensuring robust financial systems and processes are in place from the outset.

### **F2b Time commitment**

We have commitment from the project team amounting to 1.5 Full Time Equivalent. See the Overview for details of the SLJPS project team's time commitment.

### **F2c Financial expertise required**

The SLJPS project teams has 2 [REDACTED] and a [REDACTED] on board, so are adequately resourced in the longer term. We will require some initial guidance on school finance specialist areas in the pre-opening phase, as the project team skill up on the specifics of school financial management.

This will be provided by the Bursar from June '13, SLJPS anticipate seeking guidance in the interim from the Local Authority finance officer for review and advice.

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

You must:

- a) provide details of your group, including the members of the company, and their particular areas of experience and expertise;
- b) 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;
- c) 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
- d) set out clear and detailed plans for identifying and securing any necessary expertise currently missing from your group.

### **F3a Details of the SLJPS group**

#### **Company directors and members**

- [REDACTED] – [REDACTED]  
[REDACTED], [REDACTED], [REDACTED] and [REDACTED].
- [REDACTED] – [REDACTED]  
[REDACTED], [REDACTED], [REDACTED], [REDACTED]
- [REDACTED] – [REDACTED]  
[REDACTED], [REDACTED], [REDACTED], [REDACTED]

[REDACTED]:

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

Expertise of [REDACTED] not also [REDACTED]

[REDACTED] is an [REDACTED]  
[REDACTED] - [REDACTED], [REDACTED] - [REDACTED], [REDACTED]

See also over view table in F1 and F3d for current and future involvement

**The SLJPS Steering Group** members are listed in the overview table.  
We have structured our working arrangements to reflect the priorities of the application requirements with leads linked to Sections A-H.  
We have also established a group to reach out to parents in the community;

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

The SLJPS team has significant skills in the following as described in the overview:

- Education
- Project management: Experience in coordinating a complex set of activities and people to deliver results to a schedule

- Information and Communications Technology (ICT): As in any business, the effective and efficient use of technology will be important for the success of the school. ICT expertise will be important before the school opens so that a knowledgeable team member can liaise with the Partnership for Schools and companies tendering for ICT e.g. MIS systems, phone lines, broadband, and educational hardware for teaching and learning
- Public Relations
- Business management
- Financial management and accountancy
- Legal expertise
- Fund raising
- Advertising/marketing
- Compliance

**F3b Other relevant expertise identified and available**

From time to time the following have been consulted:

<b>Contributor</b>	<b>Job title</b>	<b>Providing</b>	<b>As required Time Commitment during preparation of document</b>
[REDACTED]	[REDACTED]	[REDACTED]	2 meetings, emails & telephone contact
[REDACTED]	[REDACTED]	[REDACTED]	3 meetings equiv.
[REDACTED]	[REDACTED]	[REDACTED]	2 meetings
[REDACTED]	[REDACTED]	[REDACTED]	4 meetings and phone support
[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	3 days equivalent
[REDACTED]	[REDACTED]	[REDACTED]	0.5 day
[REDACTED]	[REDACTED]	[REDACTED]	2 hours

			0.5 days	
			0.5 days	
			0.5 days	
			0.5	
			0.75	
			1 hour	
			1 hour	
			1 day	
			1 hour	

We have sought advice and visited other successful Free primary schools whose [redacted] will give advice as needed:

- [redacted], [redacted], [redacted]
- [redacted], [redacted], [redacted]
- [redacted], [redacted]

In addition, we have commitment from:

- Synagogues of South London
- Local churches and mosque
- Roehampton University
- Jewish Teacher Training Partnership
- SACRE (Standing Advisory Committee for Religious Education)
- Jewish Community Day School Advisory Board, (JCDSAB),
- Jewish Resource Centre
- Wandsworth Local Authority
- Richmond Local Authority
- Local faith schools (visits planned for January)
- Local primary schools (visits planned)
- Local MPs and councillors (Wandsworth, Richmond)

(Letters of support in Annex Section)

**F3c Time commitment**

The SLJPS Steering Group members are in total contributing the equivalent of approximately 1.5 -2. 0 FTE to this project with increased time as required

**F3d Additional expertise required**

We recognise that to ensure the best possible position for opening in September 2013 we will need additional support because of the time commitment and the challenging tasks to be completed. We are confident that what we can provide link people from our team with expertise, knowledge and understanding so that the most effective use can be made of the additional support provided.

Through the DfE Framework we would expect to secure professional support in;

Project areas	SLJPS link	Weekly time commitment
[REDACTED]	[REDACTED]	1.0
[REDACTED]	[REDACTED]	0.25
[REDACTED]	[REDACTED]	3 days during recruitment process
[REDACTED]	[REDACTED]	2 days overall
[REDACTED]	[REDACTED]	0.75
[REDACTED]	[REDACTED]	1.0 0.75
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	1 day
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	0.5
[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED] and	
[REDACTED]	[REDACTED]	1 day
[REDACTED]	[REDACTED]	0.5
[REDACTED]	[REDACTED]	0.5
[REDACTED]	[REDACTED]	1 day



		0.5	
		0.5	
		0.5	
		0.5	
		0.5	

\* [REDACTED] has made a very significant contribution to this proposal to date. Due to very personal circumstances her role will be reduced in the pre-opening phase. She will however be available in the areas identified as required.

We believe our extended team has the expertise to contribute to all of these tasks and effectively manage professional 3<sup>rd</sup> parties contracted to provide these services.

We would seek the support required through e.g.

- DfE Framework tendering facilities for project management and consultancy
- Partnership for Schools (PFS)
- Wandsworth and Richmond LAs as service providers
- Education legal services e.g. [REDACTED]
- Jewish Education and Community organisations (e.g. schools networks, Leadership Council)
- JCDSAB (Jewish Community Day School Advisory Board) the school's named religious cross-communal authority, will provide guidance on best practice
- Community faith forums
- Our established links with local schools, organisations and professional contacts

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

You must:

- a) 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;
- b) describe the final staffing structure and show how it is sufficient, affordable and appropriate to deliver the education vision and plan;
- c) 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;
- d) 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
- e) ensure the information you provide is consistent with that provided in Section G.

#### **F4 Initial Staffing Structure**

##### **Rationale behind staffing structure**

The School Leadership Team will be composed of the Head teacher, a Deputy Head teacher, an Inclusion Manager and a School Bursar (School Business Manager).

Each class will have a full time teacher who will teach across the curriculum and a teaching assistant. The Deputy Head teacher/ Inclusion Manager are included as teaching staff. One member of staff will have responsibility for Jewish Studies. In addition there will be teachers who will teach part time in each classroom to implement the Jewish Studies and Hebrew programme as necessary depending on the team. The school will employ specialists in PE and Music depending on the skills of the full-time teachers.

The Deputy Head will be responsible for Teaching and Learning as well as hold the Inclusion Manager and Child Safe-guarding Officer role. We will seek a Deputy Head teacher who is an experienced Inclusion manager or a teacher aspiring to work towards the SEND qualification

Because the school will be new the Deputy's main responsibility from September 2013 will be to coordinate the assessment of all children in order to start tracking pupils' progress immediately. The Deputy Head will also be responsible for managing assessment arrangements for national tests and assessment throughout the school.

The Leadership structure of the school will enable collective decision-making and facilitate initiative, imagination and accountability.

Reception classes will have at least one full-time nursery nurse and a teaching assistant (TA) with support from an additional TA at times.

The Leadership team plan to deploy the nursery nurse and TAs to work with groups –sometimes with different ability groups to focus on supporting children to achieve the agreed individual, group or whole class targets.

Staff will be recruited to ensure we have high quality teaching in the core subjects and other staff members with experience and expertise to support all children across the curriculum.

The South London Jewish Primary School will aim for an average of Point 4 on the main pay scale. As the school increases in size and high standards are established the school will look to recruit high quality NQTs, and in turn financial efficiency will increase.

Value Added - We will also:

- share resources with other local primary schools swimming pool (KCS Wimbledon) and teaching exchange eg RE teaching Our Lady Queen of Heaven, Wimbledon
- become involved in Initial Teacher Training by having student teachers working with children and teachers as part of their training. Beginning professionals in the classroom increase the adult – pupil support for learning eg Roehampton University Education Department and from the Jewish Teacher Training Partnership SCITT programme.
- use the school for final year trainee teachers who are PE specialists. This will ensure up to date PE and healthy living programme with opportunities for our own staff's development (Finalists on the Roehampton University Undergraduate ITT programme).

The staffing structure has been developed in response to the SLJPS curriculum model. This aims to inspire and value all children so they gain confidence through working with teachers and other adults who are excellent role models with high expectations of all children to achieve.

### **Initial staffing structure**

In year one (2013/14) the school will comprise a Reception class of up to 30 children. The staffing will therefore be limited initially. It will increase and develop as a cohort of pupils is added for seven years.

**For September '13** (opening) the staffing structure will be;

Head teacher  
Deputy Head Teacher  
1 Experienced Reception Teacher

2 TAs for Reception  
 PA to Head Teacher  
 Part-time Bursar in year 1 only.  
 Full-time premises manager  
 Either the Deputy Head or reception teacher will teach Hebrew and Jewish Studies supported by members of the community with relevant experience.  
 The Deputy Head will fulfil Inclusion manager responsibilities

**Staff Recruitment schedule**

<b>Role</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
Head teacher	1	1	1	1	1	1	1
Deputy head	1	1	1	1	1	1	1
Teacher	1	2	3	4	5.6	6.6	7.6
Teaching assistant	1	2	2	3	4	5	7
Receptionist/ Clerk	1	1	1	1	2	2	2
Bursar	0.5	1	1	1	1	1	1
Premises manager	1	1	1	1	1	1	1
PA to Head	0.5	0.5	0.5	1	1	1	1
Mid-day supervisor	1	1	2	2	2	3	3
Learning Resource Centre manager	0	0	1	1	1	1	1
Additional specialist T.As for Hebrew/Music	.6	.6	1	1	1	2	2

**For September 2014 – 2020**

An additional teacher recruited each year  
 Additional Teaching assistants - 1 for Classes 3-6 (Preferably at least one who is a HLTA (Higher level teaching assistant))

**F4b FULL SCHOOL, Sept 2019 1 Form Entry = 210 pupils**

**Teaching Staff**

A Teacher for each year, Reception to Year 6;  
 A 0.6 FTE teacher will provide absence cover and release class teachers for the required 10% non – contact time.

Total FTE 7.6 Teaching Staff

### Support Staff

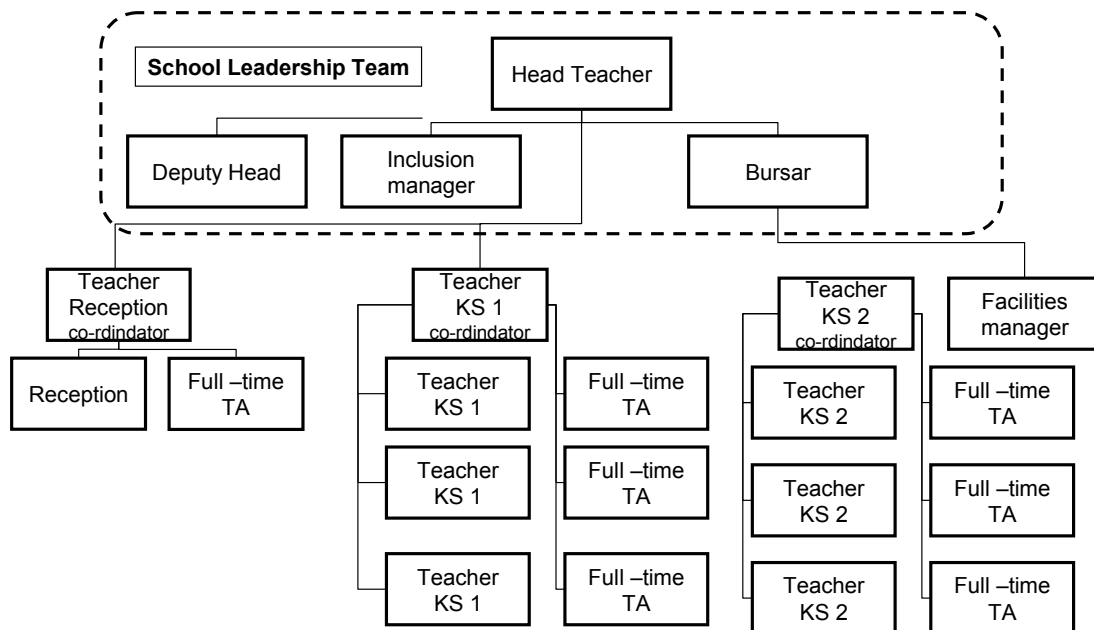
- 9 Teaching Assistants
- 1 PA to Head teacher Full-time , ideally with business admin skills
- 2 Admin Assistants
- 1 Facilities manager
- 1 Bursar
- 1 LRC manager
- Middy Supervisors (3)

### TOTAL FTE\* 15 Support Staff \*

Total FTE does not include Middy Supervisors who work approximately 2 hours/day term-time.

Cleaning and Grounds staff have not currently been included in the staff roll above as it is not clear if they will be salaried or provided as part of a contracted service.

### F4c Leadership; roles and responsibilities



### F4d STAFFING as school grows with roles and responsibilities

In order to cover the full curriculum our recruitment strategy will be planned to ensure that after year one there is strong leadership for the core subjects

English and mathematics: Teacher appointments will teachers with particular

strengths in English and mathematics.

All teachers will be expected to be able to teach effectively across the curriculum but as part of the recruitment strategy applicants will be invited to demonstrate subject specialisms or areas of particular interest for professional development. This will enable us to develop a complementary staff profile.

Particularly while the school is growing we will seek community support from qualified teachers interested in working for a small percentage of the week eg 0.2 FTE. We will explore with local schools sharing specialist music teachers for example. Teachers with relevant expertise in the community who have spare capacity will be encouraged to be part of a pool of professionals who will work with groups of children and/or offer supply cover services to develop further our community involvement in the school.

**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.**

- a) set out plans for recruiting your school with your proposed staffing structure and education plans.
- b) 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; *Not applicable*
- c) set out your plans for recruiting high quality members of staff;
- d) tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise; and
- e) 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.

**F5a Principal designate (head teacher) recruitment and pre-opening**

We anticipate the Principal Designate (PD), will be recruited one term prior to opening in Sept 2013. He/ she will play an important role in leading the steering group on educational aspects, defining the curriculum in further detail and advising on planning a school building fit for purpose and with excellent facilities.

The directors/governors have agreed that in the interest of transparency, probity and equal opportunities – so clearly part of the school's ethos – we wish the Principal Designate to be appointed resulting from a full recruitment process.

Our head teacher will carry the vision of our school through to reality. Key responsibilities are:

- to guide and develop the educational/spiritual life of the school with vision, imagination, resourcefulness and commitment.
- to lead the school efficiently, reliably and responsibly.
- to enthuse, involve and lead the staff and professional development with dedication and enthusiasm.
- to manage the school budget.
- to build the school roll.
- to champion an inclusive approach to education, in which children of all backgrounds are welcomed and valued without prejudice through Jewish teaching.
- to foster the development of the school as a centre for its community.
- to establish and maintain high academic standards.

Recruitment process: In Autumn 2012 as information about the school becomes more widely publicised we will be able to confirm the attributes, experience and qualifications required for this post. These will include previous head teacher experience, enthusiasm and motivation to build an outstanding new school, commitment the vision of SLJPS which will welcome children from all faiths and beliefs and none as well as Jewish children, experience of Jewish Education and a commitment to on-going staff development

A time-scale for advertising nationally and internationally will be finalised. Dates for applications will ensure that ample time is available for the interviewing process. This process will include a requirement for short-listed candidates to demonstrate teaching (in a local school which has agreed to facilitate this), a short presentation related to our aspirations for SLJPS to become an outstanding school and an interview. They will also carry out 'in-tray' tasks or an activity which will show how the applicants would respond to parents' complaints, requests or other challenging situations.

The interviewing panel will include representation from our Governing body, head teacher/s, the education lead engaged by SLJPS through the DfE Framework and a member of the local community.

As preparation for this process the school's safe recruitment, pay, staffing and performance management policies will all have been approved.

Staff remuneration will be based on Outer London pay scales, based on

standard terms and conditions. The Head Teacher's salary will take account of the additional responsibilities of building a new Jewish free school in a part of London where there has never been a Jewish school.

- The successful candidate will be responsible for recruitment of a full set of staff to an aggressive time-line for a new school.
- We will seek a candidate with some experience in the setting up of or expansion of a school.
- The successful candidate will play a role in outreach and marketing, as they will be the visible figurehead of the school.

Note:

- The head teacher will be subject to performance management targets.
- Initially the school will receive HR and as required, other services and support from Wandsworth.
- As this is a new school, the TUPE Regulations do not apply.
- At this point in time, no members of staff have been formally identified for any posts within the school.

### **F5b Teacher Recruitment**

We believe in the primacy of teaching. We seek to employ outstanding classroom practitioners who are capable of delivering an inspiring and creative curriculum with high academic standards at its core.

To accomplish successful teaching and learning, teachers at the South London Jewish Primary School will:

- be outstanding practitioners
- be fully committed to continued professional development in line with the school's priorities for continued improvement.
- show commitment to a faith based education and enthusiasm in its integration in the classroom and in lesson planning.

Some of our teachers will be competent in Hebrew as a Modern Foreign Language, in the very best case scenario. We would seek to target initially, recent graduates with two to three years post qualifying classroom teaching experience in the UK national curriculum. Experience of teaching a modern foreign language (MFL) would be excellent. However the school will ensure that all teachers have professional development opportunities so they can competently reinforce the specialist Hebrew teaching the children receive. We would, however, wish to make it clear in our recruitment strategy that the



priority is that teachers are outstanding and standards-focused.

Links will be made with teacher training providers who offer MFL for primary teachers so that they are aware of opportunities for NQTs at our school as SLJPS grows.

One of our [REDACTED], [REDACTED], has experience of [REDACTED].

### **F5c Prospective [REDACTED]**

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

The F1 overview above outlines the background and expertise each of the directors will bring to the Governing Body. Following approval of our application a shadow Governing Body will be formed.

Governor training will be required by all successful candidates. Governors will either attend a local authority course where these are available or a governor trainer will be invited to training the governing body as a group. The Chair of governors will also attend appropriate training courses. SLJPS has already made links with two Jewish Free School (primary) Chairs of governors who have offered support as well JCOSS which is a secondary school. Links with Wandsworth primary schools – already established, will ensure JLSPS is kept up to date with not only what is relevant to our school but to schools in the wider community and nationally. We have on the shadow governing body people with experience of being school governors.

### **F5d Creating and maintaining Governors**

The existing body of governors will be supplemented by the appointment of the following Governors: the Principal, a staff governor, two elected parents and further Member appointed Governors. This will ensure that the governors will be representative of the whole school community, and will provide further strength with their added skills and experience.

The Members will appoint further additional governors. The Governing Body proposes to carry out a detailed skills audit from current the team of governors, in line with guidance from the National Governors Association, to identify any gaps in our skills and experience. Eg We have legal advisors in our steering group but will look for an appropriate person with a legal

background to joining the governing Body in due course.

We would consider suitable additional governors by approaching organisations such as the local authority, colleges and universities, local business professional bodies, individual networks and community groups.

We would wish to ensure all relevant disciplines are covered amongst the range of governors we have, including financial, legal, HR, property management and business management.

Proposed composition of governing body

Principal

2 Parent Governors

1 Staff Governor

8-11 Governors Appointed by  
Members

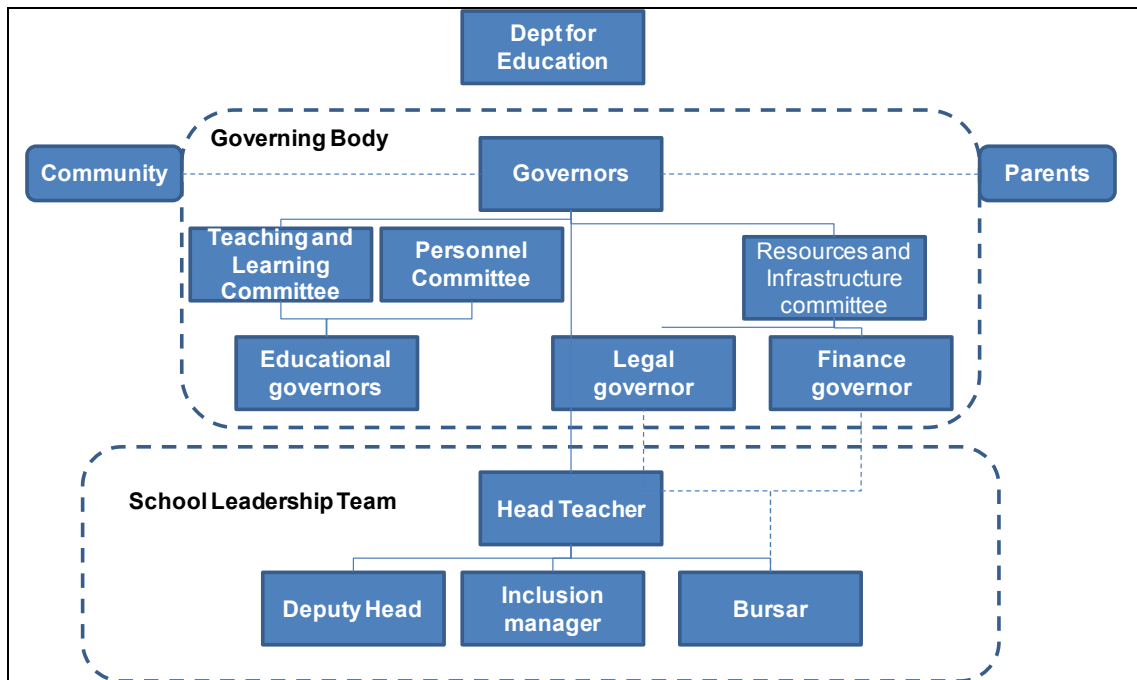
**F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

You must:

- a) 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;
- b) clearly define and set out the respective roles and responsibilities of the company members, the governing body and the principal designate; and
- c) have arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver **independent** challenge to those with executive functions.

**F6a South London Jewish Primary School – Governance the composition of the Governing Body**

There are 3 committees reporting to the Governing body;



**Figure F6a; SLJPS Organisation Chart**

The organisation chart shows that:

- we will have 3 sub-committees which will have delegated powers from the Governing Body. These groups will report to the Governing body.
- The Head will report to the Co-Chair of Governors.
- the legal and finance governors, reporting into the General purposes committee.

The Bursar reports to the Head teacher, the Head retains accountability to the Governing Body for financial management of the school. The relationship of the head teacher and bursar must therefore be a strong one.

In addition to their financial responsibilities, the bursar will normally also manage a small but versatile staff capable of delivering the non-educational operations of the school (e.g. payroll, audit, health and safety, HR, catering, building services and contract management). Committees report to the main Governing Body which will meet normally once a term with the sub committee meetings occurring as needed, in between.

### **The principles of the Governing Body in action**

Reflecting these principles and assuring that they permeate every aspect of the school's life, the Governing Body of SLJPS will have a largely strategic role, upholding the vision of the Trust and ensuring learning of the highest quality for every child. It will be flexible in its approach, keeping its strategic and accountability roles to the fore and unnecessary bureaucracy to a minimum. Governors will be active in the school in ways which will support

the schools' policies and ethos. Any involvement in school life will be discussed with the Governing Body and agreed by the head teacher and staff. Its main purposes are:

- Developing a vision for the School
- Agreeing aims and objectives
- Ensuring that a strategic plan is formulated
- Developing effective monitoring procedures
- Evaluating performance and reviewing agreed objectives.
- Supporting the schools' ethos and policies

The Governing Body's focus will be on assuring the highest quality learning For all pupils. The first priority therefore will be a selection process for the appointment of the Head teacher, overseen by the Governors but fully supported and quality assured by officials and advisers of the DfE.

Initially the Governing Body (GB)

will focus on supporting the Head teacher as plans for the school unfold. The GB will ensure the implementation of the school's curriculum and vision are rigorously monitored in a supportive manner so that all children and staff become valued members of our school community. The South London Governing Body will operate at the highest levels of excellence:

- Governors will make a highly significant contribution to the work and direction of the School.
- Governors will have high levels of insight, be extremely well organised and thorough in their approach.
- Governors will be vigorous in ensuring that all pupils and staff are safe.

In discharging their statutory responsibilities, the Governing Body will have highly robust systems for evaluating the school's effectiveness by keeping the work of the school under review and acting upon their findings.

Governors will be innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils.

The Governing Body will be confident in providing high levels of professional challenge to hold SLJPS to account.

Governors will engage very effectively with families, pupils and the staff as a whole and will be well informed about users' views of the school through open meetings, surveys and information discussions. They use these views to inform strategic priorities for development.

### **F6B The structure of the Governing Body**

In order to fulfil its various roles, the Governing Body of South London Jewish Primary School will have three committees. Each committee will work closely with the School's Head teacher and team.

- Teaching and Learning
- Resources and infrastructure
- Human Resources including remuneration

When needed there will be an Appeals and Disciplinary Committee. This is set up as required and does not include anyone who has a link with the person involved in a situation. The HR Department at Wandsworth will advise where necessary on such matters.

The role of the additional experts will be to support the Governing Body

The **Teaching and Learning committee's** role will be to :

- review the attainment, achievement and safeguarding of all pupils.
- consider and advise the Governing Body on standards and other matters relating to the School's curriculum, including statutory requirements and the School's Learning Policy
- consider learning issues which have implications for Finance/Resources and Personnel decisions and to make recommendations to the relevant committees or the Governing Body.
- ensure the effectiveness of the pupil support and care systems in developing all learners.
- ensure that the particular needs of gifted and talented learners are met.
- ensure that the particular needs of boys and girls as learners are met.
- ensure that the particular needs of those learners with SEND (special educational needs and disabilities) in all its guises are met.
- ensure that policies related to teaching and learning are regularly

reviewed.

- ensure that the particular learning needs of minority and other groups are met.

The **Physical Resources and infrastructure committee's** role will be to:

- review and assure resources that support successful learning across the School and its wider community.
- assure best value and impeccable systems of strategic financial management.
- draft the first formal budget plan of the financial year and subsequently monitor expenditure in consultation with the Head (and Bursar).
- ensure that ICT of the highest quality supports
  - learning at all levels and in a wide variety of settings both in and out of the school
  - effective school administration
- in the short/medium term support the development and construction of any new building and refurbishment that serves the learners of the community.

The **Human Resources committee's** role will be to ensure

- that the School has staff of the highest quality to provide the best possible learning experience for all learners
- that appropriate professional development is available to assure the highest quality staff.
- that there are recruitment and retention strategies and assure continued stability and growth among the staff.
- that performance management arrangements are in place and carried out regularly
- salary setting is confirmed following performance management reviews

The **role of the additional experts/advisors** will be to:

- safeguard and ensure the developing Jewish ethos of the School and its positive impact on learning both within the School and across the Community.

- ensure strong reciprocal partnerships with families and the community are in place.
- monitor the continued growth of high quality learning and success for all pupils through an inspiring curriculum which builds confidence for all.
- ensure that close and productive links are sought, established and maintained with other learning communities across Wandsworth and beyond to help assure continued growth and development of learning of the highest quality for pupils as they progress through the school and beyond.
- help us to support the development of a powerful lifelong relationship between learners and the school.
- advise us with regard to establishing links with local commerce and business to:
  - widen the experience of learners
  - help local business understand the school's needs and the opportunities for business that exists within it and the community.

**F6c**

**The members** of the company have a strategic role in overseeing the running of the school and appointing suitable directors to run the company.

SLJPS has [REDACTED]

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

The members appointed the following directors of the company

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

These directors will be responsible for the day-to-day management and governance of the school. The directors will be the governors of the school during the pre-opening stage of the school.

The Head Teacher once appointed will become a director and a member of the Governing body. The governing body will act as “critical friend” to the head teacher in the performance of his role and responsibilities and will give them reviews and feedback.

In the pre-opening stage the Governing body will comprise

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

During the pre-opening stage the Governing body will

- agree and support the recruitment process of staff
- agree aims and objectives for the pre-opening stage
- set policies and targets for achieving those

Soon after the opening in September 2013 the Governing body will organise

- elections of 2 parent members of the governing body to be chosen by the parents
- election of 1 staff member not a member of the SLT

Additional governors to be appointed by the Members. In due course, the Members will give consideration to additional governors from the local authority, the faith community and the parent group.

Additional experts: There is a group of experts who have agreed to be available for advice as required. The role of the additional experts will be to support the Governing Body.

### Conflicts of interest

Potential conflicts of interest will be raised at each Governing Body meeting so that the affected governor can withdraw for that item. eg buildings, legal



matters, issues arising around a family member on the staff or in the community. If there should be two members of the governing body who are related then it will be agreed before any voting how this will be managed if it presents a conflict of interest.

Where there a known potential conflict of interest that item will be a reserved item discussed at the end of the meeting.

CVs - See Annex Section

## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [REDACTED]. Please use this section for the narrative.

[REDACTED]

## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

### Section H: Premises

We prefer our site to be in the [REDACTED] of the London Borough of Wandsworth and have accordingly focused our search for premises within this area. There is an acute shortage of primary school places in this particular area and the London Borough of Wandsworth is keen to address this problem. In addition, following our initial survey of the Jewish Community in South London, we found that the demand for places from Jewish families is the greatest in this area. A Jewish nursery "Apples and Honey Jewish Nursery School," [REDACTED], [REDACTED], is located close to the area and our research has shown that demand for a Jewish school is particularly high amongst parents of children at this nursery.

1. We have adopted a broad approach in our search for a site following the Free Schools Guidance document (Paragraph 6.39) and are still continuing our search for suitable potential accommodation in public and government buildings as well as looking at the private market.
2. We have extensively searched on property search websites for the area.
3. We have registered details of our requirements with several Estate Agents specialising in both commercial and residential sales and letting markets including, for example, [REDACTED], [REDACTED], Putney. We are also registered on the database of Wandsworth Council's Agents [REDACTED].
4. We have searched for properties in the Estates' Gazette.
5. We have contacted Church commissioners for the Southwark Diocese and an email was sent with a building brief to [REDACTED]. A response from her was received on 27/11/11 to say that nothing was available.
6. We have contacted synagogues in the South London Area: Wimbledon and District Synagogue, Kingston and Surbiton District Synagogue, Richmond Synagogue and Kingston Liberal Synagogue to discover if part of their synagogue premises might be suitable and/or available. Discussions are ongoing with Wimbledon and District Synagogue with a view to providing temporary accommodation. The Council of Richmond Synagogue have asked us to consider using their premises if our first choice area is not successful.
7. We have made enquiries at Roehampton University and South Thames

College in Merton but no buildings are available.

8. We have enlisted services of [REDACTED] [REDACTED] from [REDACTED] to help us identify preferred sites. With the help of [REDACTED] we have considered 13 premises suggested by the London Borough of Wandsworth (details available if required) which were either unsuitable or unavailable.
9. We have looked at the possibility of renting [REDACTED] in [REDACTED], Southfields and Wimbledon Golf Club, Rugby Club and Community Centre. Unfortunately, these were unsuitable or unavailable.
10. We have at the same time made contact with local authorities adjoining the London Borough of Wandsworth to inform them of our project. Email and telephone contact has been made with [REDACTED] ([REDACTED]) and [REDACTED] at the [REDACTED], and [REDACTED], [REDACTED].

## Capital investment

We have no sources of funding available to SLJPS to support the acquisition of a site.

## Temporary Accommodation

Should it be necessary to secure temporary accommodation in the first instance we have two options of premises where there is an agreement in principle that PFS explore their appropriateness for this purpose.

- 1) [REDACTED] [REDACTED] London [REDACTED]
- 2) [REDACTED] [REDACTED], [REDACTED], London, [REDACTED]

A summary of our research to date is attached in the document Buildings Tracker. See Annex Section.

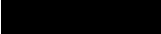
## Details of preferred sites

**CHOICE 1:** [REDACTED]

*See further details in Wandsworth Council Paper No11-801. Annex Section*

Site address and postcode	<p>██████████</p> <p>██████████, Putney,</p> <p>London ██████████</p>
Catchment related socio economic data	<p>Mixed in economic terms, an area with ethnic minorities and major groups are British Black and Black Caribbean (1998 Ofsted Report). Research has shown that according to the postcode the majority of families living in the area are in the category of type 18 in the ACORN classification.</p>
Reasons for choosing the site	<p>The school has been identified by Wandsworth as needing redevelopment, and proposals to turn it into an Academy School have already been made. Wandsworth needs to locate a school at this site and numbers of primary pupils are rising fast in the area and are predicted to continue.</p> <p>It is within the catchment desired for our school, with easy access to amenities – Putney Railway Station, bus routes and the A3 for road access by Jewish pupils living further afield.</p>
Current use of the proposed site	<p>A failing secondary school with falling numbers and seeking Academy status. Smaller buildings on the large site could accommodate a primary school and/or land which is part of the existing site. The council wishes to continue to provide a school in line with their policy of choice and diversity for parents and adequate places to meet the demographic need in the local area.</p>
<p>Brief description including size</p> <p>Proposed pupil numbers</p>	<p>Large 4 storey building built in 1957 to house a comprehensive school with associated smaller buildings on a large site which currently. At present there are 183 pupils (aged 16-18) on roll with a capacity for 189 pupils</p> <p>210 pupils (aged 5-11) when full with the possibility of expanding to two form entry and therefore there would be plenty of space to house a one form entry school within the complex.</p>

Availability of the site	The site belongs to Wandsworth Council
Nature of tenure	Negotiable with Wandsworth Council.  See Annex Section [REDACTED] was agreed on 11 November 2011 for the Elliot School Trust to apply for Academy Status with Ark Schools and transfer the land to Council ownership with Lend Lease Ltd to carry out the refurbishment of the school
Why the site is suitable for the proposed school and how it will support the delivery of our education vision	Is already a secondary and is consistent with Wandsworth Education Strategy to have a school on that site. The community in that locality will benefit from a vibrant and popular school. The current situation at the School is that the number of the youngest cohorts is very small due to the School's recent history when it was on special measures. A primary school which aspires to academic excellence, provides a stimulating environment, reaches out to the community and encourages mutual respect and consideration for pupils of all backgrounds would help to reinvigorate the school and the community.
How estimated costs relevant to the proposed site compare to local markets.	The buildings are in need of repair and Wandsworth Council are willing to provide funds from their capital funds for this purpose at a cost of £1,505,000 plus architects fee of 2.9% which is comparable with similar recent schemes. See details in [REDACTED]
Space for PE, break times etc	Yes
How does external space (Independent School Regs for primary) compare to other local schools?	Possible land available with good access on 2 sides on large site in a 1960 – 70's estate.
Would pupils be able to move between classes in the time allowed?	Yes
How will transport work and what are the pick-up drop-off and parking implications?	Space is there but would need to be reconfigured in the redevelopment

Is the site accessible for safe use by both vehicles and pedestrians?	Yes
What is the current state of repair and any estimate of cost for repairs and site development?	It is in need of urgent repair to maintain the curtain walling system which will replace temporary and broken glass and aluminium at a cost of £115,000 which the council is willing to pay.
Unusual implications that may have health and safety implications.	No
Sufficient natural light ventilation and air quality	Yes – previously a school
Will pupils be able to work and learn without undue disruption from neighbouring businesses or transport?	Yes – previously a school
Does the building have any special constraints, listed or conservation area?	 Rebuilding and refurbishment is planned in the scheme agreed by Wandsworth Council and Ark Schools
Will planning consent or change of use be required?	This would be negotiated with Wandsworth Council.
Has the building previously had other uses?	No
Will it be able to conform with requirements around floor-loading?	Yes

**Photographs of the Elliot School Site**



**2<sup>ND</sup> CHOICE: CHELLOW DENE**

<b>Site address and postcode</b>	██████████ ██████████ ██████████
Reasons for choosing it	Excellent position within a short distance of the feeder nursery school and with good transport links. It has real potential for change of use subject to planning. It is on the list of properties owned by Wandsworth Council. It is within easy access of our preferred area.
Current use of the proposed site	No longer in use as a former mental health hospital and now a residential hostel. There is also potential for intensification or change of use subject to planning.
Brief description including size (sq m) and proposed pupil numbers	Large detached property 660sq m with a wide sweeping carriage driveway and easy access to ██████████ and the A3, an abundance of off street parking, includes 42,672 metre rear garden. The overall site area is 0.20 hectares (0.50 acres) It has flexible accommodation inside on three floors could be reconfigured to suit a one form entry school which will increase from 30 pupils in its first year to 120 pupils. It also has a two storey lodge within the grounds of which good use could be made.
Availability of the site and nature of tenure	Council owned. For sale via auction with 16 bids, 14 unconditional with a guide price of £3.5 - £4m. Now off the market while Wandsworth Council are considering offers.
Why we think site is suitable and how it will support the delivery of our education vision	Once reconfigured, the space inside and outside would make an ideal environment for children to develop their potential in beautiful surroundings and close to many local amenities which could be beneficial to both the school and the community.



**Photograph of** [REDACTED]

[REDACTED]

At present we have no sources of funding available but have plans in preparation for approaching donors depending on the outcome of the application.

## Annexes

- Initial Costs and Financial Viability
- CVs
- Letters of Support
- Policies
- Planning Exemplars
- Buildings Tracker
- FAQs

## **Annex – Initial Costs and Financial Viability**

██████████

## **Annex – CVs of Key contributors Directors, Finance and Education**

## CURRICULUM VITAE

SURNAME: [REDACTED]

FIRST NAMES: [REDACTED]

HOME ADDRESS: [REDACTED], [REDACTED], London, [REDACTED]

TELEPHONE/FAX: [REDACTED]

### ACADEMIC QUALIFICATIONS:

[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

### Last Appointment

[REDACTED]  
( [REDACTED] )

[REDACTED]

### Current and recent Experience (Examples since [REDACTED])

[REDACTED]

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- [REDACTED]

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[REDACTED]

[REDACTED]

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

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[REDACTED]

[REDACTED]

Research Related Conference Presentations and Conference Papers

[REDACTED]

[REDACTED]

[REDACTED]  
LONDON, [REDACTED]

MOBILE: [REDACTED]  
E-MAIL: [REDACTED]

**KEY AREAS OF EXPERTISE**

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

**EMPLOYMENT HISTORY**

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## Qualifications

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London

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[REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

**EDUCATION and QUALIFICATIONS**

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### Professional Work

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[REDACTED]

[REDACTED]

CURRENT POSITION [REDACTED]

SUMMARY [REDACTED].

CAREER HISTORY [REDACTED] [REDACTED]  
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- [Redacted]

**Skills**

- [Redacted]
- [Redacted]



[REDACTED]  
London [REDACTED]  
United Kingdom

[REDACTED] Home  < [REDACTED] Mobile  
Work Email: [REDACTED]  
Personal Email: [REDACTED]

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## PROFESSIONAL EXPERIENCE

[REDACTED]  
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**PROFESSIONAL SKILLS**

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

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**EDUCATION**

- [Redacted]

Name: [REDACTED]

Address: [REDACTED], [REDACTED], London [REDACTED]

Telephone: [REDACTED]

Mobile: [REDACTED]

D.O.B [REDACTED]

Marital Status: [REDACTED].

**Qualifications:**

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

**Career details:**

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

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[REDACTED] [REDACTED] [REDACTED]

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[REDACTED] [REDACTED] [REDACTED]

**Other Experience:**

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[REDACTED] [REDACTED] [REDACTED]

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[REDACTED] [REDACTED] [REDACTED]

**Publications:**

[REDACTED] [REDACTED]

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[REDACTED]

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[Redacted]

London

Email:

Mobile:

## Education

- [Redacted]
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- [Redacted]

## Work Experience

[Redacted]

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[Redacted]

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[Redacted]

[Redacted]

Title:

[Redacted]

[Redacted]

[Redacted]

Title:

[Redacted]

Title:

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[REDACTED]

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[REDACTED].

[REDACTED]

Title: [REDACTED]



[REDACTED] [REDACTED].  
[REDACTED] [REDACTED] ([REDACTED])

### Key Skills and Achievements

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



[REDACTED], [REDACTED], Surrey, [REDACTED], UK • Mobile: [REDACTED] •

**EMPLOYMENT HISTORY**

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**EDUCATION**

[REDACTED]

**SCHOLARSHIPS / AWARDS / HONOURS**

[REDACTED]

[REDACTED]

**LANGUAGES**

[REDACTED]

## **Annex – Letters of Support**



Stephen Hammond

House of Commons  
London SW1A 0AA

20 February 2012

To Whom it may Concern

**SOUTH LONDON JEWISH PRIMARY SCHOOL APPLICATION**

I am writing in support of the application in respect of the South London Jewish Primary School project.

I understand that this will be the first ever Jewish school in South London and will implement the model of 50% Jewish pupils and 50% others which is widely supported across the Jewish community. This will enhance the educational provision in South London where there is a lack of places, and I have been told that parents of more than 200 children, both Jewish and non-Jewish, have already committed to send their children to the school if the application is successful.

I visited this project in the autumn and was impressed by its quality. I do hope that the application can be granted.

Yours faithfully

Stephen Hammond MP



## **SOUTH FARNHAM SCHOOL**

### **STATEMENT OF SUPPORT FOR SOUTH LONDON JEWISH PRIMARY SCHOOL PROPOSAL**

We write to give our whole-hearted support to this innovative and forward-looking proposal. A Jewish primary school in South London would fill a gap in South London's school provision providing a further dimension to parental choice. An additional school in the area would address a shortage of primary places thus meeting both a local need and taking forward a national initiative which seeks to provide education of the highest quality.

The Free School model of 50% of the faith and 50% drawn from the wider population of the borough catches the spirit of a locality where the Jewish community is completely and happily integrated. A Free School such as the one proposed would, therefore, reflect the area of which it would be at the heart. The teaching of the modern language Ivrit from Early Years, together with a second language option in Key Stage Two, is indicative of the diverse and culturally rich education that will be offered to the children.

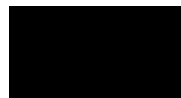
The proposal indicates the intention to work closely with the local community and the local authority with the aim of further raising standards and also the forging of strong parental partnerships which are so vital to a successful school. The new South London Jewish Primary School would want to be a contributing member of the network of successful London schools but also recognizes the huge opportunities for learning and developing the skills, strategies, policies and practices that this would bring.

The proposed school has also expressed an intention to work closely with a Teaching School(s) initially to draw on expertise in relation to the recruitment of staff. It will, of course, be of crucial importance that staff of the highest calibre are employed both in terms of their outstanding

pedagogy and practice and also their willingness to be involved in a new and challenging role. Subsequently, the professional development of staff would be a priority area in which to engage with Teaching Schools.

The new school would also seek to build the capacity to work closely with ITT providers in various ways. Within the SLJPS Steering Group there is extensive experience in this field together with strong professional working relationships with Roehampton University and Surrey Primary EBITT. Thus would the Free School develop its aim of playing its part in the wider aspects of education, specifically the generation of high quality and well-trained teachers.

In conclusion, we are confident that this ground-breaking proposal contains all the elements necessary to provide excellence in education for the children of Wandsworth within a school reflecting the values and beliefs of the Jewish faith.



South Farnham School

8<sup>th</sup> February 2012

Tele:



South Farnham Teaching School

[REDACTED]

Alderbrook Primary School

Monday 13th February 2012

Dear SLIPS proposers,

South London Jewish Primary School Proposal

I am delighted to be able to write to you confirm that Alderbrook Primary School is delighted to support the establishment of a Jewish Primary School in South London. We are excited about the prospect of linking with a school that the vision to be a centre of learning of all faiths and beliefs where children will be engaging with the diverse community in which they grow up.

I envisage that we will be able to link in a a variety of activities, particularly in sharing and celebrating the diverse cultures that will exist across both schools.

As a school we will also be able to offer a programme of support in several areas including early reading and mathematics. I am proud to say that we have particular expertise in the development of well being across the school, including behaviour management and circle time training.

We look forward to working with you.

Yours sincerely,

[REDACTED]

[REDACTED], London, [REDACTED] Tel: [REDACTED] Fax: [REDACTED]

[REDACTED]

House of Commons  
London SW1A 0AA

14 February 2012

[REDACTED]  
Lane  
London  
[REDACTED]

Dear [REDACTED],

Thank you for contacting my office this week regarding your project to open a new free school in Wandsworth.

In my capacity as MP for Putney, Roehampton and Southfields, I enclose a letter of support, addressed to SLJPS proposers. I have also sent a hard copy to [REDACTED] who wrote to me recently.

I hope that is helpful and I wish you every success with the project. Unfortunately I am unable to attend the SLJPS Submission Celebration on Saturday 3 March because of previous engagements but do please continue to keep me updated with any further developments.

Yours sincerely,

Justine Greening MP

House of Commons tel no: [REDACTED] Constituency tel no [REDACTED]

Website: [REDACTED] Email: [REDACTED]



[REDACTED]

House of Commons  
London SW1A 0AA

SLJPS Proposers

14 February 2012

I am writing to express my support for the application by the South London Primary School to open a free school in south west London in September 2013.

I am very much in favour of a policy of good free schools which will give more children the opportunity to access a high quality education. I hope that we will be able to secure some excellent new schools locally and I believe that the proposal for the South London Jewish Primary School will make a positive contribution to primary school education in the area as well as to the wider community. I welcome the fact that it will accept pupils from all denominations and hope that the school will contribute to the diversity and academic excellence which is already a feature of Wandsworth schools. I also believe that it will help to address the particularly high demand for primary schools in the area.

Yours sincerely,

Justine Greening MP

House of Commons tel no: [REDACTED] Constituency tel no [REDACTED]

Website: [REDACTED] Email: [REDACTED]

[REDACTED]

Apples and Honey

[REDACTED], London

[REDACTED]

Tel:

[REDACTED]  
[REDACTED]  
[REDACTED]

Email:

[REDACTED]

14 February 2012

Dear South London Jewish School Project Team,

I am delighted to support the opening of a Jewish Free Primary School in South London.

We know there is a demand for such a school from the long waiting list at Apples and Honey Nursery, currently the only Jewish school in South London. Our families have long been requesting a continuation of the Jewish ethos and education that their children have been receiving at our nursery. This demand has been from both our Jewish and non-Jewish families.

I have no doubt there will be a strong take-up for places at South London Jewish Primary School and we are looking forward to working closely with you.

I wish you every success in your application.

Yours faithfully,

[REDACTED]

[REDACTED]

Birmingham City Council Education Department  
KING DAVID SCHOOL

Telephone/Fax: [REDACTED]

Email@ [REDACTED]  
[REDACTED] :

[REDACTED]  
Birmingham  
[REDACTED]

6th February 2012

Dear [REDACTED],

Re. South London Jewish Primary School

I was delighted to hear that a community group is in the process of applying to set up a Free School in the Wandsworth area, to meet the needs of the local Jewish families. As the Headteacher of the only Jewish school in the Midlands, I know very well how much Jewish families value education and the importance they place of being able to have their children educated within an environment that recognises and appreciates their religious and cultural identity.

I was also very pleased to learn that 50% of the admission places will be reserved for children of other faiths and cultural backgrounds. At King David School, Jewish pupils make up approximately 25% of the intake. This is due to the declining Jewish population of Birmingham, rather than by design, however I feel the multi-cultural intake of the school is a real strength and is to the benefit of all pupils. I am sure that you too will appreciate the richness and quality of experience that a diverse intake of pupils will bring to your school.

I look forward to being able to work with the South London Jewish

Primary School, supporting you in any way we can in the difficult first few years, and forging a successful partnership in the future.

Yours sincerely,



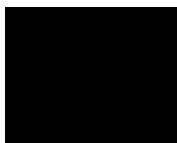
Jewish Teacher Training Partnership

2 February 2012

Dear SLJPS proposers'

I am writing in behalf of the Jewish Teacher Training Partnership to offer the proposers of the SLJPS our support and wishing them every success with their project. The JTTP looks forward to be able to involve the JTTP trainee teachers with the SLJPS wherever possible in the future.

Best wishes



LSJS

[REDACTED]

JCoSS

6th February 2012

[REDACTED] and [REDACTED]

Re: Free School Application for SLJPS

I am writing to express my support for your free school application. A cross-communal Jewish primary that reflects and embraces the diversity of the community is a very healthy and worthy conduit for state education funding. I am thrilled that it will be South London's first Jewish school and the free school model of 50% of the faith and 50% wider community is ideal for South London where the community is very integrated. I also understand that there is a shortage of primary places in Wandsworth and as a result the school will be warmly welcomed by members of both the Jewish and wider communities.

At JCoSS, a successful and heavily over-subscribed cross-communal Jewish secondary school, we are flattered that your ethos has been part inspired by our experience. We look forward to working with you across the community and into the community. We look forward to welcoming you to the Partnership of inclusive Jewish Day Schools.

With very best wishes,

[REDACTED]

[REDACTED]

[REDACTED]  
South Farnham School

[REDACTED] Farnham Surrey [REDACTED]

[REDACTED]  
Telephone [REDACTED]

Fax [REDACTED]

E-mail: [REDACTED]  
[REDACTED]

## STATEMENT OF SUPPORT FOR SOUTH LONDON JEWISH PRIMARY SCHOOL

We write to give our whole-hearted support to this innovative and forward-looking proposal. A Jewish primary school would fill a gap in south London's school provision providing a further dimension to parental choice. An additional school in the area would address a shortage of primary places thus meeting both a local need and taking forward a national initiative which seeks to provide education of the highest quality.

The Free School model of 50% of the faith and 50% drawn from the wider population of the borough catches the spirit of a locality where the Jewish community is completely and happily integrated, A Free School such as the one proposed would, therefore, reflect the area of which it would be at the heart. The teaching of modern language Ivrit from Early Years, together with a second language option in Key Stage Two, is indicative of the diverse and culturally rich education that will be offered to the children.

The proposal indicated the intention to work closely with the local community and the local authority with the aim of further raising standards and also the forging of strong parental partnerships which are so vital to a successful school. The new South London Jewish Primary School would want to be a contributing member of the network of successful London schools but also recognizes the huge opportunities for learning and developing the skills, strategies, policies and practices that this would bring.

The proposed school has also expressed an intention to work closely with a Teaching School(s) initially to draw on expertise in relation to the recruitment of staff. It will, of course, be of crucial importance that staff of the highest calibre are employed both in terms of the outstanding pedagogy and practice and also their willingness to be involved in a new and challenging role. Subsequently, the professional development of staff would be a priority area in which to engage with Teaching Schools.

The new school would also seek to build the capacity to work closely with ITT providers in various ways. Within the SLJPS Steering Group there is extensive experience in this field together with strong professional working relationships with Roehampton University and Surrey Primary EBITT. Thus would the Free School develop its aim of playing its part in the wider aspects of education, specifically the generation of high quality and well-trained teachers.

In conclusion, we are confident that this ground-breaking proposal contains all the elements necessary to provide excellence in education for the children of Wandsworth within a school reflecting the values and beliefs of the Jewish faith.




South Farnham School



South Farnham Teaching School

8th February 2012

Tele: 



6 February 2012

Dear Sir/Madam

Letter of support for proposed South London Jewish Primary School

The London School of Jewish (LSJS) is proud to facilitate teacher training and continuing professional development for Jewish Schools in London and across the country.

We are delighted that the South London Jewish Community has applied to the DFE to open a free school. Currently, families living in South London wishing for their children to have an on-going Jewish Education have had to relocate from South London, which could endanger the growth of the community.

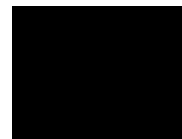
We feel that the South London Jewish Community would benefit greatly by being able to anchor itself with a high achieving Jewish community school. We would be happy to support the school with teacher training and help facilitate links with other Jewish primary schools in London and across the country.

Please do not hesitate to contact me should you require any information.

Yours sincerely



LSJS  
London School of Jewish Studies





London [REDACTED]

T: [REDACTED]

F: [REDACTED]

[REDACTED]

[REDACTED]:

[REDACTED]:

[REDACTED]:

[REDACTED]:

[REDACTED]:

[REDACTED]:

LSJS was originally established as Jews' College in 1855.

The London School of Jewish Studies inspires our community with a lifelong love of Jewish learning and practice by being a vibrant modern orthodox centre of Jewish scholarship and teaching.

London School of Jewish studies is the trading name for Jews' College, a charity and limited company registered in England and Wales.

[REDACTED]

HOUSE OF COMMONS  
LONDON SW1A 0AA

[REDACTED]  
SLJPS

[REDACTED]  
London, [REDACTED]

Dear SLJPS,

I am writing to confirm my support the proposals for the first ever, Jewish Primary School in South London, and I wish SLJPS every success with their application.

Best wishes,

Zac Goldsmith  
MP for Richmond Park and North Kingston

Tel: [REDACTED] E-mail: [REDACTED] [REDACTED]

[REDACTED]

JEWISH LEADERSHIP COUNCIL

[REDACTED]

London

Tel: [REDACTED] Fax: [REDACTED]  
Email: [REDACTED]

[REDACTED]  
SLJPS

[REDACTED]  
London, [REDACTED]

10 February 2012

Dear [REDACTED],

The Jewish Leadership Council is delighted to offer support for the South London Jewish Primary School project. We are conscious of the clear and urgent need for a Jewish school to serve the needs of the South London Jewish communities.

Faith schools and Free Schools are proving increasingly popular with Jewish parents across London but communities south of the Thames lack this essential provision.

We believe that this parent led initiative, offering a new, high quality, open education, would provide a vital boost for Jewish life and offer an excellent model of inter community cooperation.

We are therefore delighted to offer our support for this application and wish you every success.

Yours sincerely,

[REDACTED]

[REDACTED]

Richmond upon Thames  
Children and Young People's Trust

LONDON BOROUGH OF RICHMOND ON THAMES

14 February 2012

Dear [REDACTED]

Re. Letter of support for the establishment of a Jewish Free School in  
West London

I am pleased to be able to offer a letter of support for your application  
for the establishment of a Jewish Free School.

This is an important step in ensuring that a gap in school provision is  
filled. Whilst the school will fill the gap for education for Jewish children,  
it will also provide much needed school places for the wider community.  
This is essential in ensuring that the whole community works together.  
The model proposed is one that works with other providers, including  
local authorities, to ensure that there are sufficient school places for all  
children and choice for parents.

I have been delighted to be able to offer advice and support to the  
Steering Group, including sharing local expertise. Richmond is an  
outstanding local authority with much practice that is judged to be  
outstanding and we are pleased to be able to share this across a wider  
community. I have been impressed with the rigour with which the  
Steering Group is working to ensure that local children will be offered  
the best possible opportunities to succeed.


I sincerely hope that your application is successful.

Yours sincerely



London Borough of Richmond



  
University of Roehampton  
London

JRC

31 January 2012

Dear SLJPS Proposers

The Jewish Resource Centre (JRC) at Roehampton University is very supportive of this exciting and innovative initiative.

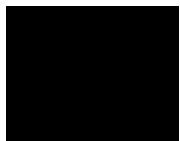
What a wonderful 'window of opportunity' to potentially realise the dream of having a Jewish Primary School in South London - particularly one which aims to be a beacon of inter-faith education.

The JRC supports groups of teachers and individuals, children and students with their planning and studies, We have a comprehensive JRC Collection which includes teaching resources. We budget to offer free workshops and school visits to support Jewish Education in multi-faith settings.

Hopefully we will be able to welcome the teachers and other school staff to the University so they can be inducted at an early stage into our facilities. All staff - Jewish and those other faiths and beliefs will see there is a useful and supportive resource on the doorstep and as the Academic Co-ordinator I will look forward to that opportunity.

On behalf of the JRC Management Committee every good wish for a successful application.

Yours sincerely







[REDACTED]

"[REDACTED]"

Ashley C of E Primary School

[REDACTED]  
Walton-on-Thames  
Surrey [REDACTED]  
Tel: [REDACTED]  
Fax: [REDACTED]

E-mail: [REDACTED]  
[REDACTED]: [REDACTED]  
E-mail: [REDACTED]

Wednesday, 1st February 2012

Dear SLJPS Proposers,

South London Jewish Primary School

I am delighted to be able to write in support of the creation of the first Jewish Primary School in South London. the school's vision to be a centre of learning for children of all faiths and beliefs, along with its strong focus on community engagement and the development of best sustainability practice is both openly inclusive and excitingly forward thinking. I have no doubt that the school will provide the children with a unique learning journey through which they will be able to develop and apply the skills and knowledge that t=will be so key to successful loving in the 21st century.

As Headteacher of an Ofsted graded Outstanding School - [www.ashleyschool.org.uk](http://www.ashleyschool.org.uk) - where sustainability sits at the heart of our learning and we share our practice nationwide, we are very much looking forward to working with the school as it develops its own best sustainability practice. This partnership between the two schools, as well as advice that I will be able to share based on this school's environmental initiatives.

We have already developed a programme of support for your school as it embeds its sustainability agenda into the life of the school and wider community, and we look forward to working with you in bringing to fruition this practical application of the school's vision.

Yours sincerely







██████████  
Dear SLJPS

We are really interested in your proposal for establishing a Jewish school with 50% Jewish people and 50% people who are not.

We would be delighted to establish a link with you and to have our children communicating with your children via letters and over the internet - once we have this set up.

Like you we are very interested in environmental matters and work with the children on a daily basis to raise awareness, we consider ourselves a "green" community and it is in fact a way of life for us.

If your school is accepted we can exchange experiences and photos of what we are doing with the children, and develop joint projects to enrich and educate us all.

Every good wish

██████████  
[hebrew text] (preschool Kindergarten ages 5-6)

Email: ██████████

***Our Lady Queen of Heaven R.C. Primary  
School***

[REDACTED]  
[REDACTED], [REDACTED]

[REDACTED], London [REDACTED] Tel: [REDACTED] Fax: [REDACTED]

Email: [REDACTED]  
[REDACTED]

Fao [REDACTED]

Monday February  
20<sup>th</sup> 2012

Dear [REDACTED]

Further to our conversation last month about the proposed South London Jewish Primary School. As I explained, we are always open to opportunities to work with other schools. If this proposed school should go ahead, we would be happy to develop a link with the school, for example inviting the pupils to join us for an assembly or during our study of other faiths, welcoming a member of the teaching staff to talk to our pupils.

Yours sincerely

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

LONDON

+ [REDACTED] / + [REDACTED]

19th February 2012

CONFIDENTIAL

South London Jewish Primary School Proposers

[REDACTED]

Putney

[REDACTED]

Dear [REDACTED],

RE. SOUTH LONDON JEWISH PRIMARY SCHOOL

Thanks you for drawing up and circulating your proposal for the Free School. I am writing to add my support to this proposal from a professional standing, as well as being a parent with young children in the local area. I understand that the proposed South London Jewish Primary School aims to offer an exclusive ethos, promoting acceptance of differing child development needs, including children with Special Educational Needs, as well as consideration for cultural diversity.

As a [REDACTED] and [REDACTED] I work closely with [REDACTED]. Integration of children with Individual Educational Plans and Statements of Special Educational Needs offers great benefits for the children with needs, in terms of acceptance by their age-matched peers within a mainstream school setting, as well as normalisation of the range on prevalent needs from specific learning difficulties such as dyslexia, though to pervasive global developmental delay and physical disabilities.

Furthermore, on several dimensions, schooling with a religious orientation (irrespective of religious orientation or observance of the family) and ethos offer superior academic outcomes, as well as promoting social cognitions and social responsibility. The evidence also suggests that children [REDACTED] in such environments also demonstrate more concern for fairness and justice which are important attributes in today's larger society.

With this grounding ethos of the school, I am pleased to support the proposal of founding the South London Jewish Primary School. Should you require further information or support, please do not hesitate to contact me.

With kind regards,

[REDACTED] / [REDACTED]

Address for all correspondence to  
[REDACTED], LONDON [REDACTED]

[REDACTED]



Kingston Liberal Synagogue,

Surrey

17 February 2012

Dear [redacted] and [redacted] of the SLJPS [redacted]

I am just writing to express my support for the proposed Jewish Primary School in South London/Surrey. It will be of great benefit to the Jewish community of this area, encouraging cohesion and development. I know that many members of my community are both supportive and excited about the prospect.

I am very happy to be contacted if there is any need in the future.

Yours sincerely,

p.p. [redacted] ([redacted])  
[redacted]  
([redacted])

# Richmond Synagogue

A Constituent Member of the United Synagogue

[REDACTED], Richmond, Surrey [REDACTED]

Tel: [REDACTED]

South London Jewish Primary School

[REDACTED]

London

[REDACTED]

17<sup>th</sup>

February 2012

Dear [REDACTED]

On behalf of the Board of Management of Richmond Synagogue, I would like to express our support for the establishment of a Jewish primary school in south London.

We believe that the school will play an important role both in enabling Jewish communities in south London to prosper and in fostering improved relations between other faith groups and even non-religious organisations.

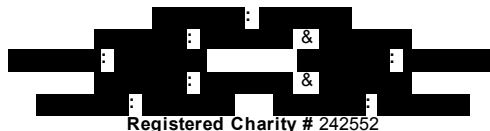
Initial informal soundings taken from our membership has shown broad enthusiasm for the project which, we hope, will become a reality.

If there is anything else we can do to assist in the development phase, please do not hesitate to contact me.

Yours sincerely,

[REDACTED]

[REDACTED]



**Hard copy on the way**

**From:** [REDACTED]  
**Sent:** Wedne [REDACTED]  
**Subject:** SLJPS Projecsday, February 22, 2012 7:58 AM  
**To:** [REDACTED]  
**Cc:** [REDACTED]t

Dear [REDACTED] and [REDACTED] of the SLJPS Team,

I am writing to inform you that the Al-Risalah Education Trust along with all of its four schools, the Balham Mosque and the Tooting Islamic Centre whole heartedly supports the opening of the South London Jewish Primary School.

We are pleased to see all faith groups flourishing and being pro active in the service of the community. I was delighted to hear from [REDACTED] the progress of the project and the vision of working together.

The understanding and friendship that we have developed will help both of our communities in working together and promoting cohesion not just in South London but the whole of the country.

I wish your group every success with this application.

Kindest regards,



## **Annex – Policies**

- Behaviour
- Anti-Bullying
- Attendance
- SEND – Special Educational Needs and Disabilities
- Child Protection
- Health and Safety
- Performance Management
- Whole School Pay Policy
- Sex and Relationships Education



# South London Jewish Primary School

## Draft Behaviour Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

# SLJPS BEHAVIOUR POLICY

## Rationale

At SLJPS we believe that an orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is, therefore worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose. It will:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with the behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is central. We as a school recognise the lead we may be required to take in consulting and communicating with other agencies.

## Aims

The chief aims of our approach to behaviour are:

- the maintenance, encouragement and promotion of good behaviour wherever possible.
- the shared and agreed identification of what we consider to be unacceptable behaviour.
- the establishment and shared understanding of the school's Agreed rules.
- agreed sanctions where rules are broken with a shared understanding of what will happen if...

- a firm, consistent approach across the school.
- an opportunity at each stage for children to make amends and redeem themselves.
- the involvement of parents at an early stage.
- the involvement of children – encouraging children to take responsibility for their own actions with opportunities to reflect upon one's actions and articulate how to make things right.
- the discussion with children in circle time and PSHE about the need for rules and the responsibilities we each have to one another.
- a readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- the use of a multi-agency approach wherever appropriate.

## **Promoting Good Behaviour**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school rewarding and celebrating achievement and good behaviour.

## **Agreed Rewards**

Non-verbal praise e.g. thumbs up

Verbal praise

Stickers

Ticks on board

Table points

House points

Class marble jar

Telling parents or other adults

Showing work to Head Teacher or Senior Leader

Happy children

Happy class

Happy Teacher

### **Pick of the Week**

- All children receive 30 minutes of Pick of the Week at the end of the week.
- The children should sign up for one of five or six activities on Monday morning. The sign up sheet should be on display throughout the week as a reminder.
- The activities should be ones that the children would be really sorry to miss in the event of losing Pick of the Week and ones that they would not usually experience at home.

### **Assemblies**

- Opportunities for children to show good pieces of work and talk about their achievements and interests.

### **On display**

- The maintenance of wall displays demonstrating work of which children are proud.
- Praise wall bricks in the main stairwell for Headteacher's awards, at the end of each  $\frac{1}{2}$  term.

### **In the school newsletter**

- The names of children receiving commendation postcards, headteacher awards and praise wall bricks.
- Other children who are to be congratulated for particular achievements, competitions etc.

### **Friday celebration assembly**

- Presentation of certificates for achievement
- $\frac{1}{2}$  termly 100% attendance and punctuality certificates
- Announcement of the total number of house points collected for each house leading towards a non-uniform day for the winning house each half term.

## **End of half-term**

- Headteacher awards.
- Announcement of 100% attendance of individuals.
- Announcement of house collecting highest number of points with a reward of a non-uniform day.

## **Rules and sanctions**

### **Whole School:**

At SLJPS we expect all children and adults to show:

- Respect
- Support
- Consideration

To achieve these we are committed to everyone following the “Agreed rules” which are:

- We are gentle – We don't hurt others
- We are kind and helpful – We don't hurt anybody's feelings
- We listen – We don't interrupt
- We are honest – We don't cover up the truth
- We work hard - We don't waste our own or others' time
- We look after property – We don't waste or damage things

It is the responsibility of all members of staff to monitor children's adherence to these. There will be reminders in assembly about the rules, rewards and sanctions. These Agreed rules are attached to the School's Home School Agreement which is signed by every child upon entry to the school and at the beginning of each school year.

### **In class**

At the beginning of the school year teachers should discuss and agree a class charter which is linked to the Rights and Responsibilities Framework and complement the Agreed rules reinforcing acceptable behaviours that help all children learn. These should include:

The class charter should be signed by all children and displayed clearly in the classroom so that they can be referred to easily when necessary

It must be clear to the class what the sanctions are for not adhering to the Agreed rules whether inside or outside of the classroom: the sanctions are in a hierarchy:

1<sup>st</sup> Infraction – Verbal warning

2<sup>nd</sup> Infraction – Name written under sad face

3<sup>rd</sup> Infraction – Teacher/adult Sanction

4<sup>th</sup> Infraction – 10 mins out of class (in a different class) Reflection Sheet (Appendix 1) +  
10 mins of Pick of the Week lost

5<sup>th</sup> Infraction – Referral to a Senior Leader

Referral to Head Teacher

Phone call home to parents

Internal exclusion

1<sup>st</sup> Letter home and copy in file

2<sup>nd</sup> Letter home and copy in file

Temporary exclusion from school

Examples of teacher sanction could be: missing playtime, missing 5 minutes Pick of the Week, writing a letter of apology.

In the event of a child not completing a satisfactory amount of work as expected of them, a card will be sent home with the work, explaining to the parents or carers that the child needs to complete the work and return it the following day.

If none of these sanctions are effective and the child continues to disturb the education of others within the school, then the Headteacher will begin a process of a contract in negotiation with the parents. In the event that this has little effect then the Headteacher will initiate the process for

3. Fixed term exclusion
4. Permanent exclusion

## **Behaviour Folders**

Each class has a behaviour record folder. In the event of a child having to be sent out for 10 minutes, a reflection sheet is completed and upon return to class, placed in the folder. A folder is also kept for the playground and used in a similar manner.

In the event of a violent or racist incident then a reflection sheet is to be completed together with a serious incident form. (Appendix 2)

### **Retracing steps**

At all times children should be given the opportunity to move out or back through the stages. Where there is a significant improvement in a child's behaviour the child will be complimented and Pick of the Week earned back..

### **SEBD – Social Emotional Behavioural Difficulties – Children through the net**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part-time timetables** - As part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Parents accompanying children into school** – In some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.
- **Support from Learning Support Network** - A highly experienced group of TAs are on standby to provide support and encouragement for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be on raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.



- **Adapting the curriculum** – In some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- **Individual sticker charts** – Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and Learning Mentor. In some cases parents might also be involved in further supporting at home.
- **Key Worker** – Some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. The Key Worker might meet with the child on a weekly basis to discuss progress and/or support in or out of class. Where behaviour is likely to erupt, the Key Worker's support might be requested to help talk to the child and pre-empt any further difficulties. The Key Worker should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children or an adult with a task, or being given set routines at 'trigger' times can increase self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built in to the support for the child.
- **A chaotic home life is experienced.** Especially 'Looked After Children' and those defined as 'at risk'. Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives, very closely linked to the desired behaviour, should be considered. It might also be appropriate to 'freeze' rather than remove reward cards. This can help remove the 'self-fulfilling prophecy' of constant failure.

- **Actions are not easily linked with consequences** – their pattern of behaviour may be so entrenched that they continue to repeat it, even though they dislike the resulting consequence.
- **Feeling ‘cornered’ will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEBD. They should be given counselling where appropriate and provided with the opportunity to express their frustrations. Dealing with children with SEBD is always a balance between:

- The needs and inclusion of the individual child concerned
- The entitlement of the class
- The capacity of the teacher to remain calm in what can be extremely testing circumstances

Where a child is ‘acting out’, a no-blame approach should be taken. Adults involved can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour that is expected of them.

In cases such as this, opportunities for the child to ‘fit back in’ should be provided whilst also acknowledging that follow-up action may need to be taken, when circumstances are more settled the child can, and should, be encouraged to reflect on their behaviour. Every attempt should be made to avoid escalation of problems through direct confrontation or ‘backing children into a corner’.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

### **A positive environment**

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.

- The example set by all members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the school building.
- Varied opportunities for children with different gifts and talents to see these celebrated.
- A recognition that we are all different and that there is no 'best fit' model for a human being.

### **The success of the behaviour policy**

The success of this policy will be judged according to:

- the number of reflection sheets filled in
- the total number of fixed-term and permanent exclusions
- the anecdotal comments of the school community
- comments from children in school council and parent and staff evaluations
- behaviour is deemed as being at least GOOD by OFSTED

### **Behaviour Policy Review**

This policy will be reviewed annually. It will be amended following thorough discussion between all members of the school community taking into account the success criteria described above.



# South London Jewish Primary School

## Anti-Bullying Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

# SLJPS Draft Anti-Bullying Policy

## Statement of Intent

We aim to provide a high standard of education within a caring and welcoming environment where every child is encouraged to succeed. Bullying of any kind is unacceptable in our school. If bullying occurs we encourage our children to **tell** any member of staff. All members of staff are responsible for reporting any bullying they witness or are told about.

## What is Bullying?

Bullying is a behaviour that intends to hurt others. It is selective, intentional, purposeful and repeated. Bullying is not reactive behaviour, for example, hitting a peer because...

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical- pushing, kicking, hitting, punching or any use of violence.
- Racist- racial taunts, graffiti or gestures.
- Sexual- unwanted physical contact or sexually abusive comments.
- Homophobic- because of, or focusing on the issue of sexuality.
- Verbal- name-calling, sarcasm, spreading rumours and or teasing.
- Cyber- all areas of internet, such as email and internet chat room misuse
- - Phone (mobile or home) threats by text message and calls.
  - Misuse of associated technology, i.e. camera and video facilities.

## Objectives of this Policy

- All governors, teaching and non- teaching staff, pupils and parents should have a good understanding of what bullying is.
- All governors, teaching and non- teaching staff should know what the policy is on bullying and should follow it.

- All governors, teaching and non- teaching staff and parents report bullying if they witness it or a child tells them about it.
- All pupils and parents should know what to do if bullying arises.
- Assure pupils and parents that they will be supported when bullying is reported.

## **Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child is:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

#### **Procedures (for school and adults involved):**

- Report bullying (fill in incident report form)
- Identified member of staff to talk to victim and bully (separately)- **record**
- Meeting with parents, identified member of staff and Head teacher- **record**
- Action plan drawn up according to situation (action plan and consequences to be shared with all appropriate adults).
- Work with identified member of staff for bully and/or victim- **record**
- Review of action plan and progress with parent
- If necessary, further support from parents.
- If there is no co-operation from parents then exclusion may be enforced- in line with behaviour policy and procedures.
- report to governors and LA

#### **Procedures (for child/ren)**

- Tell an adult
- Have a conversation with an adult to explain situations.
- Work with identified adult to develop skills (bully and/or victim)

#### **Outcomes:**

1. Records/ monitoring of bullying
2. Parents notified.
3. Action plan
4. BULLYING STOPS

**Prevention Activities:**

- PSHE lessons
- PSHE assemblies and parent work shops
- Assemblies
- Circle time- discussing bullying; what it is, looks like, sounds like etc.
- Anti- bullying week (raise awareness and raise money for bullying charities and create anti- bullying slogan through school council).
- Work with identified member of staff (possibly a learning mentor)
- Rights and responsibilities charter- each class charter is created by children and school charters shared through school council.

**Monitoring:**

- Identified member of staff to conduct weekly scrutiny of incident reports and reflection sheets
- Weekly scrutiny feedback to HT
- Agreed action of support for children from identified adult, HT and where appropriate inclusion manager
- Annual review of policy with Governors
- Headteacher to give termly feedback to governors.

Anti- bullying policy reviewed:

*Kidscape documents were used to support the writing of this policy.*





# South London Jewish Primary School

## Draft Attendance Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

## **SLJPS Attendance Policy**

The staff of SLJPS is committed, in partnership with parents, pupils, governors, to building a school which serves the community to a high standard and of which the community is proud.

The school staff, firmly believe that in fulfilling the school's mission statement above, all pupils benefit from regular school attendance. To this end we will do all we can to encourage parents and carers to ensure that the children in their care achieve maximum possible attendance and that any problems that prevent full attendance are identified and acted on promptly.

Note: Where there is need for outside support Wandsworth LA services will be sourced. (See ref to Education Welfare Services)

### **We expect that all pupils will:**

- attend school regularly
- attend school punctually
- attend school appropriately prepared for the day
- attend all the required lessons for the day and engage with the education being provided
- discuss promptly with their class teacher any problems that deter them from attending school.

We expect that all parents/carers/persons who have day-to-day responsibility for the children will:

- support the school in making attendance a high priority and ensure that children are receiving messages about the value of education;
- encourage regular school attendance and be aware of their legal responsibilities;
- ensure that the child/children in their care arrive punctually, prepared for the school day;
- ensure that they contact the school whenever the child/children is unable to attend school;
- contact the school on the first day of the child's absence and send a note on their return to school;
- contact the school promptly whenever any problem occurs that may keep the child away from school.

We expect that school staff will encourage attendance by:

- keeping regular, punctual and accurate records of attendance for all pupils, at least twice daily. If pupils arrive at school after the close of the register without a written explanation, the lateness will be recorded as an unauthorised absence and the pupil's name recorded in the late register in case of a fire drill.
- monitoring every pupil's attendance.
- contacting parents as soon as possible when a pupil fails to attend, where no message has been received to explain the absence.
- following up all unexplained absences to obtain notes authorising the absence;
- providing a welcoming atmosphere for children.
- providing a safe learning environment.
- providing a sympathetic response to all pupils' and parents' concerns about the school or other pupils.
- making attendance a high priority and convey this to pupils at all times.
- making initial enquiries of parents/carers of pupils who are not attending regularly, express their concern and clarify the school's expectations with regard to regular school attendance.
- requiring parents/carers to attend an attendance meeting if asked to do so, to explain unauthorised absences.
- publishing and displaying attendance statistics.
- celebrating good and improved attendance.
- referring irregular or unjustified patterns of attendance to the Educational Welfare Service.
- meet, where possible, the requirements of the UN convention – The Rights of the Child, by ensuring that children are consulted in all decisions that relate to them.

## Holidays

The school holiday dates are published a year in advance and we strongly advise parents/carers to book their family holidays during the school holidays. In principle the Headteacher will grant no absence for holidays.

In the event of unavoidable absence due to family circumstances, a leave request form must be completed prior to the absence. This can be obtained from the school office, the Headteacher, will then decide whether or not to authorise the absences. Head teachers, on behalf of the Governors, can grant leave, at their discretion, for up to two weeks in any school year. **No parents/carers can demand leave of absence for their child/children as a right.**

The Headteacher will decide whether or not to authorise the absence having considered:

- the child's record of attendance.
- that the leave does not exceed the maximum of ten school days in any one year (unless it is felt that the experience would have beneficial educational value to the child or it is exceptional circumstances).
- the time of the leave, ensuring that it would not prevent the child from missing any important examinations/assessments.

## Responding to non-attendance

When a pupil does not attend school we will respond in the following manner:

- On the first day of absence, if no note or telephone call is received from the parent/carer by 11am, the school will endeavour to contact them that day.
- If there is no response, the school will continue to try to contact the parent/carer. If, by the end of the second day, there has still been no contact made, (third day if waiting for a response to a letter), the school will send a letter of concern to parents/carers or invite them into school to discuss their concerns. The school will tell parents that if the absence persists that a referral will be made to the Education Welfare Service (EWS)
- The EWS will make repeated efforts to contact the parent/carer, at home, in school or at the Town Hall, to discuss the reasons for the pupil's non-attendance. If the problem is quickly resolved and the pupils returns to school, or if a legitimate reason is provided for the absence,

the EWS will continue to monitor the situation. If problems continue to be ongoing an Education Welfare Officer will be allocated to work with the family.

- The Education Welfare Officer will make arrangements to meet with the parent/carer, at home, in school or at the Town Hall, to discuss the reasons for the pupil's non-attendance. The EWO will support and advise the parent/carer and the school, with a review to resolving any difficulties and improving the pupil's attendance.
- Failure to comply with the expectations set by the EWS/EWO (Education Welfare Officer) may result in further action, an application for an Education Supervision Order, or court prosecution.

## **Changing Schools**

It is important that if families decide to send their child/children in their care to a different school that they inform the school staff as soon as possible. A pupil will not be removed from this school roll until the following information has been received and investigated:

- The date the pupil will be leaving this school and starting the next.
- The address of the new school.
- The new home address, if it is known.

The pupils' school records will be sent on by request from the new school. If the school has not received the above information, the family will be referred to the Education Welfare Service.

In addition to the above, the school has the following responsibilities:

### **Headteacher and designated member of school staff with overall responsibility for attendance to:**

- ensure that the registration procedures are carried out efficiently and that appropriate resources are provided.
- manage a scheme for contacting parents on the first day of absence.
- ensure that key staff have time-tabled periods for liaison and follow-up work with the EWS/EWO (Education Welfare Services/Education Welfare Officer) and appropriate access to attendance data.

- consult and liaise closely with the EWS/EWO on a regular basis and take responsibility for ensuring appropriate pupils are identified and referred without delay.
- to work in close collaboration with the EWS/EWO during their termly/half termly register analysis.
- maintain and attendance award scheme with assemblies, certificates and rewards.
- ensure that attendance percentages/graphs are displayed around the school and to set whole school attendance targets.
- monitor and evaluate attendance with the EWS/EWO.
- hold School Attendance Panels where appropriate, in liaison with the school EWO.

**Class teachers to:**

- complete registers accurately and punctually twice daily;
- record all reasons for absences in the register;
- inform the designated person in charge of overall attendance, of concerns;
- be alert to early signs of disaffection which could culminate in non-attendance and to report these concerns as soon as possible to the inclusion manager;
- discuss absences with a pupil on their return to school to ascertain the reason behind the absence and minimise the likelihood of further absence.

**Governors to :**

- adopt the whole policy and monitor implementation each term by receiving information from the Headteacher on the number of rewards and sanctions obtained by each class.
- endorse the whole school attendance targets and monitor attendance data each term.
- review the impact of this policy each year, taking into account feedback from staff, parents and children on its effectiveness.



# South London Jewish Primary School

## Draft Special Educational Needs and Disability Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

# **SLJPS Special Educational Needs and Disability (SEND) Policy**

## **Introduction**

### **WHY WE NEED A SPECIAL EDUCATIONAL NEEDS AND DISABILITY (S.E.N.D) POLICY**

#### **The SEN Code of Practice**

The Education Act 1993 placed a duty on the Secretary of State to issue a Code of Practice and the power to revise it from time to time. The first Code of Practice came into effect in 1994. Since then, the rights and duties contained in the 1993 Act have been consolidated into Part 1V of the 1996 Education Act.

Following consultation in January 1999 and July / October 2000 a new revised Code of Practice replaced the 1994 Code of Practice in England. This laid out the principles and practical guidance for the education of children with special educational needs.

This Code of Practice became effective from January 2002. From that date LEAs, schools, early education settings and those who help them – including health and social services – must have regard to it. Decisions regarding children with special educational needs must be taken in the light of the guidance in this Code of Practice.

The code sets out guidance and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included in their school communities and make a successful transition to adulthood.

For the vast majority of children education within a mainstream school will meet their special educational needs. Some children will require additional help from SEN services or other external agencies and a small minority of children will have SEN needs of a severity or complexity as to require special arrangements to be made by the child's Local Authority..

#### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning *difficulty*, *which* calls for special educational provision to be made for them.

Children have a learning difficulty if they:



- |   |
|---|
| <p>a) have a significantly greater difficulty in learning than the majority of children of the same age; or</p> <p>b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.</p> <p>c) are under compulsory school age (5 years old) and falls within the definition of a) or b) or would do if special educational provision was not made for the child.</p> |
|---|

### **Fundamental Principles**

The detailed guidance and procedures within the Code of Practice is informed by 5 basic principles, which must in turn inform special needs provision in schools. These are that:

- a child with special needs should have its needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents / carers have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced curriculum and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

### **Statements of Principle**

At SLJPS we subscribe to the following general principles

- We value all the children in our school equally.
- The aims of education for children with difficulties and disabilities are the same as those for all children. The help children need in progressing towards these aims will be different
- It is the responsibility of all teachers to identify and meet the special educational needs of pupils, drawing on the resources of the whole school.

- All children are entitled to be given maximum possible access to a broad and balanced curriculum including the National Curriculum.
- Every child is entitled to have his or her particular needs recognised and addressed.
- All children are entitled to experience success.
- All children with SEND should be taught with their peers for as much of the time as possible.
- Special educational provision is more effective if pupils and their parents are fully involved.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Any special provision made should relate to the individual needs of the pupils.
- Good special needs practice is good practice for all pupils.
- Any pupil may encounter difficulties in school at some stage.
- Pupils with emotional and behavioural difficulties have SEN. They need the same staged approach that pupils with other sorts of difficulties and disabilities will get.
- SEN arise from an interaction between what the pupil brings to the situation and the curriculum offered by the school.
- The best approach to meeting pupils' special educational needs, is a problem solving approach, developed collaboratively with colleagues.
- The views of parents and other relevant adults should be sought and taken into account.

## **Aims**

Our aims therefore are:

- a) To identify and meet the needs of every individual without regard to race, gender or physical disability.
- b) To provide differentiated tasks in line with the National Curriculum, appropriate to the individual pupil's ability, aptitude and developmental stage.

- c) To provide opportunities for acquiring confidence and achieving success in those activities that contribute to a positive self-image and all round personal and social development.

## **Disability Rights**

At SLJPS we aim to uphold the principles embodied in the Disability Discrimination Act; to do our best to ensure that our school is inclusive in its attitudes and practices as they relate to pupils with disabilities; to safeguard their rights of access to the premises and to the curriculum and to make reasonable provision to meet their needs.

## **Identification and Assessment**

### Identification and Assessment of Pupils with SEND

Children may be identified as having SEND through a variety of means:-

- Children may enter the school already identified as having SEND at any of the three stages.
- The Class teacher may register concern about a child in discussion with the Inclusion Manager.
- Through assessment and pupil tracker a child may be identified as making less than the required progress in core curriculum areas.
- Pupil progress consultations each term identify children whose performance or behaviour is a cause for concern and appropriate provision identified.
- Children in Year 1 are screened for dyslexia at the end of Year 1 and additional provision put in place if necessary. Children in other year groups are screened if there is a cause for concern.
- Children causing concern in terms of their academic progress or their behaviour, social or emotional development can be brought to the attention of the Inclusion Manager by any adult at any time, using the 'Needs Identification Checklist' form. (*Appendix 3*) .

## **Children with EAL**

Children whose first language is not English and who have not yet acquired good fluency and understanding in English are not regarded as having SEND unless they also have an accompanying learning difficulty. However additional provision will be made to aid their acquisition of English and to support them

with the curriculum whilst they are doing so.

## **Record Keeping**

**Each class has a SEND folder in which is contained: -**

- Individual provision maps for children identified as having a special educational needs (Appendix 2).
- Needs Identification Checklist form for noting concerns about particular children who are not yet on the SEND register (*Appendix 3*).
- Individual Statements of SEND if appropriate.
- Annual Review reports for children with Statements of SEND.
- Child protection log for recording concerns of a child protection nature (*see A Child Protection Policy*).
- Additional information of an SEND nature about individual children which may be acquired over time.
- Information for teachers on various conditions such as ADHD, Asperger's Syndrome etc.

The SEND folder is passed on at the end of the year to the next teacher

## **School Action and School Action Plus**

When a child is identified as having SEND, the school applies the School Action, School Action Plus model of intervention to enable those needs to be met.

### **School Action**

School Action will be triggered if a child:

- makes little or no progress despite receiving differentiated learning opportunities targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school.

- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has communication / interaction difficulties and continues to make little progress despite an appropriately differentiated curriculum.

Children considered to be making inadequate progress or who fall within any of the above categories will need additional provision within the resources of the school.

### **School Action Plus**

School Action Plus will be triggered if despite receiving support under School Action, the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of similar age.
- continues to have difficulty developing literacy and mathematical skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At School Action Plus the Inclusion Manager will seek expert advice from external agencies and if necessary refer the child for regular specialist input from an appropriate support service. These may include services such as, Speech and Language Therapy, Educational Psychology, Behaviour and Learning Support Service, Literacy Support Service etc.

### **Request For a Statutory Assessment**

If a child continues to display serious and persistent difficulties it may be necessary to apply to the L.A. for a statutory assessment.. Children with serious and persistent difficulties formerly falling within bands 5A and 5B and not meeting the LA's threshold for statutory assessment will continue to be supported at School Action or School Action Plus.

It is understood that the application for statutory assessment is evidence

based and success will depend on the quality of the information supplied to the LA, about the nature of the child's difficulties and the measures taken by the school to address them at School Action and School Action plus. The school will take all measures to ensure that all actions are implemented and information gathered to support the assessment process.

### **Statement of Special Educational Need**

A statement of special educational need is a statement issued by the L.A., based on their assessments and advice from various professionals, of the educational needs of a particular child and how those needs should be met. It is accompanied by a sum of money for the provision of additional, specific support for the named child.

### **Annual Review**

An Annual Review is conducted each year for children with statements of SEND. This monitors the progress of the child against the objectives in the statement, looks at the provision for the child and determines whether the statement should be continued.

For children in Year 5, the Annual Review is carried out with the LA's Annual Review Officer attending. This is because the local authority has a duty to ensure that appropriate arrangements are made for transfer to secondary.

The child's parent will be asked to choose the secondary school they would like their child to attend. The SEND department of the local authority will ensure that the child is placed in a secondary school of the parent's preferred choice.

### **Provision**

#### **Access to the Curriculum**

All children at SLJPS learn together in mixed ability classes. Pupils with special educational needs are included in all aspects of the curriculum. Access to the curriculum is managed through appropriate differentiation and use of support personnel in the form of teaching assistants and learning support assistants who are able to work with small groups or individual children.

Pupils with special educational needs may need additional interventions to enable them to work on any areas of weakness – e.g. literacy, - for which they may be withdrawn from class for short periods of time.

### **Provision Maps**

For children at School Action and School Action Plus, who need additional support, their needs and how these are to be met will be identified through termly pupil progress meetings with the class teacher, senior leadership team, and the Inclusion Manager. The progress and needs of individual children will

be discussed and the additional provision that could be put in place to address those needs identified. This will be recorded in a document called a provision map. (*Appendix 2*)

Provision Maps identify the specific activities which children will undertake to address those needs, how frequently they will do them, for how long and who will deliver them. Provision Maps will also record intervention from external agencies, current as well as past.

Intervention of any kind will be reviewed and adjusted as necessary and the impact on children's learning measured using appropriate tools.

The impact of interventions on children's learning is predominantly judged by the extent of level progress a child makes in literacy and numeracy as shown in QCA tests and teacher assessments using APP (Assessing Pupil Progress).

Reading and spelling tests administered before and after literacy type interventions are also used to assess their impact. Progress is recorded on the provision map and on the progress review sheet (*Appendix 2*)

Support for behaviour from the designated adult will also be measured using teacher / pupil assessment of social skills 'pre' and 'post' forms, as well as targets set with the child. Progress will be judged according to changes between the pre and post intervention assessments as well as how well targets have been achieved. The impact of this type of intervention will also be assessed by looking at qualitative improvements in behaviour in the classroom and around the school as well as progress made in learning.

Parents are given a copy of the provision map together with an explanation of the intervention(s) their child is receiving and the aim of that intervention.

### **Reviewing Provision maps**

Provision maps are reviewed once a term following pupil progress reviews.

Parents are made aware at all stages of their child's special educational needs and of the interventions put in place to support the child. Parents are sent the provision map together with an explanation as to the interventions their child is receiving and the aim of the intervention. The progress review section of the provision map will record the progress the child has made, since receiving the intervention(s) and a copy of this sent to the parent. Parents are able to respond through the 'comment from parent' section of the progress review form.

### **Support at School Action and School Action Plus**

The school will ensure that children with SEN are provided with the support they need, either through appropriate teaching in small groups or individually or from intervention from outside agencies and specialists.

**At School Action** the support will come from the resources within the school. Children receive additional support from:

**Teaching Assistants** undertake particular teaching programmes to provide intervention for literacy, numeracy, speech and language or fine motor skills. They also support children in the classroom individually or in groups, in differentiated tasks and activities under the direction of the class teacher.

**Learning Support Assistants** support children who have a Statement of SEN. Their role is to work with the class teacher in carrying out the statement of the particular child, who may also be supported by any of the agencies listed below. This provision will be reviewed annually.

**An identified adult (possibly a Learning Mentor)** gives individual and support in small groups for children who have behaviour, social and emotional difficulties which create a barrier to their learning.

**EAL teacher support and LSA support:** gives support to children for whom English is not their first language, some of whom may also have special educational needs.

**Volunteer Reading Service:** Reading volunteers read with individual children supporting them in developing fluency and comprehension

**The Educational Welfare Officer:** Works with the school in improving attendance and punctuality and supporting families who may be undergoing difficulties

**At School Action Plus** children may receive support from a variety of external agencies. This support may take the form of assessment and individual teaching, advice to the school and parents and monitoring of progress. Referrals to external agencies occur with the explicit knowledge and consent of parents accompanied by regular reviews to ensure that parents are fully informed of progress.

Children with special educational needs are regularly supported in school by the agencies listed below. Other agencies not listed are involved as required.

- Literacy Support Service
- The Educational Psychologist
- The Speech & Language Therapy Service
- Behaviour and Learning Support Service
- Behaviour Improvement Programme
- The Child & Adolescent Mental Health Service (CAMHS).



- Paediatric Developmental Team – Local Hospital
- The Peripatetic Service for Visually Impaired
- The Early Years Centre
- The Occupational Therapy Service
- Drama Therapy practitioners

### **Parental Involvement**

We aim to involve parents at every step in supporting and providing for children who have special educational needs whether at School Action or School Action Plus. Additional support and interventions, whether by the school or from an external agency will be discussed with parents and feedback given as to progress.

Referrals to external agencies are fully discussed and agreement sought before any intervention takes place. Reviews of children's progress, with parents and the school are carried out regularly as a matter of procedure by each agency. Applications for statutory assessments are discussed fully with parents and they are kept informed at each stage.

### **Resources**

Each class teacher should ensure that they have a range of resources for supporting differentiated activities. Materials for supporting specific children can be developed / made available in discussion with the Inclusion manager. ICT resources such as **Clicker 5, Lucid Memory Booster and Communicate in Print**, are available on the curriculum network.

A major resource at SLJPS is the school's use of teaching assistants who support and help to deliver the curriculum. In each class there is one classroom assistant who works in that class for a minimum of 20 hours each week. Much of their role is in working with individuals and groups, or supporting the rest of the class thus enabling the class teacher to work with SEN groups. In addition some classes may have a learning support assistant who is attached to a particular child with a statement. Learning support assistants will work primarily with the child with a statement but this is often done within the context of a small group or with one other child. Learning support assistants may also give limited support to children at School Action Plus without a statement.

### **Training**

Teaching assistants and learning support assistants are given basic induction in the various aspects of their role as soon as possible after joining the school.

Further training on different interventions is given throughout the year by the school or through the L.A's training programme for support staff.

## **Roles and responsibilities**

Provision for children with special educational needs is a matter for everyone in the school.

## **Teaching and Non-teaching staff**

All teaching and support staff are involved in the delivery of the schools SEN policy and are included in the procedures for identifying, assessing and making provision for pupils with SEN. Class teachers carry the main responsibility of ensuring that pupils with SEN in their class are working at an appropriate level in subject areas and that they have suitable resources and materials to support activities.

## **The Head Teacher**

The head teacher has responsibility for ensuring effective day to day management of all the schools work, including provision for children with SEN, for keeping the governing body informed and working closely with the Inclusion Manager.

## **The Inclusion Manager**

The Inclusion Manager (in collaboration with the head teacher and governing body plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEN (SEN Code of Practice 2002, 5:30).

## **The key responsibilities of the Inclusion Manager include:**

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special needs
- Liaising with parents of children with special needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEAs support and educational psychology service, health and social services, and voluntary bodies. (SEN Code of Practice 2002, 5:32)

## **The Governing Body**

The governing body, in co-operation with the head teacher, determine the

school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work

There is a governor with responsibility for SEND whose role is to liase with the school and Inclusion Manager to ensure that matters relating to SEND are carried out appropriately.

**Reviewed -**

## **Appendix 1**

### **SEND Support (Agencies and Personnel)**

- SENCO -
- SEN governor -
- EAL support assistant
- Volunteer Reading Service
- The Educational Welfare Officer

### **Teaching Assistants currently employed:**

#### **Learning Support Assistants**

#### **External Agencies:**

- Literacy Support Service
- The Educational Psychology Service
- The Speech & Language Therapy Service
- Behaviour and Learning Support Service
- Behaviour Improvement Programme
- The Child & Adolescent Mental Health Service (CAMHS).
- The Peripatetic Service for Visually Impaired
- Early Years Centre
- Occupational Therapy Service
- Paediatric Developmental Team

## Appendix 2

**SLJPS Provision Map**

**Term:**

**Date:**

**Name of Child:**      **Year:**      **EAL: Yes/No**  
**SEN Status: Action /Action Plus/Statement**

**Stage of Fluency:**  
**Teacher/TA:**

Stage	Communication and Interaction		Cognition and Learning				Behaviour, Emotional & Social Development			Sensory & Physical			
<b>A</b>	SLCN		Lit	Num	Gen		S	B	E	PD	VI	MS I	HI
<b>A Plus</b>													
<b>S</b>	SLCN	ASD	SpL D	MLD	SLD	PML D	S	B	E	PD	VI	MS I	HI

1-Primary Need, 2-Secondary Need, 3-Tertiary Need

Provision /Resources	Staff/ Pupil Ratio	Staff involved	(No of Weeks	Time/Freq uency mins.p.w.	Start date – finish date	Levels	
						Before	After
Rapid Read							
Focused literacy support							
Volunteer Reading Help							
Reading 1-1							
Wave 2 Writing Support							
Direct Phonics /							
AccellerRead AccellerWrite							
CLLD Phonics (SEN group)							
CatchUp							
Keyboard skills							
Attention & Listening Skills							
Springboard Maths							

Wave 3 maths /							
Focused Maths Support							
Behaviour support 1-1 / Group							
Behaviour support 1-1 Learning Mentor							
Behaviour/learning support in classroom							
Key Worker							
Lucid Memory Booster							
Drama Therapy							
Fine / Gross motor skills work							
EAL Chatterbox							
Talk About							

**Name:** **Referrals Required**

<b>Name of Agency</b>	<b>Date requested</b>	<b>Assessment completed /Report received</b>	<b>Outcome</b>

**Agencies Involved**

<b>Name of Agency</b>	<b>Date Intervention commenced</b>	<b>Name of professional involved</b>

**SLJPS Progress review**

**Name of child:**

<b>Date:</b> <b>Aim of Intervention:</b>
---

<b>Comments on progress:</b> <b>Date:</b>
--

<b>Next Steps / Recommendations:</b>
--------------------------------------

<b>Comment from Parents:</b>
<b>Signed..... Date:</b>



# South London Jewish Primary School

## **DRAFT CHILD PROTECTION POLICY**

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....



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## **Introduction**

The Governors and staff of SLJPS fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.

The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.

The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity.

The school will ensure that all staff are given the opportunity to attend appropriate training in Child Protection issues, as recommended in the guidance.

## **Aims**

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.
- To work openly and in partnership with parents in relation to child protection concerns.
- To support all pupils' development in ways that will foster security, confidence and independence.
- To promote safe practice and challenge poor and unsafe practice.

- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.
- To ensure that all adults working within our school have been checked as to their suitability to work with children.
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages.
- To take account of and inform policy in related areas, such as anti-bullying; e-safety; behaviour; health and safety; restraint procedures; procedures for dealing with allegations against staff and recruitment practice.

## Definitions

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm.
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. More detail can be found in related documents listed in Appendix 1.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously MunchauSEND Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

### **Key Principles**

- We believe that all children have a right to be protected from harm and /or abuse.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be considered in the light of the child's cultural and social background.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

## Procedures

Our school procedures are in line with guidance issued by the Local Safeguarding Children Board, the LA and the Secretary of State (related documents are listed in Appendix 1)

We will therefore ensure that :

- we have a designated member of staff who has received appropriate training and support for this role.
- we have a member of staff who will act in the absence of the designated member of staff.
- every member of staff, volunteer and governor knows the name of the designated member of staff and their role.
- all staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the designated member of staff.
- all staff know how to respond to a child who discloses abuse.
- all parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures. This information is available from the school office, on the school website and is also in the school prospectus (*Appendix4*). Parents are informed in the school newsletter, of where to obtain this information, during the autumn term.
- we refer any child believed to have suffered or to be likely to suffer significant harm to Children's Specialist Services without delay, and will follow up any such referral in writing within 48 hours
- the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- we develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (recommended format attached as Appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate.
- written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations.

- Social Services are notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- if a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change
- if school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Principal Education Welfare Officer or directly from the Child Protection Unit

### **Children with Special Educational Needs**

- We recognise that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns.
- At SLJPS the designated teacher is also the SEND co-ordinator, and is therefore able to ensure that the needs of SEND pupils in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

### **Communication with parents carers**

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to the Children's Specialist Services section.
- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

## **Confidentiality**

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

## **Support for staff**

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have

## **Allegations against staff**

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff
- In this event the headteacher (or Chair of Governors) must be informed and the Procedures for Dealing with Allegations against Staff followed. This will always involve a discussion with LA officers.

## **Safe recruitment**

- The school will ensure that it operates safe recruitment procedures to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Interview panels will follow recommendations from the Personnel section in relation to practice.
- Appropriate checks (i.e. enhanced CRB checks and checks against DfES list 99) will be carried out on all potential employees and volunteers, and all references will be taken up and verified.

- At interview candidates will be asked to account for any gaps in their employment history.

### **Governing body responsibilities**

- The Governors will ensure that the Safeguarding / Child Protection Policy is reviewed on an annual basis, and that the LA is informed that this has been done.
- A member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies in the event of an allegation being made against the Headteacher.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to it's attention without delay.

### **Physical intervention and restraint**

- All staff will be trained on physical intervention by the Crisis Prevention and Intervention Institute (CPI), which acknowledges that staff should only use physical intervention as a last resort.
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

### **Other related policies**

- This policy has clear links to other policies in our school, in particular to anti- bullying, e-safety, behaviour, race and equality and health and safety. Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

Reviewed :



## **Appendix 1**

London Child Protection Procedures

(available as hard copy in each school, also available electronically via Info for Schools website)

Safeguarding Children In Education

DfE's guidance issued 6.9.04

Ref: DfES/0027/2004

(Available as hard copy in each school – copies SENDt direct from DfES to Headteachers and Chairs of Governors, also can be downloaded from

)

What To Do If You Are Worried a Child Is Being Abused

Dept of Health publication - 31815

Available in summary version also - multiple copies distributed to schools

Procedures for Dealing With Allegations Against Staff

LEA guidance, available on Info for Schools website and sent to all schools 13/9/04.

Other related policies –

### **SLJPS School Policies**

Special Educational Needs Policy

Behaviour Policy

Anti-Bullying Policy

Race and Equality Policy

Health and Safety Policy

## Appendix 2 (primary)

### School report to Child Protection Conference (Primary)

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth</b> <b>Year group</b>	
<b>Name of classteacher</b>	
<b>Attendance &amp; Punctuality</b>	
<b>Who brings &amp; collects the child</b> Including after school arrangements	
<b>Is the child prepared for school?</b> e.g PE kit; book folder, homework	
<b>General appearance / preSENDtation</b> e.g appropriate clothing; clean & tidy etc	
<b>Emotional preSENDtation?</b> Happy, sad, anxious, preoccupied, withdrawn etc	

<p><b>Academic progress / attainments/ areas requiring improvement</b> Please note strengths &amp; concerns</p>	
<p><b>Social development</b></p>	
<p><b>Relationships with adults</b></p>	
<p><b>Relationships with other children</b></p>	
<p><b>Home / school contact</b> Are parent(s) easily contactable / supportive of school / attend parent's evenings / use PACT folders or diaries etc</p>	
<p><b>Are there any other areas of concern?</b> Please note any issues or specific incidents which have concerned you</p>	
<p><b>Signature</b></p>	
<p><b>Print name</b></p>	
<p><b>Date</b></p>	

## Appendix 3

### Safeguarding information for parents

As a school Alderbook is part of the safeguarding structure of the local authority. As such, all members of staff have a responsibility with regard to child protection.

This means that the school has a duty to:-

- refer any child believed to have suffered or to be likely to suffer significant harm, to the Social Services Department, without delay.
- ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- pass on any new concern or relevant information about a child on the child protection register to the child's allocated social worker.
- notify parents of the school's concerns, regarding their own children, at the earliest appropriate opportunity.

.....  
The school's designated members of staff for child protection are: –

██████████ - ██████████

██████████ - ██████████

The schools Child Protection Policy is available at the school office (to be read)

The school's child protection procedure is available on the school website, in the school prospectus and from the school office.

**Here are some useful websites and telephone numbers where you can obtain further help and advice about safeguarding and child protection matters.**

██████████ Support Line: [www.supportline.org.uk](http://www.supportline.org.uk)  
tel:0808 800 5000

[www.womensaid.org.uk](http://www.womensaid.org.uk)

Childline: tel: ██████████  
[www.childline.org.uk](http://www.childline.org.uk)

National Domestic Violence Helpline  
Tel: ██████████



# South London Jewish Primary School

## **DRAFT HEALTH AND SAFETY POLICY**

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

## **1.0 STATEMENT OF HEALTH AND SAFETY POLICY**

The Governors of the school recognise their duties under the Health and Safety at Work etc. Act 1974 and the related health and safety regulations. Adequate resources will be provided to implement this policy. A Health and Safety Governor has been appointed and health and safety is a standing item on the agenda of all Governor meetings.

SLJPS accept that health and safety is an integral part of all activities and believes that the only effective approach to injury, ill-health and loss prevention is one based on the active participation of everyone and the systematic identification of hazards and the assessment and control of risks.

Appropriate health and safety standards will be applied to all activities and the requirements of applicable health and safety regulations will be complied with by following the relevant codes of practice, guidance and standards. Deviations from these will not be tolerated. Any uncertainty regarding health and safety is to be raised through normal management channels and where necessary specialist advice and assistance will be obtained.

This policy will be reviewed annually and amended in accordance with the experience gained from monitoring and taking into account any new developments in health and safety legislation and guidance.

## **ORGANISATION AND GENERAL RESPONSIBILITIES**

### **2.1 BOARD OF GOVERNORS**

The Board of Governors is responsible for ensuring that:

- A Health and Safety Policy is prepared.
- Staff functions are set.
- Staff are aware of what is expected of them.
- Staff are competent to meet these expectations.
- Ensuring the provision of a Premises Officer with responsibility for safety.

### **2.2 HEADTEACHER**

The Headteacher is responsible to the Board of Governors for ensuring that:

- Hazards are identified and that the significant risks are assessed.
- Relevant health and safety legislation is identified and displayed.
- Arrangements are made and implemented to control the significant risks and comply with the relevant health and safety legislation.
- These arrangements are recorded in the Health and Safety Policy.
- These arrangements are monitored to ensure they are working.
- Staff are capable of dealing with the health and safety requirements of their work.
- Any problems in achieving the intentions of the school's general statement of health and safety policy are reported to the Board of Governors.
- Specialist help and assistance is obtained where necessary.
- The results of health and safety monitoring are reported to the Board of Governors along with details of any major injuries to staff or pupils.

## **2.3 HEALTH AND SAFETY OFFICER**

The Health and Safety Officer is responsible to the Headteacher for:

- Keeping the school health and safety policy under review and advising when any amendments are necessary.
- Where appropriate, attending premises meetings, presenting the accident statistics for Review.
- Receiving health and safety information and guidance and circulating to the staff concerned if relevant to them.
- Liaising with the Health and Safety Consultants that are appointed to assist the school.
- Monitoring health and safety expenditure and identifying priorities for allocation in consultation with the Resources Committee.
- Co-ordinating staff health and safety training.
- Providing health and safety induction training for new staff.
- Reporting accidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

## **2.4 BUSINESS MANAGER**

The Finance and Personnel manager is responsible to the Headteacher for:

- Receiving the Health and Safety Incident/Potential Hazard Report Forms, requests for Maintenance Report Forms and initiating the action required.
- Liaising with Resources Committee.
- Organising insurance for school journeys.



## **2.5 ALL STAFF**

All staff are responsible to the Headteacher for:

- Taking reasonable care for their own health and safety and that of pupils and others who may be affected by their acts or omissions.
- Co-operating with the management of the school to implement health and safety legislation and the school's health and safety policy.
- Using all equipment and substances in accordance with training and instructions received and following the systems of work and procedures laid down in the school's health and safety policy.
- The correct use of everything provided in the interests of health and safety.
- Reporting any health and safety matter they cannot deal with themselves or any shortcomings in the safety arrangements to the Health & Safety Officer.

## **2.6 HEALTH AND SAFETY ASSISTANCE**

Health and Safety Consultants are appointed by the Local Authority to be the competent persons as required by the Management of Health and Safety at Work Regulations 1999 and are responsible for providing assistance with annual Health and Safety checks and specific checks in relation to eg lightening conductors and playground inspections

- The identification of hazards and relevant health and safety legislation.
- The assessment of risks and devising and implementing of measures to control the risks and comply with health and safety legislation.
- The monitoring of the health and safety arrangements by carrying out an annual inspection of the school and preparing a report for consideration by the Governing Body and Headteacher.

## **2.7 PREMISES OFFICER**

The Premises Officer shall have direct input into the health & safety in the

school,

and shall be responsible for:

- Conducting termly Health and Safety Checks and reporting the outcomes to the headteacher
- receiving Health and Safety Incidents and Potential Hazard Forms and reporting the action taken to the Headteacher
- regular maintenance of health & safety issues.
- implementation of routine safety checks.
- correcting health & safety issues.

## **3.0 ARRANGEMENTS**

### **Contents**

- 3.1 General Hazards
- 3.2 Fire Procedures
- 3.3 First Aid
- 3.4 Medicines
- 3.5 Accident, assault & incident reporting
- 3.6 Work Equipment
- 3.7 Electrical Hazards
- 3.8 Substances Hazardous to Health
- 3.9 Asbestos
- 3.10 Personal Protective Equipment
- 3.11 Manual Handling
- 3.12 Display Screen Equipment
- 3.13 Contractors
- 3.14 Health and Safety Committee
- 3.15 Induction Procedures
- 3.16 Play Areas
- 3.17 Vehicles
- 3.18 Swimming Pool
- 3.19 Care-taking
- 3.20 Lone working
- 3.21 Physical Education
- 3.22 Catering
- 3.23 School journeys and out of school visits
- 3.24 School security
- 3.25 Cash handling
- 3.26 Emergency Plan
- 3.27 Monitoring and Review

- Appendix 1 Evacuation procedures
- Appendix 2 Location of first aid boxes
- Appendix 3 Staff trained in emergency first aid
- Appendix 4 Guidance for infection control

### **3.1 GENERAL HAZARDS**

Workplace accommodation standards are regulated by the Workplace (Health, Safety and Welfare) Regulations 1992. It is the policy of the school to comply with the standards of cleanliness, overcrowding, temperature, ventilation and lighting that are detailed in these Regulations and Approved Code of Practice.

In particular staff shall ensure that areas are not overcrowded and that furniture and equipment is arranged to allow unobstructed passage to all areas and exit doors.

Step stools, step ladders and ladders are provided and must be used where necessary to reach above head height. Staff to inspect these before use and report any defect to the Premises Officer with the Incident/Potential Hazard report form. Staff are not to use chairs, boxes or similar items and are not to climb up the face of cupboards or storage racks.

In general, heavy items should be stored low down to reduce the risk of injury from falling and handling. Filing cabinet drawers shall not be overloaded as this presents a toppling hazard. Desk and cabinet drawers are to be closed immediately after use and not left open.

Damaged or defective furniture and equipment is to be reported to the Premises Officer using the Health and Safety Log or Maintenance Book. Also sharp edges which may cause injury and/or damage to clothing also be reported.

Running is not permitted within the school premises and care is necessary when using doors, particularly those without viewing panels. Doors must not be opened without regard for someone coming from the opposite direction.

A high standard of housekeeping is expected to reduce the risk of accidents. Furniture and equipment shall be kept tidy and not allowed to pile up so as to cause a toppling hazard. Unwanted items are to be cleared out and not allowed to accumulate in such ways as to congest the working areas. Pupils' bags must not be left in walkways or areas where they create tripping hazards.

Specific attention is to be given to avoid slipping and tripping hazards such as trailing cables, damaged floor coverings, slippery floor surfaces. Staff are expected to rectify these situations where possible or report them to the Premises Officer using the Health and Safety log form.

## **3.2 FIRE PROCEDURES**

Fire prevention is part of everyone's duties. In particular, attention should be paid to checking the school before leaving at night to ensure nothing has been left which could lead to a fire developing whilst the premises are unoccupied. All electrical equipment that need not be left on, such as, computers, printers, whiteboards, photocopiers and kettles are to be switched off. Equipment needing to be left on should be kept clear of combustible material in case of a fault developing when unattended.

Combustible rubbish is to be regularly disposed of and flammable liquids are to be stored properly in order to reduce the risk of fire.

No smoking is permitted on the school premises.

The escape routes and means for preventing the spread of smoke and fire are incorporated into the design of the school. These routes must be kept free from obstruction and the fire doors must not be propped open. The Premises Officer is responsible for checking the operation of the self closing fire doors and rectifying problems or reporting them to the School Business Manager on a Health and Safety form.

Evacuation procedures have been devised (see Appendix 1) and notices are posted throughout the premises.

The Premises Officer is responsible for organising evacuation practices each term and for completing the record sheet.

The Premises Officer, in the event of their installation, will be responsible for testing the emergency lights and every term and for completing the record sheet.

Fire extinguishers and fire blankets are serviced on an annual basis by specialist contractors, and checked weekly by the Premises Officer.

### **3.3 FIRST AID**

First aid boxes stocked with the contents recommended in the Approved Code of Practice to the Health and Safety (First Aid) Regulations 1981 are kept at the locations given in Appendix 2.

The Designated First Aiders for each area are responsible for ensuring that the contents of the first aid boxes are replaced as necessary.

The staff trained in emergency first aid and the certified first aiders are given in Appendix 3.

The Reception area/Staffroom is available for pupils/staff that are unwell and need to rest.

The Headteacher is responsible for ensuring that first aid training is repeated every 3 years.

First aid boxes are to be taken on school journeys, and the person in charge is appointed to be responsible for the first aid box and for taking charge of the situation i.e. calling assistance if a serious injury or illness occurs.

Staff are alerted to the precautions that are required to prevent the transmission of infection from contact with blood, faeces, vomit and urine etc. these are detailed in Appendix 4.

First aid notices are displayed in classrooms and all other waiting areas stating the names and locations of first aiders.

### **3.4 MEDICINES**

See medical conditions and medicine policy.

### **3.5 ACCIDENT, ASSAULT & INCIDENT REPORTING**

All staff are required to ensure that all accidents, assaults, incidents and near misses are reported to the school's main office, who will ensure that serious incidents are reported to the Headteacher and that the appropriate management guidelines are followed.

All significant injuries are recorded in the accident books by the person administering first aid and/or any witness to the occurrence.

If first aid is administered to a pupil, following a significant injury, a letter explaining this must be sent home with the child. Letters are filed in the office by the Pupils' Officer.

Serious accidents must be reported within the hour to the LA and a TC1297 form must be completed and sent to the LA. A list of the reportable injuries/incidents is found on the back of the form.

The Health and Safety Officer is responsible for informing the HSE for more serious injuries and for carrying out the statutory reporting procedures for 'major' and 'over 3 day' absence injuries as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

Staff are alerted to the fact that only a small proportion of accidents result in harm to people and the severity of injury is a poor indicator of risk. It is important to consider the potential rather than the actual outcome and to report minor injuries and 'near misses' where appropriate.

### **3.6 WORK EQUIPMENT**

All work equipment i.e. machine tools, portable hand and power tools, ladders, computers, heaters, boilers etc. provided by the school are:

- selected to ensure that they are suitable for the task;
- maintained in efficient working order.

In particular, dangerous parts of machinery will be provided with guards and staff are responsible for ensuring that these are present, serviceable and in position at all times when the machinery is operating.

Staff shall not attempt repairs or to make modifications to machinery other than those associated with daily operations. Any defects or malfunctions are to be reported to the Premises Officer using the Incident/Potential Hazard form.

### **3.7 ELECTRICAL HAZARDS**

Electrical systems and equipment are subject to the Electricity at Work Regulations 1989. The School Business Manager is responsible for ensuring that the fixed electrical installation is inspected and tested every 5 years. The School Business Manager is responsible for ensuring that any alterations or extensions to the installation are carried out by competent electrical contractors.

Staff are alerted to the dangers of defective wiring and equipment and of the need to report any defects found or suspected to the Premises Officer using the Incident/Potential Hazard form.

Annual inspections and tests of portable equipment are carried out by the Premises Officer to identify faults that require maintenance to prevent danger. The School Business Manager is responsible for organising this work and keeping the appropriate records.

The Premises Officer is competent to fit plugs and is responsible for carrying out this work in the school. All plugs used shall be to BS1363 with semi-insulated pins.

Where portable electric is used outdoors a residual current device (RCD), stored in the premises officer's room, shall be used to reduce the risk of a serious electric shock.

Staff are instructed to use RCD adapters if one is not fitted into the fixed wiring and to cease using any equipment which causes the RCD to trip.

### **3.8 SUBSTANCES HAZARDOUS TO HEALTH**

It is the policy of the school only to keep and use hazardous substances where non-hazardous substitutes are not capable of producing the required results.

Hazardous substances are used in care-taking areas.

The Health & Safety Officer is responsible for working with staff to ensure compliance with The Control of Substances Hazardous to Health Regulations 2004 (COSHH) i.e.:

- identifying hazardous substances;
- assessing the risks to health;
- devising and implementing adequate control measures and communicating these to the persons involved before use;
- recording sufficient information to justify the conclusion that the risks to health are adequately controlled.
- keeping and updating COSHH data sheets.

### **3.9 ASBESTOS**

A copy of the Asbestos Log Book is kept by the School Business Manager. Areas of the school building which contain asbestos are labelled. Staff must not disturb the fabric of the building (e.g. putting up displays with staples) in those areas. Any member of staff who may disturb the fabric of the building should refer to the log book before commencing work. All contractors should be referred to the asbestos log book before commencing work.

### **3.10 PERSONAL PROTECTIVE EQUIPMENT**

Where required for any reason, all employees will wear suitable and effective personal protective equipment which will be provided free of charge by the school. This shall apply particularly in the handling of substances hazardous to health.



### **3.11 MANUAL HANDLING**

Significant manual handling operations are required as part of the caretaking duties and these are detailed in Section 3.15.

Manual handling operations are required to some extent in most of the school's activities and it is not reasonably practicable to avoid them. These do not generally involve significant risks and are within the capabilities of all staff. Specific assessments of these operations are not necessary under the Manual Handling Regulations 1992. The measures entailed below are considered adequate to reduce the risks of injury to the lowest level reasonably practicable.

Staff shall not attempt to lift or move anything they consider to be too heavy or awkward for them. If help is not at hand the matter should be reported to the Office Manager.

Staff shall use the trolleys and barrows provided for the movement of televisions, projectors, and boxes of books and paper.

When lifting boxes, parcels etc. the back must be kept straight and lifting carried out using the leg muscles. Lifting from the waist with the legs straight puts strain on the back muscles and spine and may lead to injury.

Special care is to be exercised where pupils are involved with the moving of objects e.g. moving benches or pianos. Staff are required to assess these operations and only allow pupils to be involved where they will not struggle and adequate precautions are taken to prevent injury.

### **3.12 DISPLAY SCREEN EQUIPMENT**

The Health and Safety (Display Screen Equipment) Regulations 1992 apply and where staff use display screen equipment for a significant part of their normal work.

Staff that meet criteria given in the guidance to the above regulations are defined as 'users'. The School Business Manager is responsible for arranging the following to comply with the Regulations:

- Health and Safety training for 'users'.
- Assessment of workstations.
- Planning work to include breaks or changes of activity.
- Eye tests and the provision of special spectacles where these are required for display screen equipment work.

### **3.13 CONTRACTORS**

Contractors carrying out work in the school and grounds are required to report to the

School Reception on arrival (before work starts) and departure.

For small construction/maintenance projects the School Business Manager is responsible for agreeing a safe system of work with the contractors and for monitoring the process of work generally to ensure the agreed protective measures are in place; and to inform the contractor of school safety policies.

On large construction projects a project manager is appointed to be the 'planning supervisor' as required by the Construction (Design and Management) Regulations 2007 and is responsible for preparing a 'health and safety plan' for the project that ensures the health and safety of pupils, staff and contractors.

### **3.14 HEALTH AND SAFETY REVIEWS**

Health and Safety issues are discussed and reviewed as part of the business of the Resources committee which meets once per term. The committee consists of:

Head  
School Business Manger  
Health and Safety Governor  
Chair of Resources Committee

### **3.15 INDUCTION PROCEDURES**

The capabilities of all new staff as regards their own health and safety and that of pupils in their care will be taken into account before employment starts. The Health and Safety Officer is responsible for providing adequate information and training to new staff to ensure that they are aware of the school's health and safety arrangements, particularly:

- evacuation procedures;
- first aid and injury reporting arrangements;
- any other relevant emergency procedures such as electricity and gas isolation points.

Staff are required to sign a form stating they have received this information and training.

### **3.16 PLAY AREAS**

A sufficient number of staff will supervise the play areas at all times when pupils are present during the school day. Outside of school hours, parents and carers are responsible for the children.

### **3.17 VEHICLES**

Particular care must be exercised by staff and visitors when driving on the school site. Vehicles parked on the school site are left at the owners own risk and may only be done so outside of school hours.

From time to time staff are required to transport pupils to events using their own vehicles for which they are fully covered under the school's insurance policies provided that their driving license and tax disk has been checked for validity.

### **3.18 SWIMMING**

A qualified lifesaver must always be present when children are swimming.

### **3.19 CARETAKING**

#### General Responsibilities

The Premises Officer is responsible for:-

- monitoring the work of the cleaning contractors to ensure that floors do not become permanently slippery and that warning notices are erected where floors become slippery during cleaning operations;
- checking the operation of self closing fire doors, fire alarms fire extinguishers and other fire fighting equipment
- the maintenance of fixtures and fittings, i.e. replacing light bulbs tubes and broken door handles etc.;
- keeping storage areas tidy and ensuring that any highly flammable liquid e.g. petrol is stored in safe areas;
- keeping the boiler house and plant rooms clean, tidy and free from accumulations of combustible materials and flammable liquids;
- ensuring that boiler house ventilators are kept free of obstruction;
- operating the boilers and plant in accordance with the manufacturer's advice and for ensuring the relevant instruction notices are posted. ensuring the room is locked and off limits to other members of staff.
- isolating the electricity supply before changing light bulbs or tubes or carrying out any maintenance or repairs on equipment;

- wearing appropriate personal protective equipment e.g. PVC gloves when handling fuel oil, safety shoes when moving heavy items, respirators when involved in dusty work, eye protection when hammering, chiselling or drilling etc.;
- storing all cleaning substances in accordance with the manufacturer's advice and in a locked area at all times when not in use;
- disposing of any obsolete cleaning materials in accordance with the manufacturer's advice;
- using the cleaning substances in accordance with the manufacturer's advice and where there are significant risks to health, following the control measures detailed in the COSHH assessments;
- the routine inspection of access equipment such as ladders, stepladders, tower scaffold etc.;
- ensuring that all access equipment is suitable for the work involved and is used in accordance with the manufacturer's advice;
- obtaining assistance to foot ladders and steady steps when climbing more than 6ft high;
- not approaching the edge of flat roofs nearer than 2 meters (except at ladder access point where this must be at least more than 1 metre above the roof);
- running hot and cold water services prior to the school re-opening after more than 5 days' closure.

### Manual Handling Operations

The following operations have been assessed and along with the manual handling training that has been provided are considered to be adequate to reduce the risks to the lowest extent reasonably practicable.

### Chair and Table Moving

Measures to reduce the risk of injury;-

- using correct lifting techniques
- carrying no more than 3 chairs at a time

- using special trolley for moving stacks of chairs
- carrying no more than 1 table at a time (single tables)
- obtaining assistance where the timescale involved could lead to over-exertion

#### Miscellaneous Packages and Items

Measures to reduce the risk of injury;-

- using correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance where the weight/size of load is beyond individual capacity

#### Furniture, Lockers, Display Boards etc.

Measures to reduce the risk of injury:-

- using correct lifting techniques
- using the trolleys and barrows provided
- obtaining assistance in proportion to the weight, size and distances involved
- wearing protective equipment such as gloves and safety footwear

### **3.20 LONE WORKING**

All staff should be aware of the following procedure for lone working in the school:

- Assessing if the work is a 'one person' job
- The remoteness or isolation of the workplace
- Any problems of communication
- The possibility of violence or criminal activity by intruders
- The nature of possible injury
- Emergency exits (e.g. are fire exits open out of hours?)

Where work activities are likely to be undertaken by a lone worker or outside normal working hours then these factors should be considered in a risk assessment

It may be the case that merely by working alone, or working out of hours, risks are introduced even for non-hazardous work activities which have not been subject to a formal risk assessment.

### **3.21 PHYSICAL EDUCATION**

It is the policy of the school to follow the advice and guidance from the relative national governing body for the activities carried out and to allow only suitably qualified staff to be involved. The advice and guidance detailed in the following publication is followed:

- Safe Practices in Physical Education (DCSF Publication)
  - Safe Practice in Physical Education (BAALPE Publication)
- In particular the following measures have been implemented:

Fixed and portable exercise equipment is inspected on an annual basis in order to identify and rectify any faults which could lead to danger.

Instruction and close supervision of pupils (pupil to teacher ratios are in accordance with DCSF advice) to ensure that the correct procedures are followed.

### **3.22 CATERING**

Catering is done in-house. The school is registered with the District Council Environmental Health Department and is regularly visited by Food Hygiene Inspectors. The School implements all the advice given by these inspectors in order to ensure adequate food hygiene standards.

The kitchen staff are also required to ensure that the guidance is followed in the HSE publication HS(G)55 - Health and Safety in kitchens and Food Preparation Areas. The Catering Supervisor is responsible for ensuring the relevant standards are communicated and maintained.

### **3.23 SCHOOL JOURNEYS & OUT OF SCHOOL VISITS**

The school's general arrangements for safeguarding pupils and staff when on school journeys and out of school visits should be followed. The following forms should be completed before a trip is undertaken:-

Parental Agreement Form – signed when child starts at the school  
Medical and Personal Details Form  
Organisers are asked to supply a Risk Assessment Form

The Office Manager is responsible for co-ordinating the above arrangements.

### **3.24 SCHOOL SECURITY**

All security arrangements are put in place in liaison with the Community Security Trust CST.

The school's entrances and exits are covered by CCTV cameras and there is controlled access to the premises via keypads. The school has security alarms fitted.

All staff are responsible for ensuring that doors and windows are closed before they leave the premises.

Nominated key holders are responsible for ensuring that the school is locked and secure.

### **3.25 CASH HANDLING**

Cash is kept in a safe and monies are banked weekly. Counting of cash occurs at an appropriate location within the school. The Premises Officer is responsible for carrying monies to and from the bank. Staff should not put themselves at risk in the event of an attempted robbery and should hand over the money to any would be assailant.

### **3.26 EMERGENCY PLAN**

The Governors and Headteacher, following advice from the Local Authority, will ensure that an emergency plan is prepared to cover all foreseeable major incidents which could put at risk the occupants or users of the School.

School plans will indicate the actions to be taken in the event of a major incident so that everything possible is done to:

- (a) save lives
- (b) prevent injury
- (c) minimise loss

This sequence will determine the priority of local emergency plan responses.

Plans will be agreed by the governing body and will be rehearsed regularly by staff and pupils. The result of all such rehearsals will form part of the regular risk assessment survey and the outcome will be reported to the Governing Body via the Health and Safety Committee.

### **3.27 LETTINGS**

The Governing Body notes the residual responsibility for the control of premises and will take all reasonable steps to ensure that such persons detailed above comply with the terms of the Policy.

The Headteacher or Governing Body will seek to ensure that hirers, contractors and others who use the school premises conduct themselves and carry out their operation in such a manner that all statutory requirements are met at all times.

When the premises or facilities are being used out of normal school hours for a activity then, for the purposes of this Policy, the organiser of that activity, even if an employee, will be treated as a hirer and comply with the requirements of this section.

### **3.28 MONITORING AND REVIEW**

The Governors will monitor the health and safety arrangements in the school by:-

- receiving reports from the head with regards to accident book entries and injury report forms;
- ensuring regular inspections of the school and following recommendations where appropriate.

The health and safety policy is reviewed annually and amended as necessary to take account of the findings from monitoring and any new developments in health and safety.



## Appendix 1

## EVACUATION PROCEDURES

### On discovery of a fire

- Set off fire alarm system
- Evacuate the building immediately

### Evacuation procedure

- Everyone to be familiar with normal and alternative escape routes
- Speedy evacuation, but no running
- Teacher to lead the class to most suitable exit route
- Do not stop to collect personal belongings
- Make sure that the door to your room is shut
- Pupils to remain silent so that specific instructions can be heard if needed
- The evacuation meeting point in the main school playground. If this meeting point is not safe the pen in [REDACTED] will be used.
- Gates to Nursery to be unlocked by Nursery staff to allow entry of fire engine
- Office staff to ensure that registers, visitor logs, emergency pack and emergency contact numbers are taken out of the building in order for a roll call to be carried out and external help contacted if required.
- Designated member of office staff to ensure that anyone in the staff room is aware of the evacuation
- Designated fire officers to ensure designated areas are clear
- Catering staff to switch off equipment and evacuate kitchen immediately

### Roll call

- Registers will be distributed by the office staff
- Pupils to line up silently in class groups
- It is the responsibility of the class teacher at the time of an evacuation to call the roll
- When the whole class has been accounted for the teacher should hold the register up above their head
- Visitors and staff to be accounted for by office staff using visitor and staff sign in logs

### Returning to the building

- For your own safety, do not attempt to re-enter the buildings until you have been instructed that it is safe to do so

### General points

- All visitors, i.e. anyone on site other than employed staff and pupils, are to sign the visitor log and wear a visitor badge. These are located in the main reception office
- Fire doors and classroom doors should not be propped open when a room is empty
- Paper displays must not be hung from light fittings

## **Appendix 2 LOCATION OF FIRST AID BOXES**

- Early Years
- Main office (and outside office with bell for playtimes)
- Ground floor - location to be determined
- Staffroom
- Upper floors - locations to be determined

**Appendix 3      STAFF TRAINED IN EMERGENCY FIRST AID &  
CERTIFIED FIRST AIDERS**

All support staff should be trained in emergency first aid

**Certified First Aider**

## **Appendix 4      GUIDANCE FOR INFECTION CONTROL**

### **Personal Care**

Disposable vinyl unseamed gloves and disposable plastic aprons must be used for all changing tasks involving blood, faeces, vomit and urine.

Splashes of blood to the skin should be washed with copious amounts of soap and water, or water, and disposable gloves should be worn.

Splashes of blood to the eyes or mouth should be washed by the First Aider with copious amounts of water.

In the case of a human bite, a first aider should encourage bleeding, wearing disposable gloves, by gently squeezing the wound. The area should then be washed with soap and water and the wound covered with a waterproof dressing.

In the case of scratches and minor wounds, disposable gloves should be worn and the wound washed thoroughly with water and covered with a waterproof dressing.

All waste, including gloves, must be disposed of as detailed below.

Staff and/or pupils must not share razors, toothbrushes, earrings etc.

### **Cleaning Surfaces**

Disposable latex or vinyl unseamed gloves and disposable plastic aprons must be used for all changing tasks involving tasks involving blood, faeces, vomit and urine.

Changing surfaces should be cleaned with soap and water and where contaminated by blood, urine, faeces, vomit, should be disinfected using 1:10 bleach or Milton solution 1:1.

All subsequent waste including gloves and apron should be discarded in plastic bags which must be sealed immediately and then placed in yellow bags disposal. These yellow bags should be held in convenient known, safe, positions throughout the premises as appropriate.

Spillage involving faeces, vomit or urine should be cleaned with soap and water using paper towels and wearing disposable gloves - all waste including gloves must be discarded as described above.

All blood spillage - Clean spillage with bleach solution 1:10 or Milton solution 1:1. Wear gloves, pour bleach solution onto paper towels and place over spill, pour more bleach solution or Milton solution on top. Remove towels and wipe remains and then clean in normal manner. All waste and gloves must be discarded as described above.

## **General**

- Remember - It is essential that all staff observe the highest possible standard of hygiene at all times.
  
- Remember - To assume that body fluids are infectious and ALWAYS take appropriate precautions.
  
- Remember - To cover open skin with waterproof dressing.
  
- Remember - To ensure first aid equipment is immediately accessible (even off site).
  
- Remember - To wear disposable gloves for all tasks involving blood, faeces vomit and urine. These must be readily available in every used area/classroom in the establishment.
  
- Remember - Remove children from area.
  
- Remember - To wash hands on removal of disposable gloves.



# South London Jewish Primary School

## Draft Performance Management Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

## **JLJPS PERFORMANCE MANAGEMENT POLICY**

### **APPLICATION OF THE POLICY**

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

### **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the planning and review statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.



## LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning, all teachers will have one performance objective arising directly from a school improvement priority and one arising directly from feedback on their classroom performance; those with leadership responsibilities will also have one arising from feedback on this aspect of their work; and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

## CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### Quality assurance

The head teacher has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these

circumstances the head teacher and deputy head will:

moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's performance management policy, the regulations and the requirements of equality legislation

The Governing Body will choose not to quality assure the planning statements of individual teachers.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

## OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge her/his professional duties and the time required to pursue her/his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school teachers and the headteacher will have no more than three

objectives per cycle of which at least one will reflect a whole school objective. In addition, teachers and the headteacher may request additional objectives directly related to their professional aspirations.

Performance management is an assessment of overall performance of teachers and the headteacher, but objectives cannot cover the full range of a teacher's roles/responsibilities- and should not seek to do so. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage evidence of progress with objectives will be set alongside the evidence listed in the school's Planning and Review Statement (not yet available) to enable the reviewer to make the most balanced and complete overall assessment of performance feasible

### Reviewing Progress

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the second cycle.

### APPEALS

At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the

basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's pay policy.

## CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. In the event of the headteacher, deputy or assistant head not being the line manager, they will have access to planning records for the purposes of moderation and pay review. Reviewees will be told who has requested and has been granted access.

## TRAINING AND SUPPORT

The school's PD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed PD, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of PD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the

extent to which: (a) the PD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

### Appointment of Governors

In this school:

The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

### Appointment of External Consultant

The Governing Body will agree the appointment of an external consultant who will review the progress of the school annually and provide feedback on the leadership and management in order to add additional rigour to the processes

## APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the PD has decided that:

The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for all other teachers.

Line managers will be the reviewers for all those teachers they line manage.

Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and review the

teacher's performance.

Where a teacher is of the opinion that the person to whom the headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

## THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from September to July for teachers including the Deputy Head and from January to December for the Head teacher.

Teachers who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

## RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

## MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually at the Autumn Governors' meeting. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.
- 

The Governing Body is committed to ensuring that the performance



management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Gender
- Disability
- Part-time contracts.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

#### REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year at its Autumn meeting.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

#### ACCESS TO DOCUMENTATION

Copies of the School Improvement Plan and SEF can be obtained from the school office.

## CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations and the classroom observation protocol that is appended to this policy in Annex 1.

## ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by the reviewer in conjunction with the headteacher.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time, where possible and in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their

monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school drop ins will only be undertaken by the Senior Management Team

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.



# South London Jewish Primary School

## Draft Whole School Pay Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

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**Note:**

All page and Appendix references refer to this Annex only, not the whole document

## INTRODUCTION

The School Teachers' Pay and Conditions Document (STPCD) has since 2004 placed a statutory duty on schools to have a pay policy in place which sets out the basis on which they determine teachers' pay and to establish procedures for determining pay appeals. Governing bodies are required to monitor the implementation and outcome(s) of the policy and review its operation annually.

To ensure fair and equitable treatment for all staff, including non-teaching staff, it is recommended that a whole school pay policy is established and adopted to encompass all staff employed by the school.

When making recommendations and determinations regarding pay, schools must have regard to both their pay policy and to an individual's post within the staffing structure. For this reason, a copy of the staffing structure should be attached to the pay policy.

Relevant bodies are also required to establish a whole school performance management policy and monitor its effectiveness on an annual basis. Decisions relating to teachers' pay must be made with reference to achievement against performance objectives. It is therefore recommended that links between the performance and pay policies are clearly stated.

This model pay policy has been developed from research across a number of authorities and includes the recommendations of the model pay policy for teachers agreed by ASCL, ATL, DCSF, NASUWT, NEOST and Voice. It recommends a structure for schools to follow and covers all areas of pay discretion that schools need to consider. Some items, for example residential allowances, will only apply to particular establishments.

This model pay policy has been developed to enable the school's compliance with the School Teachers' Pay and Conditions Document 2010 and the following legislation: The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Equal Pay Act 1970, The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006, The Employment Equality (Sexual Orientation) Regulations 2003, The Employment Equality (Religion and Belief) Regulations 2003, The Employment Act 2008 and The Equality Act 2010.

Governing bodies and head teachers should consult staff and union representatives on their pay policy each year, or when statutory changes occur, to ensure it reflects the latest legal position. In the event of any inadvertent contradictions between the pay policy and statutory requirements, statute will take precedence.



## **RESPONSIBILITY**

The School Governance (Procedures) (England) Regulations 2003 enable the governing body to delegate a function or activity to a committee or individual governor. It is recommended that the governing body establish a pay committee with fully delegated authority to develop, implement and administer the pay policy on its behalf. The pay committee will be responsible for pay determinations in accordance with the pay and performance policies on behalf of the governing body and will report back on their actions.

The pay committee will normally be made up of three members of the governing body, perhaps from existing finance and personnel committees, excluding the head teacher and any other members paid to work in the school. It is not recommended that an individual governor be assigned to this role as this may leave decisions open to challenge. Where a governing body does not have a significant number of members, consideration may be given to forming a pay committee of two members and arranging for a peer governor from another school to join the committee.

The pay committee will consult with members of staff in the drafting of the pay policy and at its reviews. Each member of staff should be provided with a copy of the pay policy; this may be done electronically.

The governing body will ensure that appropriate funding is allocated for pay within the schools' staffing structure and pay policy, with regard to planned and potential determinations on performance pay progression.

## **AIMS**

The governing body aims to implement a pay policy which enables decisions to be made in a fair, equitable and responsible manner and supports the school improvement plan.

The governing body aims to have a staffing structure which is related to the school improvement plan within which grades and teaching and learning responsibility payments are linked to clearly identifiable posts.

# SLJPS WHOLE SCHOOL PAY POLICY 2013/2014 ACADEMIC YEAR

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## INTRODUCTION

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this.

The governing body is required to establish a whole school pay policy, monitor the implementation and outcome(s) of the arrangements and review the policy and its operation every year. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal.

In adopting the pay policy the aim is to:

- Maximise the quality of teaching and learning at the school, but ensuring that implementation of the policy takes full account not only of the school improvement plan, but the school's agreed self evaluation and other key documents at the school.
- Have proper regard for the work/life balance of staff at the school.
- Recruit, retain, motivate and develop staff.
- Be able to demonstrate that the policy and decisions on pay are managed in a fair, just and equitable way, recognising the principle of equal pay for like work and work of equal value.
- Determine the annual pay budget, including that for pay progression.
- Be consistent with the schools' performance management policy.

The governing body has established a pay committee with fully delegated authority for this function. The membership and terms of reference for the pay committee may be found at **Appendix 1**.

This policy has been developed with regard to the statutory requirements of the School Teachers' Pay and Conditions Document 2010 and the following legislation: The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Equal Pay Act 1970, The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006, The Employment Equality (Sexual Orientation) Regulations 2003, The Employment Equality (Religion and Belief) Regulations 2003, The Employment Act 2008 and The Equality Act 2010.

## **BASIC PRINCIPLES**

The staffing structure for the school is attached at **Appendix 2**. All posts within the structure have detailed job descriptions which are subject to annual review. Job descriptions should be written with due regard to enabling staff to maintain a reasonable work/life balance.

The governing body has determined the range and grade of each post in accordance with the relevant job evaluation scheme, taking into account the duties and responsibilities of each post.

The governing body is committed to the operation of a performance management scheme for all staff, with the objective of maximising the professional development of all staff. The governing body will ensure that all staff in school have access to advice, training and developmental opportunities appropriate to their needs.

A performance management policy has been adopted by the school to facilitate links between performance and pay decisions for all teaching and support staff.

## **APPEALS PROCEDURE**

A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that effects his or her pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision
- b) failed to have proper regard for statutory guidance
- c) failed to take proper account of relevant evidence
- d) was biased, and/or
- e) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

The procedure for considering appeals is as follows:

The member of staff receives written confirmation of the pay determination and where appropriate the basis upon which the decision was made.

### *Informal stage*

1. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.

2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

*Formal stages*

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the staff member an opportunity to make representation in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.
5. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within twenty working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or union representative or member of their professional association.

## **SUPPORT STAFF**

The governing body recognises and values the contribution made to the school by non-teaching staff, known collectively as support staff.

### **Conditions of Service**

The pay and conditions for support staff are determined through the National Joint Council for Local Government Services as adopted by Wandsworth Borough Council and the School. This group of staff includes all staff at the school that are not subject to teachers pay and conditions.

### **Job Descriptions and Job Evaluation**

The governing body has determined the range and grade of each post in accordance with the agreed job evaluation scheme, taking into account the duties and responsibilities of each post.

### **Salary on Appointment**

It is expected that on appointment an individual will normally be placed at the first point of the relevant grade. Where an individual was previously employed under the conditions of service of the National Joint Council for Local Government Services immediately prior to appointment at the school, their starting pay should not be less than their previous salary, as far as this may be accommodated within the overall grade of the post. Consideration may also be given to appointment above the first point of the scale in recognition of experience and/or qualifications and where there is a justifiable business case for doing so.

### **Incremental Progression**

Subject to satisfactory performance, a member of support staff will move one point on their pay grade on 1<sup>st</sup> April each year until the top of the range for the grade is reached. Where an individual commences employment with the school after 1<sup>st</sup> October in any year there will be no incremental progression the following April; this will instead take place at the date 6 months from their start date, subject to satisfactory performance and thereafter on 1<sup>st</sup> April each year as above. In all cases, there will be no incremental progression beyond the evaluated grade of the post.

An incremental progression point may be withheld in exceptional circumstances if the staff member is subject to poor performance procedures. The governing body may choose to award the incremental point at a later date when the staff member's performance has returned to satisfactory.

## **Additional Payments**

Governing bodies may choose to reward support staff with an additional payment for outstanding performance contributions over and above their normal duties where eligible, using one of the schemes below:

### ***Acting allowance***

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special recognition payment may instead be considered.

### ***Special recognition payment***

Where a member of staff undertakes partial duties of a higher graded post or a temporary and exceptional increase in the volume of duties at their substantive grade or a lower grade, for a period of at least 4 weeks a special recognition payment may be considered.

The level of payment will depend upon the circumstances and will be paid as a percentage uplift in salary, to a maximum of 10% of their basic salary, for a time limited period. It would not normally be expected to award a special recognition payment for longer than 6 months duration and any payment will be subject to regular review.

## **TEACHING STAFF**

The governing body recognises and values the contribution made to the school by teaching staff. This group of staff includes all staff at the school who are subject to teachers' terms and conditions, including unqualified teachers.

### **Conditions of Service**

Pay and conditions for teaching staff are negotiated nationally and the statutory requirements are set out in the School Teachers' Pay and Conditions Document (issued annually) and the Conditions of Service for School Teachers in England and Wales (often referred to as the Burgundy Book).

### **Pay Spine**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the STPCD 2010 may be viewed in the school office or online at:



### **Pay Reviews (paragraph 4, STPCD 2010)**

The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (31 December for the head teacher) each year and provide them with an individual written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that leads to a change in the basis for calculating an individual's pay. A written statement will be provided after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to a period of salary safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

### **Pay range for head teachers (paragraphs 7 - 12, STPCD 2010)**

The governing body has a statutory duty to determine the group size and a seven point individual school range for the head teacher when it is proposed to make a new appointment or whenever it sees fit, for recruitment or retention purposes or when there is a change in the school, eg an increase in pupil numbers or the introduction of additional services, which leads to a change in responsibilities for the head teacher.

The governing body will calculate the head teacher group size each September and determine the appropriate Individual School Range (ISR) within the parameters of the STPCD.

The governing body will use its discretion to adopt a higher head teacher group size than calculated only in the following exceptional circumstances:

- Where the school is a school causing concern as defined within part 4 of the Education and Inspections Act 2006, or
- Where if the maximum of the individual school range did not exceed the maximum of the head teacher group range, the relevant body considers that the school would have substantial difficulty filling the vacant head teacher post, or
- Where if the maximum of the individual school range did not exceed the maximum of the head teacher group range, the governing body considers that the school would have substantial difficulty retaining the existing head teacher.

Under no circumstances shall the head teacher group size be increased beyond the maximum of the second head teacher group size beyond the actual calculated head teacher group.

Where the governing body makes a decision to increase the individual school range beyond the maximum of the leadership group pay spine, they will determine the level of any points above the maximum.

The individual school range for the academic year 2013-2014 is L16 to L22, [REDACTED].

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case. A template for recording such decisions may be found within the guidance in **Appendix 4**.

On appointment a head teacher must be paid a salary equal to the amount specified for one of the bottom four points of the individual school range. The individual school range is not an incremental scale and there is no automatic right to pay progression. Decisions regarding pay progression will be made with reference to the school's performance management policy and in accordance with the guidance at Appendix 4. Any such movement up the individual school range shall not exceed two spine points in the course of any school year.

Head teachers are not eligible for teaching and learning responsibility payments.

**Pay range for deputy and assistant head teachers (paragraphs 13 – 16,**



## SPTCD 2010)

The governing body has determined that be a deputy head teacher post and 2 included in the school's staffing structure, **Appendix 2**. Where there is more than one deputy head teacher or more than one assistant head teacher, the governing body have the discretion to determine different pay ranges for each post.

The professional duties of deputy head teachers are set out in paragraphs 58.1 – 58.4 of the STPCD 2010.

The governing body will determine a five point pay range for deputy and assistant head teachers. The governing body must ensure that the pay range for deputy and assistant head teachers is determined in accordance with paragraphs 14 and 15 of the STPCD 2010 with due regard to pay rates for other teaching posts and the head teacher. The pay range for assistant head teachers for the academic year 2013- 2014 is as follows:

Spine Point	Value
L7	
L8	
L9	
L10	
L11	

The governing body will determine the pay range for deputy and assistant head teachers in the following circumstances:

- When it proposes to make new appointments, or
- Where there is a significant change in the responsibilities of serving deputy or assistant head teachers.

The pay range will be determined on 1 September each year or at any other time of year to reflect changes in circumstances or job description that lead to a change in the basis for calculating pay, or at any time if it is considered necessary to retain a deputy or assistant head teacher.

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

On appointment a deputy or assistant head teacher must be paid a salary equal to the amount specified for one of the bottom three points of the deputy or assistant head teacher pay range. The deputy and assistant head teacher ranges are not incremental scales and there is no automatic right to pay progression. Decisions regarding pay progression will be made with reference to the school's performance management policy. Any such movement up the deputy or assistant head teacher pay range shall not exceed two spine points in the course of any school year.

Deputy and assistant head teachers are not eligible for teaching and learning responsibility payments.

### **Pay range for advanced skills teachers (AST) (paragraphs 27-32, STPCD 2010)**

The governing body has determined that 0 advanced skills teacher posts are to be included in the school's staffing structure, **Appendix 2**.

The AST grade is open to all teachers who meet the AST standards regardless of their length of service. A teacher may only be assessed for an AST post after having been selected for interview for that post.

A teacher may be appointed as an advanced skills teacher, subject to normal recruitment procedures, if they are:

- a qualified teacher who, in accordance with the STPCD 2009 or earlier, has been certified by an assessor as meeting the standards for advanced skills teachers applicable at the relevant time; or
- a qualified teacher who, in accordance with the STPCD 2010, has satisfied the person to whom the task has been delegated that such post-holder meets the core standards, has been assessed by an assessor as meeting the post-threshold teacher standards and has been certified by that assessor as meeting the excellent teacher standards and the advanced skills teacher standards; or
- a post-threshold teacher who, in accordance with the STPCD 2010, has satisfied the person to whom the task has been delegated that such post-holder meets the core standards and the post-threshold teacher standards and has been certified by an assessor as meeting the excellent teacher standards and the advanced skills teacher standards; or
- an excellent teacher who, in accordance with the STPCD 2010, has satisfied the person to whom the task has been delegated that such post-holder meets the core standards, the post-threshold teacher standards and the excellent teacher standards and has been certified by an assessor as meeting the advanced skills teacher standards.

The professional responsibilities of ASTs are set out in paragraphs 59.1 – 59.3 of the STPCD 2010. The professional standards for ASTs are set out in Appendix 1 of the STPCD 2010.

The pay range will be determined when making appointments, on 1 September each year or at any other time of year to reflect changes in circumstances or job description that lead to a change in the basis for calculating pay.

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for

money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

On appointment an AST must be paid at the bottom point of the AST pay range. The AST pay range is not an incremental scale and there is no automatic right to pay progression. Decisions regarding pay progression will be made with reference to the school's performance management policy. Any such movement up the AST pay range shall not exceed two spine points in the course of any school year. The circumstances in which the governing body will consider awarding two points in one year are [REDACTED].

### **Pay range for excellent teachers (ETs) (paragraph 33, STPCD 2010)**

The governing body has determined that 0 excellent teacher posts are to be included in the school's staffing structure, **Appendix 2**.

A teacher may be appointed to an excellent teacher post, subject to normal recruitment procedures, if they are:

- a post-threshold teacher who, in accordance with the STPCD 2004 or any earlier document, has been assessed as meeting the standards for advanced skills teachers applicable at the relevant time; or
- a post-threshold teacher who has been certified by an assessor as meeting the standards in Appendix 2 of the STPCD 2005 or of the STPCD 2006; or
- a post-threshold teacher who in accordance with the STPCD 2010 or any of the documents published between 2007 and 2009 has satisfied the person to whom the task has been delegated that such post-holder meets the core standards and the post-threshold teacher standards and has been certified by an assessor as meeting the excellent teacher standards or the advanced skills teacher standards;

The professional responsibilities of ETs are set out in paragraphs 60.1 and 60.2 of the STPCD 2010. The professional standards for ETs are set out in Appendix 1 of the STPCD 2010.

### **Pay range for other classroom teachers (paragraphs 17 – 20, STPCD 2010)**

#### ***Main pay scale (paragraphs 17-18, STPCD 2010)***

Qualified teachers who have not been assessed as meeting the post threshold standards will be paid in accordance with the main pay scale:

Scale Point	£
1	[REDACTED]

2		
3		
4		
5		
6		

The governing body has discretion to award extra points on the scale in recognition of other relevant experience that does not attract mandatory experience points in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in an academy, city technology college, city college for the technology of the arts or an independent school.
- One point on the main scale for every one completed years of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.
- One point on the main scale for each period of one completed years of service teaching in higher education.
- The governing body will consider awarding on a case by case basis one point for each period of three completed years spent outside of teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

The professional responsibilities of classroom teachers who have not been assessed as meeting the post-threshold standards are set out in paragraphs 61.1 to 61.16 of the STPCD 2010.

Where a classroom teacher remains in post on 1 September in the school having been employed during the previous school year, the governing body must award one point on the main scale on 1 September each year except in the following circumstances:

- Where the governing body considers that the teacher's service during the previous year has been unsatisfactory, it must notify the teacher in writing before the end of the current year and before any pay determination has taken place.
- Where such notification has been given, the governing body has discretion not to award an increment from 1 September.

It is not expected that teachers who are subject to formal procedures in relation to poor performance during the previous year will be awarded a point.

The governing body has discretion to award an additional point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties but in particular classroom teaching. Any discretionary points awarded are permanent, whether the classroom teacher remains in the same post or takes up a new one.

**Upper Pay Scale (paragraphs 19-20, STPCD 2010)**

Qualified teachers who have been assessed as meeting the post threshold standards will be paid in accordance with the upper pay scale:

Scale Point	£
U1	
U2	
U3	

Determinations as to whether a teacher meets the post-threshold performance standards will be made in accordance with paragraphs 20.1 to 20.12 of the STPCD 2010.

The professional responsibilities for teachers are set out at paragraphs 61.1 to 61.16 of the STPCD 2010. The professional standards for post-threshold teachers are set out in Appendix 1 of the STPCD 2010.

The governing body will consider the outcomes of the teacher's last two performance reviews as evidence for threshold assessment.

Where a teacher has been assessed as meeting the post-threshold performance standards, the governing body has discretion to determine at which point on the upper pay scale they will be placed.

Any discretionary points awarded on the upper payscale are permanent, whether the post-threshold teacher remains in the same post or takes up another one.

To achieve pay progression, the achievements of post-threshold teachers and their contribution to the school should have been substantial and sustained and teachers must demonstrate that they have developed professional in their teaching expertise.

To be fair and transparent, judgements will be clearly evidenced. Progression will be based upon two consecutive successful performance reviews, other than under the exceptional circumstances stipulated in the STPCD 2010. The application of the criteria for upper pay scale progression will be fully taken into account. The performance management review is a review undertaken in accordance with the Education (School Teacher Performance Management) (England) Regulations 2006. Reviews will be undertaken in accordance with the school's performance management policy.

To achieve progression from UPS1 to UPS2, a teacher will need to demonstrate that they continue to achieve the standards for UPS1 and meet the criteria for progression to UPS2. To achieve progression from UPS2 to UPS3, a teacher will need to demonstrate that they continue to achieve the standards for UPS1 and UPS2 and meet the criteria for progression to UPS3: UPS3 teachers play a critical role in the life of the school. They provide a role

model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Only in exceptional circumstances will a post-threshold teacher be awarded a further point on the upper pay scale more frequently than at two year intervals.

### **Pay range for unqualified teachers (paragraph 35, STPCD 2010)**

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill who may be used for so long as a qualified teacher is not available.

The pay scale for an unqualified teacher is:

Scale Point	£
1	
2	
3	
4	
5	
6	

When determining on which point to place an unqualified teacher on the unqualified teacher pay scale when they are appointed, the governing body will take into account relevant qualifications and experience.

Unqualified teachers beginning work on or after 1 September 2010 will be appointed at the minimum point of the unqualified teacher pay scale. Unqualified teachers who have previously worked as such before 1 September 2010 will be eligible for one mandatory additional point for each year of satisfactory employment since 1 September 2005.

The governing body has discretion to award additional points for other experience which it considers to be of value to the performance of the head teachers' duties.

Any pay points awarded to unqualified teachers are permanent, whether the teacher remains in the same post or takes up a new one. Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

### **Allowances for classroom teachers**

#### ***Teaching and Learning Responsibility Payments (paragraph 21-24, STPCD 2010)***

TLRs are awarded at the discretion of the governing body to the holders of the posts indicated in the attached staffing structure (Appendix 2).

The values of TLRs to be awarded are set out below:

TLR2a 4,500 per annum to the holder of one of the following posts

- Mathematics Leader
- English and Modern Foreign Language Leader
- Health and Wellbeing Leader
- Science and ICT Leader
- Creative Art and Design Leader

TLRs will only be awarded if the governing body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning,
- b) requires the exercise of a teacher's professional skills and judgement,
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum,
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the governing body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

A teacher may not hold more than one TLR of any value. A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post.

### **Additional allowances**

#### ***Acting allowance (paragraph 38, STPCD 2010)***

Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher, or assistant head teacher, but has not been appointed as an acting head teacher, deputy head teacher or assistant head teacher, the governing body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the governing body determines that an acting allowance will not be paid but the relevant duties continue, then the governing body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance must be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the



leadership pay spine as the governing body has determined applies to the head teacher, deputy head teacher or assistant head teacher (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher, deputy head teacher or assistant head teacher as set out in paragraphs 5

***Participation in out of school hours learning activity agreed between the teacher and the governing body (Paragraph 49.1c, STPCD 2010)***

Teachers, including the head teacher, who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity will be entitled to a payment of [REDACTED] per hour for one-to-one tuition.

***Additional responsibilities and activities due to or in respect of the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools (Paragraph 49.1d, STPCD 2010)***

The operating principles and requirements of the provision of services to other schools may be found within Section 3, paragraph 176-179, STPCD 2010.

Head teachers may occasionally provide services to other schools, for example as a consultant leader, school improvement partner, local leader of education or national leader of education. When such arrangements have been entered into, the governing body will determine how much, if any additional payment will be made and for how long. Payments are not automatic.

The governing body will also, in such circumstances, consider whether to review the remuneration of other staff whose duties and responsibilities may be impacted on by the head teacher's additional role.

Where such additional responsibilities are temporary, so are any related additional payments. Safeguarding arrangements will not apply when such payments cease.

***Recruitment and retention incentives and benefits (Paragraph 50, STPCD 2010)***

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. Nor will any recruitment and retention payment be made to a head teacher if the governing body has already taken into account recruitment and/or retention difficulties in determining the appropriate ISR.

In the case of retention, a recommendation to offer incentives or benefits would be made by the headteacher for teachers, or the governor reviewers for

the head teacher, to the pay committee with full delegated authority for pay decisions.

In the case of recruitment difficulties, a recommendation to offer incentives or benefits would be made by the chair of the selection panel to the pay committee, unless authority in respect of this function has been delegated to the selection panel itself.

In either case, before a recruitment and retention incentive or benefit is agreed, a business case with supporting evidence should be constructed by the head teacher for teaching staff, or the governor reviewers for the head teacher, or the selection panel, for consideration by the pay committee. A suitable template is attached at **Appendix 6**.

### ***Payment for In Service Teacher Training (INSET)***

The governing body will make payments to all teaching staff who undertake voluntary INSET at weekends or during school closure periods. Payment for such activities will be based upon the savings derived from avoiding the need for supply cover. All payments must be paid with salary and will be subject to income tax and national insurance deductions and pension contributions.

### ***Salary sacrifice***

The governing body supports the following salary sacrifice arrangements: Childcare vouchers. Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

### ***Bonuses/Honoraria***

The governing body notes that there is no provision within the STPCD 2010 for the payment of bonuses or honoraria in any circumstances and that any such award made to a teacher for their teaching work would be unlawful. The governing body will not therefore pay any bonus or honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

### ***Part-time teachers (paragraphs 46 and 62 STPCD 2010)***

Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The governing body will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the schools day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full time teacher in an equivalent post.

Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary and the same percentages will be applied to any allowances awarded to a part time teacher as set out in paragraphs 46 and 62

of the STPCD 2010.

**Short notice/supply teachers (paragraph 47 STPCD 2010)**

Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD 2010 on a daily basis calculated on the assumption that a full time working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 6.48 (1265/195) (or the total length of the school's pupil day) to give an hourly rate.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period than s/he would have if s/he had been in regular employment throughout the period.

## **APPENDIX 1: PAY COMMITTEE TERMS OF REFERENCE**

### **Delegation of Function**

The Governing Body shall establish a Pay Committee authorised to decide all pay matters relating to staff, to decide performance matters relating to staff other than the Head Teacher, to recommend the whole school pay policy for adoption by the Governing Body on an annual basis, and to monitor the implementation of the approved pay policy.

### **Clerking**

The meeting of the Pay Committee should not be clerked by anyone who works at the school.

### **Membership**

The Pay Committee shall consist of at least three named members of the Governing Body, elected by the Governing Body, none of whom are paid to work at the school or who are Associate Members.

### **Quorum**

Three Governors.

### **Terms of Reference**

The Pay Committee will have full powers to make decisions within the pay policy adopted by the governing body. All discussions relating to individual pay and/or determinations made by the Pay Committee must remain confidential and all documentation must be stored appropriately. The terms of reference are:

- To draft the whole school pay policy on an annual basis and make a recommendation to the Governing Body for its adoption.
- To achieve the aims and objectives of the school pay policy.
- To apply the criteria within the policy fairly and consistently, including links with the school performance management policy, in determining the pay of each member of staff, taking account of any recommendations made by the Head Teacher, or in the case of the Head Teacher by the Governor Reviewers.
- To observe all statutory and contractual obligations.
- To ensure that the pay policy complies with the most recent School Teachers' Pay and Conditions Document.
- To ensure that all pay decisions have regard to the legislation outlined in the introduction to the pay policy.
- Within the pay policy, to determine appropriate salary/salary range for advanced skills teachers, excellent teachers and members of the leadership

group. To determine the appropriate levels of teaching and learning responsibility allowances, special educational needs allowances and other allowances specified within the pay policy.

- To ensure that appropriate external advice is sought in relation to decisions made, eg school improvement partner, the school's allocated human resources advisers, governor services.
- To ensure that a staffing structure for the school is maintained and appended to the pay policy, clearly indicating which posts will attract a teaching and learning responsibility allowance and which posts are part of the leadership group, with regard to the recommendations of the Head Teacher.
- To ensure that accurate and up to date job descriptions are maintained within the school so that decisions relating to additional allowances are informed and may be awarded in fair and consistent manner.
- To recommend the annual pay budget, including pay progression at all levels, to the governing body.
- To minute clearly the reasons for all recommendations and decisions and report back on these to the full governing body.
- To ensure that each member of teaching staff receives a written statement of their breakdown of pay as at 1<sup>st</sup> September by 31<sup>st</sup> October each year.
- To determine whether to delegate to the Head Teacher responsibility for agreeing performance objectives (in accordance with the current School Teachers' Pay and Conditions Document) for teachers and members of the leadership group. It is recognised that these objectives may be the same as, or based upon, the performance management objectives for these members of staff agreed in accordance with the current performance regulations.

### **Pecuniary Interest**

No member of the pay committee may participate in discussions leading to decisions in which s/he has a pecuniary interest.

### **Appeals**

Appeals against the decisions of the pay committee will be managed in accordance with the appeals procedure within the whole school pay policy.

### **Reporting**

The pay committee will report back to the governing body on an annual basis or more often as required on their actions and decisions in a confidential section of the agenda.

## APPENDIX 2: STAFFING STRUCTURE

Role	Grade/Scale	Payscale	Eligible for TLR
	L16 – L22		
	L7 – L11		
	Mainscale		Yes
	Mainscale		Yes
	Mainscale		Yes
	Mainscale		Yes
	Mainscale		Yes
	Mainscale		
	Unqualified Teacher		
	Unqualified Teacher		
	Scale 5 (22-25)		
	Scale 5 (22-25)		
	10 – 15		
	G1 (Scale 1c)		
	G1 (Scale 1c)		
	G1 (Scale 1c)		
	G1 (Scale 1c)		
	Scale Point 24		
	G1 (Scale 1c)		
	Scale 3 (14)		
	SO1 (29-31)		
	PO1 (33-36)		
	Scale 5 (22-25)		
	G1 (Scale 1c)		

**APPENDIX 3: PAY SPINE FOR NON-TEACHING STAFF FROM 1 APRIL 2010**

POINT NO.	SALARY	SCALE 1 TO SO2
	£	SCALE1A
4		
5		SCALE1B
6		
7		SCALE1C
8		
9		SCALE1D
10		
11		SCALE2
12		
13		SCALE3
14		
15		
16		
17		SCALE4
18		
19		
20		
21		SCALE5
22		
23		
24		
25		SCALE6
26		
27		
28		SO1
29		
30		
31		SO2
32		
33		
34		

POINT NO.	SALARY	
	£	
33		
34		
35		
36		
37		
38		
39		
40		
41		
42		
43		
44		
45		
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48		
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50		
		LOCALLY DETERMINED
71		
72		
73		
74		
81		
82		
83		
84		





# South London Jewish Primary School

## Draft Sex and Relationships Education Policy

**Date:**

Review date:

Signed ( XXXXXXXXXX ).....

## **Purpose of Sex and Relationships Education Policy**

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching Sex and Relationships Education
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with Sex and Relationships Education
- Give a clear statement on what the school aims to achieve from Sex and Relationships Education and why it thinks Sex and Relationships Education is important
- Clarify the content and manner in which Sex and Relationships Education is delivered

## **How this Policy was developed**

This policy was developed as part of their statutory responsibility by the school governors in consultation with school council, staff, parents and carers, school nurse, religious and community leaders.

This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (DfEE 0116/2000),

## **Definition of Sex & Relationships Education (SRE)**

The DfES Guidance 2000 offered this definition: "SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

The National Sex Education Forum highlighted that SRE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

## **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships.

## **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.

- Learning the value of respect, love and care.
- Learning about how these values fit into a Jewish context.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.
5. Advice and resources from Jewish and as appropriate other faith organisations, including the Office of the JCDSAB which stands for Jewish Community Day School Advisory Board Jewish Aids Trust (JAT).

### **Why SRE?**

The DfE 'Sex and Relationship Education Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

### **Moral and Values Framework**

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to

understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that all pupils should have accurate information that relates to their needs. This should be age and circumstance appropriate SRE and give access to help from trusted adults and helping services. Pupils need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation in accordance with guidance from the Office of the Chief Rabbi.

### **Inclusion**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

'Sex and Relationship Education Guidance' (DfEE 0116/2000)

The school's approach to SRE will take account of:

- The needs of boys as well as girls
- Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### **Varying home backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

#### Special educational needs

We shall take account of the fact that some people may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

#### The teaching programme for Sex and Relationship Education

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

### **A Whole School Approach**

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- The senior management team will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resources.
- The designated SRE co-ordinators (the Deputy Headteacher and the leader for Jewish Studies) will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Some SRE is taught through the PSHE programme and some through the science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher could be approached by a student who experiences a difficulty regarding related issues.)

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They should have access to information about the SRE programme and support in their pastoral role.

Governors have ultimate responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governors' meetings.

The school nurse can play a key role in supporting the teacher in RE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. Within the Jewish community JAT is the only organisation providing this service.

Pupils have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

### **Taught SRE Programme**

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship.

The main SRE programme will be delivered through PSHE lessons. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in Jewish Studies lessons.

### **Content and learning objectives**

This will need to be decided based on outcomes in line with the National Curriculum see Appendix 1.

### **Methodology and resources**

Active learning methods which involve pupils' full participation will be used. This includes a variety of styles including the use of quizzes, case studies, research, role play, video, small group discussions and of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

### **Monitoring and assessing the programme**

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil's progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is
- an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Responding to Pikuach and Ofsted recommendations

### **Confidentiality**

The school will ensure that staff understand that they cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. They will work within the school's confidentiality policy and safeguarding procedures for recording and reporting disclosures and the nature of access to this information.

### **Working with Parents/Carers and Child Withdrawal Procedures**

On entry to the school, parents are invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in the school handbook/brochure
- By inviting parents/carers to discuss personal development when their child enters the school
- By inviting parents/carers to a meeting to discuss SRE in the school.

Parents have a right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw a child from SRE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

### **Working with wider community**

The following individuals were consulted in the development of this policy: School nurse, health professionals, Community and faith leaders, Local Authority Healthy Schools Team, Support agencies,

### **Disseminating policy**

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be made freely available to parents on request. Copies

will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

### **Policy review and development plan**

- The policy will be reviewed annually by the staff, Governors, School Council and Parents' Forum
- Priority areas for development of SRE –

### **Content of Course: Year 5**

**Transitions** Puberty and cleanliness, reproduction and periods, friendships and feelings during this time, where to get help and when.

### **Year 6**

**Transitions** Puberty and cleanliness, reproduction and periods, friendships and feelings during this time, where to get help and when. As this is the second year of the children participating in the transitions programme, the programme builds on the first and there is more emphasis is on personal responsibility.



# Annex – Planning Exemplars

## Personal, Social & Emotional Development

Learning about, respecting and enjoying other faiths. Valuing own faith and culture. Nurturing sense of awe & wonder. Importance of remembering. Sharing emotions-mutual support. L'dor va dor-nurturing cross-generational relationships-Nightingale, names, Friendship Club. Hospitality-welcoming visitors & being welcomed. Developing independence & working in a team. Taking pride in own and others' achievements. Taking turns. Making choices. Belief in one God, Freedom to be oneself & pray openly. Say thank you to God.

## Communication, Language & Literacy

Sharing half term stories. Listening with whole body. Articulating & sequencing events. Asking & responding to questions. Name recognition. Enjoying books-library trip. Recounting & recording trips & visitors. Exploring and enjoying different languages-spoken and alphabets. Letter recognition. Phonics-sh for shema, shamash, Shabbat, shmone... Continue reading scheme, extending vocabulary-opposite games-Havdallah. Interactive displays, tongue twister games. Writing & addressing Hanukkah cards.

## Problem Solving, Reasoning & Numeracy

Different shaped hallot-counting rungs of ladder, triangle shaped dreidle hallah, division of 3-plaited hallah. Colour sequencing-paper chain hanukkiya. Eid prayer mats. Mathematical language-more, less, what comes next, add, take away, measuring candles, order of length, measuring 'ark', cubits v metres, counting songs & rhymes. Measuring activities, recipes, jug full, empty, half full etc volume. Counting up to & down from 8, 1-1 correlation, number recognition, add & subtract 1,2,3

## Jewish Studies

Ivrit—Extend Hebrew words in everyday activities, focussing on sleeping rituals and counting  
Tefillah—daily recitation of Shema and brahot before break and after lunch. Hanukkah brahot vocabulary, rituals, songs & dances  
Display—Footsteps through Jewish Year, Hanukkah  
Kabbalat Shabbat & Havdallah—learning rituals & brahot within context of Torah texts and traditions enriched by display and use of labelled Jewish artefacts  
Weekly Sedra—Use framework and content of weekly Torah portion to teach sense of belonging, dor l'dor, relationship with God, social&personal responsibility

## AUTUMN TERM (B)

Halloween, Eid, Remembrance Day,  
St Cecilia's Day, Christmas

## Partnership with Parents

Kabbalat Shabbat—weekly family practice to welcome Shabbat.  
Winter Festival Family Workshop-parent & teachers working together to share winter customs - Hanukkah & Christmas- children's music, craft, stories, food etc  
Hanukkah Festivalspiel—Introduction to Hanukkah with inter-generational ideas on exploring family traditions at home using different skills with BAT group  
Hanukkah Show-for parents, carers and community  
Adult Education—Just Sing It, Boost Wandsworth Active Health and Healthy Eating workshops  
Parents Forum—Half termly meeting to share ideas  
Trips-Wimbledon Common Nature Walk to War Memorial, Library, Nightingale,

## Knowledge & Understanding of the World

Exploration of different faiths and cultures. Learning about different Jewish customs from around the world. Intro to woodwork & properties of different materials-wooden Jacobs' ladders, clay hanukkiyot, woven prayer mats. Taniya& Abraz visiting to tell about Eid. Effect of heat to different substances-ice to liquid & back, effect of heat on food, on wax, on fireworks. Changing seasons-windy & wet weather boxes, seasonal Common walk. Use of IT to record outings & everyday experiences, use of camera, computer, b-bot, light & dark-torches.

## Creative Development

Colour exploration—splatter painting, powder paint mixing. Creating art through music, photo images through light and movement. Celebrating love of God through music and movement. Hanukkah songs in diff. languages. International festival songs & music. Weaving prayer mats, designing clay and paper chain hanukkiyot. Printing poppy display & making individual poppies. Seasonal collage, close observation pictures. Candle wax pictures, Israeli dancing, role play,dressing up

## Physical Development

Festival and marching dancing. Use of woodwork tools & small & large construction sets. Developing pincer movement, pencil grip & hand-eye coordination. Encouraging large muscle movements-sweeping, painting with rollers & on large surfaces, crawling, climbing over, under & through, running, jumping, tiptoeing, creeping, balancing, spinning, cycling. Awareness of body changes through exercise. Action songs & rhymes. Modelling malleable materials, drawing round, rubbing.

<b>Class: Y1</b>	<b>Teacher:</b>	<b>Term: Spring</b> <b>Narrative Unit 3 - Traditional and fairy tales - including plays (4 weeks)</b>	<b>Week Beginning:</b>
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**Texts used:**

**Developing early writing Year 1 unit 6 - Cinderella** Alexei Tolstoy Helen Oxenbury **The Great Big Enormous Turnip** Joanna Troughton **The Tiger Child** Mwenye Hadithi **Greedy Zebra/Hot Hippo** etc **The Seven Chinese Brothers** Margaret Mahy/**The Seven Chinese Sisters.**

A selection of traditional stories/fairy tales such as

**The Little Red Hen Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk The Gingerbread Man**

**Cinderella**

Play Versions of Fairy Tales such as

**Read Me Story Play** (The Three Little Pigs, The Gingerbread Boy, Jack and the Beanstalk etc...)

**Puppet Play** (The Three Little Pigs, Goldilocks and the Three Bears, The Tortoise and the Hare)

**PNS Resources**

**Writing Flier 1 -**

Improving Writing

**Writing Flier 2 -**

Writing narrative

**End product:**

**Children can:**

- identify the main events in traditional tales, sequencing them in chronological order;
- retell a familiar traditional story in chronological order using story language;
- discuss the appearance, behaviour, characteristics and goals of characters;
- write a profile of a character using visual and written text;
- discuss how narratives on audio tape or video are presented and express an opinion about the different versions;
- say what a playscript is for and identify some ways in which it differs from a story text;
- read a simple playscript aloud using appropriate expression;
- **write their own version of a traditional story, using a series of complete sentences organised into chronological order.**

**Curricular Targets:**

*Writing:*

*Reading:*

*Speaking & Listening:*

<p><b><u>Speaking &amp; Listening – classroom techniques for speaking</u></b></p> <ul style="list-style-type: none"> <li>✓ Talk Partners</li> <li>✓ Debates</li> <li>✓ Predicaments &amp; Problems</li> <li>✓ Just a Minute</li> <li>✓ Radio Broadcast</li> <li>✓ Glove puppets and shadow theatre</li> <li>✓ Photos and paintings</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for drama</u></b> Role play</p> <ul style="list-style-type: none"> <li>✓ Hot seating</li> <li>✓ Freeze frames</li> <li>✓ Thought tracking</li> <li>✓ Conscience/decision alley</li> <li>✓ Book based activities</li> <li>✓ Role on the wall</li> </ul>	<p><b><u>Speaking &amp; Listening – Group discussion techniques</u></b></p> <ul style="list-style-type: none"> <li>✓ Think-Pair-Share</li> <li>✓ Snowballing</li> <li>✓ Envoys</li> <li>✓ Jigsaw</li> <li>✓ Statement Games</li> <li>✓ Rainbowing</li> <li>✓ Information Gap</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for listening</u></b></p> <ul style="list-style-type: none"> <li>✓ Babble Gabble</li> <li>✓ Barrier Games</li> <li>✓ Word Tennis</li> <li>✓ Draw a Story</li> <li>✓ Telephone Conversations</li> <li>✓ Ways to Listen</li> <li>✓ All Change!</li> </ul>
<p>Whole class phonics, spelling, vocabulary &amp; grammar: Whole class Shared Reading &amp; Writing:</p>		<p>Independent task: (State each groups activity and any adult support)</p>	<p>Plenary:</p>
<p><b>1</b></p>	<p><b>WALT: Identify the main events in the story</b> <b>WILF: Events in correct order</b></p> <p><b>TC to read big book version of the 3 little pigs.</b></p>	<p>More able – read playscript with [REDACTED] Middle – sequence pictures from story independently LA sequence pictures supported by [REDACTED] [REDACTED]'s group sequence pictures supported by [REDACTED].</p>	<p>Make a timeline of events in the story.</p>
<p><b>2</b></p>	<p><b>WALT: Identify the main events in the story</b> <b>WILF: Events in correct order</b></p> <p><b>TC to read different version. Can they spot similarities and differences?</b></p>	<p><b>More able sequence pictures and write sentences to go with them.</b> <b>Middle read playscript with [REDACTED].</b> <b>Less able sequence pictures with [REDACTED].</b></p>	<p>Make timeline of events. Compare with yesterday's.</p>

			Which do they prefer and why? (Wolf meets different fates).
3	<p><b>WALT: Retell a familiar story</b></p> <p><b>WILF: Good expression and gesture</b></p> <p><b>Reread a version of the story. Stop at particular points and ask children to show with face and body language how particular characters are feeling at that moment.</b></p>	Act out story either with puppets or playing roles themselves. Do in groups of 4.....3 pigs and wolf. Mixed ability groups.	Perform (those who do not get a chance to do it now can have time later in the day (fruit time etc). How would having a narrator help?
4	<p><b>WALT: Describe a character</b></p> <p><b>WILF: Drawing and vocabulary show what the character is like.</b></p> <p><b>Read the version where the wolf is not killed. Suggest that he goes on to escape. Model a wanted poster for the wolf . How does the wolf behave in different parts of the story? Do we need to show his good and bad side on the poster?</b></p>	<p><b>More able to produce poster with appropriate picture and description.</b></p> <p><b>Middle to be supported by [REDACTED]. [REDACTED] to support Less able and scribe where necessary (to encourage more adventurous vocab choices). Writing frame for less able.</b></p>	Display posters.
5	<p><b>WALT: Write our own version of a traditional story</b></p> <p><b>WILF: Complete sentences and events correctly ordered.</b></p> <p><b>BIG WRITING</b></p>	<p><b>Other activities:</b></p> <p><b>Playscripts, masks, puppets and theatre available in class to act out/role play at other times during the week. Animated version of story as part of Golden Time.</b></p>	

6	<p><b>WALT: Retell stories</b>  <b>WILF: Use of story language. Events in correct order</b></p> <p>TC to read story of the Seven Brothers</p>	<p><b>Discuss in pairs. Retell to each other using picture prompts.</b>  ██████████ to support ██████████'s group (and will have pre-read the story to them and introduced difficult vocabulary on Friday last week). Debbie will have done same for least able group.</p>	<p>Sit in a circle and tell story round the circle.</p>
7	<p><b>WALT: Act out stories</b>  <b>WILF: Appropriate oral and facial expression</b></p> <p>TC to re-read story of the Seven Brothers</p>	<p><b>Split into 3 groups of 7 brothers and give each group an able reader (██████████, ██████████, ██████████ – there are boys who could do this but I suspect they will want to be “brothers”)- as narrators. Give narrators a script to read. Act out based on script.</b></p> <p>TC and Debbie to observe – ██████████ can take one group to a hall and we could have one in and one just outside classroom.</p>	<p>Discuss additions/alterations to scripts.</p>
8	<p><b>WALT: Act out stories</b>  <b>WILF: Appropriate expression</b></p> <p>TC to re-read story of the Seven Brothers. Class able to join in by now.</p>	<p><b>As yesterday but with adapted/altered scripts.</b>  ██████████ to video her group.</p> <p>Video the two other groups during the afternoon.</p>	<p>Watch video and discuss.</p>

9	<p><b>WALT: Write a profile of a character</b>  <b>WILF: Visual and written or spoken information</b></p> <p>TC to model making Top Trumps style character card for one of the brothers.</p>	<p><b>Less able to draw picture of one of the brothers and then use yellow microphones to record a description. Can do this independently.</b>  <b>Middle and Top groups to design playing card for one of the characters. They will have a template on computer/laptops. Supported by [redacted] and [redacted].</b></p> <p>Once they have made the first one they should be able to continue independently leaving [redacted] and [redacted] to support less able next week.</p>	<p>Watch one of the other videos.</p>
10	<p><b>W.A.L.T Retell a traditional familiar story</b>  <b>W.I.L.F Complete sentences and chronological order.</b></p> <p><b>BIG WRITING...Retell the story.</b></p> <p>Watch the last of the videos.</p>	<p><b>Following week all will complete cards for all 7 brothers and I will devise a game that we can play...TBA! May be as simple as Snap or a memory game to do with collecting a set of all 7 brothers. Possibly More able could devise their own?</b></p>	

**Objectives: Main objectives in red**

**1. Speaking**

- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language
- Interpret a text by reading aloud with some variety in pace and emphasis

**2. Listening and responding**

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to tapes or video and express views about how a story or information has been presented

**3. Group discussion and interaction**

- Take turns to speak, listen to others' suggestions and talk about what they are going to do

**4. Drama**

- Explore familiar themes and characters through improvisation and role-play
- Act out their own and well-known stories, using voices for characters

**5. Word recognition: decoding (reading) and encoding (spelling)**

- See first unit of term

**6. Word structure and spelling**

- See first unit of term

### **7. Understanding and interpreting texts**

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts

### **8. Engaging with and responding to texts**

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experience

### **9. Creating and shaping texts**

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

### **10. Text structure and organisation**

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject

### **11. Sentence structure and punctuation**

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

### **12. Presentation**

- Use the space bar and keyboard to type their name and simple texts

**Block :A2Counting, partitioning and calculating**

**2 weeks**

*A review prior learning B: introduce new learning C: practise and consolidate learning D: apply, secure and extend learning E: review and evaluate progress in learning*

**Curricular target:**

**Key vocabulary:** problem, solution, calculate, calculation, equation, operation, answer, method, explain, reasoning, reason, predict, relationship, rule, formula, pattern, sequence, term, consecutive, place value, digit, numeral, partition, decimal point, decimal place, thousands, ten thousands, hundred thousands, millions, tenths, hundredths, positive, negative, above/below zero, compare, order, ascending, descending, greater than (>), less than (<), round, estimate, approximately  
add, subtract, multiply, divide, sum, total, difference, plus, minus, product, quotient, remainder, factor, multiple

**Prior learning:**

Check that children can already:

- count from any given number in whole-number steps
- use positive and negative numbers in practical contexts; position them on a number line
- add or subtract mentally pairs of two-digit whole numbers, e.g. 47 + 58, 91 – 35
- use efficient written methods to add and subtract two- and three-digit whole numbers and £.p
- recall multiplication and division facts to 10 × 10
- multiply or divide numbers to 1000 by 10 and then 100 (whole-number answers)
- use written methods to multiply and divide TU × U, TU ÷ U
- use decimal notation for tenths and hundredths in the context of money and measurement
- order decimals to two places and position them on a number line
- use a calculator to carry out one- and two-step calculations involving all four operations; interpret the display correctly in the context of money
- use the relationship between m, cm and mm

**Unit objectives:**

- **Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols**
- **Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use**
- Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- **Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers**
- **Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7, half of 5.6, double 0.34)**
- **Use efficient written methods to add and subtract whole numbers and decimals with up to two places**
- Recall quickly multiplication facts up to 10 × 10 and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts
- Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)
- Use understanding of place value to multiply and divide whole



	<p>numbers and decimals by 10, 100 or 1000</p> <ul style="list-style-type: none"><li>▪ Extend mental methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. <math>12 \times 9</math>), to multiply by 25 (e.g. <math>16 \times 25</math>), to subtract one near multiple of 1000 from another (e.g. <math>6070 - 4097</math>)</li><li>▪ Use a calculator to solve problems, including those involving decimals or fractions (e.g. to find <math>\frac{3}{4}</math> of 150 g); interpret the display correctly in the context of measurement</li><li>▪ Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations</li></ul>
<b>Evaluation:</b>	<b>Action required:</b>

<p><b><u>Speaking &amp; Listening – classroom techniques for speaking</u></b></p> <ul style="list-style-type: none"> <li>✓ Talk Partners</li> <li>✓ Debates</li> <li>✓ Predicaments &amp; Problems</li> <li>✓ Just a Minute</li> <li>✓ Radio Broadcast</li> <li>✓ Glove puppets and shadow theatre</li> <li>✓ Photos and paintings</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for drama</u></b></p> <p><u>Role play</u></p> <ul style="list-style-type: none"> <li>✓ Hot seating</li> <li>✓ Freeze frames</li> <li>✓ Thought tracking</li> <li>✓ Keeper of the gate</li> </ul>	<p><b><u>Speaking &amp; Listening – Group discussion techniques</u></b></p> <ul style="list-style-type: none"> <li>✓ Think-Pair-Share</li> <li>✓ Snowballing</li> <li>✓ Envoys</li> <li>✓ Jigsaw</li> <li>✓ Statement Games</li> <li>✓ Rainbowing</li> <li>✓ Information Gap</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for listening</u></b></p> <ul style="list-style-type: none"> <li>✓ Babble Gabble</li> <li>✓ Barrier Games</li> <li>✓ Word Tennis</li> <li>✓ Draw a Story</li> <li>✓ Telephone Conversations</li> <li>✓ Ways to Listen</li> <li>✓ All Change!</li> </ul>
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	<b>Mental Starter Objective:</b>	<b>Mental Starter Activity:</b>	<b>Teaching Objective:</b>	<b>Differentiated Activity:</b>	<b>Key Vocab:</b>	<b>Plenary:</b>
1	<i>Curr Target:</i>	<p>Maths pictures.</p> <p>Array</p> <p>How many are there? What number sentence can you use to help you?</p>	<p>WALT: understand the relationship between arrays and square numbers WILF: I can make a square number and use this image to help me identify square numbers</p> <p>Here are the numbers 1 to 6 drawn using coloured squares:</p> <p>We can call these numbers squares, rectangles or sticks.</p> <p>1 is a square but just a single one. We can't make 2 into a square so 2 is a stick. We can't make 3 into a square or a</p>	<p><i>A review prior learning and B: introduce new learning</i></p> <p>Chn to use cubes to make numbers from 7 to 25.</p> <p>To make a prediction before attempting to make the number</p>		<p>What did you notice?</p> <p>What numbers could make a rectangle? Square?</p> <p>Draw square numbers on IWB.</p> <p>Write square numbers on IWB.</p> <p>What calculation makes these</p>

			<p>rectangle so 3 can only be a stick.</p> <p>If you had 7 yellow squares, what could you make them into? A square, a rectangle or a stick? How about 8 squares?</p> <p>Try this with the numbers up to and including 20.</p>		<p>numbers?  <math>1 \times 1 = 1</math>  <math>2 \times 2 = 4</math> etc          Explain that we also write square numbers as  <math>1^2</math> etc</p> <p>Invite chn to discuss what they have learnt about square numbers</p>
2	<p>Number properties</p>	<p>Review: 25, 81 and 45 are square numbers!</p> <p>Provide hundred square, ask chn to colour all the square numbers</p>	<p>WALT: use what we know to find factors          WILF: . I can predict &amp; then find which number under 50 has the most factors          Vocab: factors of , array, rectangle</p> <p>Ask chn to look at the table they completed previously. Ask them to look at 12 and compare the number sentence they wrote with others around the table. Ask chn to use equipment to make 12 using as many different arrays as they can.</p> <p>Write on board and model different suggestions</p>	<p>A review prior learning and B: introduce new learning</p> <p>Chn to login to Fronter – Maths Zone – ITP Area</p> <p>Ask chn to work as a team and to predict then find a number under 50 with the</p>	<p>Q: What did you use to help you make a sensible prediction?</p>

			<p>Model 3 x 4 etc          Explain that we can say that 3 and 4 are factors of 12 – because you can make 12 with groups of 3 and no remainder and the same with 4. That they can be equally divided into 12. That they can be multiplied together to make 12.</p> <p>What about 24? Can you predict whether 24 will have more or less than 12.          What do you already know?</p> <p>Q: How can you predict the factors?          Q: How can dividing skills help us</p>	<p>most factors</p> <p>Ext:          Ask chn to work as a team and to predict then find a number under 100 with the most factors</p>	
3		<p>Dividing with remainders</p> <p>Play game against the computer</p> <p>I have a number...when I divide it by 5 I have 3 left over .</p> <p>What number could it be?</p>	<p>WALT: use and apply our knowledge of factors          WILF: I can show how I investigated factors</p> <p>Can you find the perfect numbers</p> <p>People have been searching for number patterns since ancient times. Mathematicians noticed that some numbers are equal to the sum of all of their factors (but not including the number itself).</p> <p>6 is a number that equals the sum of its factors: 1 + 2 + 3 equal 6.          Numbers like 6 that equal the sum of</p>	<p>Provide xtables grid. Chn to list perfect numbers</p> <p>Chn to work in pairs          Ask chn to investigate: 6, 14, 29, 28, 39, 40          Less able: to investigate 1 number each numbers</p>	<p>Discuss findings</p> <p>What have you learnt about factors?</p>

			<p>their factors are called perfect numbers. 6 is the first perfect number .</p> <p>4 is not a perfect number because the sum of its factors (besides 4 itself), 1+2, is less than 4.</p> <p>Ask chn to test a number</p> <p>Discuss Greek thinkers and explain that since the time of Pythagoras (about 500 BC), mathematicians have tried to find as many perfect numbers as they can. By 1999 only 38 perfect numbers had been found.</p> <p>Can you find the next perfect number after 6?</p>		
4	Data handling	<p>Present bar chart.</p> <p>Discuss features: title, labels, scale etc</p> <p>How many more children have...?</p> <p>What is the difference between..?</p> <p>How many fewer children have..?</p> <p>Ask chn to ask their</p>	<p>WALT: work systematically to solve mathematical problems</p> <p>WILF: I can identify prime numbers Ask chn to review work on arrays and factors.</p> <p>Revise vocab: prime number, square number, factors</p> <p>Chn to write definitions and examples in book.</p> <p>Two Primes Make One Square - nRich</p>	<p>C: practise and consolidate learning</p> <p>Explain the challenge:</p> <p>Can you make square numbers by adding a square number and a prime number? Ask chn to try with numbers below 20.</p> <p>Q: How are you going to approach this problem? How will you start? What will you do next?</p>	<p>Ask chn to discuss how they went about solving problem.</p> <p>Ask chn to evaluate if they have worked systematically.</p>

		partner a question	<p>Refer back to shape numbers.</p> <p>What did you notice about 7, 5 and 11. Could you make arrays out of them? Why? Test 9 and 15.</p> <p>What can we say about the factors of 7, 5 and 11?</p> <p>Explain that we call these prime numbers. They can only be divided by themselves. It only has 2 factors – itself and 1</p> <p>Allow chn time to write a list of prime numbers. To use a 100 to tick off numbers.</p> <p>Q: What will your first steps be?</p>	Less able: with TA/Teacher support	
5	Data handling	<p>Discuss:</p> <p>2 is the only even prime number.</p> <p>True or false</p>	<p>WALT: test rules of divisibility</p> <p>WILF: I can sort numbers by divisibility</p> <p>Can you make 12 using groups of 3? Can it be divided into groups of 3? What about 42? Can we use 2s, 3s, 4s, 5s? Ask chn to discuss which numbers that they know and why. List numbers: Definitely Yes; Maybe: Definitely No</p>	<p>D: apply, secure and extend learning</p> <p>Ask chn to test rules and to group numbers – LA &amp; Core: to test with 2 digit numbers</p>	Review tables

			<p>Explain that we are going to learn a clever trick to help us but that we have to test them.</p> <p>Go through Rule of divisibility for 3, 6 and 9 2, 4 &amp; 8 7</p>		
6	<p>Data handling</p>	<p>Carroll diagram</p> <p>Can you place these numbers correctly:</p> <p>Chn to place numbers in correct places. Discuss and review.</p>	<p>WALT: test rules of divisibility WILF: I can sort numbers by divisibility</p> <p>Repeat above with larger numbers</p>	<p>D: apply, secure and extend learning</p> <p>Less able: to use digit cards to build 3 digit numbers Core: 4 digit numbers Ext: to use the ISBN numbers on books to establish divisibility</p>	<p>.</p> <p>Example: If a number is divisible by 6, it is also divisible by 2 and 3</p> <p>Example: If a number is divisible by 12, it is also divisible by 2, 3, 4 and 6</p>
7	<p>Revision of number skills:</p>	<p>Mental maths test</p>	<p>WALT: apply what I know about divisibility to respond to a puzzle WILF: I can create a 7 digit number</p>	<p>D: apply, secure and extend learning</p> <p>Less able: Can you make different a 3 digit number that is divisible by:</p>	<p>Discuss and review answer</p>

			<p>Can you order the digits cards 0, 1,2,3,4,5 and 6 to make a number which is divisible by 5... so that when the final or last digit is removed it becomes a 5 -figure number divisible by 5 ?</p> <p>Provide chn with digit cards to work with a partner. Discuss approach: Underlining key words. Ordering and reordering numbers</p>	<p>5, 2, 3 and 6</p> <p>Core &amp; Ext: work with support Provide full problem but with some numbers provided.</p>	
8	<p>Assessment of prior learning for next block.</p>	<p>Is 56 a multiple of 7?</p> <p>Is 91?</p> <p>Discuss multiple meaning that 56 can be divided by 7.</p> <p>Use ITP Area to show that 56 can be made using groups of 7</p> <p>Provide numbers ask chn to work in groups and to match up.</p> <p>Did you find that some numbers had more than 1 multiple?</p>	<p>WALT: recognise common multiples WILF: I can work systematically and find common multiples</p> <p>Discuss WALT and vocab</p> <p>Which numbers between 1 and 100 are multiples of 4 and 6.</p> <p>Display ITP number grid</p> <p>Do 2 and 5 have multiples that are the same?</p> <p>Ask chn to list and note on 100 square.</p> <p>Explain that the numbers that are both multiples of 2 and 5 are called common multiples of 2 and 5.</p> <p>What numbers are common multiples of 4 and 6? Look at numbers to 50</p> <p>Can you see a pattern? Can you</p>	<p>Activities</p> <p>Chn to find common multiples and to look at patterns and to try to make further predictions.</p> <p>Less able – provide with times tables grids To find common multiples of 2 and 5; 3 and 4</p> <p>Using what you know, which of these numbers is a common of 2 &amp; 5, 3 &amp; 4: 60, 24, 48, 51</p> <p>Core: Teacher support: common multiples of 2 &amp; 5; 4 and 6. Using what you know, which of these numbers is a common of 2 &amp; 5, 3 &amp; 4: 60, 24, 48, 51</p> <p>Ext: common multiples of 2, 3 and</p>	<p>Discuss lowest common multiple.</p>



			<p>make a prediction about other common multiples of 4 and 6</p> <p>What can we say about multiples of 4 and 6?</p>	<p>5</p> <p>Using what you know, which of these numbers is a common of 2, 3 &amp; 5: 112, 120, 150, 500, 456</p>	
9	revision of tables/ number bonds:	Maths pictures	<p>WALT: use known multiplication facts to work out unknown facts</p> <p>WILF I can record the multiplication fact that I know that I used to help me work out an unknown fact.</p> <p>If I know <math>3 \times 5</math> then what else might I know?</p> <p>Suggest: <math>3 \times 6</math>, <math>30 \times 5</math>; <math>3 \times 50</math>, <math>6 \times 5</math>;</p> <p>Repeat with another fact</p>	<p>E: review and evaluate progress in learning</p> <p>Provide chn with a range of multiplication facts. Ask them to write the one that they do not know and to think of a fact that can help them</p>	Review
		Mental maths test	<p>WALT: use known multiplication facts to work out unknown facts</p> <p>WILF I can use my 10x tables to help me work out my 9 x table and</p> <p>Use ITP array to show <math>10 \times 7 = 70</math></p> <p>Take away 1 group of 7.</p> <p>What did I do?</p> <p>Model using number sentence <math>10 \times 7 = 70</math> then <math>70 - 7 = 63</math>.</p> <p>Repeat for <math>9 \times 8</math>.</p>	<p>Chn to use dice to work out x9</p> <p>Chn to calculate x9 tables.</p>	X9 test

		<p>Review shapes</p> <p>I have a regular pentagon. I side is 9cm. What is the perimeter?</p>	<p>WALT: use known multiplication facts to work out unknown facts  WILF I can use my 10x tables to help me work out my 5x</p> <p>What is <math>17 \times 10</math>?  How can this help me to work out <math>17 \times 5</math>?</p> <p>Use arrays to model <math>17 \times 10</math> then halving.  Model using number sentences  <math>17 \times 10</math> then <math>\frac{1}{2}</math> product.</p>	<p>Chn to use digit cards to make 2 &amp; 3 digit numbers to x 5 by x10 and halving.</p>	<p>Make 2 digit number and multiply by 5</p>
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Part of Mathematics Plan Year: 2 Teacher: Term: Autumn Week Beginning:

<p><b>Block :D1calculating, measuring and understanding shape</b> <span style="float: right;"><b>2 weeks</b></span></p> <p><i>A review prior learning: B: introduce new learning C: practise and consolidate learning D: apply, secure and extend learning E: review and evaluate progress in learning</i></p>	
<p><b>Curricular target:</b></p>	
<p><b>Key vocabulary:</b> problem, solution, puzzle, pattern, method, sign, operation, symbol, number sentence, equation, mental calculation, written calculation, informal method, jottings, diagrams, pictures, images  one thousand, multiple of, nearest, about  add, plus, sum, total, subtract, take away, minus, difference, inverse  coin, pound (£), penny/pence (p), price, cost, pay, costs more/less, change, total, how much?  measuring scale, compare, measure, weigh, metre (m), centimetre (cm), tape measure, kilogram (kg), half-kilogram, gram (g), capacity, contains, litre (l), half-litre, millilitre (ml)  direction, route, clockwise, anticlockwise, quarter turn, right angle, straight line, geostrip  time, clock, watch, digital, analogue, hour (h), minute (min), second (s), quarter to, quarter past</p>	
<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• solve problems involving counting, adding or subtracting, doubling or halving</li> <li>• use practical and informal written methods for addition and subtraction of a one-digit number or a multiple of 10 to and from a one- or two-digit number</li> <li>• estimate, measure and compare objects, choosing suitable uniform non-standard or standard units and instruments</li> <li>• use vocabulary related to time; order days of the week and months; read the time to the hour and half hour</li> <li>• visualise and use everyday language to describe the position of objects and direction and distance when moving them</li> </ul>	<p><b>Unit objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence</b></li> <li>• <b>Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers</b></li> <li>• Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments</li> <li>• Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and</li> </ul>

	<p>measure lines to the nearest centimetre</p> <ul style="list-style-type: none"> <li>• <b>Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour</b></li> <li>• Follow and give instructions involving position, direction and movement</li> </ul> <p><i>Listen to others in class, ask relevant questions and follow instructions</i></p>
<p><b>Evaluation:</b></p>	<p><b>Action required:</b></p> <p>Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre</p> <p>Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour</p> <p><b>Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measure or pounds and pence</b></p> <p><b>Add or subtract mentally a one-digit number or a multiple of 10 to or from any two digit number; use practical and informal written methods to add and subtract two-digit numbers</b></p>

<p><b><u>Speaking &amp; Listening – classroom techniques for speaking</u></b></p> <ul style="list-style-type: none"> <li>✓ Talk Partners</li> <li>✓ Debates</li> <li>✓ Predicaments &amp; Problems</li> <li>✓ Just a Minute</li> <li>✓ Radio Broadcast</li> <li>✓ Glove puppets and shadow theatre</li> <li>✓ Photos and paintings</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for drama Role play</u></b></p> <ul style="list-style-type: none"> <li>✓ Hot seating</li> <li>✓ Freeze frames</li> <li>✓ Thought tracking</li> <li>✓ Keeper of the gate</li> </ul>	<p><b><u>Speaking &amp; Listening – Group discussion techniques</u></b></p> <ul style="list-style-type: none"> <li>✓ Think-Pair-Share</li> <li>✓ Snowballing</li> <li>✓ Envoys</li> <li>✓ Jigsaw</li> <li>✓ Statement Games</li> <li>✓ Rainbowing</li> <li>✓ Information Gap</li> </ul>	<p><b><u>Speaking &amp; Listening – classroom techniques for listening</u></b></p> <ul style="list-style-type: none"> <li>✓ Babble Gabble</li> <li>✓ Barrier Games</li> <li>✓ Word Tennis</li> <li>✓ Draw a Story</li> <li>✓ Telephone Conversations</li> <li>✓ Ways to Listen</li> <li>✓ All Change!</li> </ul>
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Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers  
 Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence

	<b>Mental Starter Objective:</b>	<b>Mental Starter Activity:</b>	<b>Teaching Objective:</b>	<b>Differentiated Activity:</b>	<b>Key Vocab:</b>	<b>Plenary:</b>
1	WALT: Recognise the multiples of 5 and 10	Play in a round- count up in consecutive numbers. Clap on multiple of 5 and stamp foot for multiple of 10. What numbers are multiples of 10? 5? What happens to the number 40?	WALT: Partition and add WILF: break 2 digit numbers into tens and units. add the tens together. Add the units together and then add to make the total Model partitioning and adding two 2-digit numbers. Add the tens and then the units. What does it equal altogether? Use big base ten to model adding tens. 24+35 20+30= 50	Set various questions which don't cross the tens barrier (in units addition) LA- adult support using base ten-CR	Add Plus Tens Units Partition	Share chn success on visualizer

			$4+5=9$ $50+9=59$ Continue various examples- chn to compete on whiteboards.			
2	WALT: create Odd and even numbers using 0-9 cards	Using 0-9 cards individually. Can you make an odd number greater than 40? Can you make an even number in-between 20 and 50? etc	WALT: partition and add WILF: break 2 digit numbers into tens and units. Add the tens together. Add the units together and then add to make the total Use big base ten to model adding tens- set various quick response questions- 20+30, 50+10, 60+20 etc Model partitioning and adding a number that's units cross the tens barrier and tens cross the hundreds barrier. $75+46$ $70+40=110$ $5+5=11$ $100+10+10+1=121$ Model various examples with chn showing sections on IWB and then ask chn to complete several on whiteboards.	Complete various questions in books that cross the tens barrier. CR- troubleshoot LA independent work - continue to calculate sums that don't cross the tens barrier.	Add Plus Tens Units Partition	Complete subtraction- discuss why this method, why isn't always the most effective? i.e. $76-39=$ $70-30=$ $6-9=$  Make it clear that when taking away units greater than original number you need to borrow.


3	<p>WALT: use + - x and ÷</p>	<p>If the answer is 42, what is the question? Can you use subtraction? X? ÷? Can you create questions about measure, money or time? E.g. how much change will you get from £1 if you spend 58p?</p>	<p>WALT: apply addition skills WILF: add 2 digit to 2 digit. Discuss any patterns found. Model completing grid 1 from</p> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <p><i>grid 1</i></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td></td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td></td><td></td><td></td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td>32</td><td>33</td><td>34</td><td>35</td></tr> <tr><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td></tr> <tr><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td></tr> <tr><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td></tr> <tr><td>57</td><td>58</td><td>59</td><td></td><td>61</td><td>62</td><td>63</td></tr> <tr><td>64</td><td>65</td><td></td><td></td><td></td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td></td><td>75</td><td>76</td><td>77</td></tr> <tr><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td></tr> <tr><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td></tr> </table> <p><i>grid 2</i></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> <tr><td>101</td><td>102</td><td>103</td><td>104</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>What do you notice about 10+38 and 22+26?</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		18	19	20	21	22				26	27	28	29	30		32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59		61	62	63	64	65				69	70	71	72	73		75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104							<p>Complete grid 2. Show workings out and write what has been noticed.</p> <p>LA- set questions from grid 2 and then let them complete independently. Check back later.</p>	<p>Add Plus Hundred sq 2 digit Tens Units Partition Pattern</p>	<p>Discuss how do you think this pattern occurred? Write up chn's responses.</p>
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3	<p>WALT: Add and subtract</p>	<p>Strike it out Play rich addition and subtraction game with a partner. Partners to share a 0-20 number line. Create sums i.e. 3+7=10. Their partner then needs to start with the previous answer so 10+4=14. Once a number has been</p>	<p>WALT: subtract/ take away WILF: break a unit into 2 numbers/ jumps to subtract.</p> <p>Model using an empty number line to subtract a unit from a 2 digit number .e.g.</p> $  \begin{array}{r}  34-5= 29 \\  \quad -1 \qquad \qquad -4 \\  \hline  29 \qquad \qquad 30  \end{array}  $	<p>Chn complete various subtraction questions using empty number lines in books. Questions need to be 1 digit take away from 2 digit.</p> <p>HA- 2 digit subtract 2 digit with support.</p>	<p>Subtract Take away Tens Units Split Break Number bonds from numbers 2-9</p>	<p>HA group share 2 digits by 2 digit subtraction on IWB.</p>																																																																																																																																																																																																									

		used strike it out and it can't be used again. [REDACTED]	Why do you think it's better to break 5 into 4 and 1? Why have I chosen 4 to take away first? Model various other examples and set chn some to complete on whiteboards.			
WALT: subtract	Roll to dice. What 2 digit numbers could we create? If we had 63 and we took 3 away. What we have left? Roll again and complete same set of questions 56-6 34-4 109-9 Use big base ten as a model.	WALT: subtract/ take away WILF: partition into tens and units. Then break a unit into 2 numbers/ jumps to subtract and  Model using an empty number line to subtract a unit from a 2 digit number .e.g.  34-15= 19  $\begin{array}{r} \phantom{34} -10 \phantom{00} -1 \phantom{00} -4 \\ \hline 19 \phantom{00} 29 \phantom{00} 30 \phantom{00} 34 \end{array}$ Why do you think it's better to break 5 into 4 and 1? Why have I chosen 4 to take away first? Now we have taken away the units what do we do next? Model various other examples and set chn some to complete on whiteboards.	As chn show 2-3 completed questions correctly they can continue in their books  56-17= 48-19= 37-18 63-15=  Continue to complete questions as a group with chn who still need support. Use big base ten as a model and image 56-17 Break 7 into 2 jumps. What jump will be quick and helpful (-6) complete. What do	Subtract Take away Partition Jump Break Number bond Units Tens	Test base- level 2 X completes the following:	



				we still need to take away to complete the units? What else do we need to subtract?		
	WALT: use + - x and ÷	If the answer is 16, what is the question?  Ask chn to generate various questions and calculations i.e. 8x2=16 and How old is Hannah Montana? Can you include 50 in your sum? Can you use the greater and less < > than symbols?	WALT: subtract/ take away WILF: partition into tens and units. Then break a unit into 2 numbers/ jumps to subtract and Model same method as previous session. 23-14 67-18 54-25 Chn to complete on whiteboards. Share success on visualiser.	Set questions to be completed in maths books (chn to use a ruler when drawing the empty number line in books). Questions should include more than 1 ten. 56-28= 45-27= 82-34=  LA-Teacher to support those who are not confident with method, possibly, Ben, Muntas, Nathan I, Rebecca, Nevaeh and George	Subtract Take away Partition Jump Break Number bond Units Tens	Word problem- there were 63 children in the playground at lunchtime. A class of 26 is called in to have lunch. How many children are in the playground now?

	<p>WALT: recognise place value</p>	<p><b>Eyes closed-</b> maths book          Show the chn a 100 square and ask          What number is directly below 25?          What number is two spaces to the left of 78?          What number is ten more than 16?          What are all the numbers in the same column as 11?</p>	<p>WALT: solve addition and subtraction problems          WIL: what is the question? What is the number sentence?          Model completing a word problem-          [redacted] has 24 marbles and collects 37 more. How many does he have now?</p>	<p>Set various addition and subtraction word problems which calculations match methods used throughout previous session.</p> <p>CT- work with EAL children-          [redacted], and [redacted].</p>	<p>Add Subtract Number sentence Calculation</p>	<p>Share answers and methods</p>
4	<p>Measure a length.- use ruler to measure in cm</p>	<p>Anonymous work- give the chn a sheet of measurement which has answers (correct and wrong).          Chn to be the teacher and mark the work.</p>	<p>WALT: Give change by counting up on a number line.          WILF: I can show the jumps on an empty number line.          Explain that Mr Jelly's Sweet Shop has many different items. Ask the children to talk about a time when a cashier gave money back or change. Why?          Present products and the prices on the board, explain that this is Mr Jelly's shop..</p> <p>Give one child 20p and ask them to choose something to buy from the shop – ie 14p.          Present a number line.          I give Mr Jelly 20p – circle 20 on the</p>	<p>Give children a purse with a set amount of money (differentiated according to ability).          In mixed ability pairs children to role play buying and giving change.          To draw number lines on white boards and to use coins to make amounts.</p> <p>Teacher support –          Ext – to work out</p>		<p>Can you explain to you would work out the change?</p> <p>I buy something for 16p. Give each table a large coin – 20p, 30p, 50p.your partner how</p>

		<p>number line. But my sweet only costs 14p – circle 14 on the number line. Explain that Mr Jelly will give the child money back because he has not spent all the money. Model jumps on an empty number line.</p>  <p>Repeat modelling on an empty number line.</p> <p>Repeat how to give change from 30p. Q: When I get to 20 do I need to jump in 1s. Q: How much change will I get back?</p> <p>Present items and ask the children to practise working out the change from 10p, 30p, 50p. Get the children to work out the amount of change.</p>	<p>change from 50p &amp; £1.00.</p>		
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## Annex – Buildings Tracker

[REDACTED]	[REDACTED]	
Transport for London 12/12/11	[REDACTED]	
Fire service	People to contact please	
Ambulance Service		
Church Commisioners	[REDACTED] [REDACTED] Enquiry sent with building brief and info about SLJPS 10/11/11	Nothing available email received 27/11/11
[REDACTED], [REDACTED] -	[REDACTED]	They have a [REDACTED] available for hire, with direct access. I'm waiting for them to come back to me. They have a [REDACTED] (2 form) on their premises as well. This might make things easier for us, as planning permission may not be required.
[REDACTED], [REDACTED],	[REDACTED]	<b>Not suitable</b>
[REDACTED], [REDACTED] --		They have a [REDACTED] with direct access from the street,they use it a lot and wouldn't be able to hire it out for any long period of time. <b>Not Suitable</b>
[REDACTED], [REDACTED]	[REDACTED]	They have a [REDACTED], but it is the same space used for services, --it's a [REDACTED]. <b>Not suitable</b>
United Church		
Methodist Church		
London Residuary Body		
Auction Houses?		
[REDACTED] - [REDACTED]	Could someone explore whether they have any space?	[REDACTED] 7/12/11 [REDACTED] contacted No space in the area
[REDACTED], [REDACTED] near Merton College	Now all been discussed by Wandsworth Council 13/ 11	Now preferred choice 2/1/12.

<p>██████████ : ██████████</p> <p>Telephone: ██████████</p> <p>Fax: ██████████</p>	<p>██████████ to contact to see if he knows of land or buildings</p>	
<p>Email: ██████████</p> <p>Call: ██████████</p>	<p>██████████ to contact</p>	
<p>██████████ - a big college.</p>	<p>██████████ says there are cutbacks – Worth exploring?</p>	

<b>Buildings</b>	<b>Comments/Next steps</b>	<b>Outcome</b>
<p>██████████, ██████████ (ref: ██████████) photos available</p> <p>Council owned large detached property (previously a care home) with driveway access. For sale via auction with 16 bids, 14 unconditional with a guide price of ██████████. Excellent position – real potential (See also ██████████'s report) Unrealistic though as so many but ██████████ says an architect can be creative such as planning external first floor play areas which are quite common these days in cities so we should not despair when the surroundings are not as expansive as we might wish.</p>	<p>Keep this in the frame in case it is not sold soon as expected. 31/10/11</p>	<p>Visited by ██████████ –</p> <p>4/1/12</p> <p>Wandsworth have taken this off the market and are considering the offers</p> <p>2<sup>ND</sup> preferred choice in application</p>
<p>██████████, ██████████ (ref: ██████████) photos available</p> <p>Large 4 storey building + associated smaller buildings on large site in a 1960 – 70's estate. Possible land available with good access on 2 sides. 6 minutes from ██████████. The issue with ██████████ is that they are short of money, have a listed building and govt has not come up with expected funding.</p>	<p>Response from ██████████ - ██████████ are not likely to be in a position to know whether they <b>are</b> releasing land for a while yet and at what price/for what purpose/how much etc</p> <p>4/11/11 ██████████'s Council response – on when/if there will be something for sale (very guarded)</p> <p>Action: ██████████ and everyone to keep their ears open to any news about ██████████.</p>	<p>We have been put on Wandsworth's list to be kept informed of any properties – council owned which may become available through their agent ██████████.</p> <p>1st choice in application 4/1/12</p>
<p>██████████, ██████████ (ref: ██████████) photos available</p> <p>On the edge of a high-rise estate.</p>	<p>Action: Contact Wandsworth to see if this is due for closure. Could be good for temporary</p>	<p>██████████ – <b>not available</b></p>

<p>Modern building with good access but lacking open area. Close to all amenities.</p>	<p>accommodation. Lack of open area is a concern. 4 /11/11 No response to enquiry although on list ██████████ sent. 6/11/11 ██████████ emailed ██████████ to enquire</p>	
<p>██████████, ██████████ / ██████████ (ref: ██████████) photos available. Large vacant building with an application for demolition dated 12.10.11. Good access and close to all amenities. 4</p>	<p>7/11/11 Action – Keep this in the frame as ██████████ has registered an interest but no action. Reqd.</p>	<p>4/11/11 Update recd from ██████████ - ‘a mixed-use retail and residential which they are confident in getting - it will be worth a lot more than a school</p>
<p>██████████, ██████████ (ref: ██████████) photos available. Empty ██████████. Good access and close to all amenities. – Good position – Quite a small ██████████. Potential here – ██████████ nearby.</p>	<p>Action 06/11/11 Owner - ██████████ (██████████). ██████████ Land Registry title is ██████████. Wandsworth London ██████████</p>	<p>11/11/11 Contact ██████████ and see if they would be pleased to work with a school – Their building is rather old and rundown. Discuss with ██████████</p>
<p>██████████, ██████████, ██████████ Southfields (ref: ██████████) photos available. Large site with many buildings and yards ██████████. Close to all amenities.  ██████████ - Listed with the ██████████ as for potential development. Not on the market but worth exploring whether development might incorporate a primary school. Good position</p>	<p>Action: Through Wandsworth Try to find out from the ██████████ what plans there might be and/or whether there’s a temporary solution there. 4/11/11 No response to enquiry on this 07/11/11 Action: Needs someone to pursue this by contacting ██████████ to find out if there;s something here we can pursue – short or longer term. - <b>Contact</b> ██████████</p>	<p>21/12/11 enquired still being made ██████████ phoned but ██████████ not available Friday afternoons. 7/12/11 Spoke to ██████████ at the ██████████ and he says that this is only available for letting on occasional days and would not be able to let permanently on weekdays for a school. 7/12/11 Left message at the ██████████</p>
<p>██████████, ██████████, ██████████ (ref: ██████████) photos available. Currently occupied by</p>	<p>07/11/11 Action: ██████████ pursuing – ██████████ info Demolition of existing building. Erection of three buildings, three</p>	<p>21/12/11 ██████████ in touch with ██████████ at ██████████ who will</p>

<p>██████████ but Planning Application dated 04.08.11 for 195 residential and A3 units. Next door to ██████████ and close to all amenities. Much longer term project – Current buildings very unattractive. There is planning being sought and ██████████ will check who to contact for further info if we are interested. Planning being sought for various food outlets currently but could incorporate a school if people were willing.</p>	<p>to five-storeys in height to provide 195 residential units and ██████████ (Ref ██████████)</p>	<p>get in touch with their clients and respond after 9 Jan</p>
<p>██████████, Wandsworth (ref: ██████████) photos available 2 storey Edwardian property going for auction on 24.10.11. Main road frontage with rear access. Will need refurbishment and limited area for expansion.</p>		<p>Gone to auction. SL I have checked with Google map and this is ██████████ miles from Wimbledon Common –to give you an idea. – Not a priority location (near Wandsworth centre) or building</p>
<p>██████████, Wandsworth Currently ground floor offices with residential accommodation above. Property is semi-detached with side access to rear. It is on the market for £750k.</p>		<p>Smallish possibly temporary property – Note –also ██████████ – May be some land availability-No action needed</p>
<p>██████████, Wandsworth (ref: ██████████) Large terraced 5 bedroom house (1548ft2) in need of refurbishment. Close to all amenities and currently available for £799,950.</p>		<p>██████████, Wandsworth (ref: ██████████) Large terraced 5 bedroom house (1548ft2) in need of refurbishment. Close to all amenities and currently available for £799,950.</p>
<p>██████████, Earlsfield (ref: ██████████) photos available. Large 5 bedroom, 3 storey house with 90 ft garden. Currently on the market for £750k.</p>		<p>██████████ (ref: 7A 118) photos available. Large 5 bedroom, 3 storey house with 90 ft garden. Currently on the market for £750k.</p>

	<p><b>4/11/11 Action: Contact Wandsworth Response</b></p> <p>██████████ has not yet been declared surplus to the Council's requirements but is being reported to the November committee. However it will not be available for sale or letting until it has been properly prepared together with nearby other properties for a comprehensive disposal by competitive tender to produce the best consideration obtainable in compliance with the Council's legal obligations on disposal of property.</p> <p>Action : Someone to look out for Wandsworth Council committee report November and report to group.</p> <p>Volunteer please</p>	
<p>██████████, Wandsworth (ref: ██████████)</p> <p>Large terraced 5 bedroom house (1548ft2) in need of refurbishment. Close to all amenities and currently available for £██████████</p>		<p>██████████, Wandsworth (ref: ██████████)</p> <p>Large terraced 5 bedroom house (1548ft2) in need of refurbishment. Close to all amenities and currently available for £799,950.</p>
<p>██████████, ██████████, Earsfield (ref: ██████████)</p> <p>Boarded up buildings fronting the road on large estate land</p>		<p>Being prepared for tendering. Will go through Wandsworth ██████████ in the future.</p>
<p>██████████ had a property to let in Putney which was suitable ██████████ per annum</p>		<p>██████████ being planned there by Wandsworth so not available. No further action</p>
<p>██████████ old site in</p>		<p>Already sold for a housing development</p>
<p>Former ██████████, ██████████, Earsfield (ref: ██████████) photos taken</p> <p>Currently empty and on the</p>		<p>Quite far -leave for the time being</p>



<p>market To Let. Single storey building (approx 5,000ft2) in good condition, in front of high rise flats about 30 years old. In a nice location, being close to the Common and with some external space. Agents say that the building is currently under offer.</p> <p>1. [REDACTED], Earlsfield (ref: [REDACTED]) photos taken.</p> <p>Currently occupied as an [REDACTED] but not signed. A two storey building close to main centre with some outside space and well protected with walling. Approx 5 – 7,000ft2.</p> <p>2. [REDACTED], [REDACTED] (ref: [REDACTED])</p> <p>To Let. A 5,000ft2 two storey unit in a new apartment scheme by [REDACTED]. Close to Wandsworth centre and Park.</p> <p>3. [REDACTED], Putney (ref: [REDACTED]) photos taken</p> <p>Empty detached</p>		
Ambulance Service		
Church Commisioners	[REDACTED] [REDACTED] Enquiry sent with building brief and info about SLJPS 10/11/11	
<b>Synagogue - Buildings</b>	<b>Response</b>	<b>Date</b>
<p><b>Richmond United (Quote from [REDACTED]'s letter)</b> We can explore the idea of building on our site. However, I must stress that the building is owned by the United Synagogue. I am not sure whether this would have a knock-on effect to other issues you are addressing (eg. kashrut level), but given that our</p>		<p>07/11/11 [REDACTED] has requested [REDACTED] and decide on enxt steps</p>

<p>building was constructed with a view to a 2nd floor being added on at a later stage, it would be remiss not to explore this route. Obviously, like other communities, we like the idea of the school being close to our members as possible. I have no idea whether Richmond council would be supportive, whether we would get planning permission (I can imagine the neighbours having concerns! and what construction costs would be (and who would bear them). If you want me to pursue this, I will discuss it further with [REDACTED] (our [REDACTED]), [REDACTED] (our [REDACTED]) and the [REDACTED]....and then let you know how realistic this option is. In order to do that, I would need to know the minimum space you would be looking for (both short term and long term).</p>		
<p><b>Wimbledon and District Synagogue</b> [REDACTED] has been in contact with the Council a number of times. In December he wrote to the Council formally asking if they are interested in providing the school with temporary accommodation for up to 2 years. He received a response to say that they would discuss this at the next Council meeting in February 2012. [REDACTED] will also attend this meeting to answer any questions</p>		<p>Feb 2012 – [REDACTED] to attend Council meeting. 7/2/12 Council agreed to temporary housing of the school for one year if no site was found.</p>
<p>4. [REDACTED] - [REDACTED], London, [REDACTED] - [REDACTED]</p>	<p>12/12/11 [REDACTED] phoned. Office closed will contact again tomorrow</p>	<p>12/12/11 open Tuesday 13/12.11 9.30</p>
<p>5. [REDACTED] - Hall for hire - [REDACTED] - [REDACTED] - [REDACTED]</p>	<p>12/12/11 [REDACTED] phoned. [REDACTED] not available. Will phone tomorrow</p>	<p>phone [REDACTED] on Tues 6pm</p>
<p>6. [REDACTED] - [REDACTED] available to rent - [REDACTED], London, [REDACTED] - [REDACTED] - [REDACTED]</p>	<p>12/12/11 Spoke to [REDACTED]</p>	<p>Hall rented out to [REDACTED] for the last 18 years</p>
<p>7. [REDACTED] - [REDACTED] - [REDACTED]</p>	<p>12/12/11 left message</p>	<p>[REDACTED] expanding and will</p>

		be taking up the premises. [REDACTED] will ask around and get back to me
8. [REDACTED] - [REDACTED]		
9. [REDACTED] - [REDACTED]		
10. [REDACTED] - Hall for hire - [REDACTED] - [REDACTED]		
11. [REDACTED] - [REDACTED] - London [REDACTED] - This is on a list of for hire, no details.		
Church Commisioners	[REDACTED] [REDACTED] Enquiry sent with building brief and info about SLJPS 10/11/11	
8. [REDACTED] - [REDACTED]		
Kingston Local Authority	[REDACTED] [REDACTED].	7/12/[REDACTED] in contact. He will research suitable buildings which [REDACTED] are selling off. JT 13/02/12 Meeting with Kingston -Very positive. We did say that our original approach had not been very positively received but [REDACTED] has left the door open for further discussions about possible sites.
[REDACTED]	[REDACTED] Tel: [REDACTED]	Recommended by [REDACTED]

## **Annex – FAQs**

### **What is the South London Jewish Primary School?**

SLJPS will be a cross-communal, mixed community school committed to creating an environment in which children can grow to their fullest potential as responsible members of society.

### **Why do we need a new school?**

There is a real shortage of primary school places throughout South London and especially in the Southfields area.

### **Why a Free School?**

The government is making funds available to open new schools that are supported by and work with the local community with aim of offering excellent education for all.

### **Why Jewish School?**

There are no Jewish primary or secondary schools in South London. This is an opportunity to offer this high level of education and support to the South London community.

### **What will the School teach? Will it follow the National Curriculum?**

The school will follow the National Curriculum guidelines within an integrated Jewish Curriculum so that all children will be well prepared to go into local secondary schools, both state and private at age 11. All mainstream subjects will be taught including a foreign modern language so that the children will be ready for the next level of education. The children will be taught skills to be both independent and team learners so that they can reach their full potential in all areas of learning.

### **Will it cost anything? Who is responsible for the running costs of the school?**

This will be a government funded school and the maintenance will be the responsibility of the Head Teacher, the school Governors, and the school community.

### **How will Special Needs and all extra professional help be funded?**

The government funding that the school receives will include money for extra educational support as decided by the Head Teacher.

### **Free Schools Meals and Benefits?**

All families that are eligible for free school meals and other benefits will continue to receive them.

### **How big will be the school be?**

The school will be a single form entry primary school accepting children from Reception to Year 6. It will open with a single Reception class in September 2013.

### **Where will it be?**

We are currently looking for sites in the Southfields [REDACTED] area.

It is probable that the school will open in temporary accommodation whilst the site is developed into a custom designed Primary School with up to date equipment and good outside facilities.

**Will it have normal school term dates and hours?**

The school will be open during normal school hours and the school year will be divided into 3 terms. It will fit around the Local Authority school term dates as much as possible. As the Jewish Sabbath starts at dusk, the school will close early on Friday afternoons in the winter months. The school will be closed for Jewish holidays as well as the usual Bank Holidays.

**Will there be any wrap around care?**

The school intends to have a breakfast club and an after school club on site.

**Who can apply?**

The school is for ALL children (both religious and non religious backgrounds); those born on or after 1 September 2008 will be eligible to apply. The plan is to open the school in September 2013.

**Will my child get in?**

The admissions criteria are: 50% Jewish community and 50% local community and will follow the Local Authority admissions guidelines.

**How do I apply for the school?**

The South London Jewish Primary School will be included in the Local Authority's process for allocating pupils to schools. They will coordinate admissions so that parents receive a single offer and do not have to complete several applications.

**Will expressing an interest in applying for a place at the South London Jewish Primary School affect the possibility of getting a place in my school?**

No, expressing an interest in sending your child to the South London Jewish Primary School does not affect your chances of getting a place in your local school.

**How can I express my interest in applying for a place at the South London Jewish Primary School?**



**Also distributed as flyers**

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