

Section A: Applicant details

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

12.	Company address: [REDACTED] Reading [REDACTED]		
13.	Company registration number: 7468210 Please see Appendix A1 for a copy of the company's Memorandum of Association and Articles of Association		
14.	Does the company run any existing schools, including any Free Schools? <table border="1" data-bbox="1145 439 1369 551" style="float: right;"> <tr> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td><input type="checkbox"/> No</td> </tr> </table>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes			
<input type="checkbox"/> No			
15.	If Yes, please provide details: Academies/Free Schools <ul style="list-style-type: none"> • All Saints Junior Free School - Reading • Oxford Spires Academy - Oxford • St Mark's Academy - Merton • Ely College - Ely • Mount Street Academy- Lincoln • Stamford Queen Eleanor School, Stamford • Danum Academy, Doncaster • The Deepings School, Peterborough Independent schools <ul style="list-style-type: none"> • Kings Monkton School – Cardiff • St Andrew's School- Rochester • Danesfield Manor – Walton on Thames • Langley Manor Preparatory School – Langley Berkshire • Oakfield Preparatory School- Dulwich, London • International School of Cape Town – South Africa 		
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.			
16.	Please confirm the total number of company members:		
	Two		
17.	Please provide the name of each member below (add more rows if necessary):		
	CfBT Education Trust is one member. [REDACTED] is the other. In common with the other academies in CfBT Schools Trust, Judith Kerr		

Primary School will have a Local Governing Body with certain powers delegated to it from the Board of CfBT Schools Trust.

Company directors

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

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

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

19. Please provide the name of the proposed chair of the Local Governing Body, if known:

Not known at this stage.

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (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.

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

	<p>CfBT Education Trust's involvement in the Judith Kerr Primary School will be subject to the Tripartite Agreement signed between CfBT Education Trust, CfBT Schools Trust and the Department in December 2010.</p> <p>Other UK registered active subsidiaries of CfBT Education Trust are as follows:</p> <ul style="list-style-type: none"> • CfBT Advice and Guidance Ltd Company No. 3370728 Charity No. 270901-1 This constituent charity will have no direct input to the management of the Free School • Kings Monkton School This is an independent school based in Cardiff. Company Number:894179 Charity No 525759 This associated charity will have no direct input to the management of the Free School • St Mark's Church of England Academy Trust Company Number: 5875416 CfBT co-sponsor since 2006, lead sponsor since October 2011 URN 134003 This associated charity will have no direct input to the management of the Free School
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>None</p>
Existing providers N/A	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input 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 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 type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number</p>

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

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

√

Declaration to be signed by a company director 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 Master Funding Agreement and the Supplemental Funding Agreement for this Free School signed or to be signed with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Judith Kerr Primary School							
2.	Proposed academic year of opening:	September 2013							
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:							
4.	Date proposed school will reach expected capacity in all year groups:		2013	2014	2015	2016	2017	2018	2019
		YR	50	50	50	50	50	50	50
		Year 1	25	50	50	50	50	50	50
		Year 2	25	25	50	50	50	50	50
		Year 3		25	25	50	50	50	50
		Year 4			25	25	50	50	50
		Year 5				25	25	50	50
		Year 6					25	25	50
		Totals	100	150	200	250	300	325	350
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed							
6.	Do you intend that your proposed school will be designated as having a religious character?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.							
7.	If Yes, please specify the faith, denomination, etc of the proposed school:								
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:	Not known yet.
11.	Local authority area in which the proposed school would be situated:	Southwark or Lewisham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Neighbouring alternative Local Authorities are Lambeth or Greenwich
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.	

C: Education Vision

Outline

Judith Kerr Primary School will be an inclusive, non-denominational, bilingual primary school teaching children aged 4 to 11 in English and German. The school will open in Southwark or a nearby inner South London borough in September 2013, depending on securing suitable premises. Judith Kerr Primary School will observe the usual school holidays, working to the borough's dates for three terms in each academic year.

The bilingual school has been promoted by a parent group from South London and is being sponsored by CfBT Education Trust. The strong relationship between CfBT and the Judith Kerr Primary School parent-promoter group, who first campaigned for the school, is based on genuinely shared objectives and a great working partnership approach. We have already been working together on all aspects of the project, including this Application, and will continue to do so as the school develops and opens (Section F5 and F6).

CfBT is an international organisation with a wealth of experience teaching English as a foreign language all around the world. CfBT also recently acquired CILT – the Centre for International Language Teaching. CILT, now known as the CfBT Languages Team, has extensive experience in primary language teaching and learning, and has developed and delivered outstanding teacher training courses and school support for language delivery. As the key provider of languages support to maintained schools in England, and the experts who designed the KS2 framework for languages, the Languages Team have significant expertise in primary language teaching and learning. CfBT is therefore in an unrivalled position to support the set up and running of Judith Kerr Primary School, and potentially many other bilingual schools in time.

As part of the CfBT Schools Trust (CST) the Judith Kerr Primary School would also benefit from CfBT's experience of running a group of fee-paying schools, a free school and of turning around previously failing academies, and would have ongoing support from being part of the growing family (at least 15 by Sept 2102) of Academies and Free Schools within CfBT Schools Trust. As one of the earliest proposers of a Free School, CfBT understands its responsibility to deliver excellence, and everything we do is underpinned by the highest standards, accountabilities and expectations. We will settle for nothing less than a leading example of a free school and we believe our genuine partnership between the Judith Kerr Primary School parent-promoter group and an education charity is an excellent example of what a free school proposer ought to be. We are also ambitious to ensure this school's resounding success with a view to replicating it, in other languages, elsewhere.

Partnerships exist with other bilingual specialists too. For example, the parent group has obtained the support of the *BilinGO*¹ a bilingual primary school in Cologne, Germany that operates within the system of the state of Nordrhein-Westfalen.

¹ BilinGo Primary School, [REDACTED]

BilinGO can offer their experience of assessment in a bilingual setting and also potential teacher exchange and training. The project also has the support of *Hockerill Anglo-European College*², an outstanding state secondary school with bilingual streams in Bishops Stortford, Herts. Hockerill has provided input and advice regarding effective recruitment of high quality German-speaking teachers.

We also expect our school to be strengthened by an excellent relationship with our local Council and those in neighbouring London Boroughs.

So far we have canvassed support using the name Deutsche Bilingual Primary School³. We are delighted and honoured that the renowned children's author and illustrator Judith Kerr has agreed to allow us to use her name for our school, and we would announce this change of name upon receiving the Department's approval. Judith Kerr fled Germany in the 1930s in the face of anti-semitism and the persecution of her father, the well-known critic Alfred Kerr, and after an odyssey through several European countries found a welcoming home in Britain. She has written some of the best-loved children's stories of recent generations. Her literary work and personal story embody the imaginative creativity, cultural tolerance and hope for social integration that motivate us in the creation of this school.

Judith Kerr Primary School will offer a unique service to parents and communities in our area:

- We will teach bilingually in English and German;
- Academic excellence will be our key focus and we will measure our success against national standards;
- Our children will develop extraordinary cultural capital through a rich and broad curriculum and extensive community engagement. We understand a bilingual education to include a deep understanding and appreciation of both German and British culture as well as of the wide diversity of cultures and customs that make up contemporary life in Britain;
- We will promote tolerance and cultural exchange, guiding children to become responsible citizens in later life.

² Hockerill Anglo European School, [REDACTED]

³ Judith Kerr Primary School website (under name of Deutsche Bilingual Primary School), [REDACTED]

Educational Rationale

Evidence of local need

Forecasts suggest that population increases and other demographic factors (further discussed in Section E), will lead to a rising demand for school places over the next seven to ten years, not only in the UK as a whole but especially in South London. Several boroughs in this area are significantly under-provided with primary school places. For example, Lambeth and Lewisham are projected to have practically no surplus primary school places in 2012/13⁴.

More high quality schools capacity is required and the cosmopolitan nature of London's population means that parents have widely differing needs and expectations. Whilst South London contains some outstanding schools, too many other primaries are under-performing, under-subscribed, or suffer from a poor reputation. For example, in Lambeth only 28% of primary schools are outstanding, and 71% are either good or satisfactory⁵. This leads to serious consequences for children in those neighbourhoods, whose parents do not see themselves as having good choices. Indeed in Southwark only 66% of primary schools are expecting 82% of their pupils to achieve Level 4 or above in English in 2012. Only 70% of schools expect 80% of pupils to reach the same level in Maths (82% and 80% being the national averages of level 4 achievement in English and Maths in 2011)⁶.

We believe that this need can be met by diverse and differentiated schools within the state system, as is now possible under the Government's Free Schools programme. As a bilingual school, Judith Kerr Primary School will offer parents an innovative and effective education experience for their children and add to overall high quality school provision in South London.

Benefits of Bilingualism

There are strong educational and developmental reasons for exposing children to second or further languages early. The skills they acquire in primary school will remain with them throughout their lives⁷.

⁴ **Audit Commission School Places Tool.**

<http://www.audit-commission.gov.uk/localgov/audit/childrenandyoungpeople/Pages/schoolplacestool.aspx>

⁵ Figures not including special primary schools or pupil referral units. Percentages rounded up.
Ofsted, *Official statistics: Maintained school inspections and outcomes*, 13 Dec 2011

⁶ **DfE**, *National Averages for Pupil Achievement at the end of Key Stage 2*
http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml_2011

BBC, *Southwark Primary School League Table*
http://www.bbc.co.uk/news/special/education/school_tables/primary/11/html/eng_210.stm?compare=

⁷ **Bialystok**, *Bilingualism in Development: Language, Literacy and Cognition*, (2001), CUP.

Studies evaluating early immersion programmes⁸ conclude:

- There is no lag in comprehension and expression skills in either language taught in early immersion bilingual schools, compared with English-monolingual schools;
- Second language proficiency is better than that achieved in traditional foreign language programmes. Early second language literacy is key to retention and development in later life;
- Total immersion children score as highly as monolingual children in mainstream schools in maths and science, even when those subjects have been taught in their second language;
- With increasing years of schooling, pupils taught in immersion programmes tend to surpass those in monolingual programmes on IQ measures, suggesting that ability in two languages has a positive effect on IQ values.

For these reasons we passionately believe that modern languages, whether European, Asian, or African, should be represented in our schools at the earliest opportunity. The numbers of students studying modern languages, particularly German, have suffered a long-term decline. Only 0.65% of A-level papers sat in 2010 were in German, a fall from 1.5% in 1995⁹. Our emphasis on language is in line with the strategic priorities of the Arts & Humanities Research Council¹⁰.

There are also pragmatic reasons to value an education in English and German. English is the dominant language of business, IT, science, popular culture, and international affairs. Precisely because of this, it is especially important for British children to engage with other cultural influences, which can best be undertaken through language. German is the most common native language of Europe, and Germany is Europe's most populous country and our key economic partner in Europe. We believe that deeper social, cultural and economic exchange will benefit Britain and Germany alike.

There are currently no English-German bilingual schools in the UK and very few bilingual schools in any language, but the support we have gained indicate a strong and enthusiastic demand for the school we propose to form. Our initial survey results demonstrate strong demand for a bilingual school in South London. Our supporters range from families with German connections (many of whom are already networked

⁸ Many studies have been published over the years. See, for example:

Barik & Swain, *A longitudinal study of bilingual and cognitive development*, International Journal of Psychology, 11, (1978)

Hamers & Blanc, *Bilinguality and bilingualism* (2nd edition), (2000), CUP

Cummins & Swain *Bilingualism in education: Aspects of theory, research and practice*, (1986), Longman

⁹ **JCQ** data:

http://www.CILT.org.uk/home/research_and_statistics/statistics/secondary_education/idoc.ashx?docid=a788bff6-54ae-4208-a736-d2f51c84a152&version=-1

¹⁰ **Arts & Humanities Research Council**, *AHRC Delivery Plan 2011-2015*, December 2010.

in nursery groups and clubs), and families with no bilingual background. It should be noted that the Government has repeatedly stressed the many benefits of early language education and made foreign languages mandatory in primary schools¹¹.

Most of our support is in South London, but we have also received enthusiastic backing from across London and further afield with some people saying they would move to be closer to the school. In the autumn of 2011 we decided that the strong parental interest in the school justified increasing our Pupil Admission Number to 50 per year from the 25 we originally planned. As section E demonstrates, demand is currently 181% of planned numbers in the first year. Given our school's unique learning approach, and the notable interest in South London in bilingual education opportunities, we are convinced that on approval, interest in the school will soar further and the school will quickly become oversubscribed.

Educational Vision

The vision of Judith Kerr Primary School is divided into four key values, all founded on a commitment to bilingual teaching, outstanding education, and engagement with the community.

1. Language for learning.

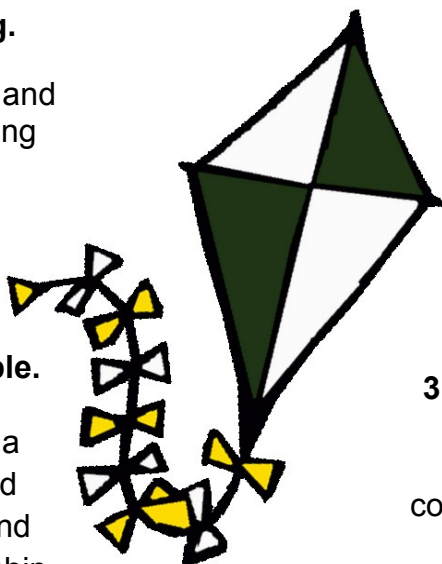
Bilingual teaching in English and German underpins everything we do.

2. Academic excellence.

Our bilingual approach helps us achieve outstanding results. Parental involvement ensures quality.

4. Language connects people.

Children will be confident in a complex world, culturally and personally aware, tolerant, and with a mature sense of citizenship.



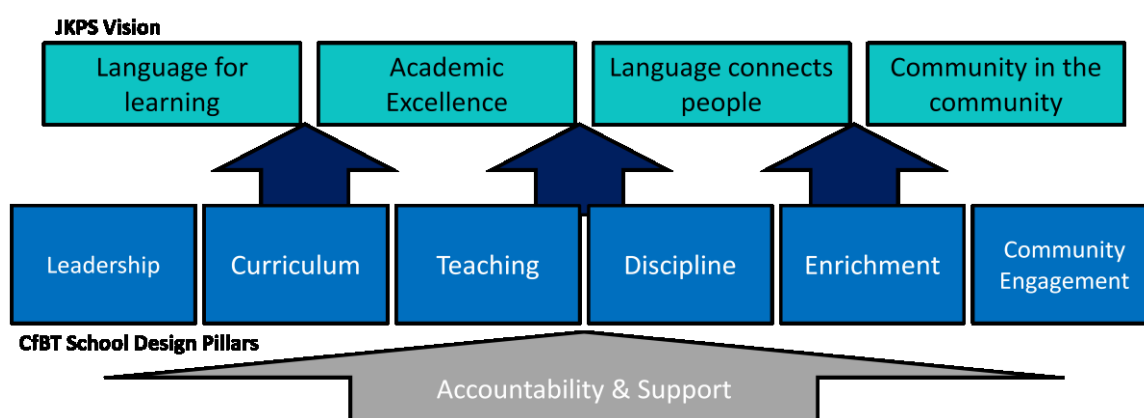
3. A community in the community.

Activities shared with families and community support our languages and give children a rich, enjoyable experience.

¹¹ For example: **Department for Education** statement 26th August 2010, http://www.primarylanguages.org.uk/home/news/news_articles/dfes_statement.aspx

These values will be underpinned by the six pillars of CfBT's School Design, proven to drive school effectiveness in teaching, learning and enrichment. In 2007 CfBT commissioned Professor Pam Sammons of Oxford University to conduct extensive research to highlight the key features of unusually effective government schools around the world.¹² We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right. The CfBT School Design has six pillars: *teaching, leadership, curriculum, parental/community engagement, discipline and enrichment*. We will strive to implement and develop best practice in each of the six areas to ensure pupils in our Free School receive an outstanding education.

Figure 1: Judith Kerr Vision underpinned by CfBT School Design Pillars



1. Language for learning

Judith Kerr Primary School will give all pupils a strong basis for academic achievement. In order to provide all our children with the highest levels of attention and tuition, we will aim for two classes of 25 (i.e. 50 children) per year. Based on our parent surveys we expect applications to exceed that level in each year (see Section E). In our first year, our intake will be 50 pupils in YR, 25 in Y1 and 25 in Y2 due to demand.

We believe the benefits of a bilingual education provide children with a head start in life. Early exposure to languages assists language learning and has life-long benefits. International evidence has shown that the outcomes from bilingual schooling are at least as good as monolingual schools¹³; children typically reach similar literacy levels in two languages as attained at the same stage in monolingual

¹² Sammons, P. for CfBT, *School Effectiveness & Equity: making connections*, 2007, <http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary%281%29.pdf>

¹³ See, for example, Howard, Elizabeth R., *Trends In Two-Way Immersion Education, A Review of the Research*, Sugarman, J., Christian, D., *Center for Applied Linguistics*, August 2003, p 12. <http://www.csos.jhu.edu/crespar/techReports/Report63.pdf>

settings. Studies have also shown that bilingual students perform at least as well in mathematics as monolingual students. Research shows that children exposed to different languages become more aware of cultural difference and nuance. They can also show better concentration levels, increased capacity to 'multitask', and stronger reading than monolinguals. The importance of acquiring languages early is recognised in current best practice and well structured programmes offer real gains without significant extra resource inputs.

The ambient language of the school – for example at the reception desk, in the playground, or at lunch – will be predominantly German to encourage children to think of the language as a medium of everyday speech – just as English is likely to be the medium of communication outside school. Notices and posters will be bilingual to encourage this.

Judith Kerr Primary School is committed to providing an outstanding education to its pupils. We believe in the importance of immersion to ensure bilingualism. Consequently the language of instruction will be well balanced between German and English within a dual language teaching system based on Content and Language Integrated Learning method (CLIL)¹⁴ (detailed in Section D).

We will follow and teach the National Curriculum through two languages of instruction, and will focus on excellent teaching of core subjects to ensure pupils achieve in line with, and above, national expectations as in most maintained schools. We are committed to securing the foundations of lifelong learning (reading, writing, and numerical literacy) for each pupil. Indeed pupils will receive 50 minutes to an hour of English Literacy, German Literacy and Numeracy each day in both German and English instruction (see D1 and D2 for greater detail). Whilst we are determined to guarantee high standards in the core disciplines (in both English and German) through precise teaching methodologies and sharply focused assessment processes, we want a broad offer with lesson time in areas such as music, PE, art, humanities and science, and potentially other modern foreign languages. Foundation subjects will be taught in both languages in inspiring and engaging cross-curricular lessons.

2. Academic excellence.

We want our school to be consistently ranked 'outstanding' by Ofsted, and to be recognised for offering a superb academic start in life. Our school will be uncompromising in its pursuit of excellence – academic and personal.

We know that a school is only as good as its teachers and leaders. Therefore, we will recruit a Principal who is committed to the vision, someone who will inspire and lead the staff to successfully deliver the curriculum in both languages to the highest of standards. The Principal will be expected to speak both German and English and be responsible for ensuring Judith Kerr Primary School provides an outstanding education.

¹⁴ **European Commission**, *Languages*, http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm, updated 07/02/12

Likewise, we plan to recruit teachers who identify with our Free School's values, and who have the capability and determination to provide outstanding lessons every day. While we value experience, particularly a history of working in bilingual backgrounds, we will provide promising young teachers with support and opportunities for development. We will employ fluent speakers of German and English from a variety of backgrounds, and bilingual teachers where possible, with the basic requirement that all staff be excellent classroom practitioners. We aspire to a structure where teachers work on a 20% reduced timetable (rather than traditional 10%) to plan, prepare and assess work together in order to produce highly effective and engaging lessons when delivering the curriculum (Section F4).

We are committed to using robust assessment systems to provide highly individualised support to pupils. Assessment for learning will take place in classrooms to inform teachers of the next steps in teaching; diagnostic assessment will be expected to engage pupils in a dialogue about their progress; formative assessment will provide teachers, the Principal, the Governing body, and parents about the learning journey of each pupil.

Children having difficulty with either language will be supported by highly individualised learning, additional adult support, booster groups and differentiated resourcing created by the teachers and teaching assistants who know the child well. Special Educational Needs support will be developed and provided by the SENCO and any teaching assistants who work closely with children, including statemented pupils. Those who are already comfortable in two languages or advance quickly will be stretched further, by going into greater depths in subjects, translating work, or moving through the curriculum at a faster pace.

We will create opportunities for all our pupils to transfer to the secondary school that best caters for their needs and abilities. In addition to transfer to mainstream secondary school, they will gain access to specialist language academies, schools overseas, and competitive bursaries. The academic training we offer our children will radically improve their options for higher and further education.

3. A community within the community.

The care and development of children is our highest duty and central to our vision. Our pupils will acquire a strong sense of personal responsibility in society. Classes will be small and tight-knit, where teachers will get to know every child as an individual and nurture him or her through their school career. With two forms of entry, our school will have the flexibility to cater for all needs and provide excellent material and teaching resources. Judith Kerr Primary School will use weekly assemblies, dynamic PSHE and RE lessons and multi-agency support (where necessary) to promote pupils' personal development and sense of personal responsibility.

We will make a point of ensuring lunchtime is an opportunity for pupils and staff to sit together and discuss matters in a calm and engaging way. Children and staff should be able to take a well-prepared, healthy cooked meal but as budgets and the capacity to manage a catering facility may be limited in the early years we will initially

provide a healthy lunch box only. We will also put in place a School Council to ensure the Pupil Voice is heard. We will encourage non-academic pursuits and we will foster appreciation of all the arts and creative expression as a core part of our curriculum. We will seek sponsorship specifically to equip the school for these activities and ask staff to bring their own passions to activities such as school choirs, plays and sports clubs.

One of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental involvement in their learning. This is particularly critical in a bilingual setting, and parental and community engagement will be fundamental to the school's success. Therefore we expect to be in closer touch with our parent community than is usual in schools. Partnership between school, parents and the community will drive quality and continuing improvement at our school. To do this, Judith Kerr Primary School will sponsor a Parents, Teachers, and Friends Association (PTFA) to connect with families and supporters in the wider community, both for fund-raising and community activities.

4. Language connects people

Our children will leave school as superb communicators, with the confidence to express themselves in the wider world. We aim to educate children to be responsible citizens with well-informed, bold, enquiring and creative minds.

Every pupil inhabits a many-layered historical, cultural, and personal world - their 'Lebenswelt'. Nations, societies, and communities are defined by shared 'Lebenswelten'. A solid, balanced, comparative study of the societies and traditions of Britain and major German-speaking nations will help our pupils, whatever their other cultural or ethnic backgrounds, become self-aware and culturally sensitive throughout their lives as they encounter the cultures of the world.

Children will be treated with and expected to show respect, moral understanding, tolerance, teamwork, self-discipline, and self-belief. We will expect pupils to use these skills to engage and give back to the community. Judith Kerr Primary School will not only be for parents and pupils, but will form a key part of the community. The founding parents are a group of local people with a stake in making their area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population.

Our school community will look outwards and be socially active. We shall foster links with parents, other schools, businesses, cultural organisations, and public institutions to provide the widest possible experience and range of opportunities for our children. We have seen great examples of volunteering and debating activities that have promoted confidence and character. We want to build on these to ensure pupils have excellent enrichment opportunities, and will draw on the support of the promoter group and other parents to deliver this. (For more detail see section D2.)

Equally, we will give back to the community, possibly by creating out-of-school opportunities for families to learn and practise their German language (or, with sufficient demand, English) and join in the cultural activities children learn about in

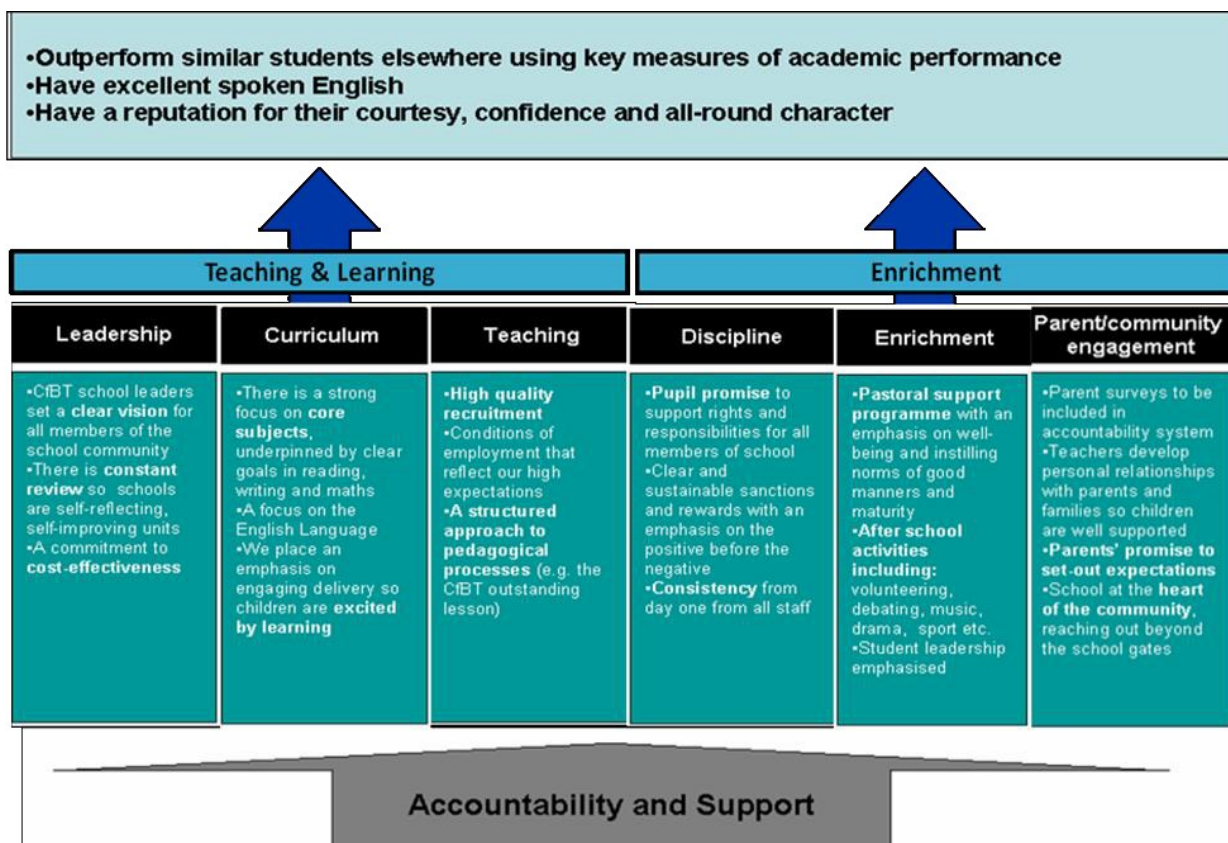
class. We will also make good use of the school as a community hub with opportunities for local groups to hire and use our space.

The CfBT School Design

The Six Pillars

Using international evidence of best practice, CfBT has created the School Design model, which has six pillars for outstanding schooling: *teaching, leadership, curriculum, parental/community engagement, discipline* and *enrichment*. These are highlighted in the diagram below, together with key features of our practice (more detail can be found underneath). The six pillars are supported by our robust accountability and support system and our offer of focused and effective professional development opportunities for staff. (See Appendix 1C for a larger model)

Figure 1: CfBT School Design



Teaching

There are three aspects to our vision for teachers:

1. High quality recruitment
2. Conditions of employment that reflect our high expectations
3. A structured approach to pedagogical processes.

1. High quality recruitment

Our starting point is an evidence-based view that the single most powerful determinant of school effectiveness is the quality of teaching. For this reason we will put great emphasis on the need to recruit and retain outstanding teaching staff. We intend to do this through an energetic recruitment approach which highlights:

- Our provision of outstanding opportunities for professional and career development in an innovative school;
- Our invitation to teachers to join a vibrant global community of primary practitioners. We will create a worldwide virtual community of primary practitioners linking together CfBT staff in the Middle East, Africa and Asia;
- Our goal of using the school as an integral part of the CfBT research programme. CfBT spends over £1 million each year on an applied programme of educational research. We will make the Judith Kerr Primary School a research-engaged school with substantial opportunities for practitioner research (see sub-section at end for more detail).

2. Conditions of employment that reflect our high expectations

We envisage a staff contract that is more flexible about contracted time but overall, still within national terms and conditions. There will be a contractual requirement that teachers will run booster classes and clubs (linked to their own passions), supervise breaks and eat lunch with children, but as described in section F4 we will also aim to have 20% rather than 10% PPA time to give teaching staff time to plan and resource curriculum delivery in both languages. Every teacher will be expected to take a share in whole school responsibilities but there will be no incentive allowances for these. To improve quality and reduce cost we will have a very slim leadership structure (made possible by the small size of the school).

3. A structured approach to pedagogical processes

There are three key aspects of our approach to pedagogy:

- **The CfBT outstanding lesson** forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter.

- **A clear focus on assessment for learning:** Unusually effective schools tend to be strong in Assessment for Learning. Amongst other practices, we will pay close attention to each child's performance in the core subjects and detailed records will be kept identifying 'next steps for learning'.
- **Catch-up and stretch support:** We will use assessment information to target under-achievement at all ability ranges. A pupil with the potential for a Level 5 currently at a Level 4 needs extra support just as much as a pupil with the potential for a Level 3 currently on a Level 2. Practices will include one-to-one learning and parental engagement. We will also have clear support processes for pupils with Special Educational Needs (SEN) or those who are particularly gifted (for more detail on each of these areas see Section D).

Leadership

The second most powerful determinant of school effectiveness after teaching quality is the quality of leadership and management. The CfBT School Design sets out the key management processes that are used by the highest performing government-funded schools in the world (see below). These will be put into action at the Judith Kerr Primary School. Specifically:

- **Vision:** Our Principal will share and embed our high expectations vision for all pupils. It will be his/her responsibility to make sure all staff are inspired and ready to deliver our shared goals. The Principal will also share our vision beyond the school gates to the local community through regular and structured communication.
- **School self-evaluation:** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. The Judith Kerr Primary School will have the capacity for systematic self-review and our Principal will have the information needed to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad (or more detail see 'Accountability' below) which will be adapted for this context as described in Section D4.
- **A commitment to cost-effectiveness:** In our experience schools often pay insufficient attention to the careful use of resources and the need to maximise the educational 'return on investment'. Central to the idea of the Judith Kerr Primary School as a highly cost-effective school will be the approach to the management of the human resource. The 'contract' with staff will offer them exceptional opportunities and support (in particular action research support – see details at end of section) in return for an exceptional level of commitment. A staffing model will be put in place that is designed to ensure the best possible outcomes given the money available. We commit to hiring the best primary school practitioners; whether these are early career teachers, German teachers working towards QTS, or experienced language teachers. There will be a flatter than usual – and therefore less expensive – management structure.

Whilst we are determined to guarantee high standards in the core disciplines (in both English and German) through precise teaching methodologies and sharply focused

assessment processes, we want a broad curriculum with lessons in music, PE, art, humanities and science, and potentially other modern foreign languages.

Through our support for pedagogical excellence, we will focus on engaging delivery of the curriculum so children are excited by learning. This will include project-based learning as well as practical, experimental tasks. Our bilingual, multi-cultural approach will naturally bring an important international component to the curriculum to reflect our global outlook and embed rich subject content. (For more detail on each of these areas see Section D1.)

Parent/community engagement¹⁵

The weight of evidence consistently demonstrates that one of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental involvement in their learning. This is particularly critical in a bilingual setting.

Specifically our parental partnership for learning will include:

- an expectation that each class teacher will build a proactive relationship with the family of each child with regular phone and face-to-face conversations sharing information and celebrating success;
- clear policy and advice on how parents can support learning through, for example, shared reading and opportunities for learning with the family;
- encouraging parents to take part in activities for all the family, for example traditional festivals such as German St. Martin's Day;
- an emphasis on early communication of concerns so that problems can be dealt with before they escalate;
- a key role for parental feedback in the accountability arrangements in the school (see below);
- opportunities for parents to become involved in delivering after-school activities and clubs for pupils as well as wider members of the community (this opportunity also extends to suitable parents who may be interested in working in a teaching assistant capacity in the school).

To support our open approach the Judith Kerr Primary School will have a Parents' Promise (see below) which sets out what parents can expect and demand from us. And because engagement works both ways, we have also set out what we expect from parents. Having high expectations for family support for children is vital in creating a culture of learning in any school community. The draft Parents' Promise, highlighted below, will be consulted on and then form the basis of the school's parents policy.

¹⁵ For parents, read parents and carers

Judith Kerr Primary School promises to	Judith Kerr Primary School invites parents to
Support and help you in your role as the child's first and most important educator	Help us by communicating with the school about your child's development needs
Listen to your views and take them into account when deciding school policy	Play a full part in the school's arrangements for consulting and involving you
Make sure you are kept informed about the work of the school and your child's progress	Support your child with work and help him or her to achieve any targets they are given
Address any concerns you may have and explain any decision or action that results from these	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that they can be resolved
Ensure that in all decision-making children's interests are foremost	Help us to decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of staff
Provide the best possible quality teaching in which children's learning can thrive	Contribute your own expertise and interests to the education delivered in the school

The Judith Kerr Primary School will not only be for parents and pupils, but will form a key part of the community. The founding parents are a group of local people with a stake in making their area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population.

Specifically, we will make good use of the school as a community hub with opportunities for local groups to hire and use our space.

Discipline

The table below sets out our draft Pupils' Promise which, like the Parents' Promise above, details how we intend to ensure excellent relationships between pupils and the wider school community. It also forms the basis of our code of conduct which guarantees the highest standards of pupil discipline and places an emphasis on positive and consistent behaviour management. Our staff will emphasise the positive before the negative but will be very focused on ensuring small infractions are not allowed to fester and escalate.

Judith Kerr Primary School promises to	Judith Kerr Primary School expects pupils to
Treat you as a unique and special individual, with dignity and respect	Work hard and help your teachers to help you
Listen to what you have to say and take your views into account	Show respect and courtesy to everyone at all times
Ensure your school is a happy, safe, secure and pleasant place for you to learn	Respect other pupils' right to learn and stay safe
Protect your right to learn	Look after and care for the school environment
Help you to achieve as well as you can and celebrate your achievements	Work hard to achieve the best you can in all areas of school life
Help you to enjoy your work and get the most out of your time in school	Tell us if you have any concerns or worries so that we can help you
Support you in learning to communicate in both German and English in and out of class	Let us know if you are finding communicating in one or both languages difficult so we can help you
Prepare you to face the next stages in your life with confidence	Observe and follow the code of conduct drawn up by all members of the school community

More specifically our approach to pupil discipline will be defined by two codes of conduct: one for the classroom (produced by the children together with the class teacher) and one for the school (already written by the Principal after staff consultation). These codes will be displayed around the school so staff and others can immediately highlight any misdemeanours. We will also have a clear approach to escalation, with the Principal responsible for brokering multi-agency support where necessary and a fair approach to exclusions that follows the school's appeals procedures (for more detail see section D6).

Enrichment

We believe there is no contradiction between demanding high achievement and looking after children's wider well-being. The Judith Kerr Primary School will therefore have a number of systems and processes in place to promote pupils' personal development, including weekly assemblies, dynamic PSHE and RE lessons and multi-agency support where necessary.

Our pastoral system will acknowledge the value of role models and the need to establish norms of manners and behaviour through child/adult interaction. We will make a point of ensuring lunchtime is an opportunity for pupils and staff to engage with one another.

We will encourage a wide array of extra-curricular activities to stimulate broad interests. In our experience, staff often bring their own passions to activities such as

school choirs, plays and sports clubs. We expect such extra-curricular activities to support pupils' self confidence (For more detail see section D1 and D2.)

Accountability

Our approach to accountability is based on common practice in other industries around the world. Specifically, we will use pupil progress data to hold individual teachers to account for their performance; programs such as InCAS may be used to assess and track pupils' progress for this. From the Principal down, we will insist that staff deliver to agreed expectations and that there are no excuses for children not achieving.

We will use three sources of evidence to judge the performance of teachers and the school as whole:

- pupil-level data: occasional testing, assessment for learning feedback, surveys and School Council feedback;
- teacher-level data: lesson observations, work scrutiny, surveys;
- parent/ carer-level data: regular face-to-face and telephone contact, surveys.

The Judith Kerr Primary School will have an annual assessment cycle and at certain points during the year an accountability snapshot will be created, the amount of data may depend on the experience of the teacher as described in section D4. This snapshot will form the basis of the school self-review and will be used to make a judgment about performance. Where there are weaknesses, it will be incumbent upon the Principal to put in place interventions to improve outcomes. (The success or otherwise of these interventions will be closely monitored by the Governing Body and school improvement specialist – see the 'Governance' section for more detail.) This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

It is important to note that our intention is not to over-test pupils. On the contrary, the reason for using a wide source of data to inform judgments is so that we are not over-reliant on summative assessments. However, we feel it is absolutely necessary for pupils (as well as their parents) to understand how they are performing and what they need to do to progress.

Termly academic review meetings will provide opportunities for the school to share with parents performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each pupil's progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

Support

We are acutely aware of the need to attract and retain exceptional teachers. Effective systems and processes cannot always control the quality of the people in the classroom. We therefore propose to develop our staff through high quality professional development opportunities and support. In particular:

Training support individual to the school: In the 'Governance' section we highlight our provision for a school improvement specialist to provide challenge to the school and the Principal in particular. Their role will also be to broker additional support for staff, initially through the CfBT network. This might involve mentoring and training from our Lincolnshire School Improvement, or Lambeth City Learning Centre service, facilitated learning conversions between our staff and teachers from around the world where CfBT works or has links, and training sourced through CfBT's head office in Reading. As the school grows and more money becomes available for professional development, we will look to provide further support tailored to meet the development needs of the school. We will also explore with the Local Authority the possibility of drawing on their professional learning communities.

Distributed leadership: We will look to recruit staff with leadership potential and provide opportunities within the life of the school to exploit that potential. So for example, as the school grows we will ask staff to conduct whole-school projects, liaise with other schools, or lead on an aspect of school self-review. This approach is good for the professional development of individual teachers, and a good way for the school to promote succession planning. To support our teachers as leaders we will also look to engage with effective leadership development programmes around the country, including courses offered by local universities and school improvement organisations such as the Institute of Education, or London Southbank University.

Systematic induction, coaching and performance management: In the first years of the school the Principal will take responsibility for supporting new staff through a structured induction programme. This will help embed our vision and school design – in particular the demands of our bilingual curriculum – and also provide opportunities for staff to contribute to the future planning of the school. Coaching, initially by the Head, and other senior staff as the school grows will be a key part of induction and ongoing support and will allow staff to have non judgmental professional learning conversation with colleagues. Our performance management processes will be rigorous and shaped by CfBT's professional development standards for teachers, which have been developed in light of our international engagements. Performance management will be data informed and focused on pupil outcomes.

A research-engaged, learning school: We are aware of the responsibility that would be handed to us if we were to receive approval for the Judith Kerr Primary School. And we are clear about the need to demonstrate value that extends beyond the children we will be educating. We therefore propose providing additional support, funded through CfBT Education Trust's research programme, to develop, distil and disseminate best practice during the first year of the school's operation.

Our research and development team will work alongside staff to build highly effective, classroom-ready tools and techniques in key areas of school delivery. So

for example, drawing on our database of educational experts we may engage David Burghes, Professor of Mathematics at Plymouth University, to help staff codify and deliver excellence in mathematics teaching. The outputs could be curriculum support materials for the school and a wider report for the rest of the educational community.

We believe this approach will be attractive to practitioners and a key aspect of our recruitment drive. Teachers at our school will have the opportunity to engage in action research and contribute to wider debates about teaching and learning. In the longer term we hope to include our practitioners in global conversations with school systems around the world.

We will be working on the precise nature of this support over the coming months. However, it is our intention to produce a clear and replicable set of teaching processes that respond to the challenge highlighted in McKinsey's most recent report that suggests insufficient attention is paid to the actual transaction of learning in the classroom.¹⁶

Challenges

Despite the evidence espousing the benefits of bilingualism, and the significant support we have received, we acknowledge that there are challenges that may affect the success of Judith Kerr Primary School. Challenges that arise from teaching in the urban multi-cultural environments of large cities include:

- enrolling multi-lingual children, with high numbers of EAL pupils
- relatively high pupil mobility

While these challenges face many maintained schools working in the urban multi-cultural environment, such issues are compounded when setting up a bilingual primary school.

Multi-lingual communities

South London is urban, and the boroughs of Lambeth, Southwark, and Lewisham (where we are looking for school premises) are highly diverse area; for example, 80% of Lambeth's pupil population come from ethnic minority communities. Lambeth schools reported that approximately 140 different languages are spoken in the borough, the most common being English, Yoruba and Portuguese, and around a third of the primary and secondary pupil population are not fluent in English¹⁷.

Naturally in such an area there are many languages in play and we expect to enrol three types of pupils: bilingual German-English speakers, monolingual speakers

¹⁶ **Mourshed M. Chijioke, C. and Barber, M.**, *How the world's most improved school systems keep getting better*, 2010
http://www.mckinsey.com/client-service/Social_Sector/our_practices/Education/Knowledge_Highlights/How%20School%20Systems%20Get%20Better.aspx

¹⁷ **Lambeth Council**, *State of the Borough Report*, 2011

(German or English or another language), or multilingual speakers (who may speak neither German nor English).

We acknowledge the issues that having such a diverse school population may bring, but our Free School will draw on our staff's knowledge of teaching using EAL, German as an Additional Language, and SEN methods to overcome these. We will have policies for both EAL and SEN support and have an extensive list of resources to cater for all pupils (see section D3 for more detail). We believe this will prepare staff to provide high quality, appropriate support for these children, and enable them to achieve to the best of their ability.

Pupil mobility

“Pupil mobility refers to movement into or changes of school, either once or on repeated occasions, at times other than the normal points at which children start or finish their education at a school”¹⁸. It has been proven to impact greatly on a child's learning, and London has been identified as an area of the UK where pupil mobility is the most prominent¹⁹. The greatest challenge for Judith Kerr Primary School is not that highly mobile pupils may not attain in line with national expectations – because this is something that outstanding teaching and support can overcome. Instead, the difficulty is that pupils may move in or out of the school, for various reasons, without completing a full primary school cycle. We must, therefore, provide these pupils with either the support to integrate fully with their new bilingual environment, or to move to another school with the skills necessary for an easy transition. Our approach to this is described in Section D3, and draws on the outstanding teaching of staff, and EAL and SEN strategies and resources.

We believe these strategies will provide the new pupils with the support needed to learn German- at any point of entry into our Free School - while continuing to make the progress they would have in their previous monolingual school. Should a pupil continue to struggle we will prioritise their English literacy for the simple reason that they will need to reach Level 4 in Y6 in order to progress in secondary school. While we do not believe we cannot cater for monolingual children who don't speak German or English, we have to accept there may be exceptional circumstances, after exhausting all strategies for support and intervention, when a pupil would benefit from returning to monolingual schooling. However, this is a situation we will strive to avoid through our use of the CfBT School Design and recruitment of outstanding teaching staff.

¹⁸ **Lambeth Local Education Authority**, *Pupil mobility in Lambeth schools- implications for achievement and school management*, 2004, <http://www.lambeth.gov.uk/NR/rdonlyres/B682F4DA-C43F-4D8B-861B-F552AE37AC78/0/PupilmobilityinLambethschools.pdf>

¹⁹ **Machin, S, Telhaj, S, Wilson, J**, *The mobility of English school children*, The Centre for the Economics of Education, LSE, 2006, <http://cee.lse.ac.uk/ceedps/ceedp67.pdf> p.3

A new movement in British education

A bilingual education can be of great academic and social benefit to children learning to live in a multicultural city and a mobile generation²⁰. This is recognised and supported not only by research, the parent-promoter group and CfBT Education Trust, but by a variety of agents:

- Other groups are working on bilingual / language specialist free school projects
 - the Spanish bilingual free school project (which received DfE approval in October 2011 and which we are in contact with)
 - the International Academy of Greenwich (applying in this round for approval);
- Other bilingual schools such as Hockerill Anglo-European School and BilinGO primary school in Cologne with whom we have been in contact;
- Parents in other parts of London have asked whether we might promote a second school in their area;
- Teachers eager to join a bilingual school such as the Judith Kerr Primary School have approached the parent-promoter group (see section F5);
- Our proposal has been warmly supported by the Goethe-Institut (the German counterpart of the British Council), and the German Embassy, both of whom have offered advocacy and other resources to us.

All the above demonstrate the enthusiasm and the determination to implement bilingual curriculum models that provide outstanding teaching and learning. Certainly there appears to be a growing movement for increased specialist language provision in education, and success for the Judith Kerr Primary School could have a positive impact on this. It would give us the authority to campaign for earlier language provision, encourage other schools to enhance their language teaching, provide practical advice, and drive up standards for all.

A growing body of pupils leaving primary school already fluent in one or more modern languages will induce secondary schools to become more innovative and flexible in their MFL provision, starting earlier, and achieving higher proficiency levels. We believe such an impact would also encourage pupils to take up languages at GCSE and further education level as currently fewer than 4% of UK pupils are gaining a higher level qualification in languages²¹.

In the future, we would therefore want to reuse our experience by starting a network of innovative primary and secondary schools linked by a common passion for early language teaching to underpin both academic excellence and social and cultural

²⁰ **Meier, G.**, 2009. *Can two-way immersion education support the EU aims of multilingualism, social cohesion and student/worker mobility?* European Journal of Language Policy, 1 (2), pp. 147-164.

²¹ **CILT News**, *A Level Figures Show Languages in need of Promotion*, <http://www.CILT.org.uk/home/news/news%20items/a%20level%20figures%20for%20languages.aspx>

understanding. Greater size and momentum would bring gains in procurement, governance, quality assurance, parent recognition, recruitment, training, and funding. All of which would lead to greater numbers of pupils with additional language skills, providing the UK with a more highly skilled, and therefore competitive, workforce in the future.

Our organisational vision is to be the first building block in a mutually sustaining federation of bilingual schools in Britain.

Section D: Educational Plan

D1: Curriculum and organisation of learning

Table 1: Proposed Pupil numbers

	2013 (y1)	2014 (y2)	2015 (y3)	2016 (y4)	2017 (y5)	2018 (y6)	2019 (y7)
Reception	50	50	50	50	50	50	50
Year 1	25	50	50	50	50	50	50
Year 2	25	25	50	50	50	50	50
Year 3		25	25	50	50	50	50
Year 4			25	25	50	50	50
Year 5				25	25	50	50
Year 6					25	25	50
Total	100	150	200	250	300	325	350

Nationally recognised curriculum with flexibility to meet pupils' needs and develop age-appropriate knowledge and competency in two languages.

The National Curriculum will be tailored to the needs of our pupils and to allow for the delivery of its basic content through the vehicle of two languages. This dual language approach is based on the principles of CLIL methodology; Content and Language Integrated Learning, a model supported by the European Commission¹ and also used by Hockerill Anglo-European school. Fundamental features of CLIL teaching include:

- Teachers who are specialists in their own discipline (primary teaching) over language teaching (see section F for more detail);
- Teachers who are fluent speakers of the target languages (here, German & English);
- Pupils gain new knowledge of national curriculum subjects while using and learning the new languages (German & English);
- The lessons are centred around the subject content, not language learning.²

¹ **European Commission**, *Action Plan to Promote Language Learning and Linguistic Diversity 2004-2006*, 2003 is one such example of CLIL promotion

² **European Commission**, *Content & Language Integrated Learning*, http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm last updated 08/08/11

At Judith Kerr Primary School there will be a focus on all pupils achieving competency in Literacy (English) and Numeracy in line with national expectations, and in literacy in German.

Our Reception year curriculum will be devised with the Early Learning Goals³ in mind. All children will be supported and guided in their primary learning through a dual language teaching and learning system which nurtures communication skills and potential fluency in German and English across the four skill areas of Listening, Speaking, Reading and Writing.

Fundamental to achieving this will be the development of a dual language environment, welcoming children from a variety of different cultural and linguistic backgrounds. This will include children who are:

- monolingual (predominantly English first language speakers);
- developing bilingual skills or are already able to communicate well in spoken German and English;
- from a multilingual, though non-German and limited (conceivably non-) English speaking background.

The distinct dual language approach means that the school will prioritise the development of children's ability to communicate in English and German at a comparable skill level; this means they will listen, speak, read and write to the same level. It is expected that some children will require additional support or extra challenge so that they can achieve their personal best outcomes across these four skill areas.

We are clear that children will all need to establish and demonstrate a good understanding of spoken and written English prior to developing written skills in German. In addition to the four key skills, the opportunity to learn content across the subject areas in two languages will also encourage the investigation and comparison of cultural similarities and differences. This will support the children in their developing ability to empathise with people from different cultures.

At Judith Kerr Primary School all children will take part in language learning activities appropriate to their ability and ages. Where additional support is required, this will be provided through small groups or activities with differentiated challenges and outcomes. For pupils who are struggling, booster groups and 1:1 support sessions will be provided by Teaching Assistants, the teacher, or the SENCO as appropriate. In severe cases, where pupils are not coping in the bilingual environment despite additional support, we must acknowledge the possibility that the dual language approach may not be suitable and that it would be in the pupils' best interest to return to monolingual mainstream education.

In so far as this may occur, we will operate on the basis of preparing pupils not only to join the secondary school that best suits them – whether it be a bilingual or monolingual school – but also to ensure pupils' progress is assessed according to

³**National Strategies**, <http://nationalstrategies.standards.dcsf.gov.uk/eyfs/site/requirements/learning/goals.htm>

national standards. This means in cases where pupils will need to leave Judith Kerr Primary School for an alternative mainstream primary, we can provide schools with familiar records and a pupil who is working in line with age-appropriate expectations. We therefore commit to delivering the highest standard of education in both English and German to all pupils so that they are equipped with the life skills needed to succeed, regardless of whether they finish their primary education within the walls of Judith Kerr Primary School or not. We will use a range of assessment methods, including formative assessment such as diagnostic marking, and summative assessment such as the InCAS program⁴. This is outlined in greater detail in D4.

This process will begin with a core focus in Year R on children mastering a phonic system, such as Ruth Miskin's Read Write Inc⁵. Program, and transferring this knowledge to phoneme-grapheme systems to begin to be to learn how to read and write. Depending on the ability of each cohort, and of the children individually, we would expect to start with phonics in English. This learning process will allow transfer of these skills to the acquisition of German.

It is anticipated that the usual intake of pupils will be a mix of bilingual, monolingual or non- German multilingual children, which will be reflected in the methods we use to expose them to the German language, (however, as explained below the first year's intake may be exceptional in their German-English proficiency). Where there are children who already demonstrate a good grasp of the German phonic system we will encourage them in small groups or as individuals to work alongside the teacher or the German speaking class TA to begin to apply the skills of phoneme-grapheme transfer to reading in the target language from mid Year R onwards and simple writing skills in Y1.

Whole School Curriculum Structure

We strongly emphasise the importance of flexibility in the Judith Kerr Primary School teaching and learning approach, since the demographics and abilities of each cohort will vary, as will each individual child. We will give teachers the opportunity to exercise their professional expertise to choose those delivery methods which are most effective for each class. Nonetheless, we have devised a basic structure for delivering the whole school curriculum (see Table 1 and Appendix 1D). This is based on a simulated cohort of 30% bilingual German-English pupils, 30% mono-lingual pupils (assuming English is the first language), 40% mono-lingual pupils (whose first language is neither English nor German).

The plan shows that from Year R to Year 6 English is taught as a discrete subject, as in mainstream schools. In this time, German too will be taught as a discrete subject focusing on speaking and listening in Key Stage 1 and moving to reading and writing from the beginning of Key Stage 2 (although more able German-speaking and

⁴ **InCAS**: Interactive Computerised Assessment System is a computerised adaptive assessment program that is designed for children aged 5 – 11 years. Described in detail in D4.

⁵ **Ruth Miskin Literacy**, <http://www.ruthmiskinliteracy.com/>

bilingual pupils will of course be encouraged to start writing in German earlier than this). This is to ensure that the foundations for learning both languages are laid solidly and then built upon.

Table1: Proposed Structure of Whole School Curriculum

Year Group	Proposed Structure of Whole School Curriculum			
Foundation	German simple revisit activities	Foundation Subjects	Communication and sharing in these subject areas throughout all year groups.	Communication and sharing in these subject areas throughout all year groups.
Y1	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking
Y2	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking
Y3	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking
Y4	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking
Y5	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking
Y6	German simple revisit activities	Science	Foundation Subjects	German -listening and speaking

It is important to note here, however, that in the first year of opening Judith Kerr Primary School, our cohort will most probably not reflect such a diverse demographic as described above. This is because the significant support Judith Kerr Primary School has received over the last year indicates the initial YR, Y1, and Y2 cohorts will come from largely German-English bilingual families where children already have a good grasp of both languages (see Section E). In the light of this extraordinary cohort, we feel confident we can achieve our aims through the current curriculum model as it is flexible and adaptable.

In the first year, we will encourage the Y1 and Y2 cohorts to move toward reading and writing German earlier than is suggested by the model above (reading will begin in Y1 and writing will begin in Y2). German lessons will focus on expanding on the four key skills in KS1 rather than lower KS2 to cater for these extraordinary cohorts. English and Maths will not need to be altered to a large extent – as they follow the National Curriculum – other than to use German more extensively to reinforce prior learning. For foundation subjects, in the first year it will be a matter of using Content and Language Integrated Learning in Y1 rather than Y3, given the previous exposure to both German and English of these cohorts. The advantage of our model is that it is flexible enough to support different abilities and different intakes; its success will be contingent (like that of most schools) on employing the right teachers and providing them with the leadership and time to create appropriate lesson plans and resources. Section F contains more detail on how we propose achieving this.

Numeracy

Using the curriculum model above, numeracy will be taught mainly in English in YR and Y1 to allow all children to access key knowledge. However, where appropriate, teachers will be encouraged to revisit or reinforce Numeracy skills in German. For example, teachers may revisit and practice counting on with numbers in both languages, or revisit and practice shapes in both languages. In Y2, where teachers and teaching assistants can identify children who demonstrate a good grasp of basic mathematical skills, then activities will be introduced in German as well as reinforced for some children. This will be an excellent opportunity to strengthen Numeracy skills, to develop understanding of German, and prepare all children for Numeracy activities to be increasingly delivered in German by KS2.

Science

In KS1 Science will be taught by both class teachers in either language depending on pupils' language proficiency. There could be two distinct groups of children learning about a Science topic but operating in two different languages (Rocks and Minerals, for example learnt by different groups in German or English). In this instance there will be time built into the lesson planning to allow for one group of children to share their knowledge with the other group of children in the class and so expose all children to key scientific terminology in both languages. This will help to prepare children for Science activities during lessons which by KS2 may sometimes be delivered wholly in German to all children. A CLIL approach to Science will be introduced in Year 2 and developed further at KS2. Teachers will choose which

Science topics will be delivered in which language based on pupils' prior knowledge, and best-fit English or German contextual references.

Morning meetings at the start of the school day in German and English

This period will be a scene setting time at the start of the school day, realigning children with the bilingual ethos of the school. As a first contact of the school day it will be the time to settle and organise children.

General classroom business will be conducted in both languages; children will be greeted, and instructions and goals for the day will be given in both languages. A short problem solving activity will be delivered either orally or later in written form (beyond Year 1) for pupils to work on e.g. greet as many children as possible, find specific objects, solve a riddle.

Reading as a skill

We want the pupils to see "Reading in a language" as an enjoyable activity and a transferable skill. We want children to understand that reading skills can help us to access text and information from different view- points and cultures. Children will be encouraged to see the links between accurate reading skills and becoming articulate communicators in spoken language, and communicating clearly in written form. We will encourage accuracy in accessing written text and also in the application of comprehension skills in reading.

In both languages children will be exposed to age-appropriate books of different genres, both fiction and non-fiction. Children will read poetry in both languages. Texts may be introduced which are common to both languages, or are specific to one or the other of the languages. Children will be introduced to authors of importance from both languages.

Incidental reading of both languages will be available throughout the school, for example signage, school announcements and canteen menus to encourage and embed conversational German.

We will invite guest readers into school – parents, helpers, outside agencies and authors – to share their love of reading in German and English with the children.

Development of Reading Skills in English

Every morning in YR and KS1 children will be engaged in learning activities based on the English phonic system during their Literacy lessons. There will be an interactive book activity incorporating strategies to decode and encode words and phrases. The reading will be linked to the theme or focus of specific foundation subject projects that the children will be engaged in. If studying animals and their habitats, there will be a study of fiction and non-fiction books on animals and their habitats so that new vocabulary can be learned. At other times, books which excite the children and stimulate creative thinking will be chosen. In KS2, there will be active guided reading sessions, where independent learners will keep reading journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary.

It will be our well communicated expectation that every child will read aloud and be read to at home in English from Year R. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. With this strong focus on reading from an early age, pupils will feel at ease with books and this will ensure that they are fully prepared for their KS1 and KS2 SATS tests. We will assess pupils throughout each academic year, using various assessment methods including data tracking systems such as InCAS (explained in D4) to monitor and inform individual children's progress. We will also administer KS1 and KS2 SATS for our own internal processes in reading and reading comprehension.

Development of Reading Skills in German

We realise that it is through the ability to read independently in a language that new vocabulary and structure is acquired and internalised. The ability to decode, encode and comprehend in more than one language accentuates and strengthens an individual learner's literacy skills. Children will be encouraged to read at home in German from Year 2, or earlier if they are able to be supported or want to read independently and for pleasure. We will establish a small pool of German-speaking volunteers (possibly parents) who will be asked on a weekly basis to read with targeted pupils from Year R onwards. The targeted children may be those who have bilingual parents, can already speak well in German or equally who may not have support at home and require additional support. This ability to read in two languages will help all pupils later when they may start learning a third or fourth language.

Where possible we will mirror in the direct German teaching and learning time some of the stories and non-fiction activities that the children have been considering in English Literacy. For example we may read "The Hungry Caterpillar" in English to explore healthy eating or life cycles, and we will then read the same story "Die kleine Raupe nimmersatt" in German and explore the key language. We would then explore a non-fiction text about life cycles in English and explore a similar text in German.

Dual language books in the shared reading area will allow all children to explore independently the relationship between German and English and to allow children to apply their reading strategies to both language systems. From Y2 onwards teachers and children will be able to access bilingual dictionaries to support understanding and children will be encouraged to use these dictionaries to support and extend their knowledge of both languages. It is expected that every child from Y2 onwards will be encouraged to read aloud in German at school, to a supporting adult or the class, to encourage clarity of pronunciation. This could take the form of reading class instructions, reading the day and the date, reading a short text to the class, or a piece of their own written work. In KS2 reading at home in German will be encouraged for all children. German reading ability will be assessed using the CEF scale, which is detailed in D4. We will look to assess German reading ability chronologically and intend that each child in Y6 will be reading at least at the same level of a German child 2 years below their own actual age. Many will have reading ages that far surpass this minimum expectation. We also hope to develop our own in-house German Literacy assessment framework in time for greater accuracy.

Literacy and Writing Skills

Children will be taught the grammar of both English and German. This will be taught as an integral part of the English literacy learning time and will develop as an integral part of German learning time.

Children will explore writing in English in YR as is appropriate for individual learners. Some children will be encouraged to explore writing in German from Y1, depending on individual pupils and the different cohorts. This will be managed by the class teacher through effective differentiation and use of teaching assistants.

Most children will be encouraged to explore the writing systems of both German and English from Y2. Children will be encouraged to explore writing styles, to develop creative writing skills and to understand the construction of types of text in both writing systems as they progress through KS2. Children will be encouraged to explore similarities and differences in writing systems e.g. speech marks, punctuation, use of capital letters, formatting of a written letter, how to send an email. The investigation of the writing system in one language and its comparison to the writing system of another language will help to reinforce and inform children of how to write clearly, precisely and accurately in both languages.

Development of Writing Skills in German

Differentiated activities and differentiated expected outcomes will be set for each child depending upon the level of German the individual child demonstrates by Y2. The children will work in ability groups on focus activities with either the teacher or TA, where appropriate.

A writing buddy system will be established to allow more able German readers and writers to support children who are still learning rudimentary vocabulary in German.

Mathematics

Maths is a crucial part of a child's learning. We will teach this with rigour and offer children the opportunity to reinforce their skills by revisiting strategies and the four basic operations in both languages. The main language for delivery will be English in YR but as the children progress and demonstrate secure subject knowledge and understanding, opportunities to deliver some teaching and learning activities in German will increase. Responses and solutions will be in either language, or a physical or pictorial response depending on the task. It will be up to teacher's discretion when, how, and with which children to introduce such activities.

We will increasingly use German to deliver Maths topics as pupils' progress through KS1 and into KS2. For example, children will need to be exposed regularly to word problems in English so that they can access and solve word problems for assessments in English. However, we will work towards introducing simple word problems in German (that demand limited language or physical responses) as pupils' familiarity with them grows. This is to support all pupils to eventually be able to solve word problems- an everyday application of numeracy- in both languages. If pupils

are comfortable and confident in using German in Maths, staff will be prepared to encourage those pupils to explore concepts further by questioning and setting tasks in German too. For very able children, it may be that differentiation takes the form of translating an explanation into the second language.

In KS2, Maths will be taught in either German or English and this will be a decision taken at the planning stage for each topic. When planning each topic, teachers will take into consideration such factors as ability groupings, levels of German comprehension, and the availability of suitably expert maths teachers fluent in German. This will be with a view to prioritising the achievement of at least a numerical comprehension level of L4 for all pupils by the end of KS2, and then to achieving our bilingualism for all pupils in Numeracy.

Teachers will be able to revisit prior knowledge using the alternative language to that which was used in the earlier prior learning. For example, if shape is being taught for the second time in an academic year, German shape vocabulary may be introduced to reinforce knowledge. We will plan practical lessons with a real-life application so that pupils know why maths is important. Pupils will be guided in their learning by working with concrete examples, followed by objects, models before finally moving to abstract concepts. We will use a wide range of resources and be creative in providing learning materials.

Every lesson will begin with a lesson of mental arithmetic, practising the four basic operations in either German or English. Methods of computation will be taught formally in early years of learning in English with German reinforcement as a whole class activity and then later either in German or English in follow up target language and ability groups. Pupils' capacity to explain their methods and write them down in either language will be nurtured and encouraged.

Pupils gifted in Maths will be given opportunities to complete open-ended investigations, riddles and puzzles or to solve real practical problems for the school e.g. marking down the position of evenly spaced frames boards on a display board. These activities can take place at the discretion of the pupil in either language.

Science

This subject not only induces awe and wonder but also stimulates critical thinking. Our science curriculum will focus on answering questions by predicting, creating fair tests, and analysing results, and we will try to link with other subjects where possible. We will follow the National Curriculum and also take into consideration the pupils' interests and methods of delivery and investigation. The outdoor environment will be exploited fully in our lessons. We won't just teach about plants, we will grow and observe them outside and in class. We will draw on materials and resources to do this from the Goethe-Institut, BilinGO primary school, and the European Commission to allow children to develop a broad sense of the place of Science in both English- and German-speaking societies. This subject will be taught in blocks of learning in both German and English. Children will be guided (or given a choice) as to which language they should use to respond. Children will be encouraged to consider how

they can create a class assembly or whole school display in both languages so that they can share their investigations with the school.

Humanities

By Humanities, we mean Geography and History. This will be taught in blocks of core topic areas and each year group will follow a theme. The subject content of these two foundation subject areas will be delivered in either German or English at the discretion of the year group teachers. The teachers will share planning and resources and decide which language is most appropriate to learn the historical or geographical facts. The teaching and learning approach will be Content and Language Integrated Learning (CLIL, as outlined in D1). For example it would be most appropriate to learn about the Tudors in English but to learn about mountains in German and to investigate a mountain range in Europe such as the Alps. We will draw on materials and resources to do this from the Goethe-Institut, the European Commission and will link wherever possible with work and resources from our partner schools.

RE/PHSE

Religious education and PHSE promotes pupils' understanding of the multicultural, multi-faceted backgrounds and value systems of the today's society by enabling them to explore issues of belief and ethics through circle time, the study of historical events and religious ceremonies and celebrations. Pupils will be encouraged to understand how we can interact with each other and explore our contemporary society. We will promote tolerance and with the older children we will discuss the difficult issues of persecution, taking the opportunity to explore these sensitive areas through dialogue with peer groups in BilinGO, the primary school in Cologne. Our intention is to help to create tolerant young citizens with a broad and deeply inter-culturally mature understanding of the world they live in and in which they will play their part.

The subject content of this subject area will be delivered in either German or English and will be at the discretion of the year group teachers. The teachers will share planning and resources and decide which language is most appropriate to explore the religion or facts. The teaching and learning approach will be content and language integrated learning.

ICT

ICT will be taught as an integral part of the learning across subject areas as well as a discrete subject. Judith Kerr Primary School will forge links with other German schools (including of course BilinGo in Cologne) ICT such as the internet, hand held devices, sound recorders, listening stations and video conferencing equipment will allow children to make real contact with the learning environment of German peer schools. It will be a window into the German-speaking world. Children will access up-to-date pictures, information, weather reports, data, conversation and dialogue with their German peers through ICT. Each classroom will have an IWB with speakers, and access to wireless laptops (class sets shared between two classes). The

children will learn how to communicate via email and text in two languages and will have access to German and English keyboards.

Children in KS1 and KS2 will learn how to scan, record (sound and pictures) and send materials, performances and projects to their partner school in Germany. Older pupils will learn how to set up video conferencing and will communicate by email with their peers in their partner school to facilitate transfer of data, experiments and information. Children will access the internet using both German and English search engines and will learn how to operate and maximise the potential of online dictionaries.

Discrete ICT lessons taught by TAs with specialist IT knowledge, or teachers brought in from organisations such as the Lambeth CLC – which is managed by CfBT⁶ – will provide some of the Planning, Preparation and Assessment (PPA) cover time for teachers to plan. ICT will be used cross-curricularly to maximise learning opportunities; in Maths databases can be used to present and analyze data, in History research can support pupils to complete investigations etc.

Art/DT

Art and DT will alternate throughout the year and be taught in 2 week blocks. We will follow the QCA schemes of work but may adapt the content to link with our other learning and to explore Art and culture of German speaking countries, linking this to the wider world. We will teach a balance of sequential skills and knowledge so that pupils are able to develop their artistic ability throughout their primary years.

The content of this subject area will be delivered in either German or English and will be at the discretion of the year group teachers. The teachers will share planning and resources and decide which language is most appropriate to explore the Art or DT project. The teaching and learning approach will focus on content and language integrated learning.

We hope to be able, in time, to offer Art and DT clubs as an extra-curricular activity, open to all. Depending on the skills and interests of our teachers external Art teachers or TAs may run some Art lessons to facilitate some of the necessary PPA cover time for teachers to plan together.

Music

Singing has an important part to play in the curriculum and will enhance the learning of both languages' sound patterns. Languages and music are the two curriculum areas where we can work with children on the education of the ear. This could benefit children later in their education as they take on new language challenges or more challenging musical instruments and concepts.

The pupils will learn elements of both languages through songs. We will develop a programme which introduces classical, folk, traditional and modern music of both

⁶ CfBT Lambeth City Learning Centre, www.lambethclc.org.uk

cultures appropriate to the age and interest of the children. Pupils will be able to perform for parents and sing in assemblies in both languages.

In time we hope peripatetic instrument teaching, paid for by parents, may take place on the school site out of hours. Depending on the skills and interests of our teachers, external Music teachers may run some Music lessons to facilitate some of the necessary PPA cover time for teachers to plan together. We hope to be able to offer music and choir/singing clubs as an extra-curricular activity, open to all.

Sport/PE

PE lessons will be taught both by class teachers and also visiting sports coaches and professionals. Teachers will develop opportunities to build routines in PE, such as the warm up, that are delivered in both English and German. Children will learn team games that are common to both cultures and also more favoured in one particular culture e.g. Handball in Germany. In KS2 we will develop competitive team sports such as netball, football, basketball, handball and hockey. We will encourage our pupils to find a sport that they enjoy, to learn the rules of sports, and to accept victory or defeat graciously. We will actively promote competitive sport as a way to teach these things.

Indoor PE will involve gymnastics and dance, and will be led by the class teacher. Learning to swim is a necessary life skill so we will liaise with local pool facilities to arrange weekly classes for our KS2 pupils operating on a class rota system. PE will provide some of the PPA cover time for teachers to plan together, and we will use our TA and PPA/CPD cover teacher to supervise these sessions. We will also use the Take 10 aerobics program for warm ups or activities between lessons⁷.

We hope to be able to offer sports clubs, most likely determined by interest and the skills of teachers, as extra-curricular activities, open to all.

School Assemblies and Celebrations

There will be regular class assemblies, shared year group or key stage assemblies and a weekly school assembly. These will be delivered in both English and German.

Once a term there will be an assembly to share and celebrate the progress children are making in the two languages with parents. Teachers and children from every class will be expected to present and explain activities, and sing for their guests in the two languages.

Major events in the German and English calendars will be celebrated. The Christmas assembly, for example, will be a combination of English and German traditions, performance, poetry, music and songs. German St. Martin's customs can also be celebrated, for example, with a lantern procession and traditional stories.

⁷ **Take 10**, <http://www.take10.net/>

School trips and accessing and exploring relevant experience of the wider world

Each class will go on local school trips which will complement their classroom curriculum. We would expect to be able to afford half-termly trips for all classes because we can use public transport throughout London for free, and many places are free to visit. A full risk assessment will take place prior to each educational visit. Grants and fundraising money will be used for theatre trips which will also relate to learning in class. The PFTA will take responsibility for engaging members of the community, particularly German speakers, and volunteers will work with the Principal and administration staff to secure their CRB checks (it would be the responsibility of the Principal to manage this and control the data) before coming in to talk with the children e.g. artists, musicians, authors, sports coaches, gardeners. The parent skills audit will also provide us with rich information about what things our parents may be able to contribute in the school (see section D7 for more detail). We will share with the children virtual visits to places of relevance in German speaking countries e.g. cities, mountains, countryside, places of interest.

All trips will be related to learning. For example, a trip to see 'The Gruffalo' will not be isolated but will be an enrichment of a study of the text during Literacy lessons. Pupils won't just 'go on a trip'; all learning will be followed up with appropriate activities in the classroom.

Judith Kerr Primary School will offer children in Y6 and possibly Y5 the opportunity to participate in a short stay outdoor activity centre as well as a school trip to our German link school. This won't just be a trip but children will be expected to take part in everyday German life and spend time with their peers in school and at home.

Making the most of local provision

Once school premises have been located we will investigate our local amenities and incorporate the use of local facilities and the environment into our curriculum planning.

D2: Timetable and Calendar

School Calendar

We intend to employ great teachers at Judith Kerr Primary School, and have therefore opted to base our school calendar around the traditional three terms because to do otherwise would reduce the size of the pool of teachers we might attract to working at the school (many will have children in schools working to the traditional calendar).

The school day will run from 9.00 am to 3.30pm comprising four sessions in the morning (as children have higher concentration levels in the morning), two sessions in the afternoon, a playtime of 20 minutes, an assembly of 15 minutes and a lunchtime break of 60 minutes. However, to ensure the pupils have appropriate concentration levels and behaviour for learning, we will allow for flexibility in moving sessions around; for example if some pupils are struggling to focus after an exciting play time, we may move the Maths session to after lunch once a week. KS1 pupils will have an additional 10 minutes afternoon break. See the two indicative timetables below for the KS1 and KS2 timetables.

Reception will follow a timetable similar to KS1. Pupils will finish slightly earlier and their day will also incorporate more play and opportunities for experiential learning, though they will be taught structured phonics, Numeracy and German. There will be a variety of extra-curricular clubs on offer after school across the school week on designated evenings for Years 1-6. Some clubs may also run in the school lunchtime break. KS1 after-school clubs will start at 3:00pm and end at 4:00pm and KS2 after-school clubs will start at 3:30pm and end at 4:30pm. See tables 2 and 3 below.

Table 2: Key Stage 1 School Day Structure

Judith Kerr Primary School Day Structure – KS1		
9.00-9.30	Morning registration & Early Morning Work	Whole class, teacher led, independent, problem solving activities relating to literacy or numeracy either language
9.30-10.30	Phonics/ Literacy (English focus)	Whole class, differentiated groups, individual activities, TA support
10.30-10.45	Assembly or class sharing time – opportunity for delivery of assembly and sharing by classes and pupils in both languages	SLT led assembly/ key Stage coordinator led assembly/ class assembly/ Celebration assemblies with parents
10.45-11.05	Playtime	
11.05-12.10	Maths/ Numeracy (English focus/ German reinforcement)	Whole class, differentiated groups, individual activities, TA support
12.15-13.15	Lunchtime	
13.15-14.00	German (Focus on language learning- differentiated tasks/skills dependent on learners)	Whole class, differentiated groups, individual activities, TA support, TA delivery opportunity
14.00-14.15	Playtime	
14.15-15.00	Foundation Subject (CLIL approach- German or English language used as teaching language)	Whole class, differentiated groups, individual activities, TA support
Extra curricular 15.00-16.00	Art/ Music/ Drama/ Sport/ Environment/ Newspaper/ Maths club/ Reading club Opportunity to use either language as language of communication here.	Delivery by school staff with interest in key area / Outside provision/ Guest speakers/ participants

Table 3: Key Stage 2 Day Structure

Judith Kerr Primary School Day Structure- KS2		
9.00- 9.30	Morning registration & Early Morning Work	Whole class, teacher led, independent, problem solving activities relating to literacy and numeracy in either language
9.30- 10.30	Phonics/ Literacy (English focus)	Whole class, differentiated groups, individual activities, TA support
10.30-10.45	Assembly or class sharing time – opportunity for delivery of assembly and sharing by classes and pupils in both languages	SLT led assembly/ key Stage coordinator led assembly/ class assembly/ Celebration assemblies with parents
10.45-11.05	Playtime	
11.05-12.15	Maths/ Numeracy (English focus/ German reinforcement)	Whole class, differentiated groups, individual activities, TA support
12.15- 12.30	Aerobics/ Singing/ Reading time Pupils partake in class activities in either language	Whole class, individual activities, TA support, TA delivery opportunity
12.30-13.30	Lunchtime	
13.30- 14.30	German (Focus on language learning- differentiated tasks/skills dependent on learners)	Whole class, differentiated groups, individual activities, TA support
14.30- 15.30	Science/ Foundation Subject (CLIL approach- German or English language used as teaching language)	Whole class, differentiated groups, individual activities, TA support/ delivery opportunity
Extra curricular 15.30- 16.30	Art/ Music/ Drama/ Sport/ Environment/ Newspaper/ Maths club/ Reading club Opportunity to use either language as language of communication here.	Delivery by school staff with interest in key area / Outside provision/ Guest speakers/ participants

Each term will be around 12 weeks long. There will be Inset training for teachers on the first two days of each term. This will be the Senior Leadership team’s and the governing body’s regular opportunity to realign practice with the school’s core aims and ethos while also ensuring all staff members feel empowered in achieving the school’s vision and teaching in a dual language system. We hold significant store by the value of good in-service training and Continuing Personal Development (CPD) and encourage all members of staff to contribute and support each other. Where a

Teaching Assistant, for example, is able to share knowledge of German songs with other staff then we would welcome this.

It will be very important that our staff model the use of German for communication in corridors, and at break times etc. Most CPD will offer both teaching and non-teaching staff an opportunity to revisit, improve or practise their language skills so that they are able to deliver the teaching and learning in the dual language system to the highest standard. Where necessary, outside agencies will be invited to contribute to this CPD. We will ensure that staff receive broad, balanced CPD so that they can continue to meet the statutory requirements of the English education system.

New teachers and teaching assistants to the school will be offered ongoing support throughout the first year to adapt to teaching in a dual language school. Where they have qualified abroad we will make sure that within the first year they are enrolled on an Initial Teacher Training (ITT) or Graduate Training Programme (GTP) course with a local further education provider so they get the necessary support to fully understand the English education system and gain QTS. A buddy system will be introduced amongst the staff and time will be allocated to the establishment and then ongoing development of strong working relationships during this CPD time. These relationships will generate communication between staff in the use of the Dual Language teaching system and ensure that Judith Kerr Primary School leads the way in advancing the methodology and success of inclusive bilingual education in England.

In terms of teachers' contact time, as with pay scales, CfBT's template teacher contracts position us broadly in line with the standard terms and conditions (1265 hours per year, spread over 190 teaching days, with five additional days for other duties). The contract provides a valid and useful guide and incorporates more flexibility. We hope to offer staff a maximum of 80% contact time, with 20% for PPA time and CPD opportunities; including the opportunity to observe another lesson every fortnight. The additional PPA would enable opportunities for group planning, marking, lesson planning etc; and this time would be essential to ensure we deliver our bilingual curriculum while simultaneously meeting our floor targets for KS2 attainment. Indeed, in our communications with Hockerill Anglo-European School, the importance of providing sufficient time and collaboration to plan and resources lessons was emphasised (Appendix 2D). We envisage the additional teaching to accommodate 20% PPA to be done by the additional PPA/CPD cover teacher and bilingual teaching assistants. The opportunities that 20% non contact time would allow staff to improve as practitioners would be a key selling point in recruiting for the Judith Kerr Primary School.

Our choice of curriculum delivery model is based on recommendations and experience of the CLIL methodology. This means that, in any one year a single class teacher will work alongside the same class of children for the majority of their lessons. This is to ensure consistency of pedagogy and use of German and English language, while also allowing for meaningful formative and summative assessment of individual children's progress across the bilingual curriculum. Example person specifications and our reasons for believing we will successfully recruit to them are described further in section F5.

Using a Dual Language System outside the classroom environment

Judith Kerr Primary School will help all children irrespective of their starting point (bilingual, monolingual, multilingual) experience not only learning, but also communicating and socialising with their peers in two languages (German and English).

In addition to content and language integrated learning during timetabled curriculum time we aim to provide a range of exciting extra-curricular clubs for the pupils to choose from, where the providers may communicate in English, German or another language. We want our curriculum to extend learning opportunities beyond the confines of the school day and to encourage natural communication with peers and other adults in the two languages. We will encourage the children to participate in social use of both languages outside the classroom through play and conversation. We propose a number of optional extra-curricular activities such as:

Art Club

Improves speaking and listening skills in both languages and deepens intercultural understanding.

Drama Club

Engaging in drama will increase the confidence of pupils, which benefits them in all areas of life. Performances can take place in either English or German, with Judith Kerr Primary School aiming to alternate the language of productions. Whilst the school develops beyond KS1, the Drama club will be based upon performance of traditional rhymes, songs and poems from both languages. Children will be encouraged to listen, join in, dress up, use props and perform for each other. As the school establishes itself in KS2, there would be a KS2 club which offered the chance to create role-play and short plays using props, and costumes. Potentially KS2 children will be able to practice, memorise and perform for the school short productions in both languages. The children will have the chance here to practice their language skills and how to convey meaning through a variety of mediums.

Reading Club

To be established from the outset of the school as a story sharing club. In the first instance children would be encouraged to bring in favourite stories in either language and an adult reader would devise simple lunchtime 15 minute story times for interested children.

This will nurture a love of reading and will develop critical thinking and meta-cognitive skills, using both English and German to explore age appropriate literature from both cultures.

Maths Club

Exploring investigative and concentration skills through problem solving in both languages.

School Newspaper Club (to be established once the school has KS2 children)

This newspaper will be created as a bilingual newspaper which celebrates events in school and the wider community in German and English. The production of the newspaper will help to develop collaboration and negotiation skills using both languages and reinforce writing and comprehension skills in German and English. It could be or form part of a regular newsletter to parents and other stakeholders.

Group music/choir Club

Music can contribute to academic and social learning in numerous ways. Children will explore music with both English and German roots and develop their wider and broader musical awareness. The children will reinforce the “education of the ear” and the ability to hear and create sounds accurately, which is also a key skill in acquiring a language.

Sports clubs

The school will also hope to offer opportunities to try sports traditionally associated with German speaking countries e.g. Handball. Sports clubs will be offered on the basis of what pupils request and the skills and interest of staff and volunteers.

D3: Special Educational Needs (SEN)

An inclusive school

Judith Kerr Primary School is fully aware of its statutory obligations in relation to SEN and will comply with the SEN and Disability Act 2001 (and any subsequent revisions). We will participate in any local Fair Access Protocol arrangements our local authority may have, and as section D5 demonstrates, we will give priority in admissions to children with a statement that names our school.

Alongside bilingualism our principal aim will be to make sure that, as a minimum, everyone succeeds in the core disciplines. Through individual education plans for children at School Action Plus level (as well as statemented children) we will focus objectives on key areas of practice in Literacy, Numeracy and German. We will also accelerate gifted children who might otherwise be ‘coasting’. Our staff will make every effort to enable all children to access German as well as English language and literature, and support individual children to achieve their own personal bests in both languages.

Specifically, we are aware that the most prevalent type of primary need among pupils with statements of SEN in primary schools is speech, language and

communication (24.3%). We are confident that focusing on developing the skills to enable successful speaking and listening in a dual language learning system will reinforce communication skills to the benefit of those pupils for whom communication and language may be difficult. The teaching and learning in bilingual classrooms lend themselves well to accommodating pupils with Special Educational Needs as they are hands-on, multi-modal, and use differentiated tasks and materials to facilitate comprehension and communication in the other language. Certainly this is the case in Hockerill School's experience, who do not remove SEN pupils from bilingual lessons as difficulties can be overcome with outstanding differentiation and additional support (Appendix 2D).

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

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

An inclusive curriculum

The curriculum in our school will be designed to be accessed by all children who attend the school. In the context of a bilingual school setting, it will be important to distinguish between general learning difficulties (e.g. a speech delay) and problems with second language acquisition. If we think it necessary to modify some children's access to the curriculum in order to meet their needs then we will do so in consultation with their parents, but additional resources, support and interventions will be used to help such pupils first.

Our school will meet the needs of children with special educational needs and comply with the requirements set out in the SEN Code of Practice⁸. If a child displays signs of having SEN, then his or her class teacher (and/or the Special Educational Needs Coordinator (SENCO)) will make an assessment of this need.

We believe that the best way to meet the needs of the majority of pupils with Special Educational Needs and Additional Education Needs (AEN)⁹ is to expose them to high quality, differentiated classroom teaching together with their peers. Thus, within the two classrooms in each year, pupils will be working on the same topic, but at their own level and pace. As such, we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all pupils can access the curriculum as well as providing individual and group support (described below). Our general approach across all subjects will be based on the principle of 'same topic, different activities' where the most effective form of support will come from

⁸ **Department for Education,**

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

⁹Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

personalised differentiation either in the form of additional adult support, targeted peer support or task differentiation. For example,

- Literacy: vocabulary sheets, visual/audio prompts, picture dictionaries, larger text size, gap-fill exercises rather than blank pages;
- Maths: counting blocks, pictures alongside calculations, acting word problems out, personal place value charts;
- Foundation subjects: key vocabulary introduction before new topics, video clips, timelines at the back of books, topic buddies.

The teachers are crucial to the success of all differentiation strategies. They will have responsibility for planning and resourcing differentiated tasks, appropriately grouping pupils, and balancing their time so all groups receive teacher support. We expect that where teaching assistants or volunteers are employed, the onus will be on them to make sure they meet regularly with teachers to plan individual, data-informed interventions.

Pupils who require additional support beyond normal differentiation will be added to a class SEN list and monitored by teaching staff, the SENCO and Heads of Year. The school will create an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the pupil's need and outlines how the school will address it. The IEP will provide a differentiated, small-step approach to targets within the curriculum in order to develop the children's learning. It will also create opportunities for the pupil to see and celebrate his/ her achievement. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Termly SEN meetings will see the class teacher and SENCO reviewing these IEPs; identifying new or outstanding issues and the pupil's progress to date. In these meetings the SENCO will work with the class teacher to set new behaviour, academic or emotional targets as appropriate, and identify strategies to help the pupil achieve that target. The SENCO will co-ordinate and document the provision for and management of support for SEN pupils and act as a link with parents/carers. Some pupils may on occasion benefit from being withdrawn from class to work on specific skills they are not developing in lessons.

If a child's need is more severe, we will work with the local authority SEN support services to provide additional resources and support strategies. In cases where this inter-agency collaborating is not enough, we may consider him or her for a statement of special needs and involve the appropriate external agencies in making an assessment. These children will also, of course, be discussed in the school SEN meetings, and efforts will be made to encourage the pupils' parents to attend these meetings. Judith Kerr Primary School will always provide additional resources and support for children with special needs.

Some children in our school may have disabilities and we are committed to meeting the needs of these children. The school will comply fully with the requirements of the Disability Discrimination Act 2002, as amended. All reasonable steps will be taken to

ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning will be appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Staff involved in the education of children with SEN will receive training as part of the school's staff development provisions.

Clear lines of responsibility

We will look to appoint a member of staff to have responsibility for SEN from the outset of the school. In the first instance this may well be the role of the Principal, until the school enters its third year and can look to appoint a SENCO from the pool of teaching staff.

The SENCO will have responsibility for:

- devising the school's SEN plan with regard to the SEN code of practice;
- training all staff in how to recognise SEN, and what processes to follow to ensure all children are adequately supported;
- engaging parents of children with SEN, in particular when the support provided is at School Action Plus level and requires parental consent;
- maintaining a balance in the school between identifying and adapting provision for pupils with a SEN, while also ensuring the support is light touch, non-judgemental and in line with the equalities act 2010;
- keeping a relevant and up-to-date SEN register highlighting pupils on School Action and School Action Plus and those with a statement of special educational needs (including pupils with IEPs);
- developing Individual Education Plans and suggesting strategies for use with children at all levels of need;
- working in partnership with our feeder nurseries and children's centres to ensure pupils' needs are identified, and where necessary statements are written at the appropriate time;
- instituting 'individual education plans' with staff and parents (where appropriate);
- training staff in how to teach children with SEN;
- managing the SEN budget and line managing any TAs employed to support in this area;
- working with other agencies and the LA to broker additional support;
- managing the statementing process;
- ensuring SEN/ AEN provision best meets the needs of pupils;
- liaising with the SEN link governor who has overall responsibility for the provision in the school;
- setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data;
- disseminating the first SEN register;
- inducting new staff members into the school's SEN practice;

- putting in place systems to ensure statutory compliance for pupils with a statement of SEN;
- ensuring the design of the building makes provision for access for disabled children.

We aim to build strong links with the council and wider community so that we can access help to support any pupils with a statement of SEN. These pupils' needs will be catered for on a case-by-case basis, coordinated by the SENCO teacher, and provision may include time with a teaching assistant or specialist teacher; additional school visits; or provision of special equipment to aid learning.

Looked After Children

The SENCO will also have designated responsibility for looked-after children. Over a quarter of looked-after Children have a statement of special educational needs according to the latest figures from the Office for National Statistics for the Department for Education. We will guarantee that looked-after children in our school receive the high quality of education they deserve. We will ensure that:

- the designated teacher for looked-after children has the opportunity to attend training offered by the local authority;
- there is a clear policy on professional development for all staff in contact with looked-after children and other vulnerable children;
- the designated teacher is sufficiently resourced to carry out the role effectively.

Gifted and Talented (G&T)

We believe that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision and general expectations. The Principal will have responsibility for the strategic alignment of gifted and talented provision.

A gifted and talented (G&T) register identifying pupils with special abilities and aptitudes will be set up and reviewed regularly. During implementation it will be up to the Principal to establish an identification system that involves levels and class teacher assessments.

Again we anticipate that learning will primarily be stretched by differentiated activities in lessons and we would expect these pupils to be identified and prepared for in lesson plans.

Some additional differentiation strategies might include:

- project work that stretches particular groups, for example: contextualised running of a community initiative; creating a school newspaper; mentoring or helping younger pupils in second language learning;
- becoming a writing buddy to support other children with their English and German Literacy skills;

- offering more cognitive challenge to develop problem-solving and thinking skills, higher order thinking and questioning skills;
- extra-curricular clubs and activities offered by organisations such as the Goethe Institute to challenge and engage children in deeper thinking such as Philosophy and Science;
- opportunities to explore their musical or sporting talents with support from outside agencies.

EAL

We will ensure that pupils identified as having English as an Additional Language (EAL) are appropriately supported. Responsibility for coordinating their support will be given to a member of staff and their role will be to liaise with the local borough's Ethnic Minority Achievement (EMA) team to ensure best practice is shared, to collate an initial register and broker training where necessary. Again it will be incumbent on teaching staff to be aware of EAL pupils in lesson plans and put in place intervention strategies where necessary. It will be the responsibility of the Heads of Key Stages and the Principal to be certain staff are using appropriate methods and resources.

By the very nature and ethos of the school we will embrace children who can already communicate in one additional, or several additional languages, to English and German. We will see the language learning and the investigation of literacy skills in two core languages as an integral part of exploring how language works. Teachers will be encouraged to research the cultural background of EAL pupils entering their class to contextualise learning. Equally, staff will support EAL learners to look for links between their own languages and English and German language and structure. There will be an environment of high expectations for all pupils, including EAL children, who will be encouraged to succeed because they can.

Whole school practice

To equip our staff with the skills needed to support pupils, we will offer an Inset at the beginning of the year to disseminate the school's EAL policy and familiarise staff with best practice. CPD opportunities throughout the year will focus on EAL and GAL (German as an Additional Language) strategies to help staff differentiate effectively. Training in the issues affecting these groups will be given, including social isolation and refugee status and we will deliver a culturally relevant and affirming curriculum which celebrates the contributions of diverse groups. Where necessary, specialist support will be sought from the local borough's EMA Team.

Teachers will use the Inset and CPD training to encourage EAL pupils to gain greater understanding of English and/ or German, and simultaneously progress academically. Judith Kerr Primary School will expect staff to use best practice EAL teaching in and out of class. This includes:

- EAL pupils will be sat at the front of the class in order to easily see visual resources and make regular eye contact with the teacher;

- Key vocabulary will always be written on the board (or where necessary printed on a sheet) and discussed in the lesson introduction so children can access a new topic and gain confidence in talking, reading and writing about it;
- Instructions will be repeated and summarised using similar language to avoid time spent interpreting unfamiliar words;
- Classroom instructions will also be regularly repeated to embed routines and help children become familiar with everyday classroom language: flash cards with pictures of class expectations will be on the walls (e.g. one person talking at a time, hands up to answer a question);
- EAL pupils will be given every opportunity to use drama, role-play and exploratory learning in lessons;
- Older pupils may be given writing frames after talking about a topic and retaining prior learning;
- Pupils will be encouraged to speak in class and not be shy; class mates will be expected to support and give confidence to these children.

Teachers may wish to also use additional EAL and GAL strategies should a child be struggling. Examples of these strategies include:

- additional learning resources (visual aids, picture dictionaries etc);
- peer support and group work;
- teaching assistant support directed to pupils to ensure a thorough grounding in phonics and basic functional English;
- booster classes with pupils of similar abilities;
- 1:1 intervention sessions with teaching and support staff;
- work with an additional EAL teacher if needed.

Just as additional support for EAL pupils will be provided, Judith Kerr Primary School commits to helping pupils who struggle with German. We believe German as an Additional Language (GAL) can be given equal support using the same strategies and resources as those used for EAL pupils. As described in Section C, we understand that pupils with only German, or neither English nor German may enter the school and it is our duty to support them. Certainly the immersive bilingual environment, and children's natural ability to learn languages will help, but effective differentiation and best practice will be the first step towards scaffolding children. Further levels of support can be given in conjunction with Heads of Key Stage and the SENCO through greater collaboration with parents, individualised education plans, and interventions.

Central to Judith Kerr Primary School teaching will be the understanding that a lack of fluency or comprehension in English or German does not mean pupils are less able. It is vital teachers identify the difference between struggling with the language and with the academic content. We will carefully monitor the learners' progress in two languages and will offer targeted support and one to one additional language learning for any EAL learners who need more time to assimilate vocabulary and

structure of two new languages. Careful planning, grouping and monitoring of EAL learners' progress will help to inform us of support that may be required.

While we strive for pupils to acquire English and German proficiency, we recognise that the children must as a priority make good progress in their learning of English in order to continue progressing if they move schools, transfer to a maintained secondary school, and live and work in the UK. We identify that additional provision for this may be required during our foundation subject time or ultimately during the discrete German language learning time where necessary.

Preparing for challenges of multi-lingual pupils and high mobility

In Section C we described the particular challenges that a bilingual school in a diverse multi-lingual urban environment will face. Specifically, high pupil mobility and multi-lingualism amongst pupils provide specific challenges for Judith Kerr Primary School in achieving its vision.

Multi-lingualism in the school

As outlined earlier in this section, we expect to enrol three types of pupils: those who are bilingual German-English, those who are monolingual in German or English, and those who speak neither German nor English.

1. For those pupils who speak both German and English, the bilingual environment will not be unfamiliar and it is fair to expect these pupils to adjust easily to Judith Kerr Primary School;
2. Children who come from families where only German or English is spoken may at the very start of school be unsure of the new language. German-speaking pupils will of course be likely to acquire English at a faster rate than English-speaking pupils learning German. Nevertheless, research shows that in its early months and years a child has significantly greater numbers of synaptic brain connections absorbing information than children over age 10, and this information is easily remembered and brought into use. Children learn languages by mimicking sounds they hear and then using them in word form¹⁰. The more often new sounds are heard, the more adept a child becomes at using these sounds. This is particularly effective in an immersive environment, where children pick up languages more easily. This means the Judith Kerr Primary School environment will stimulate monolingual German and English children to learn their second language relatively quickly. Moreover, it is worth noting that these children will be scaffolded by having one of their home languages spoken in their new environment;
3. Pupils speaking neither English nor German on arrival in the school will also

¹⁰ Vos, J. Ed.D., *Can preschool children be taught a second language?*, http://docs.mohammadzadeh.info/Publications/HTM/2011/Persian/References/10-Can_Preschool_Children_Be-Taught_a_Second_Language.pdf

benefit from learning languages naturally and being in an immersive environment. We will provide the ideal learning environment for younger children (KS1) by immersing them in two languages which can be learnt through play, song, and dance. Learning will be fun and highly stimulating, to encourage additional language acquisition. Older pupils (KS2) will learn from multi-sensory lessons too, with plenty of visual, audio and kinaesthetic activities to embed new vocabulary. Being in an entirely bilingual environment will help these children to learn everyday instructions quickly, just as playing and communicating with their peers will aid familiarity with basic conversation. Fluent English / German teachers and TAs will be a further source of support as the adults can switch between languages to ensure the pupils' comprehension. In both key stages interventions will be readily available in the form of booster classes, one-to-one sessions, and increased adult support in class. Combining these interventions with deeply personalised learning and effective EAL and GAL resources will help pupils learn and adapt to the unique environment in Judith Kerr Primary School. Lastly, the English speaking environment of London and the UK will support pupils to learn English outside the classroom, providing a foundation from which to then acquire German.

Pupils mobility

Within London we know pupil mobility is high, and we have to prepare for pupils who may leave Judith Kerr Primary School before completing a full cycle of schooling, and also prepare for those pupils who join the school after Reception.

1. Pupils leaving before completing a full cycle of Judith Kerr Primary School

We believe our curriculum model will provide children with the fundamental skills necessary to move between schools if circumstance dictates it. By following the National Curriculum we ensure that a pupil is exposed to the same subjects and topics that they would be taught in maintained primary schools in the UK. Our pupils will also be working at the same levels as their monolingually-instructed counterparts. A child that changes schools should be able to access the core subjects and continue learning without any need to catch up, and therefore suffer little interruption. The only real change will be from dual to single language instruction. This is particularly important in English literacy. Therefore Judith Kerr Primary School will teach pupils English phonics in YR and ensure the foundations for learning to read and write in English are secure before moving onto German; this gives the pupil the opportunity to thrive in other schools if they move. Pupils throughout the school will also be assessed using the National Curriculum assessment levels, which means on transferring, our staff can provide the new school with commonly understood attainment levels, painting an in-depth picture of the child's progress.

2. Pupils entering Judith Kerr Primary School after YR

We acknowledge that pupils joining us later than Reception year may find it more difficult to adjust to the bilingual environment given that they will have moved from a maintained monolingual primary. With their natural ability to learn new languages,

the ability of primary pupils to adapt to bilingualism must not be underestimated; being immersed in English and German, and becoming familiar with school and class routines will prove powerful factors in integrating new pupils. Nonetheless, we understand additional support may be required to ensure pupils work at the age-appropriate levels in German and English and continue their learning journey. Consequently, we will draw on all the SEN and EAL resources and strategies outlined above to help pupils progress.

D4: Assessment

Key values

Success means achieving our central objective: to provide every pupil with an academically excellent well-balanced bilingual education and a sound social and moral grounding. We acknowledge defining factors to ensure high pupil attainment will be:

- Effective leadership;
- Outstanding teaching and effective use of resources;
- Personalised support and challenge;
- High-quality, stimulating learning experiences;
- A flexible curriculum with topics to capture pupils' imaginations;
- Formal and informal assessment;
- Good attendance and behaviour for learning;
- Strong school-parent partnerships.

We believe accurate assessment of learning is fundamental to designing the next steps for a child, and helping teaching staff, leadership and governors identify the progress each pupil is making. Judith Kerr Primary School will be robust in our use of tracking and data monitoring. However, we are also aware of the balance that needs to be struck between this, and trusting teachers as professionals to concentrate on doing what they know to be best for their students. We will therefore use formal and informal assessment to create tailored support and monitor performance of children in all subjects of the curriculum.

Judith Kerr Primary School will implement assessment and monitoring at three levels:

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

Monitoring success at these levels will enable us to identify areas of strength, and areas for support. We are confident that, even after the school is only a year old (but more comprehensively once the school is full) we'll be able to gauge, and more

importantly external stakeholders will be able to know, whether and how successful it is.

1. Pupil level

A no surprises approach to data, tracking and assessment of pupils

We will have a very deliberate, “no surprises” approach to the use of data in this primary context. The end of year assessment in Literacy (English & German) and Numeracy will lie on a continuum with continuing assessment and progress monitoring throughout the year. The combined picture will give us a clear, timely, and in-depth understanding of how well our pupils are doing and, consequently, the school.

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

We will be nuanced and flexible in our use of these practices. Assessment is a fundamental part of good teaching; good teachers have always assessed where their pupils are in order to identify what to teach next. If we have teachers who have through years of experience achieved a track record of success, we will employ and manage them as professionals, trusting them to use their precious time in the way they deem most appropriate to the children in their care.

Good data is without doubt essential in driving up and maintaining high standards in all schools. We would not employ any teacher who didn't want and expect annual internal validation (through a moderated assessment) of their pupils' progress through the year. Data use can also be an important part of a deficit solution to improving schools: where teachers are inexperienced or unknown to a school leadership, data is vital in enabling them to quickly and accurately build a picture of their ability to help pupils progress. Or where a teacher is untrusted or trying our new techniques, data must be monitored so that trust can be gained or interventions/changes made.

However we expect the majority of teachers will be experienced, known and trusted, employing tried and tested techniques that mean their pupils' results will not need to be continually monitored from the outside. In these instances we would expect the annual internally and externally moderated assessment, coupled with these professionals' own assessment and intervention strategies to be sufficient to ensure that pupils are meeting their ambitious targets for progress.

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

This is not to say that more regular external monitoring of pupil data won't take place; it will as a matter of course when staff are inexperienced, unknown, untrusted

or using innovative techniques. It is likely to take the form of half termly assessments that track pupil progress in literacy and numeracy.

A software package such as Target Tracker will be used by all teachers to track and monitor the progress of pupils in their class against ambitious targets set on entry to the school. As described in section D1 and D3, our educational model is based around no child being left behind thanks to targeted booster classes with appropriate members of staff. There should therefore be no excuses for any child not achieving their targets and teachers will be expected to work with the SENCO and Principal if they are concerned about any child falling behind.

Assessment for Learning

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

- teachers providing real-time, oral feedback on pupils' work to stimulate regular learning conversations in the classroom;
- comment-only, non-graded marking on selected pieces of work; some studies show that often pupils do not read comments when these are given in conjunction with levels¹¹;
- involving pupils in peer and self-assessment. Pupils will be encouraged to make their own judgements about how far they have progressed.

At Judith Kerr Primary School pupils will be continually assessed against National Curriculum criteria for Literacy and Maths and ICT, and National Curriculum level descriptors for Science (German assessment is outlined below). For example, pupils will quickly become used to the routine of a weekly spelling test in which commonly misspelled words, high frequency words and relevant topic words will be prioritised. Words spelled incorrectly in the test will then be focused on again in subsequent lessons.

In mathematics for example, tables will be learnt through daily speed tests with a star chart of results displayed in class using bronze for 2, 5, 10, silver for 2, 3, 4, 5, 10 and gold for all tables learned. We expect all pupils to have committed all their times tables to their long term memory (learned by rote) by the end of Year 4.

At the end of the term, parents will be invited to meet their children's class teacher to receive feedback on their targets and general progress and to discuss how they can help their child towards the next stage. End of term reports will be distributed to parents in this meeting too. It is likely, given Judith Kerr Primary School's emphasis on cultivating close ties between staff and parents, that parents will also have

¹¹ **Black, P. et al.** *Working inside the black box, Assessment for learning in the classroom*, London: King's College, 2002

opportunities to briefly speak with teachers when dropping their children off in the mornings and picking them up at the end of the day. These opportunities will also provide teachers with a chance to raise issues or congratulate specific pupils, and also to organise meetings throughout the term should more serious discussions need to be had.

The parents of reception-aged pupils will receive a progress report using a programme like Target Tracker¹². Learning journeys can be produced as a web page for parents to take home. End-of year reports containing information on academic achievement and personal development will provide pupils, parents and the school with valuable indicators of success and identify any need for further support.

However as Judith Kerr Primary School will be unique in its dual language delivery, in order to treat all pupils fairly, language proficiency will be abstracted from the quantitative and qualitative assessment of progress in individual subjects.

Assessment of progress in English and Numeracy

CfBT Schools Trust is currently exploring the adoption of InCAS across all its Free Schools. If adopted Judith Kerr Primary School would be one of the first schools within the Trust to implement this assessment tool. The adoption of the InCAS assessment tool would complement the results of teacher assessments and allow the school to benchmark the progress and achievement of its pupils across a large cohort of pupils.

InCAS (Interactive Computerised Assessment System) is a computerised adaptive assessment program that is designed for children aged 5 – 11 years. It includes assessments of reading and spelling, mathematics, mental arithmetic, picture vocabulary, non-verbal ability and attitudes. Schools can print school and class summary tables and graphs and then select more detailed reports on particular pupils. The results give a profile for the whole school, individual classes and individual pupils. Pupil reports allow the teacher to see reading, spelling and mathematics abilities in relation to vocabulary, non-verbal ability and attitudes.

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

¹² Target Tracker, <http://targettracker.org/>

A schedule of proposed assessments, which includes InCAS based assessments, for CST Free School primary pupils can be found in Appendix 3D.

Assessment of progress in German

We will assess pupils' progress in German language using informal assessment based on the CEF – Common European Framework Descriptors.

For assessment purposes, the CEF defines levels of attainment by assessing different aspects in language proficiency: “i) the competences necessary for communication, ii) the related knowledge and skills and iii) the situations and domains of communication”¹³. Using a descriptors scale, the CEF assesses the key skill areas of: Listening, Reading, Spoken Interaction, Written Interaction, Spoken Production and Written Production (see Appendix 4D). Ability is assessed in three grades- Basic (A), Intermediate (B) and Proficient (C). Within these grades are two bands, for example A1 and A2 to ensure accurate assessment of language acquisition. The level of detail offered is high; for example when assessing listening, the various aspects of listening are analyzed (overall listening comprehension, listening to instructions, understanding interaction between native speakers, TV and film etc). The different levels within each skill are then tabled, as below.

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

C2	<i>No descriptor available</i>
C1	<i>Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</i>
B2	<i>Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</i>
B1	<i>Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.</i>
A2	<i>Can catch the main point in short, clear, simple messages and announcement. Can understand simple directions relating to how to get from X to Y, by foot or public transport.</i>
A1	<i>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>

We expect pupils to reach level B2, or be working towards B2, by the end of Year 6. Level B on the CEF scale is the most appropriate equivalent for UK National Curriculum Level 4 in Literacy. Level B2 means a child will be able to operate and communicate independently and competently, and have a platform for more challenging learning of German in the four key skill areas: listening, speaking, reading, writing. It also allows a pupil to operate at an age appropriate level in the language: expressing news, views, and writing independently and clearly. Those children who struggle with Literacy should be able to achieve this level by the end of Year 6. Very able pupils are likely to be working towards C1 on the CEF scale.

¹³ **Council of Europe**, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, http://www.coe.int/t/dg4/linguistic/cadre_en.asp

A CPD session centered on using the levels accurately will be held in the first Inset day before the start of the school year to ensure all teaching staff are confident using the CEF. Individual teachers would then be designated to train support staff with the application of the CEF descriptors throughout the year. Staff familiarity with the framework will allow all adults in school to informally, and quickly, assess children's progress in German. Detailed levels of assessment will be recorded termly, while overall ability levels will be noted more regularly. We will also look to educate our parents about the CEF as well as national curriculum levels.

Other benefits of using the CEF descriptors include allowing a child to transfer from a school in England to a school in Germany and for teachers in both schools to be able to share progress of a child's language development given the universally transferable descriptions. Using the CEF assessment would also allow for smooth transition to KS3 language learning as these descriptors can be matched to the National Curriculum levels for language learning or ASSET Languages Levels. It would also be possible to keep a snapshot assessment of children's progress in other languages that they might speak using the CEF descriptors.

In KS1 and KS2 children would keep their own AfL record of German language learning, using the framework of the European Languages Portfolio, which is a child-friendly record in alignment with the CEF (see Appendix 5D). Pictures and simple "I can" statements help the child self-assess their learning and progress. A record of progress in other languages by the children can also be kept in the European Languages Portfolio. Parents would be informed by school report of their children's progress in German.

In time, we aim to work with the CfBT Languages Team to create a bespoke assessment system for Judith Kerr Primary School based on the CEF. Such an 'in-house' scheme will demonstrate pupil progress in German from YR- Y6 accurately.

2. The School Level Impact Report and Self-Review

Measuring what we value not valuing what we measure

Our vision describes three outcomes for children:

- Bilingual German-English teaching and learning
- Academic excellence according to national standards
- Highly developed intercultural understanding

Sadly only the second one is directly measurable - through assessment. We have therefore devised a list of proxy measures that we will also report on in the annual Impact Report. These proxies either measure a similar/related outcome or they measure how successful we've been at doing something that we believe will promote one of the three outcomes.

Some of the indicators the impact report will include:

1. % achieving Level 4s in English and Mathematics *
2. % achieving level 5s in English and Mathematics *
3. % of children working at level B1 or towards B2 on the CEF scale for German by end Y6
4. % of children reading in German at an equivalent level of no less than 2 years younger than their age
5. size of school/ pupil numbers;
6. number of exclusions;
7. attendance;
8. how we have spent the pupil premium received;
9. teaching staff turnover;
10. % teaching observed to be good or better parental satisfaction with the school.

*Please note: Until the first cohort graduates from the Judith Kerr Primary School, interim progress measures based on progress towards targets will be reported for KS1 and KS2 classes. We will measure % pupils achieving level 2c and % pupils achieving level 2b in English Literacy and Numeracy at the end of KS1.

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

- % of lessons graded outstanding, good, satisfactory, inadequate;
- number of sanctions by seriousness of the offence;
- termly progress in English, German and Mathematics;
- performance against budget.

These measures will form the basis of our ongoing school self-evaluation, not to mention staff's performance management. For example, if we are not meeting targets (set by the SIP and Principal) on percentages of lessons graded good or better then we'll know that unless action is taken students will not go on to meet our ambitious attainment targets. Judith Kerr Primary School will consider that any child not achieving at least Level 4s in English and Maths by the end of Year 6 (having been there since Reception) as a very serious failure of the school. The Principal will be expected to be held to account by the governors. Because we'll track progress in English and Mathematics every term, we hope never to have a situation where Level 4 is not achieved.

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

Performance against application

Internally, CfBT has developed an annual audit, which has been trialled at CfBT's Reading Free School to monitor our delivery and performance against the Business Case/Application. This involves questions, checks and KPIs for governors, SIP and CfBT to make use of at certain points in the year. We will undergo the same process with Judith Kerr Primary School in order to be sure we were delivering on our promises.

For example, we will use this to check that teachers really were being given and did make use of the opportunity to observe a colleague teaching at least once every four weeks; that the list of pupils targeted for booster classes was being reviewed every half term; and that trusted, experienced teachers who were using tried and tested teaching techniques were not being unduly burdened with unnecessary data and monitoring requirements better suited to a deficit model than their own.

Intelligent Accountability

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

Test results will enable the school leadership team to know what level of external support each teacher needs because it will be clear from these what progress students in that teacher's classes have made over the course of a year. If a teacher's results indicate a high level of skill it will not be necessary to intervene in his or her lessons; on the other hand, if the teacher's results indicate a problem, intervention will be swift and targeted.

A detailed intervention strategy will be written up by the Principal once in post and this would be shared with new staff before they sign any contract. We envisage it involving the appointment of a mentor teacher to spend at least two periods per week helping the teacher. The mentor will work with the teacher to identify the problems, devise solutions and monitor progress. For example, there may be a problem maintaining discipline. Part of the solution may be for the teacher to introduce some new classroom routines. The mentor may assist in this for the first few times, then step back and only intervene when the teacher struggles to enforce the routine, until finally they are able to run the routine alone.

Mentors would report on their activities to the Principal/governing body and if the teacher failed to improve after a period (perhaps six weeks), additional supportive measures would be put in place up to a maximum of four months (assuming

cooperation from both sides), beyond which a teacher would be subject to formal capability procedures that could result in dismissal.

Ultimately the Principal is responsible to the governing body for ensuring the school achieves its vision. One of the things the Principal Designate will do during the two terms leading up to opening will be to determine the tasks that will need doing throughout a year. They will then allocate responsibilities into the job descriptions of all the various staff. KPIs will be established so that staff can be rewarded for good performance against these.

We believe it would be naïve at this point to detail a system of performance related bonuses. Instead we are clear that our Principal will be encouraged to use some of the 1% of income that has been kept aside for performance related bonuses, to ensure the retention of great staff, be that through CPD, training grants, a bonus or salary increase. Some will also be used by the governing body to incentivise the Principal against KPIs.

One difference we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are in part related to the achievement of certain pupil-attainment-related measures, and in part to overall school progress and achievement. This would explicitly recognise great teaching and act as a deterrent to the kinds of staff we don't want to employ. On the flip side it could mean that we reward excellent performance with increments of more than one level up the pay spine.

3. CfBT Schools Trust Annual Assessment

CfBT Schools Trust will carry out an annual assessment of all schools including Judith Kerr Primary School (likely to be in the spring term). The assessment will cover: pupil performance, customer satisfaction (pupils and parents) and resource management.

These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators have also been weighted to give an overall score for the school. The school will self evaluate and then be externally moderated (by a senior manager from another CfBT Trust school).

The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of the assessment. We will use the data collected in InCAS here. CfBT has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management. The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support provided in the following year.

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

D5: Admissions

Our Ethos

Judith Kerr Primary School is committed to upholding the spirit and the letter of the School Admissions Code. Our admissions arrangements will be clear and fair and in accordance with the School Admissions Appeal Code. We aim to offer our local community the provision a high quality education which has at the core of its Teaching and Learning the introduction, reinforcement and development of both German and English as a means of accessing knowledge and communicating meaning.

Interest in the school has been demonstrated from a widely distributed population in the London area and therefore whilst we would prefer families not to make long journeys to reach us, we need to acknowledge the specific nature and appeal of our dual language school. The purpose of rules 5 and 6 is to give a preference to children living nearer the school, whilst also offering opportunities to those interested participants from a wider intake.

We believe that parents are the best judges of how far they should travel to bring their children to school. We also accept that it may be desirable to limit the random selection process in rule 6 to families within a radius of the school. In that context, we would need to know the location of the school in order to understand how any given radius would affect our supporter base and likely application numbers. We will consult on the appropriateness and extent of a geographical limit in due course.

Rather than set an over-subscription criterion which in the long term is less fair and simple, we would like to make use of the Secretary of State's ability to allow us to

prioritise a very limited number of founders' children in the early years. Our parent promoter group is as widely distributed over our target area as our supporter network. In order that founders with young children who have contributed significantly to this project are able to benefit from its realisation, we would like to give precedence, if those children are not allocated places according to our standard admissions rules, to certain children of members of the parent promoter group. In total, our promoter group has 13 children in 7 families. Five of those children are potential transfers into Y1 or Y2 when the school first opens; two would first apply for Reception in 2014 or 2015; the remainder are siblings of these 7.

Once we have identified a location for the school and demand levels for the first intake, we would ask the Secretary of State for special dispensation in respect of members of the parent promoter group whose children have not been allocated place. We expect would involve three or four places over three years 2013-2015.

We believe that parents who choose this school for their child will do so knowing that it is a school with a distinctive language learning ethos, and that the experience we offer to all children is underpinned by the acquisition of two languages.

It is our intention and our education plan equips us to provide a rounded education to children who are:

- monolingual (predominantly English first language speakers);
- developing bilingual skills and already able to communicate well in spoken German and English;
- children from a multilingual but non-German and limited English speaking background.

Beyond the statutory criteria, it is our intention to achieve three things in our admissions criteria:

1. most importantly we want to attract a mixed and comprehensive intake to ensure this very special school is inclusive and available to all;
2. to ensure many of our children are able to walk to school thereby embedding the new school in its local community; and
3. to make this unique school available to children living in a far larger catchment area that reflects our broad-based support.

Admissions Criteria

The total admissions number is: 50 (2FE of 25 pupils each per year).

The Judith Kerr Primary School will be part of the England-wide coordinated admissions process for state schools. This means parents/carers wanting their

children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one we will manage applications ourselves but hope to be in close contact with the local authority throughout the process and will take advice from them and the DfE on how best to run these processes alongside one another.

However, the governing body of the Judith Kerr Primary School, which will be constituted during the implementation phase, will be its own admissions authority. We intend for the admission policy to be in full accordance with the School Admissions code and Admission Appeals code.

Specifically, where the number of applications for admission is greater than the published admissions number for any relevant age group, the school will consider applications against the over-subscription criteria set out in the sub-paragraphs below. This does not apply to students with statements of Special Educational Needs where the Judith Kerr Primary School is named in the statement, who will be admitted first.

1. Children in public care (looked-after children and previously looked-after children);
2. Children for whom the Judith Kerr Primary school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested;
3. Children whose parents are founders of the school;
4. Children with a sibling who will be attending the school at the time of proposed admission. The children concerned must be living at the same address;
5. 50% of the remaining places will be allocated to those children who live nearest to the school as further described below;
6. The remaining places will be allocated using a lottery.

If, on successful application, the Funding Agreement makes it possible to prioritise children eligible for Free School Meals, it would be our desire to do so in for at least 20% of the children accepted under criteria 5 and 6 above. In that event we would look to the DfE for advice on how best to word our over-subscription criteria to meet this aim.

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

Notes

When drawing up the admissions policy we will employ the following definitions, which are adapted from *Southwark Primary Brochure 2012/13*¹⁴.

Rounding

The number allocated to criterion 5 will always be rounded up.

Founders of the school

Founders of the school are defined as members of the promoter group who have made a significant contribution in preparing this application and will continue to work to making the school a reality following pre-opening approval. If legislation regarding schools admission codes changes to make it possible, we will ask the Secretary of State to allow us to use this as our second over-subscription criterion during the first three years of the school's operation, otherwise it will be removed. We expect that no more than four children would be admitted under this procedure.

Distances

We will use our local Council's-approved geographical information system (GIS) to calculate the home to school distance measurements. This distance cannot be compared to one calculated using any personal or online GIS software such as Satellite Navigation Systems or Google maps as they generally use driving routes and may / will not include all address points or include inappropriate routes.

The system calculates the distance in metres to two decimal places. For calculation purposes the Council uses the best address database available to determine the child's home address. The Council then uses a computer-generated centroid, supplied by Ordnance Survey, of this address to determine that start point of the home to school distance measurement. If a child lives in a block of flats where a communal entrance is used, the Council will use the centroid for the block and not the centroid of the individual flat for these calculations. The end point is the main gate of the school.

When dealing with multiple applications from a block of flats, lower door numbers will take priority.

Tie-break

Where a school becomes oversubscribed once all the criteria have been applied, places will be offered to children living nearest to the school measured by a straight line as described above. If however there is a tie break lots will be drawn to decide which child is offered a place.

¹⁴ **Southwark Council**, *Starting Primary School in Southwark 2012-13*,
http://www.southwark.gov.uk/download/6403/starting_primary_school_in_southwark_201213

The child's address

The child's home address is where the parent / carer lives and the child permanently resides unless otherwise directed by a court order. This will also apply to informal care arrangements. Where a child spends time with both parents / carers in separate homes and both have parental responsibility, the school will need to establish where the majority of school nights (Sunday to Thursday) are spent. This will then be treated as the home address.

If your child's home address has changed after you have submitted your application and before an offer of a place has been made, you must notify the school admissions tutor immediately. The school will then need to process your child's application again in order to apply its admissions criteria.

Siblings

Sibling includes full, half, step, foster and adopted brother or sister living in the same family unit and at the same home address as the child. Siblings attending the nursery (if any is in future created) or in Year 6 who will be transferring to secondary school will not be regarded as a sibling under this criterion.

Medical

Supporting evidence to substantiate that the child or their family has a medical, social or psychological need must be provided at the time of application. The evidence must be in a written format and should set out the reasons why, in their view, the school is the most suitable and the difficulties that would be caused if the child had to attend another school.

This evidence must be current and either from the child's registered general practitioner or any other relevant qualified professional that the child has been referred to and / or who is providing direct care / support / treatment to the child on an ongoing basis in their professional capacity e.g. a child or educational psychologist, a child psychiatrist, and orthopaedic consultant or a social worker.

Multiple births

If only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, the school will consider going over its published admission number when possible to do so in order to support the family.

Waiting lists: our admissions tutor will hold waiting lists until 31 August preceding the start of each school year. If a vacancy arises at the school, the admission criteria will be used to decide which child is admitted. If a conditional offer made from a waiting list is not accepted within five working days it will be withdrawn and offered to the next child on the list.

If families change address whilst on a waiting list, evidence of the new address will be required when measuring for the home to school distance criterion.

Late applications

Applications received after the closing date will not be considered for a place until after the initial offer of places [usually in April].

We intend to follow Southwark's Fair Access Protocol in relation to exclusions and transfers.

Key dates for Judith Kerr Primary School's admissions process

We will manage our own admissions in year one and expect to encourage parents to follow the same timescale as the local authority where the school is situated does for its own admissions. We will take advice from Council and DfE on how best to run these processes alongside one another.

D6: Behaviour and Attendance

Our principles

We aim to create a school with a calm and unthreatening learning environment that encourages good behaviour and attendance among our pupils. Our inclusive ethos will promote respect for the individual child and will pay particular attention to cross-cultural understanding to foster tolerance and mutual respect among the children. Our pupils will learn that functioning bilingualism and academic excellence can only be achieved through regular attendance of classes and activities, and through constructive engagement with fellow learners. They will understand that mutual respect and good verbal skills form the basis of communication and interaction in and outside the classroom.

We want all our pupils to achieve their full potential in a setting where they feel safe, happy, accepted and included. We are determined to build social as well as academic capital. We will not miss the opportunity of starting a brand new school to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately.

Judith Kerr Primary School will emphasise the importance of 'pupil voice' and implement a school council in order to provide pupils with a channel of formal communication between themselves and the school management. Additionally, we will aim to include and engage parents in understanding the school and classroom behaviour policies to increase effective communication between staff and families.

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

- **high expectations of work and behaviour:** The school will adopt a strong but fair approach to discipline and zero tolerance of bullying and any discriminatory behaviour. Both through the taught and informal curriculum the school will actively promote tolerance and respect of diversity; it will also seek to develop self-esteem in pupils through Circle Time and class activities;
- **a clear policy on rewards and sanctions:** We believe there should be an even balance between rewards and sanctions. Our school-wide behaviour code will be clear, accessible to all parties involved and consistently applied. While it is designed to be preventative rather than punitive, we will not tolerate anti-social behaviour, in particular bullying, at any level;
- **motivating pupils** by planning well-paced lessons, using stimulating activities which encourage attendance as well as stating our high expectations at the beginning of every lesson;
- **zero tolerance:** All misdemeanours whether minor or not will be followed by a consequence each and every time. Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning.

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

Codes of conduct for the classroom and the school

At the beginning of each school year, pupils and staff will together set positive classroom rules to provide for a happy and caring classroom atmosphere. These will fit in with and reinforce the larger school-wide behaviour policy. Once agreed, this document will be displayed in all the classrooms in both languages as a reminder and sent to parents to bring a supportive consistency for children, parents / carers and staff.

Rules will be positively framed and focus primarily on the routines of learning as well as other areas such as attendance, punctuality, equipment and smartness. Y1-4 will display the traffic light behaviour system to monitor breaking of the code. Every day children will start on the green light and move from amber to red for unacceptable behaviour. The pupil can return to green if they correct their behaviour. Beyond year 4 teachers we will devise an appropriate warning and sanction routine.

In addition the Principal will devise a code of conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as pupils' behaviour when they are out in the community. The Principal will discuss this code of conduct with teachers and pupils on the School Council. This document will be clear and concise and on display in the school, again in both languages. It will form a point of reference and reinforcement for all members

of the school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns.

The Principal would be free to devise his or her own document, in consultation with governors, parent representatives, and staff.

Both our classroom and school codes of conduct will be underpinned by the Pupil Promise (explained in the 'School Design' part of the 'Vision and Ethos' section) which sets out children's rights and responsibilities at school. It shows what they can expect from teachers, but it also sets out what we expect from them.

We also believe in the power of role models to encourage good behaviour. Our school's code of conduct will be reinforced daily by all staff members. We will praise positive behaviour, while also refraining from giving over-praise for behaviour which should be the norm. Peers and staff members can nominate pupils and colleagues for merit certificates if they notice particularly good behaviour that goes 'above and beyond', and we will recognise and reward this in Assembly. Likewise, outside class time supervisors and non-teaching staff will be expected to lead by example according to the Codes of Conduct.

Bullying

Bullying will be taken very seriously and all instances dealt with promptly. Anti-bullying week will be recognised as it has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. We will have a 'Keepaneyeon' Procedure and encourage pupils to report bullying and not to be a bystander. Issues will be discussed regularly during Circle Time and assembly. Our ethos of mutual tolerance emphasises care and respect for others.

'Keep Safe' and 'Keepaneyeon' Procedures

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

- The 'reporter' will fill in a 'Keep Safe' form with the class teacher;
- The designated teacher will immediately investigate and report back within the specified time;
- The alleged bully and her / his parent will be informed as soon as there is reason to suspect that the allegations are true;
- The lunchtime supervisors are also made aware through the 'Keepaneyeon' form which reminds them to make contact with the 'bullied' and the 'bully' 3 times each lunchtime, asking if they are OK.

Further action depends upon the circumstance.

Rewards

The school rewards system is designed to maintain appropriate behaviour and motivation both in the classroom and around the school.

The following Rewards may be appropriate:

- Verbal congratulations;
- Positive comments on work;
- Stickers;
- Positive comments in the home / school diary;
- Pupils' works displayed around school;
- Individual prizes might be incentives such as an end of year trip to a theme park;
- Merit certificates;
- Recognition in an Assembly;
- Individual pupils selected as peer mentors;
- Share work with another class / Principal;
- Commendation award / prize at end-of-term assembly;
- Letter / phone call / postcards to parents.

Sanctions

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

The imposition of a sanction should always be accompanied with guidance to enable a pupil to learn an appropriate behaviour. Sanctions should always be fair and consistent and without prejudice. All pupils will be told that they are forgiven and should start again making the right choices next time. We will emphasise that each child has a choice in how they behave and encourage them to make the right choices.

The following sanctions may be appropriate:

- moving from green to amber to red on traffic light system;
- one-to-one discussion between pupil and teacher during the lesson or after the lesson, with referral to the Principal if necessary;
- infractions occurring outside lessons will be referred to the class teacher;
- a reminder of acceptable behaviour according to our code of conduct and warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques;
- individual behaviour plan with key targets that are reviewed regularly.

We are very clear that the difference between the success and failure of a behaviour policy is not its detail but the consistency with which it is enforced. The policy will

therefore form a very central part of all staff induction and all teachers will be expected to display and follow it in their classrooms.

A structured approach to escalation and multi-agency working

For more serious issues that may not be adequately dealt with by the strategies above, we will have a clearly set-out process for escalation. All serious concerns (either ongoing or one-off) will be logged and levelled on a three-point scale, with level 1 being the lowest level and level 3 the most serious. Agreed strategies for dealing with each level will be established, with level 1 incidents most likely being dealt with by the classroom teacher and level 2 and 3 incidents being escalated to the deputy head (if it occurs out of class) with recourse to the Principal (in partnership usually with parents) if necessary, and on occasion other agencies. This structure will provide staff and children with a consistent framework within which to work.

The Principal will review plans for pupils who are logged in the levels system on a weekly basis to monitor progress and, where necessary, broker additional support. For example, where there is a case of persistent lateness or non-attendance, the school may ask Educational Welfare Officers from the local authority to conduct home visits, put in place remedial plans including a Pastoral Support Plan and (as a last resort) pursue legal options.

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

The Principal (or possibly the SENCO) will be the named child protection officer. This role will be to work with the child protection governor to ensure all statutory obligations are met, child safety is prioritised, referrals are made (where necessary), and all staff are appropriately trained.

Clear processes around exclusion

Judith Kerr Primary School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we see exclusion as a failure of our approach and if it is used the Principal will be expected to write to the parents and governors explaining what measures were taken to try to prevent it happening.

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

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

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

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

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

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

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

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

A robust approach to attendance

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

From Year 1 all teachers will train classes in a highly efficient way of calling and recording the register. This can then be used every morning and afternoon saving a large amount of time that might otherwise be wasted while providing a clear and calm routine at the start and end of every school day. Using our data management systems, the Principal will regularly review figures for the pupils and put in place interventions. Persistent lateness or absence will be followed up with parents, possibly with a home visit and where necessary, the school will take legal action through Education Welfare officers.

Parent support

We will readily assist parents who want to learn more about helping their child do well at school, especially where a disciplinary problem has been identified. The child's class teacher and, if needed, the Principal will be available to give confidential advice on steps the parents may be able to take, and any resources they may be able to draw on.

By involving parents in the behaviour code their child's class writes down, we expect them to feel part of a co-operatively determined solution if difficulties arise.

D7: Community Engagement

As a school, we will strive to create as many links with our local community as possible, such as those achieved through sporting, cultural and social activities. In addition to enriching the education of our children with the diversity of ethnicity and culture that one would expect to find within a London borough, we would hope to introduce our local community to the particular cultural experiences that our German/English school seeks to provide.

As described in Section E, our target population in the neighbourhood and wider community will comprise parents who:

- are already looking to give their children a bilingual education; and
- have not yet considered a bilingual education for their child and may be willing to do so.

Unfortunately, until the location of our school has been decided it is difficult to present a detailed plan for community involvement. Despite this, we are determined that our school will identify and engage with our wider local community as much as possible, both to provide the broadest possible learning environment for our children and also to contribute to the cultural diversity of the local area.

We will do this by holding events for the local community ourselves, engaging in existing community events, and giving back to the community. For example, our children will take part in local events; these may include sports competitions, musical, theatrical and dance performances. Such events may act as a focus for fund-raising for local charities and institutions. Likewise, we will invite the local community to take part in cultural events at our school, such as lantern-making for St. Martin's Day. In all these activities, we will act in line with the Equality Act 2010.

We will collaborate with neighbouring schools, initiate and take part in schools events, and share resources where appropriate. Our staff can offer advice on language learning and bilingualism to interested schools, staff and parents, and our online resources and a library with German and English-language books as well as literature on bilingualism will be accessible (with appropriate safeguards) to the local community. We will create opportunities for adults and children from the whole community to use our language expertise to learn German.

In support of the children's study of citizenship we will maintain links with local, London-wide, and national government, arranging visits and activities, for example visiting Parliament or local authority offices, discussing planning applications, or studying waste disposal and recycling or green initiatives.

We will encourage monolingual families who may be uncertain whether they or their children are suited to a bilingual programme to discuss their concerns with us in workshops or open days, and we shall proactively seek opportunities to make contact with parents well before they start reaching decisions about which schools to apply for. We believe that the benefits of a bilingual education for children from any background can be clearly presented – in terms of academic achievement, social skills, social responsibility and cohesion, and mutual support.

E1: Evidence of Demand

Table 1: Demand versus places available

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	50	72		144%	50	79		158%
Year 1	50	68		272%				
Year 2	25	45		180%				
Year 3								
Year 4								
Year 5								
Year 6								
Total								

Evidence of parental demand

From initial contact with locals and community members support for the German-English bilingual school has been strong, and since 2011 support for the Judith Kerr Primary School has grown. By 19 February 2012 a total of 342 parents have registered interest for a total of 487 children currently of primary school-age, or younger, through our online survey page¹ (see Appendix 1E).

We asked for the following data:

- Parent's name;
- Email address;
- Full postcode;
- Whether the parent supported our ethos and objectives;
- Whether, if Judith Kerr Primary School were set up and staffed as planned, they would make the school their first choice. The answer options were: Yes, Maybe, and No;
- Year of birth and year of starting reception of any children they were interested in sending to our school;
- Optionally, information about their children's languages. The options were: English only, German only, German and English, Other language combination;
- Optionally, any comments.

An analysis of our survey results is tabled below. The data shows that we have already gained a level of interest above our planned full intake for Reception in September 2013 and a strong follow-up in subsequent years. We believe we can justify a Y1 and a Y2 class starting in September 2013, and possibly more if demand

¹<http://www.bilingualfreeschool.co.uk/supportus.php>

increases following pre-opening approval.

Table 2: % Parents choosing Judith Kerr Primary School as their first choice

Reception year	Number	Percentage stated bilingual	Percentage stating first choice
2010 or earlier	59	88.1%	82.4%
2011	53	95.6%	84.8%
2012	77	95.7%	86.6%
2013	83	95.2%	87.2%
2014	89	95.1%	88.4%
2015	84	95.6%	88.8%
2016	39	96.6%	87.3%
2017 or later	3	100.0%	100.0%
Total of school-age or younger	487	94.7%	86.9%

The uniqueness of our proposition and the high proportion of parents expressing strong, enthusiastic support, together with the anecdotal evidence we have collected in many conversations with prospective parents, gives us high confidence that: (a) parents will apply to our school for their children; and (b) demand for places will strengthen in terms of both commitment and numbers upon approval by the Department and greater certainty over location.

In order to bring our supporter data, which has been built up over a period of more than a year, into line with the Department's current requirements, we emailed our supporter base on 31 January asking parents to tell us their children's reception starting year and to confirm, if they wished, that our school would be their first choice. By 19 February we had received 119 replies, from 39% of the people who had been sent the message. Almost all confirmed they would list the school as their first choice.

The breakdown by postcode area (Table 3) indicates that most of the relevant year groups in our survey live within a realistic commuting distance of our likely location, which is to be either Lambeth, Southwark or Lewisham (see also Appendix 2E). It should be recognised that because of our uniqueness many of our supporters will be willing to travel greater distances than would be expected for a monolingual community school.

Table 3 (below): Survey responses by postcode area (selection of local postcodes)

Postcode	Year of birth								Total
	2006	2007	2008	2009	2010	2011	2012		
SE1		2	4	10	6	13	1	36	
SE24	4	6	6	3	7	2	1	29	
SE16		2	5	5	3	3		18	
SE5	1	2	2	5	2	3		15	
SE22		1	5	4	1	3		14	
SW2	1	1	4	1	3	3	1	14	
SE13	2		3	2	4	2		13	
SE4	1	4	4		2	1	1	13	
SE21	2	4	2	1	1	2		12	
N1			3	2	4	1		10	
SE15	1		2	2	3	2		10	
SW4		1		1	3	4	1	10	
SE17	1	1	1		3	2	1	9	
E2	1		2	1	2	1	1	8	
SE26		2	4	1	1			8	
SE6		1	3		2	1	1	8	
SE8		1	1	3	2	1		8	
E8	1		2	1	1	2		7	
SW16	1	1	2	2	1			7	
SW8			2	2	2	1		7	
N16				3	2	1		6	
SE18	1		1	1	1	1	1	6	
SE7		3		2	1			6	
SW11			3	2		1		6	
CR0		2		2	1			5	
E1W		1		2	1	1		5	
SE10	1			1	3			5	
SW9	2		1		1	1		5	
W9			1	1	3			5	
SE14		2			2			4	
SE9			3			1		4	
SW12			1		1	2		4	
E1					2		1	3	
E11				1		2		3	
E14						2	1	3	
SE12			2			1		3	
SE23		1	1		1			3	
SE3					2	1		3	
SW13			1		1	1		3	
SW18		1				2		3	
W2			1	1	1			3	
E9		1			1			2	
EC1R		1			1			2	
N10	1		1					2	
N8				1		1		2	
NW11				1		1		2	
SE11				2				2	
SE19			1			1		2	
SE20				1		1		2	
SE28			1			1		2	
SW15				2				2	
SW19	1			1				2	
SW1V			1		1			2	
SW5		1		1				2	
W5				2				2	
W7		1				1		2	
WC1X			1				1	2	
Postcodes with just 1 child each	1	2	4	2	5	3	2	19	
Total	23	45	81	375	84	73	14	395	

Evidence of need

Borough need for increased capacity

South East London comprises the six London boroughs of Bexley, Bromley, Greenwich, Lewisham, Lambeth and Southwark and is home to a growing and diverse population. Whilst there are areas of relative affluence, the region contains some of the most deprived communities in the UK. Its population currently stands at 1,568,000 and is set to grow by 1.7% by 2018².

The inner London boroughs of Lambeth, Lewisham and Southwark, where we propose to establish the school, have a higher proportion of younger people than the other three boroughs and are amongst London's youngest, most diverse and deprived communities. This growing young population will need new and innovative education provision.

Lambeth Council states that on its current path by 2015 it will be unable to provide every child with a primary school place³. London Councils projects a total shortfall for the whole of London of 70,000 permanent school places by 2014/15, with 11,000 children from Reception to Year 2 being taught in temporary classrooms⁴. They estimate that London faces a reception places shortfall of 18,300 by 2014. The position is acute and local authorities are desperate for the funds to meet their forecasts of demand. Lambeth, for example, wrote to the Secretary of State on 4 April 2011 urging a reallocation of resources, and in the summer of 2011 unexpectedly found itself having to make places for a few hundred extra children who had come into the borough⁵.

Other data collected by Partnerships for Schools and published in *Financial Times*⁶ shows that our target boroughs are likely to experience critical shortfalls of places in the near future. Currently both Lambeth and Lewisham rely on surplus capacity in Southwark and other neighbouring boroughs to meet their statutory obligations, but this capacity will soon be used up. We are aware from our discussions with local government officers that, for example, Lambeth transports children 4-5 miles from the South to the North of the borough in order to place them in a school.

² NHS South East London, <http://www.selondon.nhs.uk/a/9>

³ Lambeth Council, Education website
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/RunningOutOfSpaceWillYourChildHaveSchoolPlace2015.htm>

⁴ London Councils, *70,000 shortfall in school places press release*,
<http://www.londoncouncils.gov.uk/news/current/pressdetail.htm?pk=1281>

⁵ Lambeth Council, *Open Letter to Secretary of State*, November 2011

⁶ [REDACTED]

Table 4: Borough primary school capacity 2010-2015

Borough	2010/11 capacity	2010/11 surplus / (shortfall)		2014/15 surplus / (shortfall)	
		number	%	number	%
Lambeth	19,570	-742	-3.8%	-1,770	-9.0%
Southwark	22,815	+1,615	+7.1%	-2,326	-10.2%
Lewisham	21,093	-197	-0.9%	-5,000	-23.7%
TOTAL	63,478	+676	+1.1%	-9,096	-14.3%

Parental need for outstanding education

It must be acknowledged that in the face of significant social deprivation in inner South London, the quality of school provision is currently good: in each of our target boroughs the average KS2 results for 2011 were better than, or in line with, the national average.

- Lambeth: 76% of pupils reached Level 4 in English and Maths
- Lewisham: 75% of pupils reached Level 4 in English and Maths
- Southwark: 73% of pupils reached Level 4 in English and Maths
- Average of pupils reaching Level 4 in English and Maths in England: 73%⁷

This relatively strong performance is sometimes not recognised because the excellent schools are small in number and heavily over-subscribed. Indeed, only 28% of Lambeth schools are currently rated as Outstanding by Ofsted⁸. Parents consequently feel they are limited to their second and lower choices given the restraints on accessing outstanding education in the borough. According to London Councils 56.7% of parents in Lambeth receive their first choice of school, and in Lewisham and Southwark the number is 60.2% and 52.5% respectively⁹.

The links between FSM and greater risk of low attainment have been well documented¹⁰. Given that 36% of pupils in Lambeth, 25% in Lewisham and 32% in Southwark claim FSM¹¹, the need for high quality teaching and learning is

⁷ Department for Education, *Performance Tables 2010*, http://www.education.gov.uk/performancetables/primary_10.shtml

⁸ Figures not including special primary schools or pupil referral units. Percentages rounded up. Ofsted, *Official statistics: Maintained school inspections and outcomes*, 13 Dec 2011

⁹ London Councils, *Pan-London Coordinated Admissions Scheme 2011*, <http://www.londoncouncils.gov.uk/London%20Councils/PanLondonfactfile2011.pdf>

¹⁰ For example: Joseph Rowntree Foundation, *Tackling Low Educational Achievement*, 2007, <http://www.jrf.org.uk/sites/files/jrf/2095.pdf>

¹¹ Department for Education, <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/sfr12-2011latv2.xls>

particularly high in these boroughs. Reports such as *Getting in Early: Primary Schools and Early Intervention* published by the Smith Institute and the Centre for Social Justice argue that children from deprived homes struggle to communicate when they start school – with lasting detrimental effects for them and society. With our focus on language and cross-cultural communication, we aim to give everyone a better start. Certainly there is a need, not only for more primary school places, but for places in outstanding schools in South East London.

The borough's need for increased capacity, parental needs for greater access to outstanding education, and local support for bilingual teaching creates a perfect opportunity for innovative and differentiated primary schooling in this part of London. We firmly believe we can help address this unsatisfied demand for high quality places both directly by setting up Judith Kerr Primary School, and by inspiring others to do the same.

Solution: a school for the whole community

One of our core tenets is that cultural and social understanding and tolerance are essential frameworks in which people can develop as mature citizens, equipped to make the best of their opportunities. We recognise that our school is naturally attractive to families from certain backgrounds, and know our ideals can only be realised with open and comprehensive access and a healthy flow of applications from all social groups. Already we have supporters whose home languages are not limited to German and English, but appear to include Spanish, Italian, French, Arabic, or Chinese. Furthermore, it is worth noting that across London there are other communities where demand for home language and culture learning is evident, for example: in Southwark you find various supplementary language-specific school groups such as the Turkish Education Group, the Pui Kan Community Chinese School and the Istri Sabha mother tongue language group¹². The existence of such groups provides evidence that community members highly value language teaching and demand for bilingual German-English schooling could increase, as a result

We will offer every child and its parents the possibility to experience a bilingual environment for both learning and play. Our ethos of sensitive cultural exchange means our school will welcome all children, whatever their background. Children need not have either English or German in their background to benefit from the unique education we plan to offer – a vital point where typically 50% of families¹³ in our target boroughs speak neither language at home.

Our unique offering will enhance social mobility, especially for children from disadvantaged backgrounds or deprived areas neighbouring our school. For example, immersion programmes in the US are particularly favoured by parents not from an English-speaking background who have high aspirations for their children. This is a particularly strong trend in the Hispanic communities, who by sending their children to a school teaching in both English and Spanish, maintain culturally

¹² **Southwark Council**, *Turkish Education Group*, Southwark directory, http://www.southwark.gov.uk/directory_record/2333/southwark_turkish_education_group

¹³ **HM Government**, Statistical tables

important connections and equip their children to take their place in mainstream American society. Whilst we know our school is unlikely to cater for specific immigrant communities in quite the same way, the key point is the educational and social value of a multi-cultural, bilingual early education.

Research demonstrates that bilingual education succeeds best if parents are committed to supporting their child in its journey. Many families may need help understanding the nature this commitment and what their child might expect to learn at our school. We will use open days, community meetings, or workshops to inform, encourage, and where possible coach parents who may be unsure whether our school is suitable for their children.

As a community-based school, we will look outwards and be socially active. As we describe elsewhere, we will create activities to involve parents, other schools, businesses, cultural organisations and public institutions to provide the widest possible experience and range of opportunities for our children. Parents included this way – whether at cultural festivals, or perhaps in conversation groups – will become our ambassadors in their communities.

In summary, there is unsatisfied demand for education to offer tuition in many languages, especially in inner City settings. The founder group is committed to meeting some of this pent-up demand. Working with CfBT will provide Judith Kerr Primary School with additional expertise, in the form of the advisory capacity of the CfBT Languages Team (previously CILT); various CfBT education experts; and CfBT's rich history of teaching languages overseas. Working on this initiative together, the promoter group believe there is a tremendous opportunity to build a new kind of primary provision in the UK.

E2: Marketing and Consultation

Initial awareness raising campaign

We have already gained significant traction using a number of channels:

- The project website www.bilingualfreeschool.co.uk;
- Our promoters' personal contacts and networks;
- Mumsnet, www.mumsnet.com, a British community website for parents to share advice on parenting and family issues;
- Netmums, www.netmums.com, a local network offering parenting advice, activity ideas and local boards to network in people's local area;
- Borough Babies, <http://uk.dir.groups.yahoo.com/group/boroughbabies>, a parent group site offering support through sharing advice among group members;
- Nurseries local to the promoters' homes throughout Southeast London;
- Herne Hill, East Dulwich, and West Dulwich forums;

- Camberwell Quarterly, the magazine of The Camberwell Society, which carried an article in its Spring 2011 issue;
- Article in South London Press;
- Specifically German-speaking institutions and relevant interest groups:
 - The German Kindergarten, based in Herne Hill (Southwark) and expanding to Forest Hill (Lewisham) in 2012;
 - Members of the German Saturday School network, that provides two hours of German-speaking classes for children aged 3 upwards;
 - Hänsel & Gretel club, a long-standing group based in South London with over 200 member families;
 - Germanlink, a quarterly free newspaper, which published a front-page article in its March issue;
 - German YMCA;
 - German Church in Forest Hill.

The parent-promoter group was able to draw on group resources to address these channels (above) in a professional and targeted way. Our website has throughout been the prime source of public information about the project and the ideals behind it. The initial project web pages were developed out of the strategy documents that the group agreed in meetings in late 2010 and early 2011. These pages were continually expanded as the project moved forward. The promoter group determined early on to offer prospective parents and other interested parties as much information and advice about the proposed school as possible, and accordingly published all relevant non-confidential material generated by the project. If this application receives pre-opening approval, the promoters will hope to continue this open-information approach through the implementation phase and into the school's operating plan.

On the website, the promoter group included the capacity to custom-build a robust database application to capture and analyse supporter details online, and set up a simple blog¹⁴. This will be expanded following approval and become an important method of remaining in contact with our supporter base. Several supporters have volunteered to assist with social media such as Facebook and Twitter, and we would expect to enlist help from those people if and when the project proceeds. The group also created other collateral information such as handouts and petition forms which were made available online for supporters to use (see Appendix 3E).

Other members of the team took responsibility for identifying and contacting interest group networks: signing supporters up where necessary and posting news and information items. Many of the group already had well-established links with these networks. The group chair generally took responsibility for talking to press contacts and providing material such as pictures or quotations. Existing personal contacts within the group were key in generating activity with organisations such as the Goethe-Institut, the German Embassy, the Bilingo-Schule in Cologne, or Hockerill Anglo-European College.

¹⁴ Deutsche Bilingual School, Blog and newsletters, <http://www.bilingualfreeschool.co.uk/news/>

Supporter Quotations:

There follow some of the comments our supporters submitted through our website.

“Being able to provide a German-English schooling for our daughter around the South-London area would be just fantastic!”

“I think it is well overdue to have more bilingual schools in London, since there are so many nationalities in the capital.”

“I’m very interested in this school, I think you’re doing a fantastic thing there! It might just be perfect for us and our children.”

“I am so excited by the prospect of this school.”

“This primary school would be perfect for our son and my baby.”

“We would move to the area, should the project go ahead.”

“Love this idea and hope that this will be put in place as this is great opportunity for our children and many others.”

“None of us speaks German, however ... I believe this will be very beneficial to my child.”

“I am so excited about the possibility of you setting up this school.”

“We would love to have the opportunity to send our daughter to your school and really support the proposal.”

“I am interested in this school, and think bilingualism is a great gift for children.”

“This school would be PERFECT for the future of our child, something that we have been looking for more than a year now.”

“This is such an exciting opportunity, it’s as if my dreams are coming true!”

“My son is speaking English and Mandarin. I would love for him to speak German as well.”

Further consultation and equality of opportunity

Formal consultation will be run in accordance with the requirements of Section 10 of the Academies Act 2010 and will take due regard of equality and diversity legislation. Formal consultation will run for six weeks, and be targeted to begin 2 months after approval date 2012, or once the school’s location has been fixed.

As part of the formal consultation process CfBT and the parent group will hold a minimum of two public meetings in or near the school's expected premises during October 2012 to allow interested parents and members of the local and wider community to come and talk to us about our plans for the school. They will enable the public to voice their opinions regarding what the school should look and feel like and to raise any concerns they have with any aspects of our proposal. We will offer two different time slots outside usual working hours to encourage maximum participation and community engagement. We will also create a prospectus for the school, giving important information to those parents who need to make choices for primary school allocations early in 2013.

The consultation will contain informal aspects too, which we will manage in various ways as the need arises: for example by running a Q&A section or forum on our website, or by informal, ad hoc meetings with individuals and small groups.

We appreciate that the creation of a new school will be of interest to many individual stakeholders and stakeholder groups:

- Prospective parents;
- Teachers, both prospective teachers at Judith Kerr Primary School and those at other schools;
- Neighbouring schools;
- Residents near the school;
- Local authority departments, especially Children's Services, Planning, and Transport;
- Community groups who may wish to make use of our expertise or facilities;

We shall design our questionnaires to reflect the different perspectives that stakeholders are likely to have. The consultation will give all stakeholders an opportunity to raise any concerns they may have regarding:

- Potential access and local transport issues;
- Impact on the local community of the school (e.g. noise);
- Impact of the school on other local education provided (LA and independent) both within and beyond borough.

The consultation will also tell us about:

- The ongoing level of demand for places at Judith Kerr Primary School;
- The level of support for the Free School within the wider community;
- Public opinion regarding the name of the school;
- How the local community would like to engage with the school and make use of its facilities.

The public meetings and consultation period will be promoted via announcements in the local paid for and free press such as *South London Press*, *Metro*, *Evening Standard*, online, and by asking our supporters to distribute notices. We would also aim to publish editorials in newsletters of local authorities (e.g. *Southwark Life*), local councillors or MPs, churches, and children's centres.

We will also ask specifically about the support for a bilingual curriculum and the attraction of a bilingual education. We will further ask prospective parents about

their needs in terms of language support, pre- and post-school activities, and other practical factors that might affect their decision to send their child to our school.

We will encourage monolingual families who may be uncertain whether they or their children are suited to a bilingual programme to discuss their concerns with us in workshops or open days, and we shall proactively seek opportunities to make contact with parents well before they start reaching decisions about which schools to apply for. We believe that the benefits of a bilingual education for children from any background can be clearly presented – in terms of academic achievement, social skills, social responsibility and cohesion, and mutual support.

We will set a clear deadline for feedback on our Free School proposal. At this point all completed questionnaires together with any feedback received at the consultation meetings will be collated into a short summary document that we shall circulate to all parties expressing an interest in the Free School proposal and to the DfE. The consultation summary report will contain both quantitative and qualitative data. Information will be presented in a variety of formats including, maps, and tables and written comments. Where appropriate the document will indicate how the promoter group and CfBT intend to respond to any suggestions or criticisms in both the short and longer term.

We may also, where appropriate, arrange to have follow-up meetings with key individuals where we feel more detailed feedback and discussions would be of value. We expect these individuals to be locals with an experience of education in the locality and its demographic – such as local teachers, religious or political leaders and parents with pupils in borough schools. A copy of the consultation report will be posted on the project website.

The feedback received will be taken into account as we move forward with our plans for the school and be shared with the Principal, Governing Body and CfBT School Improvement Partner once appointed.

The website will host a number of other documents, in addition to the leaflet and questionnaire, that may be of interest to members of the public and prospective parents, for example our admissions policy, progress updates regarding appointment of staff, site developments, approval of our business case etc Particularly important will be the documentation outlining the case for bilingual education and guidance for parents considering bilingual schooling for their children.

We will actively seek partnerships with other local primary and secondary school. As part of the consultation, schools in the local area will receive additional information about how we can offer opportunities for staff CPD in modern foreign language teaching, resource-sharing for example. Staff and parents at these local schools can benefit from our specialism in the German language in particular as well as more generally in bilingualism and early years language teaching

Marketing strategy

Objectives and target audience

Once the Judith Kerr Primary School Application has been approved, the marketing efforts of the group will focus on converting those initial pledges of support into confirmed places in the school. Beyond that, we want to reach parents who:

1. Are already looking to give their children a bilingual education; and
2. Have not yet considered a bilingual education for their child and seek to persuade them that it can be good for their child.

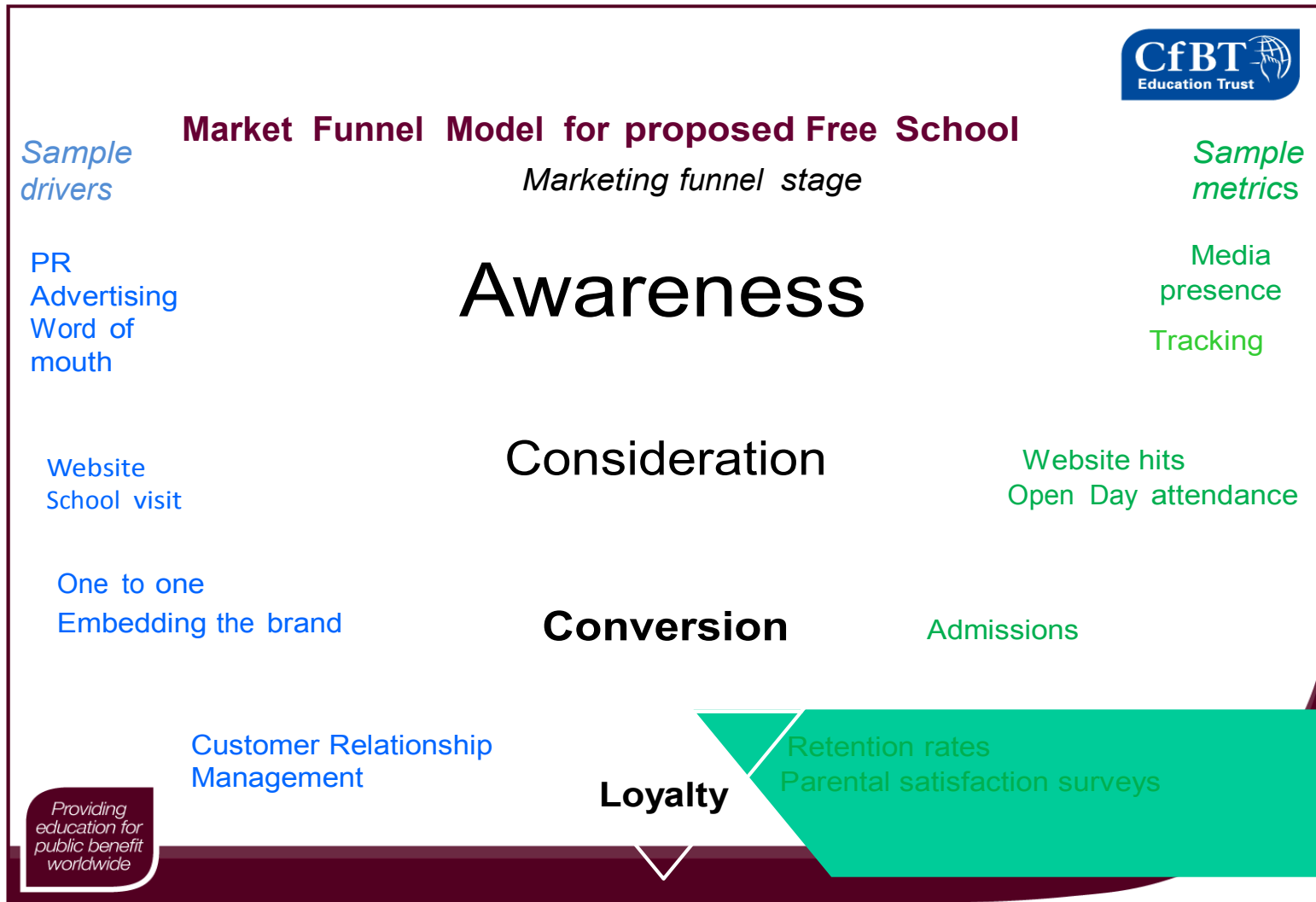
We shall set a marketing strategy aimed at:

- Consolidating the support we have already received (See E1 for details);
- Communicating our vision to our target audience and beyond to local public and commercial institutions;
- Ensuring our ethos is understood and welcomed in the community;
- Building new support, especially in the neighbourhood of our school, to generate a healthy, broad-based, and growing level of interest and applications;
- Securing the critical mass that gives us credibility as educators and influencers in our specialist area, committed for the long term.

We want to make parents aware of the existence and availability of the school; we want them to consider it as a viable option for educating their children; and we would like them to make an informed decision to send their children to the Judith Kerr Primary School based on its vision, ethos and commitment to deliver high-quality education.

This will be achieved using a 'Market Funnel' approach, as described below.

Figure 1: The CfBT Market Funnel Model



This approach reflects the way various promotional mechanisms contribute to marketing a school successfully, from driving broad awareness to strengthening interest and deepening understanding which will result in pupils on roll.

At each level of this model we shall implement a range of tactical marketing and communication activity designed to recruit and retain pupils. The impact of these activities will be measured to ensure we are achieving the aims of our marketing strategy. At each stage our marketing strategy will include, but not exhaustively, the following activities in order to realise the parental demand identified.

1. Awareness

Building on existing support

Our unique proposition as a bilingual primary school will stand out from the crowd and the school's partners – from Judith Kerr as patron to CfBT as sponsor – will give it an immediately recognisable identity.

We shall promote Judith Kerr Primary School widely to the target groups described above. A large proportion of prospective pupils – at least initially – will come from families with a pre-existing interest in German language, either because a parent was born in Germany or speaks German and wants his or her child to learn German too. Pupils may also have other languages in the family and their parents may well already be trying to bring up their children bilingually. The German Kindergarten in London [REDACTED], in the borough of Southwark has a long waiting list and is planning to expand over the coming year. Most of the parents of children attending the Kindergarten are already supporters of this project and we will consolidate that support.

There is also an active German Saturday School network, with centres in Croydon, Islington, and Hendon (and others further away from our target area) many of whose parents are following our project with interest. These organisations and clubs such as Hänsel & Gretel in South-East London will readily distribute material to their members on our behalf. Cultural links will also be important. We will build on the support we have already gained at the Goethe-Institut in London and the interest expressed in our project by the German Embassy.

Raising awareness among potential supporters

Beyond recognised interest groups, parents of young children in inner South London are acutely aware of the shortage of primary school places that they would consider for their children (see E1 Evidence of need for more detail).

One of the most significant marketing tools will be our active engagement in early years settings and informal parent groups to ensure parents know we exist and understand our ethos and approach. We will use the contacts generated by our initial awareness raising campaign as the starting point for a new wave of activity to ensure parents and members of the local community have a complete understanding of what the school will be offering from September 2013. We will continue to circulate a regular e-newsletter run a blog people can subscribe to, and keep our website

updated with the latest information.

In order to reach a wider group of parents than those 'early adopters' we will continue to work with school and other local education providers. We will ensure our database is updated whenever a new contact is made. We shall maintain our links with the local media in promoting the opening activities of the school e.g. appointment of the Principal and teaching staff, acquisition of a site etc to create local excitement and interest in the school through news coverage. And we shall supplement this 'free' advertising with paid-for placements in the local trade and specialist media, for example the newsletters periodically delivered by the local authority (*Lambeth Talk/ Southwark Life*) to every household in the borough. Our intention is to cover those places parents of young children tend to frequent: parks, cafés, nurseries, play-groups, swimming clubs, and doctors' surgeries / health visitors' offices.

The local press will be invited to report on school organised activities, and by engagement with the local area and other local schools and early years settings, the school will be promoted by press coverage (i.e. sporting events, community projects, cultural festivals, fund-raising events etc). We would participate in local street parties and might set up a stand at, for example, relevant farmers' markets, parks, or other places where families go informally. It is our intention to work with the local authority to ensure the school is provided as an option in the 2013-14 academic year and we shall engage with local estate agents and Housing Associations to encourage them to promote the school in their materials for prospective buyers and tenants.

Finally, we shall organise events with some of our partner organisations: highlighting their support of our project and bringing some of their relevant expertise to the local community to educate and enthuse prospective parents.

2. Consideration

The school will hold open days for prospective pupils and parents and we will offer to visit local early years settings for all children who would be eligible to start school in September 2013 and their parents.

Once the school is open we shall invite the local press to report on school activities, e.g. sporting events, community projects, fund-raising events etc to help the school have a regular presence in the local media. We will ensure that the Principal becomes an authoritative voice on bilingual education in the locality and beyond, in order to position the school as a school of choice offering expertise, innovation, and professionalism. We shall build on our links with the wider community through the school facilities and wraparound care, as well as local businesses and other education providers in order to root the school firmly in its local area. We shall keep parents and community stakeholders up to date with developments through regular newsletters and as appropriate they will be encouraged to participate in the school.

3. Conversion

Judith Kerr Primary School's reputation will develop and spread through engagement with the wider community and local groups. We hope that the school will be able to provide out-of-hours facilities to local groups which could benefit our pupils and their families. Examples are youth clubs, scouts groups, clubs promoting the Arts and community groups and churches providing help and advice to the whole community. Indeed we will expect members of Judith Kerr Primary School staff to contribute to school and community life by setting up and running such clubs. Parents will be engaged through language and culture classes, or social clubs and coffee mornings. Wider community members can be offered opportunities to volunteer within the school as reading buddies or assembly presenters (following appropriate security and safeguarding procedures, of course).

Once parents, children and the wider community have committed themselves to the school, it will be of paramount importance that we exceed their expectations. School staff will be 'customer' focused in their approach and we shall make every effort to ensure that all school stakeholders feel part of the school 'family' through regular communication, engagement, and events.

4. Loyalty

The school's reputation depends on the loyalty of our parents and pupils. We shall establish parent and school councils in order to gather and act upon their views. We shall also conduct regular satisfaction surveys with parents and pupils as described in Section D4, Assessment at the School and CfBT Schools Trust level. Key to success at this level will be the school's response to feedback and the school will be committed to valuing and acting on all feedback where practicable.

Section F: Capacity and Capability

Introduction

This proposal is made by CfBT Schools Trust (CST) in partnership with the Judith Kerr Primary School parent promoter group. Our partnership brings together expertise and experience in school effectiveness (CfBT) and a deep understanding of the needs of the community and commitment to put in place a school that meets those needs (the promoter group).

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE. CfBT Schools Trust is currently the sponsor of two Free Schools (All Saints Junior Schools, Reading, and Enfield Heights Academy, Enfield), seven Academies and five independent schools across the UK¹, demonstrating a great deal of experience in establishing, managing and ensuring high performing schools. Judith Kerr Primary School would become a member of the CfBT Schools Trust and would be supported within that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,500 staff worldwide, all of whom are involved in different programmes supporting and developing educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 pupils. CfBT inspect all the schools in the North of England on behalf of Ofsted. CfBT Education Trust has a particular interest in supporting vulnerable young people and our subsidiary charity, Include, provides education for over 1,200 excluded children. We also deliver education to young people in Young Offenders Institutions.

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

¹ **CfBT Academies are:** Oxford Spire, Oxford. St Mark's Academy, Merton. Ely College, Ely. Mount Street Academy, Lincoln. Stamford Queen Eleanor School, Stamford.

CfBT Independent schools are: Kings Monkton School, Cardiff. St Andrew's School, Rochester. Danesfield Manor, Walton on Thames. Langley Manor Preparatory School, Langley Berkshire. Oakfield Preparatory School, Dulwich London.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997-2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the New Secondary Curriculum and on Learning Outside the Classroom.

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

The promoter group was set up by parents and community members concerned by the lack of bilingual education choices in London, and specifically English-German schools in London. The group comprises eight members who are passionate about their children's education and determined to ensure that proper provision is made for primary education in South East London. They have devoted considerable time and energy to their educational vision, particularly with marketing the school to prospective parents and the local community.

This application is a re-submission of an earlier bid entered in the September 2011 application round, which is now being submitting in partnership with CfBT in direct response to the DfE's suggestion that the group partner with a more experienced educational provider. As a result of that partnership the education plan and education visions sections have been significantly strengthened. Attainment targets have been clearly set, as has the way Judith Kerr Primary School will measure the success of the school, the staff, and the pupils. Behaviour and attendance policies have been described in greater detail and the financial plan has been reviewed too, all following recommendations made in the Department's letter.

Our partnership has access to a broad range of expertise to ensure the delivery of the educational vision and plan described in Sections C and D. We will draw upon the educational leadership and corporate functions of CfBT Schools Trust, as well as specialist skills and community support provided by the promoter group members. We will create a interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

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

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

- organisational development and human resources;
- communications, stakeholder management and press/public relations;
- project management; facilities, property development and building work;
- ICT;

- finance and procurement.

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

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

F1: Educational expertise

CfBT Expertise

The CfBT Schools Trust will draw upon the expertise of the Education Trusts education and consultancy teams as required to ensure the successful implementation of the CfBT School Design during both the pre and post opening stages. In particular, the following staff may provide educational advice to the programme. Further details on each individual’s specialism and background can be found in Appendix 1F.

<i>Education experts</i>	

<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>
<p>CfBT Languages team</p>	<p>The Languages Team at CfBT specialise in supporting languages education. The team has experience in as writing and delivering highly successful courses, and</p>

	<p>have also produced schemes of work and training packages, which have been adopted and used by schools throughout England. They have also created an innovative 'Primary Languages' website. The team can provide advice on languages skills progression in the Judith Kerr Primary School curriculum, teaching resources, and staffing.</p>
<p>██████████ ██████████</p>	<p>██████████</p>
<p>██████████ ██████████</p>	<p>██████████</p>

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

██████████ and ██████████ would also provide additional educational expertise to the Schools education teams as required.

██████████ is ██████████.

██████████, ██████████.

Other CfBT expertise

In addition to CfBT Education Trust’s Education and Consultancy teams the Trust

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has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the All Saints Junior Free School project in Reading, we will create an interdisciplinary team (comprising project managers, property advisors, communications advisors, education specialists, HR consultants and legal advisors) to drive forward a comprehensive approach and plan for the school as it is set up, recognising that the journey to achieving the vision begins at the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

<i>Educational Project Management expertise</i>	
<p>██████████</p> <p>██████████</p>	<p>██████████</p>
<p>██████████</p>	<p>██████████</p>
<p>██████████</p>	<p>██████████</p>

[Redacted]	[Redacted]
[Redacted] [Redacted]	[Redacted]

<i>Other Specialist Advisers</i>	
[Redacted]	[Redacted]
[Redacted] [Redacted]	[Redacted]
[Redacted]	[Redacted]

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

Promoter group expertise

The partnership between CfBT and the promoter group is a close one and the eight founders of the Judith Kerr Primary School parent promoter group are committed to making the Free School a reality. The group recognise that this will involve a considerable investment of their time. Several of our team are fortunate in being employed in modes that offer meaningful blocks of time (e.g. university or school vacations, part-time working, maternity leave, career breaks) they can dedicate to this project. The team is committed to this investment of time.

The promoter group have received offers of voluntary assistance from potential parents and others whom they have not, to date, included in the working committee. For example, [REDACTED], [REDACTED], has offered her expert advice on appropriate premises to the group and CfBT on successful application. Upon approval the group would expect to pick up these contacts and receive new offers of help. Further volunteers with the ability to commit meaningful amounts of time and skills or contacts that add to the group’s overall capabilities and enhance the capacity to deliver a new school on time will be invited to support the promoter group.

Parent Promoter Group Expertise	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and the promoter group we believe that we have almost all of the expertise required to set up and deliver the proposed Free School, except legal advice. However, based on our previous Free School experiences we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted.

F2: Financial expertise

The CfBT Schools Trust's [REDACTED] will have overall responsibility for all financial aspects of Free School operations. She will therefore work with the CfBT Free School team and the promoter group to ensure an achievable and sustainable budget is set for Judith Kerr Primary School. She will ensure that there is an effective finance transition process between herself and the Principal, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated.

We have and will continue to use the Free Schools ready reckoner and DfE benchmarking site, as well as our experience of budget setting in our fee paying schools, Academies and Free School, to ensure our proposal costs are comprehensive and realistic.

The Principal will also be supported by [REDACTED]. [REDACTED].

Financial support to the Schools Trust and Judith Kerr Primary School will also be provided by [REDACTED], [REDACTED]. [REDACTED].

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

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

There is also financial expertise within the promoter group and this will be drawn upon throughout the implementation phase on successful application (see the promoter group member profiles).

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

F3: Accessing Further Expertise

CfBT Schools Trust Trustees.

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

CfBT Schools Trust has [REDACTED]; [REDACTED]; [REDACTED], [REDACTED]; [REDACTED]; [REDACTED] and [REDACTED].

[REDACTED]. [REDACTED].

[REDACTED] - [REDACTED].

[REDACTED] - [REDACTED].

[REDACTED] - [REDACTED].

[REDACTED] - [REDACTED].

The Judith Kerr Primary School Parent Promoter Group

The parent promoter group brings a wealth of experience to the Judith Kerr Primary School Free School team. Not only has the group been instrumental in preparing the Free School Application, but they will be significantly involved in its implementation and future management. Involvement will include regular meetings during implementation such as Steering Group meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and PFTA once the school is open. Fuller profiles of the directors have been given in subsection F1 above, their experience and expertise is summarised below.

- Accountancy, finance and operations ([REDACTED]);
- Risk management and compliance ([REDACTED]);
- Primary school teaching at senior management level and participation on school Governing Bodies ([REDACTED]);
- Primary school teaching ([REDACTED]);
- Higher education teaching ([REDACTED]);
- Regulation, contract law ([REDACTED]);
- Team leading, agreement and delivery of common goals ([REDACTED]);
- Marketing, PR, community engagement ([REDACTED]);
- Analysis, data, documentation ([REDACTED]);
- Website management / ICT ([REDACTED]).

The parent group's vision of teaching children in a bilingual approach is rooted in personal and professional experience. The group have either themselves been brought up bilingually or are bringing up their own children bilingually, are active in language education, or have identified a bilingual education as a desirable goal due to their involvement in teaching. They are exceptionally committed to the ideals set out in this application and have skills and expertise in a wide range of areas that will be used when working with CST.

Balancing two Free School developments

As CfBT Schools Trusts (CST) has expanded its portfolio of schools, it has also expanded its team of educational, financial and project management specialists. As mentioned in F2 above we have recently appointed a dedicated [REDACTED].

We also plan to recruit a new HR Business Partner to the CST and a new Director of Finance. All these posts will increase CST's capacity to manage the set up and operation of the CST's Free Schools and Academies. As the input required from each these specialist is relatively small for an individual school we are confident that, with good planning and scheduling, they can work across a number of projects simultaneously.

The [REDACTED], [REDACTED], in her role as [REDACTED] for all free school projects, will ensure the appropriate levels of resources

are made available from these specialists to each school. As with previous free school projects we will appoint a dedicated Project Manager/Assistant Project Manager to each of the projects to ensure they can focus on their allocated school and ensure the smooth progression of their project.

In addition to [REDACTED] and [REDACTED], who we have used on previous projects, we have a number of other project managers who could take on new projects as required. The expertise of the CfBT Languages Team, and our relationship with [REDACTED], is an additional source of guidance that can be drawn upon to support the success of the Judith Kerr Primary School project.

F4: Our approach to staffing

Teaching staff

Judith Kerr Primary School will employ leaders and staff who believe in the potential value of bilingual education to all children, and who will strive to ensure all children achieve level 4 in Maths and English, as well as equivalent German proficiency on completion of Year 6. They will use data to secure continuous improvement, and be convinced of the value to be found in monitoring and tracking pupil progress, and therefore teacher performance. By their nature all our teachers will be hard working, reflective and empowered to achieve high standards across core subjects and both English and German language for the children in their care.

Our staffing structure is based on having one fluent German-English teacher and a bilingual teaching assistant (TA) in each classroom. This model allows the two classes in each year group to teach the curriculum simultaneously and ensures each class receives the same amount of instruction and support in both languages. Such a structure also provides the Principal with the flexibility to move teachers around if needs be, without disrupting pupils' learning journey.

To successfully implement this model, a high level of language proficiency in both English and German is vital as teachers will be expected to use two languages flexibly for instruction, model correct language use, and communicate effectively with those pupils who are not bilingual or struggle with learning either language. We expect staff to have experience of living or working in both the UK and Germany. And ideally, our staff will also have experience of working in a bilingual school environment, or at least be practised in using both languages in an education context. We will emphasise the importance of recruiting qualified primary practitioners over specialised language teachers. This is to ensure the staff have a deep understanding of general pedagogy and child development rather than expertise in specific language acquisition strategies. Above all, we will ensure teaching staff are of the highest quality. Should good candidates apply without QTS (a teacher trained in Germany, for example) we would consider supporting them in gaining their Qualified Teacher Status (QTS). We will look to provide School Centred Initial Teacher Training (SCITT) by enrolling teachers in Initial Teacher Training (ITT)

or Graduate Teacher Training (GTP) courses in collaboration with a local University. CfBT will also be able to provide effective support given our expertise in this area; the CfBT Language Team's run an Outstanding GTP program where mother tongue speakers of French, Spanish and German are trained in English schools to gain their QTS.

We are confident that we will be able to find enough candidates to fill the required number of teaching positions, given our conversations with Hockerill Anglo-European School, and interest from supporters (Appendix 2F) However, as the school grows, and the need for more teachers increases, it is possible that securing ideal candidates to teach all 350 pupils may be more difficult. In the unlikely event that we cannot find the staff described above, our first priority will be to recruit outstanding practitioners, or teachers with the potential to quickly become outstanding, and our second priority will be to ensure we have bilingual teaching assistants (TAs) in each classroom to support these practitioners.

We are not prepared to compromise the quality of teaching. Consequently, we can conceive of a situation, in later years as the school reaches capacity, where we decide to hire one bilingual teacher and one monolingual English teacher for each year group. These two outstanding teachers will split their time between the two classes. The teachers will work together in PPA time to plan lessons that ensure the curriculum is delivered in German and English, and will teach each lesson twice: once to each class. For example, the monolingual teacher may take both classes for Maths which will be conducted in English; German would be used by the bilingual TA to reinforce learning at the start and end of these lessons. The Bilingual teacher would then take both classes for a foundation topic and teach in German, revisiting learning in English. This would most likely occur in Key Stage 2 where pupils will have received several years of bilingual teaching

From the full time teaching staff, a Deputy Principal, a Head of Key Stage 1 and Head of Key Stage 2 will be recruited as part of the Judith Kerr Primary School distributed leadership structure. This is described in more detail in the Staff Phased Build Up sub-section.

Support staff

A TA will work with each class teacher. Our expectation is that each TA can communicate clearly in both languages, and we expect to recruit those who are bilingual in English and German. We envisage a close working relationship between the class teacher and the bilingual TA, who will assist in providing instruction in both languages. The TA will work with different groups or individuals, as guided by the teacher, to provide support in either language. In cases where an outstanding monolingual teacher lacks confidence or proficiency in German or English, the bilingual TA will assist them in providing dual language instruction. They will do this by repeating instructions, highlighting key vocabulary or revisiting prior learning in German/ English. Indeed recruiting bilingual TAs will, where necessary help counterbalance any monolingual teaching staff, while reinforcing the dual language instruction of bilingual staff.

Person specifications will be similar to those for TAs in mainstream schools, with the exception of requiring German language fluency. Candidates will be required to provide support for individual students inside and outside the classroom, assist in implementing individual targets, and where appropriate, work under the direction of the SENCO to support SEN pupils. We aim to use a combination of TAs and Specialist Staff (Swimming coaches or peripatetic music teachers, for example) to also cover PPA and CPD time, under the supervision of the CPD/ PPA Cover teacher and Principal/Deputy.

We will be open to employing those candidates who have not necessarily had classroom experience if they possess the appropriate characteristics, which include: German-English bilingualism; commitment to bilingual education; ability to communicate and support children effectively; and willingness to learn. We do not expect to have difficulty finding bilingual TAs for a number of reasons; these are explained in section F5.

PPA/ CPD Cover Staff

Two additional members of teaching staff will be recruited to supervise the cover of class teacher's PPA and CPD sessions. One Cover teacher will be based in Key Stage 1, with the other in Key Stage 2. The two Cover teachers will also take on the responsibilities of a SENCO (outlined in section D) and be managed by both the Principal and the Heads of Key Stage.

The Principal

The Principal will be responsible to the Governing Body for implementing the School's vision, for overall school performance, and is expected to demonstrate effective leadership in terms of the whole-school team and in terms of school development / improvement including key policies and documentation. The Principal's role will include monitoring and evaluating the performance of Judith Kerr Primary School according to the success of its curricular, enrichment, events and community programmes, implementing the Governing Body's policies and motivating staff and pupils through high quality personal leadership skills. More detail on the Principal's responsibilities are found in F5.

Deputy Principal

The Judith Kerr Primary School Deputy Principal will support the Principal in creating, establishing and managing the aims and objectives of the school, in partnership with staff, governors and parents. S/he will be responsible to the Principal for all aspects of the curriculum and assessment, together with pastoral care of pupils and oversight of enrichment and school events when the Principal is away from school. The Deputy Principal will have a class and be recruited from one of the four full time teachers in the first year of opening.

Non-teaching staff

When the school is operating at full capacity, we will recruit two administrative members of staff to manage administration relating to pupil attendance, manage school post, monitor stationery supplies, meet school visitors, and support the Principal in a range of administrative tasks.

Specialist [external] Staff

We aim to also work with Specialist Staff, such as peripatetic Music teachers, or a local Sports Coach, to teach some of the foundation subjects. We have not budgeted specifically for Specialist Staff but depending on TA skill levels we may decide to reduce TA FTE numbers to allow for the cost of employing them, or savings made elsewhere (see the sensitivity analysis in Section G for details).

Phased staff build-up

Our staffing needs will grow gradually each year to accommodate the new cohorts of pupils arriving. We don't expect to be enrolling additional classes to join the original one-class year groups of Y1 and Y2, but instead we will increase the school population from the bottom up, taking two new YR classes each year. Please note we are not taking into account those pupils who may move from or join Judith Kerr Primary School after YR here, since, as in most schools we expect pupil numbers in each year group to remain relatively constant.

Table 4: Proposed Pupil numbers

	2013 (y1)	2014 (y2)	2015 (y3)	2016 (y4)	2017 (y5)	2018 (y6)	2019 (y7)
Reception	50	50	50	50	50	50	50
Year 1	25	50	50	50	50	50	50
Year 2	25	25	50	50	50	50	50
Year 3		25	25	50	50	50	50
Year 4			25	25	50	50	50
Year 5				25	25	50	50
Year 6					25	25	50
Total	100	150	200	250	300	325	350

Teaching and support staff build-up

Judith Kerr Primary School will be opening with two Reception classes, one Y1 class and one Y2 class in our first year (see table 4). This will see us employing four teachers and four teaching assistants (TAs). The staff will, of course, be led by one

Principal who will have been appointed ideally from around October 2012 to help establish the school and recruit staff in time for September 2013.

As Judith Kerr Primary School will be a two-form entry primary school with classes of 25 pupils, we expect 50 new pupils to enter the school in YR every September. Therefore will be hiring two new teachers and two new TAs each year from 2013 until the school is full in 2019 (one of each per year in the last two years). It is our aspiration to have a bilingual German English teacher and teaching assistant in each class. However, as outlined above, we have also described that outstanding practitioners with good German and English proficiency will also be recruited should we struggle to find bilingual teachers. They will be supported by the bilingual TAs.

In 2015 a further member of staff will be recruited as an additional full-time PPA and CPD cover teacher for KS1 (and SENCO duties see below). This teacher will be moved between the classes in KS1 when the TAs are covering PPA, and also cover the classes of those teachers who are observing a colleague's lesson for their professional development.

By having an additional full time teacher in this position we can also easily cover teachers who may be unwell or absent without relying on supply teachers who may not be German speaking. An additional PPA and CPD cover teacher will be recruited in 2017 for KS2 for the same purpose. At full capacity then, Judith Kerr Primary School will have 14 class teachers, 2 cover teachers and 14 TAs (see table 6).

Table 5: Teaching staff structure

	2013		2014		2015		2016		2017		2018		2019	
	Teachers	TA	Teachers	TA	Teachers	TA	Teachers	TA	Teachers	TA	Teachers	TA	Teachers	TA
Reception	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Year 1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
Year 2	1	1	1	1	2	2	2	2	2	2	2	2	2	2
Year 3			1	1	1	1	2	2	2	2	2	2	2	2
Year 4					1	1	1	1	2	2	2	2	2	2
Year 5							1	1	1	1	2	2	2	2
Year 6									1	1	1	1	2	2
PPA teacher					1 (KS1)		1 (KS1)		2 (KS1,2)		2 (KS1,2)		2 (KS1,2)	
Total	4	4	6	6	9	9	11	10	14	12	15	13	16	14

Table 6: Staffing plan

	2013	2014	2015	2016	2017	2018	2019
Principal	1	1	1	1	1	1	1
Deputy Principal	1 (teaching)	1 (teaching)	1 (teaching)	1 (teaching)	1 (teaching)	1	1
SENCO	TLR 1 (Head)	TLR 1 (Head)	TLR1 (PPA cover tcr)	TLR1 (PPA cover tcr)	TLR1 (PPA cover tcr)	TLR1 (PPA cover tcr)	TLR1 (PPA cover tcr)
Class teachers	4	6	8	10	12	13	14
PPA cover teacher			1	1	2	2	2
Teaching Assistants	4	6	8	10	12	13	14
Support staff	2.6	2.8	3	3.6	3.6	4	4
Total	11.6	15.8	21	25.6	30.6	34	36

Principal and Deputy

Judith Kerr Primary School will have recruited its Principal in Autumn 2012, ready to start their post (possibly part time) in January 2013. They will be responsible for a number of things in the implementation phase (see F5 for details) in order to have Judith Kerr Primary School ready to open in September 2013. Given the relatively small numbers of students in the initial years of opening, the Principal is likely to take on the responsibility of the SEN Coordinator until 2015 when greater numbers of students will require that the CPD/PPA Cover teacher take on the SENCO role. Depending on the funding available for external teachers such as Music teachers and Sports Coaches, the Principal will share PPA cover with TAs in the first two years of opening. Covering PPA will allow the Principal to closely follow the progress of pupils and the success of the dual language Curriculum delivery. This will mean the Principal will have up to a maximum of three teaching days a week until 2015.

A Deputy Principal will be appointed from the first four members of teaching staff in 2013 until 2018. The Deputy will be a full time class teacher and take on the Principal's responsibilities only when he/she is out of school. This keeps costs down for the first five years but also sustains a distributed leadership model with opportunities for leadership development and succession management. After 2017 Judith Kerr Primary School will seek to recruit a full time Deputy, subject to pupil numbers and financial sustainability.

Administration and premise staff

Administrative staff capacity will build up gradually in line with requirements and financial viability as described in section G.

Senior Leadership Team

For the first year, given there will only be 4 class teachers, four TAs, and a Principal for the intake of 100 pupils, there is little need for a senior leadership team beyond the Principal and the appointed teaching Deputy Principal. As outlined above, the Deputy will be a full time teacher and will support on days where the Principal is out of school. Once KS1 has reached full intake (in 2015), a Head of Key Stage 1 is likely to be appointed from amongst the teaching staff to be responsible for teaching and learning from Reception/Foundation to Year 2. In 2019 when the school is full, a Head of Key Stage 2 will similarly be responsible for ensuring the progress and wellbeing of pupils between Year 3 and 6 and their transition to secondary school. Until these posts are filled the work will be done by the Principal. These Heads of Key Stage will be responsible for termly performance management, while the Principal will do this annually, taking reports from the Heads of Key Stage into account. From 2018 we plan to employ a full time Deputy Principal to assist the Principal and governors in managing the curriculum, playing a lead role in supporting staff CPD, and managing daily behaviour for learning. Between 2013 and 2015 the Principal will also be the SENCO but once the school has grown to 200 pupils in 2015 this responsibility will be handed to the supernumerary PPA cover teacher.

Both Heads of Key Stage will focus on daily teaching and learning, and any immediate behaviour or pastoral issues that may arise. In the case of continuous

issues, they will be escalated first to the Deputy Head, who will deal with persistent low-level behaviour problems. More serious concerns will then be escalated further to the Principal. Heads of Key Stages 1 and 2 will ensure the wellbeing of the teachers within their Key Stage and work with them to identify focus areas for professional development. Their role is also intended to be a predominantly positive one; they will work together across Key Stages to provide the reward and celebration so important to achieving the school's vision for confident, respectful characters who share a sense of community and respect for each other. Teaching assistants will be assigned to key stages and specific classrooms, in order to build expertise and skill. They will be managed by the Principal and SENCO.

The Heads of KS1 and KS2, the Deputy Head, the SENCO, and the Principal will act as the senior leadership team (SLT). This small SLT is appropriate for a two-form primary school, particularly in the light of nurturing a close-knit, highly professional and specialist teaching staff. This SLT will report ultimately to the governing body.

Quality of teaching and performance management

As described above we intend to run a relatively slim leadership team. We believe this will be possible because the school is relatively small and employs staff based on their 'quality rather than quantity'. We also believe this will work because from the outset (as described in section D4) we will embed processes that generate sophisticated and efficient data for reporting, monitoring and line managing. For example, the Head will have a good idea how the pupils in each year are performing because they will have access to robust online data that tracks pupils' progress in all classes from one term to the next. Moreover, the Head will also be able to speak with the Heads of Key Stage 1 and 2 for feedback on individual teachers' performance. CfBT has experience of this from its Independent schools which is intends to bring to the state sector. Regular performance management and rigorous monitoring means if a child had been not been making adequate progress, the data would have alerted the teacher and Head of Key Stage to this, so timely action can be taken. We will use three sources of evidence to judge the performance of teachers and the school as whole:

- pupil-level data: occasional testing, assessment for learning feedback, surveys and School Council feedback
- teacher-level data: lesson observations, work scrutiny, surveys;
- parent/carer-level data: regular face-to-face and telephone contact, surveys.

The impact on teacher motivation of such a structure, supportively and positively managed and transparently applied, should not be underestimated.

Another practise that will enhance peoples' ability to line manage and hold teachers to account is ensuring current teachers pass on accurate and detailed information about each pupil to next year's teachers. Pupil Progress meetings will be organised towards the end of the summer term, and will take place over two weeks in Staff meetings. Current teachers will prepare briefs on each child with information such as their progress, areas of strength and weakness, subjects they enjoy and dislike, and

any issues with behaviour in and out of school that have arisen. Seating plans, SEN resources, or behaviour strategies that have been of particular use can also be passed on to help teachers learn as much about their new class as possible before the beginning of a new year in September.

Staff room

It is our intention to have a comfortably sized staff room where drinks will be available at break and lunchtime to encourage staff to come and build positive supportive relationships, particularly across key stage and between teaching and support staff. The location of the Principal's and the SENCO's offices will depend on the spaces available on site but we would like them to be close to the staff room to encourage the sense of being part of a studious and friendly community. The obvious down side to having staff spaces clustered together is that it means staff are less dispersed around the school for monitoring purposes, however, by implementing a behaviour policy from the very outset of establishing Judith Kerr Primary School, and by establishing playground duty rotas we can ensure that pupils remain well behaved and safe even at play times.

Investing in staff

In order for the vision to be achieved we need all staff to commit to it and need to find ways to motivate staff. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CDP). Without such staff development measures in place teaching can be very isolating – so we will provide support and time for teachers to work together. We hope to do this in a number of ways.

1. Teachers having a maximum 80% timetable where possible (rather than the usual 90%)

We acknowledge that preparing resources and planning to deliver the National Curriculum in both English and German will take more time than doing so in a mainstream school. It is also likely that most of the teachers recruited will not have planned across the curriculum in two languages before. For this reason we envisage a structure where Judith Kerr Primary School staff receive additional 10% PPA (further to the usual 10%) to ensure highly differentiated, engaging and effective lessons are designed. We plan to provide staff with this reduced timetable and give year group teachers the opportunity to plan together to encourage knowledge sharing and deliberation over best delivery strategies. PPA time will be allocated during foundation subjects such as P.E. and swimming, where we aim to work with specialist coaches, and Music and ICT where the TA will provide cover and the PPA teachers will supervise. We see this as a more effective way to cover PPA than hiring supply staff who will be unfamiliar with a bilingual setting, do not know the children and their abilities across the languages and subjects, and may not speak German.

2. Teachers will meet once a week after school for curriculum team meetings

We will have a meeting per week for all staff to get together, occasionally in key stage teams and sometimes as a whole staff. How this time is spent will be determined by Heads of Key stages in conversation with the leadership team, but example activities might include; discussions about assessment and sets; sharing resources; moderating work; watching and discussing videos of one another's lessons. This will be a valuable opportunity to share best practice and develop professionally as a community.

3. Teachers expected to observe one another once every fortnight

The exact nature of observations and who they involved would be determined by Heads of Key Stage in conversation with individuals, and the format of feedback and monitoring would be firmly based on peer development and cross fertilisation of ideas, rather than grading and judgement. In order for this system to work teachers would need to be happy to run an open door policy to other teachers, which is another non-negotiable that would be discussed with candidates at interview.

We expect to make the above teacher development and investment measures affordable by having a slim leadership team supported by upper pay scale Heads of Key Stage 1 and 2, by recruiting mostly main scale teachers, by spending very little on external support for CPD (part of which will come through working with CfBT's research department). This CPD opportunity will be covered by the PPA CPD cover teacher for each Key Stage.

F5: Recruitment of high quality staff

Recruiting an inspiring Principal for Judith Kerr Primary School

CfBT has significant experience of attracting, recruiting and developing educational leaders, teachers and educationalists for roles all over the world. Drawing on our understanding of teacher recruitment in this country, gathered from Local Authority schools in Lincolnshire and our fee-paying schools, Academies and Free School, we expect to be able to recruit an excellent Principal, Deputy Principal and a range of classroom teachers in year one.

CfBT will employ a highly developed and rigorous process of vetting and selecting our Principal and teaching staff, derived from our School Design methodology.

The process will involve:

Co-designing a job description and person specification with Judith Kerr Primary School parent group. Key features of the school's vision and ethos will be included, i.e. the promotion of bilingual education, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting

and pupils' personal development, open door policy). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

Advertising for maximum impact. For recruiting we will use our preferred advertising agent [REDACTED] (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in local newspapers, CfBT's website, *The Times Educational Supplement*, and German education websites. We will also use CfBT's and the promoter group's German and bilingual networks to generate interest. To maximise the audience for our advertising, we will explore ways to promote the Principal's position using the Goethe Institut and the German Embassy's networks. We will be creative in our approach to advertise and develop networks in German communities to recruit, as recommended by recruiters in Hockerill (Appendix 2D).

Running a recruitment open day. In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants to find out a little more about the Judith Kerr Primary School project, and meet CfBT and the promoter group members. As we will not have a site at this stage we propose to hold the event at the Lambeth City Learning Centre which is managed by CfBT and is located within Lambeth.

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

- Write a personal statement highlighting their education vision and their approach toward bilingual schooling;
- Describe the challenges and benefits of providing a bilingual education over a monolingual one;
- Prepare a brief presentation for the interview which covers the following: What do you see as the main opportunities and advantages of being the Principal of a Free School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of the Free School and our vision for its development.

Observing the candidates in their own environment. As our school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole school activity as appropriate to assess how they perform and interact with pupils and staff.

Candidates undertaking psychometric leadership traits and verbal and numerical reasoning test. Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire

is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

An interview process that reflects the job description and our goals for the school. The interview schedule will incorporate interviews with both CfBT and the promoter group panels (candidates will give a presentation 'As Principal of the Free School, describe the three most important things you would do to ensure the school fulfils its vision', and a final competency based panel interview, to include a DfE representative as appropriate. We would expect to conduct some of the interview in German to assess candidates' proficiency.

An indicative recruitment timetable for the Principal would be as follows:

- June/July: Secretary of State approves Judith Kerr Primary School Application;
- 16th July: advertise in the TES, local press, German websites and publications;
- 3rd August: deadline for applications;
- 27th August: long-list produced and references requested;
- 3rd -17th September: visits take place;
- 27th September -5th October: interviews take place;
- W/C 15th October: appointment made.

Appointment during mid-autumn of 2012 should allow for the Principal, to be in place, at the latest, by the start of the Spring term of 2013 (to allow a full terms preparation before the school opens). Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment.

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

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

CfBT has carried out considerable research into what takes schools from being good to outstanding². We found that at the heart of all good to outstanding schools is good leadership and the support for, and development of, good and outstanding leaders are crucial to school improvement³.

CfBT is also proud of the work it does to support and challenge Principals and governing bodies in many different settings; as school improvement specialists across Lincolnshire's very successful portfolio of Local Authority schools; and in our own independent schools and academies. It is our methodology and expertise in supporting and challenging Principals and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a

² CfBT, [http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

³ Strategy for School Improvement CfBT 2009

Principal designate is appointed we would expect to use the database to identify the correct CfBT improvement partner that will be able to work with the Principal to ensure the vision is achieved.

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

To ensure the Principal we appoint to Judith Kerr Primary School has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders including:

- moral confidence based on deeply held personal belief;
- significant relationships with a wide network of fellow professionals;
- a real understanding of how to learn from experience;
- a willingness to learn from students;
- clarity and confidence about what works in terms of professional learning;
- openness to learning from the example of other school leaders;
- confidence in learning how to learn;
- a commitment to languages education in general and more specifically to bilingualism.

We will also be looking to recruit a Principal that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality. CfBT and the Judith Kerr Primary School promoter group will be collaborating closely to ensure the right candidate is chosen. The attached draft Job Description (Appendix 3F) illustrates our expectations regarding the roles and requirements of the Principal for our Free School.

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

We would seek, as soon as possible after appointment, to engage the Principal Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the schools catchment area, the local media;
- lead on the recruitment and induction of the school staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school.

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

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

The Principal will work very closely with CfBT and the promoter group to ensure the original vision is maintained in the implementation phase.

A rigorous approach to performance management of the Principal

To support our ambition to have rigorous performance management processes, the CfBT Schools Trust will employ a school improvement specialist to act as mentor, adviser and critical friend to the Principal. This specialist will have significant primary phase expertise and experience of headship. This is likely to be sourced from CfBT's successful School Improvement Service in Lincolnshire where we have a significant track record in supporting school leaders to drive up performance, and the same person that mentors, supports and challenges All Saints Junior Free School and any new free schools approved for 2012/2013, bringing the added benefit of facilitating the sharing of good practice between all free schools in the London/Thames Valley area.

The school improvement specialist will spend at least 6 days per year with the Judith Kerr Primary School Free School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Principal, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors.

He/she will also be an ex-officio member of the Governing Body, attending as necessary.

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

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

As explained in section G we have budgeted for up to 1% of EFA income to be paid to the Principal and staff as performance related bonus for excellent performance against KPIs linked to the vision. We wouldn't expect to pay this out each year as it is additional to good remuneration and should be used very specifically to reward exceptional achievement. The budget will be managed by the governing body and if retained from year to year can instead be used to help improve performance in areas that scored less well in the previous year's evaluation.

Recruiting outstanding teaching staff

Ultimately our Principal will be responsible for recruiting their own staff once they take up post, but the Steering Group will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments. Key to the job description will be a description of the values of Judith Kerr Primary School, and we expect all candidates applying for a teaching staff position to commit to these values. The Principal will work with the CfBT and the Steering Group to shortlist appropriate candidates before seeing them teach in their own environment to ensure they meet the high standards of our Free School.

For classroom teachers, the process of recruitment will be very similar to that of recruiting the Principal, with the exception of psychometric testing (for more detail please see Recruiting an Inspiring Principal):

1. Co-designing a job description and person specification with the Principal, and the promoter group;
2. Advertising for maximum impact;
3. Running a recruitment open day;
4. An initial application process so that candidates can be shortlisted;
5. Observing the candidates in their own environment. Candidates undertaking German/English language proficiency test;
6. An interview process that reflects the job description and our goals for the school.

Whilst we recognise that only a subset of qualified teachers will be suitable for our school, we have grounds to be confident that high quality candidates will come forward. A 2008 National Foundation for Educational Research (NFER) research paper found that 97% of primary schools offered pupils language provision in class time, and of these schools 10% taught German, providing a significant potential resource pool for appropriate candidates⁴.

We aim to advertise internationally in German teaching websites and publications, and understand we may have to visit Germany to interview those candidates. We will also target the significant network of German supporters the promoter group have developed, as many supporters have already offered us their time and expertise. It is vital we also work with the Goethe Institut, the German Embassy, and with the wider German community in London to attract interest and promote teaching opportunities with Judith Kerr Primary School. We expect several candidates will apply through these channels. Additionally, CfBT's language department have the expertise and capacity to identify suitable candidates from their own contacts, and the relationship with our partner school in Koln, Hockerill Anglo-European school, and the [REDACTED] will prove further recruitment channels.

Notably, the promoter group have received several enquiries about possible teaching and teaching assistant positions when the school opens. Some of those interested are fluent German English speakers with experience of working in a bilingual school setting; others are interested in bilingualism and have worked in the UK or Germany; remaining interest has come from supporters volunteering to support in teaching assistant capacity (see Appendix 2F for quotations).

We are also looking to establish links with Teacher Training colleges, Universities, and Sixth Forms in Germany who will help us recruit Student TAs to come and spend three academic terms living in London, potentially with one of our families. This is a means of recruiting bilingual TAs at minimum cost. The exchange students will be expected to work as a TA in the school we aim to give them a termly allowance of around £3000. We have reason to believe, having spoken to many German students that this programme will be extraordinarily popular.

We feel there are several reasons why we believe that we'll be able to attract, train and retain the best teachers. These include:

- Advantages of working in a unique and innovative school setting;
- The school's values of working closely with parents and the community
- Judith Kerr Primary School's emphasis on CPD and staff professional development;
- The opportunity to be part of CfBT's global teaching and research community;
- Peer support in delivering high quality bilingual education through opportunities for extended and joint PPA;
- A Principal and governing body that can and does identify and reward excellence;
- Dedication to monitoring pupil progress.

⁴ NFER, Wade, P. Marshall, H. with O'Donnell, S. *Primary Modern Foreign Languages Longitudinal Survey of Implementation of National Entitlement to Language Learning at Key Stage 2. Final Report*, , 2009

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

- w/c 22 October 2012 Principal appointed (as required);
- Principal agrees job descriptions and person specification for the classroom teacher by 30 November 2012;
- 2 January 2013 Principal takes up post;
- 18 January 2013 advertise posts in the TES, eteach, local South East London press, German education publications and websites, German teacher training colleges;
- 4 February 2013 deadline for applications;
- w/c 4 February 2013 long-list produced and references requested;
- w/c 11 or 18th February, depending of local half-term arrangements, school visits take place;
- w/c 25 February 2013 interviews take place;
- w/c 4th March appointments confirmed;
- 2nd September 2013 classroom teacher takes up role.

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

- Principal agrees job descriptions and person specifications for 25 January 2013;
- 8 March 2013 advertise posts in the TES, local South East London press, German education publications and websites, German sixth forms, universities, teacher training colleges;
- 25 March deadline for applications;
- w/c 25 March long-list produced and references requested;
- w/c 15th April interviews take place (after Easter Holidays);
- w/c 21 June – Appointment confirmed;
- 2nd September staff take up roles.

Recruiting Governors

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

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

- German culture/the language.

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

- advertise the opportunity via local volunteer centres and leave leaflets and posters in local doctors' and dentists' surgeries;
- target the German speaking community/interest groups and engage them with advertising;
- promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc;
- write to local employers and higher and further education providers including: London Southbank University, Lambeth College, London College of Communication, London Southside Chamber of Commerce to see if any of their employees would be interested in taking on the role.

Among the Judith Kerr Primary School parent group a few individuals have expressed an interest in taking on a governor position. [REDACTED], is committed to seeing the school open and operate successfully. He has been active in various ways in the education sector and recently became [REDACTED]. In addition to his dual language background and general practical, financial, and operational experience, he has dedicated many months to this project and will be determined to see that it remains faithful to its founding ideals.

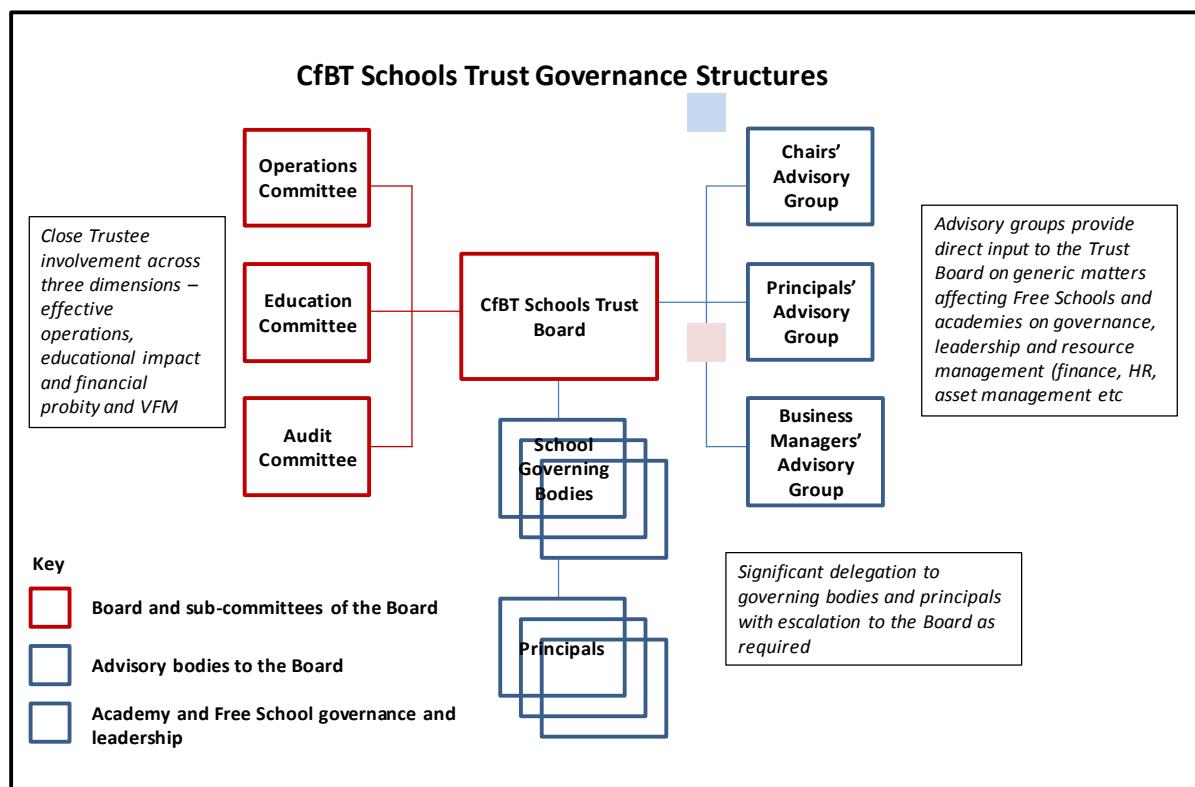
[REDACTED] has also offered to support the governing body in its early days. Previously [REDACTED].

Similarly, [REDACTED].

It is vital CfBT works in close partnership with the promoter group throughout his process. By continuing this working relationship and engagement of Judith Kerr Primary School action group members in all stages of the decision making process (both pre and post opening) the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

F6: Governing body structure

The Board of CfBT Schools Trust



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

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

- To specify the curriculum;
- To enter into contracts and approve expenditure up to agree levels;
- To appoint staff (except the Principal).

Three advisory panels [are proposed to] monitor the detail of three key areas of governance:

- educational policy and performance;
- audit and finance;
- general operational matters, including buildings

A further three advisory bodies, comprising all principals, chairs of governors, and school business managers, advise on specific school-focused issues. [The detail of the interaction between these subsidiary bodies to the Board is still under development, in conjunction with the academies in the Trust.]

Delegation and Escalation Principles

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

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

Escalation routes

The Governing Body

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

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

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

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

- ready to act in the common good;
- co-operative;
- motivated to act wholeheartedly to meet the school’s objectives.

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

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

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

- Principals to Governing Bodies: Principals are required to report to every meeting of their Governing Bodies on a range of key performance issues including attainment, attendance, discipline and finance. Any serious issues which arise outside of normal reporting meeting cycles are dealt with through chair's actions, in accordance with their delegated authority levels;
- Governing Bodies to the Trust Board: Governing Bodies are required to report any risks or issues to the executive management of the Trust, and these are summarised and reported to the Board. Issues requiring action outside of the Trust Board meeting cycle are dealt with by the Trust executive management and reported to the Board.

Summary of Roles and Responsibilities

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

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

Accountability arrangements

The following arrangements are in place:

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

On successful application and opening, Judith Kerr Primary School will join the CfBT Schools Trust. The Trust will adopt a ‘high autonomy/high accountability’ model i.e. schools will be free to operate as they wish to meet the educational needs of their pupils, subject to being fully accountable for achieving high levels of performance. The converse will also apply i.e. where performance drops, the Trust will provide high levels of support. The Trust will therefore be a vehicle for enabling its member schools, including Free Schools, to maximise the freedoms which academy status offers, whilst minimising the risks associated with complete independence.

In particular the trust will be responsible for:

- setting the strategic direction and policy framework for schools within it;
- holding local governing bodies to account for the performance of the school;
- exercising fiduciary responsibility on behalf of the DfE and the schools in the Trust;
- managing its legal and regulatory compliance obligations, and managing the risk.

The Trust will be the employer, landlord, budget holder and ultimate performance monitoring body and will provide schools with related services. This does not mean

that the Trust will provide full HR support, full property management, full financial management services etc – these responsibilities will still rest at school level. The Trust will, however, ensure that member schools are meeting their responsibilities in these areas, and will provide information, advice and guidance as required.

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

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

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

The Governing Body will compose the following membership:

- up to six with specific expertise, as required (see below) nominated by CfBT Schools Trust;
- two Judith Kerr Primary School nominees;
- two parent representatives, elected by the parents of children at the school;
- one staff member, elected by staff at the school;
- the Principal as an ex-officio member.

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

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

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

- the recruitment of the Principal Designate and other members of the senior management team;
- creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of the Judith Kerr Primary School Free School project.

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

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and determine key policies in line with the overall strategic objectives of the Schools Trust. In order to fulfil these functions they will be expected to ensure:

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

A Parent, Teacher, and Friends Association– volunteering and engagement

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment⁵.

⁵ Greater Manchester Challenge – DCSF, *Opportunities for Secondary Schools 2009-10*, 2009

Since the Judith Kerr Primary School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of the promoter group, we therefore propose to establish a Parent, Teacher, and Friends Association (PTFA).

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

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

Section G: Financial Plan – Narrative

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

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

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

██████████.

Section H: Premises

Search Criteria

We have identified two potential preferred premises.

The first is the site presently occupied by the [REDACTED] on [REDACTED], [REDACTED]. The site contains a large school building and two smaller buildings that appear to be in a decent state of repair as well as some surrounding outdoor space. The site is located in a safe and peaceful location a short walk from [REDACTED] and is also within walking distance of Bermondsey Underground Station and South Bermondsey Rail Station.

The second potential preferred premises is either the site formerly occupied by the [REDACTED] at [REDACTED], [REDACTED] or the site presently occupied by the [REDACTED] on [REDACTED], [REDACTED]. Both sites contain purpose-built brick educational buildings of mid-to-late 20th century construction and surrounding sports and play areas. They lie within an established residential community with reasonable access to bus and rail links. The [REDACTED].

We searched for premises having the following characteristics:

a) Location

We focused our search on Lambeth, Southwark, Lewisham and Greenwich boroughs, for four reasons (see Appendix 1H for map of all premises).

1. These boroughs are experiencing rapid growth in the number of children and face increasing demand for primary school places. Our proposed school would increase the quantity and diversity of primary education offerings this part of Southeast London.
2. The promoter group have found significant demand for bilingual German-English education among families living in these boroughs. Many of these parents have expressed a keen interest in their children continuing their bilingual education in our Free School. Specifically, strong support has come from these German language affinity groups:
 - a. The German Kindergarten in Herne Hill, Southwark;
 - b. The Deutsche Samstag-Schulen (German Saturday Schools) in Forest Hill, Lewisham and in Croydon;
 - c. The Hänsel & Gretel club, Herne Hill, Southwark;

- d. Kleine Piraten German play group, Deptford, Lewisham.
3. These boroughs contain children from socially diverse backgrounds. We are committed to educating a broad range of pupils, including pupils from disadvantaged backgrounds. Locating our proposed school within Lambeth, Lewisham, Greenwich or Southwark would enable a diverse range of children to attend within relative proximity to their homes.
4. Finally, most of our founder group lives in this part of London and is naturally motivated to enhance school provision in its neighbourhood.

b) Type of Premises

To maximize value for money, we have focused on premises owned by Lambeth, Lewisham, Greenwich or Southwark Councils. Public monies spent by the Partnership for Schools to buy or rent council-owned premises would be offset by sums raised by the relevant local authority in selling or leasing the property. In our view the reuse of currently redundant council property would represent good value for money. We also widened our search to include buildings offered in the commercial market by property agents.

As both sale and rental properties could offer good value for money, we have included both types in our search. (We presume that taxpayers would be indifferent between Partnership for Schools paying rent or paying servicing costs on any debt incurred to acquire an ownership interest.)

As further discussed below, we have searched for sites already classified as D1 land, including existing schools, libraries, public halls, etc. We are aware of the Government's planning consultation, closed in June of 2011, to amend the Town and Country Planning (General Permitted Development) Order 1995 to allow certain changes of use without planning applications. We have kept this in mind while conducting our search. However, until a change of the planning rules is implemented, it appears realistic to focus on D1 premises.

Finally, we have been mindful of costs that would be required to convert potential premises from their current uses into our proposed school. We have considered premises' current states of repair, access to utility services such as gas, electricity and sewage disposal, premises' statuses as listed buildings or as buildings located within conservation areas, and the suitability of premises' present layouts for our purposes. For example, as we are proposing a 2FE school, we would require two classrooms large enough to accommodate classes of 25 pupils each per year of pupils. We also desire shared spaces such as a library, a lunch area, a music area, art room ICT room, suitable outdoor space, an assembly hall, etc.

c) Internal Space

Our preferred internal net and gross areas would be 1,300 and 1,900m² respectively. This would accommodate 350 pupils in accordance with Building Bulletin 99's guidelines¹. However, we estimate pupil numbers to be fewer than 240 for the first three years of operation. Thus a potential short-term solution could include internal net and gross areas of 1,000 and 1,400m² respectively.

d) External Space

Building Bulletin 99's recommendation for total plot space (including the area occupied by buildings) for a school of our planned size is approximately 7,500m² (6,000m² for 240 pupils). While such a size would be ideal, this is not a realistic measure for existing premises, which were laid out under different standards. Easily accessible local parks or other green spaces would make this less of a priority. As we aim broadly to follow the National Curriculum, learning about wildlife and the environment outdoors would make for highly engaging lessons, and taking opportunities to teach PE outdoors would also be beneficial for pupils. Thus, access to green space would be important to us, whether on the school site or elsewhere.

We would need to consider the safety of pupils when evaluating the accessibility of any green space not immediately adjacent to a proposed school building. For example, a busy road between the proposed school building and a local park would raise questions as to the feasibility of using the park as an outdoor space.

e) Transport

Given our admissions criteria, we would expect that many of our pupils would live near the school. However, we have considered accessibility for pupils commuting from outside the local area, given the unique nature of Judith Kerr Primary School. We also recognise that many primary school pupils are escorted to and from school by parents or other carers who also commute to jobs in and around London during the school day.

Our ideal location thus would have rail and/or bus access within reasonable walking distance for primary school pupils and their carers. However, this is not our highest priority. Safe walking and cycling also would be desirable, as we would plan to promote respect for the natural environment and physical fitness among our pupils. Our ideal location also would have some parking and a drop-off area for carers to meet pupils, for delivery vehicles to access the school, etc. We presume that a reserved space on a road near the school building could be arranged, if not already present.

¹DfES, *Building Bulletin 99: Briefing Framework for Primary School Projects*, 2006

Steps Taken to Date

Actions taken to identify potential sites included:

- informal discussions with the council planners;
- liaising with estate agents;
- discussions with informed individuals in the community;
- pacing the streets within our target areas;
- utilising Partnership for Schools' Free Schools Kit.

Possible Premises

Southwark

Our main contacts for Southwark Council have been Jeremy Pilgrim, Southwark Council's Head of Property, and [REDACTED] of [REDACTED], agent for Southwark Council. [REDACTED] has advised that presently there are no properties available for sale or lease within Southwark Council's estate that are close to meeting our size requirements.

[REDACTED] Premises

[REDACTED] in London [REDACTED] contains a school premises currently occupied by [REDACTED]. This is on a temporary basis while the school's permanent premises at [REDACTED] are refurbished.

[REDACTED]

This premises is one of our two preferred sites. **Please see the discussion below under “Preferred Site” for a fuller description.**

School Premises in Peckham

██████████ who represents Southwark Council in the disposal of Rotherhithe Library, advised that ██████████ recently has submitted a bid ██████████. As ██████████ had not yet won the mandate, ██████████ was unwilling to provide further information such as the site’s precise location.

Although ██████████ was not willing to provide exact dimensions of the site, he mentioned that the school building is approximately the same size as his current mandate, ██████████. This would suggest that the school building is approximately 1,900m². ██████████ stated that in February of 2012 Southwark advised ██████████ that it had changed its mind and decided not to offer the site for bidding after all, at least for now. ██████████ was not informed when the site may be offered for bidding in the future.

After speaking with ██████████, we spoke with ██████████ regarding this site. ██████████ told us that Southwark had had no plans to dispose of a school building in Peckham and provided no further details regarding the site.

Victorian Building at ██████████

██████████ is on ██████████. It has suffered falling pupil numbers and in September 2012 will convert to a co- educational secondary school ██████████. The school has a large Victorian building overlooking ██████████ that appears to be little used.

We spoke with the ██████████, who explained that the building is still being used for exams, specialist classes, and activities like drama and PE, and will be used for some single sex lessons once the school ██████████. We asked where there were any plans for the building to be sold or leased in the future, and ██████████ advised that the Diocese does not have any such plans.

Educational Building, ██████████

We have spoken with ██████████ about an area of land with an existing educational planning permission on ██████████, ██████████. The site, which contains an educational building (1960s/70s construction; potentially appropriately sized), is currently held by ██████████.

██████████ advised that the site’s lease includes covenants that preclude the use or occupation of the building other than by ██████████.

While the building appears empty, we were told that it is being used to store biological equipment and that the [REDACTED] is considering whether to convert it into teaching space. The [REDACTED] has no plans to sell or lease its interest in the site in the foreseeable future.

[REDACTED]

The [REDACTED], located on [REDACTED] in [REDACTED], is a [REDACTED] that are used for a [REDACTED], a [REDACTED], [REDACTED]), [REDACTED] etc.

[REDACTED]

The site contains an Edwardian building we estimate is approximately 1,000m² internally. Whilst this is not large enough for our purposes, several of the surrounding buildings within the complex also appear to be underused so it might be possible to combine space in two or more buildings. The Edwardian building is empty and dilapidated. The roof is intact, but the building appears to need re-rendering, a complete internal overhaul, new windows throughout, etc. It is not likely to present a cost-effective option. However, some of the surrounding buildings appear to be in better condition. Various local online forums have discussed using this building to create a new school.

We have spoken with [REDACTED], and [REDACTED], regarding the site's potential availability. [REDACTED] is about to launch a three month "engagement period" with members of the public and other stakeholders regarding the nature of NHS services to be provided in Dulwich. Once the responses to this engagement are collated, the NHS plans to conduct a formal consultation in the autumn of 2012 regarding its use of the Dulwich Hospital site. After this consultation period, in approximately spring of 2013, the NHS plans to present a stage 1 business case regarding what services it will continue to provide on the Dulwich Hospital site. At that time, the NHS will be in a position to declare particular parts of the site to be surplus to its requirements (if that is what is concluded from the consultation). [REDACTED] predicts that it is not unlikely that several buildings on the Dulwich Hospital site may be declared surplus at that time.

██████████ will not be in a position to tender any buildings it finds to be surplus to its requirements until after any services presently located in those buildings have been discontinued or decanted to their new location. She estimates that this will occur in or about the first quarter of 2015.

██████████ also advised that Southwark Council is currently formulating a Strategic Plan for Dulwich which is likely to consider changing the ██████████ planning designation from ██████████. The Strategic Plan will be subject to public consultation.

██████████

We have spoken with ██████████ about ██████████, ██████████, London ██████████ Southwark Council offered the freehold with vacant possession for bidding in July 2011.

The site consists of a building covering approximately 1,900m², located on 0.37 acres (0.15 hectares). The building is a 3 storey brick built, flat roof structure with outside space in front of the main entrance and a small service yard to the rear of the property. The site is bounded by ██████████ to the north, ██████████ to the south, the ██████████ to the east and ██████████ to the west. The site is within walking distance of the ██████████ and ██████████.

██████████ stated that as of 20 January 2012 a preferred bidder has been identified and Southwark and the bidder are close to exchanging contracts. Completion is expected in March 2012.

Other

██████████

We have contacted ██████████, to enquire about any plans for Southwark Council to sell ██████████. ██████████ advised us that as of this time Southwark does not have any plans to do so.

██████████

The ██████████ is a large 1960s building at ██████████, ██████████. The site is occupied by the ██████████, ██████████, although at the moment it appears to be largely disused.

██████████ ██████████

We spoke with ██████████ of the ██████████ to determine if this site is or may become available. ██████████ advised that the ██████████ has no present plans to dispose of this property, nor any other properties in Southwark, Lambeth or Lewisham that might be suitable for our requirements.

Office Building by ██████████

We have investigated an empty office building next to ██████████ on ██████████, ██████████, which was suggested to us by one of our supporters. However this site appears to be too small even to support a 1FE school.

Lewisham

Our main contacts have been ██████████, ██████████ and ██████████.

██████████ is providing us with regular updates of upcoming auctions of Council premises. However, all of the premises we have received notice of so far have been too small for our purposes.

██████████ advised that no premises currently are available in the Council estate suitable for a primary school. However, ██████████ mentioned that Lewisham hopes that the free schools initiative will open up opportunities not open to the council, such as leasing buildings. This indicates that Lewisham may be willing to consider free schools as part of their schools strategy. ██████████ invited our group in for a face-to-face meeting. We have not taken him up on this offer yet, but would plan to do so if our application is selected to progress to pre-opening stage.

██████████ has advised that Lewisham is currently downsizing its nurseries with the aim of ending the provision of childcare from Early Years Centres. Lewisham is in the process of tendering out provision and/or selling off sites where this is a viable option.

██████████

We have inquired about the site formerly occupied by the ██████████ at ██████████, ██████████ (██████████) and the site now occupied by the ██████████ on ██████████, ██████████ (██████████). These sites are within a few streets of each other and currently subject to joint consideration by Lewisham regarding whether one of them may become available to house a new 2FE school.

The ██████████ is one of our preferred sites. **Please see the discussion below under “Preferred Sites” for a fuller description.**

██████████

We have inquired about ██████████ at ██████████, ██████████. This centre was closed in August 2011 and has since been empty. The site consists of a ██████████. There is also a small bit of securely fenced outdoor space, mostly tarmac with a few little allotment beds.

██████████ has advised that the building covers approximately 400m², consisting of approximately 200m² on a ground floor and 200m² on an upper floor. Thus, this site is too small for our purposes.

██████████

We have enquired about the ██████████ at ██████████, ██████████. ██████████ told us it is currently slated to go out for tender in June 2012. However, this building apparently housed only 50 children, and could accommodate two reasonably sized classrooms and a mobile classroom unit at most. It is therefore too small for our purposes.

Libraries

We spoke with Lewisham Council employee Hillary Renwick regarding any potential library premises within Lewisham. Ms Renwick advised that all of Lewisham’s libraries (except for ██████████) that had been slated for closure in the spring of 2011 have now reopened with financial support from a private management company which now operates several of the sites. As of this time, Lewisham is not planning to sell or lease any of its library buildings.

We have not identified any other potentially suitable properties within Lewisham.

Lambeth

Our primary contact has been [REDACTED] of [REDACTED], [REDACTED] Lambeth Council.

[REDACTED] has advised that Lambeth is not currently selling any potentially suitable properties. He also mentioned that he thinks it's unlikely that any options will present themselves in the short to medium term future, as Lambeth have got pressures on school places and will try to re-use sites where possible.

[REDACTED]

We have enquired about the [REDACTED], located at [REDACTED], [REDACTED]. It is a [REDACTED] measuring nearly 2,000m². The site contains approximately 0.2 hectares of external space at the rear of the building. It was originally used as [REDACTED].

[REDACTED] has confirmed that a buyer has exchanged contracts with Lambeth to buy [REDACTED]. As completion has not yet occurred, the buyer's name is not publicly available.

Libraries

We have spoken with Sandra Goodwin, Head of Service for Lambeth Council's libraries, to enquire about any plans for Lambeth Council to sell library premises. Ms Goodwin advised that in spring of last year Lambeth Council launched a commission tasked with determining how Lambeth could achieve substantial savings in the provision of its library service over the next few years. The commission found that Lambeth should retain all of its libraries and work with the community to achieve the necessary savings, which may involve running the library service alongside other activities. This approach was ratified by Lambeth Council in November of 2011.

If our application proceeds, we plan to do further work to investigate whether it may be possible to run Judith Kerr Primary School alongside one of Lambeth's libraries, although we suspect that most libraries would not have sufficient space to house our school and a library service.

[REDACTED]

Lambeth's nine libraries are: Brixton Library (Brixton), Carnegie Library (close to Denmark Hill and Herne Hill), Clapham Library (Clapham Old Town), Durning Library (Kennington), Minet Library (between Camberwell and Stockton), South Lambeth Library (between Stockwell and Kennington), Streatham Library (Streatham), Waterloo Library (Lower Marsh) and West Norwood Library (Knight's Hill from March 2012).

We have not identified any other potentially suitable properties within Lambeth.

Greenwich

Our main contacts for Greenwich Council have been Ike Obayiuwana of Greenwich Council's Valuation and Estates Department, and [REDACTED] of [REDACTED] (agent for Greenwich Council).

[REDACTED]

We have inquired about [REDACTED], located at [REDACTED], [REDACTED].

[REDACTED]

[REDACTED] has advised us that Greenwich is engaged in discussions with a preferred purchaser and expects a sale to proceed over the next few months. We are on their list as a potential back up bidder if the current sale falls through.

We are aware that other schools including The Greenwich Free School (rumoured to be Greenwich's preferred bidder) have expressed an interest in the site.

[REDACTED]

We have inquired about [REDACTED], located at [REDACTED], [REDACTED]. Greenwich Council [REDACTED].

Steve Wilson of Greenwich Council's Children's Services Department has advised that Greenwich Council currently is using part of the premises for unspecified community use. Moreover, Greenwich is formulating plans to launch another state school in the premises and thus has no plans to offer the site for sale or lease in the foreseeable future.

We have not identified any other potentially suitable properties within Greenwich.


Preferred Sites


[REDACTED]

Our first preferred site is the complex currently occupied by the [REDACTED] on [REDACTED], [REDACTED].



The site appears to consist of three buildings (although it may contain additional buildings that are not visible from the portion of the site's perimeter which is publicly accessible):

- One large building covering most of the site's length, lying parallel to and fronting onto  (the "main building");
- One small building to the right of the main building; and
- One small building to the rear of the main building.

. The front consists of three double stories with floor-to-ceiling windows. The sides / rear of the main building may contain additional floors and appears to contain some single-story windows.

There is a play area covered in tarmac to the left and rear of the main building, which appears to run the length of the main building's rear. There is a small garden to the left of main building, and a bicycle rack.

The main building looks to be in a good condition with no obvious defects visible externally. There is a handicap access ramp leading to the front door.



The site is within walking distances of Bermondsey Underground Station (Jubilee Line) and South Bermondsey Rail Station (overground).

[REDACTED]

Our second preferred site is the [REDACTED].

The [REDACTED] was formerly occupied by the [REDACTED] and is located in an established residential neighbourhood at [REDACTED], [REDACTED]. It is now occupied by the [REDACTED] during the [REDACTED], [REDACTED].

[REDACTED]

[REDACTED]

The [REDACTED] consists of a single storey building constructed in late 1950s, originally as [REDACTED], and some surrounding sports and play areas. The site covers 5,203m² and thus is much closer in size to many 2FE rather than 3FE primary school sites within Lewisham. It is situated [REDACTED]. Local bus routes [REDACTED].

The site is reasonably close to transport links, as Lower Sydenham Railway station south of the site is a 15 minute walk away, and Sydenham Underground Station (East London Line) is a bit further.

Chris Threlfall of Lewisham Council's Education Department told us that Lewisham's Mayor is currently considering whether to rehouse the [REDACTED] in approximately 2014. The Council is expected to reach a decision on this in March of 2013. We would hope to be part of that decision process.

If the [REDACTED], Lewisham will then need to consider what to do with the [REDACTED]. It lies a few streets away from the [REDACTED] at the [REDACTED]. [REDACTED]. The site contains a double storey brick school building of mid-to-late 20th century construction and surrounding play areas. The site covers 4,922m². Whilst this is below the current BB99 recommendations for 2FE schools, it is larger than some 2FE schools currently operating in Lewisham, e.g. Rathfern Primary School (4,655m², building 1,737m²), Haseltine Primary School (4,604m², building 1,130m²) and Lucas Vale Primary School (3,702m², building 847m²).

The [REDACTED] site is nearest to Sydenham over ground station (a 10-15 minute walk), and a bit further from Lower Sydenham rail and Forest Hill over ground stations.

Mr Threlfall has advised us that the [REDACTED] is likely to be retained as an educational site, even if vacated. However, if the site becomes vacated, the Council will need to decide on the site's future use.

[REDACTED]

We have reviewed an October 2011 report prepared for the Mayor and Cabinet by Lewisham Children & Young People's Department. It suggests that the [REDACTED] may qualify Lewisham to bid for funds from the Priority School Building Programme private finance initiative launched by Partnership for Schools in August 2011. The report recommended that, given the scarcity of primary school sites within Lewisham and the pressing need for places, [REDACTED] site redeveloped with funding secured through the Priority School Building Programme. The report also recommended that if the [REDACTED] because it is judged unaffordable to move it elsewhere, then the [REDACTED] site should be redeveloped to establish 2FE primary provision with funding secured from the Priority School Building Programme.

The report stated that the [REDACTED] will be vacated in April of 2012, and work to redevelop the site as either a new [REDACTED] or as a 2FE primary school could start by September 2012 with the building ready for handover by Spring 2012. However, under the terms of the Priority Schools Building Programme, Lewisham will have no control over the timing of the site's delivery.

In summary, it appears that either the [REDACTED] will be occupied by the [REDACTED] but the other site may become available for alternative occupation within the next couple of years.

Capital Investment

Currently we have no sources of funding available to support a site acquisition. We do believe our network of contacts and supporters might be fruitful, once a more clearly defined proposition exists, in providing funds towards refurbishment or capital equipment such as ICT or musical instruments.