



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

KINGSTON COMMUNITY SCHOOL

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Completing and submitting your application

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by ‘Recorded Signed For’ post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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: Member of company (please delete as appropriate)

Print name: [REDACTED]

Date: 9th January 2014

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

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





SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	6553
Name of proposed school:	Kingston Community School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted> Morden, Surrey, <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	N/A
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Chapel Street Community Schools Trust
Company address:	79 Craven Gardens, Wimbledon, London, SW19 8LU
Company registration number:	7885963
Date when company was incorporated:	11th December 2011
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>
	Chapel Street Community Fund
	<Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	Chapel Street Community Fund
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	We are currently in the process of recruiting a Chair for the Governing Body. Note: <Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	3
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Chapel Street Community Schools Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	N/A
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Chapel Street Community Fund Charity number: 1131258 Company number: 06905803</p> <p>Chapel St Community Fund is a Corporate Member and Corporate Director of CSCST and will fulfil its functions, along with the other Members and Directors, in appointing and co-opting other Directors and in appointing members of the Local Governing Body of the Free School and in participating, through an authorised representative, within the decision-making activities of the Board of Directors. Apart from this, the Community Fund will not have any direct interaction with the governance and management of the Free School. However, Chapel Street Community Fund, as a fundraising charity, will seek to explore ways to support the community around the Free School through fundraising for projects in the locality and will welcome application for grants for such projects, should funds become available to the charity.</p> <p>Chapel Street Community Interest Company Company number: 06709585</p> <p>Two of the Directors of Chapel Street Community Schools Trust are also Directors of Chapel Street Community Interest Company (CIC).</p> <p>Chapel Street CIC licenses the Chapel Street Community Fund to use the Chapel Street branding and provides shared infrastructure for administration. As a corporate body, Chapel Street CIC will not play any direct part in the Free School.</p>
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Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	The application is being supported by our local partner, King's Church in Kingston (a member of the Newfrontiers International denomination). As with the other Free Schools in the Chapel St group, the school will be run in accordance with our memorandum and articles of association, with Chapel St retaining responsibility on all matters with the Department for Education and the Education Funding Agency. King's Church will have representation on the governors for the school, helping to provide support and challenge to the Principal and ensuring that the school continues to meet local need. They will also help provide pastoral support and community engagement for both the primary and secondary phases of the school. As an additional part of their role, King's Church will also provide challenge to the Chapel St Trust. We are also in discussion with the Diocese of Southwark, local parish churches and other faith groups.
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If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	N/A
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Have you received help and support from the New Schools Network (NSN)?	Some help
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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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:	N/A
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SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	N/A
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In which local authority is your preferred location?	Kingston
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Proposed opening year:	2015
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Age Range:	4-19
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If 'other' please specify	N/A
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	Yes
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Christianity
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	N/A
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Maximum capacity of proposed free school:	1050
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Please say which year groups the school will have in first year and the PAN for each	Reception (PAN = 60)
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Date proposed school will reach expected capacity in all year groups:	2023
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	N/A
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	N/A
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	N/A
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	Whilst based broadly on the national curriculum, innovation will come from implementing a Project Based Learning (PBL) approach. The school will also innovate by sharing staff across the primary and secondary phases of the school.
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Section A: Applicant details

Please refer to the Excel application form.

Section B: Outline of the school

Please refer to the Excel application form.

Section C: Education vision

Section C1

INTRODUCTION

Kingston Community School (KCS) will enable children to thrive, enrich the lives of local families and enhance community life. In developing a through-school for pupils from 4-19 years-old that blends traditional and innovative approaches to learning, Chapel St and our community partners will create extra school places in an area of growing need, provide a model of school that is distinctly different from existing provision and meet the parental demand for a Christian ethos. As with all Chapel St schools, KCS will reflect the community and be governed by local parents, staff and stakeholders. As a trust we will work with these individuals and groups to ensure the success of the school as a child-centred, family-focused and community-minded institution offering outstanding teaching and learning for the whole community.

RATIONALE

The rationale for this proposal is premised on four areas of need and demand.

1. KCS will meet the basic and critical need for new school places.
2. KCS will provide a distinct model of education offering greater choice to local families.
3. KCS will contribute to outstanding educational provision in the area.
4. KCS will be driven by the demand of local parents and carers.

KCS will meet the basic and critical need for new school places.

The Royal Borough of Kingston Upon Thames has a growing need for further primary and secondary places to provide for a significant bulge of children of school-age within the Local Authority's boundary.

Simple modelling¹ of the School Capacity Data published by the DfE² for primary places shows that Kingston has an average of an 18% shortfall in Reception places over the three years

¹ This divides the published baseline school population (as of May 2012) evenly among the seven primary years with the baseline net Reception capacity equalling a 1/7th of the total number of school places. The growth in pupil numbers is assumed to be due solely to the incoming Reception year.

2014/15, 2015/16 and 2016/17 based on baseline capacity as of May 2012. This puts Kingston 32 out of 152 Local Education Authorities, or well within the top 25% of authorities facing pressures on Reception places for these years.

Kingston Local Authority has revised its predictions of demand for pupil places in the summer of 2013, in light of revised birth forecasts issued by the Greater London Authority. These predictions are shown in the table below and demonstrate that without an increase in primary provision, Kingston will be unable to meet its statutory obligation to provide a Reception place for every eligible child from 2014/15.³ This same modelling approach shows that of all the areas of Kingston, the shortfall is projected to be most severe in North Kingston (the area proposed for the primary site of KCS).

School year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Shortfall in Reception places	-141	-157	-191	-190	-170	-132

Simple modelling⁴ of the School Capacity Data published by the DfE⁵ for secondary places shows that Kingston has an average of a 5% shortfall in Year 7 places over the five years 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 based on baseline capacity as of May 2012. This puts Kingston 16 out of 152 Local Education Authorities, or within the top 11% of authorities facing pressures on Year 7 places over this time frame.

Kingston's modelling of secondary places in the borough was revised in March 2013⁶ and the DfE has also approved a 6FE secondary Free School for opening in 2014. Taking the March 2013 data and adjusting for the creation of an extra 180 places per year, the predictions shown in the table below indicate that from 2018/19 (even allowing for the newly approved Free School) Kingston will still be unable to meet its statutory obligation to provide a Year 7 place for every eligible child and will require additional provision. The pressure on secondary places will only intensify in the medium term as the bulge in primary places progresses through the system.

School year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Surplus/ Shortfall in Year 7 places	+240	+87	+32	+101	-55	-144	-319

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219588/sfr01-2013.xls

³ Royal Borough of Kingston. Reception Forecasts, 9th August 2013.

⁴ This divides the published baseline school population (as of May 2012) evenly among the five secondary years with the baseline net Year 7 capacity equalling a 1/5th of the total number of school places. The growth in pupil numbers is assumed to be due solely to the incoming Year 7.

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219588/sfr01-2013.xls

⁶ Royal Borough of Kingston. School Places Report for People's Services Committee, 19th March 2013.

In addition to pressure on places resulting from an increase in the birth rate, Kingston LA has set itself challenging targets for housing delivery with a minimum of 3750 net additional homes created between 2011-2021.⁷ 1000 new residential dwellings have already been created in the North Kingston Development Area, the development site in which the primary phase is located, with another 347 units currently under construction.⁸ Residential use is a planned feature of the site that will host the primary phase of KCS.

Following conversations with Councillors and Officers, Chapel St were encouraged to develop this proposal with local partners in order to meet this basic need in Kingston. The timing of the primary phase in 2015 and the secondary phase in 2017 have been agreed with Kingston Local Authority and reflect the availability of suitable sites within the borough.

KCS will provide a distinct model of education offering greater choice to local families

KCS will be Kingston's first through-school, offering a learning community to support and serve children and families from Early Years through to 6th form. The all-through model will offer a consistent learning community for pupils, parents and carers to enjoy, removing some of the transition points that can lead to reduced engagement in education, optimising the opportunity for parents and carers to feel valued and understood and become involved in the school and maximising the opportunity for staff and volunteers to raise children's attainment and enhance family life through long-term relationships and strategies.

In addition, Chapel St's unique approach to teaching and learning will provide local parents and carers with a distinct offer of education for their child. Adopting a relational approach to education, Chapel St blend traditional and innovative models to ensure a personalised pathway for every child, high levels of family engagement in learning and school life and regular interaction and application of education within family life. The school will provide a coach to oversee the progression of each pupil, utilise the Search Institute's Developmental Assets programme⁹ to help staff and parents co-create an academic and personal development plan for each child and deliver 60% of the secondary curriculum through the highly successful model of Project Based Learning (PBL) developed by the US Charter School High Tech High in San Diego.¹⁰

KCS will contribute to outstanding education in the area

Chapel St community schools provide outstanding teaching and learning for children in disadvantaged communities, raising the aspirations and expectations of families and transforming the educational attainment and life chances of our children. At the end of the first year of our school in Atherton, we commissioned an independent review by an Ofsted inspector of the school utilising the Ofsted framework. This report found that over 50% of pupils commencing study were

⁷ Royal Borough of Kingston, 2012. Local Development Framework Core Strategy, adopted April 2012, p. 11.

⁸ Royal Borough of Kingston, 2013. North Kingston Development Brief, p. 11.

⁹ <http://www.search-institute.org/research/developmental-assets>

¹⁰ <http://www.hightechhigh.org>

assessed as being below expected national levels of progress and attainment. Within the first academic year over 70% of pupils were exceeding expected national levels.

The majority of schools in Kingston at both primary and secondary phase are high performing and categorised as 'good' or 'outstanding' by Ofsted.¹¹ KCS will build on the track record of Chapel St in its existing schools and provide an alternative education model in the borough that delivers outstanding results. Chapel St commit to work within the common admissions process and to work collaboratively with the other providers in the area. We will ensure that we continue to share and develop best practice, effectively manage transition periods and the exchange of data where appropriate, and safeguard and advance the progress made to date in the borough.

Furthermore, there is a gap in current provision that our emerging approach to education addresses. The literature and our experience to date suggests that PBL is effective in raising attainment in communities that are classed as deprived and have traditionally not engaged as effectively in more traditional educational approaches.¹²¹³¹⁴¹⁵

Both the primary and secondary phases of our Free School are likely to draw from areas of deprivation within Kingston. Using data from Kingston Local Authority¹⁶ we have calculated the average maximum distance from primary and secondary schools that an applicant could live to obtain a place in 2013 (i.e. when the school is oversubscribed and distance is the discriminating factor, the maximum distance is that beyond which applications were unsuccessful).

On this basis, the average catchment area in Kingston for a primary school is 1.025km and for a secondary school is 2.845km. We have used these figures to plot a radial measurement for the primary and secondary sites in this bid and have overlayed it on a map of the Index of Multiple Deprivation produced by the Guardian.¹⁷ The map shows Lower Super Output Areas (LSOA); the more orange an LSOA is coloured the more deprived it is; the more blue it is coloured the less deprived it is.

¹¹ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

¹² **University of Massachusetts Donahue Institute, 2011.** Expeditionary Learning: Analysis of impact on achievement gaps.

¹³ **Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., Puntambekar, S., & Ryan, M., 2003.** Problem-based learning meets case-based reasoning in the middle-school science classroom: Putting Learning by Design into practice. *Journal of the Learning Sciences*, 12(4), 495- 547.

¹⁴ **Boaler, J. 2002.** Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

¹⁵ **Halvorsen, A., Duke, N. K., Brugar, K. A., Block, M. K., Strachan, S. L., Berka, M. B., & Brown, J. M., 2012.** Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. *Theory and Research in Social Education*, 40, 198-229.

¹⁶ http://www.kingston.gov.uk/downloads/download/217/primary_school_admissions_booklet and http://www.kingston.gov.uk/downloads/file/440/secondary_school_admissions_booklet_2014

¹⁷ <http://www.theguardian.com/news/datablog/2011/mar/31/deprivation-map-indices-multiple>



The map shows that both the primary site and secondary site will serve the most deprived communities in Kingston. Two LSOAs in particular that are likely to be served by the school are deprived relative to national standards. LSOAs 005A and 005B in Kingston are ranked 5,115 and 8,745 respectively on the Index of Multiple Deprivation out of 32,482 with 1 being the most deprived.¹⁸ King Athelstan Primary School, located in LSOA 005A is in the highest quintile for Free School Meals nationally.¹⁹

Our approach is specifically targeted at meeting the needs of the community within the catchment area. A focus on core subjects of English, maths and Science will narrow the gap and PBL will engage students by creating relevant links between subjects. In this way we will complement the work and educational approach of existing schools and play our part in raising attainment across the borough.

KCS will be driven by the demand of local parents and carers

In preparing this proposal, the Chapel St Community Schools Trust has been working with community partners (King’s Church, YMCA of Kingston) to engage parents, carers and community members from the outset. The application that follows has been formed through an extensive dialogue with local families as to what KCS must offer to the residents of Kingston if it is to meet the need outlined above and realise the ambitious aspirations of this proposal.

Desktop research demonstrates that there is huge demand for education with a Christian ethos within Kingston. The table below, compiled from data released by Kingston Local Authority²⁰ summarises the number of applications for each school in the borough that applies observance of the Christian faith criteria in its admissions criteria. The table shows that for the past two years every such primary school has been considerably oversubscribed. The two catholic secondary schools were also oversubscribed in the 2013 application round.

Name of School	Number of places Available	Number of applications received for 2013	Number of applications received for 2012
Christ Church New Malden C of E Primary	60	217	210
Christ Church C of E Primary	90 (2013) 60 (2012)	227	227
Corpus Christi Catholic Primary	60	183	205

¹⁸ see <http://www.neighbourhood.statistics.gov.uk/>

¹⁹ <http://dashboard.ofsted.gov.uk/dash.php?urn=102579>

²⁰ http://www.kingston.gov.uk/downloads/download/217/primary_school_admissions_booklet and http://www.kingston.gov.uk/downloads/file/440/secondary_school_admissions_booklet_2014

Malden Parochial Primary	60	107	93
Our Lady Immaculate Catholic Primary	60	159	177
St Agatha's Catholic Primary	60	192	254
St Andrew's and St Mark's C of E Junior	60 (2013) 90 (2012)	82	117
St John's C of E Primary	30	145	113
St Joseph's Catholic Primary	30 (2013) 60 (2012)	125	135
St Luke's C of E Primary	30	221	237
St Mary's C of E Primary	30 (2013) 60 (2012)	131	120
St Matthew's C of E Primary	60	306	320
St Paul's C of E Junior	90 (2012) 60 (2013)	70	105
St Paul's C of E Primary School	30	150	145
The Holy Cross (Catholic academy for girls)	148	568	N/A
Richard Challoner (Catholic academy for boys)	135	439	N/A

KCS will help meet demand for a Christian ethos primary school in the borough. It will also create new provision for those who want a Christian ethos secondary school that is not in the catholic tradition (parents who want this approach to education for their children are currently limited to sending their children out of borough).

Significantly, KCS, whilst having a distinct Christian ethos will welcome children of all faiths and no faith removing barriers that may currently prevent families from accessing a Christian ethos education.

As shown in Section E, in the short time we have been working on this proposal the primary phase of the project is already oversubscribed for first choice places for the first two years of opening. There is also significant and growing interest in the secondary phase, despite it not being scheduled until 2017 and with inherent difficulties in canvassing parents/carers of children of primary school age (we have a number of engagements arranged with primary schools that will considerably increase the number of 1st choice places for the secondary phase after the application deadline). There is also significant support for the type of school we wish to open, in terms of ethos and emphasis (please see Section E for details).

VISION

Over the past three years Chapel St has worked with local partners in four very different communities to open primary and secondary Free Schools. In each case we have found that our vision of a child-centred, family-focused and community-minded school has provided local parents and community members with a unique opportunity to develop a school that delivers outstanding teaching and learning along with a range of integrated family and community services.

KCS will serve children between the ages of 4 and 19 along with their families and local community. The through-school environment will maximise attainment, realise smooth transitions through Key Stages (KS) and optimise the impact on families through a long-term commitment to parents and carers and longitudinal work interventions that enhance family life.

At Chapel St we believe in the transformational power of human relationships. To this end we work to foster relationships between children, staff and parents that assign individuals the value they deserve and unlock the potential therein. Our emphasis on relationships, and our focus on working with more disadvantaged communities means that we look to open relatively small schools (2FE primary phase and 3FE secondary phase in this instance). Although this presents financial challenges, we have demonstrated that the school model is financially viable in Section G. Our model is also proven to be sustainable through the way our other Free Schools are run financially.

KCS will provide outstanding education. We will deliver outstanding teaching and learning for children, families and the wider community. The school will set aspirational targets for every child to achieve and will be measured by Ofsted (see Aspirations and Outcomes below). The school will utilise the National Curriculum hierarchy of levels.

Quality teaching will be the highest priority at KCS. Our teachers will incorporate higher order thinking skills into every lesson, develop collaborative partnerships and proven action research, encourage all children to be innovative drawing on the latest thinking and practice from cutting edge education models around the world and rigorously measure impact. Assessment will play a key role in self-evaluation, driving ever-higher standards in teaching and learning. Whether making judgements or analysing data, our methods will be unashamedly child focused and child driven.

KCS will be child-centred. Pupils will enjoy a depth and breadth of relationships with staff and volunteers to foster a passion for learning, an understanding of their own gifts, strengths and interests, an ability to face their challenges, a capacity to overcome adversity and solve problems and a confidence and self-belief that will equip them to thrive in the future. By providing each child with a personal coach to oversee their academic and personal development, KCS will ensure that every child enjoys a uniquely personal pathway from Reception to Year 13.

KCS will be family-focused. Staff recognise that the barriers and springboards to greater academic success and increased aspirations often lie far from the school campus. Serious attempts to raise educational attainment in the most disadvantaged communities require schools to reach-out into the home and the community. Working with and through our local partners we will build deep relationships with parents and carers and strengthen the links between home and school (using the Developmental Assets Programme to facilitate holistic development and family support). By helping parents and carers to learn and grow and offering the community the opportunity to invest in the lives of young people, KCS will offer the best start to its students and a brighter future for its residents.

KCS will be community-minded. We believe that schools should play a role at the centre of the community and that the community should be involved in the day-to-day life of the school. KCS will be made possible by the investment of Chapel St along with local community partners and stakeholders such as King's Church, the YMCA of Kingston and the University of Roehampton. Through our PBL programme pupils will benefit from a blend of traditional and innovative teaching methods and will continually explore and apply their learning through real life projects in and around the community.

KCS will have a Christian ethos, serving families of all faiths and no faith; calling all to serve the good of our children and the local community. We are committed to developing schools that provide education with a 21st century Christian ethos, offering a place of hospitality

and learning, gathering children and families from all backgrounds and working together for the good of the whole community. Acknowledging the lack of a non-selective secondary school with a Christian ethos, KCS will serve the many families who would prefer their child to enjoy an education in an environment with a Christian ethos. The school will not admit on the basis of religious observance and will teach the local SACRE syllabus in RE. Above all, the culture and community of the school will be driven by the Christian values of grace, love and fellowship:

- Teaching with a Christian perspective is more about *how* we teach than *what* we teach.
- The golden principle that ‘we should treat others the way we want to be treated’ underpins all we do in the school.
- The approach is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from ‘so what?’ to respect, wonder and reverence.
- Topics will be relevant to the vision and values of the school and the community, stimulating the children’s thinking about moral or social issues whether they have a faith or not.

ETHOS

The Chapel St ethos is founded on the virtues of Grace, Love and Fellowship, ensuring that all of our projects are child-centred, family-focused and community-oriented. Our schools are enlivened by these three virtues that provide a foundation for a good life across many communities. The table below illustrates how our ethos is embedded in our schools.

	Grace	Love	Fellowship
We believe that...	Every person and part of creation is unique and made in the image of God.	Every person is made to enjoy family.	Every person should benefit from and contribute to their community.
We commit to...	Develop schools that are child-centred.	Develop schools that are family-focused.	Develop schools that are community-minded.
We value...	Personality	Family	Community
How this is expressed in our schools...	Chapel St will personalise teaching and learning, care and support for each child in accordance with their particular gifts, abilities and challenges, providing every child with a coach and personal development plan.	Chapel St recognises that families take different shapes and sizes and ensure that parents and carers are fully engaged in their child’s learning and development, while seeking to support and enrich the whole family.	Chapel St will look to involve the whole community in the life of the school, and students will play a positive part in a local and global community.
How do we achieve this?	Among other expressions, Chapel St will assign every student a member of staff to act as a personal coach providing regular coaching sessions, overseeing their	Among other expressions, Chapel St will use the Developmental Assets programme to help every student and their family to create a personal	Among other expressions, Chapel St will use the High Tech High model of PBL to ensure students accelerate

	educational progression, liaising with parents and carers and helping to provide a personalised pathway to attainment in school and beyond.	development plan that increases the number and range of personal assets that they can draw on both now and in the future. Staff will regularly visit families in their home to support this.	and integrate their learning through engaging projects that are located within, and impact the life of the wider community.
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ASPIRATIONS & OUTCOMES

Academic Achievement

Our clear emphasis, as with our existing Free Schools, is on providing outstanding education for the young people who attend KCS. To that end we will set the aspirational academic achievement targets below:

Foundation Stage	Average Assessment Rating of 2 in new EYFS Profile	80 – 85%
KS1	Y1 Phonics Screening exceeds standard threshold	95%
KS2	Level 4 in both English and maths	90%
KS3/4	% of pupils making 2 levels or 6 sub levels of progress KS2 to 3	90%
	% of pupils attaining 5+ A*-C inc. English and maths % GCSE at the end of KS4	70%
	% of pupils making 3 levels of progress from KS2 – KS4 in English	85%
	% of pupils making 3 levels of progress from KS2 – KS4 in maths	85%
	% of students achieving 4 levels of progress	85%
	% of disadvantaged students making better than expected progress	85%

Holistic Achievement

As part of our focus on the individual, Chapel St believes it is important to recognise all forms of achievement. An end of year certificate will be awarded which recognises good performance in:

- Achieving academic targets
- Attendance
- Punctuality
- Achieving behaviour targets
- Compliance with school uniform expectations
- Attendance in enrichment activities
- Selfless contribution to the school community
- Selfless contribution to wider global community
- Performance in public arena

- Representing the school in extra-curricular sport/performance
- Work produced to display standard
- Participation in Duke of Edinburgh (for secondary students)

All students will be certificated at Bronze, Silver and Gold level. The certificate will state the most positive aspect of a student's all round performance. The Heads of primary / secondary and tutorial team will 'weight' each aspect of the above areas and amend the list on an annual basis as the school develops. The tutor will discuss the level of the award with coaches and an end of year celebration event will recognise the achievements of all. Parents/carers will be invited to this. This is a way of recognising the impact of school ethos - in particular the aspects of Fellowship and Love.

Family Outcomes

KCS will seek to engage every parent and carer in their child's learning and development, offering wider support and services, in conjunction with our community partners, to the most disadvantaged families. The school will look to achieve the following outcomes in engaging and enriching local families:

- Using the Developmental Assets programme (Search Institute, USA), KCS will raise the resilience, aspiration and life opportunities of every child by increasing their own internal and external assets.
- Over 75% of parents will engage with their child's personal development plan, regularly attending parents' evening and benefiting from targeted programmes of parental support and training (in Atherton Community School 95% of parents/carers attended parents' evenings in the first year and over 90% were involved in some form of training to help them engage with their child's learning).
- Over 50% of parents will be involved in some part of the PBL aspect of the school programme.
- Over 33% of parents and carers will be involved in curricular and co-curricular activities within the life of the school.
- We will offer all families of children on Free School Meals personalised support to help raise aspiration in the home, access to training and services and regular engagement with the Pastoral Manager and team.

Community Outcomes

KCS will act as a community hub, enabling local individuals and groups to invest in the lives of young people and the regeneration of the wider community. This will include:

- Recruiting, training and supporting over 50 local volunteers to support specific areas of curriculum, co-curricular activity and involvement in school life.
- Engaging local community members, groups and businesses in the design and development of specific projects as part of the school's PBL programme.
- Facilitating targeted adult learning to raise aspirations and improve prospects of parents, carers and community members.
- Utilising the school as a community hub to host a wide range of community activities.

Section D: Education plan – part 1

We are opening an all-through school to meet the demand for both primary and secondary places in the borough. The primary phase is due to open in 2015, with the secondary phase coming onstream in 2017. The timings reflect the nature of the demand and the availability of suitable sites and have been agreed upon with Kingston Local Authority.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60	60	60
Year 2				60	60	60	60	60	60	60
Year 3					60	60	60	60	60	60
Year 4						60	60	60	60	60
Year 5							60	60	60	60
Year 6								60	60	60
Year 7				90	90	90	90	90	90	90
Year 8					90	90	90	90	90	90
Year 9						90	90	90	90	90
Year 10							90	90	90	90
Year 11								90	90	90
Year 12									90	90
Year 13										90
Totals		60	120	270	420	570	720	870	960	1050

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week hh.mm	Mandatory / Voluntary	Comments
Reception	21.30	M	A broad curriculum focussed on the 17 Early Learning Goals
KS1			
English	06.00	M	We are suggesting slightly higher than recommended hours for English to accommodate the application of learning pupils will experience in PBL (PBL - see below)
Maths	06.00	M	We are suggesting slightly higher than recommended hours for maths to accommodate the application of learning pupils will experience in PBL
PE	01.30	M	Includes dance
Drama	00.30		
			Pupils will study most of the blocked area below through project-based approaches
Science	02.00	M	And Health
IT and computer technology	01.30	M	
RE	01.00	M	And ethics
Creative Arts and music	01.00	M	
PSHE and SEAL	01.00	M	
Design and food tech	00.30	M	
Humanities	02.00	M	And Current Affairs
Totals	23.00		Higher than recommended hours for KS1 accounted for in the way we use contracts and Academy freedoms
KS2			
English	06.00	M	
Maths	06.00	M	
Science	02.00	M	
PE	01.30	M	

			Pupils will study most of the blocked area below through project based approaches
IT	01.30	M	
Drama	00.30	M	
RE	01.00	M	And ethics
Creative Arts and music	01.00	M	
MFL	02.00	M	Introduced here from age 7
PSHE and SEAL	01.00	M	
Design and food tech	00.30	M	
History	01.00	M	And current affairs
Geography	01.00	M	
Totals	25.00		Higher than QCA recommended hours for KS2 accounted for in the way we use contracts and Academy freedoms
KS3			
English	04.10	M	
Maths	04.10	M	
Science	04.10	M	
			Students will study most of the blocked area below through project-based approaches
Geography	01.40	M	
History	01.40	M	
Religious Studies	00.50	M	
Design Technology	01.40	M	
Drama and Performing Arts	01.40	M	Linked to PE where possible to give some students opportunity to extend their interest in e.g. music, drama and performance
Art	00.50	M	
PE	01.40	M	
Lit/Num/MFL	01.40	M	Extra Lit and Num for those pupils that need additional literacy support in Year 7 and 8
PSHE	00.50	M	Including Morals and ethics

Totals	25.00		
KS4			
English	03.30	M	
Maths	03.30	M	
Science	02.30	M	Single Science will be assumed in the basic timetabling with an option used for double Science.
PE	02.00	M	
RE and ethics	00.50	M	
MFL	02.15	Mandatory to take options	All shaded are optional subjects any four chosen in KS4
Chemistry	02.15	M	Or the other half of double Science award.
Business	02.15	M	
ICT	02.15	M	
Physics	02.15	M	
Art	02.15	M	
Geography	02.15	M	
Biology	02.15	M	
Music	02.15	M	
History	02.15	M	
Vocational subjects	02.15		Delivered off campus through partnership and will form part of the student's option choices above
Totals	25.00		

Mapping across the age range will identify how subject areas can contribute to the development of the whole child, engaging and motivating successful learners.

Areas of study in Early Years and KS1	KS2, 3 and 4 subject areas building on the Foundation Stage and Primary Phase	Subject Leaders	Link to skills (see Project Based Learning PBL)
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Aesthetic, Creative, Expressive	Art, Dance, Drama, DT, English, Music, RS, PE	KS1 and 2, Design, Performing Arts, Communication	Communication Asserting independence
Linguistic, literacy	English, MFL, History, RS	KS1 and 2, Communication and Humanities	Analysis and use of evidence (history)
Mathematical, spatial	DT, Geography, ICT, maths, Science	KS1 and 2, Humanities, maths, Science, ICT	Financial and economic
Physical, recreational	Art, Dance, Drama, Music, PE	KS1 and 2, PE, Performing Arts	Teamwork
Scientific, technological, English	DT, Geography, ICT, maths, Science	KS1 and 2, Design, Humanities, maths and Science	Cognitive advantage,
Social, Environmental	Geography, History, RS, Science	KS1 and 2, Humanities, Science	Decision making and analysis

Section D1:

Our expected intake

The table on page 22 outlines some key measures for the five closest primary schools to our preferred site for our primary phase. The table shows that the average percentage of children eligible for Free School Meals in these schools (22%) is considerably higher than the LA average of 10.1% (as given as the default value in the financial template). The table also shows that the majority of students from our preferred postcode attend three schools.²¹ Although Kingston schools are largely high performing, one of the schools that presently takes around 40% of pupils from the postcode area achieves below national average scores for L4+ in English, maths, Writing and Reading. All the schools have disadvantaged pupils achieving well below the non-disadvantaged pupils. Chapel Street's use of Developmental Assets to identify barriers to learning and its emphasis on coaching will aim to allow all pupils in the KCS to make similar progress.

The table on page 23 shows that in the postcode for the proposed secondary site, an area of disadvantage in Kingston where 30% of children live in poverty (IMD 2011) there are four main schools the majority of students attend. Three of these are single sex schools and 80% of boys attend the Southborough High School²², even though there are 6 other boys or mixed schools closer to the postcode before Southborough. The majority of girls attend Coombe Girls. The attainment data in the table below contains legacy data for the predecessor schools at Coombe

²¹ home.rm.com/schoolfinder/

²² home.rm.com/schoolfinder/

Boys and Girls and Hollyfield as these schools have recently converted to academies and are making improvements.

As shown by the data in these two tables, we anticipate about 27% of our primary pupils learning English as an Additional Language (national average is 16%) and around 32% of our secondary pupils (national average is 14%) and at least 10 – 15% of the intake on the SEN register at School Action Plus or with a Statement (in line with the National Average of 11%). While effective differentiation for all children will be the bedrock of teaching and learning in all classes, the school will meet the needs of each child, from those who are at varying stages of English language acquisition to those who have Special Educational Needs or Disabilities to those on the Gifted and Talented register. We will use a variety of strategies to understand our pupils' prior achievement, through baseline assessment on entry and ongoing measurement of progress that is child centred and informs the delivery of teaching in the classroom and at an individual level.

We will aim to maximise the opportunities for students of attending an all-age school that offers continuity, delivers positive progress and builds on the curriculum as students move through year on year. The primary will open with two forms of entry and 3 forms of entry to Year 7 in 2017. Pupil numbers will not have built sufficiently through the year groups to have any primary pupils entering from the Primary years. Even once full with only two forms potentially coming through from the Primary years we will be recruiting additional students primarily from the Cambridge Estate area who presently attend the secondary schools shown above. Our admissions policy will take account of three points of entry: Reception; Year 7 and Year 12. See the section on transition below.

Coombe Girls	32	10	4	75	79	88	76	43/84	51% below Nat Ave in English	3 rd quintile Eng – 4 th Quintile English
Hollyfield School and VI	21	10	5	63	72	74	76	45/66	58% in English 62% maths	4 th quintile overall 4 th in Maths and Science
Coombe Boys	33	14	6	56	63	73	63	48/58	Doing better than National average in Eng and maths	3 rd quintile overall 4 th quintile science
Southborough High Boys	43	12	8	48	48	78	56	34/53		4 th quintile overall Lowest quintile for English 4 th quintile for Science
National Average	14			58	66	68	75			

In comparison with similar schools these schools are not performing well in core subjects. With the Chapel Street model focussing on core subjects and the further application of those skills through PBL we will aim to deliver above national average results for students attending KCS.

Students in this area also typically have higher than Kingston average levels of students with SEN (Statemented and School Action plus)

Curriculum principles

We are acutely aware that a good education is the key for our children to compete in a global market where new technologies, new economies and new social environment issues are constantly changing the goal posts. A narrow restricted curriculum will not do. As educators and parents we need to be responsive and proactive in ensuring that not only do our children excel at the core skills of reading, writing and mathematics but, our classrooms must be vibrant and alive, inspiring children to build skills valuable for tomorrow's world, such as critical thinking/problem solving, collaboration and communication. They must gain the knowledge and mindsets that will equip them to develop a love and thirst for lifelong learning.

The local community desires a school that raises attainment and enhances personal development.

Aims of the Curriculum - Through the teaching of our curriculum we will ensure the students:-

- Enjoy using spoken and written language effectively and imaginatively
- Develop mathematical skills and understand how to apply them
- Begin to understand the world in which they live through an interest in the environment, science and technology and their place in the community
- Develop physical skills, co-ordination and balance and learn to compete and co-operate when playing games and taking part in sports
- Develop confidence in themselves and respect for others and to have understanding and tolerance for people who are different from themselves
- Express themselves through excellent communication skills and performance

Research demonstrates that learning accelerates when pupils connect the skills they are learning with contexts with which they are familiar. Financial literacy, innovation, team skills, entrepreneurship, global awareness and citizenship, to name but a few, will play a crucial and constant role at the school, being integrated into the curriculum, contextualised across disciplines and extended through co-curricular programmes and activities.

PBL will provide pupils with these advantages that they can carry throughout their life and learning. These include:

- Cognitive advantage. Pupils will develop problem solving skills, capacity for prediction and modelling and ability to synthesise and evaluate thought and ideas
- Personal advantage. Pupils develop resilience, capacity for independent thought and decision making and ability to overcome challenge
- Economic advantage. Pupils develop transferable life-skills, capacity to manage money and ability to assert independence.

Type of curriculum

- The broad curriculum overall will cover the range of subjects and skills needed to enable children to develop a coherence of thought and understanding.
- There will be a focus on core subjects in the Early Years and primary phase to enable achievements above age related expectations for the majority of pupils providing access to the opportunities in the rest of the curriculum
- The curriculum will provide opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while providing an opportunity for each child to question and explore his or her own spiritual development. The school considers it essential that children learn about the Christian viewpoint along with all the major faiths represented in our local community and Britain today.
- Religious Education (RE) will be a compulsory subject at all KSs and based on the locally

agreed SACRE syllabus. There will be a commitment to nurture, encourage and challenge those of all faiths and none.

Teaching and learning will be planned to provide comprehensive curriculum coverage with Year 1 phonics tests and KS2 testing and reporting and to ensure attainment and progression for further achievement at KS3 and 4 so as to provide access to specific areas for GCSEs (or equivalents) and further study at Advanced level (L3) where a student has a certain “expertise” or interest.

- The school will develop a curriculum that builds on the successes of students as they move through from KS1 to KS4. Assessment and interventions to support students through at least age related expectations
- The school will deliver an Integrated curriculum through PBL
- Dovetailing the design and implementation of the curriculum between KSs and developing shared transition strategies (KS1-2, KS2-3, KS3-4), the through-school will develop an approach that maximises student and family engagement and maintains the high level of achievement and attainment at primary through to FE and beyond. With this approach, children will enter secondary education from the primary phase with high levels of confidence and self-esteem, attainment in reading, writing and numeracy, a love for learning and the resilience to face future challenges
- Maths will be taught as a distinct subject analysing the language and skills of maths for a limited part of the week and then studied contextually through PBL over the rest of the week. During Years 7, 8 and 9 it will be referred to as numeracy
- English will be taught as a distinct subject developing skills and understanding in the English language for a number of lessons in the week. Learning will then be applied and developed through contextualised PBL for the remainder of the week. During Years 7, 8 and 9 it will be referred to as literacy in the PBL planning
- Science will be taught as a distinct subject analysing the language and skills of science for a limited part of the week and then studied contextually through PBL for the remainder of the week. In keeping with the needs of 21st century employment and training opportunities Science and technology will be high profile in the PBL. Chapel St run a health centre in Fulham and we will look for ways to cross-fertilize expertise from this project with the school (e.g. work experience, coaching etc.). We will also explore links with Kingston Hospital which is one of the largest employers in the area.

The Curriculum model

Reception Year

Throughout the Reception Year, teaching will be focused on the Early Learning Goals, which set out what most pupils are expected to achieve by the end of the Reception year. This will provide access to the KS1 curriculum allowing pupils to progress at least to age related expectations and the opportunities within an all age school will be followed through with knowledge and understating of pupil needs from the earliest stages. We recognise that pupils require critical skills to engage fully with PBL and therefore discrete learning will take place in Reception and year 1 to enable a build up of increasing PBL approaches from KS1 through to KS2.

The prime areas of learning we will develop are:

- communication and language
- physical development

- personal, social and emotional development.

a) Communication and language

We will give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Communication and Language at KCS will focus on developing oracy as a foundation to literacy, including through role-play and singing.

b) Physical development

We will provide opportunities for children to be active and to develop their co-ordination, control, and movement. Children will be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

c) Personal, social and emotional development

We will help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The four specific areas we will develop are:

1) Literacy

In English, children will be encouraged to link sounds and letters and to begin to read and write. They will be given access to a wide range of reading resources (books, poems, and other written materials).

Reading: Children will be taught to read and understand simple sentences. In English, they will use their phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. We will monitor their understanding of what they are reading and ensure that comprehension skills develop alongside decoding skills. Pupils will also learn to decode sentences into language chunks and to express their feelings in regular words, to prepare for reading.

Writing: In English, children will be taught to use their phonic knowledge to write words in ways which match their spoken sounds. They will also be taught to write some irregular common words. Children will be encouraged to write simple sentences, which they can read by themselves.

2) Mathematics

We will provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Numbers: children will be taught to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They will solve problems, including doubling, halving and sharing.

Shape, space and measures: children will be taught everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will recognise, create and describe patterns. They will explore

characteristics of everyday objects and shapes and use mathematical language to describe them.

3) Understanding the world

We will support children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

4) Expressive arts and design

Children will be provided with opportunities to explore and share their thoughts, ideas and feelings and to explore a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

We will enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Creative development will be supported through children's curiosity, exploration and play.

All students in Foundation Stage (FS) and KS1 will have access to a range of outdoor and active learning activities as appropriate. This will run alongside classroom provision to enhance learning and students' independence and social skills with many more exciting activities.

Key Stage 1

Throughout KS1 at the school staff will continue to develop key skills, knowledge and understanding that have been introduced in the Early Years Foundation Stage. There will be an increased emphasis on ensuring students develop as independent learners and begin to be able to apply their learning in new situations across the curriculum. Our integrated approach based around PBL will continue to give opportunities for practical activities which develop independent and social learning. There will be a creative curriculum on a themed cycle, reviewed at the end of each year for effectiveness. Pupils will experience largely English and maths through the mornings with focus on applying those skills through projects to other areas of learning e.g. knowledge and understanding of their community and local environment through study of the history and geography of the area.

From KS1 onwards students experience the teaching of subject areas with increasing specialism as they move through to KS2 and then the secondary phase. Planning will be developed on how KS1 and KS2 pupils access specialist facilities and teaching can be integrated into the school programme. Moving through to the secondary phases students experience increasing discrete subject teaching.

Key Stage 2

At KS2 staff will continue to develop key skills, knowledge and understanding that have been introduced at KS1. There will be an increased emphasis on ensuring students develop as independent learners and begin to be able to apply their learning in new situations across the curriculum. In KS2 there will be a cycle of projects for Science, Humanities and Music.

We will regularly timetable Crash Days that enable emphasis on particular areas of the curriculum – e.g. whole school creative writing days. As a means to engage certain students, build skills and

address different students' learning needs multi-sensory approaches will be used where appropriate.

The topics and projects will integrate the skills in literacy and numeracy that students have encountered in lessons and will provide opportunity for linking to relevant situations and settings. The curriculum and teaching will be inclusive and highly personalised. In line with other CSCST schools we will use Oxford Reading Tree in the primary phase to support literacy development. In the afternoons, projects integrating the Humanities (including RE), Science, PE & Games, Music, Language and ICT will all be covered, though not every week. Following the key principles stated in our vision, we will contextualise learning as much as possible, though we will still have discrete sessions to teach knowledge and skills as appropriate. Projects integrating these subjects will be presented to the pupils with clearly levelled outcomes as their success criteria. Blocks of work will be planned so these subject areas can be covered appropriately. However, learning will be planned to ensure curriculum coverage to ensure attainment and progression for further achievement at KS3 and 4, providing access to specific areas for GCSE equivalents in (2021) and other courses where a student has an interest.

Assessment rubrics will have national curriculum criteria at each level in the age range (e.g. L2 – 4 for a Year 3 class) for each subject area as well as personal, social and/or emotional criteria drawn from the Social and Emotional Aspects of Learning (SEAL). The focus on levels will be reviewed as the new national curriculum planning develops. This focus on securing evidence-based high levels of attainment across the curriculum will provide the children tools to understand how they are learning and making progress both academically and personally. We are developing a joint curriculum where topics are both relevant and give the children a sense of place as well as broadening horizons to give a greater appreciation and understanding of the wider world. As in KS1 there will be a strong emphasis on using the topics to further embed and develop the communication and numeracy skills that are taught discretely each day. Our curriculum will also be used to develop and put into practice the skills needed to become an independent learner i.e. responsibility, resilience, reflectiveness and resourcefulness. As a school, focused on the highest achievement in literacy and numeracy as possible, we will prioritise this type of learning in the morning sessions when children are freshest and most able to focus. In KS1 this will link in more clearly with integrated topics and themes, but we believe that there is no need to abandon good practice in KS1 just because students are older. In fact, the curriculum in KS 2 and 3 will be integrated to affect efficiency and ensure deeper conceptual understanding.

Key Stage 3

Initially at KS3, responding to the need to improve outcomes for the anticipated students particularly in literacy (see admissions above) there will be a continued focus on developing reading, writing, listening and communicating especially for students entering the school at Year 7. On entry to Year 7 we are using Literacy and Movement Programme (LAMP) developed at Leigh Academy which is having a huge impact on reading and writing. If students still require catch up and intervention following further evaluation after the Christmas holiday we use Lexia Learning which supports both English Language learners and those students struggling to learn to read. Lessons for English will be set and there will be a graduated response to building literacy skills with some students having additional English lessons. Timetabling English alongside MFL will provide this flexibility in the curriculum with only the higher achieving English students getting full access to MFL. We have mentioned Spanish as a second language elsewhere in the text and Chapel Street schools are tending towards Spanish (as probably the second most spoken language in the world

after Mandarin – see MFL below). We will keep this under review in our consultation and discussions with parents and employers.

The curriculum will focus on National Curriculum level descriptors in discrete subjects delivered via PBL work that may combine several subject areas. There will be a strong emphasis on literacy and numeracy, with every teacher considered to be a literacy teacher regardless of their respective specialisms. We will plan for 30% of the timetable in KS1, 2 and 3 (one and a half days of the week) will be given to PBL, the other time will be given to discrete subject areas to ensure all requirements of the National Curriculum are met. Mapping of the requirements of the National Curriculum will take place on a planning and review basis at the beginning and end of each project. We have significant learning from our two schools in Atherton and Oxford and the pre-opening school in Burnley.

The vision for the KS3 curriculum is that parents and carers are also involved in the learning experience. Teachers will be expected to have Schemes of Work under regular review to reflect best practice and topical themes to ensure parental support. Parents and carers will be invited into the school on a regular basis, being equipped to support their child's learning and taking part in particular projects and programmes.

The following subjects will be taught separately throughout KS3 and KS4: Maths, English, Science, Design Technology, PE, Religious Studies and PSHE. Essential concepts and skills for maths, English and Science will be reinforced within the contextualised learning in PBL. By integrating more traditional teaching with PBL, students will benefit from increased teaching time across core curriculum and develop greater ability to translate and apply their learning within multiple subjects.

In addition to this Core, PBL will occupy 30% of the KS3 timetable; this will include Geography, History, Art, ICT and performing arts, reinforcing the principles taught within the Core subjects. The PBL will be themed around contemporary events with an emphasis on social, economic and environmental sustainability, locally and globally. Each term in KS3 will have specific foci. The aims in Year 7 will be for individuals (i.e. new students not transitioning from the Primary section) to develop strategies that support independent learning:

- By the end of the autumn term the aim will be that all new students will have reading and comprehension skills at least in line with the national average
- By the end of the autumn term ICT literacy is sufficient to support independent enquiry e.g. to conduct searches on the Internet and to be able to record findings
- To promote social and emotional intelligence to prepare students for group learning activities
- To promote legible handwriting in preparation for producing project work to display standard and ultimately KS4 examination entry
- To introduce co-curricular activities that extend the day and include sport, enterprise and horticultural activities
- Each student will be allocated a 'Learning Coach' not necessarily their form tutor, who will monitor progress and set improvement targets on a daily/weekly/termly basis, whichever seems appropriate to the coach. These targets may be social, emotional or academic
- To involve parents in the learning and teaching by holding briefing meetings that allow them to contribute to the PBL. Parents may also be allocated a portion of outside space in which they can develop sustainable practices with their children (subject to site allocation)

The aims in Year 8 will be:

- To introduce the teaching of MFL to those students who have used time in Year 7 to establish sound skills in English and maths. Through Year 7 and for some in Year 8 those pupils requiring additional support with English or maths will not be taught MFL
- To consolidate PBL with more demanding research-based projects
- To extend project work into the community
- To develop an understanding of career and learning pathways in the curriculum
- To maintain parental briefing meetings to update on Learning and Teaching and equip parents and carers to take a decisive role in their child's learning
- To move Year 8 students into Year 9 immediately after the summer half term holiday (Year 7 will move to Year 8 etc.). Thereafter a pattern will be set throughout KCS that will allow more rapid progression for more students

As the KS3 experience draws to a close, careful analysis will be made of the students. This will be based on end of KS3 assessment grades, a review of the student's strengths and their aspiration/ambition. This analysis will form the basis for a personalised curriculum in Year 10 and 11. KCS will always seek to reflect at least the Government's performance measures. It will be a student-first curriculum, and should their strengths demand a vocational bias, KCS will forge the appropriate partnerships with local businesses, and the local colleges to create an alternative pathway.

Key Stage 4

In Years 9/10/11 students will study a broad core of subjects. In addition they are able to express a preference for further subjects to support their individual interests and aspirations.

These core subjects include:

GCSE equivalents in: English, Maths, Science, Design Technology, Art, Music, Geography, History, Religious Studies, MFL, Drama, ICT/Business. It is likely the school will only offer GCSE (equivalents), but if the specific learning requirements of some students demand a different route the school will develop partnerships with colleges and HE providers. Provision will be made for a core of GCSE equivalents (around the 8 GCSE measure) with the option of taking extra subjects according to the ability of the student.

KCS will monitor very carefully the progress made by students with a view to early intervention by the end of the autumn of Year 10 where required and allowing the possibility of switching students to more appropriate courses. The school will involve parents in the Learning and Teaching agenda of the different courses. After three years of PBL, we believe that following the experience of High Tech High, PBL might still be a feature of learning in KS4, but at this point the examination syllabuses have not been written and the present plans for assessment of GCSE as a final exam, might have an implication on how flexible we can be. It will be the aim of the School to keep a half-day per week free for community-based project work during KS4.

KS4 options and choices will be provided to students as part of a robust presentation of pathways and implications for further study and employment. The school will provide support and access to a range of L1 and L2 courses for the 14-16 cohort. Advice and guidance and written support detailing opportunities, the scope of the courses, level, duration, demands, skill areas and other important information such as potential pathways into further education and training will be distributed to

students and supported by a planned programme of coaching sessions, tutorial time and speakers throughout Year 9. Through the Project based curriculum students will be encouraged to research particular opportunities and pathways as they discover skills and interests they may wish to pursue further.

Sixth Form

As the sixth form will not open for several years we plan to follow the range of courses available at the time. We have submitted financial plans based on the delivery of courses available today. In the Sixth form students will have access to a range of AS/A2 and work related courses both at the school site and through partnerships we will develop with Kingston College and other school sixth forms. The school will work closely with other institutions in the area to provide as broad a range of courses as possible. This will ensure that there is a suitable course for virtually anyone who wishes to take advantage of what is on offer.

We have begun discussions with Richard Challoner High School that are positive. From our experience in Wigan where we have started a sixth form at Atherton Community School (ACS) we are confident that the initial discussions we have had on partnership arrangements will deliver a range of pathways for students through the approval and pre-opening stages. Schools and sixth forms in the area of Kingston are in discussion with us at the moment and we have “in principle” agreements to detail the exact arrangements once approval for the school is granted.

From our experience at ACS an extensive General Studies programme will be available and many students will have an option to take the AS and A2 examination in this subject. In developing the school sixth form we have found the offer has changed slightly from the original planning with more A levels than we originally intended with a 70/30 split in favour of A levels. We have also found we have to include some level 2 courses for those students requiring English and maths retakes.

English

English will be taught as a distinct subject developing skills and understanding in the English language for a number of lessons in the week. Learning will then be applied and developed through contextualised PBL for the remainder of the week. The English curriculum will deliver progress above the local averages for Reading attainment at the end of KS 1 and Writing attainment at KS 2. As identified above even some of the high performing local primary schools are not delivering progress across the board particularly with writing and particularly with disadvantaged children. Commencing with the exploration of communication, we will utilise synthetic phonics to build decoding and spelling skills. We will build strong foundations in Reception with developing phonic knowledge and understanding alongside communication whereas in Year 1 the focus sharpens on securing phonic knowledge, decoding and foundational skills of writing such as spelling, grammar and punctuation. By the end of KS 1, English learning will secure decoding while increasingly focusing on content and organisational features of texts. This shift is strategic and aligned with assessment practices such as limiting judgements that are dictated by current understanding of overall English development. As children transition into KS 2, focus is primarily on increasingly higher levels of interpretation of texts and more explicit analysis of features of various genres as frameworks to broaden children’s reading and writing.

In response to ensuring all children make required progress children will enjoy Guided Reading sessions each week working in a small group with their teacher all the way through to Year 6. Individuals’ needs will be identified and pupils supported where required with additional coaching sessions. Some of the pupil premium funding will be used for this purpose. These sessions will be

informed and assessed using criteria for National Curriculum levels to ensure learning is outcome-based and progressive. Partner organisations will recruit and train local community members to provide added support as part of the school's reading programmes.

Teaching and learning of outstanding English writing skills will be grounded in reading, analysing and employing techniques of beloved texts and expert writers appropriate to the KS the students are in. This will provide a starting point for all learning of writing skills, while developing a love for reading. We are exploring the benefits of teaching the writing process using the Writer's Workshop model and are developing a range of programmes and strategies for teaching initial reading, including Ruth Miskin from which we will select the best aspects. Working with others, KCS will draw on expertise developed in schools working with Pie Corbett, an author and former Headteacher, to raise attainment in Writing.

As pupils move through the school to Year 6 and beyond a typical creative writing lesson might start with a brain game to consolidate previous learning and continue with children reading a piece of high-quality, relevant media text, classic or popular literature. The class would then analyse the specific text to identify key features of that genre and discover how words, phrases and punctuation are used to create the effect. Children will then work independently, with a partner or a group to help them achieve the specific lesson objective with activities differentiated to challenge each child according to his or her needs and abilities.

Learning support will be differentiated according to need, though strategically allocated to ensure that children work as appropriate with the teacher or teaching assistant, especially for children with Special Educational Needs or Disabilities SEN(D). However, we will ensure that children of all abilities have teacher and teaching assistant support on a rotational basis to give opportunities for children with SEN(D) to work independently when possible. The plenary session at the end of the lesson will provide time for children to assess their learning against success criteria, clarify misconceptions, consolidate learning, identify next steps and anticipate the next lesson or unit. Teacher assessment will then inform planning of future lessons.

In addition to learning discrete reading, writing, speaking and listening skills, children will have a skills application lesson every day. During Years 7, 8 and 9 it will be referred to as literacy. These sessions will form part of the integrated curriculum and build context for learning along with demonstrating explicitly how these skills are used in enterprising activities. For example, children will write product descriptions applying their learning in non-chronological reports. PBL provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing. English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to subject learning and research and to advocate, generate and evaluate actions for their own learning. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, local economic and worldviews that promote social justice.

Maths

KCS will ensure that children: develop an awareness of numbers and mathematical structure; can perceive and generalise patterns; comfortably reverse calculations; demonstrate a flexible range of calculation methods and strategies and demonstrate the energy and persistence to deal with challenging problems. Children will learn all aspects of maths and daily apply these lessons and learning through an integrated curriculum. The school will ensure that teachers understand the

progression of skills from Problem Solving, Reasoning and Number in early years through to early stages of GCSE maths. The maths leader will be responsible for leadership throughout KS 1 and KS 2 and the subject coordinator in KS3 and 4, including the monitoring of teaching, learning and assessment.

Children will learn all aspects of maths in addition to daily sessions on applying learning in each strand through the integrated curriculum. As mentioned above, there is a wealth of learning opportunities in the mathematical nature of music. We will be using music in PBL to support and increase depth and challenge in maths learning in each Year group. Other ways maths will be integrated across the curriculum will include applying shape, space and measurement skills in designing sections of an allotment or design graphs to scale to record findings from Science investigations. We will seek high standards and attainment in this area. Lessons will focus on broadening and deepening understanding using applied learning and problem solving from resources such as *Nrich* (University of Cambridge Centre for Mathematical Sciences) before accelerating to higher levels of the curriculum. This type of exemplary practice has proved successful at engaging learners in critical thinking, mathematical agility and problem solving. We will use the *CAME* (Cognitive Acceleration in Mathematics Education) training and materials to create fun, contextualised and challenging activities, stretching higher ability learners and allowing less able pupils to access higher order mathematical thinking with the arithmetic skills they already have. Financial literacy will also form a key part of the maths curriculum, consolidating learning through recognisable scenarios.

The school will ensure that teachers understand the progression of skills from Problem Solving Reasoning and Number in Early Years through to early stages of GCSE maths. The maths leader in the primary phase and the subject coordinator in the secondary will be responsible for the leadership including monitoring of teaching, learning and assessment through each phase. We will use the Primary frameworks for maths as the foundation of the curriculum but we are also exploring innovative, practical learning systems such as *Maths Made Easy* for older students to adopt best practice in teaching and learning.

Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of a range of issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social and economic systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision-making and actions that will lead to preferred outcomes. Using their skills from mathematics lessons students can observe, record and organise data collected from a variety of sources and analyse data relating to study of many other subject areas.

Science

KCS will work towards the highest standards in Science, enriching quantitative and investigative learning and providing students with the opportunity to choose pathways into further learning or training in this area. We will ensure that children build deep knowledge and understanding of scientific concepts through hands on learning activities which build scientific thinking and investigation and analytic skills.

Science learning will be related to real life experience with lessons planned to include as much problem solving and critical analysis as possible. We will draw from the principles that *Let's Think Science* materials based on *CASE* (Cognitive Acceleration in Science Education). The *Let's Think Science* resource packs for primary schools developed by King's College London aim to encourage young

children to understand their own learning and thinking strategies through practical investigative activities which focus on aspect of thinking such as ordering, classification and causation. Both the *Let's Think Science* and *Let's Think Maths* programmes have been proven in improving pupils' ability to think mathematically and scientifically, enabling increased capacity for problem-solving and higher levels of attainment. This has now been recognised by award of a grant to the Let's Think Science team by the Education Endowment Fund to extend the work in developing higher order thinking.

Music

Music in KS1 and KS2 will involve music making as well as music appreciation from Reception through to Year 6. Activities will initially focus on group singing, percussion, games developing rhythm and movement and progress to more advanced skills of reading music and correct interpretation of rhythmic notation which will build a repertoire of activities and skills over the years in school. With a longer school day, we are able to fulfill our commitment to individuality by offering every child the opportunity to take individual music lessons during school time. Playing an instrument develops the confidence and self-esteem of the individual child. It also gives the child exposure and opportunities to develop beyond the core curriculum. The school will offer joint tuition if parents and carers wish to learn a musical instrument alongside their child. This provides an opportunity for shared learning, often accelerates the child's progress as a result of shared practice and helps the pupil to persist in learning an instrument. Students in KS3 onwards will have the opportunity to continue with an interest in music through performing arts and drama and our enrichment curriculum and use of skills in music and performance will also be encouraged in the delivery of project based evidence and portfolios of work. GCSE music will be offered as an option for those students who have an interest and aptitude in following the subject further. The Chapel Street Park Community School opening in Raynes Park in 2014 will have a specialism in music and we will seek to share expertise, resources and performances with them.

Physical Education and Sport

Chapel Street Community Schools Trust is working with the YMCA to deliver a creative values-based and community supported approach to physical education. These partners will work with the school to help design and deliver the PE curriculum. Once again, all classes will be integrated with other areas of learning and development. For example, a lesson on passing skills within a ballgame will be the practical activity in a PSHE lesson on communication, collaboration and teamwork. In addition, partners will also train parents and community members to run co-curricular sports programmes such as school teams and weekend sports events. There is potential for the PE at the primary school to be supported by PE specialists from the secondary site thus raising the profile of sport and activity with the pupils and families. We have factored some sharing of staff for the higher years of primary i.e. 5 and 6 into the staffing plan.

Modern Foreign Language

An MFL will be offered from Year 3 through to Year 6 as a regular part of the weekly timetable. This will be enriched with learning activities through the engagement of gifted volunteers both in and out of the school day. Given the anticipated number of EAL learners, we will not start MFL until Year 3 although we intend to run a KS 1 Language club (Spanish) as part of the extended day. The all age nature of the school provides an opportunity for primary pupils to have access to a language specialist at an early stage. Students will be able to continue with a language into KS3 and we will offer languages in line with other primary schools in the early years as students will enter Year 7 from a variety of schools. Once we have a full roll, we will adopt Spanish as our MFL language. We have suggested Spanish initially as this is one of the three most spoken languages in the world.

Teaching and Learning

Principles and Practice

KCS will deliver outstanding teaching and learning for children, families and the wider community. The school will set aspirational targets for every child to achieve and will be measured by Ofsted. The school will use the National Curriculum hierarchy of levels until the planned changes come into force. Quality teaching will be an integral part of the new school. The school will establish, implement, monitor and develop key policies around pedagogy. These will be further developed during the pre-opening and early Autumn Term when the Quality Framework will be introduced.

Chapel Street firmly believes that the way to improve standards is to improve teaching. Through the Trust, the school will constantly reference its development to quality teaching. The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of the new performance management arrangements. Support and guidance will be offered to all staff as they strive to achieve the highest standards in pedagogy.

The core principles concerning learning are:

- a) The school will recognise and draw on the latest thinking, research and practice regarding learning. It will adopt a pragmatic view and draw on a wide repertoire of approaches
- b) Assessment for learning will be at the core of the drive for improved standards
- c) The key emphasis will be on independent learning. All pupils will be supported in their quest to access and process knowledge. Active learning will be encouraged
- d) A Learning Platform will be introduced. This will become central to learning and a means by which pupils access knowledge, monitor progress and develop skills for lifelong learning. All pupils will have access to a 'terminal', be it a PC, a laptop or other hand held device
- e) Teachers and other specialist staff will support pupils in their learning
- f) In addition to helping pupils to learn the school will strive to make pupils want to learn and enjoy doing so.

The core principles of Quality First Teaching are:

- a) Teachers and others involved in teaching will be role models with a strong passion for learning
- b) There will be varied approaches to teaching and these will be carefully matched to learning requirements
- c) All staff members, whatever their core role, will be regarded as enablers of learning. Obviously, teachers form the core of leaders of learning but many other staff will have a part to play
- d) In keeping with the spirit and purpose of an emotionally intelligent learning organisation there will be a programme of induction, support and development for all staff
- e) Excellent teaching, combined with high quality relationships and the expectations teachers have of pupils, will be a characteristic of the school embodied in the ethos of Grace and Love
- f) All teachers will have a personal professional development plan and will be encouraged to use this in a reflective way to improve and develop their work

- g) Teachers will be expected to be consistent in the application of the school's policies and to encourage pupils to explore, explain and evaluate their work using recognised best practice techniques and assessment for learning methodology including self and peer assessment.
- h) Pupils'/students' individual learning styles will be taken into consideration when planning lessons and teachers will be required to reflect individually and collectively on the methods and resources used within the classroom.

As shown on pages 22 and 23, higher numbers of students with SEN and EAL are expected compared to the national averages. Our staffing model allows for three teachers per year group in the primary phase ensuring that high quality interventions are teacher led. This reduces the numbers of TAs in the classroom with TAs used specifically to support SEN children under the direction of the SENCO.

Making judgments

Throughout each phase of learning, teachers will use daily formative assessment and monthly levelling to moderate summative termly judgments. While daily teaching and learning requires constant formative assessment, teachers will level reading, writing and maths learning in books at least once per month using National Curriculum levels. Frequent levelling of learning particularly in core subjects will ensure consistency, accuracy and will build children's motivation. With this evidence documented in students' books, teachers will record termly summative judgements in the MIS to give a measure of progress for individuals, classes and cohorts. This data will be used to identify staff-specific action points each term to ensure the school is constantly engaged with the improvement cycle. The Heads of Primary/Secondary working through the Assistant Headteacher, KS leads and Subject Leaders will ensure that assessments are accurate and consistent with the national standard using the Assessing Pupils' Progress grids. For this reason, summative judgments will be a balance of tests moderated with evidence of ongoing assessments in students' books.

The Heads of Primary/Secondary will lead the SLT and the rest of the staff through annual standardisation of sublevels for the core subjects to ensure learning that is levelled according to a school standard rather than a class-specific standard (i.e. a piece of English writing levelled at 1a in Year 1 is also 1a in Year 3 or 3c in Year 2 is also 3c in KS2 and Level 4 in Year 6 is the same as level 4 in Year 7). Strong links with the secondary phase will enable us to standardise and moderate judgements at the end of KS2. This way we can be confident that in KS3; our children will be truly working at Level 4 or 5 and coupled with the approach to supporting and coaching individuals we will overcome the KS2/3 attainment gap.

Once judgements have been standardised across the Key Stages, we will have termly moderation, using samples of learning to confirm teacher assessments. These will be recorded for tracking and monitoring. This process reviewing evidence in books rather than on tests keeps the focus on learning. Consequently, we will build and develop teachers' understanding of the criteria for National Curriculum levels, and more importantly, their understanding of children's progression through these levels that will enable them to identify next steps for learning quickly and easily. The marking policy and its implementation will involve children in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward.

Teaching and learning through PBL

Developing creative approaches across the curriculum, in part through the use of Project Based Learning, will enable children to better integrate and apply their learning. Following the lead of High

Tech High schools in the USA, staff will encourage pupils to study history through music and plays; develop literacy and writing projects through song-writing and script-writing projects; explore different religions and cultures through world music and learn about science through understanding how musical instruments work.

KCS will provide pupils with a platform for lifelong learning and the confidence and skills by which to communicate and express themselves. For this reason, it is essential that KCS pupils have an effective grasp of the English language. As mentioned above English will integrate effectively with all areas of learning and figure heavily in PBL.

Starting with Early Years and located in the Communication and Expression stream of curriculum, teaching and learning in English will place particular emphasis upon the role of performance and presentation. Pupils will have regular opportunities to present their work to other students, staff, family and community members, both in written and spoken form. Whether through spoken word, dramatic performance or published form (pupils will regularly use online publishing tools such as Blurb), children will be used to producing and sharing high quality work in different styles and settings. We already have good evidence from our school in Wigan where younger pupils have experienced a PBL approach and developed a more confident attitude to presenting, critiquing, reflecting and feedback than their older peers joining the sixth form and much of our approach in Early Years at Oxford is already integrating learning activities across the framework.

Children will learn all aspects of English and daily apply these lessons and learning through the project-based curriculum. The school will invest in reading from the summer before our pupils start Reception to ensure they are reading proficiently by the beginning of Year 1 and build momentum in phonics learning so that children will reach high attainment in the new Year 1 Phonics Screening Test. As we discuss in detail below, we are aware of our statutory obligations regarding assessment at the end of each KS as well as the new phonics test. A focus on English also presents opportunities for the further engagement of parents and carers in children's learning. The school will offer on-going support and training for parents and carers, encouraging and enabling families to read together.

Learning is a life-long skill that relates to 'real life' and enables individuals to find and make meaning in the world. Through our PBL programme, children develop deeper knowledge and broader skills to help them flourish. At KCS, staff will blend traditional methods with PBL to provide a rounded approach to teaching and learning. PBL engages children through real-life activities and problems. From the commencement of our consultation, members of the Chapel St team presented the possibilities of Project Based Learning to teachers, parents, carers and community leaders. The use of this innovative model of learning received widespread support from the local community. As a result, PBL will be used to deliver key elements of curriculum.

As part of the Autumn term PBL at Atherton Community School, students planned, created and hosted a community banquet for parents, residents and community leaders. The students used their learning in maths and enterprise to develop the business with an event budget and fundraising strategy. Food Technology classes were devoted to the design and production of the menu; Art and Design lessons were used to develop the interior design and set production; Music and Performing Arts teaching equipped students with skills to provide the entertainment; English and Drama teaching supported advertisement of the event and communications planning with invitations for community members, scripting for the event hosts, with public speaking and acting as conversation partners on each table.

Qualifications

Students will take national tests at KS1, KS2 and KS3. In addition, as students move through the school they will have opportunity to be involved in programmes that provide accreditation e.g. sports leader awards and mathematics leader awards for Years 7 - 9 students supporting activities in the primary stage.

A range of GCSE equivalents will be on offer (we will keep the range of available qualifications through to our first examinations in 2021 under review) as described above along with L2 and L3 courses in the sixth form. Academic courses will be a priority as Chapel Street schools offer a sixth form rather than college ethos. Vocational courses will be available through partnership with other local sixth form providers and colleges. Kingston College will be immediately adjacent to our preferred primary site, and we will look to develop a fruitful partnership with them.

Enrichment activities

Enrichment and co-curricular opportunities will be a range of activities, both during lunch times and after school that will reinforce a love for learning but in students' areas of interest. Activities will include a variety of music and performing arts clubs such as a choir, orchestra, drama club, Aspiring Artists, and a dance studio. We will plan activities that are not only fun and engaging but also develop excellence in music for participants. Other co-curricular activities offered during the extended day will broaden the range of learning for children beyond the classroom through Fantasy Football Club, Maths Challenge, Running Club with sports teams, team and trust building events (e.g. building a raft in a set period of time), Enterprise Club and Cooking Club.

Enterprising students will be encouraged to initiate new clubs supported by a staff sponsor. Once the secondary site becomes operational we will seek to maximise the potential of the all-age school through encouraging Primary and senior sections within the school's club structure.

Additional learning enrichment opportunities will include Saturday or holiday Skills Centres for Able, Gifted and Talented children and Reading Club and Games Groups for children needing to develop reading and number skills but in fun, non-academic settings. . In Atherton we are running a range of Saturday clubs for Year 6 pupils in the town to encourage applications for places into Year 7, this has seen an increase in first-choice applications this year and provides us with learning for development of the transition activities at KCS.

Chapel Street works closely with the YMCA who have significant experience in delivering wrap around services to schools in the area. KCS will seek to extend an existing Chapel Street partnership with YMCA to develop a range of co-curricular activities that support and extend areas of curriculum, encourage family interaction and promote physical health and wellbeing. All activities will be run in full accordance with our Inclusion and Safeguarding Policies.

Available space and staffing across the two sites will impact on enrichment – we will consider the contracts and Terms and Conditions of teachers and other staff to deliver a longer school day that includes some compulsory enrichment.

Again, the all-age nature of the school provides opportunity to strengthen the family ethos through a range of sports and enrichment activities arranged along House lines. Pupils and older students will belong to one of four Houses and competitions and mixed age activities will be planned for sports and holiday programmes. Some of the enrichment such as visiting speakers and involvement in projects will be mandatory with an expectation that all children will take part in some form of club or sports team after school as well.

We describe here a programme that will evolve as the school grows. As the Early Years curriculum is integrated so enrichment is built in to the pupil experience. We have not introduced a top up at this time with specialists (e.g. music, dance, drama, drumming, sport) partly due to expense within the limited budgets in the start up year. We have chosen to enrich with weekly visits to the library and doing special events like our Thanksgiving celebration. These have been very successful in engaging children with learning and prove a cost-effective way of delivering a programme that includes our volunteers and families. We will plan to gradually introduce access to enrichment activity from an extra 30 minutes up to a full programme of activity as the school moves towards a full roll.

Assessing and meeting the needs of all pupils

In keeping with the ethos of Chapel St, our commitment to grace, love and fellowship demand that we see every child as a unique expression of humanity and in the process of developing a unique pathway in life. We will therefore not make judgements about behaviours and lifestyle in the 'present' but always be working towards the future, personalising the education with the end point in view.

In the Early Years Foundation Stage, we will use the Development Matters Age Bands to document baselines and ongoing data measures until the EYFS profile is submitted. The Early Learning Goals will be considered in planning as will be Characteristics of Effective Learning. We are currently considering across the Chapel Street schools how and when to measure these characteristics (e.g. Effective Lifelong Learning Inventory). Baselines will be taken for the all of the Prime Areas and the Specific Areas of literacy and maths. Specific Phase 2 Phonics tracking will start from the end of Autumn 1 with the Letters and Sounds Phase tracking sheet.

In general our baseline judgments will be guided by the following:

- Start with consideration of ELG and match a higher, middle and lower child as guide
- Make judgments per child
- Start with 30-50 age band as a starting point then track back and forward as appropriate

What	How
Prime Areas (all aspects)	Observations
Writing	1:1 assessment
Reading Phonics	1:1 assessment <ul style="list-style-type: none"> • Apple tree with letter identification • Phonics Phase 2 tricky & decodable words • Looking for recognised words
Number	1:1 assessment
Shape, Space & Measures	1:1 assessment

The Heads of Primary/Secondary will lead SLT and the rest of the staff through annual standardisation of sub-levels for the core subjects to ensure learning is levelled according to a school standard.

Once our judgements are standardised, we will have termly moderation of samples of learning in books to confirm teacher assessments which will be recorded for tracking and monitoring. This process reviewing evidence in books rather than on tests will keep the focus on learning. Consequently, we will build and develop teachers' understanding of the criteria for National Curriculum levels, and more importantly, their understanding of children's progression through these levels that will enable them to identify next steps for learning quickly and easily. The marking policy and its implementation will involve children in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward.

Our school will develop the whole child. Across Chapel Street schools we also use a simple assessment tool to identify which *Developmental Assets* already exist for a child and which need to be developed in his or her personal, familial or social setting. We have described above that evidence from other schools locally suggests children and young people from disadvantaged backgrounds do not make the same progress as those from non-disadvantaged backgrounds even in high performing schools. Using this tool, our Family and Community Liaison Manager (see staffing) will design targeted activities which develop assets that children commonly lack across the school to ensure this work is as strategic and impactful as possible.

Following the broad analysis of these assets to develop across the school, the Family and Community Liaison Manager will then work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing. A key element in the Developmental Assets programme is the love of reading. In using this programme to support our work with families, Kingston Community Church will foster strategic partnerships between staff, parents and carers to ensure that a passion for language and literacy is fostered in the home. This approach will be used across the school. In the early years of the secondary phase, when we anticipate most of our students will come from the Norbiton Ward, it will be particularly important (see expected intake description above).

English as an Additional Language (EAL) provision

We are aware that we will be working with children who have varying needs and abilities and have effective strategies for meeting children's linguistic and cognitive needs across the spectrum of abilities. English Language acquisition will always be assessed first and separate from academic and cognitive ability. There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range.

While our strategies are based on research and experience, KCS will ensure that implementation will be carefully considered in the light of what is best for our school community. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Visual literacy, using images to convey and derive a range of meanings, will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to access information, understand and engage with important themes in topics, texts and build knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we

provide a range of scaffolding to support the interpretation of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL children.

We will draw on multi-lingual aspects of school in creative ways through other lessons such as through learning the etymology of key and new vocabulary by relating the terms and definitions in English to those corresponding ones in the children's home languages. Other strategies to support additional language acquisition (whether English or our school Modern Foreign Language, Spanish) is to display graphic organisers like simple tables, Y-charts, star diagrams, flow charts mind maps and any other visual representations to support recall and conceptual/relational understanding.

Special Educational Needs (and Disabilities) provision

KCS will provide outstanding support for children who have special educational needs to help these children achieve their full potential. We will aim to promote in the school an atmosphere where children enjoy learning with good discipline. Our ethos motivates us to ensure all systems and procedures will be in line with the Equality Act 2010. Our premises will be made accessible to children and/or staff with disabilities. Teaching, learning and pastoral care will also be designed to provide fair access to learning activities, assessment (e.g. using an amanuensis) and social development such as using friendship groups and buddy systems.

Pupils will be tested on entry through a variety of verbal and non-verbal tests that will help us to identify pupils' individual needs. Children with SEN(D) are not easily distinguished by the outside observer for often negative reasons. We will develop Individual Education Plans (IEPs) for pupils with their parents' and carers' input to ensure they are effective and properly supported. The Inclusion Manager will co-ordinate and manage the reviewing and updating of these plans. It is important to note that in Early Years, different levels of children's maturity can be mistaken for a special educational need. For this reason, identification of SEN in the Early Years will be a priority area of CPD to build capacity in school. KCS will draw on experience of a governor in the network of CSCST schools who is an SEN specialist to ensure identification is accurate to plan the most effective provision.

In all cases, the following action will then be taken:

- Contact with home is established
- Provision is staged
- An Individual Education Plan is planned and agreed with the student and family.
- Information is shared with staff
- The student is placed on the SEN register
- Progress is monitored
- Provision is reviewed and evaluated

The Special Education Needs Co-ordinator (SENCO) must have qualified teacher status and be appropriately trained. In the early stages of the school opening it may be that the head teacher has appropriate experience to fill the role in year 1 and two with a substantive post being filled from year 3. We will appoint a SENCO with overall school responsibility based at one site who is supported by an Inclusion Manager based at the other. Our school will use a graduated response to support for SEN(D) that encompasses an array of strategies. We will use the SEN Code of Practice as the basis for identification and provision of needs.

Initially support in the classroom will be similar to the waves identified in the National Strategies:

- Wave 1 will address high quality teaching for whole class groups
- Wave 2 will identify small groups or individuals who require some additional support in the classroom
- Wave 3 will overlap with our graduated response to identifying school action or School Action Plus support for those individuals requiring something additional to the usual strategies adopted in the classroom

We have a defined process at our Chapel Street schools for identifying intervention at School Action, School Action Plus and where parents may be supported in approaching the LA for statutory assessment. For this reason, we will follow guidance on carrying out statutory assessment of a child's SEN and of making and maintaining a statement of SEN for children with severe and complex needs. The SENCO will be responsible for carrying out annual reviews of statements and planning for young people with SEN to make the transition to the secondary phase.

School Action will be characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention will be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by consistent and skilled use of behaviour management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

School Action Plus will be characterised by a sustained level of support and, where appropriate, the involvement of external services. The SENCO or Inclusion Manager will change the status of a pupil at this level after full consultation with parents or carers at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and will provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching at a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than expected for a student of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede their own learning or that of the group, and this may be despite having an individualised behavioural management programme
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Children who have SEN or disabilities will have a range of provision from in-class differentiation to additional support where needed. IEPs will be consistently reviewed and used to identify personalised strategies to support each child's needs. We are committed to involving children and parents in decision-making and to effective multi-agency working for combined services around the needs of children and their families.

Our teaching model allows for additional staff in the primary phase to support teacher-led interventions but where Teaching Assistants are being used for specific children they will work in the classroom to support groups of learners as directed by the SENCO and class teacher as part of good differentiated teaching. They may not always be working with pupils with SEN but may be used to with other pupils to allow the class teacher to support vulnerable learners. Alongside the additional class teacher they will work with individuals or small groups of children to deliver specific, targeted interventions as directed by the SENCO and class teacher. This may include work outside the classroom for short periods of the day. TAs may work one to one at any point in the school day carrying out a variety of tasks to support individual children with statements of special educational needs. We have a variety of strategies to overcome barriers to learning including clear assessment to identify the barriers and pinpoint next steps for learning and targeted, time-limited interventions. Specific individual interventions will be assessed to measure progress and plan next steps. Outside agencies will be consulted where appropriate.

Impact evaluation of SEN provision will include both intermediate and final outcomes for each child, as outlined in his or her IEP. For example, while final outcomes will always focus on the attainment and progress of each child, intermediate outcomes will include the particular factors that stagnate learning such as insecure place value or phonic understanding. While final outcomes may not demonstrate a higher summative judgment or test result in cases of profound need, there will still be an expectation of increase in attainment within a sublevel using APP to define this criteria.

The Head and Assistant Heads across both sites will work closely with the SENCO and inclusion manager to monitor the progress of children on the SEN register. We will ensure assessment and monitoring procedures are aligned with P scales and target setting according to national conversion rates. While children with particular needs may not reach the same attainment as their peers, we will have the same age-related expectation for progress each year.

The CPD programme will have significant focus on developing staff strategies for meeting the needs of children with dyslexia to those with emotional and behavioural disorder as well as target setting from P scales based on the current Progression Guidance set out by the DfE.

Gifted and Talented provision

The team will focus on raising aspirations of all learners through helping each child discover and develop his or her gifts and talents to experience success and sense of achievement. Working with a Gifted and Talented (G&T) specialist [REDACTED], the school will employ refined differentiation strategies and methodologies to plan learning that raises the bar for all learning so that children of all abilities develop higher order thinking. Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most academically able children while providing scaffolding for less academically able learners to access the same material.

For example, while a whole class is learning to conduct maths investigations systematically, the teacher may work with lower and middle ability children to list criteria for systematic investigating, which they apply in pairs, or independently while higher ability children may immediately undertake the investigation. Both groups are functioning mathematically at high levels of cognition, but the former group is provided support to do so. This refined differentiation will prioritise using knowledge and skills in different contexts and at higher levels of cognition. This emphasis on broadening and deepening knowledge and understanding for the most able prevents creating gaps in learning which can occur with premature acceleration such as learning Year 7 curriculum before fully mastering the Year 6 curriculum.

A register of the top 5-10% of each cohort (identified through a combination of statistical and behavioural indicators) will be used to identify children for monitoring to ensure they are being challenged and are learning at an appropriately accelerated rate to prevent stagnation when attaining higher levels.

Pupils identified on the G&T register will generally have excellent attendance and behaviour; however, using Developmental Assets our approach will include identifying barriers to learning for example developing social skills in some gifted children who have difficulty working with peers. We seek to ensure that G&T pupils have a positive attitude to their learning and are involved in all aspects of school life (attendance records, achievement, representation at enrichment activities, participation in the school council). G&T pupils who speak English as an additional language, will value their first and/or other languages as an economic asset for the future. The Inclusion Manager will be responsible for ensuring personalisation across the spectrum of needs and abilities encompassing SENCO as well as Gifted and Talented leadership. This person's role is to provide leadership in identification, monitoring and resources in helping to ensure we are meeting the needs for these children in each area.

Looked After Children (LAC)

We do not know whether we will receive any LAC students, but if we do they will be appropriately registered and carefully monitored as part of the 'Needs Analysis' exercise detailed above. Each student is an individual and some do not want any special treatment – this will be respected. However, special attention will be given when allocating a coach and at times of transition. Looked After Children achieve best when they have an adult who supports them and we will have coaches trained to perform this role. Continuity is also important and they will receive specific guidance at each stage of transition. We will pay particular attention to maintaining the child's school place with us as long as that is possible even if the home placement changes locally. They will be invited to choose someone other than their coach if they need another supportive adult in school. Overall responsibility for LAC will initially lie with the SENCO who will be responsible for coordination with the child's social worker and for fully integrating an IEP with the student's care plan. There is not a typical LAC - all their circumstances are different. The Needs Analysis will determine whether they need support in a similar way to a student with social and emotional needs. ICT support will include, access to a laptop to work with in quiet isolation and provision of a restricted blogging area where feelings can be shared with supportive staff.

Pupil premium

Use of pupil premium funding will be targeted on the appropriate pupils with the intention of narrowing the attainment gap and driving pupil progress. In line with best practice elsewhere we will have a senior member of staff allocated to track and monitor progress of targeted pupils. Our additional teacher in Year 6 is specifically focused on supporting these pupils with high quality

teacher led interventions rather than increased numbers of teaching assistants who will need additional training.

In our other schools we have noticed a link between some pupil premium students and attendance and have appointed attendance managers to ensure the pupils are in school through ringing families early in the morning to get their children up through reminders to ensure the children are on their way. This is having real impact on attendance figures and progress of those individual students.

Another lesson learned that we will seek to replicate, is to use trained teaching assistants to support the higher ability pupil premium students. We have also focussed more support on the Level 4 students where they are making less progress and specific activities for pupil premium students linked to accelerating progress.

Pupil transition

Transition starts with relationships with pre-school settings and parents/carers including mother and toddler groups. The Head of Primary and the Early Years leader will visit pre-schools and homes, where appropriate, to raise awareness of the Chapel Street model but also to gain understanding of the incoming children's needs.

All pupils and students will be supported through a House system. The KCS will have 4 houses in which all students and staff across both sites will be divided. Our Sixth Formers will each be members of a House and will contribute to all that such a system can offer in terms of personal development and support for younger members of the school. The adoption of a house system across the KSs provides the opportunities to develop the all age benefits to their full potential in terms of role modelling of older students, aspiration, knowledge and peer support on choosing pathways and accelerated learning in mixed age project groups. Year 7 students can support the primary stages as play leaders or mentors in specific subject areas for the more academically able.

Each pupil/student and Sixth Former will be placed into a Class Group (primary) or Tutor Group (secondary) which will consist of students from that year group. Each tutor group will be assigned to a House. Eventually many of the Sixth Formers will have progressed through the KCS pastoral system during their studies and the intention is that they will continue to contribute to the success of their tutor group and house utilising their leadership and communication skills. Year 12 and 13 students will be ideal role models inspiring younger students through their actions, advice and contribution to everyday life within their house and the Academy in general.

Each student will benefit from the encouragement, support and direction of a tutor who forge a positive caring relationship with them. Indeed strong links with families will have been forged as well as an in-depth knowledge of student qualities, skills and motivations which will enable us to provide the best possible teaching and learning and career guidance for their chosen life pathway. We believe this close link will be central to the student's positive experience providing a firm foundation from which to continue excellent progress across the usual transition points. The Head of House/Year will ensure the students are receiving quality academic and pastoral support by having an overview of students, staffing and the curriculum – this will ensure a co-ordinated approach is undertaken so that the right balance of support and challenge is in place for each and every one of our students.

Many inter and intra House activities will take place throughout each academic year and the aim

will be for KS4 and Sixth Formers to be heavily involved in the organisation and running of such events. The development of leadership and organisation skills combined with the development of student altruistic and empathetic qualities shall be a major focus throughout an academic year. The pastoral team will also consist of support staff who will work informally or through a referral process with students, this will be co-ordinated by the SENCO and Inclusion Manager. This extra support is available via staff referrals or student self-referrals and will consist of mentoring, counselling, learning support and the linking of students where the need arises with outside agencies.

In addition we recognise that not all our students may stay into sixth form at KCS, we will develop links with other schools to deliver sixth form programmes and colleges. These links will include a range of transition activities linked to career choice and study pathways. We will use our relationship with the University of Roehampton to inform undergraduate student mentoring, internships and/or work-related learning to provide a range of information and experience supporting transition into further or higher education, training or employment. In the meantime we have experience in our other schools of sixth formers helping in primary provision. At the Oxford school our partner Magdalen College School has trained and sent their sixth form students to read with our children each week.

Section D2 - Measuring performance and setting targets

Academic targets

Phase	Target	% pupils
All (2015-16)	Lessons judged good to outstanding according to the new Ofsted framework	85%
Foundation Stage	Average Assessment Rating of 2 in new EYFS Profile	80 – 85%
Foundation Stage (2016-17)	Reading by end of Reception	95%
KS 1 (2017-18)	Y1 Phonics Screening exceeds standard threshold	95%
	Level 2 or above in Reading	92%
	Level 3 or above in Reading	25-30%
	Level 2 or above in Writing	90%
	Level 3 in Writing	20-25%
	Level 2 or above in maths	90%
	Level 3 in maths	20-25%
	Average Point Score in KS 1	16.0
KS2 (2020-21)	Level 4 or above in English	95%
	Level 5 in English	25-30%
	Level 4 or above in maths	92%
	Level 5 in maths	25-30%
	Level 4 in both English and maths	90%
	Two levels progress from KS1 to KS2 in English	95%
	Two levels progress from KS1 to KS2 in maths	95%
	Average Point Score in KS2	29.5
KS3/4	% of pupils making 2 levels or 6 sub-levels of progress KS2 to	90%

	3	
	% of pupils attaining 5+ A*-C inc. English and maths % GCSE at the end of KS4	70%
	% of pupils making 3 levels of progress from KS2 – KS4 in English	85%
	% of pupils making 3 levels of progress from KS2 – KS4 in maths	85%
	% of students achieving 4 levels of progress	85%
	% of disadvantaged students making better than expected progress	85%

Behaviour Targets

Measures of Achievement	Target
Punctuality	97%
Student % attendance	96%
Persistent absence	2.0%
Unauthorised absences	0.8%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%
Participation in community projects 2/year	100%
Percentage of parents and carers who attend parents' events	85%
Percentage of students moving to Level 4 Education	80%
Percentage of students achieving in DofE award schemes (from 2016)	80%

Strategic analysis of pupils' achievement and target setting

Each class teacher is responsible for the progress of each child in his or her class; targets are set under the guidance of the Head of phase in termly Pupil Progress meetings. Targets will be set in partnership with children and/or their families where possible, so they have ownership and understanding of next steps for each area of learning core skills. Where children are underachieving, the Assistant Headteacher will set up strategic Pupil Progress Intervention teams where appropriate.

The Heads of Primary/Secondary will lead termly tracking that will reflect RAISEonline standards of analysis, including analysis against the DfE's significance factors, using bespoke templates in the school's MIS (e.g. SIMS) which automatically calculate progress with average point scores. KCS will also track a range of data on other aspects affecting progress such as behaviour, attendance and home learning up to 3 times per term. We will cross-reference these to identify underlying

issues contributing to any underachievement. The Developmental Assets programme has its own self-assessment but it is our intention to integrate the record keeping as much as possible so that we maintain coherent records of progress and attainment.

Tracking and monitoring attainment and progress for children on the SEN register will include appropriate target setting from primary using P scales through to National Curriculum levels and sub -evels in the secondary phase. This will be based on national conversion rates and guidance outlined in the SEN Progression Guidance to ensure children are appropriately challenged. Secured P scales will be used for core subjects where appropriate.

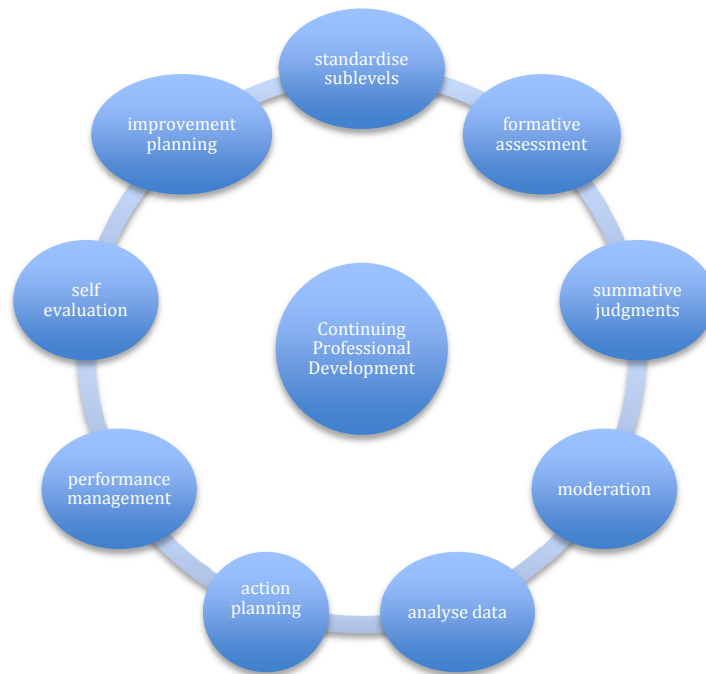
Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions (tracking using group filters) and to personalise learning through movement between development groups for core subjects. Monitoring progress will also involve parents and carers in assessment and monitoring of individual children. Ways of working in this area may include posting live data in our secure managed learning environment to enable them to see their child's progress. A key aspect of leading Curriculum and Standards will be to help staff understand and use assessment data to continually improve practice. The Head of Primary/Secondary will meet with KS Leads and Subject Leaders to identify key areas for development to target teaching and learning each term based on attainment in each assessment area. In turn the KS Leads and Subject Leaders will hold teachers and support staff to account for individual pupil/student progress. More importantly, the person in this role will work alongside colleagues to coach staff to plan their teaching and learning more effectively.

The final aspect of monitoring and attainment is about analysing the data for class and school trends to identify priorities for continual school improvement. SLT will track horizontally across their appropriate age groups to identify cohort issues, while Subject Leaders will analyse and identify current issues arising in their subject/s to create intervention strategies, whether strategies are across the school as a whole (usually identified by demographic indicators) or group, class (usually teacher-focused) or individual levels. This entire monitoring and evaluation process is reported to governors each term.

Assessment and data tracking

Assessment rubrics will have National Curriculum criteria at each level in the age range for each subject area (e.g. L2 – 4 for a Year 3 class) as well as personal, social and/or emotional criteria drawn from the Social and Emotional Aspects of Learning (SEAL). There will be a focus on securing high levels of evidence-based attainment across the curriculum which will provide the children with tools to understand how they are learning and making progress both academically and personally. As a result, children in upper KS2 will have the experience in understanding and evaluating their own learning and be able to carry this into the secondary school experience. At KCS, assessment will play a key role in self-evaluation, driving ever higher standards in teaching and learning. Whether making judgements or analysing data, our methods will be unashamedly child focused and child driven. Leaders at each level and KS in the school will use data to identify the next steps for individual progression. Class and subject teachers will be primarily responsible for children's learning and progress, with further accountability for KS leaders and subject coordinators when it comes to progress in their areas, such as the English and maths leaders, EAL SENCO and Inclusion Manager (SEN and higher attainers). Developmental Assets are used to help us assess a range of support students may need and to dovetail this into our work with families. The data produced by the staff is integrated into our process of assessment and will be used to plan support for individuals and families in much the same way as progress data is.

Chapel St's cycle of School improvement is outlined below:



We will use SIMS for pupil tracking and data handling. SIMS Assessment Manager provides templates as the basis for a set of mark sheets that will be used to track progress in all subjects. It will not be necessary to store electronically all marks that contribute to the tracking of pupils. The most important data are the end-of-term teacher assessments, against the NC fine levels, that are used to record how the student is progressing through the year and, thereby, onwards to the end of the KS.

We will use electronic storage for that data that needs to be used in the future, either as a contribution to an overall teacher assessment for the year or as information to be passed on to other teachers. This will be governed by a whole-school policy, and therefore stored centrally where it will be accessible to all, rather than on bespoke electronic systems, e.g. EXCEL, or in teachers' notebooks. However, marks that only contribute to an end-of-term teacher assessment, e.g. from weekly spelling and multiplication-tables tests or work in pupils' exercise books, may be recorded in whatever way is convenient and efficient. The data will be recorded in a way that keeps it safe until it is aggregated into summary assessments at the end of the term or year.

Monitoring and evaluation systems

The Chapel St team know from experience that quality and consistent assessment drives excellent teaching and learning. We are committed to ensuring that children and their parents and carers understand how they are progressing and how to further improve in their learning. For this reason, teachers will use daily formative assessment to moderate summative judgments each term. The marking policy and its implementation will involve students in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward. For this reason, children will have 'learning to learn' sessions with their coaches in order to develop a common language of assessment and progress. This knowledge will enable them to better engage with subject-specific material presenting the most challenge. As the current examination system

evolves, the process of assessment will begin to change within KS3. Currently the school will assess both formally and informally the level of work produced.

Head teachers and Principals in Chapel Street schools will have regular meetings to support teaching and learning. They will support each other in monitoring classroom practice and involvement in observations as external moderators. Senior teachers and teachers across the family of schools will support internal and external moderation of students' work.

There is an agreed performance management approach that includes scrutiny of student work, conversations with staff, students and parents, use of progress data, local and national benchmarks and evaluation against agreed targets.

Management Information System

The intelligent use of MIS will maximise the data available to; track learners, monitor progress and highlight success or areas to be earmarked for intervention. The MIS system (we will use SIMS) will measure: attendance, punctuality, behaviour incidents, participation in Co-curricular, contact details, home communication records, SEN detail, G and T detail, EAL detail, FSM detail, academic performance, levels of progress, exclusions. The system will be able to produce statistical reports in any format and track any group of learners. These statistics will be reviewed on a half-termly basis and reports made available to staff and governors with an Action Plan attached to address areas of concern. This will be a joint responsibility held between the SENCO and the Heads of Primary/Secondary.

Research Driven Assessment

Not all assessment can be evidenced via SIMS. Therefore, parent involvement will be recorded on informal registers and we will develop the use of student and parent focus groups to obtain feedback on school systems and policies - these will be overseen by the Head of Primary or Secondary depending on the phase. Participation in community events/projects will be monitored by the tutors and will be reflected in the end of year certificate. Reports on evidence collated will be made available to staff and governors in January and June each year with an action plan attached as appropriate.

Monitoring and improving the quality of teaching

The trust will set the Head of Primary Phase objectives after consultation with the DfE advisor (in Year 1) and the Chair of Governors. When the Secondary Phase comes online in 2017, responsibility for monitoring and improving the quality of teaching will reside with the Principal. In addition the Head of Primary Phase/Principal will receive an annual 360 appraisal, undertaken by the CEO of Chapel St Trust and Chair of Governors.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The Chapel Street Performance Management policy sets three targets in each of three categories:

- Minimum
- Expected
- Aspirational

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the Academy's plans for improving the educational provision and performance and improving the education of Students at that Academy.

The school will share with all teachers the national standards against which that teacher's performance in that appraisal period will be assessed. The Principal will also consider whether certain teachers should also be assessed against other sets of standards, for non-classroom responsibilities published by the Secretary of State that are relevant to them e.g. leadership and management. Teachers self assess four times a year against the standards, at the beginning of the year and then again at the end of each term. The results are used by line managers to evaluate the success of the school's CPD programme. We have developed standards in-house for teaching assistants and admin staff on a similar basis.

The senior team will use a variety of evidence from classes to monitor the quality of teaching and learning including: scrutiny of pupils' work, conversations and questioning of pupils, progress data, displays, lesson observations, peer review, shared teaching and learning walks. Below is a snapshot of the programme of learning walks for the Tyndale Community School.

Learning Walk Programme 2013-14

Topic	Date
T&L: Questioning	26 November (CT)
Autumn Learning Review	4 December (LGT & CT)
Behaviour: Behaviour for learning	10 December (CT)
Progress: Differentiation – SEN, AG&T, EAL	21 January (CT)
Behaviour: Characteristics of Effective Learning	11 February (CT)
T&L: Phonics	11 March (CT) 10:30
Spring Learning Review	TBD
Progress: Pupil Premium	1 April 10:30
T&L: Communication and language	29 April
Progress: Gender	13 May
Behaviour: TBD	3 June
T&L: Project Based Learning	24 June
Summer Learning Review	TBD

LGT: Large Group Time CT: Choosing Time

Lesson planning:

Any lesson will incorporate teaching from the front, group work, interactive practical work, use of ICT and working individually. Independent and group activities will be differentiated according to ability as classes will be of mixed ability. Children with SEN(D) will be supported as detailed above.

Across all age groups teachers will plan lessons within a sequence of learning objectives and activities rather than just on a weekly basis. This approach means that units of learning will not necessarily begin on a Monday or finish on a Friday depending on the children's needs. For example, if most of the class did not make progress and achieve the success criteria in a maths lesson on a Friday, they will revisit it with different activities the following Monday to ensure they have the depth of knowledge required to move on to a new unit of learning. Lesson planning will be an iterative process, with clear objectives and activities that are flexible enough to be amended according to daily evaluations.

Another key aspect of lesson planning is specifying the differentiated activities for each group to ensure everyone's needs are appropriately met.

We will also develop a love of learning for example starting in primary using "Bright Sparks" Brain Games, which are activities that teachers and support staff will consistently use to challenge and develop children's higher order thinking skills and moving on to other similar appropriate activities to support critical thinking as children move through the school. Using these 5 – 15 minute activities is an excellent strategy to support children to settle in and provide structure for transition times throughout the day such as during registration and handing in home learning, coming into the classroom from the playground or at the end of the day. From KS1 through into early years of secondary in addition to building concentration, these types of activities will also build a love for competition and team spirit when children are given opportunities to earn class points. Used in combination with DEAR (Drop Everything and Read) time in which children compete together to beat their longest group concentration time during which all are reading without distraction, the school will build our culture of loving learning by giving teachers tools and resources to strengthen associations between learning and enjoyment from the earliest age:

- Analogies (across subjects examining how words, images, people, concepts relate to each other)
- I'm the Teacher! (identify common mistakes the class teacher intentionally makes to clarify misconceptions)
- PMI usually related to current or previous learning (identify the "pluses, minuses and interesting" things about a unique scenario e.g. chocolate door handles)
- Odd one out usually related to current or previous learning (identify which is the odd one out in a group of images e.g. blue isosceles triangle, red rhombus and green circle)
- Here's the answer. What's the question? (suggest as many possible questions that could be answered by the word/number/explanation)

Differentiation to enable high expectations for all abilities:

Rather than planning activities to make it easiest for the lowest achievers to complete their work and then layering on more work for more able children, KCS teachers will plan lessons starting with the highest achievers' activities and then scaffolding support for children who need it. This approach does not mean planning activities that are inaccessible for children who have SEN or still learning English. Rather our standard for lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments. Teachers will have opportunities across both sites to share best practice in developing questioning and high order thinking in students and there will be regular activity between teaching staff in Chapel Street schools to take part in webinars, conferencing activity and shared training sessions, for example in PBL. The Chapel Street central team already has a PBL officer who is supporting the school moving forward on planning for PBL, developing activities and sharing best practice across the group of schools.

In line with other Chapel Street Schools KCS will shift the focus from achievement being a one-off event to achievement being a continual learning process meeting challenges along the way. This focus on challenge means that a love of learning will be an aim of the school community, for the staff as much as the children (hence the term 'continuing professional development' CPD).

Individual and class achievement will be celebrated using a variety of activities and strategies that we will continually be developing. In addition to verbal praise, an example of celebrating individual achievement includes writing with the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

Awarding a merit certificate for perseverance or most improved maths/History/PE learning or behaviour for learning is an example of public celebration of individual achievement, where the focus is on improvement and continual learning rather than on one-time achievement. Class achievement includes various awards for e.g. making the most progress in a certain subject, building and exemplifying the school ethos or Attendance.

Liaising with and reporting to parents/carers

The underlying principles that shape our approach to working with parents and carers are to encourage them as experts on their children and to assume that they want the best for their children. These two principles mean that we seek parents' and carers' input in their children's interests, gifts and needs and we use a problem-solving approach identifying appropriate strategies for working with their children when they face particular challenges. We will strive to build a relationship that is a "two-way street" and seeks to support and help develop family life. Parents will receive regular termly reports and invitations to parent-teacher meetings.

At our Tyndale Community School (primary) we have only a term's worth of experience. However, 100% of families have engaged with parent consultations. There is a high turnout to weekly assemblies and 100% of families participated in our Thanksgiving celebration last month. The impact of our outreach and family ethos has been to encourage parent and grandparent volunteers helping in the school at lunchtimes and increased adult involvement in pupil learning helping to overcome the barriers to learning. This also supports our enrichment activity within the core curriculum including the weekly trip to the local library and doing technical work for the Christmas nativity.

This relationship with families is important at Chapel Street schools. In this all age-proposal we will aim to take the generally higher level of parental engagement with school in primary through to the secondary phase. Led by the Family and Community Liaison staff member, KCS will create and implement a development plan for building family partnerships. Our framework outlines a three-tiered approach to pursue the interests and meet the needs of families: universal, targeted and intensive support.

Specifically, the Family and Community Liaison Manager will use a simple assessment tool to identify which *Developmental Assets* already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison Manager will design targeted activities which develop assets that children commonly lack across the school to ensure this work is as strategic and impactful as possible. Following the broad analysis of these assets to develop across the school, the Family and Community Liaison Manager will then work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing.

The Family and Community Liaison Manager will also facilitate a Parents' and Carers' forum to provide opportunity for feedback and input into operations at school such as making home time at the end of the day go more smoothly. This input will be a standing agenda item in Senior Leadership Team meetings.

In our other schools we are using activities that continue into the evening or on Saturdays with sessions and workshops for families and the local community such as parenting courses, Fathers' Club, Parents' and Carers' and Community Forums. Financial counselling and pastoral support will be available through suitably qualified volunteers. We anticipate these sessions will be targeted by need based on the Developmental Assets analysis. Classes and sessions could also include strategic career development aimed at families and parents' economic well being such as adult literacy and numeracy, CV and application writing workshops, financial literacy and enterprise learning.

Section D3

With the support of our partners, Chapel St will build an outstanding staff team to meet the children and families and the vision and ethos of KCS. Once in post the Principal will be responsible for the implementation of our vision for the school, leading the Senior Leadership Team including a Head of Primary and a Head of Secondary (Vice Principal equivalents), two Assistant Principals (one acting as SENCO one as KS4 Learning), a head of sixth form and a Business and Operations Manager (in the first instance this responsibility for implementing vision will reside with the Head of Primary Phase). The Principal will lead the development of our ethos in every aspect of school life, overseeing continuing professional development including induction.

The Principal will be supported by the Chair of Governors. With the split site arrangements a Head of Primary (Vice Principal) and Head of Senior (Vice Principal) will be appointed to manage the primary and secondary sites. An Assistant Head with responsibility for Special Needs will support the Principal and Heads of Site with the specific responsibilities required to support students with special needs and act as Child Protection Officer. The Heads of site (Primary and Senior) will also have responsibility for line management of the KS 1 and 2 Leaders and the Subject Leaders in the secondary phase. Their leadership role will be to focus on standards in teaching and learning, appropriate collection and use of data to inform and support progress and, working through KS leaders and subject coordinators to develop an appropriate curriculum.

These school leaders will be expected to ensure that the principles for teaching and learning outlined in Section D1 are embedded throughout the school.

KCS will employ an EAL Specialist as a class or subject teacher to provide the expertise and capacity to develop outstanding provision for children learning English as an Additional Language as we outline elsewhere. The EAL Specialist Teacher will be an important resource both for team teaching in whole-class sessions and working with new arrivals to support their English language development. In addition to teaching, the EAL Specialist will be the resident expert, coaching teachers in developing their practice in this area. It may be possible to combine this role with Planning, Preparation and Assessment (PPA) cover in the early years of operation.

Our basic principle for accountability is that we provide a clear structure that is flexible enough to draw on the expertise of each school leader as appropriate. While the Head of Site will be responsible for the performance and line management of the class teachers and teaching assistants through the assistant principals and KS Leaders, they will work with the Principal to organise the performance management structure according to the experience and expertise of the Leadership Team.

The phased buildup of staff is shown in the table below.

Kingston Community School Staffing structure Phased Buildup

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Senior Leadership Team								
Principal	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of P School/Deputy	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of S School/Deputy	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0
Asst Headteacher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asst Headteacher SENCO/EYFS	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of EYFS	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0
SENCO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Head of KS4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Head of Sixth	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Total SLT	2.0	2.0	3.0	4.0	5.0	5.0	6.0	6.0

Teaching

Reception Teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception Teacher		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teacher Yr 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teacher Yr 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teacher Yr 1		0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Yr 2			1.0	1.0	1.0	1.0	1.0	1.0
Teacher Yr 2				1.0	1.0	1.0	1.0	1.0
Teacher Yr 2				0.0	0.0	0.0	0.0	0.0
Teacher Yr 3				1.0	1.0	1.0	1.0	1.0
Teacher Yr 3				1.0	1.0	1.0	1.0	1.0
Teacher Yr 3				0.0	0.0	0.0	0.0	0.0
Teacher Yr 4					1.0	1.0	1.0	1.0
Teacher Yr 4					1.0	1.0	1.0	1.0
Teacher Yr 4					0.0	0.0	0.0	0.0
Teacher Yr 5						1.0	1.0	1.0
Teacher Yr 5						1.0	1.0	1.0
Teacher Yr 5						0.0	0.0	0.0
Teacher Yr 6							1.0	1.0
Teacher Yr6							1.0	1.0
Teacher Yr 6							0.0	0.0
KS 1 Leader	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
KS 2 Leader				1.0	1.0	1.0	1.0	1.0
Numeracy Leader					1.0	1.0	1.0	1.0
Literacy Leader					1.0	1.0	1.0	1.0
PPA Teacher Cover						1.0	1.0	1.0
Secondary English Leader			1.0	1.0	1.0	1.0	1.0	1.0
Secondary Maths Leader			1.0	1.0	1.0	1.0	1.0	1.0
Secondary Science Leader							1.0	1.0
Secondary Subject Leader							1.0	1.0
English Teacher						1.0	1.0	1.0
English Teacher							1.0	1.0
English Teacher								0.5
English Teacher								
Maths Teacher						1.0	1.0	1.0
Maths Teacher							1.0	1.0
Maths Teacher								0.5
Maths Teacher								
Science Teacher			1.0	1.0	1.0	1.0	1.0	1.0
Science Teacher						1.0	1.0	1.0
Science Teacher							1.0	1.0
Science Teacher								1.0
Humanities Teacher			1.0	1.0	1.0	1.0	1.0	1.0
Humanities Teacher					1.0	1.0	1.0	1.0
Humanities Teacher						1.0	1.0	1.0
Humanities Teacher							1.0	1.0
Humanities Teacher								1.0
Humanities Teacher								1.0
Arts DT			0.2	0.5	1.0	1.0	1.0	1.0
Arts DT					0.2	0.5	1.0	1.0
Arts DT							0.5	1.0
Arts DT								0.5
Arts DT								0.0
RE/PSHE			0.4	0.4	1.0	1.0	1.0	1.0
RE/PSHE								1.0
MFL				0.2	0.5	1.0	1.0	1.0
MFL						1.0	1.0	1.0
MFL								1.0
PE			0.4	0.8	1.0	1.0	1.0	1.0
PE						0.8	1.0	1.0
PE								1.0
Inclusion Manager			0.8	0.8	0.8	0.8	0.8	1.0
Total Teachers	2.0	5.0	11.8	16.7	23.5	33.1	42.3	50.5

Pupil support

Family Liaison	0.5	0.5	0.5	0.5	1.0	1.0	1.0	1.0
TA Primary	1.0							
TA Primary	1.0							
TA Primary		1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA Primary		1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA Primary			1.0	1.0	1.0	1.0	1.0	1.0
TA Primary			1.0	1.0	1.0	1.0	1.0	1.0
TA Primary				1.0	1.0	1.0	1.0	1.0
TA Primary					1.0	1.0	1.0	1.0
TA Primary						1.0	1.0	1.0
TA Primary							1.0	1.0
TA Secondary			1.0	1.0	1.0	1.0	1.0	1.0
TA Secondary				1.0	1.0	1.0	1.0	1.0
TA Secondary				1.0	1.0	1.0	1.0	1.0
TA Secondary				1.0	1.0	1.0	1.0	1.0
TA Secondary					1.0	1.0	1.0	1.0
TA Secondary						1.0	1.0	1.0
TA Secondary							1.0	1.0
TA Secondary								1.0
Total Pupil support	2.5	2.5	5.5	10.5	14.0	17.0	19.0	19.0

Administrative

BOM	0.0	0.0	0.5	0.5	0.5	0.5	0.5	0.5
Admin Officer	0.0	0.0	0.0	0.2	0.4	0.6	0.8	1.0
Finance (FD, FM)	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Site Manager	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0
ICT Manager	0.2	0.2	0.6	0.8	1.0	1.0	1.0	1.0
ICT Technician					0.4	0.4	0.4	0.4
ICT Technician								0.4
Administrator - Other					0.5	1.0	1.0	1.0
Exams Officer						0.5	0.5	1.0
Technician				0.5	1.0	1.0	1.0	1.0
Technician						0.5	0.5	1.0
Technician								0.5
Admin - Data	0.2	0.2	0.2	0.2	0.6	0.6	0.6	0.6
Admissions Officer	0.2	0.2	0.2	0.5	0.5	1.0	1.0	1.0
Receptionist/PA - Primary	0.6	0.6	0.8	0.8	1.0	1.0	1.0	1.0
Receptionsist - Secondary			0.6	0.6	0.6	0.6	0.6	0.6
Admins Asst			0.0	0.0	0.0	0.0	0.0	0.0
Total Administrative staff	2.2	2.2	4.4	5.6	8.0	10.2	10.4	12.5

Premises

Cleaner	0.5	0.5	0.8	0.8	1.0	1.0	1.0	1.0
Total Premises staff	0.5	0.5	0.8	0.8	1.0	1.0	1.0	1.0
Total FTE Staff	9.2	12.2	25.5	37.6	51.5	66.3	78.7	89.0

How the roles may change during the build up of student numbers.

<p>Principal</p>	<p>To maximise the potential of an all through school we are proposing a Principal to lead across both sites. We are aware that the experience required to develop the curriculum for a small primary school of 1 or 2 year groups for the first couple of years is a specific skill area and therefore have also suggested a Head of Primary School in year 1 and 2 to lead that development. The Chapel Street central team have significant experience and capacity to support the Head of Primary School with the start up and implementation tasks. The principal will start in year 3 and take responsibility for the development of the senior site for 1 year until the appointment of the Head of Senior site. The Head of site posts will both report into the principal and will have duties similar to a Vice Principal within the overall structure. Further information on the appointment of a principal is in Section F5.</p>
<p>Head Primary/Senior site (Vice Principals)</p>	<p>See above. We anticipate these individuals having experience in the specific KSs for Primary and secondary.</p>
<p>Assistant head /SENCO</p>	<p>An assistant head will be appointed in Year 1 to support the development of the Reception and Year 1 curriculum approaches. We will appoint this person as the SENCO and with specific responsibility for EYFS for the first four years until numbers build when we will appoint another EYFS leader thus providing additional time for the SENCO role. We have programmed an inclusion manager for the secondary site in 2017 as Year 7 start and we will review the exact roles of SENCO and Inclusion Manager dependent on candidates qualifications and experience (see section in D2 on Special Needs)</p>
<p>Head of sixth form</p>	<p>A Head of sixth will be appointed as the sixth form start. We do not anticipate affordability of this post in the year before sixth formers however, we have experience and capacity in the rest of the Chapel Street group to support planning through the year prior to sixth form and the discussion we are having with local sixth form partners reflect the start up experience we have had in our school in Wigan.</p>
<p>Primary Teaching team</p>	<p>Deputy appointed but also undertakes SENCO role initially. Could have one Head of School but 2 deputies.</p>
<p>Early years Foundation Stage Leader</p>	<p>We anticipate appointing an assistant head with early years experience in the first years of operation but as this person will have SENCO responsibility as well an Early years lead will be appointed in year 5 of operation to free up that persons time. This will also present a promotion opportunity for progression within the team and appointment of another class teacher as required.</p>
<p>Class teachers</p>	<p>We will appoint experienced members of staff towards the middle and upper part of the main scale in years 1 and 2. We consider this essential to establish high standards for the school from the outset. As the school grows we will seek to appoint staff with a range of experience to ensure progression and growth within the Chapel Street family of schools.</p> <p>We are also proposing a model where three teachers per year group are appointed in the primary phase with reduced numbers of TAs. This allows for appointment of a less experienced teacher as the third team member but ensures that in-class and small group interventions are teacher led.</p>

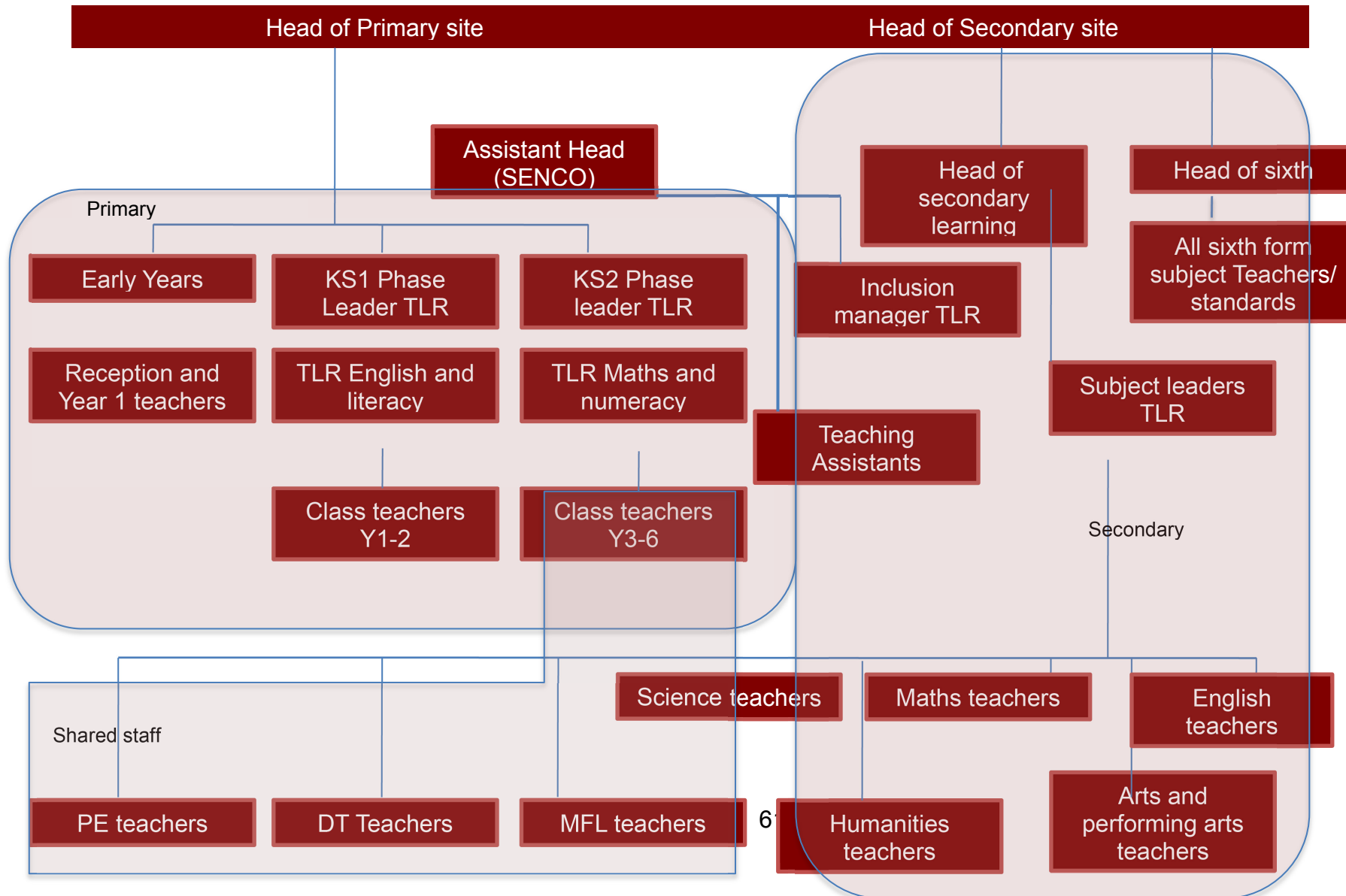
Middle Leaders (KS and Teaching responsibility)(TLR)	As the school grows we will appoint a number of teachers in the primary phase with TLRs again, this provides opportunity for progression within the already appointed staff (subject to performance) but also keeps a balance with leadership and management responsibility as student numbers and the staff complement grows. We are very aware that the right balance of middle leadership creates the best environment for progression.
PPA Teacher Cover	We regard continuity for the children to be of paramount importance and this additional teacher post will provide support for teacher cover and will be known to pupils/students
Secondary Subject leaders	With responsibility to focus on progress in their subject, standards of teaching among subject staff and for accountability of achievement and attainment in their area.
Secondary Subject teachers	Class and subject teachers and Teaching Assistants will work to the guiding principles for teaching and learning as outlined in section D2. Teachers will plan differentiated lessons to meet the needs and to challenge children of all abilities, including strategic deployment of learning support assistants in every lesson. Working together, teachers will ensure that small group support is distributed across each class throughout the week so that all children are supported and challenged. While all KCS staff will be trained to personally coach children, class teachers and support staff will coach proportionately more children than other colleagues.
Heads of House	Pastoral responsibility across both sites. Teachers listed above will have TLRs to account for this responsibility and be supported by the coaches and volunteers in managing and leading house activities.
Inclusion manager	Working to the SENCO across both sites – dependent on recruitment and retention the SENCO and Inclusion manager roles across the sites may be reversed. TLR for one of the teachers in years 1/2/ to fill role
Teaching assistant primary	Moving between groups to support specific students. This will be reviewed if there are admissions of statemented pupils. At least 1 HTLA if they can be recruited with a TA per Year Group up to end of KS1, 1 for each KS2 year. Those appointed will support pupils with specific needs.
Teaching assistant secondary	Two per year group to support students with specific learning needs. Providing TAs in both phases but working as one team provides the opportunity for continuity for some students with TAs moving between sites to support specific areas of work.
Family Liaison Manager	An essential post in Chapel Street schools to support the outreach and family activity in supporting students and families to progress with activity aligned to the use of Developmental Assets
School Business Manager	Key role across both sites. Critical in setting up systems co-ordinated across the CSCST family of schools in early years and supported by the Chapel Street Central team with the full accounting function.
IT network	Possibility for a bought in service in early years of operation if a more cost efficient model is required although

technician/support	we have included FT staffing costs in the model. Critical to have systems working across both sites by 2017
Data Manager	Covered for KS1 SATS etc in early years by one of the senior team supported by admin. Shared across both sites – One of the Heads of School will have responsibility for use of data with teaching staff
Attendance/Admissions Officer	Admin Officer supported by CSCST central team in first couple of years
Receptionist/Admin/Head Teachers PA	Required posts but shared across sites if possible. There will be a requirement for Reception on both sites but, systems such as switchboards or CCTV can be wired to a central point
Site Manager	Shared across both sites to provide economies of scale

KCS Organogram

The diagram below shows the teaching staff structure for KCS. As shown in our budget, we will make efficiency savings by sharing key support staff across the primary and secondary phases (please see the financial template for further details).

Principal (location interchangeable with head of primary site dependent on recruitment)



Section D4

Religious Character or Faith Ethos

Chapel St schools are committed to fostering a twenty-first century Christian ethos, providing outstanding education for families of all faiths and no faith and a place of hospitality where all can come together to work for the good of the whole community. As part of our commitment to personalise education and support for every child and family, KCS will ensure that staff work with parents and carers to care for their child in the most appropriate way.

Working with the whole community, Chapel St engages leaders from across the faith communities to ensure that children and families of all faiths are included in the vision and ethos of the school. Chapel St is developing a collaborative partnership with the Association of Muslim Schools, working one with another to ensure that Muslim and Christian families receive the support that they need in our respective schools and communities. Particularly in North East Kingston, we have made contact with leaders of the Jewish, Anglican, Newfrontiers, Baptist, Muslim and Amadiya communities and will continue to build the relationship with these and other faith leaders over the coming months. In all of these dialogues Chapel St team members and our partners have communicated our desire to welcome children of all faiths and no faith and learned how the school might better serve families from these communities.

Christian Ethos

Kingston will offer an education and environment that is Christian in its ethos and wholly inclusive. We understand that we are subject to Section 48 inspections. In these evaluations, our distinctive Christian ethos will be evident in key areas in school life. The ethos is already having an impact on behaviour and student attitudes in our Wigan school and we can demonstrate demand for a Christian ethos school from parents/carers of all different backgrounds (see section E).

KCS recognises and values every child's ideas, experiences, feelings and spiritual responses to the world around them. In learning to accept and respect each other, the school community will be an inclusive one open to all from different faith perspectives. We believe that including children of all different faiths, backgrounds and abilities exemplifies a Christian ethos. Inclusion is paramount in under-pinning educational opportunities and in sponsoring success and achievement. The golden principle that 'we should treat others the way we want to be treated' underpins all we do in the school.

This applies to the positive behaviour management at Kingston. Our Christian ethos and determination to foster a culture of grace, love and fellowship, will inform our approach to promoting positive behaviour. We specifically will refuse to identify children with their negative behaviour but address those factors that lead some children to make bad choices while seeking to draw out the best aspects of who each child was created to be.

Pedagogy

Teaching with a Christian perspective is more about *how* we teach than *what* we teach. Teaching the 'Christian way' involves teaching the same skills as in other schools, though our methods move beyond mastering information to being challenged and changed by it. Through encouraging children to question and evaluate, our pedagogy develops coherence within each child's own thinking and worldview. At the bedrock of the Kingston curriculum is an approach typified by our work with Developmental Assets and families that provides a framework for children to meet with cognitive and emotional challenge building personal resilience and tolerance.

This approach to pedagogy is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from 'so what' to respect, wonder and reverence. Looking in a classroom, you would see students learning vocabulary in Spanish or English focused on hospitality rather than consumerism. In Science, students will dissect a real flower rather than quickly labelling an image in order to deepen their knowledge and understanding and make connections with other areas of learning. In a context where our emphasis is more on how we

teach than what we teach, it is important to note that creationism or intelligent design will not be taught as scientific theories.

Over the past two years, Chapel St has had the privilege of implementing two Free Schools in Wigan and Oxford. We have found local faith groups to be very supportive of these schools and keen to work with Chapel St as a sponsor so that families of different faiths might benefit from and contribute to the schools. Having attended a recent public meeting, [REDACTED],

Curriculum

The Kingston curriculum overall will cover the range of subjects and skills needed to enable children develop a coherence of thought and understanding. In matters of faith, the curriculum will provide opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while providing an opportunity for each child to question and explore his or her own spiritual development. Our school will make use of the Standing Advisory Council for Religious Education (SACRE) in Kingston to guide and enhance our Religious Education curriculum although across the group we will access local arrangements as appropriate. The school considers it essential that children learn about the Christian viewpoint along with all the major faiths represented in our local community and Britain today. For this reason, Religious Education (RE) will be a compulsory subject at all KSs. Our school is committed to nurturing, encouraging and challenging those of all faiths and none. RE lessons in our school will enable children to learn about all faiths as part of their general education and also part of their own spiritual development. We recognise and respect that the child will be drawn from and live in a multi-cultural society in which many different views are evident. Respect for and sensitivity towards those with different views will be encouraged.

Specifically, RE teaching and learning will be one hour each week (4%) in KS1 and 2 with additional learning time for PSHE of an hour learning mainly using the SEAL curriculum. This reduces in KS3 and 4 to 50 minutes a week. We feel that this is an appropriate proportion of dedicated curriculum time since our aim is to develop a culture in which children *experience* what Christianity means in school life rather than only hearing about it while providing time for children to discuss and explore what that means and how that resonates with their own faith traditions.

Worship

Kingston will be open to all. Collective worship will be mainly Christian, a daily activity with a variety of assemblies providing opportunities for children to connect their learning with their spiritual development. Topics will be relevant to the vision and values of the school, stimulating the children's thinking about moral or social issues whether they have a faith or not. Each week there will also be an assembly with a multi-cultural focus (including other faiths) as we seek to reflect the international nature of the school. Other assemblies will be more child-led collective worship with each phase (Reception and KS1 or KS2). Christian festivals will be celebrated in the broader context of society but within an inclusive framework where all pupils' beliefs and questions will be encouraged to be expressed and explored.

For parents and carers who do not wish their child to take part in collective worship, school staff will work with the family to develop and lead alternative activities that provide pupils with an opportunity for personal or group reflection. This may involve support from local faith leaders to enable these sessions to reflect the family's own tradition. Students may also receive a coaching session during these times.

Other faiths

We are working proactively with local community faith leaders to identify appropriate ways to meet their children's needs in collective worship times as well as in the day-to-day life at Kingston. For example, we will plan school dinners to meet religious dietary requirements, create time and space for worship during the school day, discuss with local Muslim leaders what space and washing facilities they feel they need for prayer and matters relating to dress and religious symbols. Likewise, staff will work with families to ensure that school uniform presents no barriers to children from different backgrounds and that children are allowed to honour and express their faith and tradition in culturally appropriate ways.

Conclusion

Chapel St, along with our local partners, believe that it takes a community to raise a child. By founding this school and implementing the plans outlined above with the support of trained professionals, active parents and dedicated community volunteers, we look forward to providing children and families from different backgrounds with new opportunities to thrive and flourish in Kingston. Above all, we are privileged to have the opportunity to propose KCS as a community of grace, love and fellowship for families of all faiths and no faith.

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

We have put this proposal together by liaising closely with Kingston Local Authority. The primary phase will open in 2015, but the secondary phase is not due to open until 2017. This reflects the availability of suitable sites in Kingston and responds to the nature of the demand, which is greater for primary places in the first instance. Chapel St confirmed the validity of this approach with [REDACTED].

Section E: Evidence of need – part 2

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	62		103%	60	73		122%
Year 1					60	62		107%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	60	62		103%	120	135		115%

Section E: Evidence of need – part 2

Evidence of Need

Please refer to Section C (pp. 7-9) for a full discussion on the evidence of need. In short, Kingston is an area of England with some of the most severe shortages forecast for both primary and secondary places.

For primary places, simple modeling of the School Capacity Data published by the DfE shows that Kingston is in the top 25% of authorities facing pressures on Reception places up to 2017. Local forecasting by Kingston shows a significant deficit (up to 191 places or 6FE short) carried forward until 2020 with the North Kingston area having the most severe projected shortfall.

For secondary places, simple modeling of the School Capacity Data published by the DfE shows that Kingston is in the top 11% of authorities facing pressure on Year 7 places up to 2018/19. Local forecasting by Kingston, even allowing for the creation of a new Free School approved in the May 2013 application round, predicts a significant shortfall in places from 2018 onwards (peaking at a maximum deficit of 319 places or 11FE short). The pressure on secondary places will only intensify in the medium term as the bulge in primary places progresses through the system.

As also mentioned in Section C (see page 7), Kingston LA has set itself a target of creating 3750 new homes by 2021. A 1000 of these have already been created with a further 347 units under construction in the North Kingston Development Area, the site for the primary phase of KCS. The addition of new housing will only exacerbate the pressure on places due to the increase in the birth rate.

Finally, there is compelling evidence that there is significant demand among the residents of Kingston for a school with a distinct Christian ethos (please see Section C, page 7). Every primary school that selects on the basis of Christian faith has been oversubscribed for the past two years. Similarly, the two catholic secondary schools in the borough that select on the basis of faith, were both more than three times oversubscribed for 2013 admissions.

The severe shortage of forecast places due to the birth rate, the added pressure from the provision of housing and the strong demand for an education with a Christian ethos from families in Kingston is a compelling argument for the basic need to provide KCS.

Evidence of Demand

Throughout November and December 2013 and January 2014, local parents and carers in Kingston were surveyed to gauge their response to the vision for KCS. Chapel St, in conjunction with our partner King's Church, carried out face-to-face surveys regarding KCS (please see Section E2 for details of where we have consulted). Chapel St also hosted an online survey where people could respond to flyers, media coverage or the information available on the internet.²³

²³ <https://adobeformscentral.com/?f=UkLHyKATRu1P7rNxprLORA>

Chapel St are planning more community consultation activities and meetings with local families and potential partner/supporting organisations over the next three months. The size and warmth of the response and support have left the team with more opportunities than was possible to action in the time available, particularly with parents with children presently attending primary schools. While we are confident and encouraged by the levels of demand already expressed, we have further activities planned for early 2014 and are anticipating further growth in demand over the next months.

Each respondent was given the opportunity to read our full proposal document for the school²⁴ and receive further information online.²⁵ In addition, 99% of surveys were carried out face-to-face and respondents were able to question the interviewer about Chapel St's approach to education and the characteristics of KCS. We believe that the quality of these interactions has provided excellent qualitative data and feedback, whilst also building meaningful relationships with local parents and carers that will prove beneficial when building a school community into the future.

The respondents answered the questions as detailed in the survey below.

²⁴ <http://chapelstschools.org/wp-content/uploads/2013/08/Kingston-Community-School-Prospectus.pdf>

²⁵ <http://chapelstschools.org/>



A New School for Kingston

You may be aware of the serious shortage of school places in Kingston. We are working with local partners to open a new school to help meet demand. Have you got 3 minutes to give your opinion on what you think a new school should be like?

Kingston Community School, will be a brand new state-funded school for pupils aged 4-18, and will provide outstanding teaching and learning, allowing each child to flourish as well as enriching the lives of local families and enhancing community life. A prospectus giving more details is available at www.kingstoncommunityschool.com.

We are collecting information to demonstrate evidence of demand for a new school. Your answers will be used to underline this demand to the Department for Education and will not be passed onto third parties.

1. How important to you are each of the key features of our proposed school?

	Important	Neutral	Not Important
1.1 Every child treated as an individual: creating a personal development plan for each child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 The whole person to be developed: high academic expectations, coupled with a focus on key life skills and character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 A range of after-school clubs and wrap around care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 A local school that offers parents additional choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 An inclusive Christian ethos, supporting children and families of all faiths and none.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 A school that will actively build strong partnerships with parents and carers so that they have every opportunity to be fully involved in their child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 Involving the community: the school that is a hub for the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the features above would you say are the three most important?

1.1 1.2 1.3 1.4 1.5 1.6 1.7

3. Are there any other important features about a school that you'd like to see included?

4. Overall, would you support a school with these values?

Yes No Not Sure

5. If this school was available in your area, would you make it the first choice for your child / children?

Yes No Not Sure

6. If so, do you have children born in the following years:

	One	Two	Three+
Sept 2005 – Aug 2006 (starting secondary in Sept 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sept 2006 – Aug 2007 (starting secondary in Sept 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sept 2010 – Aug 2011 (starting primary in Sept 2015)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sept 2011 – Aug 2012 (starting primary in Sept 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Would you be interested in volunteering to support a school like this?

Yes No Not Sure

First Name: **Last Name:**

Postcode: **Telephone:**

Email:

Thank you.

Kingston Community School, c/o Chapel St, 21 Crown Lane, Morden, Surrey, SM4 5BY

The survey aimed to establish whether parents and carers supported the proposed vision, aims and ethos of KCS, and importantly, whether they would make it their first choice of school for their children.

Due to KCS being proposed as an all-through school, we have found it much easier to engage with parents/carers whose children would be starting the primary phase. One of the prime survey locations for parents/carers whose children would be starting the secondary phase is existing primary schools, but because of the all-through nature of KCS, existing schools are wary of the proposal. We are in extended dialogue with a number of primary schools and they are becoming increasingly supportive in allowing Chapel St to canvass for support for the secondary phase among their parents/carers.

At the point of application, over 250 local families have been surveyed with an overwhelming 98% saying that they would support a school with the proposed values. Out of all of the parents and carers surveyed, 70% said they would make KCS the first choice for their child(ren); 29% said they were 'not sure' and only 1% said they would not make the school the first choice for their child(ren).

The table below shows the distribution of those who selected 1st Choice according to the year their child(ren) would start at KCS for the first two years of the primary and secondary phase. The map below show the individual responses according to these start years (we are oversubscribed for the first two years of the primary phase). A full excel spreadsheet with responses and individual postcodes is available on request. We are confident that between the submission deadline in January and the interviews in February/March, that we will significantly increase both the number of secondary and primary first choices.

Start Year for KCS	Number of 1 st Choice Places
2015 (Reception)	62
2016 (Reception)	73
2017 (Year 7)	27
2018 (Year 7)	22
	TOTAL
	184

Map of 1st Choice Respondents by Phase



Other results

Support for a Christian Ethos Education

Our research shows demand for a Christian ethos education. To the statement 'An inclusive Christian ethos, supporting children and families of all faiths and none,' 67% of respondents said this was important.

Support for Academic Expectations

Personal and academic development is a key feature of a school for families in Kingston. To the statement 'The whole person to be developed: high academic expectations, coupled with a focus on key life skills and character,' 98% of respondents said this was important.

Support for Parental Involvement

The ability to be involved in their child(rens) education is welcomed by families in Kingston: To the statement 'A school that will actively build strong partnerships with parents and carers so that they have every opportunity to be fully involved in their child's learning,' 94% of respondents said this was important.

As with our other Free Schools, as more data comes in from the consultation, Chapel St will tailor its offer in light of the feedback received, undertaking further research to flesh out opinions and perspectives in greater depth where required.

Section E2

In our research to provide evidence for demand for KCS we have endeavoured to consult with all segments of the general public. In particular, although the proposed school has a Christian ethos, we have in no way restricted ourselves to respondents who belong to the Christian faith. The table below outlines the key areas of Kingston where we have undertaken face-to-face surveys with members of the general public.

Locations for face-to-face surveys for KCS
YMCA Hawker Centre
Kingston Town Children's Centre
Vicinity of King Athelstan Primary
Tudor Drive Hall
Coombe Day Nursery
Kingston Library
Kingsgate Church
Surbiton Children's Centre
Alpha Road: door-to-door
Norbiton Children's Centre
King's Oak School
Kingston Sainsbury's Supermarket
Kingston Asda Supermarket
Jellybugs Play Café
The Rotunda Centre
Rose Theatre
Cambridge Estate (door knocking)

In addition to face-to-face surveys at the above locations we have used the following methods to tell families in Kingston about the proposals and solicit a response:-

- A public meeting held on 28th November 2013 at the Richard Mayo Centre
- Press release in the Surrey Comet on 26th November 2013
- Flyers and posters put up in key community spaces (libraries, GP surgeries, leisure centres etc.)
- Contacted the mailing list of the YMCA London South West
- Contacted the mailing list of the Kingston Churches School Foundation
- Created a bespoke link on the Chapel St website and an online prospectus

In addition to engaging with members of the general public, Chapel St always consult with key stakeholders in the community from education, political, faith and community arenas. The table

below outlines who we have contacted regarding KCS and the method of communication used. Responses have, in the main, been overwhelmingly positive, as demonstrated by us securing King's Church and the YMCA of Kingston as community partners and the letters of support we have received (please see below).

Stakeholder	Method of Communication
Education	
33 Infant, Primary and Junior Schools	Letter and prospectus sent to Headteacher
10 Secondary Schools	Letter and prospectus sent to Headteacher
1 Nursery	Letter and prospectus sent to Headteacher
7 Special Schools / Pupil Referral Units	Letter and prospectus sent to Headteacher
Richard Challoner Secondary School	Telephone call with Chapel St CEO
Political	
CEO Kingston Local Authority	Meeting with Chapel St CEO
Leader of the Council Kingston Local Authority	Public Meeting, letter and prospectus
Director of Children's Services Kingston Local Authority	Meeting with Chapel St CEO
Edward Davey, Member of Parliament for Kingston and Surbiton	Meeting scheduled with Chapel St CEO
3 Ward Councillors Grove Ward Kingston	Letter and prospectus
3 Ward Councillors Tudor Ward Kingston	Letter and prospectus
3 Ward Councillors Norbiton Ward Kingston	Letter and prospectus
3 Ward Councillors Canbury Ward Kingston	Letter and prospectus
Faith	
██████████	Meeting with Chapel St CEO
Kingston Muslim Association	Contact via King's Church Leader
Churches Together	Letter and prospectus sent to Church Leaders
New Malden Baptist Church	Meeting with Chapel St CEO
King's Church (Newfrontiers)	Meetings with Chapel St CEO
St Peter's Church Kingston (CoE)	Meeting with Chapel St CEO
St John the Divine (CoE)	Meeting with Chapel St CEO
Community	
YMCA of Kingston	Meeting with Chapel St CEO
Kingston Church Schools Foundation	Meeting with Chapel St CEO

Stakeholder Letters of Support

We have received letters of support from key community stakeholders. These include:

- [REDACTED] Churches Together Kingston
- [REDACTED], Kingston Church Schools Foundation
- [REDACTED] Catholic Independent Schools Conference and .

Local Authority Support and Partnership

As stated throughout this application, Kingston Local Authority faces a grave crisis in terms of a shortage of school places. In light of our previous successful application for Park Community School in Merton, Kingston LA approached Chapel St to encourage the organisation to consider opening a Free School in the borough. This application has been discussed with senior leaders in the authority including [REDACTED] and [REDACTED] and [REDACTED]. The timings and siting of the primary and secondary phase have been agreed with the LA as an appropriate and considered response to need, cognisant of existing school provision and the availability of suitable sites.

Given our commitment, and that of our partners, to developing a community school that is fully integrated into the local community and that plays a positive role among the wider family of local schools, Chapel St has conducted a number of conversations with the Local Authority in Kingston. This process of discussion accompanies every Chapel St Free School application, as we are committed to working with all stakeholders and aim to build strong relationships, even when partnership is not possible due to political or logistical challenges.

Given the levels of demand and the need for new places, the Local Authority will work with Chapel St to publicise the school and ensure that local parents and carers are aware of the distinct offer that KCS provides. The active support and promotion of the school by Kingston Council will certainly add to demand and increase applications.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	<ul style="list-style-type: none"> • ██████████ 	██████████.	4
██████████	Y	<ul style="list-style-type: none"> • ██████████ 	██████████.	8
██████████	Y	██████████	██████████.	1
██████████	Y	██████████	██████████.	1
██████████	Y	██████████	██████████.	1
██████████	Y	██████████	██████████.	1

[REDACTED]	Y	• [REDACTED]	[REDACTED]	1
[REDACTED]	Y	[REDACTED]	[REDACTED]	16
[REDACTED]	Y	[REDACTED]	[REDACTED]	8
[REDACTED]	Y	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	• [REDACTED]	[REDACTED]	6
[REDACTED]	Y	[REDACTED]	[REDACTED]	16
[REDACTED]	Y	[REDACTED]	[REDACTED] (AI) who has carried out almost one hundred inspections. She has a proven record of leading [REDACTED].	8
[REDACTED]	Y	[REDACTED]	[REDACTED]	2
[REDACTED]	Y	[REDACTED]	[REDACTED]	2
[REDACTED]	N	• [REDACTED]	[REDACTED] academies. Formerly [REDACTED] at a range of organisations including [REDACTED].	2

██████████	Y	• ██████████	██████████	2
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F1 (b) Skills gap in pre-opening

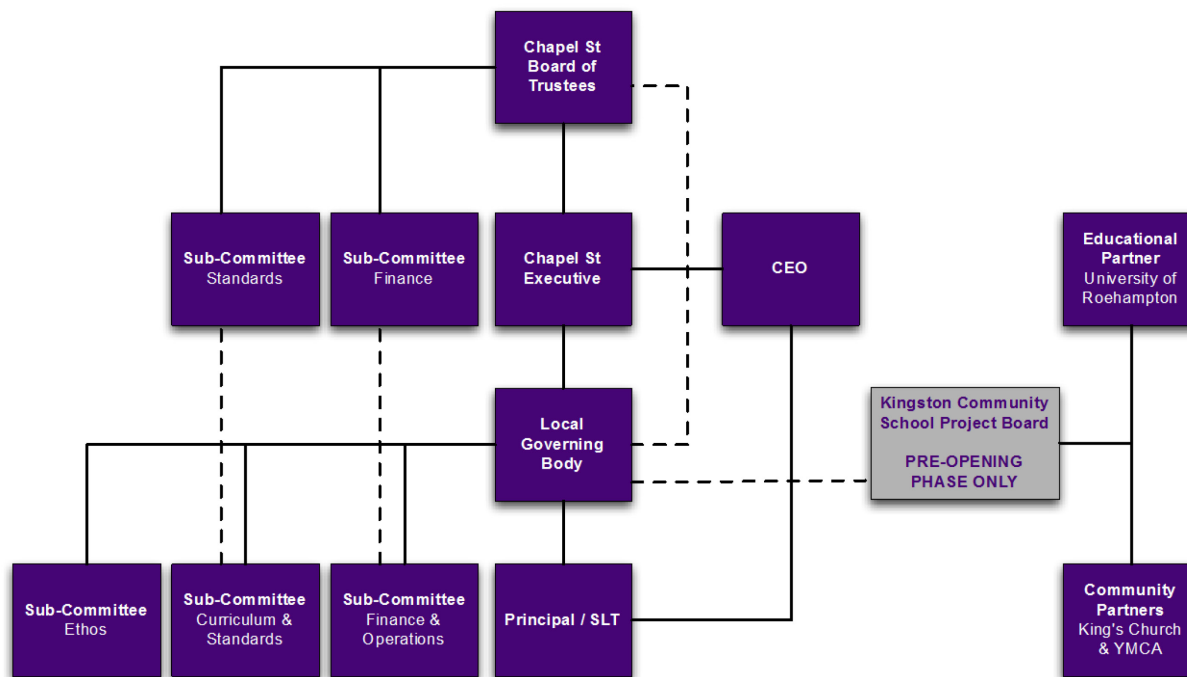
Skills/experience missing	How you plan to fill the gap
None	N/A

Section F2

Chapel St is an approved Academy sponsor. As such, sections F5 and F6 have not been completed. On the advice of ██████████ at the DfE, we have attached a Strategic Paper which documents how Chapel St intend to grow and support a family of schools.

Chapel St was founded to work with churches and local community groups to create successful schools in local communities. At the time of writing Chapel St have two Free Schools open (Atherton Community School and Tyndale Community School), are in pre-opening phase with Burnley High School and Park Community School. The trust became sponsor of Benedict Primary School In January 2014 and will sponsor Westbridge Primary School from April 2014 . As with all the other schools in the group, the following governance arrangements will apply. These allow KCS to be rooted in its local community and responsive to local need whilst receiving the benefits of a clear and consistent vision and the highest standards of professional support.

KCS Organisation Structure (Pre-opening and Operational)



Shared Responsibilities of Chapel St Board of Trustees, The Executive, Local Governing Body and the Pincipal/SLT

The Chapel St Board of Trustees, the Executive, Local Governing Body (LGB) and the Principal/SLT share the following objectives in terms of governance and management of KCS:

- To ensure that the overarching vision and ethos of the trust are clear and tangible in the school. A focus on standards, aspirations and inclusion will be at the heart of the ethos
- To establish a transformational organisation to enable all those involved – whether staff, pupils or local community - to become life-long and successful learners and responsible members of society and to ensure that their educational entitlement is secure
- To promote community cohesion through the work of the school
- To ensure compliance with all legal and statutory obligations as outlined within charity, company and education law, including ensuring that the trust is compliant with all policies and guidelines issued periodically by the DfE, Ofsted, and other agencies, making sure that the requirements of the Funding Agreement are met at all times
- To fully engage partners and key stakeholders to make effective contributions and build long-term commitment of parents and carers, local government and the local community including enterprising businesses, other local schools and educational providers, in order to enhance and extend the educational offer
- To build an effective business model that combines personalised and successful education provision with a financially sustainable organisation, by sharing local and central resources to broaden provision and make it more cost effective and to enable national procurement to facilitate in this objective
- To ensure quality assurance and best practice in all areas of operation, management and leadership

- To ensure that all employment responsibilities are of the highest standard – and to demonstrate that people are at the heart of the organisation by going for appropriate kite-mark qualifications and making sure that there are clear development plans and career progression for each member of staff
- To make sure that all policies are in place – especially around SEN, designated teacher for looked-after children, inclusion/exclusion, Admissions, Free School Meals, information sharing through a prospectus, etc. (as an existing school provider these are already in place and are reviewed and updated at appropriate intervals and/or following changes in legislation)
- To ensure effective Safeguarding procedures are in place at every level of the organisation

To ensure these responsibilities are fulfilled, each of the groups play the following roles:

The role of the Chapel St Board of Trustees

KCS will be sponsored by Chapel Street Community Schools Trust (CSCST), which is an exempt charity and company limited by guarantee, incorporated with governing documents that empower it to operate as a multi-school sponsor. CSCST Board of Trustees will be responsible to the Secretary of State for the effective implementation and development of the school and for the oversight of legal compliances, funding and employment.

The legal responsibility for KCS will ultimately reside with the Trustees and members of the CSCST. The Members have been responsible for appointing Trustees in line with our Articles of Association and the Trustees themselves have co-opted new Trustees. As sponsor the Board of Trustees will be responsible for the following:

- Educational standards, in terms of overall progress and target setting sign-off and general approach, including SEN provision
- Employment responsibilities – including CRB registration and checks (delegating operational aspects to the Local Governing Body's sub-committees and school staff)
- Financial accountability
- Central procurement and resourcing as appropriate
- Asset & overall property management
- Overall policy-setting and their consistent application across the group (they will review our existing policies being used for our open schools – and now for KCS - on a regular basis)
- Insurance
- Recruitment of senior staff and career progression
- Health and Safety
- Safeguarding

The Board of Trustees meet once a term, and have established a Finance Committee and a Standards Sub-Committee to meet on the same cycle. These two key sub-committees will report to the Board of Trustees prior to and during the main Board meetings. The committees will act as representatives of the Board to monitor the activities of the Local Governing Body's Finance and Standards Sub-Committees. They will also make recommendations to the Board of Trustees. The termly meetings of the Finance Committee receive minutes and management accounts from the Local Governing Body Finance sub-committee. Policies relating to financial control and procedures are set by the trust and adherence to these are monitored by the trust finance team and external auditors who report additionally to the Finance Committee.

The Education Development Director for Chapel St has developed a Self Evaluation Report which is completed by the Principal and members of the SLT (with guidance and scrutiny from the Education Development Director). This report measures key metrics for admissions, teaching, learning, attendance, exclusions, ethos, behaviour, staff mobility, coaching, PBL, Developmental Assets, pupil recruitment, partnerships and financial performance (including Pupil Premium tracking). A copy of the Self Evaluation Report framework is available on request. The Board of Trustees and Executive team receive a copy of this report in advance of their termly meeting. Where matters of particular concern at the school are identified by the Executive, these will be brought to the attention of the Board of Trustees, the LGB and the Principal.

The Trustees combine extensive experience in the delivery of large-scale projects, public service delivery and education. This team is presently devoting significant time to the development of new projects such as KCS. Trustees, over the past months, have raised funds to support a large-scale capacity-building programme for the trust. For details of the Company Trustees, including their area of expertise and track record, please see section F1a.

The role of the Executive

The Chair and Board of the Chapel St trust devolves day-to-day leadership and accountability for Chapel St schools to the CEO and the Executive.

The Executive is composed of individuals with the necessary skills set and expertise to develop Free Schools (HR, Finance, Education, Marketing, Communication and Project Management, IT - please see Section F1a above for further details). The Executive provide a range of central functions to Chapel St schools (e.g. Finance, HR, IT) and are responsible for developing key strategies that share best practice across the group (e.g. approaches to primary and secondary educations, establishing and using performance data effectively). In addition to group wide strategies, local schools are able to access expertise from this group for any particular issues they may face.

A member of the Chapel St Executive and senior team sits as a representative of the Trust on the Local Governing Body.

For further details on the role the Executive plays in growing and supporting the family of Chapel St schools, please refer to the attached Strategic Paper for Chapel St.

The role of the Project Board

In the pre-opening phase a temporary group called the Project Board (initially composed of members of the Chapel St Executive, educationalists, representatives from DfE/EFA, members of the Project Management team, project partners and other strategic stakeholders as required) is established to undertake the necessary tasks to ensure the school is ready for opening. A key task for the Project Board is to appoint a Local Governing Body (LGB). Once this has happened the Chair of the LGB and other representatives from the LGB will join the Project Board. The Project Board will then continue to provide support for the Principal Designate/SLT and LGB to ensure that everything is in place for the school to open on time. The Project Management staff that serve on the Project Board are experienced in completing pre-opening tasks for many Free Schools and Academy projects.

Please note that, as with previous Chapel St projects, the Project Board will undertake most of the tasks in pre-opening (rather than the LGB as suggested in Section F3a). Therefore, whilst many of

the LGB are not in place at the time of application (see section F3a), we are confident that we have all the necessary skills in place for pre-opening tasks (these are currently being delivered by Chapel St for Burnley High School and Park Community School through their respective Project Boards).

Role of Local Governing Body

When the school is operational, a range of functions and decision-making powers are delegated to the Local Governing Body (technically a sub-committee of the Chapel St Board). Following the Chapel St template agreed with DfE, the LGB will oversee the day-to-day running of the school to ensure that the aims and objectives of KCS are met with regards to attainment, viability, sustainability, safeguarding and community transformation.

The Chair of the LGB will be jointly agreed by Chapel St Community Schools Trust and the community partners. The LGB will include 10 to 12 members including two formally elected members to represent parents. The trust will also appoint a staff member, a Local Authority representative and other community members.

The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. Training will be sourced from a variety of providers including local authority training programmes and an experienced Clerk who already provide services to other Chapel St schools. Among other items, training already developed across the group includes; vision setting; focusing on pupil outcomes; improving and progressing schools; how to create Strategic Leadership rather than concentrating on operational items; how to provide challenge to staff; intelligent use of data to benchmark and measure progress; effective and appropriate engagement with staff, pupils, parents/carers; time management for governors; learning from high performing schools (teaching and governance) and identifying ongoing training needs for governors.

For details on the typical composition of the LGB, please refer to Section F3a.

Responsibilities of the Local Governing Body will include:

- Maintaining a clear focus upon the progress of the School Development Plan, with sufficient reporting and control of school progress
- Practical applications: regularity of meetings, reporting between committees and main Board, decision making and recommendations
- Methods of escalation between Principal, LGB, and CSCST, and how issues will move through these layers of governance
- Definition of the sanctions available to the LGB and trust Directors
- Acting as a 'critical friend' to the school primarily through the Principal and Senior Leadership Team – offering challenging, positive and proactive support
- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to fund-raise for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Pupil recruitment to ensure that the success of the school is not a well-kept secret and to ensure the school always has a full complement of pupils as it grows towards capacity. To make sure all admissions processes are adhered to
- Parental engagement is a strong focus for Chapel St schools and the LGB will have specific responsibility in this area

- Local admissions will be supported by the LGB within the framework set up by the Board of CSCST – including the Independent Appeals process
- Use of the property for the benefit of pupils and the local community
- Recruitment of staff
- Trips and visits within the framework of the centrally-set policy
- Safeguarding

The LGB will delegate areas of work to a range of specialist sub-committees. These groups will comprise professionals and community members with specific expertise in a range of areas.

Sub-Committees

To ensure the effective operation and organisation of KCS, the Local Governing Body, under the relevant clauses of the governing documents of CSCST, will charge the following Sub-Committees to oversee specific areas of school life:

The Finance and operations Sub-Committee: has delegated powers in: recommendation of the annual school budget; termly monitoring of the school profit and loss account; determining the staff complement; moderating the appraisal process for teaching and support staff; buildings issues, including health and safety regulations; decisions on additional activities provided under extended school; review of complaints; review of equality issues; monitoring the impact of the Pupil Premium.

The Curriculum and Standards Sub-Committee: has responsibility for: agreeing and monitoring a curriculum policy and associated staff budget; establishing and monitoring a discipline policy; review of exclusions over 15 days; adoption and review of home-school agreements; ensuring academic targets are being met; monitoring of SEN provision.

The Ethos Sub-Committee: has the remit of: monitoring the ethos across the school; monitoring sustainability; monitoring family and community links; monitoring family and community development .

Members of the LGB receive the termly Self Evaluation Report along with the Board of Trustees and Executive every term. Governors are also expected to undertake 'learning walks' to assess firsthand the culture, environment, teaching and learning of a Chapel St school. The LGB are represented on the Chapel St Board of Trustees and thus have the opportunity to raise any issues at board level, should they feel that the CEO/Executive are failing to act in the best interests of, or provide the best service to the school.

Chapel St have used external consultants to develop rigorous and comprehensive training for the LGB of all their open schools.

Role of Principal

Day-to-day management of Chapel St schools is delegated to the Principals and their school staff teams. Delegated responsibilities and powers include: implementation of approved budgets and trust policies; monitoring of the impact of ethos; and delivery of curriculum plans, development of Project Based Learning, mentoring programmes and application of Developmental Asset Programmes

The Principal is line-managed by one of the CEO (or one of the Education Directors from the Executive) with extra support provided by the Chair of Governors. This is achieved through a

weekly conference call and monthly face-to-face meetings. The CEO will work alongside the Chair of the LGB in appraising the performance of the Principal against Key Performance Indicators. The data gathered in our Self Evaluation Framework (please see above) will inform this process.

In addition, as Chapel St grows as a family of schools, Principals in our three main clusters (London, Oxfordshire and the North West) are providing challenge, support and accountability to one another through routine visits, sharing of performance data and lessons learned. The Principal of KCS will receive support and challenge from the Principal of Park Community School.

Intervening in a school

The roles and responsibilities above ensure that timely and accurate information about the performance of the school is routinely collected. The organisational structure ensures that accountability is shared between a number of roles and there are multiple ways within the structure to raise concerns about the performance of the school or individuals. In particular, the following checks and balances ensure that we will know when to intervene in a school;

- The Principal is directly line managed by the CEO or Education Development Director with weekly calls and monthly face to face meetings.
- The termly Self Evaluation Report is compiled by the Principal and members of the SLT with oversight from the Education Development Director. The Board of Trustees, the Executive and the LGB all receive this report.
- Members of the LGB are actively encouraged to experience first-hand the ethos, culture, teaching and learning of the school and can report directly back to the LGB without having to rely on data and information from the Principal alone.
- The LGB Finance and Operations and Curriculum and Standards sub-committees receive detailed information about income/expenditure and educational performance respectively and are able to report directly to the LGB. Their work is also scrutinised through the Finance and Standards Sub-committees of the Board of Trustees.
- Our developing model of challenge, support and accountability between school Principals within the same cluster, means that external senior leaders develop an intimate knowledge of a given school. Should an external Principal have a serious concern about the school, they are line managed by the CEO who can raise the matter with the Executive, the Board of Trustees, the LGB or the Principal/SLT as deemed appropriate.
- Chapel St in its other open schools has commissioned an external consultant to undertake an annual review of the school using the Ofsted framework with a report going to the Principal/SLT, LGB, Executive and Board of Trustees. This safeguard would be implemented for KCS.
- A member of the LGB sits on the Board of the trust. Should they feel that the school is not performing and/or the CEO/Executive are not acting in the interest of the school they are able to raise their concerns directly at the highest level of the organisation.

Where concerns are identified relating to any aspect of the school a series of escalating interventions will be applied. Initially the line management process will work to support the Principal in responding quickly and effectively to any challenges or areas for concern. Where progress in respect of any matters raised is not identified within an agreed time-frame the Executive will direct the school to institute specific measures. Where additional external support is perceived to be necessary School Improvement Advisers will be appointed to work alongside the Principal and any relevant staff in order to work towards defined targets for improvement.

The Board of Trustees has the power to escalate intervention in the event of more serious concerns. Where serious concerns about standards are linked to concerns about the capability of the Principal then appropriate capability procedures will be instituted. Where serious concerns relate to financial irregularity external auditors will be appointed to review the financial procedures within the school. Where there are serious concerns related to the capacity of the Local Governing Body the central Board will implement processes to terminate appointments and appoint interim governors.

In addition to the above our policy documents in respect of disciplinary or grievance procedures, exclusions, complaints, safeguarding, whistleblowing, health and safety, etc. provide procedural lines for exceptional reporting. These lines are available at all times and are not bound by the regular reporting and monitoring processes outlined above. The Executive staff of the Trust are involved in this regular monitoring and are positioned to make recommendations to the Board in respect of interventions.

Managing risks of conflict of interest

The Board of Directors operate within a clear Conflicts of Interest Policy. This involves the Board of Directors and the LGB maintaining a transparent conflicts of interest register. Declarations of new conflicts of interest are a standing agenda item at the commencement of each meeting of the Board of Directors and the LGB. A Conflicts of Interest Register is maintained at the offices of the Trust and forms a key part of our Risk Management Policy and Procedures. Such conflicts may include those related to personal duties and financial interest, business interests, planning interest, other potential direct or indirect personal financial benefits. Where any matter is raised during a meeting (whether or not this matter was listed as an agenda item) which could involve any Director or member of the LGB in a potential conflict of interest, then such individuals are expected to withdraw from the meeting for the period of any discussion related to this conflict. Where any such conflicts are felt to compromise, on an on-going basis, the independent decision-making of either that individual director or the Board as a whole, then such a Director will be asked to resign.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
██████████	██████████	See F1a	See F1a	See F1a
TBC	██████████	<ul style="list-style-type: none"> • Community engagement • Recruiting the Principal • Promoting the school • Developing LGB membership 		
TBC	██████████	Pre-opening tasks undertaken by Chapel St team in F1a	N/A	N/A
TBC	██████████	As above	N/A	N/A
TBC	██████████	As above	N/A	N/A
TBC	██████████	As above	N/A	N/A

TBC	██████████	As above	N/A	N/A
TBC	██████████	As above	N/A	N/A
TBC	██████████	As above	N/A	N/A
TBC	██████████	As above	N/A	N/A

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Chair of Governors	We look for the following blend of skills/experience in our Chair of Governors; ability to challenge the Principal and the trust; an unrelenting focus on standards and ambition for young people; commitment to the Chape St ethos; a clear commitment to children and families; an understanding of governance responsibilities; good local experience and commitment; regular engagement with the school e.g. learning walks; able to synthesise complex data. Among our community partners we have prospective candidates who could deliver this role and appointing a Chair of Governors will be a priority task for the Project Board.
All other Governors	As noted above, pre-opening tasks are undertaken by the Project Board for Chapel St with its breadth and depth of expertise. The appointment of the Chair of Governors is a key task for the Project Board and after their appointment, and with their input, we source suitable candidates to fill the remaining skills outlined above. The absence of an LGB at the start of pre-opening in the Chapel St model in no way threatens the viability of the school, but rather contributes to its success. By using a professional team to undertake pre-opening tasks we can spend time sourcing first-class governors with the right blend of skills to make sure the school benefits from outstanding governance.

Section F4

Our first appointment will be Head of Primary Phase

This person will have experience of primary and Early Years teaching and will run the primary site. As the secondary site enters pre-opening we will also recruit another senior leader who will be identified as the principal of the all age school. The recruitment of an experienced and capable Head of the Primary section and then Principal is critical to the success of the school. Consistent, efficient, inspirational and visionary leadership will play a very large part in this success. We believe that KCS provides a rare leadership opportunity and an exciting prospect for a new leader to help us deliver a vital resource for the whole community.

Ideally, we require the Head of Primary to be appointed in sufficient time that they can be in place for at least a part of two terms before opening. We understand that this is a challenging task and places great emphasis upon a timely approval of the application. As soon as approval is given, we will work on developing adverts, job descriptions, and person specifications, as well as all the interview plans that we have previously developed in order that we can start the recruitment process as soon as possible. We would aim to advertise in September in order to meet the deadline for a serving head's resignation, which is the 31st January. This would ensure that we would have a full-time Head of Primary Easter 2015. In an ideal situation, we would have some access to the Head of Primary in January, in order to support key tasks.

Key qualities and experience will be required of the successful Head:

The Head of Primary will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling KCS to become a hub of community learning, regeneration and success.

More specifically they will have the following:

Training and Qualifications

- Bachelor's Degree
- Master's Degree (ideally)
- National Professional Qualification for Head Teachers (ideally).

Experience of teaching and school leadership

- A minimum of 2 years' outstanding teaching in an urban school setting in an economically deprived area with demonstrated exemplary results
- At least two years of whole school leadership in a school in an area of deprivation with evidence of having made a major impact on standards and leading whole school improvement
- Experience of primary and particularly reception teaching
- Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff
- Ability to consistently model outstanding teaching and learning
- Ability to evaluate instructional programmes and teaching effectiveness with evidence of successful strategies to improve pupil performance
- Ability to work with diverse student body and staff
- Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds

- Ability to analyse assessment data to inform self-evaluation and action planning for further school improvement.

Personal skills and attributes

- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography or background
- A love for children and an ability to build nurturing relationships with them and their families
- A commitment to the authentic expression of Christian faith in life and work and regularly able to lead acts of prayer and worship as part of school life
- A deep passion and commitment to offering lifelong learning (including their own), raising aspirations and developing opportunities for the entire local community
- The ability to exercise excellent judgment in decision making
- A strategic thinker and proactive problem-solver
- A team player
- Excellent communication, public relations and interpersonal skills.

Professional knowledge and understanding

- Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound
- Knowledge in the recruitment, selection, training and supervision of personnel
- Knowledge of efficient, supportive and robust systems for monitoring and performance management
- Knowledge and understanding of principles of outstanding inclusion and differentiation
- Understanding of all safeguarding and child protection practice including vetting of volunteers in the school
- Awareness and understanding of current practice and policy development in education, especially in SEN(D), Early Years Foundation Stage and Key Stage 2 assessment
- Understanding of school improvement as a continuous cycle, within all levels of leadership
- Knowledge of and excitement about Project Based Learning.

Prior to KCS opening in September 2015, the Head of Primary will play a key and crucial role in:

- Driving up admissions interest and being a key figurehead throughout the Consultation and Marketing activities
- Finalising the Education Brief and compiling the School Development Plan prior to 'Sign Off'
- Supporting the project team in asserting accommodation requirements from an educational perspective
- Starting work to enable a credible development of the MIS
- Developing policies and procedures for the school – including ensuring health and safety and CRB checks are complete
- Interviewing and recruiting staff
- Developing the prospectus for the following year
- Overseeing all day-to-day operational plans (such as schemes of work) and ensuring these are in place.
- Being involved in the DUGs and making sure that the building is fit-for-purpose from the perspective of educational vision and delivery.

Chapel St will be robust in its recruitment procedures and will not depend on one way of recruiting as the project implementation timeline will be compromised if we cannot recruit effectively the first time. As outlined above, we require the Head of Primary in place full-time for at least one term before opening in September 2015, budget and opportunity permitting. We understand that we are not able to enter any contractual arrangements prior to Funding Agreement without discussion with the DfE. The need to successfully recruit a Head of Primary before opening is critical in generating real community belief that the school will actually happen! There is a significant increase in participation and admissions interest when this is the case.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

N/A – Chapel St is an approved Academy sponsor – please see our attached strategic paper for supplementary details on the organisation (this also applies for F6, F7, F8).

F6 (existing providers and any new applicants seeking to open more than one free school)

N/A

F6(a) Shared services

N/A

F6 (b) Shared services

N/A

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

Section G: Budget planning and affordability





[Redacted]

Key requirement to be met	Comment
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

[Redacted]

[Redacted]

G3 Financial resilience to reductions in income



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Section H: Premises

Please refer to the Excel application form.

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>Kingston Community School will be an all-through school on two separate sites, identified as such by the Royal Borough of Kingston upon Thames. The sites are in close proximity to one another and will facilitate a joined up approach to education across Key Stages that is consistent with an all-through approach. Both sites listed in this document are Chapel St's first choice sites for the primary and secondary phase of Kingston Community School.</p> <p>The primary site (within the North Kingston Development Area) is located in <Redacted></p> <p>The secondary site is located in <Redacted></p> <p>Chapel St have discussed the merits and disadvantages of the sites with <Redacted></p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	N/A
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Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	North Kingston Development Area - <Redacted>
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<p>In which local authority is the site?</p>	Kingston
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	Richmond upon Thames
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	N/A
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	N/A
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<p>Please tell us how you found the site:</p>	We have been in discussion with the <Redacted> regarding the Free School proposal that will contribute to alleviating the crisis in school places for primary and secondary children. This site has been identified by the Local Authority.
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<p>Please confirm the tenure:</p>	Other - please explain
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<p>If other, please explain further:</p>	This will probably be a peppercorn lease, but this will need to be confirmed by the Local Authority.
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<p>Please include information on purchase or lease price if known:</p>	Peppercorn lease - please see above
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<p>Who owns the site?</p>	Local authority building
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)</p>	No
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<p>Name and contact details of owner:</p>	<Redacted>
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<p>Name and contact details of agent or local authority representative where available:</p>	<Redacted>
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<p>If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:</p>	Yes
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<p>What kind of site is it?</p>	Cleared site requiring new build
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<p>What is the current use?</p>	Other - please describe
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If government building or 'other' - please describe:	The site is mixed use.<Redacted> The site is earmarked for development as part of Kingston's LDF (please see below).
Why have you chosen this site? What makes it suitable for your free school?	In London, land and buildings are at a premium and, as our previous experience suggests, it is difficult to obtain either for the development of a Free School. The suggested site is within an area marked as <Redacted> <Redacted> The site has outstanding transport links (with a Passenger Transport Accessibility Level rating of 6a - the highest available) and is on the main arterial routes into the centre of Kingston town centre. Combined with good transport links the school is within easy distance of the secondary site (just over a mile away) and will allow disadvantaged families from the Norbiton area of the borough to access an all-through education for their children. <Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	0.3ha
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
Second choice site	
Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
In which local authority is the site?	Kingston
If the preferred site is near to the boundary with another local authority, please say which:	Merton
If the preferred site is near to the boundary with a third local authority, please say which:	N/A
If the preferred site is near to the boundary with a fourth local authority, please say which:	N/A
Please tell us how you found the site:	We have been in discussion with <Redacted> regarding the Free School proposal that will contribute to alleviating the crisis in school places for primary and secondary children. This site has been identified by the Local Authority.
Please confirm the tenure:	Other - please explain
If other, please explain further:	This will probably be a peppercorn lease, but this will need to be confirmed.
Who owns the site?	<Redacted>
Please include information on purchase or lease price if known:	Peppercorn lease - please see above
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>

Why have you chosen this site? What makes it suitable for your free school?	<p>As with the primary site, this area has been earmarked as a<Redacted>. Kingston Community School will be part of an intentional scheme that is particularly suited to a secondary school site with a sporting hub, recreation ground and a nature/wildlife conservation area included in the design. The mooted development model includes school playing fields within the school footprint.</p> <p>The site boasts excellent transport links <Redacted></p> <p>Chapel St have mapped existing secondary school provision in the borough, and the site occupies a current void in coverage, providing an ideal spatial location that minimises geographic interference with other secondary school catchments and optimises choice for parents. In addition, the site is located in close proximity to some of the most disadvantaged communities in Kingston, an important consideration for Chapel St, as it has targeted its educational approach on raising attainment for communities that have not performed well in traditional state school models (please see Section D for details).</p>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The site is 1.1ha
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	NOT APPLICABLE
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	N/A
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Please confirm the tenure:	Please select
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If other, please explain further:	N/A
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Please include information on purchase or lease price if known:	N/A
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	N/A
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Name and contact details of agent or local authority representative where available:	N/A
--	-----

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

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	NOT APPLICABLE
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	N/A
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Please confirm the tenure:	Please select
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If other, please explain further:	N/A
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Please include information on purchase or lease price if known:	N/A
---	-----

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	N/A
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Name and contact details of agent or local authority representative where available:	N/A
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	N/A
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Why have you chosen this site? What makes it suitable for your free school?	N/A
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
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For independent school convertors

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


CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

CV template	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C

CV template		
	GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in 	██████████
		██████████
		██████████

CV template	
	<p style="text-align: center;">position</p> <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3

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

CV template	
	previous roles.
8.	Reference names(s) and contact details

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification

CV template		
	<ul style="list-style-type: none"> ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's 	

CV template		
	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████



CV template		
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<div style="background-color: black; width: 100px; height: 15px;"></div>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in 	N/A

CV template		
	<p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A

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

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████

CV template		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, 	N/A

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

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

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation
	<ul style="list-style-type: none"> ▪ position and responsibilities held
	<ul style="list-style-type: none"> ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification

CV template		
	<ul style="list-style-type: none"> ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	N/A

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

CV template		
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for 	

CV template		
	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

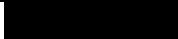
CV template		
	per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact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

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include	██████████
		██████████
		██████████

CV template	
	additional roles
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the

CV template		
	years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
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8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]

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

CV template	
8.	Reference names(s) and contact details

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/ organisation
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications

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

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



CV template	
	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
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CV template		
	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████

CV template		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, 	N/A

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


CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

CV template	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C

CV template		
	GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ 	[REDACTED]
		[REDACTED]

CV template	
	<p>organisation</p> <ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including

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

CV template		
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	██████████
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4.	For finance only: details of professional qualifications,	

CV template	
	<p>including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>

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

CV template	
1.	<p>Name</p>

CV template		
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available):	

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

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include	██████████
		██████████
		██████████

CV template		
	additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	N/A

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

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Time period:
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

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5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, 	

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	as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools)

N/A



Department
for Education

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