



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

**ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL,
WATFORD**

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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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

Section C: Education vision

RATIONALE

The proposers from the Church of England Parish of St John's Watford in partnership with the Diocese of St Albans wish to establish a new Church of England Primary School in Central Watford. The school will help to meet the growing need for more school places in this area as well as providing for a greater choice and diversity of schools and meeting demonstrable local parental demand for a church school.

The Area and Children

The proposed school will be in the Central Ward of Watford. It is an area of wide ethnic diversity. A total 63.8% of the children from Central Primary School, Watford that serves this ward have English as a second language. It would be expected that percentage of EAL children coming to St John's school would also be high. Within this figure there are 28% of these pupils from other white non British background. Many of the parents speak more than one language as well as English. The St John's Church already has contact with a number of these local families through the weekly playgroups and Messy Church, which are attended by about 120 children every month. There has been interest from parents in the Free School proposal who are from a range ethnic backgrounds, including those of other faiths and none.

Based on information from Central Primary School, there is likely to be high mobility of pupils. A full-time learning mentor will be in place from Year 3 to provide support for children moving into the school.

Addressing Basic Need

Watford is the largest town in Hertfordshire with a projected 10 year population growth of 22%, seeing the population grow to 95,300 by mid-2021 and Watford Council's core strategy seeks to deliver 6,500 homes between 2006 and 2031. The council has already indicated that the housing targets and population projections will need to be closely monitored to ensure that demand is met. It is acknowledged that *'a significant infrastructure requirement that needs to be addressed over the next five years is the provision of sufficient primary and secondary school places in order to accommodate the additional demand that will arise. Further options for the permanent expansion of existing primary schools are extremely limited'*. (Watford Borough Council – Infrastructure Development Plan – March 2013)

The child benefits statistics provided by HMRC through the neighbourhood statistics website show how the need has changed from 2005 to 2012. These statistics show an 86% increase over the eight year period for Central Ward compared to 32% for Watford overall, 17% East of England and 16% for England as a whole.

Statistics available from Hertfordshire County Council show that Watford is an area where there is the most rapid growth in the demand for primary school places, with a shortage of 195 primary school places forecast for the 2015/16 intake.

Watford Town School Places Forecast

April 2013 Forecast	2013/14	2014/15	2015/16	2016/17
Number of reception places available	1230	1110	1110	1110
Demand	1182	1223	1305	1266
Supply/Shortage	48	-113	-195	-156
% Supply/Shortage	3.9%	-10.2%	-17.6%	-14.1%
No of Forms of Entry	1.6	-3.8	-6.5	-5.2

(Meeting the Rising Demand for School Places: September 2013 update – Hertfordshire County Council)

Adding choice and diversity of provision locally

Currently, for parents in Central Ward, the choices available for a primary school are limited. One of the two greatest areas of educational need has historically been in central Watford, around the Central Primary school (the closest school to the proposed St John's Primary School). Central Primary has had more applications than places for the past six years.

Central Primary School, Watford

Year	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
Applications	52	60	70	84	77	114
Allocations	30	30	30	30	60	60
Supply/Shortage	-22	-30	-40	-54	-17	-54

The next nearest schools are also over-subscribed, which means that, for example, if you use the church as a base, of the 10 "nearest schools", the distance travelled to all the schools with the exception of Central Primary is greater than the further distance of a pupil offered a place on this year's allocation day. Combine this with the fact that a greater number of households than average have no access to a car/vehicle (39.3%), and realistically Central Primary becomes the only viable school available to some parents. For those who do not obtain a place, travelling to a school further away can cause real difficulties, eg some properties to the east of the area (such as the Radlett Road Estate) may have schools in the neighbouring Hertsmere council area identified as a "nearest school", but with no easy way of reaching them without a vehicle due to the geographical landscape. With lower than average house prices, a strong rental market and strong transportation links/close proximity to the town centre, industrial areas and commercial properties, the area is attractive to commuters and those on lower incomes, and this would also make the proposed school attractive to those who work in the area or use the railway stations to commute, even though they may not live in the immediate vicinity of the proposed school.

There is also a long-term development plan for Watford Junction Station, with phase I expected to start 2018/19 with an initial 150 properties being built, but with the overall development 1,500 properties are proposed. Although the plans include a school, there is no indication in the originating document when that school may be built.

A new Church of England Free Primary School will add to the diversity of provision in the area. There are no Church of England schools within Watford. The only Church of England provision is outside the town in surrounding villages. These schools are over-subscribed as are the two Roman Catholic schools in Watford. We want to create a Church of England primary school in the town to give more parents the choice of a faith-based education. Church of England schools are very popular with parents. The table below shows the substantial demand for Church of England school places in schools surrounding Watford

Admissions to Church Schools surrounding Watford

School Name	Primary/ Infant	Town	PAN		Applications		Allocation		Supply/ Shortage	
			2013	2012	2013	2012	2013	2012	2013	2012
Church of England Schools										
St Nicholas (VA)	Primary	Elstree	30	30	45	45	30	30	-15	-15
Chipperfield (VA)	Primary	Kings Langley	30	30	72	84	28	30	-44	-54
St Paul's	Primary	Langleybury	30	30	75	95	30	31	-45	-64
St John's	Infant	Radlett	60	60	172	144	60	60	-112	-84
St Peter's (VA)	Primary	Rickmansworth	30	30	105	101	30	30	-75	-71

We propose an inclusive school which will welcome children from all backgrounds and faiths. Our mission will be firmly based in seeking to bring the best education to those in greatest need.

Church schools in the Diocese of St Albans achieve high standards. 27.4% Primary Schools have a grading of Outstanding and 58.8% are Good. A total of 86.2% of the church primary schools in the Diocese are Good or Outstanding. (All Hertfordshire Primary Schools 79.0%).

Improving education in the Central Ward Watford [2013 DfE data]

School		% achieving Level 4 or above in reading, writing and maths 2013	% achieving level 4B or above in reading and maths and level 4 or above in writing 2013	% achieving level 5 in reading and maths and writing 2013	% making expected progress		
					Reading	Writing	Maths
Central Primary School	All pupils	44	41	11	73	86	82
	Disadvantaged pupils	27	27	0	55	73	91
	Other pupils	56	50	19	91	100	73
Chater Junior School		77	66	23	95	92	93
Field Junior School		83	80	48	95	98	100
England		74	63	21	88	92	88

It is clear from this table that Central Primary School is performing below the standards of other schools in this area of Watford, and that there is a significant attainment gap between advantaged and disadvantaged pupils. It is in the lowest 20% of similar schools for Reading, Writing and Maths in 2013. This standard of achievement will be unacceptable at St John's Primary School. It is therefore setting ambitious targets for the pupils that will exceed those of Central Primary School and be in the top 20% of similar schools. (See D2) .The way in which St John's Primary School will improve the educational standards for children in the Central Ward of Watford, particularly the disadvantaged, is described in D1 and D2 Significant support will be put in place to ensure that the gap is closed between advantaged and disadvantaged pupils to enable success for every child.

VISION AND ETHOS

Introduction

St John's Church of England Primary School will be a church school that is part of the Diocesan family of 135 schools. The school will have religious designation as a Church of England school. There will be 60 places per year for Reception age children, at least 50% will be for those who live in the local area and up to 50% of those will be allocated to parents who attend regularly a Christian Church in the local area

Vision and Ethos.

St John's will be at the heart of richly diverse community. The education and services it provides will serve the whole community, valuing and making the most of its dynamic blend of ethnicities, languages, cultures and religions. In addition to the curriculum within the school day, its extended school activities will widen horizons for both children and adults alike. It will be a social hub for

families and carers so that they can see it as a centre of support, care, community and education in its widest sense.

Building on the diversity of the local community, the school will raise awareness in children of the wider global community. It will establish links with school communities in Europe and beyond so that children begin to understand the cultures and lives of children beyond Watford and the United Kingdom.

St John's will welcome children from Christian families, from other faiths and from no faith backgrounds. The ethos of St John's will be based on core Christian values: love, justice, forgiveness, gratitude, generosity, truth and integrity, and hope. These will underpin all elements of school life, and will enable every child to develop as a moral, social and spiritual human being. Every child, whatever their background, will be valued as a unique child of God, and will be enabled to grow in confidence and self-belief through their experience of school life at St John's.

St John's will provide a stimulating learning environment where every child, whatever their needs, their language, their background has the opportunity to reach for the skies.

St John's will provide a unique educational experience for children in Watford through its Christian ethos, its understanding of the needs of the community and the profile of pupils. It is totally committed to high quality education and the improvement of life chances for all.

Educational Excellence

We will teach the National Curriculum in creative and exciting ways that enables children to exceed national standards with a clear emphasis on spoken English, reading, writing numeracy and computing. We want all our children to reach their full potential, and love learning

We want to create a school:

- Which is fully inclusive and meets the needs of all children
- Which has high standards of achievement that exceed national standards
- That teaches the National Curriculum in creative and exciting ways
- Where a clear emphasis is placed on Spoken English, Reading, Writing, Maths and Computing
- Which challenges our children to achieve their full potential, preparing them for the next stage of their education

Development of the whole child

We are committed to all aspects of a child's development, supporting them to become responsible and moral members of the community, to make healthy lifestyle choices and to become creative and inquisitive life-long learners

We want to create a school in which children:

- Develop as creative and inquisitive learners
- Understand right and wrong and achieve exemplary standards of behaviour
- Are supported to make healthy lifestyle choices
- Have opportunities for reflection and spiritual growth

Christian Ethos

The Christian ethos of loving your neighbour, respecting each other, and valuing diversity will be integral to our school life.

We want to create a school which will:

- Be rooted in Christian values
- Enable all children to explore the Christian faith, experiencing collective worship and prayer
- Enable children to have an understanding of people of faith

Community

Our school will be at the heart of our community, serving those that need us and installing value of service and community in our children

We aim to create a school which will:

- Have strong links with the Parish Church and wider community
- Encourage children, staff, parents and carers, Church and local community to work together as a team
- Develop responsibility in serving others in the local community
- Have a strong partnership with parents to support the education of their children and the life of the school.
- Provide support for families through local services, social events, adult education courses and parenting advice.

Key Performance Indicators

Educational Excellence

- KS 2 Assessment Reading, Writing and Maths over 80% level 4, 30% level 5. 78% Level 4 for EAL pupils, and 68% for FSM pupils.
- Attendance: 96%, with no parents taking pupils out during term time
- A wide range of experiences and creative opportunities which engage pupils in their learning to be monitored through lesson observations
- Positive liaison with Secondary Schools to provide a smooth transition to the next stage in education measured by a questionnaire to former pupils in year 7.
- Learn to communicate in at least one foreign language to at least Common European Framework of Reference for Languages A1

Development of the whole child

- Enjoyment in and engagement with learning, demonstrating a range of key learning skills – to be monitored by lesson observation.
- High standards of behaviour both in school and out with no incidents of bullying or racist incidents and no exclusions. In class minor disruptive behaviour affecting the learning of others will not be allowed monitored by senior staff on walk through observation.
- All children will eat healthily in school and will take part in at least 1 hour of PE per week.
- Children being active participators in their learning through reflection, keeping learning journals and contributing ideas to planning.

Christian Ethos

- Core Christian values in evidence in children's behaviour, relationships and respect for others.
- Pupils can demonstrate and understanding of the variety of Christian expression and worship.
- Pupils show they will value the faith of others and demonstrate respect for other faiths in the school.

Community

- Evidence of effective links between the vicar and members of the congregation at St John's with the school, e.g. leading collective worship, voluntary roles within the school, school premises being used for church groups. This will be monitored by the church school inspection.

- A strong team ethos between the staff and parents with a collective responsibility for the well being and education of the children. Regular contact between staff and parents at least every term.
- Children's participation in a Community Challenge Scheme in extra-curricular time demonstrating that they are serving the community. E.g. through fund-raising, entertaining community groups.
- Evidence of effective partnerships with community groups and organisations
- Regular involvement of parents in the life of the school and their child's learning. At least 80 per cent of the parents will visit the school to join the children in their learning. Special provision will be made for those who are not fluent in English.
- The school being used as a centre for community groups, social events for parents and adult education, including parenting classes and/or advice.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60	60
Year 2				60	60	60	60	60	60
Year 3					60	60	60	60	60
Year 4						60	60	60	60
Year 5							60	60	60
Year 6								60	60

Section D: Education plan – part 2

[Links to vision in blue]

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	5hrs 50 mins each week, KS2 4hrs 40 every third week (14 hours over three weeks) 5 hrs KS1	Mandatory	The calculated hours include one discrete maths lesson each day + mental maths. There will also be cross curricular opportunities to apply maths, and a maths investigation session on Fridays.
English [reading, writing, phonics, spoken English, GPS]	6 hrs 40 each week, 4 hours every third week (14 hours over three weeks))	Mandatory	The calculated hours include a discrete English lesson each day, phonics in KS1 and early KS2, guided reading, and editing work. Pupils will also be developing aspects of literacy across the whole curriculum and through the school week. E.g. drama in topic work; stories at the end of the day.

	5 hrs.50 KS1		
RE	1 KS2 0.75 KS1	Mandatory	Following Hertfordshire Agreed syllabus for RE
Computing	1 KS2 0.5 KS1	Mandatory	Children will be taught computing in line with the new programme of study for a half hour session in Reception and KS1, building up to longer lessons in KS2. ICT will be used regularly to enhance learning across the curriculum outside of the discrete lessons.
Science History Geography Design and technology Art and Design	6 hours of cross curricular topic work + discrete science teaching at least 1 hr per week	Mandatory	Over the year planned cross curricular topics will have a science, history or geography focus. The curriculum will be carefully planned to ensure that the programmes of study are covered and learning objectives met. Where the cross curricular topic does not enable the science programme of study to be taught, this will be taught separately.
Music	1	Mandatory	Singing + music performing, composing and appreciation
PE	1.5 - 2	Mandatory	Two lessons of PE each week, building from 1.5 hours (end of KS1) to 2 hours by the end of KS2.
Art and design	1	Mandatory	Where possible art and design will be taught within the context of the topic.
Design and technology	1	Mandatory	Similarly, design and technology will be linked to the topic where this enables the development of learning in this area.
Philosophy for Children	0.5 once a fortnight	This will be part of the curriculum	See separate text
Personal, social & health education	0.5	weekly	
Foreign Language [Spanish]	0.5	Weekly from Y2 onwards	
Community focus	1 day in 3 weeks		
Out of school hours curriculum provision will include the expressive arts, sport, healthy lifestyles, and taking care of the environment.	i) morning Breakfast Boosters 0.5 hrs ii) 1 hour for each weekly	voluntary	Extended curriculum provision will include a balance between sport, the arts and the environment e.g. street dance, gospel choir, art, garden, football,

A typical school day in KS2

<u>time</u>	<u>Activity</u>
8.10 – 8.40	<i>Breakfast Booster: learning support group which could include maths pre-learning for SEN; language support for EAL; writing challenge for G & T./reading booster</i>
8.45 – 9.00	Registration + early morning learning activity e.g. mental maths/reading 1:1
9.00 – 9.10	Yrs 5 & 6: Mental maths/responding to feedback marking in maths Yrs 3 & 4: Wake and Shake (aerobic activity)
9.10 – 10.10	Maths lesson
10.10 – 10.30	Collective worship
10.30 – 10.45	Playtime
10.50 – 11.00	English: responding to feedback marking/improving work
11.00 – 11.55	English lesson
11.55 – 12.15	Guided reading/reading activities
12.15- 1.15	Lunch/playtime/lunchtime clubs/
1.15 – 3.00	Creative curriculum topic (science/history/geography/design and technology/art and design)
3.00 – 3.15	Class book / learning journal / prayer.
3.30 – 4.30	<i>After school clubs</i>
<i>Evening</i>	<i>Adult education/ local groups</i>

A typical school day in KS1

<u>time</u>	<u>Activity</u>
8.25 – 8.40	<i>Breakfast Booster: reading 1:1</i>
8.45 – 9.00	Registration + early morning learning activity e.g. mental maths/reading 1:1
9.00 – 9.10	Wake and Shake
9.10 – 10.00	Maths lesson
10.00 – 10.10	Number games/mental maths
10.10 – 10.30	Collective worship

10.30 – 10.45	Playtime
10.50 – 11.10	Phonics
11.10 – 12.00	English lesson
12.00 – 1.15	Lunch/playtime/lunchtime clubs/
1.15 – 1.45	Computing
1.45 – 3.00	Creative curriculum topic (science/history/geography/design and technology/art and design)
3.00 – 3.15	Class book /prayer.
3.30 – 4.30	<i>After school clubs</i>
<i>Evening</i>	<i>Adult education/ local groups</i>

Curriculum organisaton:

- The creative curriculum will be taught on three afternoons, to allow time for quality teaching and learning in other areas of the curriculum e.g. RE, science, PE, art and design, music.
- Every third Friday will be a Fun Fifteen Friday, and planned activities will be connected to groups and organisations within the community.
- Other Fridays will include Philosophy for Children, PSHE, learning journals. Maths investigations, foreign language.

EYFS curriculum

The school will follow the Early Years Foundation Stage framework, basing the curriculum on the four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

EYFS teachers will plan a framework of topics for the Receptions classes, but will plan opportunities that build on and extend the children’s knowledge, experience and interest and develop their self-esteem and confidence. They will provide a wide range of opportunities to motivate and support the children and help them learn effectively. Through the curriculum children will be encouraged to develop social skills, make choices, act on their own initiative and manage their feelings and behaviour.

An example framework for the Reception Class curriculum at St John’s could look like this:

Autumn Term	Spring Term	Summer Term
Ourselves	Fairy Tales	Splish, Splash Splosh (water/holidays)
Harvest	Or Up in the sky (things that fly)	Watford(where we live/people that help us)
Winter festivals	Easter and New Life	

A typical school day in the Foundation Stage

<u>Time</u>	<u>Activity</u>
8.45 – 9.00	Registration + early morning book box
9.00 – 11.50	The morning will typically include phonics, literacy, maths. with some adult directed learning and a high proportion of child initiated learning, indoors and outside. Wake and Shake Snack time Other prime and specific areas of learning as below.
11.55 – 1.15	Lunch/playtime
1.15 – 3.05	Afternoon activities will include the other five areas of learning: personal, social and emotional development, physical development, understanding the world, expressive arts and design, and RE Communication and language will be developed throughout the day in all learning activities.

Section D1 – The Curriculum Plan

Curriculum principles

Vision: We want to create a school:

- that teaches the National Curriculum in creative and exciting ways;
- which has high standards of achievement which exceed national standards;
- where a clear emphasis is placed on reading, writing, numeracy and computing skills.
- which challenges children to achieve their full potential, preparing them for the next stage in their education;
- in which children develop as creative and inquisitive learners;
- in which children have opportunities for reflection and spiritual growth.

The curriculum at St John's will be designed to engage, excite, challenge and motivate children to love learning and be confident in their abilities to succeed. Research has shown through feedback from a wide range of schools that an engaging creative curriculum, which enables children to enjoy their learning, has a positive impact on raising standards. The breadth and balance of the curriculum will equip them with the skills and confidence for the next stage in their education and for later life.

The curriculum will embrace the programmes of study of the 2014 National Curriculum, enabling subjects to be taught both discretely and through a creative cross-curricular approach. English, including phonics, and maths will be taught discretely every day to ensure progress and rigour in moving learning forward, and to ensure the acquisition of essential basic skills.

The anticipated profile of pupils will include a high percentage of EAL pupils. The curriculum will have a strong practical element to support their engagement with the curriculum and language development, and fully include them in all areas of learning. There will be opportunities for children to share their culture and language with their peers. Specific language support is detailed in the Education Plan.

Similarly, learning opportunities will be planned to enable SEND pupils to feel successful and more confident through practical activities, working collaboratively and having their contributions valued. Specific support will be provided to ensure progress in core skills in reading, writing and maths.

Learning without limits: There will a growth mindset, following the educational philosophy of Carol Dweck in the school where expectations for all pupils are high and have no glass ceilings. Although work and tasks may be differentiated to meet all ability levels, children will not be 'stuck' in ability groups, but will have opportunities to rise to new challenges in all lessons. Groupings will be flexible to enable pupils working at similar levels and mixed levels of ability to work together. This encourages positive attitudes to learning and supports self-esteem.

- ❖ The long-term curriculum map of topics will be planned to be relevant to the lives and interests of the children in the school who attend St John's and accessible to all. The long term plan will be balanced to ensure the content of all curriculum areas are fully covered.
- ❖ Careful planning will ensure that the curriculum content and skills for each subject will be covered within a flexible and stimulating topic-based curriculum. Cross curricular connections will be carefully mapped, and where possible make relevant links with the literacy and maths curricula, to give exciting contexts for learning in these areas.
- ❖ Learning objectives for each subject/area of learning will be clear to ensure progression in learning and skills and curriculum coverage. There will be a clear map for developing learning skills through the school, both subject specific and general.
- ❖ There will be a designated 'learning journey' for each year group encompassing the whole curriculum. Children will have ownership of this to encourage them to see themselves as active learners. They will have opportunities to reflect on their learning at the end of the week, and record progress in a learning journal.
- ❖ The curriculum will cater for different learning styles and meet the needs of all pupils. The key aim will be to make learning engaging, motivating and fun. There will a focus on experiential learning, enabling knowledge, understanding and skills to be developed through hands-on practical experience. EAL and SEN pupils will be supported through this kinesthetic approach to learning.
- ❖ The curriculum will be imaginatively enhanced by a programme of enrichment activities to include 'wow' days at the start of each topic, and visits and visitors to stimulate children's interest in the current topic.
- ❖ There will be a focus on using up to date technology, integrating this into the curriculum to enhance learning, encourage creativity and equip children with skills for future life.
- ❖ The curriculum will provide opportunities for children to develop curiosity and imagination. We will aim to enable independence, resilience and confidence in children as learners.
- ❖ From Reception onwards, children will be encouraged to become independent thinkers through active encouragement to ask questions, hypothesise and articulate their thoughts and ideas. Children will formulate their own questions at the beginning of a new topic in order to plan lines of enquiry.
- ❖ There will be an opportunity for all children to study one foreign language.
- ❖ The curriculum will provide opportunities for the moral, spiritual, cultural and social development of the children. It will promote responsible citizenship and a global awareness of the world in which they live. The curriculum and all learning opportunities will be underpinned by core Christian values.
- ❖ Opportunities will be created for developing understanding of the different cultures and faiths within the school community. Fun Fifteen Fridays will be introduced once every three weeks to provide a focus on different aspects of richness and diversity of the community in which the school is situated.

- ❖ Partnership with a school in a developing country will encourage knowledge and understanding of the world, and awareness of a community very different from Watford.

Expected Pupil Intake

Below is a table showing the characteristics of schools in Watford and other schools to provide comparison. The church schools are from urban areas in the East and South East of England. From this data we have considered the characteristics that we would expect for St John's Watford and provided an estimate.

Schools for comparison	Location	Number of Pupils	% of boys	% of girls	% of pupils with special needs	% of pupils whose first language is other than English	% of pupils eligible for free school meals	% of pupils eligible for free school meals during the last 6 yrs	% Level 5 for reading writing and maths
Local Schools									
Central School	Watford	278	51.1	48.9	12.2	63.8	14.3	22.3	11.0
Chater Infants	Watford	240	51.7	48.3	2.9	80.0	8.9	12.2	N/A
Chater Junior	Watford	240	52.9	47.1	5.8	80.8	11.3	20.8	23.0
Watford Field (I&N)	Watford	263	53.2	46.8	8.4	44.2	13.8	16.7	N/A
Field Junior	Watford	222	46.4	53.6	5.0	42.8	13.1	22.1	48.0
<i>Average</i>			<i>51.1</i>	<i>48.9</i>	<i>6.9</i>	<i>62.3</i>	<i>12.3</i>	<i>18.8</i>	<i>16.0</i>
Other similar schools									
Peartree Primary	Welwyn	167	50.9	49.1	12.0	30.0	40.0	51.5	0.0
St Barnabas & St Pauls	Blackburn	295	43.7	56.3	3.0	72.4	31.5	45.1	26.0
Church schools in similar areas									
All Saints Cof E Aided	Peterborough	334	49.4	50.6	3.3	63.3	11.4	22.2	17.0
Orchards CE Primary	Wisbech	396	53.3	46.7	5.6	45.2	34.4	39.8	0.0
St Luke's CE Aided	Cambridge	162	51.9	48.1	7.4	43.3	15.8	21.6	13.0
St John's CE Aided	Reading	355	51.0	49.0	12.4	57.8	8.7	13.8	26.0
Holy Trinity CE Aided	Dartford	367	52.3	47.7	10.9	46.9	19.4	24.8	13.0
<i>Average</i>			<i>51.6</i>	<i>48.4</i>	<i>7.9</i>	<i>51.3</i>	<i>17.9</i>	<i>24.4</i>	<i>13.8</i>
Overall LA									
		97,775	51.1	48.9	6.9	13.5	12.1	18.4	27.0
National									
		4,309,580	51.0	49.0	7.7	18.1	19.2	26.8	21.0

St John's (estimate)	Watford	420	51.0	49.0	8.0	50.0	14.0	20.0	30.0
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Special Needs and FSM

It is estimated that the proportion of boys and girls will be approximate that for the average of Watford Schools close to the proposed school. We would not expect this to vary greatly from the national average. The estimated percentage of children with special needs of 8.0% would be lower than Central School, in line with the average of similar church schools but slightly higher than the local average and the national average. Good provision for children with special needs will be important for the school. To estimate the levels of FSMs we have looked at the local schools to help set it as this will reflect the economic profile of the area most accurately. We would expect them to be slightly lower than Central Primary School.

English as a Second Language

The most significant characteristic of the school will be the number of children with English as a Second Language, which we estimate to be approximately 50%. Looking at other church schools in similar areas they have significant numbers of EAL children but the percentage tends to be lower than similar community schools. We would expect St John's to have a significant number of EAL children but this number would be lower than Central School. The most significant groups in Central School are 28% who are white other than British and Indian/Pakistani 19.1%. The many of the white other than British population in the area come from Eastern Europe often speaking more than one language with multilingual homes. The parents with this background are attached to a church school as many of them have a catholic culture in their country of origin. They want their children to have Christian education. The Indian and Pakistani parents although most are not Christian they often wish their children to be educated in a school where faith in God is taken seriously and they are respected. It will be very important that the school curriculum and the support for learners takes into account the probable high percentage of EAL children in the intake.

Gifted and Talented Children

There is no data on the number of gifted and talented children in schools other than to base an estimate on the number of children who gain level 5 at KS2. We would expect the percentage to be higher than Central Primary School but lower than Chater Junior School reflecting the mixed intake that would be expected for the school as a church school. It would be estimated that the school would have between 5 and 8% of children on a gifted and talented register which is approximately one third of the pupils expected to achieve level 5 at KS2. It has already been established that some children will come from multi-lingual homes so we would expect there to be a number of children who are talented linguists.

Type of Curriculum

In making decisions about the design of the curriculum for St John's, careful consideration has been given to the different elements of the pupil profile for the school.

The priority given to ensuring high standards in all areas of literacy and maths (see typical day timetable) will ensure that all children, whether those who do not have English as a first language, and those who come from disadvantaged backgrounds, have the best possible chance to succeed in their education and preparation for life. [\[Vision: a clear emphasis will be placed on reading, writing, numeracy and computing skills.\]](#)

A creative, enriched and vibrant curriculum has been designed to engage all groups of pupils in learning and to ensure that they want to come to school. It is expected that some children will come from families who may not have had a positive experience of school in their own childhoods, and may pass negative attitudes to their children. St John's will aim to redress this through an

exciting and motivating curriculum which will engage children. Every effort will be made to involve parents in their children's learning.

An emphasis on spoken language and on practical activities will support the learning and development of pupils with EAL and SEND

Building the community into the curriculum, both in terms of outreach and partnerships, will help to promote cohesion in the school's community [e.g. through the Fun Fifteen Fridays] and encourage responsible citizenship in the pupils and respect for others whatever their differences

Content of the curriculum

[CP]The curriculum map for St John's will include the content of the new National Curriculum 2014 and other elements which we feel are important and relevant to the St John's community, for example Philosophy for Children, PSHE and a community focus. The National Curriculum 2014 will form the basis of the curriculum at St John's. In designing the whole school curriculum, the intention is to expand the curriculum to provide a broad education which is relevant and appropriate for the children in the school, with direct reference to the curriculum principles, and the vision for the school.

The purposes and aims of study in the new curriculum will provide the generic learning outcomes for each subject area, and the programmes of study detail the content and standards. Following the national curriculum in core subjects will support pupils in reaching the required standards at the end of each Key Stage, and will prepare them for the next stage of their education.

The National Curriculum programmes of study for English and maths provide clear progression in basic skills. The expectations for each key stage are clear, but despite prescription in what needs to be taught, there is also flexibility for the school to plan the programme of study for each year group according to the starting points and needs of the children.

Following the Chris Quigley curriculum model, the curriculum will be underpinned by key 'drivers' which will be carefully chosen to make a difference to the children in the school, and which match our vision. The school would need to consider the values of the school, the traits it would like to see in the pupils, and their backgrounds. For example curriculum drivers which would be appropriate to the profile of children at St John's might be: Community, Spirituality, Possibilities (raising aspirations) and Knowledge of the World, for example taking the creative curriculum topic of Chocolate (see below) the curriculum driver 'possibilities' could demonstrate to the children all the different jobs people do to design, produce, market and sell a bar of chocolate. The school would need to decide on the traits of each driver, and how they would look within the curriculum. They would be the golden threads within the curriculum, and ensure its distinctiveness as a primary school within its unique community.

Delivery of core subjects

Maths

Teaching and learning in maths will follow the 2014 National Curriculum programmes of study. Areas of learning within maths will be linked together to consolidate learning and enable maths topics to be revisited during each year e.g. reinforcing aspects of number work through 'measures'. There will be a discrete maths lesson every day. Wherever possible, maths teaching will make links with everyday life and lessons will be set in familiar contexts for children. Similarly, links will be planned into topic work and other areas of the curriculum, especially science, to enable children to apply their mathematical knowledge in different contexts. Maths lessons will routinely include opportunities for mental calculation and problem solving. Children will be encouraged to explain their reasoning and to develop their mathematical vocabulary. Able mathematicians who grasp new maths concepts rapidly will be extended through problem solving

challenges, Pupils who find it difficult to absorb concepts will be given additional practice to consolidate understanding.

Removing barriers to learning: (see *Curriculum Principles*)

- There will be a strong practical element to teaching and learning in maths to support learning for all children, but in particular those who find it difficult to grasp and internalize new concepts and all pupils with EAL and SEN.
- Bi-lingual LSAs will support learning in maths for EAL pupils by explanations in the home language and English, reinforcing key maths vocabulary in English.
- Pupils who find maths difficult and are at risk of underachieving will be given opportunities for pre-learning (Breakfast Booster clubs) i.e. they will have a teacher-led group tutorial prior to the class lesson on a new unit of work to build their understanding in small steps. This will boost confidence and enable children to be successful and achieve in lessons.
- Ongoing formative assessment will ensure that misconceptions are addressed, and forward planning takes into account areas where learning is insecure. Additional practice will be given to consolidate learning where necessary.
- Work will be differentiated to provide challenge for all levels of ability. However, pupils will not be placed in fixed ability groups. After the main teaching input and modeling, children will be invited to choose one of three 'challenges', planned for different ability levels. Children invariably choose the right level of challenge, and at the same time, know that adult support is available if needed. This removes the 'glass ceilings' imposed by fixed ability groups, and allows children to take control of their learning. This is particularly effective in maths, as some learners may excel in one area e.g. shape, but find other areas e.g. numerical concepts more difficult.

[Curriculum Principle – Growth Mindset]

English

Vision: a clear emphasis will be placed on spoken English, reading and writing..

Fluency in English, spoken, reading and writing, is the foundation for all learning and communication, and is the key to unlock the whole curriculum. St John's is strongly committed to building fluency and confidence in English to enable children to be success in all subjects and to prepare children for the future.

- It will be taught as a subject in its own right to ensure that the 2014 National Curriculum programmes of study are thoroughly covered.
- It will be fully integrated into all areas of the curriculum and appropriate links planned into cross-curricular topics.
- A daily phonics lesson will be taught in the Foundation Stager, Year 1 and Year 2. additional phonics sessions will be provided for pupils in Key Stage 2 whose knowledge is still insecure.

Spoken language

'Spoken language underpins the development of reading and writing'. (NC framework 2014).

The school puts high importance on the quality of language heard by the children: stories, poems, grammatically correct English, adventurous vocabulary. Children will be encouraged to express themselves orally in order to develop their thinking and ideas. The school will aim to build confidence to speak in front of an audience, both in class and whole school situations. Philosophy for Children sessions encourage children to develop their skills in articulating thoughts and exploring ideas at a more complex level (see below). Frequent opportunities for role play and drama to develop language and prepare pupils for writing.

Reading

In order to engender a love of books and reading for pleasure, the children will have access to a wide range of books and planned opportunities to develop enjoyment in reading.

The school will promote a love of reading by giving it a high profile in the school. Strategies could include Readathons, reading passports, parents reading with children in schoolsnugs. The school will involve parents in supporting children with reading at home, and provide guidance to facilitate this. There will be budget allocation each year to build up a school and class libraries. There will be a wide range of bi-lingual books to encourage the development of language and a love of books.

Writing

Pupils will be given frequent opportunities to write for a range of purposes across the curriculum so that they can see writing as both a meaningful mode of communication and a channel for their imagination. The writing genres within fiction, non-fiction and poetry will be specified for each Key Stage. Grammar, punctuation and spelling will be explicitly taught as soon as children begin to write independently. There will be an emphasis on preparing children for the writing through talk, discussion and drama. E.g. the Pie Corbett Talk for Writing approach would support children's success as writers.

Developing vocabulary

Teachers and support staff will encourage children to develop a rich vocabulary and systematically increase their 'word store'. This will be done through planned development of subject specific vocabulary, and encouraging children to make adventurous choices in prose and poetry writing.

Removing barriers to learning:

In addition to the support strategies outlined below for EAL and SEND pupils, the following measures will be in place to support children who are finding it difficult to make progress in English:

- Daily reading aloud to an adult to improve fluency and phonics knowledge
- Individual or small group support with grammar, spelling and punctuation from trained LSAs. Dedicated time within the timetable will be planned for this.
- Supported Talk for Writing for SEN and EAL to prepare them for writing tasks.
- Teacher led guided writing sessions within lessons
- Writing frames to scaffold learning
- Use of laptops or tablets to facilitate writing process and enable children to be successful
- Opportunities planned into lessons for discussion, role play and drama to develop language and encourage self-esteem.
- Breakfast Booster clubs will be planned to target groups of children who need additional support.

Philosophy for Children

Philosophy for Children sessions will be planned into the curriculum on Fridays to develop skills in reasoning, questioning, oracy, vocabulary and thinking at a deeper level. This community of enquiry approach has been proved to have cognitive and social benefits for all children, and improves confidence and self-esteem. Each P4C session will start with a stimulus to invite questions from the children. This stimulus could be a picture, photo, poem or a question relating to the curriculum, and the P4C process encourages children to think and reason as a group. It has been shown to improve literacy, numeracy and oracy skills, and encourages children's engagement with learning. Research has shown that the gap between FSM pupils and other pupils has decreased in schools using P4C, and it can support pupils who find expressing themselves in writing difficult. The emphasis on thinking, questioning and reasoning will support EAL pupils with the development of spoken English.

Religious Education

Religious Education at St John's will be taught according to the Hertfordshire Agreed Syllabus 2012-2017 together with the Diocesan Guidelines for RE. This is in line with the other church

schools in the Diocese. This enables the pupils to have equal access to a broad RE curriculum as those in non-church schools. This is important when they are making the transition to secondary education. The pupils will acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire.

In order to meet the statutory requirement of this Agreed Syllabus the school will ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;

RE will be taught both as a discrete subject and also as part of the creative curriculum as appropriate making use of visitors and visits to places of worship. We believe that learning in RE needs to be like the rest of the curriculum creative and engaging, and it is expected that the quality of teaching and learning and standards in RE will be as high as in the core subjects.

Parents have a statutory right to withdraw their children from the teaching of Religious Education. It is experience in the Diocese that this right is rarely exercised in the church schools as parents recognise that their children are being taught according to a RE curriculum that is common to other children in Hertfordshire schools which is a valuable part of their learning for being citizens in a multicultural society. The intention is that the school respects children from all faith and none and therefore will seek to meet the needs of all children recognising that they need the opportunity to have time for reflection and to develop spiritually regardless of faith or none. If parents wish to withdraw their children from Religious Education then the school will work with them to ensure that there is a meaningful alternative for the children. If it is because they are from another faith then it may be appropriate to approach the faith community for support with advice on the alternative provision offered to the children. It will be important to engage in a conversation on the shared values that are held in common as this will form the basis of the alternative activities. There may be some areas of RE when they are able to take part in agreement with their parents. The alternative provision will be based on high quality values work that can be based on appropriate multi-cultural stories giving the children a range of learning and reflective activities supported by a member of the school staff. Where possible the themes will run parallel with those in Religious Education so that the children are able to share experiences and learning with each other.

Advice on the RE curriculum and teaching will be available from the Diocesan via courses and the RE Adviser. As the school will be a Church of England school RE will be inspected under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework at regular intervals.

Computing

Vision: a clear emphasis will be placed on..... computing.

Computing will be taught as a discrete subject and when appropriate it will be part of and contribute to the wider curriculum. We consider that this subject will be stimulating and creative for the pupils and will be a central part of the curriculum. Computing will encourage curiosity, creativity and challenge. The pupils can be involved in projects that are meaningful and practical and allow for problem solving. There will be opportunities for collaborate learning and assessment.

Computing will be taught in three strands of computer science, information technology and digital literacy as part of the broad and balanced curriculum. The core of computing will be computer science, in which pupils will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils will be equipped to use information technology to create

programs, systems and a range of content. Computing will also ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

It will be essential that the school is well equipped with the infrastructure to support the teaching of computing. The pupils will have access to a wide range of digital equipment to aid their learning. Staffing expertise and leadership of the subject will be essential for developing the subject fully together with good technical support. Where it possible the school will make use of expertise available from parents, the church and the wider community. The pupils will have opportunity to see how computing relates the world of work.

All pupils will have access to computing. The school will ensure that SEND and EAL pupils have full access to computing, allowing them to work in collaborative groups. The school will use information technology to support their learning as appropriate. The school will ensure E-safety is addressed all through the teaching of computing and the use of information technology.

Healthy lifestyles

Vision: Children will be supported in making healthy life-style choices.

As a key part of our vision, children will be encouraged to make healthy life style choices. This will primarily focus on having a good diet, the importance of taking exercise, dangers of harmful substances and how to keep safe. Key messages will be delivered through the science, design and technology and PSHE programmes of study. The school will ensure that school dinners are made from wholesome and healthy ingredients, and similarly there will an emphasis on healthy packed lunches and snacks. Sweets, crisps and sweet drinks will not be allowed in school. All children will have two PE lessons during the weeks which will involve aerobic activity. Participation in after-school sports clubs will be encouraged. 'Wake and Shake' sessions will take place during the school morning to keep the children active and encourage concentration. After school clubs will include growing food and cooking to emphasis the importance of fresh food. Raising awareness about harmful substances will be age related and follow national guidance.

The creative curriculum

Vision: to teach the national curriculum in creative and exciting ways

Starting with the premise that creativity is 'purposeful, imaginative activity with value' () the school will plan a curriculum which

- Had clear educational purpose
- Is delivered with imagination
- Has measurable educational value

The curriculum map outlining content for each key stage will be broken into coverage for each year group, giving teachers clarity about what has to be taught. Teachers will then plan engaging topics which enable the content to be covered.

The *content of the curriculum* will be taught creatively through planning topics which make connections between different areas of the curriculum so that children can learn in a deeper and more meaningful way. As young children learn and explore the world about them, they do not learn in neat subject 'boxes' e.g. geography, but discover and learn when they can make natural links and see connections between things. This creative approach to learning enables children to engage in imaginative and purposeful activities which excite them and make them want to learn. This enjoyment of learning is been shown to have a positive impact on standards and achievement.

Research has been carried out into different models for designing and delivering a creative curriculum. The curriculum plan for St John's will be based on ideas from the Chris Quigley model, taking into account:

- The needs of the children
- The core Christian values of the school
- The community
- The location of the school

Chosen topics are likely to focus on the content of different areas of the curriculum e.g. history, science, and a balance will be planned over the year and the Key Stage. Where subject specific programmes of study can not be fully covered through a topic e.g. science, these subjects will be taught discretely to ensure all learning objectives are met e.g. there will be separate lessons to meet the learning requirements in computing, but information technology will be used extensively to enhance learning in other areas of the curriculum. English, maths, RE, PE, music, PSHE will always be taught as standalone subjects, but links will be made with topics where this develops learning.

Teachers will create a plan for with clear learning outcomes for each programme of study within a topic. The standards within the programmes of study will determine the assessment criteria. Progress will be measured using key milestones for each programme of study in Year 2, Year 4 and Year 6. There will a focus on the progression of key skills for each subject area as children move through the school. These will be mapped by the subject leaders.

There will an overall curriculum map for the school showing topics which will ensure balance between different areas of the curriculum, and map National Curriculum coverage and progression. Subject leaders will be responsible for ensuring the programmes of study are met.

Flexibility within this creative model will allow a range of learning styles, which is particularly relevant for St John's which will have a high percentage of EAL and SEN pupils, who will benefit from kinesthetic learning opportunities.

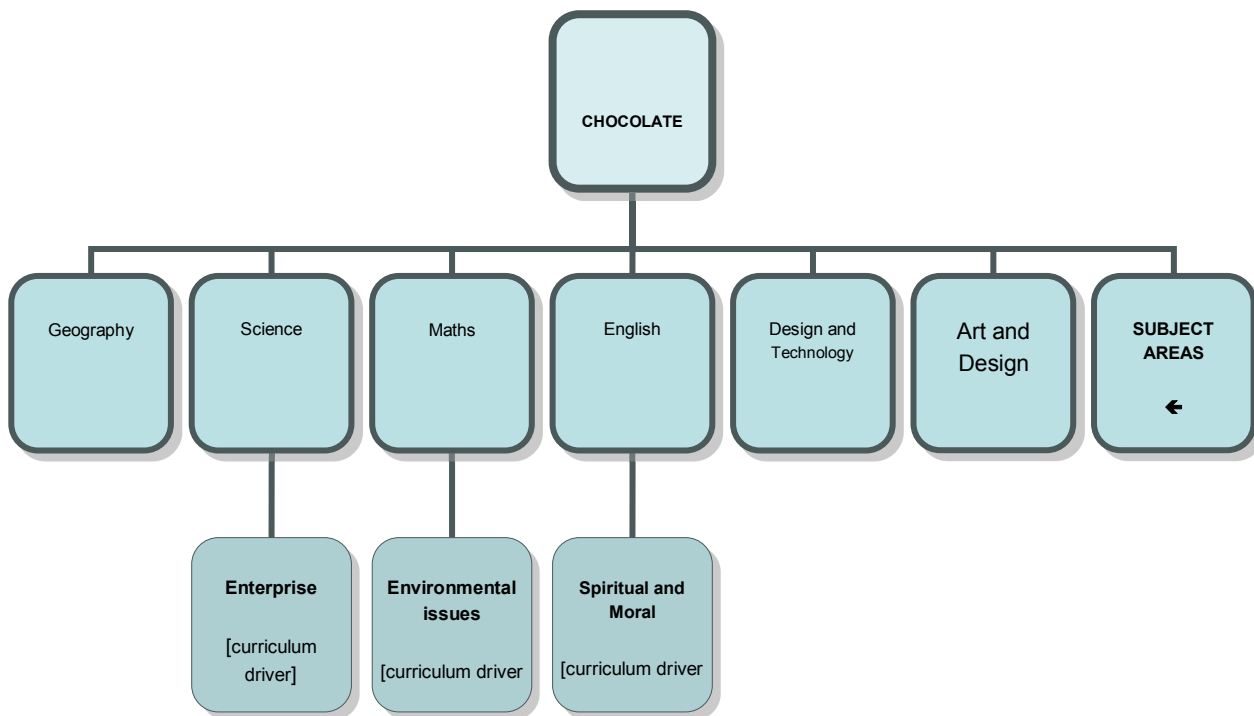
Children will be encouraged to work both independently and collaboratively. Flexible groupings will provide support for children with special needs, and also will support language development for EAL pupils, for example, pairing fluent English speakers with pupils at an emergent stage of English acquisition.

Enriching learning

Vision: the school will enable children to develop as creative and inquisitive learners.

Each new topic will begin with a stimulus activity to generate excitement and provoke interest in the topic coming up. The 'wow' factor could involve, for example, a visit or a visitor, a work of art, a situation or drama. When the children's enthusiasm has been fired up, they will have opportunities to have some ownership of their own learning by asking questions and following their own lines of enquiry. Time will be allowed for children to contribute to, or steer, the development of the topic, but teachers will still ensure that learning outcomes are met. It is intended that giving children some ownership of their learning will motivate them further.

Example of topic planning model in KS2, e.g. Chocolate



Learning behaviours



How the cross-curricular learning within a KS2 topic on Chocolate might work in practice:

Geography: location of South America; understanding similarities and differences in human and physical geography in a region/country of South America; understanding key aspects of physical and human geography e.g.vegetation/earthquakes/settlements/trade links; using maps and atlases. (Driver: environmental issues – destruction of rain forest, fair trade)

Science: properties and changes of materials; earth and space

Design and Technology: designing a chocolate ‘product’ to be marketed and sold at a competitive chocolate fair in school. (Driver: enterprise)

Maths: calculating competitive price in relation to cost of ingredients.

Computing: using spreadsheets; computer generated designs to promote products

Spiritual and Moral driver: fair trade/fairness for communities in developing countries

English: persuasive writing

Community

Vision: the school will have strong links with the church and the wider community.

It is embedded in the vision for the school that St John’s reaches out to its community and that the community life is part of the school. The school plans to introduce a Fun Fifteen Day which will be

inspired by its partnership with the community. Every fifteen days (every third Friday in the term), a day of whole school activities will be planned with a different community focus, for example

- a different faith/culture represented in the school community
- a different culture, represented in the community including cooking/food/customs
- focus on one country – arts/food/dance
- inviting members of the community to share arts/crafts/music with the children
- inviting members of the community to share their jobs with the children
- a focus on one of the arts (dance/song/art) with contributions from members of the community.
- Whole school trip within the local environment
- Local partnerships e.g. Palace Theatre, local supermarket
- Active partnership with local schools

This would be built up slowly, and would be carefully co-ordinated to ensure that each day was a productive and engaging learning experience for the children.

To further develop the links with the community, specific time will be allocated for children to reach out to groups within the community e.g. entertaining the elderly, fund-raising for community projects.

Vision: children should develop responsibility in serving others in the local community.

Positive attitudes to learning

The school will encourage positive learning behaviour by focusing on the Six Rs. These will be promoted by all staff, reinforced in lessons, displayed in each classroom and be linked to whole school reward systems.

Resilience: Try, try, try again to improve – even if it is difficult.

Responsibility: Looking after yourself and others; being accountable for actions, thoughts and speech.

Reflection: look back and think carefully about an action, thought or process

Reasoning: thinking or arguing logically to get results

Resourcefulness: using initiative when faced with a challenge.

Respectful: being considerate thoughtful and polite to friends, adults and looking after the environment.

Learning environment

Classrooms will provide bright, stimulating and supportive learning environments for children. 'Working walls' will support current learning in English and maths, and will invite children to interact with the displays through questions and posing problems to solve. Age appropriate learning aids (letters, numbers, high frequency words) will be displayed to support learning, and additional support for individual pupils, e.g. visual timetables, will be on display. Children's work will be carefully mounted and displayed so that all pupils can experience pride in their achievements and feel their work is valued. Behaviour charts, class rules and reward systems will be placed in a conspicuous place.

Displays throughout the school will celebrate the work and achievement of the children. They will also give clear messages to children, the school community and visitors about the ethos and work of the school. Christian signs and symbols will be evident round the school, and reflection, or prayer, corners will be set up in classrooms. Other cultures and faiths will be represented in school displays as appropriate.

In addition to playground spaces, the outside environment will include a garden for children to learn about growing vegetables as part of a healthy diet, and how to care for plants.

Qualifications

EYFS

The school will comply with statutory requirements for reporting EYFS outcomes in June each year.

Assessment will be carried out across the three characteristics of effective learning and 17 early learning goals. For each ELG, a judgment will be made at one of three levels: Emerging E1, Expected E2, Exceeding E3. Assessment outcomes will be recorded in the school's target tracker and reported electronically to the DfE.

The school will comply with the statutory Assessment and Reporting Arrangements (ARA) for Key Stage 1.

The KS1 Phonics screening test

This will be carried out with Y1 pupils in June to ensure that children have learnt phonic decoding to the appropriate standards. The check consists of 40 words: 20 real words and 20 pseudo words.

The screening test will be applied as follows:

- All children at the end of Year 1
- Children in Y2 who were not assessed at the end of Year 1, and those who did not meet the standard at the end of Y1
- Children who are not ready for the test i.e. not showing any understanding of phoneme/grapheme correspondence will be withdrawn from the test at the headteacher's discretion and tested at a later stage.
- EAL pupils who have recently moved to the country similarly will not be required to take the test in Y1, but will be reconsidered in Y2.

Phonics screening test scores will be reported to parents before the end of the summer term.

End of KS1 tasks and tests

Children in their final year of KS1 (Y2) will be assessed by class teachers in reading, writing, maths and science. Statutory tasks and tests will be used, and in conjunction with teacher's overall assessment of the child's attainment, levels will be entered into the Target Tracker (See Section D2). Test and task materials will be modified for individual special needs as needed and special access arrangements will be made for pupils who cannot access the tests without some support. Children with SEN will be assessed using P scales to record and report achievements in English Maths and Science. P scales will not be used to assess EAL pupils. Teachers will make tasks and tests as accessible as possible for children who are not yet confident in English. Although there is no statutory requirement to do so, assessment outcomes will be reported to parents, in line with the school's commitment to working in partnership with parents and carers to support the education of their children.

End of KS2 tests (SATs)

(NB this information is based on current statutory arrangements. It is acknowledged that levels will be removed shortly and assessment arrangements are expected to change.)

Children in Y6 who will reach 11 by the end of the school year will take the statutory tests in reading, grammar, punctuation and spelling, and maths. Teacher assessments will be carried out for writing. Children working below Level 3 and are not expected to reach this level by May should not take the test. Test and task materials will be modified for individual special needs as needed and special access arrangements will be made for pupils who cannot access the tests without some support. EAL pupils. If they are unable to communicate in English, and are thus working at below Level 2 they will not be required to take them. Translations or language support staff will be

used to establish their level in maths. The school will comply with the statutory Assessment and Reporting Arrangements for the current year. Results will be reported to parents before the end of the Summer Term. Overall results will be reported to all parents and to governors.

Enrichment activities

In line with the school's vision to make learning engaging and fun, the school is committed to an interesting and stimulating provision of enrichment activities, which will extend children's interests, encourage engagement with learning and boost self-esteem and confidence.

The educational provision for the children in the school will be enriched in the following ways:

1. Enhancing the planned curriculum through visits to topic-related places of interest, visitors, stimulating activities: where possible, a stimulating topic 'opener' will be planned to engage and excite the children in the learning journey ahead. Visits and visitors will also be planned to keep interest high as the topic progresses.
2. Extending the curriculum through out of school hours provision of special interest clubs, e.g. gardening, drama, cooking. **
3. Learning booster sessions outside the hours of the school day e.g. language sessions for EAL pupils; writing booster groups. Maths challenge. Maths pre-learning groups. ***
4. Fun Fifteen Fridays: These will take place every three weeks, and will have a specific focus on the school's community (see above). The aim is to involve partners and parents within the community to contribute to different learning experiences for the children e.g. a Poland day could include language, cooking, cultural crafts and religious events; a Palace Theatre Day could include a visit/visitors, drama, scenery painting.
5. The Community Challenge. This will be organized through an out of school hours session with the aim of children understanding the needs of the community and acting to support those who are less fortunate e.g. by fundraising, planning an entertainment, cooking.

2. Clubs out of school hours**

These clubs will be run either by members of staff, or by members of the community with a member of staff supporting. Clubs run by the school will be free, and all children will be encouraged to attend at least one club. The school places a high value on clubs as enrichment to the curriculum, as they will provide specific benefits to the St John's community:

- Developing children's talents, skills and interests
- Broadening children's interests, and encouraging engagement with new learning
- Developing social skills and confidence – making new friends
- Providing interesting learning opportunities for disadvantaged children, which they would not otherwise have
- Boosting self esteem in a range of activities for all children, especially vulnerable groups.
- Providing after school care to support working parents, and keeping children away from TV and the computer screen.

Physical activity will constitute an important part of this programme. Where sporting activities are provided by an external provider e.g. football, netball, dance, there would be some cost to parents, but the school would ensure that no child is unable to participate for financial reasons.

3.*** Breakfast Booster clubs will be run each morning by teachers for targeted groups of pupils who need either additional support, or challenge.

Assessing and meeting the needs of all children

[\[Vision: to create a school which is fully inclusive and meets the needs of all children\]](#)

St John's respects the individuality of every member of our school community, and believes in the right of every child in our school family to have a good education, feel safe and achieve. We are

committed to the school being an inclusive community, where everyone feels valued. The staffing structure has been planned to make inclusion a reality in the school. In addition to support described below within the school day. Breakfast Booster clubs will target the needs of different groups of children to remove barriers to learning, and to provide additional challenge where this is needed.

Assessing pupil needs:

Assessment of attainment and progress will be carried out regularly for all children in order to ensure good progress is being made, to identify pupils, or groups of pupils at risk of under achieving and to inform future planning. (See Section D2 on assessment and tracking progress) It is crucial that the assessment test or task is designed to give all children the opportunity to demonstrate their learning. Assessments will be adapted for pupils with special educational needs or with English as an additional language.

EYFS

Assessment in the foundation stage will be carried out in accordance with 2013 Ofsted guidance. It is an ongoing process, culminating in the completion of the EYFS profile in the final term of the year in which the children turns five.

The school will carry out a baseline assessment of each child's starting points within three weeks of their entry to the school, and from this, build next steps to challenge the child and enable progress. In the case of EAL pupils whose English is at a very early stage, assessments will be carried out in their own language. Progress will be measured throughout the Foundation Stage from these starting points.

Progress of individuals and groups will be tracked through target tracker.

Assessment is carried out through adults observing, listening and recording what they see and hear. Evidence (written, photographic or video) will be gathered together in the child's learning journey book. All adults who work with Foundation Stage children can contribute to the assessment observations.

Assessment will be carried across the three characteristics of effective learning and 17 Early Learning Goals, culminating in twenty pieces of information.

For each ELG, the teacher has to make a judgment at one of three levels: Emerging E1, Expected E2 and Exceeding E3.

Assessment outcomes will be recorded through in Target Tracker (see above) and used to predict outcomes at the end of KS1.

Assessments will be adapted for EAL pupils to ensure that all areas of learning can be assessed. Any concerns about a pupil's learning in the Foundation Stage will be raised with the INCLUSION MANAGER.

Assessing pupil needs through the school

Arrangements for regular assessments and tracking progress are described in Section D2. A robust system for tracking the progress of whole cohorts and groups of children and regular pupil progress meeting will ensure that pupils making less than expected progress can be identified, and interventions put in place to provide additional support. Pupil Progress meetings will take place in October, February and June, following assessments of the core subjects. Additional follow up meetings will take place in December, March/early April and July to focus on pupils who are underachieving. The interventions and 1:1 support will be analysed to examine whether they are meeting the needs of the pupils. Assessments of pupils with SEN will relate to their IEP targets and planned steps in learning. Pupils who have difficulties in written recording of work will be supported by appropriate equipment e.g. computer, audio recorder. Where the school needs the benefit of more expert advice, diagnostic assessments will be carried out by special educational needs experts e.g. educational psychologist, speech and language specialist.

EAL

Pupils will be assessed for maths and science in their home language where knowledge and understanding in English is limited. Fluency and literacy in their home language will also be assessed in order to identify any underlying special educational needs, which could be masked by limitations in using English. Similarly, pupils who find it difficult to record their learning and understanding in writing will be assessed through other methods e.g. computer, audio, observation. (see details on provision for EAL pupils below)

Gifted and Talented pupils

The needs of Gifted and Talented students will be met through a process of identification, differentiation and detailed evaluation of progress and programmes. To identify gifted students, anecdotal records will be kept of focused interests that arise, learning behaviours and reading comprehension skills to gauge the levels of extension and enrichment required. Pretesting, with off line opportunities, will be routine practice in all skill mastery areas so teachers can adjust pace and content of units for optimal student engagement and progression. Gifted students may be formally identified using a price and time efficient tool that does not rely on English skills and is recognised as an accurate measure of general ability across the whole population at a set stage in their schooling. This will be done to ensure that the difficulties of twice exceptional students are not masked by their intellectual strengths and cause difficulties in later learning experiences. Any intervention will be inclusive and develop through excellent differentiation in the classrooms. Additional challenges will be planned to encourage independent thought, investigative and inquiry skills rather than being content driven. Activities will enable pupils to reach their full potential and perform at a high level, and challenging attainment targets will be set for this group of pupils. Attainment and progress will be monitored and managed by the Inclusion Manager, and staff will be provided with appropriate levels of training to provide for this group of pupils.

Inclusion

St John's is committed to an inclusive culture in the school ([Vision](#)). We anticipate a high proportion of EAL pupils [50%+] and relatively high FSM and SEN. For this reason, it has been decided to appoint an experienced inclusion manager from Year 1 to promote inclusion and managing the overall provision to meet the needs of all groups of pupils to ensure that all pupils are enabled to make progress. The Inclusion Manager will be a senior leader in the school and work will work closely with the deputy head, who will be leading on assessment and teaching and learning.

The Role of the Inclusion Manager

The key function of the Inclusion Manager will be to support and promote an inclusive culture within the school overcoming all barriers to learning and participation in the life of the school. Being a fully inclusive school is fundamental to our vision, as we know that the school will have a diverse community, comprising different faiths, different cultures, different languages and different needs. The role involves coordinating and managing provision for all groups of pupils within the school: SEND, EAL, FSM, LAC, Gifted and Talented. The inclusion manager is a key role in the school staffing structure, and will be a member of the SLT.

Essential requirements for inclusion manager role at St John's:

- Qualified teacher with recent experience of working in a school
- Holds the National Award for Special Needs Co-coordinator
- Has previous SENCO experience of providing support for a wide range of SEND.

The Inclusion Manager will be responsible for:

1. Promoting an inclusive culture
 - ensuring an inclusive culture throughout the school and promoting the school's vision

- ensuring that planned interventions are effective and provide good value for money
- coordinating and leading pupil progress meetings
- tracking the progress of all groups of children at risk of underachievement
- ensuring that challenge is planned for gifted and talented pupils enabling them to reach their full potential.
- The provision of support for Looked After Children, ensuring that their emotional and educational needs are met, and that the achievement gap between them and non-advantaged pupils is steadily closing.
- Liaising with the learning mentor to ensure effective support is in place for pupils with social, emotional and behavioural difficulties.
- Pupil transition at all stages of a child's life in school
- Relevant CPD for staff
- The delivery of the school's inclusion policy
- Undertake the performance management of the learning mentor and LSAs supporting SEND and EAL pupils.

2. Meeting the needs of SEN, EAL, FSM pupils

- acting promptly to identify a pupil's special educational needs where concerns have been raised by the class teacher,
- Coordinating the special educational provision for the pupil to meet the identified needs.
- monitoring the effectiveness of any special educational provision made for the pupil through observation and regular review of individual education plans (IEPs), or Individual support Plans (ISPs).
- Monitor the progress of pupils with special educational needs using the target tracker, and adapting support provision if good progress is not being made.
- arranging external advice and support for pupils, where the school is not able to fully meet the needs e.g. from educational psychologists, autism specialists, speech and language specialists.
- ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs i.e. a minimum of termly meetings with parents
- coordinating the provision of support for EAL Pupils (see below) and ensuring LSAs are trained and having an impact on progress
- ensuring that, where the pupil transfers to another school, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is passed on through face to face meetings with the SENCO of the receiving school, and through up to date documentation and records.
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and enrichment activities.
- selecting, supervising and training learning support assistants who work with pupils with special educational needs;
- advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b).
- following the requirements of SEN Code of Practice, and implementing changes as needed.

Pupil Premium grant Pupils

- Arranging provision in terms of educational support for pupils in receipt of the Pupil Premium grant in order to close the gap between disadvantaged and non-disadvantaged pupils.
- Monitoring the progress of PPG pupils half termly; reporting progress to the Inclusion Manager, the headteacher and to the Governing Body.

The inclusion manager will be directly accountable to the deputy head, and will be the line manager for learning support assistants working to support pupils with SEND.

The role and/or responsibilities of other staff

All teaching and support staff will take responsibility for enabling every child in the school to make expected progress.

Class teachers will be responsible for:

- Differentiation and ensuring that the curriculum is accessible to all children in the class, making appropriate adaptations where necessary, both to teaching plans and to the environment, to ensure that all children can achieve;
- in short term plans, making appropriate provision to meet the needs of all children in the class, and planning support from other adults as necessary;
- deploying TAs and LSAs effectively to support pupils with special educational needs, under the guidance of the inclusion manager.
- Planning provision to enable pupils to meet IEP and ISP targets, reviewing IEPs and ISPs and liaising with parents.

Learning support assistants will:

- Follow advice from class teacher, enable children to access the curriculum and learning through the explanation of words and phrases, questions and encouragement and praise.
- Follow guidance from the INCLUSION MANAGER and class teacher to provide focused support for pupils with SEND, either one to one or in a small group.
- Keep ongoing assessment records to monitor progress, and adapt support as necessary
- Be involved in the setting and meeting of IEP targets and attending meetings with parents to discuss progress.
- Attend relevant training to develop their expertise.

Approaches to meeting different needs

Meeting the needs of EAL pupils.

Based on data from nearby primary schools, and analysing the profile of families who have already signed up for St John's, it is likely that 50 - 60%+ pupils may have English as an additional language. Within this percentage, children will be at very different stages of language acquisition in English, ranging between no understanding and a good level of fluency. Support for EAL pupils to enable full access to the curriculum and will begin before the children enter the school. The school will aim to develop language as quickly as possible families to ensure that children become confident communicators in English and that EAL is not a barrier to learning. A challenging and engaging curriculum will enable all learners to achieve and be successful.

The following support will be planned and provided for children and their families to enable them to fully engage with learning and school life.

Preparing for school

- On pre-entry visits to the school, translators and translations will be provided for all parents who have difficulty understand oral and written communications provided for all parents.

- Welcome packs for parents will be translated in the home language as necessary. Welcome DVDs with visual information will be included in the packs.
- Where appropriate, a pre-admission interview using an interpreter will be carried out with the family to find out as much as possible about the child before he/she starts school, and to gauge the amount of support that will be needed.
- The school will build up picture book resources with key school vocabulary in English and the home language to support the transition to school.
- Children will be given a bi-lingual dictionary (appropriate to their age and stage)
- When EAL pupils start school, they will be allocated an older buddy, where possible, who speak the same language to support their early weeks in school and their understanding of school routines. *(NB this will be introduced in Year 3)*

Supporting learning

- At the end of the first two weeks in school, the level of children's understanding in English will be assessed, and individual language targets will be set. These will be reviewed and reset each half term. A model for assessing language confidence in English and building progress through setting targets will be used e.g. NASSEA Steps in Learning.
- Assessments will also focus on communication in their own language, in order to ascertain whether there may be additional learning needs.
- As far as possible, the school will recruit bi-lingual learning support assistants who can speak the main languages spoken by children in the school. Adults in school will encourage children to share their home language with their peers to encourage them to respect each other's languages and culture.
- Bi-lingual LSAs will support EAL pupils in the classroom by developing learning vocabulary and subject specific vocabulary, as well as encouraging them to express their thoughts in their own language.
- The curriculum will have rich provision of practical, hands-on experience for pupils to enable them to achieve in all areas of the curriculum. Bi-lingual LSAs will support EAL children in developing their thoughts and ideas through discussion and questioning.
- All classes will have an inclusive environment, with bi-lingual books, dictionaries, games, online programs, posters displaying words in different languages available.
- In addition to bi-lingual LSAs, the school will commit to EAL training for teaching staff to encourage a good understanding of how best to meet the needs of pupils.
- Assessments will be made adapted to ensure that they are accessible to EAL pupils so that they can demonstrate knowledge and understanding in all areas of the curriculum.
- Achievement of EAL pupils will be tracked both individually and as a group on Target Tracker to ensure language difficulties are not impeding progress.

New arrivals

The school will be aware that some EAL pupils are newly arrived in the UK may have experienced traumatic situations in their home country before arriving here. Every effort will be made to provide a secure, safe and welcoming environment for these children to enable them to settle into their new situation. All new arrivals will have a buddy in their own class to support them while they settle in. The school will take steps to gain as full a picture as possible of the child's previous educational experience, their interests and talents in order to plan appropriate support and ensure that the child feels valued and secure as an individual. Learning support described above.

Meeting the needs of SEND pupils

Based on data from nearby schools it is anticipated that 8% + of children may have special educational needs or a disability. Regular assessments of pupils and tracking of progress will ensure the early identification of individual difficulties with learning.

According to the SEN Code of Practice, pupils on the Special Needs Register will be identified with different levels of need:

School Action – pupils who require support or interventions significantly beyond normal classroom inclusive practice and differentiation

School Action Plus – pupils who require interventions which need specialist advice and input from an external agency

Statement of Special Educational Needs – pupils who need a Statement of SEN issued by the local authority, and significant additional support.

All children on the Special Needs Register will have an individual education plan with targets, and planned learning steps to enable children to meet their targets. Progress towards meeting learning targets will be monitored termly, and progress will be shared with parents.

A range of strategies will be put in place to enable children with individual needs to make progress, access the curriculum and feel fully included in school life, these will include:

- Working 1:1 with a learning support assistant to develop literacy skills
- Using planned interventions to target literacy and numeracy skills with focus groups of children
- LSA/TA support in lessons to explain, clarify and remodel learning objectives for the lesson to facilitate understanding and learning
- Specific support strategies e.g. writing frames, paired reading, computer-based learning programs,
- Dedicated 1:1 reading slots for targeted children at the beginning of the school day
- Pre-learning sessions for maths
- Practical resources on maths to support learning (ref. Curriculum section Removing barriers to learning in Maths)
- Reinforcing learning through games and practical activities
- Learning booster groups after school one day a week
- Practical, hands on activities in the wider curriculum to enable all children to access learning

Meeting the needs of Gifted and Talented pupils:

Challenge in the curriculum will be planned for Gifted and Talented pupils to stretch and motivate them. Challenge may include:

- Effective differentiation in lessons providing an additional challenge with defined success criteria for this groups of pupils
- Opportunities to extend learning through independent research
- Problem solving activities and investigations which pose a good level of challenge
- Philosophy for Children which enables all children to think at a higher level.

Meeting the needs of FSM pupils.

The Pupil Premium Grant will be used to address the low attainment of pupils in receipt of free school meals, pupils who have been in receipt of free school meals within the last six years (Ever6) and looked after children. The grant will be ring fenced to provide targeted support for disadvantaged pupils to improve outcomes for these pupils and close the attainment gap between them and non-disadvantaged pupils. Funds will be allocated to strategies which research has shown to be most effective in raising attainment. Interventions will be delivered by experienced and successful teachers, and support staff who have been trained and who understand their role

in helping children to achieve. Progress of children in receipt of the PPG will be closely monitored to ensure the effectiveness of interventions and one to one tuition.

Meeting the needs of Looked After Children

Looked After Children are likely to have a history of neglect, abuse and disruption in their lives. They are likely to have significant social, behavioural and educational needs compared with non-disadvantaged children. The school will work closely with professionals who have been supporting the child before entry to the school, and will draw up an individualised programme of support to enable the child to gain stability from school and experience some success. The day to day support for looked after children will be provided by the learning mentor, and will be managed by the inclusion manager. Professionals working with the child will be aware of the need to boost self-esteem and positivity through:

- building on the child's strengths, talents and interests
- encouraging friendships within their peer group
- enabling the child to have positive experiences in school and feel valued
- working closely with the child's carers and support professionals to monitor the child's well-being and plan support
- providing an educational plan that builds on starting points and begins to close the achievement gap.

Other agencies

The school will work with other agencies to support the pupils in the school in order to meet their needs. These are likely to include special educational needs specialists e.g. speech and language therapists, autism specialist advisors, educational psychologists, Children and Adolescent Mental Health service.

Pupil Transitions

A transition in school is the movement that takes place from one familiar place to a new and unfamiliar place. This can be challenging and worrying for many children, and can disturb the steady flow of their education. The school is committed to ensuring that all pupils experience a smooth educational and emotional transition throughout their learning journey at St John's and beyond. To support this, the school will build constructive partnership with both feeder pre-school settings and receiving secondary schools. The overall transition process will be managed in the first two years by the early years leader, and subsequently by the deputy head. Aims and objectives for smooth transitions will be outlined in a transition policy. Active preparation for the transition process will start at the beginning of June, but any opportunity for interschool events during the year will be taken.

Transition from pre-school settings and nurseries to the Reception class at St John's

All new children will be visited in their pre-school settings by the foundation stage teachers in order to observe the child in a familiar learning environment, and to gather information from the early years practitioners in that setting.

New children with special individual needs will have a home visit from foundation stage teachers in order to build a positive relationship with the family and to develop an understanding about the child

Assessment information including EYFS profile will be passed from the pre-school setting to the school.

New children will be invited for three pre-entry visits to the school:

1. to spend an hour in the Reception class with the teacher and support staff, and to meet their 'buddy' from an older class.

2. to have a school lunch with their parents/carers, and a short visit to the playground with their 'buddy'
3. to spend two hours in the morning in the Reception class

Each child new to the school will be paired with an older 'buddy'. Although this role will eventually be the responsibility of older children, in the first years of the school Year 1 and year 2 pupils will be given the responsibility of befriending the new pupils as a 'special friend'.

Children will attend for half-days for the first week, including lunchtime and a short play. Their buddies will stay with them during lunch and playtimes for the first few weeks.

During the children's first visit, parents/ carers will be invited to a 'New to Reception' meeting to provide a range of practical information about starting school, and to respond to any concerns which parents may have. The headteacher, Early Years leader, parent association representative, chair of governors and office manager will contribute to this information session.

Parents/ carers will be given a welcome pack with key information about the school. This will be translated for EAL families and will include a DVD providing information in a visual form. Where possible EAL pupils will be paired with a child speaking the same language. EAL pupils will be provided with a photo booklet with English and home language vocabulary.

Parents will be invited to a welcome event within the first few weeks of the summer term. This will include an information session about learning in the foundation stage and informal socialising over coffee.

Transition from the Foundation Stage to KS1

Parents and children new to the school will be invited for pre-entry visit, where the child can spend time in the classroom and the parents will be provided with information about the school. This will coincide with Reception pupils visiting their new classes. A welcoming activity will be planned by the receiving teacher to enable the children to feel secure and relaxed about their new classroom. For children already in the reception class, the reception teachers and Y1 teachers will meet in July to discuss the achievements and individual needs of the child, including the EYFS assessment profile.

Transitions between year groups from Year 1 onwards.

During the last four weeks of the summer term there will be a whole school (Reception to Y6) PSHE focus on Changes. This will enable children to express their feelings about forthcoming changes, and to allay any anxieties they may have about moving to a new teacher and class. Children will have the opportunity to visit their teacher and get to know their new environment for 1-2 hours in the summer term.

Children will produce a special piece of work at the end of the year which can be displayed in their new classroom.

Children in the receiving class will write a letter to the children moving up to tell them about being in the new class.

Handover meetings will be arranged between the current teachers and the receiving teachers to moderate end of year assessments, and discuss individual educational, social and emotional needs.

Assessment information, IEPs, behaviour support plans will be passed on in the cohort assessment file.

A curriculum information meeting will be held for parents for each year group within the first few weeks of the term with information and expectations for the current year group, and information on homework and how parents/carers can help their children at home.

Transitions between Year 6 and secondary school

In the summer term of Y5, parents will be invited to an information meeting in preparation for starting Y6 and choosing secondary schools. Parents who have already been through this process will be invited to attend.

Autumn term of Y6, children and parents visiting secondary schools open evening, and selecting secondary school

Summer Term of Y6:

In early June, the move to secondary school will be discussed with Y6 pupils to give them the opportunity to express their feelings (anxiety, excitement) and participate in planning the transition arrangements.

Year 7 teachers will visit the school to meet children moving on to their schools. They will also meet with Y6 teachers to discuss attainment and achievement, behaviour, social and emotional needs and friendship groups.

Y6 children will attend a secondary transfer day at their new schools.

The inclusion manager will arrange additional visits for children with special educational needs, and will pass on all SEN records and IEPs.

The inclusion manager will meet with the SENCO in receiving schools to ensure that the needs of individual children and the support needed are understood.

Additional support with the transition will be provided for vulnerable children at risk of being overwhelmed by the change. These children may need individual transition plans to ensure enough support is provided.

All assessment information will be passed on to the receiving secondary school through the common transfer file.

The Y6 curriculum and summer term programmes of study will be shared with the secondary schools to avoid repetition of learning, and support continuous progress.

Where possible, the school will organize some additional events to encourage children's familiarisation with the secondary school e.g. sports event, attending school play, assembly.

Autumn Term Y7. Y6 teachers will visit former Y6 pupils in their new schools and affirm their successful transitions, and similarly children who have moved on to secondary school will be encouraged to return to St John's to meet their former teachers and share their new experiences.

Pupil Mobility

It is anticipated, based on information from Central Primary School, that there will be a high level of pupil mobility at the school. The learning mentor will play a key role in enabling new children to settle into the school smoothly and happily. Support measures will depend on pupils' previous educational experience but will include:

- being paired with a 'buddy' already settled in the school
- initial assessments of previous learning in order to provide appropriate personalised learning
- language assessments to enable the right level of EAL support
- regular liaison with the child from learning mentor

D2 EDUCATION PLAN

Measuring pupil performance effectively and setting challenging targets

Vision: the school will have high standards of achievement which exceed national standards.

Measuring performance and setting targets

The performance of the school will be measured against the following key performance indicators, as shown in Section C: Vision. Targets have been formulated after a scrutiny of results data from nearby primary schools, including Ofsted judgments of both Good and outstanding, taken from the DfE Performance Tables. This takes into account that some of these nearby schools, although in distance near the school, are situated in a different ward, and have a different intake profile. St John's is in the same ward as Central Primary school and is likely to have a similar intake, with pupils of similar needs. Target setting is based on current national curriculum levels, although it is recognized that these will have changed by 2022.

Key performance indicator	Targets
Academic achievement	
i) Attainment	i) 86% of pupils to achieve L4+ in reading, writing and maths; 30% of pupils to achieve L5, aiming for an APS of 29.
ii) Progress	ii) 100% of pupils to make expected progress in Reading, Writing and Maths; 50% of pupils to make better than expected progress.
iii) Value added	iii) 101,5
Attendance	96% *
Behaviour	0 Exclusions 0 incidents of bullying 0 racist incidents Minimal incidents of behaviour escalating to parental involvement 30% of pupils reaching Pot of Gold each term in positive behaviour system. Calm learning behaviour observed in lessons/learning walks. Minimal disruptive behaviour. Evidence of Christian values in action in relationships and life of school.
Quality of teaching	100% of lessons observed to be Good or better by the headteacher and deputy headteacher 30% of lessons observed to be Outstanding High quality work showing good learning and progress, monitored by deputy headteacher and core subject leaders.
Pupil, parental satisfaction	Pupils happy to come to school and keen to learn and do their best. High scores in pupil surveys. Parents supportive of school; good attendance at school events (70% +); positive feedback in parental surveys; no complaints from parents.
Pastoral care and pupil well-being	Pupils happy to come to school – excellent punctuality and good attendance (96%) Healthy eating encouraged and evidenced in school lunches and pupil snacks.

	High attendance in after-school clubs (100% of pupils participating in one after-school enrichment activity). Buddy system in place to support new pupils (Year 4)
Staff morale, development and retention.	All staff having regular access to CPD, both internal and external. Programme for the development of middle and senior leaders in place, enabling distributed leadership in the school. Low staff turnover (10% a year) Staff taking initiative to lead curriculum development, and innovative projects.
Christian ethos	Christian values part of everyday experience of school. Excellent participation in collective worship Opportunities for pupils to see other faiths in action, and valued in school life.

Academic targets

Target setting will be based on a thorough baseline assessment of pupils when they enter the school, and in subsequent years on accurate assessment of pupils at the end of each academic year, providing a baseline for progress in the following year.

Individual targets will be set for each pupil in Reading, Writing and maths and recorded in Target Tracker, both for the year ahead, and for the end of the Key Stage. Attainment targets will be realistically set, based on pupils' starting points and will take into account individual special educational needs.

There will be a high expectation of progress for all pupils, and the school will be fully accountable for this commitment.

In setting targets, data from the three nearest primary schools, and data for all schools, has been taken into account. The schools chosen for benchmarking purposes included the three nearest schools, two of which are outstanding, one church school in the north of England with a similar pupil profile to St John's and a Hertfordshire school grouped as a similar school to Central primary School in terms of intake. The nearest primary school, Central Primary School, being situated in the same ward as St John's is likely to have the most similar intake profile (EAL63.8%; SEN 12.2%; FSM 14.3%)

2013 data		All schools	Central Primary	Field Junior School	Chater Junior School	St Barnabas & St Paul's	Peartree Herts	TARGETS FOR ST JOHN'S
			Nearby schools			Similar schools (DfE)		
% Pupils making expected	All pupils	88	73	95	95	97	95	95
	Non-disadvantaged	90	91	100	98	94	100	100

progress in <u>reading</u>								
	Disadvantaged	84	55	88	88	100	92	95
% Pupils making expected progress in <u>writing</u>	All pupils	91	86	98	92	97	100	95
	Non-disadvantaged	93	100	100	95	94	100	100
	Disadvantaged	89	73	88	82	100	100	90
% Pupils making expected progress in <u>maths</u>	All pupils	88	82	100	93	97	100	100
	Non-disadvantaged	90	91	100	95	94	100	100
	Disadvantaged	84	73	100	88	100	100	100
Pupils achieving L4+ in reading writing and maths	LA 80	75	44	91	79	90	83	86
Pupils achieving L5 in reading writing and maths		21	11	48	23	26	0	30
EAL pupils achieving L4+ in reading, writing and maths.	All pupils inc. EAL 75%	71	50	95	77	89	-	80
Disadvantaged pupils achieving L4+ in reading, writing and maths		63	27	63	65	86	92	82
Value added			98.9	102.1	100.5	103.1	100.9	101.5

APS			25.9	32.7	29.4	29.3	27.3	29
National floor target 2013		60%						

Setting ambitious and realistic targets

As stated above, it is anticipated that the intake for St John's will be similar to Central, although it is expected that a higher proportion of families will choose St John's because it is a Church of England school. Research has shown that often, but not exclusively, Church of England schools achieve good results in comparison with their neighbours. (86.2% of Church of England schools in Hertfordshire are judged by Ofsted to be Good or Outstanding compared with 79% nationally). In setting the targets, data from the three nearest schools was taken into account, and also data from two other schools identified to be similar to Central on the DfE website; one of these schools is a Church of England school.

From an analysis of the data, schools with high EAL have been able to achieve 100% expected progress in reading, writing and maths. Taking into account the high percentage of EAL pupils of EAL pupils at different stages of language development, and high SEN. a realistic target of 95 % has been given for progress in reading and writing, given likely high percentages . A target of 100% progress in maths has been set

Behaviour targets

Expectations for behaviour will be made clear through a positive behaviour management policy, agreed with staff and governors. Behaviour will be managed through a system of rewards and sanctions, known and understood by children and parents. If a child is having difficulty in managing his/her own behaviour, it will be always made clear to the child that it is the behaviour which is unacceptable, not the child. Behaviour expectations will be underpinned by Christian values e.g. showing love and respect to one another.

The school will operate a behaviour management system which is proven to work well in primary schools, such as the 'Pot of Gold' system. This is a very visual ladder system for young pupils, which puts an emphasis on children being able to improve their behaviour by moving up the ladder, and being rewarded for that, for example writing in the headteacher's Golden Book for reaching the Pot of Gold.

Reward systems will be in place to give a high profile to good behaviour. This will be celebrated with the whole school in a celebration assembly, e.g. each class choosing a behaviour superstar each week.

Unacceptable behaviour will be categorised into four levels, with appropriate sanctions at each level. In the case of extreme unacceptable behaviour, e.g. hurting another child, parents will be contacted, and a temporary exclusion could follow.

Behaviour	Target		Monitoring
Behaviour in lessons	Calm learning behaviour in evidence in lessons. Positive attitudes to learning. No disruptive behaviour in lessons which disturbs others.	100%	Lesson observations Learning walks
Behaviour on playground	Co-operative play and respect for others. Incidents of rough behaviour towards	98% 2%	SLT monitoring of playground

	others. Level 3 Rudeness/disobedience to staff	0%	MSAs observations
Behaviour in transitions/moving round school	Moving calmly between different areas of the school. No running, pushing, shouting,	100%	All staff
Behaviour towards others: respect/kindness	Incidents of bullying Racist comments or incidents	0% 0%	
Assembly behaviour	Calm entry to the assembly. Attentive listening – no talking. Respect for others who speaking aloud.	100%	All staff
Attendance	Punctual start to school day Attendance at school	100% 96%	Administrative staff
General behaviour in school: rewards	Children reaching Pot of Gold (top level) for excellent behaviour. Parents notified.	30% termly	Class teacher headteacher
General behaviour in school: rewards	Children reaching Sunshine (2nd level) for very good behaviour. Stickers awarded.	95% termly	Class teacher headteacher
General behaviour in school: sanctions	Unacceptable behaviour (Level 4): parents contacted	0%	Headteacher
General behaviour in school: sanctions	Extreme unacceptable behaviour leading to short term exclusion	0%	Headteacher
General behaviour in school: feedback	Parent view on behaviour of pupils in school.	97% good or better	SLT
General behaviour in school: feedback	Pupil view on behaviour of pupils in school.	97% good or better	SLT

Assessment and data tracking

It is the aim of St John's that every child can achieve to his or her full potential [\[vision\]](#). Good assessment is at the heart of good teaching and is a key part of the learning journey. It informs teachers' planning, it informs pupils about their learning and it measures pupil performance against national standards. There are two elements to assessment: **summative and formative assessment** – known as 'assessment for learning'.

Summative assessment sums up what pupils have achieved at the end of a period of time, and is measured against planned learning outcomes and relevant national standards. This will be an assessment at the end of a unit of work, a half termly topic or the end of the academic year. National curriculum tests will be carried out to give an indication of pupil performance against national standards, and will be measured in national curriculum levels, or scores.

Summative assessment will show what has been achieved by children. This may be in the form of a written test., a conversation, and observation of a task – appropriate to the learning stage and needs of the children.

At St John's the summative assessment process will be carried out as follows:

- ❖ Assessments in core subjects will be carried out regularly to monitor progress, and ensure that pupils are on track to meet their targets. Pupil achievement in reading, writing and maths will be assessed in October, February and June. Results of the assessments will be recorded in the Target Tracker; data will be analysed termly in order to identify underachievement, and plan appropriate interventions.
- ❖ Outcomes of assessments and tracking data will be scrutinized and discussed in pupil progress meetings which take place at least once a term. The class teacher, inclusion manager and assessment manager will contribute to the pupil progress meetings.
- ❖ Pupils who have been identified as being at risk of underachieving will be assessed half-termly, in order that this can be addressed promptly.
- ❖ Accuracy of assessments is crucial to measuring progress. The school will organize moderating session with partner schools in order to benchmark assessments against those of other teachers, and build an accurate picture of achievement at each stage of the school. INSET for staff on assessing and leveling children's work will be built into the CPD programme, and the school will build up a portfolio of assessed work to provide benchmarks for teacher assessment.
- ❖ **National tests:** Statutory tests will be administered at the end of Key Stage 2 – as required by 2022. Teacher assessments in reading, writing and maths will be carried out at the end of KS1. The phonics screening check will be carried out at the end of year1. This will be carried out by the class teachers.
- ❖ At the end of a half-termly topic, children will be assessed against the planned learning outcomes for the topic. Each assessment will be recorded within each child's learning journey for the year

It is recognized that summative assessment often provides a 'snapshot' view of a child's performance, and should be seen within the broader context of their achievements. It is crucial that the assessment test or task is designed to give all children the opportunity to demonstrate their learning. Assessments will be adapted for pupils with special educational needs or with English as an additional language. Similarly, pupils who find it difficult to record their learning and understanding in writing will be assessed through other methods e.g. computer, audio, observation.

Assessment outcomes will be shared with parents through consultations, and reports.

Tracking progress

Vision: the school will challenge pupils to achieve their full potential, preparing them for the next stage in their education.

The rigorous tracking of pupil progress will be enabled by the online tracking program, Target Tracker. This program is used by schools nationwide, and feedback affirms that it has a positive impact on raising standards, professional dialogue in school and strengthening home/school links. This has been chosen because it tracks progress of all pupils individually, collectively, and in groups.

A sophisticated filtering system enables all groups of children to be tracked, e.g. gender, date of birth, FSM, EAL etc. If analysis shows that certain groups or individuals are underachieving, early interventions will be put in place to meet the needs of the group more successfully.

Data is stored on a whole school cloud and can be accessed from anywhere. This facilitates sharing of data with parents and governors, and crucially means that class teachers can easily and regularly access the data for their class, and have ownership of it. It also enables easy transfer of data between schools at the end of Key Stage 2.

Target Tracker provides data tracking tools from EYFS through the primary years, and is being updated to be in line with the 2014 National Curriculum. It also enables tracking of key learning skills such as problem solving, creative thinking and motivation, which supports St John's principles for the curriculum.

Formative assessment is ongoing assessment of children throughout the learning process. It enables children to know where they are going, and what steps need to be taken to get there. It enables them to participate in their learning journey and know what they have to do to improve their work. Formative assessment will be embedded in teaching and learning at St John's as follows:

- ❖ Initial assessment is carried out to diagnose what is securely known already, and where there might be gaps in knowledge.
- ❖ Teaching is planned to take learning forward
- ❖ Learning intentions are made clear to the children, along with clear success criteria for learning, which enables children to be aware of their own progress.
- ❖ Learning is checked throughout the lesson or learning process to address misconceptions, and reinforce learning intentions.
- ❖ Children will be encouraged to assess their own work against the learning intentions, and assess the work of their peers, offering positive suggestions for improvements.
- ❖ Constructive feedback will be given to children throughout the learning process, both verbally in lessons, and through feedback marking.
- ❖ Marking will be focused on the learning intentions. It will celebrate children's success in meeting them, and indicate what children need to do to improve their work.
- ❖ Success will be highlighted in pink (Tickled Pink), and next steps will be highlighted in green (Green for growth).
- ❖ Time will be allocated at the beginning of literacy and maths lessons for children to edit, improve and correct their work so that learning is embedded and moved forwards.
- ❖ There will be a high focus on assessment for learning strategies through lesson observations and staff CPD (appropriate learning intentions, use of success criteria, questioning, discussion, feedback and mini and end of lesson plenaries)

Assessment at St John's will be led by the deputy headteacher, and will be part of his/her job description. Key Stage leaders will be responsible for ensuring assessments are carried out and recorded in each key stage. Subject leaders for English and maths will be accountable for overall attainment and progress in these subjects. All subject leaders will be responsible for overall learning and progress in their subject.

There will be an assessment file for each cohort which will be passed to the receiving class teacher at the end of the year. June assessments will be moderated with the receiving class teacher to ensure that assessments are agreed to be accurate, and they will then form a secure baseline for progress in the following year.

EYFS

Assessment in the foundation stage will be carried out in accordance with 2013 Ofsted guidance. It is an ongoing process, culminating in the completion of the EYFS profile in the final term of the year in which the children turn five. The school will carry out a baseline assessment of each child's starting points within three weeks of their entry to the school, and from this, build next steps to challenge the child and enable progress. Progress of individuals and groups will be tracked through target tracker. Assessment is carried out through adults observing and recording what they see and hear. Evidence (written, photographic or video) will be gathered together in the child's learning journey book. All adults who work with Foundation Stage children can contribute to the assessment observations. Assessment will be carried across the three characteristics of effective learning and 17 Early Learning Goals, culminating in twenty pieces of information. For each ELG, the teacher has to make a judgment at one of three levels: Emerging E1, Expected E2 and Exceeding E3. Assessment outcomes will be recorded through in Target Tracker (see above) and used to predict outcomes at the end of KS1.

Monitoring and evaluation systems

It will be of the utmost importance to monitor and evaluate the performance and effectiveness of the school in order, firstly, to be fully accountable to parents, commissioners, governors and pupils, and secondly, to ensure that the vision for the school is being lived out in all aspects of school life. Through a rigorous system for monitoring and evaluating the work of the school, any areas where development or progress is falling short will be identified and appropriate action taken to address this.

The following areas of school performance will be monitored:

Performance area	Focus group	How?	By whom?	Frequency
Attainment and progress: Progress of individuals/groups/whole progress towards targets.	All pupils Inc. FSM, EAL, SEND, LAC, pupils in receipt of Pupil Premium	Tracking data Work scrutinies	Headteacher Deputy headteacher (from Yr 3)	½ termly
Attendance	All pupils	Online register records	Headteacher Deputy headteacher (from Yr 3)	Termly
Behaviour	All pupils	Class behaviour incident logs; Lesson observations; Learning walks Exclusion records. Parent feedback (surveys)	Headteacher Deputy head Class teachers	Termly
Quality of teaching and learning	All teaching staff	Lesson observations; Work scrutinies Pupil interviews Learning walks Listening walks	Headteacher Deputy headteacher (from Yr 3) English and maths. subject leaders from Yr 5	Termly - minimum
Curriculum	All pupils	Lesson observations; Work scrutinies Pupil interviews Learning walks Listening walks	Headteacher Deputy Head Subject leaders	Annually
Pupil well-being	All pupils	Parental surveys	Headteacher Deputy headteacher	Annually

		Pupil surveys Informal feedback Lesson observations Drop-ins.	(from Yr 3)	
Pupil safety	All pupils	Pupil/parent surveys Health and safety inspection walks Training records	Headteacher Designated Senior Person for Child Protection Governor with responsibility for safeguarding	Termly

- The main responsibility for monitoring and evaluating would be taken by the headteacher initially, and then shared by members of the senior leadership team and assessment manager, as these roles develop.
- A cycle for monitoring and evaluation would be established from the school's inception. Analysis of evidence gathered over the first year would inform the improvement priorities for the following year. Thorough analysis of tracking data would play a key part in this process.
- A focus group of governors (e.g. a strategy group) would work with the headteacher to evaluate the evidence gathered. Outcomes would be communicated to the whole governing body.
- Areas identified for improvement would be communicated to all staff, and a clear action plan put in place with defined timelines for improvement. School priorities for improvement would be linked to the whole school vision.
- Progress towards targets: in the absence of historical data, the school would take into account attainment and progress data from a range of nearby schools, and local and national averages. Targets for progress will be set above national averages (see sections Academic targets and Setting Ambitious and Realistic Targets for further details)
- The tracking of pupil progress will be enabled by an online tracking program, Target Tracker. This program enables progress of all pupils collectively, and all pupil groups to be tracked, e.g. gender, date of birth, FSM, EAL etc. If analysis shows that certain groups or individuals are underachieving, further analysis will investigate how teaching strategies already in place can be improved to meet the needs of the group more successfully.
- In addition to detailed data records produced by the tracking program, an overview of whole school progress will be recorded by cohort

Monitoring and improving the quality of teaching

The school will be committed to ensuring that all teaching is good or better, according to Ofsted Criteria for judging the quality of teaching, and national standards for teachers. The school aims to recruit high quality teachers with a proven record of 'good' teaching.

The following procedures will be in place to meet this commitment:

- Expectations for high quality teaching and learning will be discussed and clarified with staff at the beginning of the school year.
- The headteacher will have overall responsibility for monitoring teaching and learning for the first three years. This responsibility will be shared with the deputy head from year 4 onwards.
- Monitoring will comprise lesson observations, work scrutinies and interviews with pupils about their work. Lesson observations will take place at least once a term. Feedback from

lesson observations will be given promptly to teachers. Feedback on strengths and areas for development will be based on the national Teachers' Standards.

- The first observation will take place within the first four weeks of the Autumn Term, and will inform performance management discussions.
- Learning walks with a specific focus (e.g. assessment for learning strategies) will take place regularly, in addition to informal 'drop ins' to lessons.
- All staff will have performance targets which will be discussed at performance management interviews. These will be reviewed mid-year in February, and at the end of the school year in July. PM targets will include a whole school target focusing on a school development priority, a professional development target and, as appropriate, a leadership target.
- Where teaching is judged to be less than Good, follow-up observations will take place every three weeks. Teachers will be given specific guidance and support with areas which need improvement, referring back to the school's agreed expectations for teaching and learning.
- Support may take the form of training and observations of Good or Outstanding teaching elsewhere. As the school expands, it will be possible to provide peer to peer support, or a lesson study approach to improving teaching. The school will develop a culture of sharing good practice with a whole school focus on achieving the best outcomes for pupils.
- CPD will be focused on developing key areas of teaching and learning in order to secure good practice throughout the school. External consultants may be bought in to provide specific training and support.
- The outcomes of lesson observations will be recorded by the headteacher, and the governing body will be informed about the quality of teaching in the school overall.

Liaising with and reporting to parents/carers

Vision: the school will have a strong partnership with parents and carers to support the education of their children and the life of the school.

The school believes in a positive and constructive partnership with parents and carers, and is committed to working together to bring about the best possible outcomes for pupils. Involving parents/carers in their children's learning is known to have a powerful impact on their success. The school will work to build good relationships with families as soon as they express an interest in the school.

Liaising with parents:

- ❖ Before a child's term of entry to the school, prospective parents will be invited to visit the school for an information session, presented by the headteacher and EYFS leader. They will have the opportunity to ask questions, visit their child's class and meet other new parents informally.
- ❖ At the beginning of each school year, each teacher will provide parents/carers with information about the curriculum for the coming year, and any other information relevant
- ❖ The school will develop a booklet for each year group giving parents essential information about class arrangements, a curriculum map, assessment arrangements and some suggestions for the best ways of help gin their child at home.
- ❖ Parents will have the opportunity to meet with their child's class teacher once a term. In this meeting, parents will be kept fully informed about their child's attainment and progress, behaviour and social skills, and any other aspect of their life at school which is relevant. Similarly, teachers will record any comments made by parents about the child's behaviour and attitude at home which may impact on their well-being and motivation.
- ❖ If parents/carers have concerns about their children at any time, they will be encouraged to meet with the class teacher at the end of the school day.
- ❖ It is motivating for children to see parents/carers/ grandparents being part of the school day, and they will be encouraged to come in to the school as volunteers to support learning in the classroom and enrichment activities and events.

- ❖ Parents will be kept fully informed about school events and school community life through regular newsletters and the school website. Essential school policies will be available to parents through the website.
- ❖ A Parent's Forum will be established to give parents an opportunity to meet with the headteacher, or senior member of staff, and a school governor and raise general concerns or queries.
- ❖ A home/school agreement would be given to all parents to establish the expectations of the school's partnership with parents.

Reporting to parents:

- ❖ Brief written updates on progress will be sent to parents/carers at the end of the Autumn and Spring Terms.
- ❖ Full written report on their child's progress and achievements will be sent out towards the end of the Summer Term. This will include attendance records, results of National Curriculum tests at the end of KS2, and the outcomes of teacher assessments at the end of KS 1.
- ❖ National curriculum levels for each pupil will be communicated to parents at the end of each school year, along with an explanation of what national expectations are.

Reporting key school information

Audience	Information	When?	By whom?
Parents	National test results - KS1 assessments - Phonics test - KS2 results Summative Individual attainment and progress	Annually By end of summer term Annually	HT Class teachers
Governors	Monitoring outcomes of progress and attainment National retesting results Attendance	Termly Annually Termly	

NB all written documents sent out to parents/carers will be translated for families who are not confident about reading English.

Section D3 - Staffing structure

Careful consideration has been given to developing a staffing structure which will both enable the successful and stable growth of the school over the first seven years, and which will meet the needs of the expected pupil profile and deliver the best outcomes for all children. The team anticipates that the pupil intake profile will be similar to Central Primary School with a comparable range of diverse needs. We are aware that data from Central Primary shows a significant gap between advantaged and disadvantaged pupils, and that Year 6 results 2013 put the school in the lowest 20%. To ensure that we meet targets for progress for all pupils, and to ensure that all needs are supported, we have structured the staffing team to built in a high level of support for pupils from the beginning, in terms of learning and behaviour.

The team is committed to recruiting staff, who can enable high quality learning and good progress for all groups of pupils. It is recognised that it has been challenging for Central Primary School and the staffing structure is underpinned by:

- (i) Strong leadership from the beginning, comprising a leadership team of headteacher, deputy headteacher, inclusion manager and business manager from September 2015
- (ii) A qualified and experienced inclusion manager from September 2015

- (iii) High quality support for pupils with SEND, EAL and FSM, expanding as the school grows.

Strong leadership

It is hoped that the headteacher will be able to take up the post in either January 2015 or April 2015. The team will be seeking an experienced headteacher, with strong commitment to inclusion, engagement with the community and developing the school's distinctive Christian character. For this reason, the headteacher will retain responsibility for community liaison and partnerships.

A deputy headteacher will be appointed to start in September 2015 to support the headteacher with leading and developing the vision for the school. In the first years of the life of the school the deputy head will have a teaching commitment, which will reduce as the school expands.

The role of leader of Key Stage 1 and the Foundation Stage will be established in year 3, and the leader of KS2 in year 5. Both posts will carry a TLR2a.

An experienced and qualified Inclusion Manager will be appointed to the staff in September 2015, and will be a member of the Senior Leadership Team. This role is fully described in D1. Inclusion and meeting all needs is central to the school's vision, and therefore robust systems are being put in place to develop this from the beginning.

Senior and middle leaders will be encouraged to develop their leadership capabilities through access to leadership professional development e.g. National College leadership programmes.

Dedicated leadership time (0.1) will be provided for members of the senior leadership team to enable them to fulfil their responsibilities.

Senior Leadership Team

- the headteacher
- the deputy headteacher)
- Inclusion Manager)
- KS1/FS leader)
- KS2 leader)
- Business manager

Development of school leadership

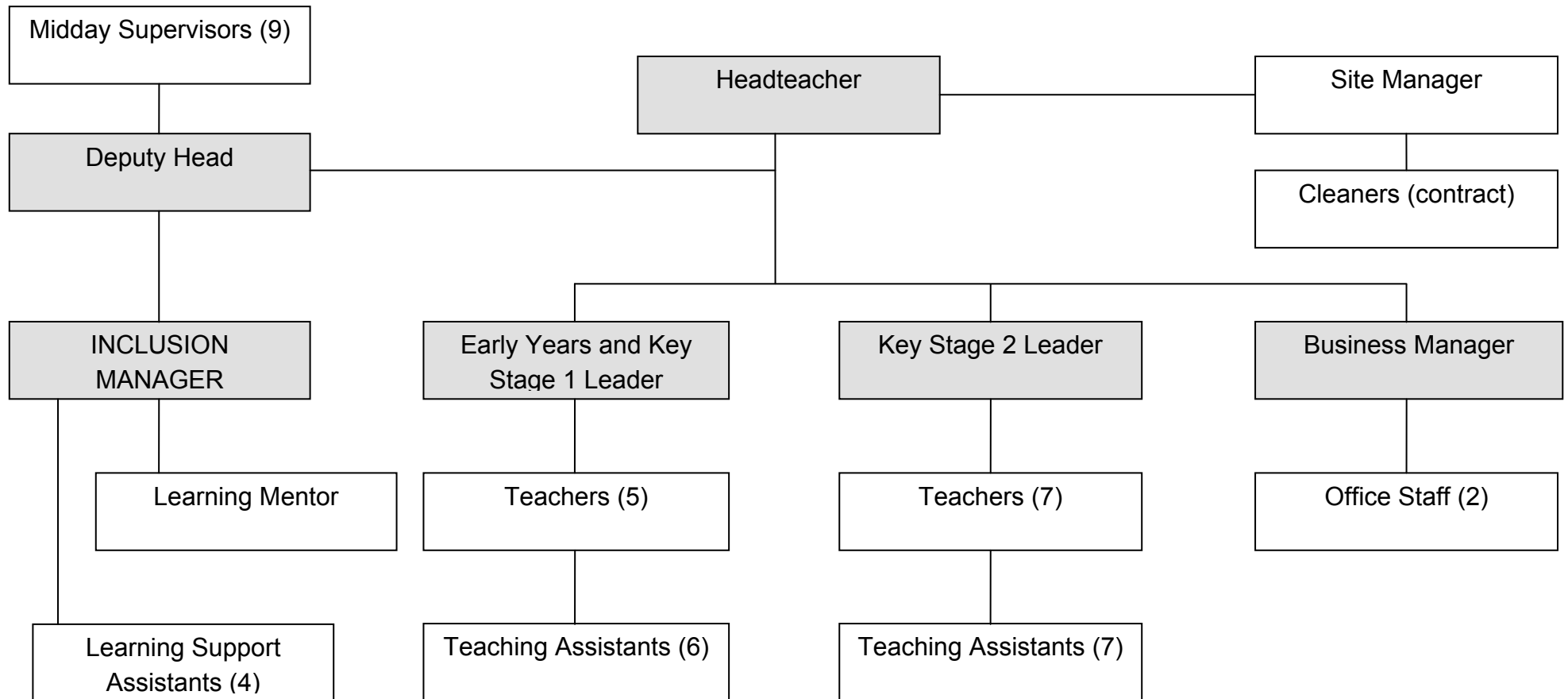
Post	Starts	Commentary
Headteacher	January 2015 Year 1	<ul style="list-style-type: none"> - Headteacher will be appointed from January 2015 and will play a key role in the pre-opening period. - The head will have responsibility for all areas of leadership and management of the school. - The headteacher will develop the distinctive Christian character of the school and be responsible for collective worship - The headteacher will be responsible for safeguarding - The head will take a strong lead in parent and community liaison promoting the school in the local area, and building partnerships. - The headteacher will have overall responsibility for standards in the school. - The headteacher will lead on the development of the curriculum.
Deputy Head	September 2015 Year 1	<ul style="list-style-type: none"> - The Deputy Head will be appointed to work with the headteacher when the school opens. - The deputy head will lead teaching and learning and

		<p>assessment.</p> <ul style="list-style-type: none"> - The Deputy head will lead on behaviour management, - The Deputy will be line manager for the Inclusion Manager and the Learning Mentor. - The deputy head will have a part-time teaching commitment, which will reduce as the school expands.
Inclusion Manager	September 2015 Year 1	<ul style="list-style-type: none"> - A full-time Inclusion Manager will be appointed from September 2015 with a part-time teaching commitment, which will reduce as the school expands. - The development of the Inclusion Manager role is based on an estimated 12% SEND. The time allocation will be built up gradually relative to the needs of the children in the school - The Inclusion Manager will be a member of the SLT, reflecting the importance of this role within the school.
KS 1/FS Leader	September 2017 Year 3	<ul style="list-style-type: none"> - This role will be established in Year 3 (6 classes). The key stage leader will be responsible for attainment and progress in the FS and KS1.
KS 2 Leader	September 2019 Year 5	<ul style="list-style-type: none"> - This role will be established in Year 5 (4 KS2 classes). The key stage leader will be responsible for attainment and progress in KS2.

ROLES AND RESPONSIBILITIES + PERFORMANCE MANAGEMENT STRUCTURE by Y7

Role	Responsibilities	Performance Management
Headteacher	Leadership and Management of the school Safeguarding Standards Distinctive Christian Character Collective worship community/parent liaison Curriculum development	SLT (4) Teaching staff (7) Site Manager
Deputy (non-teaching)	Leading teaching and learning Assessment Management of MSA team	Teaching staff (2) Inclusion Manager Part time teachers - PPA cover Senior Supervisory Assistant
Key Stage 1/FS leader [TLR2a]	Assessment/standards KS1/FS Leadership core subject [0.9 class teaching]	TAs in FS and KS1
Key Stage 2 leader [TLR2a]	Assessment/standards KS1/FS Leadership core subject [0.9 class teaching]	TAs in KS2
Inclusion Manager	Provision for SEND pupils Pupil Premium Grant	Learning Mentor Learning support assistants (SEN/EAL)
Office/Business Manager	Management of resources	Office staff
Class teachers	Subject leadership	Teaching assistants
Site manager		Cleaners
Senior supervisory Ast		MSAs

Year 7 Staffing Structure



Year	Year 1 15/17	Year 2 16/17	Year 3 17/18	Year 4 18/19	Year 5 19/20	Year 6 20/21	Year 7 21/22
Number on roll	60	120	180	240	300	360	420
Headteacher	1	1	1	1	1	1	1
Deputy headteacher	1	1	1	1	1	1	1
Inclusion Manager	1	1	1	1	1	1	1
KS Leader			1	1	2	2	2
Business Manager	1	1	1	1	1	1	1
<u>Leadership Team</u>	4	4	5	5	6	6	6
<u>Class Teachers</u>	2	3	5	7.6	9.8	10	10
Learning mentor	0.5	0.5	1	1	1	1	1
Teaching assistants	2	4	6	8	10	12	13
Learning support assistants	1	2	3	4	4	4	4
<u>Learning support for pupils</u>	3.5	6.5	10	13	15	17	18

Post	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Comments
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	
Number on Roll	60	120	180	240	300	360	420	420	
Classes	2	4	6	8	10	12	14	14	
Head Teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>Appointed January /April 2015</i>
Deputy Head	1.0 (0.5)	1.0 (0.5)	1.0 (0.5)	1.0 (0.4)	1.0 (0.2)				<i>Teaching commitment decreasing as the school expands.</i>
INCLUSION MANAGER	0.5	0.5	0.5	0.6	0.7	0.7	0.8	0.8	<i>An experienced Inclusion Manager will be appointed from Year 1, and will set up systems for identifying/supporting pupils with different needs in the school, and will assist with recruiting support staff. The IM will take a teaching commitment which will decrease as the school expands –also dependent on the needs of the pupils.</i>
Senior Leaders + TLR2			1.0 (0.9)	1.0 (0.9)	2.0 (1.8)	2.0 (1.8)	2.0 (1.8)	2.0 (1.8)	<i>Key Stage leader FS1 from Sept 2015 extended to FS and KS1 leader in 2016. Key stage leader KS2 from Sept 2020</i>
Teachers	2.0	3.0	4.0	6.0	8.0	10.0	12.0	12.0	
PPA / Leadership COVER	0.3	0.6	0.9	1.2	1.6	1.4	1.6	1.6	<i>Allocated amount may be covered by more than one part time member of staff</i>

TA FS	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	
TA KS1		2.0	4.0	4.0	4.0	4.0	4.0	4.0	
TA KS2				2.0	4.0	6.0	7.0	7.0	
LSA	1.0	2.0	3.0	4.0	4.0	4.0	4.0	4.0	<i>Includes SEN and EAL support</i>
Learning Mentor	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	<i>The learning mentor will play an important role in supporting pupils with all aspects of learning, social, emotional and behavioural difficulties and pupils moving into the school from abroad or different UK school.</i>
Business Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>Includes finance role full time</i>
Administrator	0.6	0.6	1.0	1.0	1.0	2.0	2.0	2.0	<i>Term Time only</i>
Caretaker	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	<i>Additional cleaning will be contracted out</i>
Senior Midday Supervisors 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
MSA	2.0	3.0	4.0	5.0	6.0	7.0	8.0	8.0	<i>MSAs will be employed for 1.5 hours each day.</i>

Development of teaching in line with school expansion and proposed budget							
	Year 1 15/17	Year 2 16/17	Year 3 17/18	Year 4 18/19	Year 5 19/20	Year 6 20/21	Year 7 21/22
Reception	1 x teachers 0.5 DHT 0.5 IM	2 x teachers	2 x teachers	2 x teachers	2 x teachers	2 x teachers	2 x teachers
Year 1		1 x teacher 0.5 x DHT 0.5 x IM	1 x teacher 0.5 x DHT 0.5 x IM	1 x teacher 0.4 x DHT 0.6 x Teacher	1 x teacher 0.2 x DHT 0.8 x teacher	2 x teacher	2 x teacher
Year 2			2 x teachers Inc. 1 x TLR 2a	2 x teachers Inc. 1 x TLR 2a	2 x teachers Inc. 1 x TLR 2a	2 x teachers Inc. 1 x TLR 2a	2 x teachers Inc. 1 x TLR 2a
Year 3				2 x teachers	2 x teachers	2 x teachers	2 x teachers
Year 4					2 x teachers Inc. x 1 TLR 2a	2 x teachers Inc. x 1 TLR 2a	2 x teachers Inc. x 1 TLR 2a
Year 5						2 x teachers	2 x teachers
Year 6							2 x teachers
INCLUSION MANAGER [IM]	0.5	0.5	0,5	0.6	0.7	0.8	0.8
PPA and leadership time for teachers and SLT.	0.2	0.4 [0.2 HLTA 0.2 teacher]	0.7 [0.3 HLTA 0.4 teacher]	0.9 [0.3 HLTA 0.2 teacher 0.4 INC MAN]	1.1 [0.5 HLTA 0.3 teacher 0.3 INC MAN]	1.4 [0.5 HLTA 0.7 teacher 0.2 INC MAN]	1.6 [0.7 HLTA 0.7 teacher 0.2 INC MAN]

DEVELOPMENT OF ROLES AND RESPONSIBILITIES IN LINE WITH EXPANSION OF THE SCHOOL YRS 1 - 7

Role	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	15/17	16/17	17/18	18/19	19/20	20/21	21/22
NOR	60	120	180	240	300	360	420
Leading distinctive Christian character	HT	HT	HT	HT	HT	HT	HT
Collective Worship	HT w. Vicar of St John's	HT w. Vicar of St John's	HT w. Vicar of St John's	HT w. Vicar of St John's	HT w. Vicar of St John's	HT w. Vicar of St John's	HT w. Vicar of St John's
Safeguarding (DSP)	HT						
Safeguarding – deputy DSP	INCLUSION MANAGER	INCLUSION MANAGER	INCLUSION MANAGER	INCLUSION MANAGER	INCLUSION MANAGER	INCLUSION MANAGER	INCLUSION MANAGER
INCLUSION MANAGER	0.5	0.5	0.5	0.6	0.7	0.8	0.8
Learning mentor/pastoral support		0.5	1.0	1.0	1.0	1.0	1,0
Community/parent liaison/partnerships	HT	HT/learning mentor	HT/learning mentor	HT/learning mentor	HT/learning mentor	HT/learning mentor	HT/learning mentor
Standards	HT						
Teaching and learning; Assessment	DHT						
Creative curriculum	HT with support from middle and senior leaders						

Leading teaching and learning	DHT	DHT	DHT	DHT	DHT	DHT	DHT
KS1/FS leader Standards KS1/FS	KS1 or FS teacher						
KS 2 leader Standards KS2				KS2 teacher			
Core subject leader: Maths		KS leader	KS leader	KS leader	KS leader	KS leader	KS leader
Core subject leader: English		Teacher	Teacher	Teacher	KS leader	KS leader	KS leader
Core subject leader: Science	Experienced teacher						
RE leadership	This is a key role in the school, and will be allocated to an experienced teacher with the capacity to lead and promote RE.						
Computing Leadership	Teacher with up to date experience of computing in the new curriculum,						

Rationale for staffing structure in terms of curriculum delivery

- The headteacher will have overall responsibility for standards, and the deputy head will lead on teaching and learning, and assessment. The DHT will share responsibility for monitoring teaching and learning with the headteacher to ensure high quality teaching.
- The deputy head will be supported by key stage leaders who will be responsible for attainment and progress within each key stage.
- Subject leaders of English and maths will be accountable for attainment and progress in these core subjects.
- The headteacher will be responsible for the development and implementation of the curriculum. Subject leaders will be developed to take full responsibility for different areas of the curriculum.
- An INCLUSION MANAGER will be appointed from September 2015 with a view to this role expanding as numbers increase. A full-time member of staff will be appointed, and it is anticipated that this role could be linked with a part-time teaching role and to cover PPA and Leadership time.
- There will be an expectation that teachers lead one Breakfast Booster session each week to target pupils in need of extra support to reach their potential. The school day on Friday will finish one hour early at 2.15 p.m. in order to give teachers quality time for joint planning and preparation.
- Dedicated time will be allocated to curriculum design and planning, planning Fridays and community partnerships.
- Teaching assistants will support individuals and groups of pupils with their learning to ensure they can access the curriculum and make good progress. At least two members of the TA team will be Higher Level Teaching Assistants in order to provide cover for teachers who are absent or having PPA time.
- In addition, learning support assistants will provide specific support for individual pupils with special educational needs, or provide EAL support. The school will aim to recruit LSAs who can speak some of the languages spoken by children in the school.
- Recruitment: the school aims to recruit teachers who are judged to be Good or better. In the first year, one of the Early Years teachers will have a record of successful experience in the Foundation Stage, and will have the capacity to lead. It is anticipated that successful NQTs will be recruited as the school grows, and thus take some pressure off the budget.
- The school understands the likely profile of pupils in the school (e.g. high mobility, significant social disadvantage, first generation immigrants) and has therefore planned for the learning mentor to play a significant role in supporting pupils from the school's opening.

Section D4 – Inclusivity

The Christian ethos of loving your neighbour, respecting each other, and valuing diversity will be integral to our school life.

St John's School will welcome pupils and parents of faith and no faith. Our school will be based in the local community served by the parish of St John's Watford.

Vision: the school will have strong links with the Parish Church and the local community.

The school will encourage children, staff, parents and carers, church and local community to work together.

St John's Church already serves the local community welcoming all people to join in activities run by the church.

- Community Fun Day 600-650 people attending
- Weekly Play group for vulnerable parents and children.
- Weekly play group for parents and children under 5 which is open to all who live locally.
- Community Coffee Morning – weekly - attracts a mixed group of young parents and the elderly who live in Central Watford and supported by our local councillors and police.
- Coffee and Art Group – a weekly art lesson offered free to those who live in the local community.
- Sunday Morning Breakfast Club – which has proved popular with families who do not usually attend church
- Messy Church each month that attracts about 120 adults and children.
- The Watford and Rivers Refugee Project - a twice weekly drop in sessions for those who are refugees who are/or are seeking asylum.
- Music Lessons - twice a week the church is used for piano and singing lessons for young children living in central Watford.

St John's School will also serve this local community. There will be a welcome for all at St John's School. It is part of our vision that we are fully inclusive and meet the needs of all pupils. We aim that all aspects of school life is assessable to all pupils regardless of faith background.

Welcoming those of faith and none

A good relationship with all parents is fundamental from the beginning and therefore every effort will be made to communicate with all those who are considering the school for their children. Translations of documents will be available in other languages and also the school would arrange for translators if necessary. The literature for the school will be clear that children from other faiths and none are welcome to apply for places and the admissions criteria in the event of of oversubscription will be explained so that they know that there are at least 50% of places for other than those who attend a Christian church. That families from other faiths and none are going to be welcome to attend the school. The vision is that it is a local school for local people. Church of England Schools are very popular with parents. Parents recognise the high standards that they promote and the positive impact that the Christian ethos has on the life of the school. They find shared values and a respect for people of all faiths and none in the church schools. In addition parents from the faith community welcome the fact that a faith in God is taken seriously and consider that it is a place where their children are encouraged to develop in their own faith. Children in the school have the opportunity find out about each other's faith and what it means to live as member of that faith community.

Vision: the school will enable children to have an understanding of people of faith

There will be opportunities for children of other faiths to share and celebrate their festivals in the school. With the support of the faith community the school would put on special events or days to celebrate festivals or events with one another. For example there could be a special themed day

to celebrate the festival of Diwali when children can link the curriculum to the theme of the day with activities and assemblies. Links can then be made to other faith festivals on the same theme such as Hannukah. At class level there would be an expectation that the children of all faiths would be able to talk about their faith and how it affects their daily lives openly.

Values

Vision: The school will be rooted in Christian values; the children will understand right and wrong and will achieve exemplary standards of behaviour.

The core Christian values of love, justice, forgiveness, gratitude, generosity, truth and integrity, and hope will underpin the ethos, relationships, the curriculum and all learning experiences in the school. One value will be introduced each month through collective worship, and linked to bible teaching. This will be supported through the wider curriculum in the classroom e.g. through PSHE, RE, English, learning behaviours. Children will be asked how the value could be demonstrated in school life, and life at home in order to develop their understanding. Links will be made to the values held by other world faiths, and may be illustrated in multicultural stories.

Children who are exemplifying the value in their behaviour and relationships with others will be rewarded through the school rewards system, and praised in whole school assemblies.

A carefully planned and in-depth focus on values has been shown to have a positive impact on behaviour, well-being, relationships and attitudes to learning, and this will be part of the ethos at St John's.

Curriculum

A detailed description of the curriculum is provided in D1. The needs of the anticipated profile of children for St John's and the relevance of the curriculum to the community have been taken into account as follows:

- High quality teaching and learning in RE which will cover knowledge and understanding in Christianity and other major world faiths will meet the needs of families who have chosen the school because it is a church school, and families of other faiths, or none.
- High quality teaching and learning in core subjects to give every child the chance to succeed
- An engaging curriculum to motivate children to learn and achieve.
- Specific curriculum support for EAL pupils (see D1)
- Provision within the curriculum to engage with the community (Fun Fifteen Days) and to understand the needs of the community (Community challenge)
- Drivers to underpin the curriculum which have been selected to enhance the curriculum for the children in the school, e.g. community, spirituality, knowledge of the world (taking into account the diverse community of the school), possibilities (to develop aspirations in children where these might be low).
- Focus on learning attitudes to encourage positive attitudes towards the curriculum

Religious Education

The teaching of Religious Education will be based on the Hertfordshire Agreed Syllabus 2012-2017. This syllabus is used by the church schools in the Diocese of St Albans and is supported by the Diocesan RE adviser. It will enable the pupils to learn about religion and learn from religion, exploring the six principal faiths that are part of communities in Hertfordshire. RE will be taught for equivalent of 1 hour per week throughout the school which is approximately 5% of curriculum time.

The Hertfordshire Agreed Syllabus guidance is as follows:

FOUNDATION STAGE RE will be delivered flexibly according to the statutory requirements of the EYFS.

KEY STAGE 1 60 hours over 2 years (approximately 10 hours per term)

KEY STAGE 2 156 hours over 4 years (approximately 13 hours per term)

The aims of Religious Education

To enable children and young people according to their ability and level of development to:

- acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
- develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
- enhance their own spiritual, moral, social and cultural development by
- developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
- responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
- reflecting on their own beliefs, values and experiences in the light of their study;
- expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.
- recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

Creationism, intelligent design will not be taught as part of science curriculum.

Collective Worship

Vision: the school will provide opportunities for reflection and spiritual growth.

Children will have the opportunity to explore the Christian faith, experiencing collective worship and prayer.

The aim of collective worship in a Church of England school is that it is accessible to all. No one should have to be excluded because they are not Christians. No pupil is asked to do something that they do not want to do. For example with prayer – they are invited to pray if they wish to. They can listen to a prayer and then join in amen at the end if they wish to make their own. There would also be time for the children to have their reflection and prayer as appropriate to their own faith. When speaking leaders will clearly state that it is what Christians believe and it will not be assumed that all those present also believe. Some songs used in worship will be explicitly Christian but others will be inclusive so that anyone can sing regardless of their faith. We will teach about Jesus and what Christians believe in collective worship but there will always be reference to God the Father so that those of other faiths are able to take part.

In order to work with diversity and strive for inclusivity in collective worship we will:

- Build positive relationships with families and local faith communities.
- Be clear when meeting new parents about what happens in worship and the ways this reflects the foundation of the school.

- Reassure children and their families that their presence in collective worship is valued and that they will not be required to say or do anything that challenges their integrity.
- Encourage children in finding ways to use prayer times for their own devotions or reflections.
- Give opportunities for silent reflection to enable all pupils to make a personal response. Raise awareness of shared values and celebrate achievements which cross cultural and religious boundaries.
- Respect the integrity of different faith and life stances.

The intention is that the school respects children from all faith and none and therefore will seek to meet the needs of all children recognising that they need the opportunity to have time for reflection and to develop spiritually regardless of faith or none.

If parents wish to withdraw their children from Collective Worship and/or Religious Education then the school will work with them to ensure that there is a meaningful alternative for the children. If it is because they are from another faith then it may be appropriate to approach the faith community for support with advice on the alternative provision offered to the children. It will be important to engage in a conversation on the shared values that are held in common as this will form the basis of the alternative activities. There may be times of Collective Worship and RE when they are able to take part in agreement with their parents. The alternative provision will be based on high quality values work that can be based on appropriate multi-cultural stories giving the children a range of learning and reflective activities supported by a member of the school staff. Where possible the themes will run parallel with those in Collective Worship so that the children are able to share experiences and learning with each other. The children will join the whole school when there is an assembly as distinct from an act of Collective Worship as it is important that they are able to take part as fully as possible in the life of the school.

We will be aided in this by the principal of the Cranfield Academy, Central Bedfordshire where there are a high proportion of Muslim parents who withdraw their children from Collective Worship.

Policies

The governance of the school will have a role in setting policies that are inclusive and also ensuring that they are implemented. The school leadership needs to implement these policies and it is vital that they are able to have good relationships with all parts of the school community and show an understanding for families of other faiths. At least one member of staff will have a community liaison role which will include linking with faith communities in the local area.

Governors of the school will develop a Sex and Relationships Education policy, having had regard to the Secretary of State's guidance in the framework for PSHE, and schools will also follow the sex education component within the science curriculum. The school will aim to develop in all students the knowledge and capacity to make informed choices about their personal lives. We will place sex education within the framework of a Christian understanding of sex and human relationships from a broad and liberal Christian point of view

In order to show respect to people of other faiths symbols from those faiths will be present in the school. Pupils will be able to wear symbols of their faith for the purpose of religious observance. For example children would be able to wear a Hijab as part of the school uniform as a mark of their Muslim faith. Normal dietary consideration would be allowed for such as vegetarian option for lunch.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	68		113%	60	55		92%
Year 1					60	68		113%
Year 2								

Section E: Evidence of need – part 2

Evidence of need for this school in the area.

At a county level, Hertfordshire currently has an estimated need for 2,230 additional primary school places to meet demand in 2015/16 (Basic Need scorecard).

At borough level, Watford has an estimated shortfall of 195 primary school places for 215-16 (Meeting the Rising Demand for School Places: September 2013 update – Hertfordshire County Council). The council has already indicated that the housing targets and population projections will need to be closely monitored to ensure that demand is met. It is acknowledged that *‘a significant infrastructure requirement that needs to be addressed over the next 5 years is the provision of sufficient primary and secondary school places in order to accommodate the additional demand that will arise’*. Further options for the permanent expansion of existing primary schools are extremely limited. (Watford Borough Council – Infrastructure Development Plan – March 2013)

Watford Town School Places Forecast¹

April 2013 Forecast	2013/14	2014/15	2015/16	2016/17
Number of reception places available	1230	1110	1110	1110
Demand	1182	1223	1305	1266
Supply/Shortage	48	-113	-195	-156
% Supply/Shortage	3.9%	-10.2%	-17.6%	-14.1%
No. of Forms of Entry	1.6	-3.8	-6.5	-5.2

At a local level, Central Ward (the location of the proposed school), has been highlighted as one of two areas where there is the greatest need for school places.

From child benefit data provided by HMRC, there has been a significant increase in claims for children under 5 between 2005-2012. These statistics show an 86% increase over the 8 year

period for Central ward compared to 32% for Watford overall, 17% for East of England and 16% for England as a whole.

All of the closest schools to the proposed St Johns Primary School provide a good level of education, however, they are all oversubscribed, which means that the choice of primary school education is limited. This is further exacerbated by a greater number of households than average that have no access to a car/vehicle (39.3% - Census 2011) that can limit the viable distance travelled to school. This appears to be consistent with our local knowledge in that Central ward is a diverse area, from commuters who have no reason to have a car, to some areas, such as Radlett Road, that suffer from deprivation, where having access to a vehicle isn't an option.

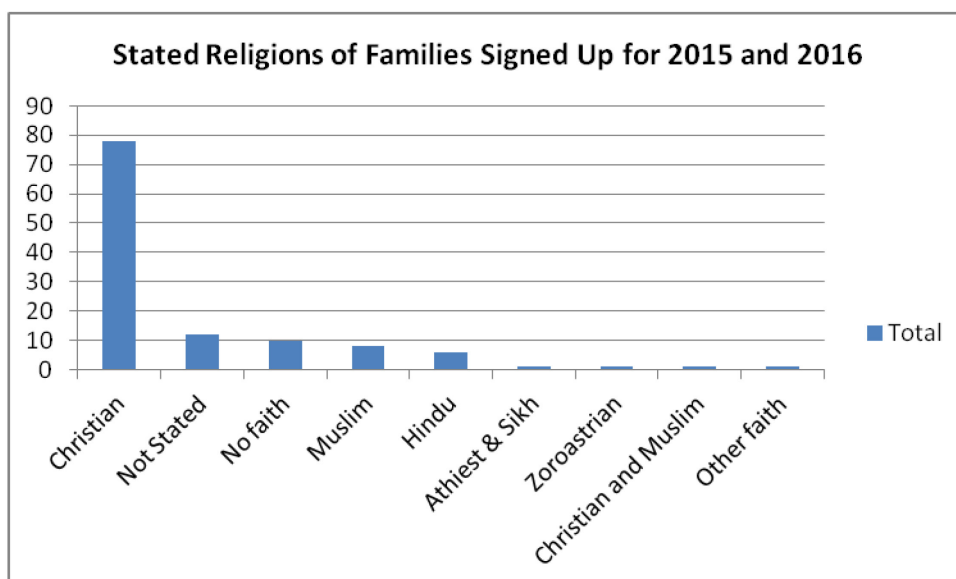
In terms of a Church of England School, there is currently no Church of England school within Watford Town. Unless you are a practising Catholic, there is no opportunity for parents of a Christian faith to send their children to a school with a Christian ethos. We have also had a number of parents of other faiths interested in the school. One parent clearly stated that they would rather send their children to a school where faith is respected, even if it was not their own faith.

In summary, Central Watford is an area with an increasing under fives population, that is least able to fulfil the demand for primary school places, and where providing a Church of England school would provide local parents with greater choice, and provide the opportunity for a Church of England education that is currently unavailable to them.

Map showing the distribution of parents that have signed up to St Johns.



Table showing the stated religions of families signing up to the school for reception in 2015 and 2016.



Comparing the religious distribution of our signed up families to 2011 census data for Central ward and Watford as a whole, we do have a higher % of Christian families than that which is expected from within the local community according to the census data (currently 66.4% compared to 49.4% for Central Ward and 54.1% for Watford). However this is expected for two reasons; firstly, as stated, there is currently no Church of England school available in Central Watford, and with local Catholic schools being oversubscribed, we expected that Christian parents would be attracted to a proposed Church of England School. Secondly, Central ward has a growing Eastern European community, who traditionally are Christian, therefore the 2011 census data may no longer be truly representative. There is a slightly lower than expected number of Muslim families, but the one group that does appear to be significantly underrepresented is that of families with no faith.

Sign Up Survey`

Signing up to the school could be completed on a paper form (see below), or online, although the online sign up provided exactly the same information as the paper form, including a check box to ensure that the person completed had read the vision statement.

St John's Church of England Primary School

Serving Our Children ✠ Serving Our Community

St John's Church of England Primary School will be a church school that is part of the St Albans Diocesan family of 135 schools. The school will have religious designation as a Church of England school. The focus of the school will be to serve the local community in Central Watford. It will be a school that welcomes pupils from Christian families, other faiths and none, being inclusive. There will be 60 places in Reception per year. As a Free School with religious designation at least 50% of those places will be for those who live in the local area and up to a maximum of 50% of places for parents who attend a Church. If places are oversubscribed then places will be allocated according the Admissions Policy agreed with the Diocese and the Department of Education. As a Church School the ethos will be based on Christian values and there will be a daily act of collective worship which will be inclusive for all children. An alternative time of non-Christian reflection will be provided for those children whose parents wish to withdraw them from collective worship.

Religious Education will be taught according to the Hertfordshire County Council Agreed Syllabus which teaches about other faiths as well as the Christian faith.

At the heart of our vision for the school are four key themes:

- **Educational Excellence.** We will teach the National Curriculum in creative and exciting ways that exceeds national standards with a clear emphasis on reading, writing numeracy and information technology. We want our children to reach their full potential.
- **Development of the whole Child.** We are committed to all aspects of your child's development, supporting them to make healthy choices and become creative and inquisitive life-long learners. For example visits to art galleries and museums will be a regular part of the learning experience. Also there will be provision of healthy school meals and opportunities to develop an interest in sports and exercise.
- **Christian Ethos.** The Christian ethos of loving your neighbour, respecting each other, and valuing diversity will be integral to our school life. Our School will be rooted in Christian Values, and enable all Children to explore the Christian faith, experiencing collective worship and prayer. Children will be encouraged to learn about different faiths and Religious Education will be taught according to the Hertfordshire County Council Agreed Syllabus.
- **Valuing our Community.** Our school will be at the heart of our community, serving those that need us and installing value of service and community in our children. For example we will offer the children an opportunity to take part in a community challenge scheme which will enable them to develop themselves, develop skills and serve in the community.

We are now collecting information to measure support for a new Church of England primary school to serve central Watford. We may share some of this information (date of birth and postcode information only, we will not share your contact details) with the Department of Education as part of our application for a new school. This form is to gather evidence of demand from parents who will have children eligible and wishing to enter Reception in September 2015 or September 2016.

To express your commitment to the school or to register your interest please complete and return the form on the back of the page.

St John's Church of England Primary School

Serving Our Children ✝ Serving Our Community

St John's Church of England Primary School. Sign up Form	
Parent's Name:	
Post Code	
Children's Date of Birth	1.
Children born between 1/9/10 & 31/10/12 will be eligible to start school in September 2015 or Sept 2016	2.
	3.
<p>I would select St John's Church of England Primary School as first choice for my Child(ren). Please tick Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please sign in the box below to confirm your choice</p> <p>Please note this is not a binding commitment</p>	
Signature :	
<p>Please state your religious beliefs if any.</p> <p>We need this information to demonstrate to the department of Education that there is a demand for this school from parents of</p>	

Christian faith, other faiths and no faith.	
Keeping in Touch. Please let us have your contact details so we can keep you up to date as our plans for the school progress.	
Email (please print clearly)	<i>optional</i>
Telephone	<i>optional</i>
Address	<i>optional</i>

This form is to collect information to measure support for a new Church of England primary school to serve central Watford. We may share some of this information (date of birth and postcode information only, we will not share your contact details) with the Department of Education as part of our application for a new school. This form is to gather evidence of demand from parents who will have children eligible and wishing to enter Reception in September 2015 or September 2016.

Please hand this form in or Post to; Father David Stevenson, 9 Monmouth Road, Watford, Herts, WD17 1QW

Or complete the form online at www.saintjohnswatfordschool.org.uk

As of 08/05/2014, 160 families have expressed an interest in the school. Of these, 68 have children eligible to enter reception in 2015, 55 for 2016 and 39 to enter reception in 2017. Some of these families have older children that they would like to have transferred to St John's if that was an option.

Engaging with the Community

A group of community champions have been identified to undertake the demand data collection. These are a mix of local parents who are passionate about the proposed school, and members of the school team.

In order to target local parents of all faiths./no faith whose children would be starting reception in 2015 or 2016, visits have been made to local playgroups run by local churches, local parents and local children's centres. All of these groups attract families from throughout the community, although we acknowledge that that the adult attendees are predominantly female and may not include working parents who are unable to attend groups during the week. We also ran a number of drop-in information sessions at St John's Church and at the community centre on the Radlett Road Estate during the Easter holidays, providing parents/carers with the opportunity to ask questions and sign up.

In order to capture working parents, we have identified a local soft play centre and local toddler "classes" which attract a higher percentage of working parents and male parents/carers (in the case of the soft play centre). We have also distributed leaflets at various local places visited by parents/carers – coffee shops, the local library, leisure centre, supermarket, local pre-schools and nurseries, as well as the large commercial properties within the local area in an effort to ensure that local working parents who may not be able to attend local playgroups are also aware of the information.

We have a strong online presence with our website and Facebook page, we have also recently opened a Twitter account, and we have found that this is a great medium to reach out to all members of the community. Our facebook page now has 374 "Likes". We acknowledge that there is a strong social media presence amongst the local parents of all demographics, and have community champions that are active within a number of local parent groups and community pages. One of our sign up parents runs the local "Watford mums" page, which currently has 1208 "likes", and is very active in passing on information about the school. We also have some of our EAL parents that are spreading the word amongst their own communities through their personal networks and social media, including the local Polish Saturday school, and one family is taking information into the local mosque.

In order to engage all members of the local community, leaflets have been distributed to all addresses in Central Ward and in the neighbouring Callowland ward which would be within walking distance of the new school.

Two public meetings have now been held. The first, in February, introduced the proposed school to interested parties. It was attended by the local MP and the Mayor, both of whom gave their support to the school. All sign ups at that point were invited, leaflets were sent out to every household in Central ward and the event was marketed on social media. The second, held in early May, provided an update on the education plan prior to the application submission. Again, all sign ups were invited and the event was marketed on social media, and during community champion visits. Both of these meetings have been held in the evenings to assist those parents/carers that work, but we have also set up activities for those that have to bring their children, to maximise the number of families that can attend.

Media Presence - The school has received coverage in the local media (Watford Observer) and [REDACTED] has been interviewed by Three Counties radio, who are interested in following the progress of the school until opening. Paid advertisements have also been taken out in the local papers.

Those parents/carers that have signed up to the school are currently placed on a mailing list, so that we can make sure that they are kept fully updated on the school.

We are planning to have information events within the Town Centre to reach out to all parents, and continue to undertake visits to local groups, and engage using social/print media. We also are aiming to increase the number of community champions with a specific focus on those with EAL. With regards to specific faith/non-faith groups that are currently under-represented, we have a local Muslim family that is taking information into the local mosque, we will be making further contacts with leaders of faith groups within Watford, and will continue to talk to all parents/carers, explaining why a Church of England education is relevant to those of different/no faith.

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"> • Curriculum Development • Leadership & Management • RecruitmentChurch School Ethos Advice 	██████████	8 hours per week

<p>██████████</p>	<p>Y</p>	<ul style="list-style-type: none"> • General Advice and support • School Governance • Liaison with the Diocese & Herts CC 	<ul style="list-style-type: none"> • ██████████ 	<p>8 hours per week</p>
<p>██████████</p>	<p>Y</p>	<ul style="list-style-type: none"> • Educational & Governance expert 	<ul style="list-style-type: none"> • ██████████ 	<p>8 hours per week</p>

██████████	N	<ul style="list-style-type: none"> • Curriculum, Leadership & Management • School Improvement • Church School Ethos Advice 	<ul style="list-style-type: none"> • ██████████ 	8 hours per month plus other consultation
██████████	Y	<ul style="list-style-type: none"> • Leadership/Governor • Curriculum adviser • Operational delivery of the vision • Communication & liaison with residents & key stakeholders <ul style="list-style-type: none"> • Event organising 	<ul style="list-style-type: none"> • ██████████ 	8 hours per week

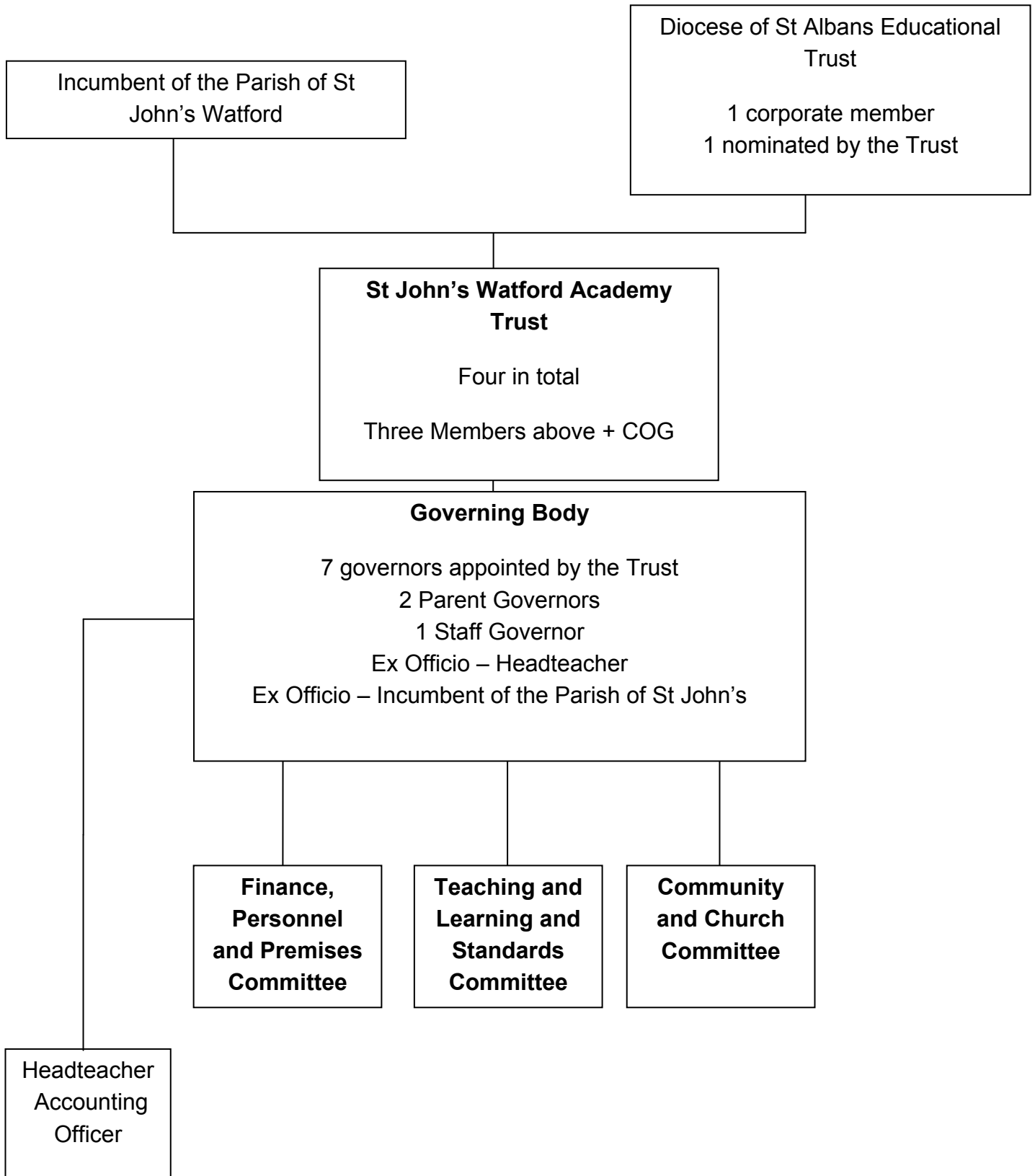
██████████	Y	<ul style="list-style-type: none"> • Financial Modelling • Project Management • Operational Management • Operational policy development • Event organising 	<ul style="list-style-type: none"> • ██████████ 	8 hours per week
██████████	Y	<ul style="list-style-type: none"> • Leadership • Networking • Stakeholder Engagement • Communication & liaison with residents & key stakeholders • Recruitment and selection of key appointments 	<ul style="list-style-type: none"> • ██████████ 	8 hours per week
██████████	Y	<ul style="list-style-type: none"> • Operational delivery of the vision • Community Engagement & Marketing Networking with Parent 	<ul style="list-style-type: none"> • ██████████ 	4 hours per week

		<p>Groups</p> <ul style="list-style-type: none"> • Communication & liaison with Parent Groups, residents & stakeholders • Recruitment and selection of key appointments 		
██████████	N	<ul style="list-style-type: none"> • Buildings and Project Management 	<ul style="list-style-type: none"> • ██████████ 	1 day per month plus other consultation
██████████	N	<ul style="list-style-type: none"> • Planning school information technology infrastructure 	<ul style="list-style-type: none"> • ██████████ 	8 hours per week
██████████	Y	<ul style="list-style-type: none"> • Community Engagement • Marketing • Operational delivery of the vision • Networking with Parent Groups • Communication & liaison with Parent Groups, residents & stakeholders 	██████████	6 hours per week

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Project Management	Engage the services of an experienced Project Manager. A PM that has been used by the Diocese for other Academy development. The PM needs have experience of HR and SEN. At least three companies will be invited to bid for the position.
Other faiths in a school context	A [REDACTED] has agreed to advise the group in the pre-opening stage
Gifted and Talented	[REDACTED] [REDACTED]
Early Years	[REDACTED] (see above) will act as a consultant

Section F2



Governance Structure

The governance of the St John's Church of England Primary School, Watford will follow the Articles and Memorandum agreed by the Church of England for Academies.

The school is being set up in partnership between the Parish of St John's Watford and the Diocese of St Albans and this will be reflected in the membership of the St John's Church of England Primary School Trust. There will be founding four members of the Trust. The local member will be the Incumbent (parish priest) of the Parish of St John's Watford, the Chair of Governors and two members appointed by the Diocese of St Albans Educational Trust (the Umbrella Trust corporately will be represented by the Chair, the second will be a named person nominated by the UT and removable at will by the UT.)

The Diocese of St Albans Educational Trust has been established to appoint the members to individual academy trusts in the Diocese. It also has an overview of the standards of all academies in the Diocese receiving annual reports from the academy trusts in the Diocese. It is an Umbrella Trust and has been duly constituted and established with appropriate Memorandum and Articles. There will be a Directors group. The Diocese of St Albans Educational Trust will hold the Governing Body to account. It will receive all generalise data (not that relating to individual children) and will question the Head and Chair regularly on performance and the full GB as appropriate. The Umbrella Trust contains the relevant educational experience to question intelligently any under-performance.

Members

The appointment of the members of the Trust reflects the partnership of the local Parish of St John's and the Diocese of St Albans. The member for the Parish of St John's will be the [REDACTED], at present [REDACTED], who is taking a lead locally on the development of the new school. The Diocese of St Albans Educational Trust will corporately be a member of the Trust and has nominated another individual to be a member. This person appointed by the Diocesan Educational Trust will have knowledge and experience in education. When the Chair of Governors is appointed that person will also be a member whilst in the office. The Umbrella Trust members will not be governors of the school and therefore keeping a separation in the role of member and governor. Only the Incumbent and the Chair of Governors will be governors of the school.

The Diocese of St Albans Educational Trust is constituted with seven members who include an Educational Consultant who is a former headteacher with extensive experience of school improvement and a former Assistant Chief Education Officer with lengthy experience of working in the primary sector. The chair is a former school improvement specialist who worked for a lot of her career in Luton, the town in the area which most closely mirrors Watford in terms of deprivation and ethnic mix. All of the group have experience of working in schools. The Trust has not yet had to intervene in any of the Diocesan Academies. All sixteen Converter Academies in the Diocese are still graded Good or Outstanding. The Trust is equipped to intervene in any Academy, including the Free School, should that prove necessary. It will receive a steady flow of information on standards, attendance, etc.

Should intervention prove necessary, the Trust will use Diocesan Officers, Diocesan Consultants deployed under the Service Level Agreement or Good and Outstanding Headteacher – currently 86.2% of Diocesan Primary Schools are graded as Good or Outstanding.

The members will be responsible for the appointment of a majority of the governors of the school. They will consider the needs of the school and the skills and expertise that are required by the governing body to fulfil its functions. This appointment process will be in consultation with the Diocesan Education Department and the local Parish. The Diocesan Education Department has an officer who is able to provide support and advice on the appointment of the governors. This is a function that the department provides for all its schools and academies.

The Members will have oversight for the governors that they appoint ensuring that they regularly attend meetings, they receive appropriate training and are involved appropriately in the life of the school. If a governor is not performing as expected then the members will take measures to dismiss the governor and replace them with another person with appropriate skills and experience. Should it be necessary then the members have the power to replace all the governors that they appoint which is the majority.

The members will meet at least once a year for an Annual General Meeting. Other meetings may be held if deemed necessary. Those members who are not governors would be expected to visit the school at least annually.

They will receive minutes of the governors meetings together with any reports produced by the headteacher. This will enable them to ensure that the Governors are receiving the appropriate information from the school and are providing the necessary challenge to the leadership. They will ensure that there is a regular external audit of the school and receive the report.

They will provide a very important role in having financial oversight for the school being responsible to the Secretary of State for Education. They will receive a finance report at least twice a year and agree the final accounts and will appoint the auditors annually.

The members will be supported by the Diocese of St Albans Board of Education, Education Department. Advice and regular training is available for members of academies in the Diocese.

Governors

The governing body needs to be strategic in function providing overall leadership for the school without being involved in the day to day management. There will be 12 governors appointed as below:

7 Governors appointed by the members of the St John's Educational Trust.

1 Governor – Incumbent of the Parish of St John's (Ex officio)

1 Governor – Headteacher (Ex officio)

2 Parent Governors elected by the parents

1 Staff Governor elected by the staff

There will be no co-opted governors.

Of the governors appointed by the Members they will seek to fill these posts with people who live in the local area where possible whilst having regard for the balance of skills and experience that the governing body needs to fulfil its functions. Bearing in mind the intake of the school the members would seek to appoint at least one governor who had an understanding of the needs of children with English as a Second Language.

The first parent Governor will be appointed in the first term. The second will be appointed after a suitable time. We have a National Leader of Governance whom we can call upon to offer advice and support as we grow the GB.

The full governing body will meet at least 6 times a year, normally twice a term.

Committees will carry out the delegated roles of the Governing Body. The committees will focus on the needs of the school fulfil its vision.

Finance, Personnel and Premises Committee

This committee will have work with the headteacher and the business manager on the finance of the school. They will also have oversight of the staffing of the school dealing with HR issues as they arise. In the development phase of the school building they will have an important role in this work. They will use external expertise as required, for example an architect.

Teaching, Learning and Standards Committee

The committee will work with the staff on the development of the curriculum and teaching and learning and ensuring the implementation of the plans as the school expands. The committee will all have responsibility for assessment. They will do detailed analysis of standards reporting to the Governing Body.

The Committee will receive regular reports on the quality of teaching, attainment, progress, attendance etc. This Committee will interrogate the data and make summary reports to the full Governing Body. Should intervention be necessary, the Governors will use Diocesan Officers, Diocesan Consultants deployed under the Service Level Agreement or Good and Outstanding Church School Headteachers. The Governing Body will use LA School Improvement Officers if they have the appropriate skills.

The school will use a neighbouring Church School to bench mark its result during the time when no historic data is available as the school develops.

Community and Church Committee

The committee will ensure that there is an effective working relationship with St John's church and other churches. They will also work with the school to liaise with the local community and monitoring the school's work in the community.

The committees will have agreed delegated powers to make decisions on behalf of the governing body but will be required to report back to the full governing body.

The membership of the committees will include members of the governing body and others who would be able to contribute to the work of the committee. The governors will always be in the majority on the committee. Only the governors will be able to vote on any decisions.

The governors will be expected to make regular visits to the school during the school day and governors on appointment must commit taking time off work, if necessary, to fulfil this requirement of their role. The purpose of the visits is to build relationships with the staff of the school and see the school in operation. They will not be expected to make judgements on teaching and learning. They will have opportunity to speak with senior staff and when appropriate to accompany them on lesson observations. These visits will help them to understand the standards being achieved in the school and help them with the evaluation of policies in practice.

The governors would expect to be given full information on the school in order for them to judge how the school is performing in relation to other schools. They would be expected to receive information from the headteacher to enable them to make these judgements. They will be provided with access to RAISEOnline and other data sources together with training so that they are able to ask appropriate questions about the standards and performance of the school. The governors will require reports on the quality of teaching in the school and if there is under performance how this is being addressed. The governors will arrange regular teaching and learning audits of the school to give them an external view of the school.

There will be an expectation that the governors are fully committed to the school and its development. Schools have services available to them from the Diocese.

They will receive advice and information on:

- Constitution and membership of governing bodies
- Roles and responsibilities of governors
- Legal matters in relation to responsibilities of governors
- School policy documents reflecting the distinctive ethos of church schools
- Headteacher/governor relationships
- Child Protection issues
- Admissions policies, procedures and appeals for church schools

They will receive induction and ongoing training from the Diocesan Education team, which provides training for governors of all the church schools in the Diocese. The governors of St John's would also have access to the advice from experienced governors within the family of church schools in the Diocese.

The governors would be able to have access to the services of consultants that are recommended by the Diocesan Board of Education.

Senior Leadership Team

The Headteacher and the other leaders are responsible for the day to day leadership and management of the school. The headteacher is responsible to the governing body for the way that the school is run, the standards of teaching and learning and performance. The headteacher will have delegated powers from the governing body.

The headteacher will have an ex officio position on the governing body and the relationship with the governing body is very important so that the governors can hold the Headteacher to account for the leadership and management of the school. The headteacher will need to have regular meetings with the chair of governors in order that the chair is fully informed in the periods between meetings. The role of chair is very important to allow the Headteacher to be effective in the role. They need to be a critical friend to the head both supporting and challenging as needed.

The headteacher will be the accounting officer with the support of a financially well qualified office manager. The headteacher will work to the budget set by the governing body regularly reporting to them and ensuring the final accounts at the end of the financial year are prepared for the governors and members.

Conflicts of Interest

The school will avoid or minimise conflicts of interest with procedures adopted by the governors. The aim is to have an open and honest view of any potential conflicts of interest. Governors will

be asked to challenge each other if they believe that there could be a potential conflict of interest. Advice will be sought if necessary.

There will be a register of interests which is open to public scrutiny. The governors will be asked to make a declaration of any relevant conflict of interest at the beginning of a meeting so that it is clear to members of the meeting. Governors will be expected to withdraw from the meeting during any relevant discussion and will not be eligible to vote on the issue.

The headteacher and the staff governor will not be able to take part in any discussion or vote relating to pay and conditions. This includes decisions on performance related pay. They may also have to withdraw on certain personnel issues.

Another example would be if any governor or family member has interests in a company that is tendering to provide goods and services. They must withdraw from the meeting during any discussion or vote on the matter.

There could be conflict of interests relating to the services available from the Diocese of St Albans. A number of the support services from the Diocese are free to all church schools. There is a service level agreement that school can pay if they wish to have access to additional services. There is no expectation that the school will commission these services from the Diocese. It would be expected that the school follows normal procedures to ensure value for money and may wish to procure them from elsewhere. For example an adviser to give an independent evaluation of the teaching and learning in the school.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1496 325 1720 357">• [REDACTED] 	As required
Head Teacher	[REDACTED]	[REDACTED]		Full Time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 hours

[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	4 hours
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F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
HR	If it is not possible find a person with these skills then the governing body will use a consultant when needed. Does the diocese have an HR person/Dept that could help. What do the other diocesan Academies do?
SEND/EAL	The proposers and the Diocese will seek a teacher with appropriate experience from the other schools. EAL – If possible to find a local person with experience of EAL who could be a governor
Computing	From business contacts in the church
Chair of Governors	It is possible that one of the experienced governors will be able to take this role. They must: <ul style="list-style-type: none"> • Share the vision for the school and the community • Have an understanding of outstanding primary practice • Have ability to think strategically • Have experience of personnel management • Have experience of recruitment Ideally they will have experience of church schools but this is not as important as the skills to lead the governors of an outstanding school.

Section F4

The appointment of a high quality headteacher is vital in the establish St John's Church of England Primary School as an outstanding school.

The recruitment of a suitable candidate with the drive to take the project forward will be a key priority for the Governors. They will have the help and support of very experienced advisers from the Diocese of St Albans.

The duties below are in addition to the statutory duties and responsibilities of a Headteacher as set out in the School Teachers' Pay and Conditions Document.

The overarching responsibility of the Headteacher is to establish St John's Church of England Primary School in line with the vision, ethos and take the lead in developing a team who will deliver excellent teaching and learning

Job Description

Planning, Organisation and Management

- To ensure that the School Development Plan becomes a School Action Plan
- To ensure that the training and development of all staff
- To ensure that the allocation of physical and human resources
- To make the best use of staff through effective delegation.

The Curriculum

- To develop and ensure development and delivery of the school curriculum

RE and Worship

- Responsibility for leading and organising daily acts of collective worship.
- Working in collaboration with the clergy of St John's Church and other local churches.

The Governing Body

- To ensure that the Governing Body is properly informed on the school.
- To devise with the Governing Body the appropriate range of management information required by the Governors to carry out their functions and responsibilities
- To ensure that Governors are given ample opportunity for visiting the school and for meeting staff, pupils and parents.

The Pupils

- To ensure that the needs of children are prioritised in all aspects of the running of the school.
- To ensure that the school's policy on behaviour is reviewed regularly and that an effective system of pastoral care is maintained to meet the needs of all pupils.
- To maintain effective liaison arrangements with other agencies concerned with the development and welfare of pupils.
- To ensure that proper account is taken of any specific needs of children by reasons of gender, language, ethnicity or faith and that appropriate provision is made for them
- To ensure that the specific needs of the children with special educational needs are identified, recognised and met.
- To ensure that all children are kept safe.

Parents and Community

- To ensure that there are effective methods of consultation with parents and that they are properly informed.
- To ensure that the school is integrated with the local community and regarded as a resource.
- To develop effective links within the local community and churches.
- To market the school effectively in the local community

The Diocese and Local Authority

- To maintain effective liaison with the Diocese of St Albans Education Department and the Local Authority.

Evaluation, Assessment and Appraisal

- To ensure that the work of the school is of high quality through a carefully devised system of evaluation involving a process of review, target setting, monitoring and further review.
- To ensure that the school develops an effective system for staff appraisal within the framework set by the DfE

Equal Opportunities

- To ensure that Equal Opportunities in the school

Person Specification

The proposers wish to appoint a headteacher who is a Christian and is able to support the values and beliefs that lie at the heart of the school. A Christian is best suited to leading on the development of the essential Christian ethos of the school. It would also be desirable that they have experience of working in a church school as this will enable the school to develop as a church school effectively from the beginning. The headteacher would be confident to lead collective worship and would have experience of establishing the necessary partnership with the local parish church and incumbent. The selection criteria will not be limited to Church of England, candidates from other churches belonging to Churches Together in Great Britain will be accepted.

We wish the headteacher to be experienced as they will need to be able to develop the school from the beginning. This will be a demanding role as the school is developed with a number of staff being recruited each year. An experienced headteacher will have all the necessary leadership and management skills already developed. This is not a time to be learning to be a headteacher.

It would be an advantage for the headteacher to have experience of children who have English as a Second Language as it is likely that a high percentage of children will fall into this category. Experience of being in a senior leadership position in education within a multi-cultural environment would be desirable. The Diocese has many schools in multi-cultural settings. The Diocese currently has representatives of the six major faiths found in Great Britain serving on Governor Bodies of church schools. We have a Jewish Head in School close to Watford, a Jewish Deputy and RE coordinator in another and numerous Muslim, Hindu, Sikh and Buddhist teachers. Until recently there was a Sikh Chair of Governors. We have had Jewish Acting Heads and Acting Chair of Governors. In the past we had a rabbi on a Governing body nominated by the church. As with parents, teachers and governors of other faiths often prefer working with church schools as belief

is taken seriously and a high importance is placed on values. The Diocese of St Albans is fully committed to multi-cultural education.

They will have a passion to deliver a high quality of teaching and learning that is creative and fun for the children and staff, which focuses on high standards. The most effective headteachers have high expectations of pupils and we will need to have this characteristic. They will also be responsive to the needs of all in the school community including those with special needs and disabilities and gifted and talented children.

The headteacher will want to involve the community in the school and they will have positive ideas to develop links with the parish, engage with other local organisations engaged in supporting the learning of children and young people, and other community groups. They will promote positive relationships with parents and encourage the involvement of parents in their children's learning and school. They would also engage representatives from the parish and wider community in the life of the school.

We would expect them to be a good communicator to a variety of audiences being articulate in speech and writing. They need to be able to market the school in the community during the development and promote it positively in the community.

Above all it is essential that the headteacher is excited about the opportunity to set up a new school. They will need to have the ability to sustain implementation of vision throughout set-up period of the new school and have stamina, energy and drive.

Recruitment Timeline

Recruitment of Headteacher begins	September 2014
Appointment of headteacher, for January 2015 start	By 31 January 2014
Headteacher in post	22 April 2014 (start of HCC Term)
Appointment of other staff, to start after head is appointed	22 April 2014
School opens	1 September 2015

This timeline is on the basis that an experienced headteacher is needed to develop the school.

An attempt to appoint will commence in September 2014 to leave time for a second round of advertising etc.

The interview days will include a time at Nash Mills C of E Primary School where applicants will be expected to talk to the Schools Council and lead an act of collective worship. This is a school in a similar area of deprivation and this will enable the appointment panel to assess the potential Headteachers as communicators with disadvantaged pupils. Candidates will be expected to give a presentation to the shadow governing body, complete a data exercise as well as be assessed during a vigorous formal interview. If no candidate is appointed at the first attempt a second round of interviews will be attempted or an outstanding head from a Church School will be appointed on a temporary basis.

The aim will be to appoint an experienced headteacher to the role. They will be non-teaching from the beginning to allow for the development of the school. This will be more attractive than if the

post required a substantial teaching commitment. This is an exciting project that will attract high calibre candidates as it is an opportunity to establish a new school and build it. They will be attracted by the community aspect of the project together with a strong partnership with the parish of St John's. They will be attracted by the passionate vision of the local proposers and will be reassured that the school will be part of the Diocesan family of schools.

It is recognised that in order to recruit the best candidate it will be necessary to pay an attractive salary which is commensurate with local schools of the equivalent size from the beginning. It will be necessary to pay the salary towards the top of the group 3 pay range around L19 together with a performance related additional payment.

The recruitment process will be supported by an experienced adviser from the Diocese of St Albans Education Department which has extensive experience in the appointment of headteachers to schools.

Section G: Budget planning and affordability

██████████ ██████████

██████████



G3 Financial resilience to reductions in income

- [REDACTED]

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
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<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; 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; 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; 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; 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; margin-bottom: 5px;"></div>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
TOTAL			██████████

Table showing saving required vs saving achieved against original budget.



Table showing Income vs expenditure for 70% sensitivity model



Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

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	██████████

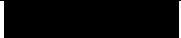
CV template		
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	

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

CV template

	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.	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	[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]

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
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

CV template		
	<p>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 	

CV template		
	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 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
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

CV template		
	<p>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 	

CV template		
	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 additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including:	

CV template		
	<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 	N/A

CV template		
	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	

CV template	
	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	[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]



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 	
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 	N/A

CV template		
	<p>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 	N/A

CV template		
	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	[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]

CV template

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CV template		
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CV template		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
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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	██████████
		██████████
		██████████
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CV template		
	<ul style="list-style-type: none"> ▪ 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

CV template		
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	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

CV template		
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	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body 	N/A

CV template		
	<p>membership number</p> <ul style="list-style-type: none"> ▪ 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, 	N/A

CV template		
	if applicable	
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6.	Brief comments on why your previous experience is relevant to the new school	

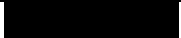
CV template

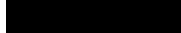
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CV template	
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CV template		
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