

EMMANUEL COMMUNITY SCHOOL
PROPOSAL

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1.1 Related Organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y/~~N~~ YES

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

EMMANUEL CHRISTIAN CENTRE (REGISTERED CHARITY NO. 1054405). ECC IS SPONSORING THE NEW COMPANY. IT WILL SUPPORT, PROVIDE RESOURCES & VOLUNTEERS FOR THE SCHOOL AND OFFICE. ECC NURSERY WILL BE A FEEDER SCHOOL FOR THE FREE SCHOOL.

THE GREENLEAF TRUST (REG. CHARITY No. 1121557) IS AN ASSOCIATED ORGANISATION FOCUSING ON CHILDREN, YOUTH AND DISADVANTAGED PEOPLE. IT WILL PROVIDE VOLUNTEERS FOR ENRICHMENT ACTIVITIES, TEACHING RESOURCES AND TRAINING.

██████████ – THIS COMPANY HAS PROVIDED PRINTING & PUBLICITY MATERIALS FOR THE FREE SCHOOL AND WILL ASSIST WITH MARKETING.

██████████. – A PROPERTY LETTING COMPANY WHOSE DIRECTORS ARE INVOLVED IN THE FREE SCHOOL.

A NUMBER OF ORGANISATIONS WITH WHICH ECC, COMPANY MEMBERS & DIRECTORS HAVE WORKING RELATIONSHIPS ARE LISTED IN SECTIONS 4.6 & 5.

If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed: ██████████

Print Name: ██████████

Date: 20TH MAY 2011

Section 2: Outline of the School

Proposed school name:	Emmanuel Community School							
Age range:	4 to 11 years							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Reception	30	30	30	30	30	30	30
	Year 1	30	30	30	30	30	30	30
	Year 2		30	30	30	30	30	30
	Year 3			30	30	30	30	30
	Year 4				30	30	30	30
	Year 5					30	30	30
	Year 6						30	30
	Total	60	90	120	150	180	210	210
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	n/a							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	Yes a Christian School							
Is this an application for a single-sex school? If so, please tick the relevant box.	No. <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Waltham Forest Neighbouring LAs - Redbridge, Newham and Haringey, Enfield, Hackney & Epping Forest District Council							

Section 3: Educational Vision

Vision

Our new primary school aims to offer outstanding and broad based education to make a very positive impact in our local area, which is currently characterised by low attainment, social deprivation, gang culture, high teenage pregnancy and a high proportion of NEETS. This involves innovative teaching and learning of ages 4 – 11, along with a wrap-around enrichment programme with positive role models and family support to respond to needs of local parents. Our new school will complement our existing 'early years' Nursery and provide continuity of the excellent provision within a caring, small school setting.

Mission statement

The ethos of Emmanuel Community School will be 'Learning for Life'.

Establishing high standards of literacy and numeracy will be a key priority. The school would have a strong Christian ethos with a commitment to providing excellent opportunities for all children in the local community regardless of their faith, background, ability or additional learning needs. We will reinforce the value and worth of the individual child, which will help to develop a positive self image and a 'can-do' attitude. We aim to enable our students to overcome disadvantages and equip them to achieve success through secondary, further or higher education and go on to reach their full potential.

Goals

We will:

- Provide a safe, secure and stimulating learning environment in which children can enjoy learning and develop positive relationships with others.
- Deploy a range of teaching styles to meet the needs of different learners.
- Insist on high expectations of attainment and behaviour.
- Involve parents and carers in our school life and develop strong links with local community.
- Celebrate all achievements.
- provide experiential learning outside of the classroom at every opportunity
- Give children opportunities to voice their ideas and opinions, thus ensuring that their voice is heard and listened to.
- Encourage an understanding of the meaning and significance of faith and promote Christian values of love, acceptance, tolerance and good citizenship.
- Teach Maths and English in small groups
- Provide more learning hours (8.00am – 6.00pm)

Children who pass through Emmanuel Community School will be expected to:

- Score highly in literacy & numeracy (as a minimum to exceed the national and local average scores at Key stages 1 & 2).
- Develop high aspirations and proceed to further or higher education (reduction in the proportion of NEETs in local area).
- Appreciate diverse cultures and have an international perspective (better community cohesion).
- Gain life skills in a range of activities to include music, sports and languages (reduction in delinquency and involvement in gang culture).

Every child – Play an instrument

Every child – Play a Sport

Every child – Learn another Language

Every child a STAR (Special Talented Aspiring Recognised)

Rationale

The Emmanuel School Trust a new Academy Trust established to set up a free school in response to the coalition government's Free School initiative in view of overwhelming evidence of the following key criteria in the London Borough of Waltham Forest:

- Social deprivation in our community
- Urgent need for additional primary spaces in the local area
- Need to further improve standards of provision for our children
- Parental demand for choices
- Faith values
- Previous and current experiences

The Trust is a faith based organisation which has its roots in the Christian faith. Apart from an acute shortage of school places, there is a limited number of Church of England and Catholic faith schools in the borough and these are generally very popular.

Waltham Forest is a diverse community divided into three area partnerships of North Area (Chingford), Central Area (Walthamstow) and South Area (Leyton/Leytonstone). In 2001, 44% of its residents were from ethnic minority background with a projected rise by 2011 to more than 60% in most of central and south areas of the borough. The borough has a high index of social deprivation, with about 30% children eligible for free school meals, 56% of students from minority ethnic backgrounds and high student mobility. Its Dedicated Schools Grant Allocation for 2006-2008 was 12th highest in the country and 6th highest in London.

As noted in the NHS Waltham Forest and LB Waltham Forest Joint Strategic Needs Assessment 2009 – 2011, there has been a recent increase in birth rate and population increase through immigration. This has placed a higher demand on school places across the borough particularly on primary school age (see Table 3.1 and Diagram below). The demand on primary school

places is such that in 2009, the Local Authority anticipated the need for 14 form Entry expansion by 2012.

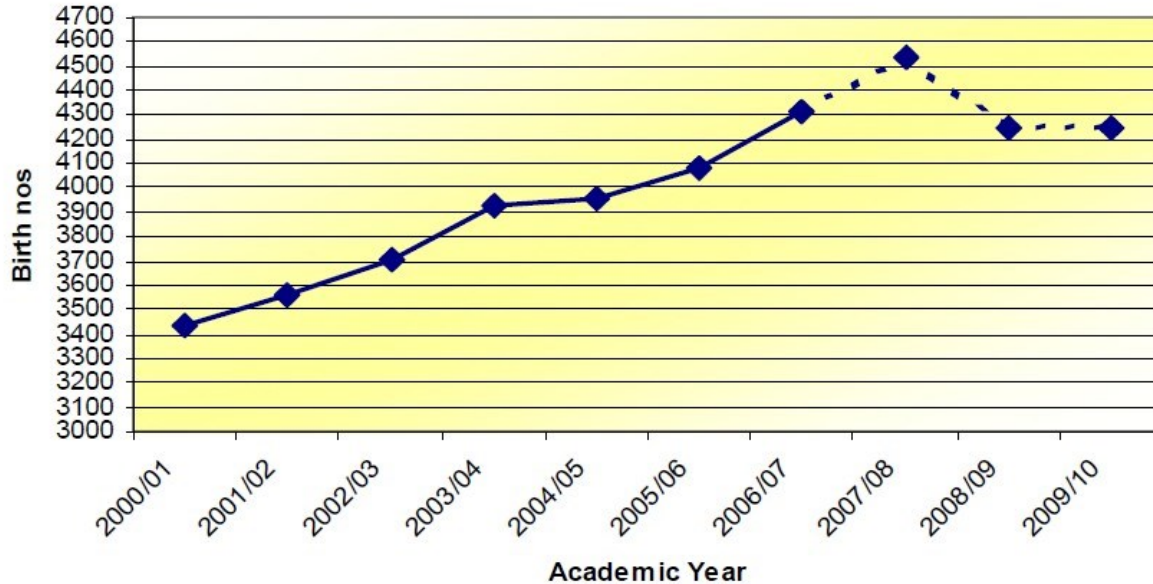
According to the Office of National Statistics (2011), resident population in Waltham Forest was still growing as at June 2009.

Table 3.1 Population Count

Population Count				
	London Borough of Waltham Forest		Region	Country
	Total	Aged 0 - 15	London	England
Jun-09	224,300	48,900	7,753,600	51,809,700
Jun-08	221,400	47,800	7,668,300	51,464,600
Jun-07	219,800	47,200	7,602,200	51,106,200
Jun-06	219,200	46,500	7,546,600	50,763,900
Jun-05	218,700	46,200	7,484,900	50,466,200
Jun-04	219,400	46,200	7,413,100	50,109,700
Jun-03	220,400	46,000	7,379,700	49,863,300
Jun-02	221,900	46,400	7,368,900	49,649,100
Jun-01	222,000	46,800	7,322,400	49,449,700

Waltham Forest Birth Rate

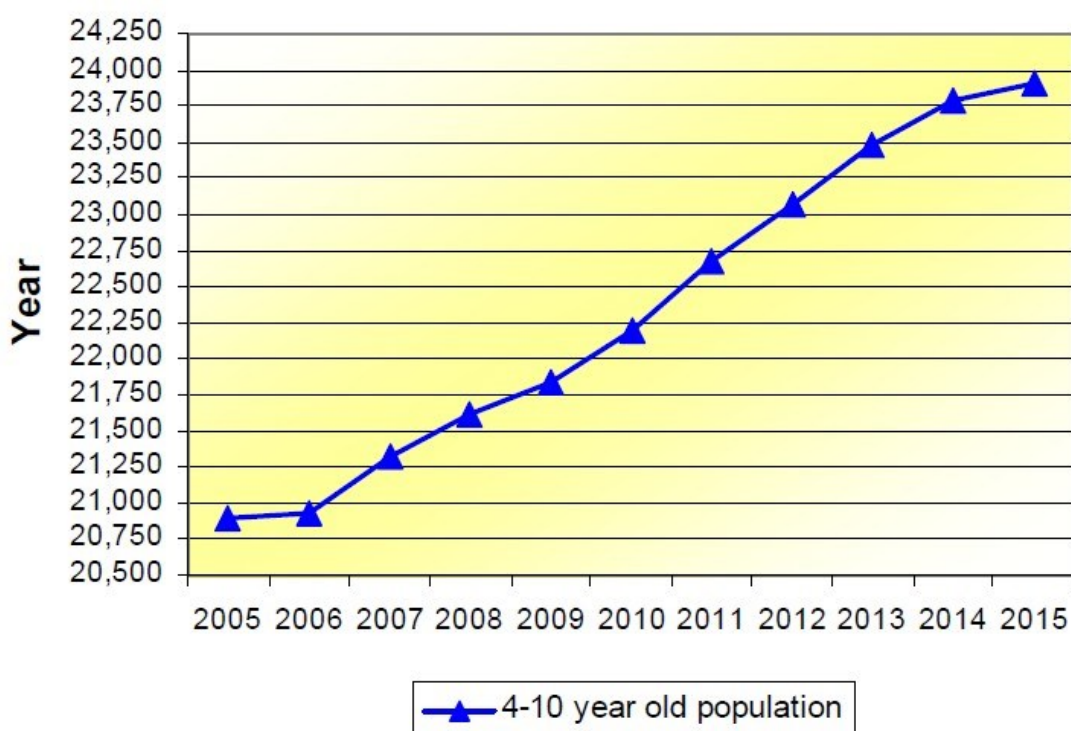
* Please note that the birth data from 2006/07 onwards is based on estimates derived from PCT data and GLA population projections



Source: GLA RND 2007 Population Projections PLP Low – 6 February 2008

As a result of the increase in births and migration, the primary population and primary rolls are projected to increase.

Diagram 3.2 Primary Age Population Projection 4-10 Year Old Population of Waltham Forest



Source: GLA RND 2007 Population Projections PLP Low – 6 February 2008

Diagrams 3.1 and 3.2 illustrate projected birth rate and Primary school age projections and table 3.2 below suggest that there will be increasing pressure on school places in Primary schools in Waltham Forest.

Table 3.2 Forecasts for pupils of primary School age in Waltham Forest and Neighbouring Boroughs

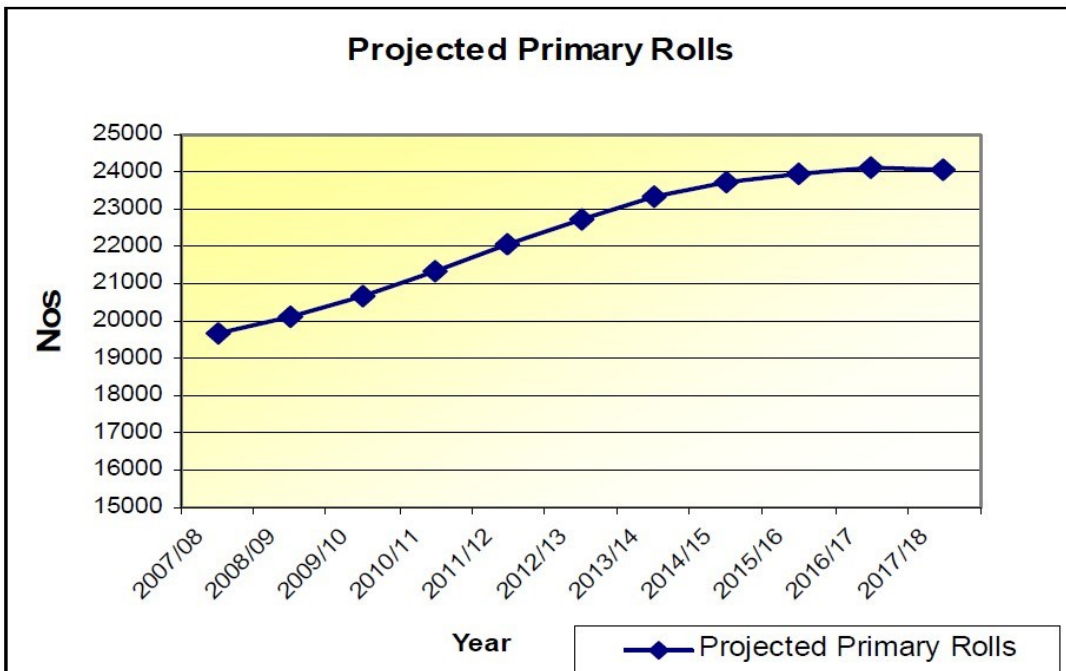
	2010/11	2011/12	2012/13	2013/14	2014/15
Waltham Forest	21,178	21,901	22,756	23,569	24,281
Enfield	27,252	28,075	28,931	29,637	30,067
Redbridge	24,191	25,064	25,920	26,888	27,662
Newham	28,847	29,845	31,165	32,603	33,688
Haringey	19,912	20,377	20,932	21,388	21,776
Hackney	16,057	16,370	16,648	16,914	16,981

Source: Office of National Statistics (May 2010)

The challenge of matching place provision and population over 15 years will be a significant one. Primary rolls are projected to increase in the next seven years and Waltham Forest will not have sufficient capacity in the existing primary schools to place all of the resident pupils.'

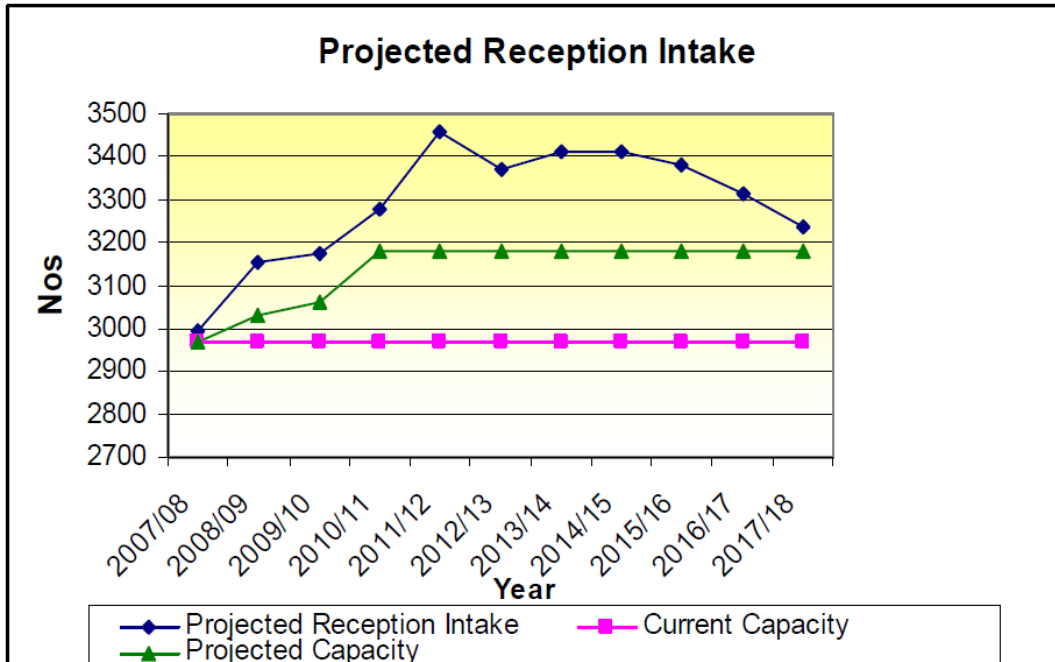
London Borough of Waltham Forest Primary Strategy for Change June 2008 – appendix a

Diagram 3.3 Projected Primary School Rolls in Waltham Forest



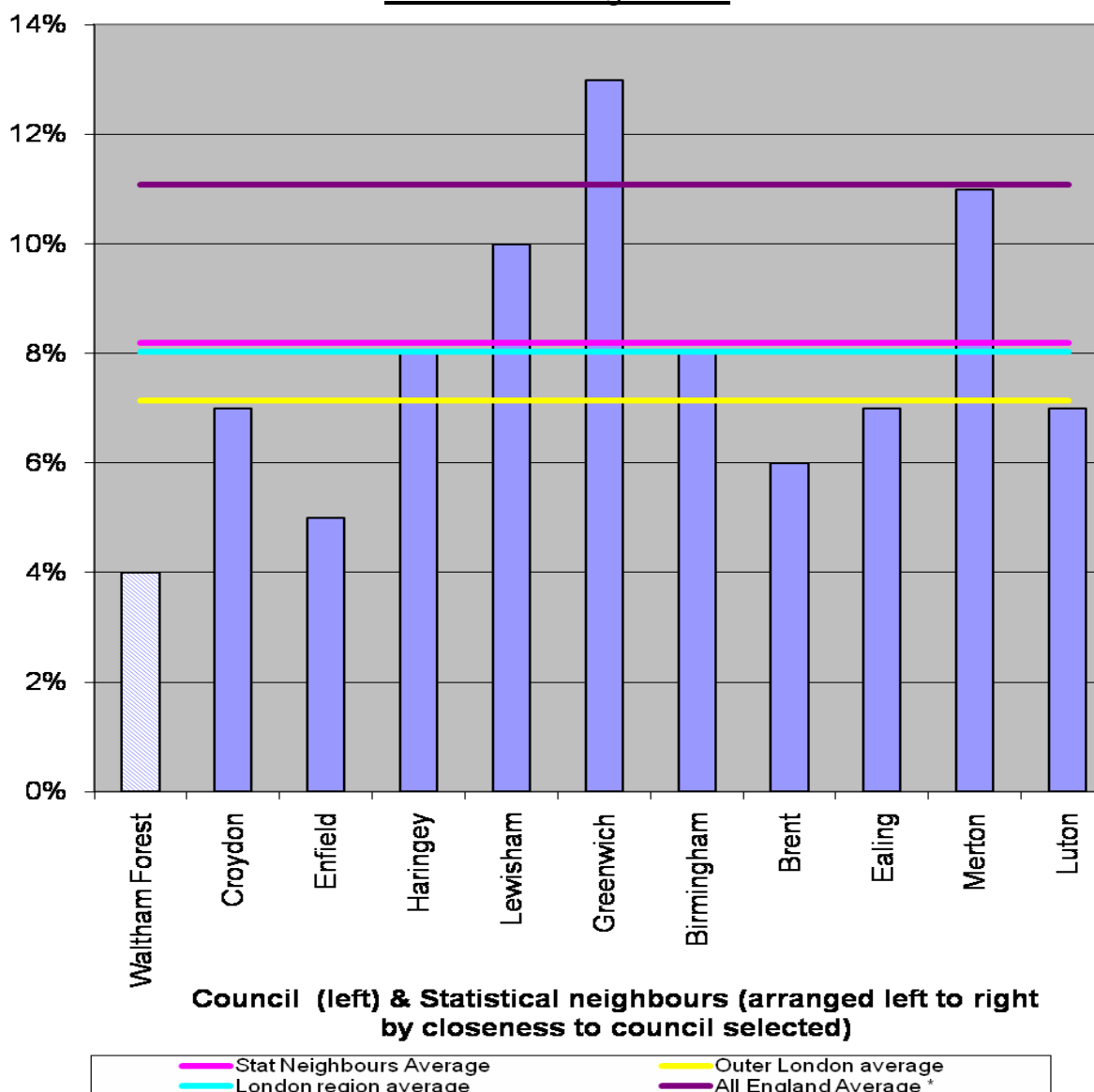
Source: *London Borough of Waltham Forest Primary Strategy for Change June 2008 – appendix a*

Diagram 3.4 Projected Reception Class Intakes in Waltham Forest



Source: *London Borough of Waltham Forest Primary Strategy for Change June 2008 – appendix a*

Diagram 3.5 Primary Schools Percentage Surplus Places in Waltham Forest and Other Boroughs 2009



Source: Source: The Statistical First Release (SFR, 2010), Dept. for Education. (Covering 2006 to 2009).

Parental demand

According to London Borough of Waltham Forest (2009), 'We have severe pressure for school places in Leyton/Leytonstone and Walthamstow..... Many parents choose schools further away from their homes-requiring 2/3 buses, long journeys and delays due to traffic.' Some of the comments from parents include – 'we need schools with quality teaching, giving children standards of behaviour and teaching morals and a sense of responsibility'; 'we believe a faith school is a good start for any child in the community'.

Low attainment

Student attainment at KS4 in Waltham Forest is below the national average in all aspects. The local authority's average for 5+ A* - C grades (including English in Maths) for 2009 was 46%, compared with 50.7% for maintained schools and 49.8% for all schools in England respectively. There is much research which suggests that a good quality of education between the ages of 3 and 7 helps to prevent many problems and much underachievement in later years, hence our choice to start with primary years.

There is a wide disparity in attainment and social deprivation between the three areas of the Local Authority. Our experience, endorsed by local and national data show that the south and central areas of the borough have the highest levels of deprivation and some of the lowest achievement results (see Table 3.3).

Table 3.3: Attainment at Key Stage 2 by Area in Waltham Forest

	No. Of schools	No. Of Pupils	EAL %	FSM %	English % achieving Level 4+			Mathematics % achieving Level 4+		
					2005	2006	2007	2005	2006	2007
North Area	18	6479	24	18%	78	82	80	76	76	79
Central Area	24	8790	54	27%	76	77	75	72	74	74
South Area	22	7208	62	29%	70	75	76	66	70	76

Source: Waltham Forest: Primary Strategy for Change, Jan. 2009

Notes: EAL – English as additional language, FSM – Free school meals

National analysis of pupil characteristics and their achievements in 4 elements (reading, writing, mathematics and science) at Key stage 1 indicated that the borough's pupils scored lower than the national average for England and for the London region (see Table 3.4). The significance of the data is illustrated from the relevance of the indices such as:

- English as an Additional Language (EAL): A lower proportion of pupils whose first language is not English achieved the expected level in all 4 elements than pupils for whom English is their first language.
- Eligibility for free school meals (FSM): Pupils not eligible for free school meals (FSMs) outperform pupils known to be eligible for FSMs across all 4 elements. The gap is largest in reading and writing.
- Special educational needs (SEN): Pupils with no identified Special Educational Needs (SEN) outperform pupils with SEN. The gap is largest in reading and writing
- Income Deprivation Affecting Children Index (IDACI): Pupils resident in the most deprived areas perform less than pupils resident in the least deprived areas. The gap is largest in writing.

Table 3.4 - Percentage of Key Stage 1 children achieving level 2+ in Waltham Forest

	Waltham Forest	London Region	England
Reading	81	83	85
Writing	77	79	81
Mathematics	87	88	89
Science	84	87	89
Average Point Score of children	14.5	15.1	15.3

Source: The Statistical First Release (SFR, 2010), Dept. for Education. (covering 2006 to 2009).

Table 3.5 Comparative Key Stage 1 assessments: pupils achieving Level 2 or above, 2008 - 2009

	E17 6SA	E17 6QP	Waltham Forest	England
Reading %	76	76	81	84
Writing %	59	59	78	81
Maths %	n/a	n/a	87	89

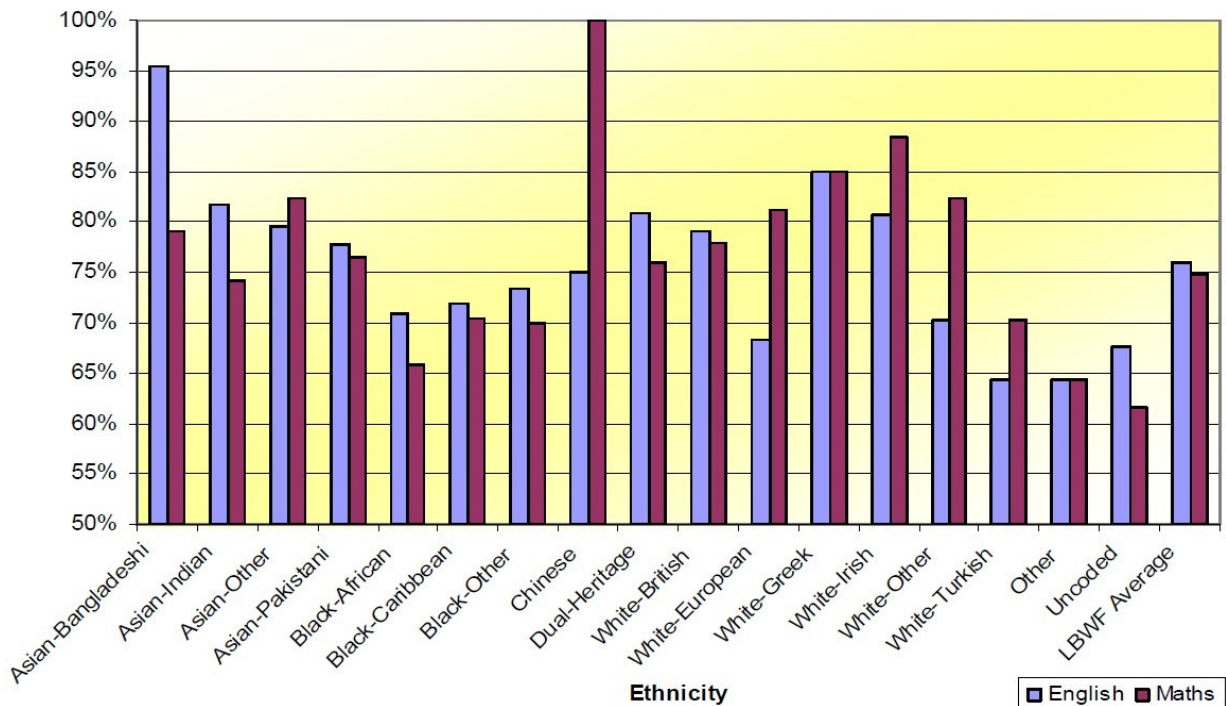
Source: Office for National Statistics (2010)

Table 3.6 Comparative Key Stage 2 assessments: pupils achieving Level 4 or above, 2008 - 2009

	E17 6SA	E17 6QP	Waltham Forest	England
English %	78	78	77	80
Maths %	n/a	n/a	79	79
Science %	n/a	n/a	85	88

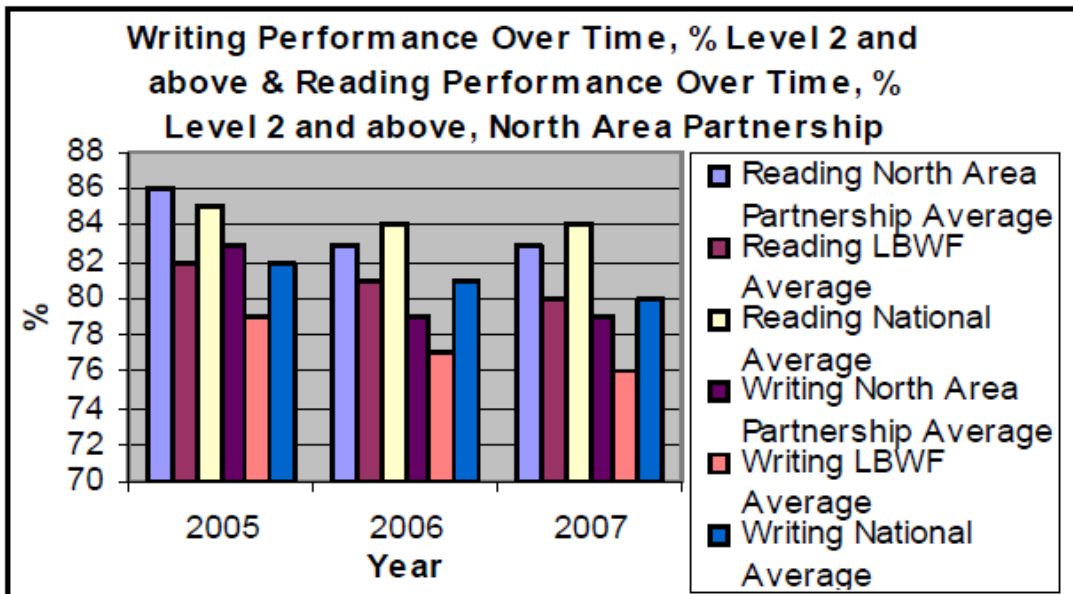
Source: Office for National Statistics (2010)

Diagram 3.6 Summary of Performance at Level 4+ by Ethnic Origin – Key



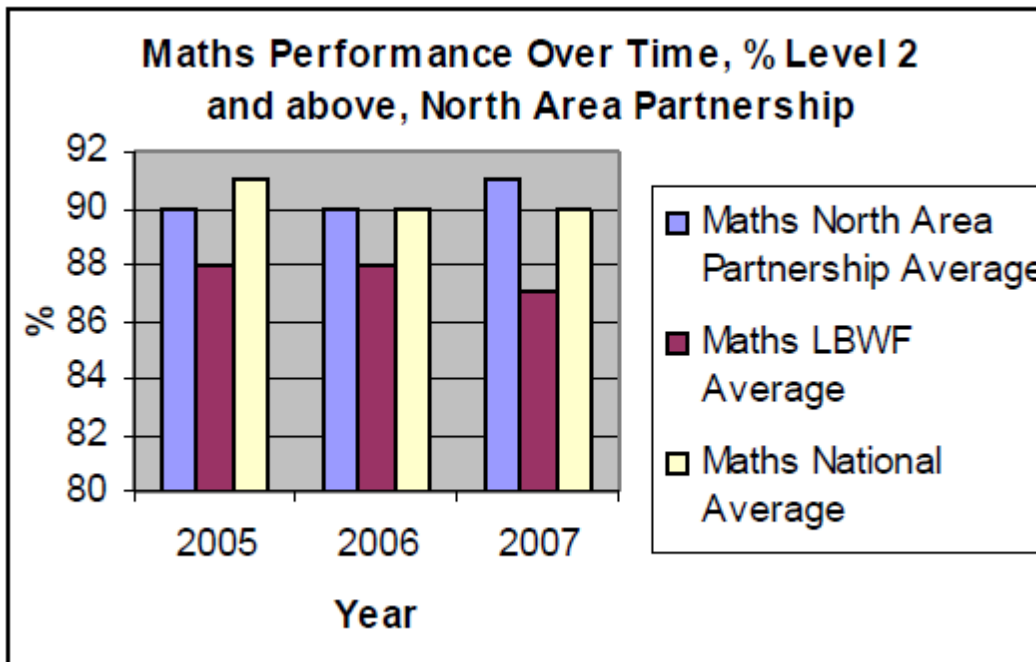
Source: London Borough of Waltham Forest – Primary Strategy for Change 2008 Appendix B

Diagram 3.7 Reading and Writing Performance of Primary School Population at Key Stage 1 in North Area Partnership



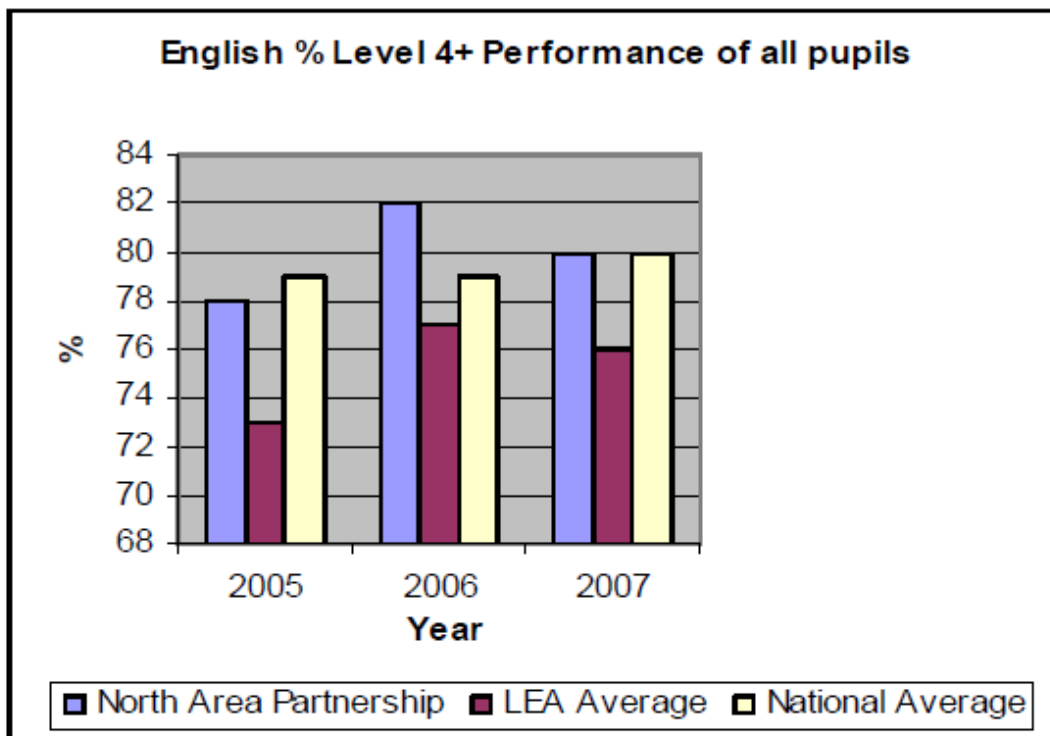
Source: London Borough of Waltham Forest – primary Strategy for Change 2008

Diagram 3.8 Maths Performance of Primary School Population at Key Stage 1 in North Area Partnership



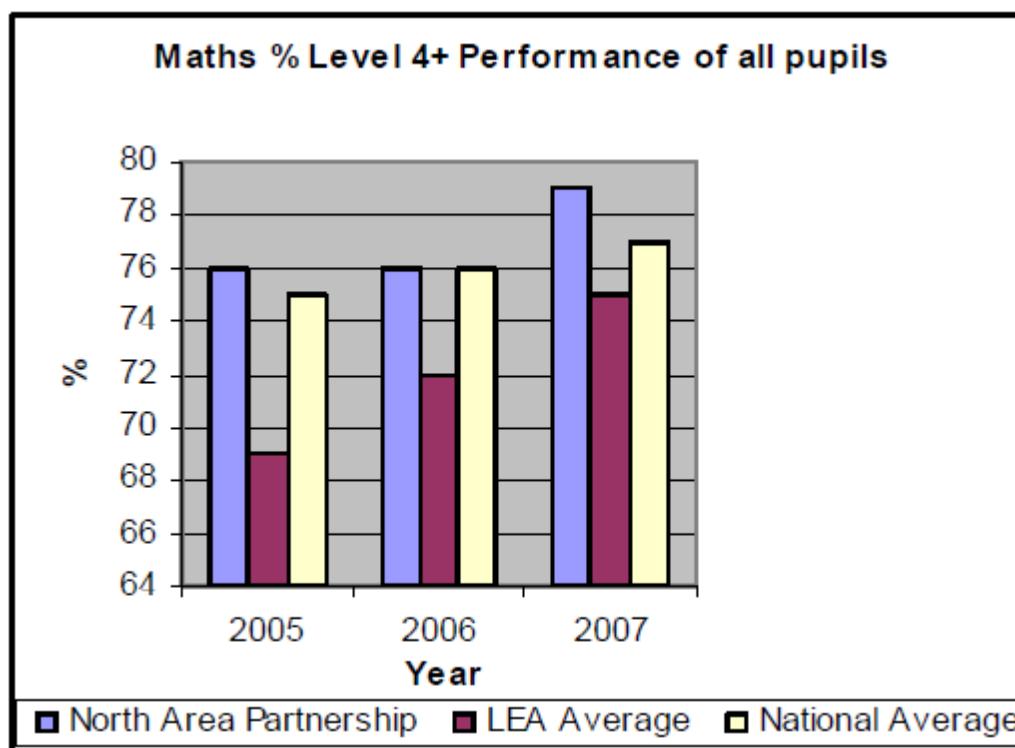
Source: London Borough of Waltham Forest – primary Strategy for Change 2008

Diagram 3.9 English Performance of Primary School Population at Key Stage 2 in North Area Partnership



Source: London Borough of Waltham Forest – primary Strategy for Change 2008

Diagram 3.10 Maths Performance of Primary School Population at Key Stage 2 in North Area Partnership



Source: London Borough of Waltham Forest – primary Strategy for Change 2008

Table 3.7 Waltham Forest Key Stage 1 Profile by Special Education Needs (SEN)

Number of Pupils classified as SEN, 2005 to 2007			
	2005	2006	2007
Statemented SEN	75	76	72
Non Statemented SEN	752	742	890
Non SEN	1913	1939	1840
Unclassified	24	18	-
Total Pupils	4769	4781	4809

Source: London Borough of Waltham Forest – primary Strategy for Change 2009

Table 3.8 Waltham Forest Key Stage 2 Profile by Special Education Needs (SEN)

Number of Pupils classified as SEN, 2005 to 2007			
	2005	2006	2007
Statemented SEN	149	96	136
Non Statemented SEN	753	762	775
Non SEN	1865	1831	1755
Unclassified	22	24	-
Total Pupils	2789	2713	2666

Source: London Borough of Waltham Forest – primary Strategy for Change 2009

Table 3.9 Percentage of Pupils Achieving Level 2 or Above Classified as SEN, 2005 to 2007

SEN Category	Reading			Writing			Maths		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Statemented SEN	25%	16%	18%	23%	16%	13%	29%	23%	19%
<i>National Average</i>	28%	26%	-	22%	20%	-	33%	30%	-
Non Statemented SEN	62%	58%	61%	57%	50%	55%	77%	73%	77%
<i>National Average</i>	52%	51%	-	46%	44%	-	70%	69%	-
Non SEN	92%	92%	91%	90%	89%	88%	95%	96%	94%
<i>National Average</i>	94%	94%	-	92%	92%	-	97%	97%	-
Unclassified	25%	-	-	21%	N/A	-	46%	N/A	-
<i>National Average</i>	49%	-	-	46%	N/A	-	62%	N/A	-
LBWF Average	82%	81%	80%	79%	77%	76%	88%	88%	87%

Source: London Borough of Waltham Forest – primary Strategy for Change 2009

Table 3.10 Percentage of Pupils Achieving Level 4 or Above Classified as SEN, 2005 to 2007

SEN Category	English			Maths			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Statemented SEN	15%	17%	19%	18%	10%	22%	30%	25%	29%
<i>National Average</i>	16%	17%	19%	17%	19%	20%	32%	34%	34%
Non Statemented SEN	45%	53%	53%	41%	48%	57%	63%	66%	74%
<i>National Average</i>	41%	42%	46%	41%	43%	46%	66%	67%	69%
Non SEN	89%	89%	90%	85%	85%	86%	92%	92%	93%
<i>National Average</i>	91%	91%	92%	86%	87%	88%	94%	94%	95%
Unclassified	67%	50%	-	59%	54%	-	64%	54%	-
<i>National Average</i>	64%	59%	-	58%	55%	-	71%	64%	-
LBWF Average	73%	76%	75%	69%	71%	74%	81%	82%	84%

Source: London Borough of Waltham Forest – primary Strategy for Change 2009

Past and Current Experiences

The Emmanuel School Trust is an off-shoot of Emmanuel Christian Centre (ECC), a faith-based organisation and registered charity which provides a range of weekly Christian activities including collective worship services, week-day evening meetings, counselling, support and advisory services. It

aspires to be a local church with a global vision, one which "Loves God Passionately, Builds Church Biblically and Serves the Community Relevantly".

ECC is actively involved in children, youth and community initiatives. It provides age-related Sunday school classes, mid-week children clubs and youth activities as well as holiday activity and residential camps. It also runs a nursery school which has been in operation for 26 years with good OFSTED rating (see appendix C) and highly regarded by parents and carers. The nursery and indeed all activities are open to children of all faiths. We also run carer and toddler sessions, weekly meals and activities for senior citizens. It is involved in initiatives with primary and secondary schools and with the Metropolitan Police Force. It is also involved in homeless initiatives including a Drop-in centre and a Night shelter. Some members of ECC provide academic tutoring to children within the borough of Waltham Forest.

We support charitable and relief work abroad including responding to disaster relief, reconstruction and support for children affected by AIDS/HIV pandemic in Africa. Our 'Build a Difference' programme gives members the opportunity to make a difference in the lives of other people children in other parts of the world through practical work and short-term projects.

In 2006, ECC set up The Greenleaf Trust, an incorporated charity and company limited by guarantee to facilitate the delivery of a range of services that respond to individual and community needs, but with emphasis on children, youth and community initiatives.

We are committed to positive community transformation and change. We firmly believe in the intrinsic worth and value of every individual and aspire to actively listen and respond to the community we serve.

The Greenleaf Trust runs the flagship *Spark2Life* programme which involves a series of workshops and lessons for young people in schools using true-life crime experiences to challenge young people's perceptions of crime, targeting students with high absenteeism, low achievement, poor behaviour and gang membership.

Between December 2006 and 2007, Spark2Life Schools programme was piloted across 11 schools in London Borough of Wandsworth. 4000 students participated in the programme and Police records indicate the impact was significant, resulting in substantial decreases in Youth crime across the borough. This achievement was recognised with a national award.

We are a group of parents, teachers and professionals committed to making a positive impact in the local community. Education is more than just the transfer of knowledge; we believe education is to prepare children for life.

The learning environment takes account of the individual's capabilities and gifts and as a result each child is encouraged to reach their full potential. This is only possible when children know that they are safe, valued and fully accepted as unique. As part of this vision, our team of educators, trained

youth and children workers, all CRB checked, currently run various daily and weekly activities.

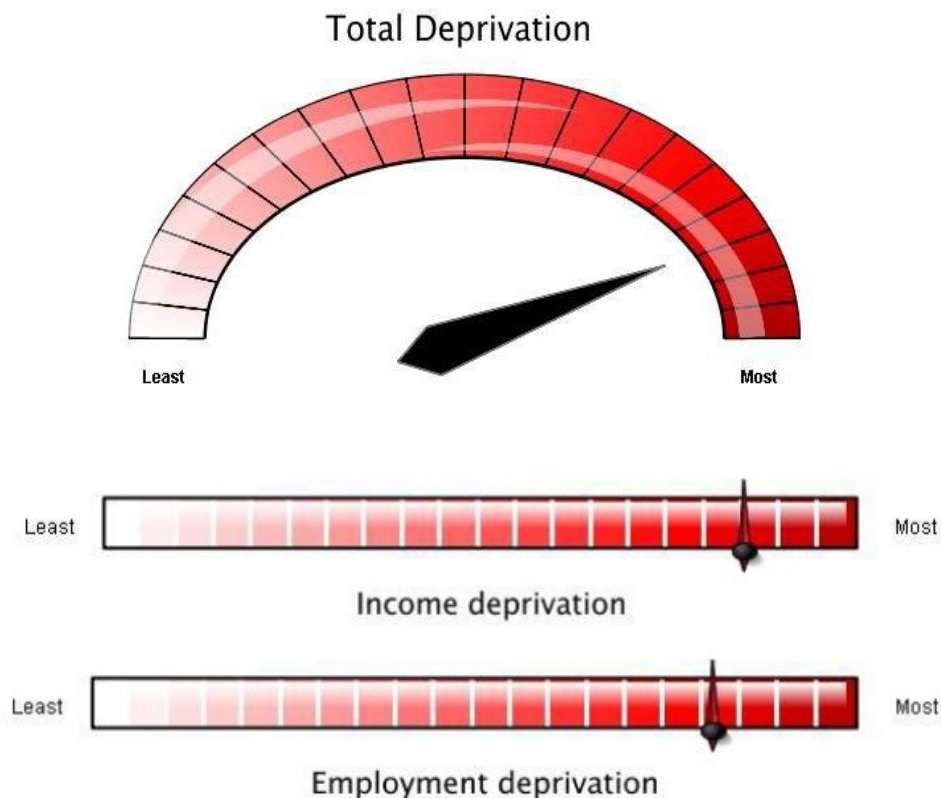
Working with the community including local schools, we aim to drive up quality of provision and standards for children attending the new free school and subsequently across the local area. This will include supporting and challenging each other to achieve excellence for all our children. This will also involve sharing expertise and resources. The Emmanuel School Trust will build on the valuable experience gained over the past 26 years of running a nursery and the above community provision for children and young people. We intend to take the vision forward through the establishment of a Free School – Emmanuel Community School.

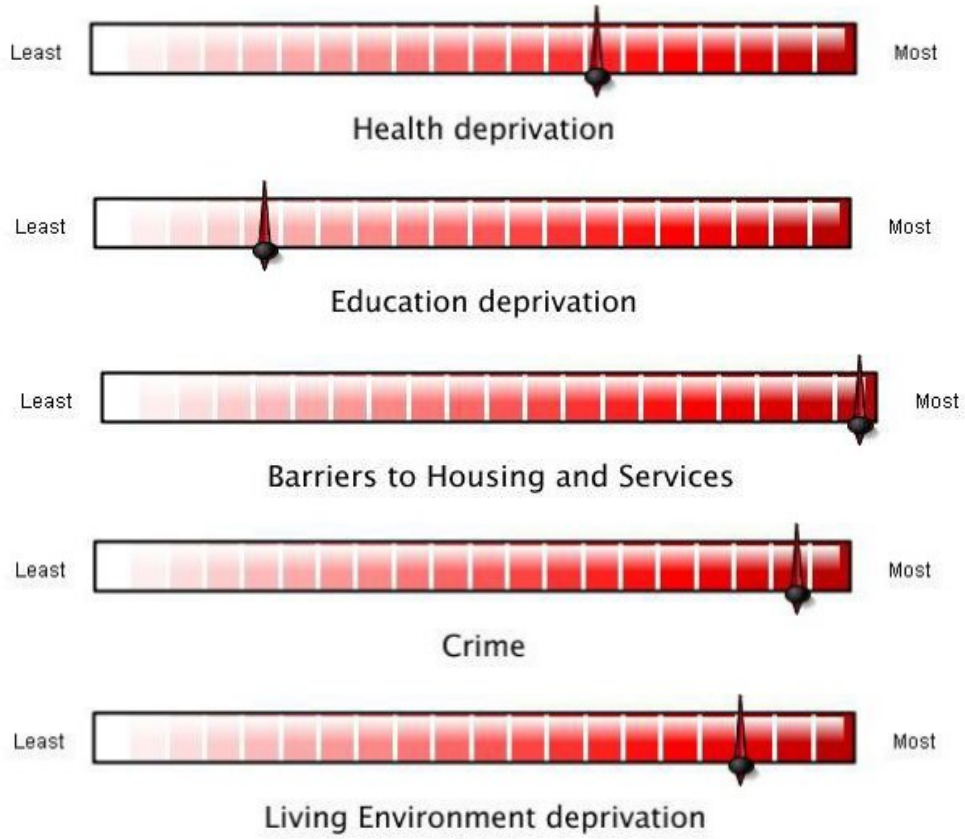
Deprivation in Waltham Forest

All 32,482 neighbourhoods in England have been ranked on a range of topics, together with a 'Total Deprivation' ranking. The most deprived neighbourhood in England has a rank of 1. The further to the right a marker is for a particular topic, the more deprived the area.

██████████ is within our neighbourhood where Emmanuel Christian Centre is located. In 2008 the area had an estimated 1,276 residents and 654 dwellings. [Note: this data is taken from the Indices of Deprivation 2010.]

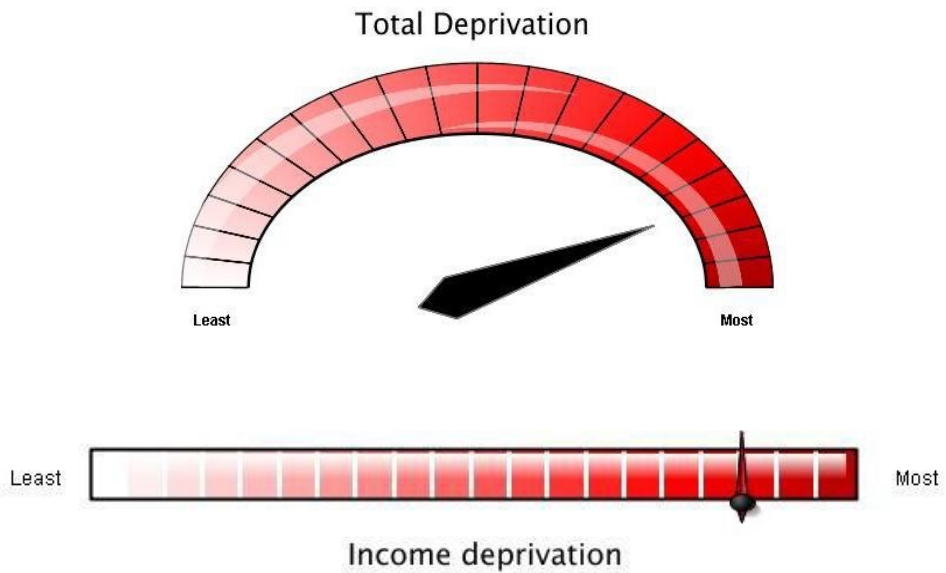
Diagram 3.11 Deprivation in ██████████
Postcode

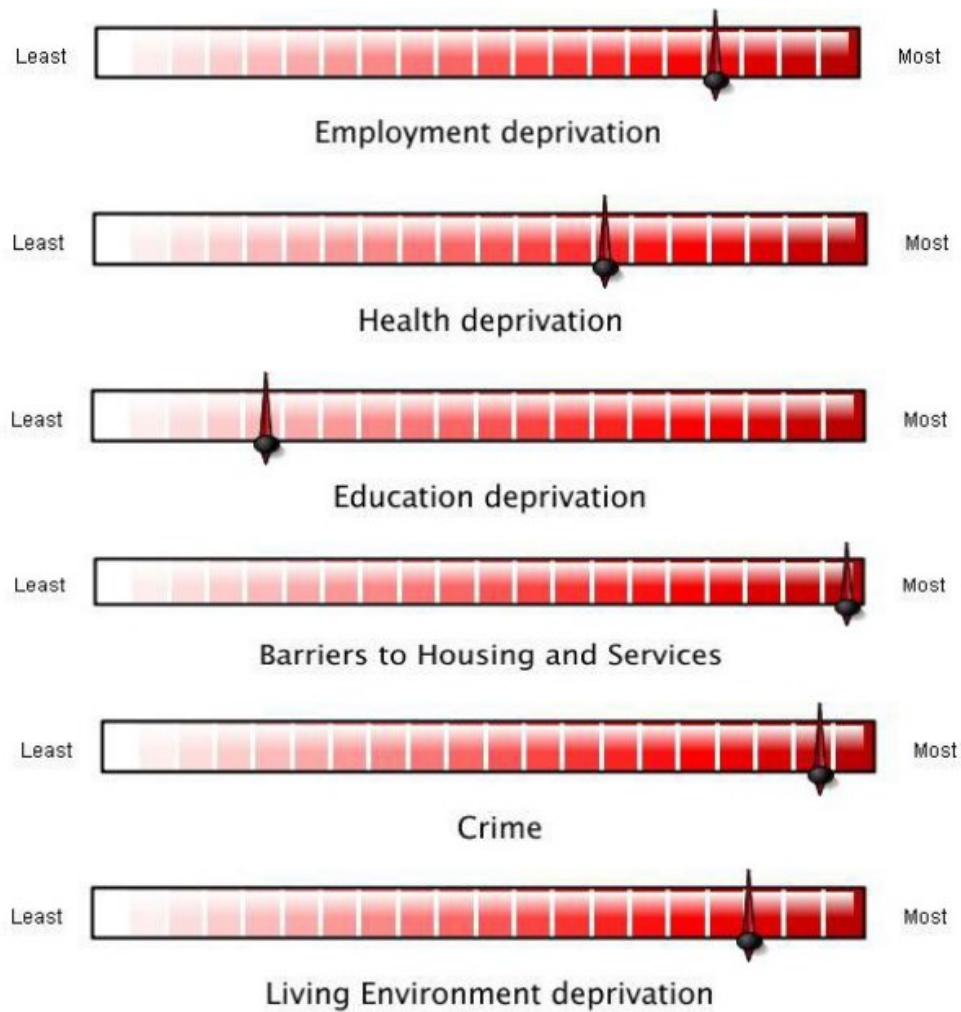




██████████ (over view below) - Where Greenleaf Trust and ECC offices are located, with an estimated 1,276 residents and 654 dwellings in 2008.

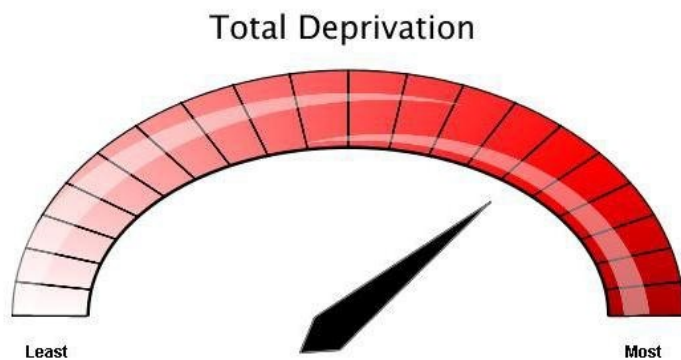
Diagram 3.12 Deprivation in ██████████ Postcode

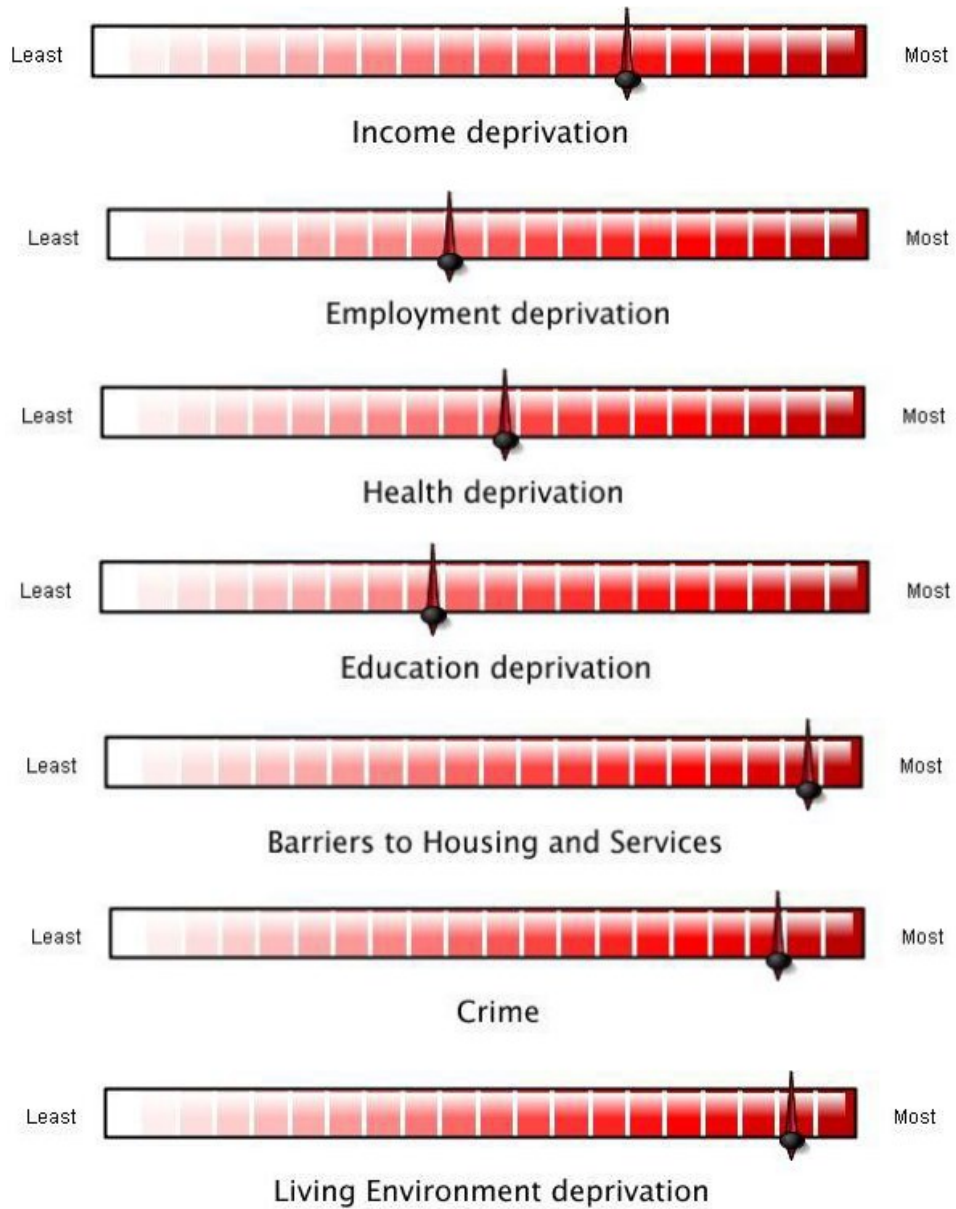




Below is the overview of [redacted], which had an estimated 1,771 residents and 813 dwellings in 2008.

Diagram 3.13 Deprivation in [redacted] Postcode





Sources: Communities and Local Government; Office for National Statistics; Valuation Office Agency

Diagram 3.14 Educational Data for Central Area Partnership Which Includes Waltham Forest

Central Area Partnership data

Number of pupils on roll	8790
% of pupils eligible for FSM	27%
% of pupils with English as a second language	54%
% of pupils in care	0.2%
% of stated pupils in the mainstream schools	2%
% of pupils living in super output areas in the top 10% most deprived	10%

The pie chart shows the ethnicity breakdown of the primary school population in the Central Area Partnership

2 Nursery schools
3 Infant schools
3 Junior schools
16 primary schools

School Name	Total
Bam Croft Primary	221
Chapel End Infant	361
Chapel End Junior	331
Church Hill Nursery	93
Coppermill Primary	235
Edinburgh Primary	204
Greenleaf Primary	450
Henry Maynard Infant	440
Henry Maynard Junior	472
Hillyfield Primary	532
Low Hall Nursery	72
Mission Grove Primary	459
Roger Ascham Primary	418
South Grove Primary	538
St Helen's Catholic Infant	220
St. Mary's RC Junior	237
St. Mary's C of E Primary	208
St. Patrick's Catholic Primary	450
St. Saviour's C of E Primary	245
Stoneydown Park Primary	247
The Winns Primary	657
The Woodside School	739
Thomas Gamuel Primary	471
Whittingham Community Primary	490
Total	8790

Ethnic background of nursery and primary pupils from the Central Area Partnership, 2007

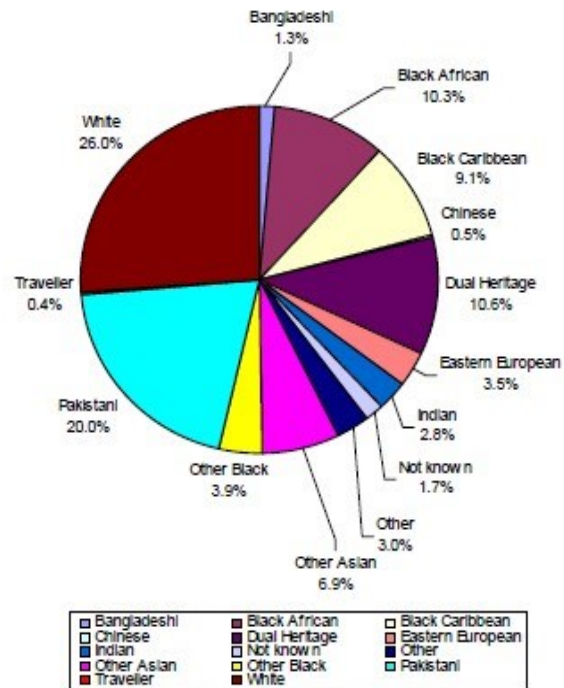
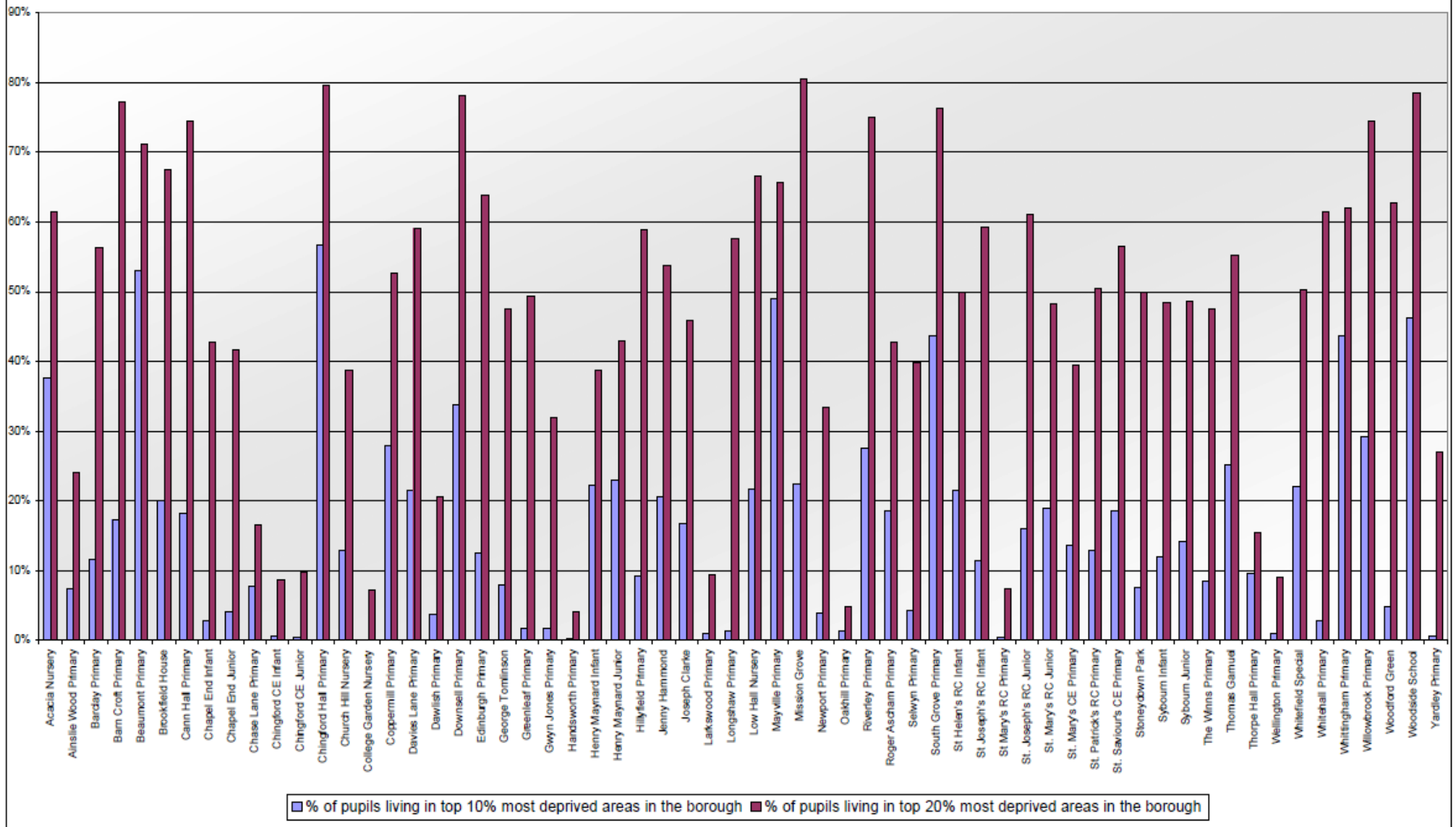


Diagram 3.15 Deprivation in Waltham Forest by Super Output Areas (SOA)



Diagram 3.16 % of Waltham Forest pupils living in the top 10% and top 20% most deprived areas of the borough

Please note that the data below is only based on Waltham Forest pupils resident in Waltham Forest. Based on PLASC 2008.



School Capacity and Surplus Places**Table 3:11 School Capacity of Local Authority Maintained Primary Schools (May 2010)**

	Number of schools	Number of school places	Number of schools that are full or have pupils in excess of school capacity	Number of pupils in excess of school capacity	Excess as a percentage of total places	Number of schools with surplus places	Number of surplus places	Surplus as a percentage of total places	Number of schools with 25 percent or more surplus and at least 30 surplus places	Percentage of schools with 25 percent or more surplus and at least 30 surplus places	Percentage of rural schools
ENGLAND	16,964	4,227,530	3,444	41,680	1.0	13,520	458,430	10.8	2,143	12.6	30.7
LONDON	1,786	612,160	506	9,110	1.5	1,280	42,290	6.9	91	5.1	0.3
INNER LONDON	691	222,370	128	1,880	0.8	563	18,900	8.5	37	5.4	0.0
OUTER LONDON	1,095	389,790	378	7,230	1.9	717	23,400	6.0	54	4.9	0.5
Waltham Forest	52	20,046	21	447	2.2	31	852	4.3	1	1.9	0.0

Table 3.12 Primary Surplus Places in Waltham Forest and Statistically Neighbouring Boroughs

		Surplus Places figures from 1 January 2009 returns						Projections for 2012/13				
Waltham Forest Statistical Neighbours Croydon		20,355	54	852	4	0	0	PROJECTIONS	0	0	-4	
		28,521	88	1,959	7	5	6		976	3	-4	
ES												
	20 SU	Enfield	26,712	65	1,251	5	3	5	201	0	0	-5
		Haringey	20,911	63	1,649	8	2	3		0	0	-8
		Lewisham	20,913	67	2,131	10	7	10		423	2	-8
		Greenwich	21,037	65	2,700	13	10	15		0	0	-13
		Birmingham	100,079	299	8,414	8	32	11		4,131	4	-4
		Brent	22,173	59	1,353	6	2	3		0	0	-6
		Ealing	25,314	64	1,661	7	1	2		0	0	-7
		Merton	14,786	43	1,690	11	5	12		326	2	-9
		Luton	19,580	52	1,312	7	2	4		0	0	-7
		Statistical Neighbours' Average	30,003	87	2,412	8	7	7		586	1	-7
	Outer London	21,021	59	1,521	7	4	7	455	2	-5		
	London	18,557	55	1,523	8	4	7	430	2	-6		

All England Average *		27,892	112	3,177	11	18	14		2,238	7	-4
England Total		4,239,537	17,062	482,930	11	2,756	16		331,224	7	-4

Osr33-2010v3- education.gov.uk Published-LA Primary-underlying-data – partnershipforschools.org

Appendix C – ECC Nursery OFSTED Report 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Emmanuel Christian Centre Nursery has been registered since 1984. The setting is managed by a committee made up of parents and community members of the church. It is located in a church community centre in Walthamstow within the London borough of Waltham Forest. The setting operates from two rooms and also has use of a large hall for indoor physical activities. There is an enclosed garden for outside play. The setting is open each week day from 9.00am to 12.00pm term time only.

The setting is registered to care for a maximum of 28 children from two to under eight years at any one time. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children on roll in the early years age range and all are in receipt of nursery education funding. Children attend for a variety of sessions. At present, the setting is not operating a provision for after school care. The setting supports a number of children who speak English as an additional language.

The staff team consists of seven staff members and all hold early years qualifications. The setting receives support from the local authority. They are currently participating in a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The comprehensive safeguarding procedures fully promote children's safety, security and good health. All children are making good progress from their starting point because of the full range of learning opportunities available, which are accessible to all groups of children and individuals. Effective partnerships with parents, external agencies and other providers successfully promote inclusive practice, thus enabling all children to enjoy and achieve alongside each other. The quality and effectiveness of self-assessments, quality assurance schemes, meetings and appraisals ensures that there is a strong vision to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure parental consents are obtained prior to children's start date
- raise children's awareness of different languages and scripts other than English and ensure that these are displayed at child's height

The effectiveness of leadership and management of the early years provision

Children's welfare within the setting is safeguarded through stringent child protection and safeguarding policies. Which enable staff to quickly recognise if a child is in danger and how to proceed if they have any concerns. Regular risk assessments and daily visual checks enable staff to identify and quickly address potential hazards, this promotes children's safety. There are effective recruitment and induction procedures in place to ensure that children are cared for by suitable and experienced staff. The management actively encourage staff to undertake further childcare training courses, which helps to support the children and promote partnership with parents.

The management and staff successfully work in partnership with parents, which contribute considerably to children's wellbeing in the setting. Parents complete an initial assessment of their child that enables staff to have a good knowledge of children's needs, abilities and achievements. This information is used to plan for each child's care and learning. Most information is gathered from parents before children are placed in the setting, however, occasionally parental consent forms are acquired a week after they have started. Established links exist with external agencies and other providers that deliver

the Early Years Foundation Stage. As a result staff review resources and activity plans to meet every child's needs. The staff use their initiative to adapt activities and provide challenging experiences that cater for children of various abilities. On the whole, the setting actively promotes equality and diversity.

The system for self-assessment helps the management and staff to have a clear understanding of their strengths and weaknesses in order to plan for the future. Recommendations from the last inspection have been tackled successfully; children benefit immensely from detailed assessments which reflect their individual learning needs and that are linked to planning, to ensure effective learning takes place. The setting's participation in a rolling programme of quality assurance schemes means that practice is evaluated constantly, to ensure continuous improvement in the outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children's uniqueness is known by staff. They find out about children's interests, how they interact with others and their favourite games through gathering information from parents and observing children on a daily basis. Staff identify and devise a plan to address the needs of children when they are new to the setting. For example, at the beginning of term greater emphasis is placed on helping new children learn about the daily routine, develop self-care skills and how to keep themselves safe. Staff observe and reflect on how children are using and responding to different areas of play. This information is used to make sure that all children are given good support in the activities of their choice as well as having the opportunity to try out new and different ones. All children make good progress in their learning and development towards the early learning goals. This is because staff identify the next steps for each child and ensure that appropriate activities are included in the activity plans. This ensures that children, including those with additional needs and those who learn at a fast pace, are moved on in their learning.

Stories are accessible to all children through the use of a range of visual cues and story props; capturing children's attention, promoting concentration and developing communication and language skills. Overall, the environment is rich in print as there are labels on walls and posters displayed around the room. A good range of dual language books was produced at the inspection and some are available for children to access in the main play room and in the sensory room. There is also a selection of posters written in different community languages, though a few are displayed above children's eye level and others are not yet on display. This means that children do not always get to see print in different languages, so they can learn to become aware of and appreciate a range of scripts other than English. Children have access to writing tools and materials in the role-play area, enabling them to attempt writing for a variety of purposes using different forms; for example,

appointment books and shopping lists. Information technology is provided and used well to support and promote children's learning. Many children demonstrate fine controlled hand movements when using the computer mouse and develop an awareness of the keyboard. This helps them to develop skills for the future.

Children are provided with first hand experiences where they can explore and discover how and why things work. For example, they plant hyacinth bulbs and learn about the life cycle of plants.

Children are able to express their creative skills very well through drawing, painting and in their imaginative play, as they pretend to be hairdressers and shop keepers. Children become aware of their own and other cultures through a range of resources, activities and when celebrating festivals. For example, children participated in the recent celebration of Christmas and celebrated other religious festivals such as, Diwali, Eid and Chinese New Year. They enjoy singing together as a group and are familiar with a range of songs. There is a variety of outdoor physical play equipment suitable for children of different abilities; allowing the younger children to gain confidence and the older children to have sufficient challenge to develop their skills. Children practise their balancing skills on beams. They benefit immensely from the use of a sensory room equipped with a variety of stimulating play equipment, that enables them to respond in a variety of ways to what they see, hear, touch and feel.

Children learn the importance of good personal hygiene through well organised daily routine. They independently wash and dry their hands before meals, toileting and at other times, such as, after using paints. A daily selection of fresh fruit and bread encourages children to develop healthy eating practices. Drinking water is available to children throughout the session, encouraging children to think about their own personal needs. Children have ample space to move freely and safely in the setting.

Annex A: record of inspection judgements**The key inspection judgements and what they mean**

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Section 4: Educational Plan

4.1 Admissions

Admissions Policy

The principal aims of the Admission Policy are to maintain the key character of a Faith school whilst meeting the needs of the wider community. We aim to meet parental preference wherever possible and to promote social inclusion by welcoming all members of the community regardless of their faith or none, gender, disability or ethnic origin. We value diversity and the contribution that each individual and every group make to the school and wider community. We offer a broad and balanced curriculum, which is committed to the spiritual, moral, social and cultural development of the child.

Inclusion Statement

This school is a fully inclusive school with an 'open door' policy and is committed to equal opportunities, safeguarding and promoting the welfare of children.

Mission Statement

Emmanuel Community School (ECS) is a non-selective Christian school that reflects the ethnic diversity of the local community, welcomes children of all faiths and no faiths, whose parents welcome Christian values, high standards of care, close monitoring of behaviour and a strong sense of aspiration for every child.

Introduction

The Governing Body of the school will be responsible for deciding on admissions to the school, but will work closely with the Local Authority to co-ordinate admissions. Details of the Local Authority arrangements, which also explain how parent/carers can express a preference for a school and give reasons for that preference, will be available to parents.

Applications

In line with the Local Authority, The Governors will admit children at one point of entry in the September following the child's fourth birthday. All applications must be on the Local Authority's (LA) common application form. Decisions on which children are to be offered a place will be made by the Admissions Committee of the school.

The admission number for Emmanuel Community School will be thirty children.

Admissions Criteria

ECS will follow the Local Authority admission process with a possible exception of the first year.

The school will admit in the first year:

- 30 children in reception
- 30 children in year 1
- Children with a statement of Special Educational Needs (SEN) who name the school as the one they wish to attend.
- Looked after children within the Christian Community, followed by children in care of a different or no faith, followed by other children.
- Children with medical or social needs if a doctor or social worker writes in support of a pupil's application.
- Children from our nursery will be given priority, but parents will still have to apply for a place at the school.

Oversubscription Criteria

As a non-selective Christian School the school is open to members of other faiths or no faith. In the event of oversubscription, no more than 50% of places will be offered based on Christian faith.

The words in **bold** have meanings which are set out in the DEFINITIONS section below.

1. Children in public care (looked after children)

Any remaining places will be offered to applicants in the following order. Up to 15 places will be offered to applicants in categories 2 to 5.

2. **Dedicated children with a sibling** at the School from **families who have worshipped regularly** at Emmanuel Christian Centre and are **recorded partners** of that church.

3. **Dedicated children with a sibling** at the School from **families who have worshipped regularly** at any church affiliated to Churches Together in Britain and Ireland or the Evangelical Alliance and are **recorded members** of that church.

4. **Dedicated children** from **families who have worshipped regularly** at Emmanuel Christian Centre and are **recorded members** of that church.

5. **Dedicated children** from **families who have worshipped regularly** at any church affiliated to Churches Together in Britain and Ireland or the Evangelical Alliance and are **recorded members** of that church.

6. Remaining places will be offered in accordance with the **Admission Criteria for Waltham Forest Community Schools** in operation at the date of application.

In-Year Admissions

Applications for in-year admissions are made in the same way as those made during the normal admissions round. If a place is available then the local authority will communicate any offer of a place to the family. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria.

- Siblings of existing Children will be given preference.
- Christians whose families support the aims and ethos of the school
- As a local school, priority will be given to admitting over 50% of pupils from the local area.

Tie-Breaking

Where there are more applications satisfying any category 1 to 5, places will be offered **in order of proximity to the School** at the date of application.

The shortest distance, measured in a straight line, between the main entrance of the school and the child's home address (mid point, front of house). Those living closer will be given higher priority.

Definitions

Sibling Brother or sister, whether whole, half, adopted or step; provided that the applicant child is living in the same family unit at the same address as that sibling. For a sibling of the applicant child to be treated as being at the School, the sibling must have a place to attend the School on the day the applicant child would start attending should they secure a place.

Families who have worshipped regularly Worship at least three times a month for the two years preceding the application by at least one parent and the applicant child. Parent includes adoptive parents, any person with 'parental responsibility' as defined by the Children Act 1989 (or any substitute legislation) or a recognised guardian.

Those who have recently moved Where a family has moved within the two years preceding the application and a parent is a recorded member of a relevant church but the family's period of regular worship at that church is less than two years, the

family will be treated as having worshipped for two years provided that they worshipped regularly at a church of the same denomination as they now worship at for long enough immediately before moving that when added to the period of worship at the qualifying church the whole period totals two years and this is verified by a reference from the minister of the church formerly attended.

Dedicated child Dedicated, blessed with a service of thanksgiving or Christened according to the rites of any branch of the Christian church.

Recorded member At least one parent should be on any list of membership maintained by that church at local level.

In order of proximity to the School Priority to those living closest as measured by the London Borough of Waltham Forest using the system they operate at the relevant time.

Important Information

References For applications in categories 2 to 5 a reference from the pastor/minister of the relevant church will be required to verify church membership and frequency of worship. For churches without a minister, an elder or churchwarden may provide such a reference. This reference will constitute the sole evidence of church attendance and membership, save in very exceptional circumstances.

Waiting list Where the School is oversubscribed the governors will, at a parent's written request to the Head Teacher, hold such unsuccessful applications on file and allocate places should they become available on the basis of the oversubscription criteria set out above.

Appeals Parents of children who fail to gain places may appeal to an independent panel. Notification of any appeal must be addressed to the Clerk to the Independent Appeals Panel, c/o Emmanuel Community School. The School will then advise the parents in writing of the appeal procedure.

4.2 Curriculum and Organisation of Learning

Introduction

Emmanuel Community School (ECS) aims to nurture and educate children in a Christian environment in order that they may achieve their full potential and become valuable members of society. To provide a place:

- Where each member of the community is affirmed, valued and challenged.
- Where everyone strives for excellence in all areas of endeavour to the best of their ability, consistently and relentlessly.
- Where children are prepared for active and responsible participation in the community.

ECS will value, emphasise and promote:

- Good behaviour in a caring environment
- Development of appropriate spiritual, moral and social awareness
- High academic attainment and progress
- Development of the whole person

'A whole school teaches in three ways:

By what it teaches

By how it teaches

By the kind of place it is'

Anon

Rationale

Our mission is to provide quality academic learning in a safe, caring, disciplined and purposeful Christian environment. We recognise that each child is an individual and that children are creative and need to succeed. Our aim is to develop pupils with active and creative minds, with a sense of understanding and compassion for others. We will provide an international creative curriculum ensuring individualised attention for all our children. We will focus on the total development of each individual child: spiritually, morally, intellectually, socially, emotionally and physically. Children will be inspired to find the courage to act on their beliefs, reach for their dreams and prepare for their future success. We will serve our diverse local community encompassing all, building leaders for tomorrow and giving each child an education that will help prepare them for life.

Our curriculum is therefore fundamental to this mission and the experience of children in the school – it is what is taught and learned. This can be divided into the 'hidden' and the 'explicit'. The 'hidden curriculum' derives from the values of the school which are lived out through the ethos, relationships and activities including routines, links with family and community.

It is important from a Christian perspective that the right to education of each individual is met, and that all children have an equality of opportunity to enjoy the benefits of good education and develop their potential, particularly where there are special needs, since every child is of equal value in the sight of God. This means also that the education offered to children should reflect their diverse backgrounds since the diversity of the human family is also God-given. This diversity will be reflected in our curriculum and our school environment. Given the diverse community in Waltham Forest and the percentage of children with special needs, we believe that a curriculum with an International focus and personalised learning would suit the children best and drive improvement.

The Curriculum

The Curriculum will be broad, balanced, relevant and stimulating to promote a spirit of curiosity and enquiring minds and where children develop a love of learning and enjoy school. It will be rich, diverse, rigorous and goal-driven, with emphasis on active learning experiences.

Content-specific strategies especially in core subjects, literacy and numeracy will be consistent across classrooms, while instructions will be differentiated within a classroom to target the learning needs of children. This flexibility would place emphasis on personalised learning to enable for each child to develop as a responsible citizen, confident individual and successful learner. We will enrich the curriculum as much as possible through educational and residential visits, visiting speakers and professionals, first-hand experiences and by drawing upon the local and wider community. Parents will be encouraged to become actively involved in their children's learning.

The Key Features of our Curriculum Would Include the Following Among Others:

- Use of the outdoor learning environment: - we will use every available space as part of learning. Children will have the possibility of exploring their environment with extracurricular opportunities to enrich the curriculum such as clubs, school visits to art galleries, museums, theatres, farms, places of worship etc.
- A curriculum based on the natural world and seasons: linked to the natural rhythms of life, festivals, seasons and children's real life experiences.
- Active Learning: Plenty of opportunity for active learning. Children will learn through 'doing', clubs and activities covering physical, creative and academic development.

- Collaborative team planning and use of specialists in some curriculum areas: thematic teaching which encourages teamwork and detailed planning where specialist lead teams in planning and delivery of areas such as PE, Languages and Music.
- Understanding of the importance of play: play is central to the children's approach to learning, channelling their natural curiosity.
- Flexible groupings and freedom: Children will be in house groups to ensure cross-phase ethos, pastoral emphasis for some activities and whole school events. Children will spend some time in form groups (peer groups) and some of the of their time in ability groups that can be flexible, focused and allow for an integrated day model where activities can complement each other and teachers can use individual strengths and expertise to inform planning. This flexibility and freedom are essential for children and staff to be creative. This will be favourable to developing children's academic ability at their own pace, facilitate personalised learning and relationships that nurture confidence and motivation as well as grow self esteem.
- Emphasis on the whole child and spirituality: creativity is something that unifies the learning experience and provides motivation and enjoyment and enhances self-esteem. The school community will be educated in a holistic way, joining spiritual, moral, aesthetic, physical, social and intellectual strands in everyday practice. The child is seen as the centre of the educational process.
- Involvement of the community: develop positive links with local and national community- Invite visiting artists, poets, authors, professionals, role models, etc.
- Citizenship and global dimension: using the International Primary Curriculum (IPC) to promote engagement with the wider world. Emphasis on International perspective will be taught in subjects such as history, languages, geography and citizenship. Links will be made with learning communities in other countries and outside partnerships with the wider community to develop community cohesion.
- Skills based curriculum that teaches key transferable skills across the curriculum; set of skills broken down by year group.

- Dedicated focus on teaching of reading, language and communication – targets set for children to be reading **at least** age appropriate by the time they are 6- 7 years old.
- Curriculum weeks – Maths, Art, Science
- Instrumental tuition
- ICT skills will be taught as well as integrated into the curriculum
- Residential visits for children and adults
- School productions

Reception Classes

The Reception class will offer a structured pre-school program for children between the ages of 4 to 5 years, following the National Foundation Stage Curriculum and comprehensively address the six main areas of Early Learning Goals - Personal, social and emotional, communication language and literacy, problem solving reasoning and Numeracy, Knowledge and understanding of the world, physical development, and creative development. Play underpins children's intellectual, creative, physical, social and emotional development, so children will have daily learning opportunities for indoor and outdoor play. Central to this is independent learning in a free flow environment with focus groups and key skills taught alongside. We will provide a rich and challenging environment in continuous free flow, with plenty of opportunities for staff to interact and extend children's learning. Outside provision is extremely important. Children will have space and resources to learn outside and the curriculum outside will mirror the inside with all 6 areas provided for. This will include climbing frame, jungle gym, sand, water, digging area, planting area, role play with a house and imaginative building with large blocks, materials and a place to play ball games.

The majority of observations will be in free flow so the experiences and activities will challenge them and link into what they have learnt in key group time. By coupling this with the Active Learning and Teach like a Champion strategies, children will be introduced to a variety of activities planned to stimulate their learning process. Children's progress will be carefully monitored and staff will use these observations and assessments to plan the next steps of each child's learning.

Key Stages 1 and 2

Children in Key Stages 1 and 2 (ages 5 to 11 years) will follow the International Primary Curriculum which covers the core areas of English, Mathematics and Science, as well as the foundation areas of Design & Technology, History, Geography, Art, Music, ICT and PE. These areas will be taught through a thematic and creative approach. In addition, every child will be involved in a programme of Personal, Social, Health and Citizenship Education which tackles matters such as morals, bullying, social values, sex education and health issues. Alongside this, children will follow a RE syllabus that covers knowledge and understanding of different faiths.

Emmanuel Community School will be ideally placed to track children's performance holistically. Teachers will use a range of continuous assessment methods to monitor understanding with emphasis on Literacy and Numeracy.

We will use the International Primary Curriculum (IPC); a comprehensive curriculum which has been cross-referenced to the National Curriculum on learning that develops international-mindedness in children. The development of knowledge, skills and understanding of subjects will be set within child-friendly, relevant, cross-curricular thematic units of work that are both creative and challenging for children of all abilities and makes learning enjoyable. Children will look at everything they learn through a local and global perspective to develop into adaptable, globally-minded learners prepared for the world of tomorrow that they will be living and working in. ECS will incorporate the Active Learning and Teach like a Champion strategies, throughout the school to give pupils experience in the following areas:

[1] Communication

Linguistic: this area is concerned with developing children's communication skills and increasing their command of language through listening, speaking, reading and writing.

Literacy: there will be a structured reading scheme that children will be helped to progress through steadily. ECS will emphasize the importance of reading with understanding. Reading then becomes an enjoyable pastime rather than a tedious exercise.

Speaking and listening skills will be developed through story, discussion and multi media. The aim is to encourage children to speak confidently, express their views coherently and listen to others. Class Assemblies will provide opportunities for children to be involved in Drama.

Writing is a skill, which is integral to all other subjects, and opportunities will be given to the children to write creatively and factually through a variety of situations. Rules of grammar and spelling will be incorporated into the language work.

A handwriting scheme will be used throughout the school to help children develop a clear, well-formed script.

'Every child should have the opportunity throughout KS2 to study a foreign language and develop their interest in the culture of other nations.' (*National Languages for Life, 2002*)

We are keen to foster a passion for learning about languages and other cultures in our KS1 children too. We will introduce our Year 1 and 2 children to MFL through games, stories, videos, and interactive technologies, focussing around vocabulary and intercultural understanding. We will use a variety of techniques such as games, role-play, action songs, and interactive resources in order to encourage children to have an active engagement in the modern foreign language. We will emphasise the listening and speaking skills over the reading and writing skills. We will adopt 'Teach like a Champion' strategies which involve the use of multi-sensory and kinaesthetic approach to teaching; such as using physical elements, games and songs as we believe that this serves to reinforce memory. We will make the lessons as entertaining and enjoyable as possible, to develop a positive attitude to the learning of modern foreign languages. We will build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

[2] Mathematical Development (MD)

The aims of our Maths curriculum are:

- to enable the children to develop an ability to think clearly and logically,
- to have an appreciation of the nature of number and space,
- To possess mathematical skills and knowledge and an appreciation of mathematical pattern and relationships.

We aim to develop in our children, confidence in the ability to express their ideas fluently in mathematical language and a growing awareness of the uses of mathematics in and around world. Children will take part in a structured daily mathematics lesson, where oral and mental work will feature strongly. Their knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion. Children's learning will be linked closely to the National Numeracy Strategy. Children will encounter shape and space, probability, data handling, algebra and numbers. They will be encouraged to

apply skills and concepts learned, in a variety of contexts; including cross-curricular activities, investigations and problem solving. A variety of schemes will be used to meet children's needs throughout the school. In order that progress is achieved at the optimum pace for each child, maths will be taught in ability groups. These sets will be of a fluid nature in order that children are able to move either to the next group up for extension and challenge their skills, or to the next group down to consolidate their learning. Class teachers will also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year. Initiatives such as Maths Passports; inter year group quizzes; Mathletics (in key stage 2) will be provided to support children in their efforts to achieve the highest attainment possible.

[3] Scientific Development (SD)

This area is concerned with increasing children's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry ; for example, observing, forming hypotheses, conducting experiments and record findings.

Attainment targets will include developing skills of Scientific Investigation, learning about life and living processes, materials and their properties and physical processes. Much of the work undertaken will be of a practical nature to develop scientific skills, encouraging observation including sensitivity towards and caring for the environment.

Note: Creationism, intelligent design or similar concepts will not be taught as scientific theories.

[4] Technological Development (TD)

Technological skills, which include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products will be provided.

Information Technology: It is our intention to have a computer suite and sufficient PCs or laptops to allow every child ready access to a wide range of applications in different curriculum areas. It is planned that each class will have an interactive whiteboard.

All children will be involved in Designing and Making activities related to other curriculum areas. These will include, at all levels, investigations involving Food

Structures and mechanisms, allowing children to develop problem solving skills and evaluate the quality of their own work.

[5] Knowledge and Understanding of the World (KUW)

Human and social: this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. History and geography make a strong contribution to this area. Children will have the opportunity of sharing their experiences and the experiences of other children from across the globe.

[6] Physical Development (PD)

Physical education and games: this area aims to develop the children's physical control and co-ordination, their tactical skills and imaginative responses, as well as to help them to evaluate and improve their performance. Children will also acquire knowledge and understanding of the basic principles of fitness and health. This contributes to the school curriculum by enabling children to perform with increasing physical competence. Our scheme of work will incorporate a variety of dance, gymnastics and games which are accessible to all ages and levels. Children will develop skills with small and big apparatus, and have the opportunity to use a large variety of equipment. We have secured the commitment of Leyton Orient Football Club and Local dance groups who would assist in providing this aspect of our curriculum.

[7] Creative Development (CD)

Aesthetic and creative: this area is concerned with the processes of making, composing and inventing. Art, music, dance, drama and the study of literature make a particularly strong contribution to this area because they call for personal, imaginative, and often practical, responses.

Art and craft contributes to the development of the whole child: intellectually, socially and emotionally.

The school aims to give children experience in investigating and using a wide range of methods and materials, and exploring the development of their own artistic knowledge and understanding. This will incorporate visits from artists and to Museums and Galleries in order to identify the progression of art, and become familiar with the works of influential artists.

Music: all children will be given the opportunity to listen to music and at each stage to compose and perform. All children will be encouraged to play a musical instrument, learn and appreciate different types of music.

[8] Personal Development (PD)

This area is concerned with the development of children's spiritual, moral, social and cultural awareness. Subject areas such as personal, social and health education (PSHE) and religious education contributes strongly to this area. Children will be led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to understand the consequences of their own and others' actions. ECS will:

- lead children towards becoming confident and positive contributors to their community and effective users of its services and facilities;
- enable children to gain insights into the origins and practices of their own cultures, and into those of the wider community;
- take steps to ensure that children appreciate racial and cultural diversity and avoid and resist racism.

Sex and Relationships education will form a discrete element of the school's curriculum. Throughout the Primary years the topic is introduced gradually, developing from discussions about 'Me and My Family' to learning about parts of the body and plants.

Religious Education:

As a Faith school we follow the well established guidelines of the Church of England for RE, supplemented further by principles and practice from locally agreed syllabus, diocesan guidelines, the Assemblies of God, UK and Evangelical Alliance.

Children will be taught to respect and value the beliefs of others. We will seek to encourage children to be aware of religious and moral codes to sustain them through later life and to help them develop an understanding of Christian beliefs.

All classes will have a weekly RE lesson. Our Christian based assemblies will foster children's moral and spiritual development and build on their experiences in RE lessons.

Assemblies will be led by the principal, members of the teaching staff, visiting church groups and clergy. The subject delivery will be enhanced by visiting speakers and class visits to places of worship.

The background to good learning has to be an environment in which the child is secure and loved. A variety of appropriate teaching strategies will be used to match learning tasks to the age, aptitude and ability of the individual child. ECS will focus on student achievement using Active Learning, Lemov's 'Teach Like a Champion' techniques and systematic synthetic phonics; in which teachers will constantly check children's understanding and help them to get the best out of reading.

Since the curriculum is all that takes place in the school, the school ethos will be woven into the content of lessons, individual, group, weekly and termly plans and the schemes of work. Staff and children would be provided with clear guidelines and expectations about what abilities, skills and knowledge are needed at different stages and levels. There will be consistency in how children are taught through the establishment of routines, learning environment and classroom culture. Staff will have short, medium and long-term curriculum maps that identify which standards are taught and when in all tested subjects. Staff will check for understanding daily, weekly and quarterly through informal and formal assessments. Teaching will regularly be modified based on data from these assessments. We aim to develop children:

- To become motivated, life-long learners
- To be able to access new skills and knowledge
- To enjoy learning
- To be flexible and adaptable
- To develop their own potential.
- To seek creative ways of solving problems
- To have high self-esteem – respecting themselves, others and the environment
- To begin to develop social awareness and responsibility

Qualifications

- Attainment in English, Mathematics and Science will be assessed against National Curriculum standards half-termly, termly, annually and at the end of each key stage. This will inform each child's intervention programme including intensive literacy and numeracy. At the end of Key stage two, children will sit the National Tests. We aim that every child will achieve their full potential with a **minimum** target of:
 - Level 2 at the end of Key Stage 1

- Level 4 at the end of Key Stage 2

Our aim is that every child will leave ECS with adequate skills to proceed to secondary school and then to further or higher education. Every child will be encouraged to:

- learn a new language
- Learn to play a musical instrument.
- eat healthily and exercise
- develop important life skills
- take part in a wide variety of activities
- Have a global awareness

Length of School Day

The school day will start from 8.00 am till 6.00pm., Monday to Friday. In partnership with other local organizations we aim to provide fully extended and inclusive range of activities where every child can thrive. The extended school day will give children the opportunity to participate in enrichment activities.

8:00 - 9:00am – Breakfast club

Provision for Literacy and Numeracy Support
Reading Club

9:00am – 3:30pm – Provision of Core and Foundation Curriculum

In- class and group interventions

3:30 – 6:00pm- Tea Club

Provision of Enrichment activities
Literacy and Numeracy support

The curriculum will be delivered in five (unequal) sessions during the day. Few subjects – Maths and English would have dedicated time slots, but learning would direct the time-table with focus on the key questions of 'What are we trying to achieve?' and 'How will we organise our learning to achieve this?' Proposed minimum weekly teaching hours would be as shown on table 4.1 below:

Table 4.1 Weekly Teaching Hours per Subject

Subject	RE	Maths	English	Science	PE	Languages	Music	Creative Developme	Life Skills	Technology	Humanities	Total
KS1	1	5	5	1	2	1	2	2	2	1	1	23
KS2	1	5	5	2	2	1	2	2	2	1	1	24

Note: The provision of an extended school day would increase these hours to meet the needs of individual and groups of children.

Subjects to be offered:

Table 4.2 Subjects to be offered per year group

Key Stage	Foundation	1		2			
Subjects/Year	Reception	1	2	3	4	5	6
Mathematics	√	√	√	√	√	√	√
English Language	√	√	√	√	√	√	√
Science	√	√	√	√	√	√	√
Music	√	√	√	√	√	√	√
Humanities	√	√	√	√	√	√	√
Sports	√	√	√	√	√	√	√
Life Skills	√	√	√	√	√	√	√
Languages		√	√	√	√	√	√
RE	√	√	√	√	√	√	√
Technology	√	√	√	√	√	√	√

Proposed School year: Six terms of between six and seven weeks each to give a total of 39 weeks with 38 weeks of contact time and 5 days of staff professional development. This is based on feedback from parents who prefer us to keep in line with the Local Authority and National time-table to reduce complications with siblings in local schools and parents' holiday arrangements.

Proposed Length of School term: Between six and seven weeks per term (six weeks to work on themes and assessment focused days which will inform planning). To ensure a consistent approach to teaching and learning, there will be regular whole school monitoring of classroom routines, teaching practices and the learning environment. Monitoring would include specific student achievement targets, lesson observations, learning walks, book and homework sampling. These would also inform the school's rigorous system of quality assurance.

The school will focus on increasing student achievement through strategic and effective use of time. A school calendar with daily and weekly schedules will create time for all student interventions and adult development activities. For example;

- Summer tutoring programme
- Weekend programmes
- More time to be spent on learning activities:
- Subject and team planning time: Teachers will have 2 to 3 hours per week to plan as well as time for team planning.

4.3 Organisation of Children

For non-academic purposes

Children will be organised in year groups (according to age). Each year group will be allocated a class teacher who has an oversight of the group and of the development of each individual in the group.

Table 4.3 Number of Children per year Group

Reception (R)	30
Year 1 (E)	30
Year 2 (S)	30
Year 3 (P)	30
Year 4 (E)	30
Year 5 (C)	30
Year 6 (T)	30

Children would also be allocated a Key worker. This will form the basis for house groups consisting of about 20 children each for pastoral care. The Key workers will be responsible for keeping each child's Special book. These are the learning journeys of the children throughout their time in school. This will include photos, samples of work, things they have done at home, community activities, achievements, all annotated by observations from all staff. A lovely record for the children but also evidence for us to use in our tracking of the children throughout the year and for their final profile points in Reception and for key stage transitions. This will be different from official records such as end of term reports. Key workers will be responsible for meeting with parents and be the child's mentor and first point of call. At Key Stages 1 and 2 children will belong to named mix-age house groups named to reflect Christian values of Faith, Hope, Love, Patience, Gentleness, Courage, Joy, Peace and Kindness.

Research shows that providing young people with consistent adult support through a well-supervised, frequently occurring, long-term mentoring relationship improves grades and family relationships and helps prevent gang involvement and the initiation of drug and alcohol use. So the key group leader would be with this group to 'nurture' them through school life. Every child is different with a unique combination of strengths and weaknesses. Our small house groups mean that every child is seen as an individual and teachers are well aware of particular needs. Pastoral care will occur in these groups. By offering routine, structure, guidance and a positive perspective on life over a sustained period of time, children are shown that someone is interested in their well-being and success. This will also help the children to mature and develop a sense of community as they grow up together. There will be opportunities for whole year and house group activities, trips and competitions.

For academic purposes Baseline data will be established for students on entry to school using standard tests to create performance data and set targets. Progress would be tracked regularly through a rigorous system of academic mentoring, assessments and personalised interventions.

Children will be set according to ability in English and Mathematics. This will be a flexible system where pupils can move between groups depending on their achievement. Pupils can be appropriately motivated and challenged by their peers. Teachers will also be able to address specific learning difficulties and enhance the learning experience of more able students. This will allow pupils to be targeted to develop specific skills, enhance intervention, motivate children and ensure that no child is isolated. This will result in multi-age groupings in these subjects. Older children can act as role models while younger children who are more able are not limited. All other subjects will be taught in class groups depending on the contents, skills required and circumstances ensuring that every child makes adequate progress. In seeking to meet the needs of every child, teaching assistants and other adults can target groups with the same needs. Special needs teachers will follow the DfES Code of Practice for Special Educational Needs. Children referred by the Class Teacher will be given extra support either within the classroom setting or in a separate tutorial session and we will request parents/carers to be involved in the process of planning the programme of support.

Children will have regular feedback on their performance and records of achievement will be kept. These records will be available to children and their parents so they know exactly where they are and what to do to progress. Classroom teaching will be supplemented by interventions to ensure that each child stays on track for their targets.

ECS will identify children for academic and personal development (including socio-emotional skills) interventions through the school's structures and rigorous use of

data. Rapid interventions will focus on targeted groups of children who have significant learning gaps or those who are lacking in key foundational skills. This will include children with Special Educational Needs (SEN). Individual Education Plans would be written and implemented for such children.

Intervention programmes

It is our aim that all children would be able to make at least two levels of progress from one Key Stage to another in English and Mathematics.

Children who appear unlikely to reach level 4 at Key Stage 2 are considered not achieving the expected standards and will be supported through different strategies. For example;

- Re-teaching loops: -children who have not mastered skills or information would be identified on a daily, weekly or half-termly basis and events created in which children are re-taught the material in another way. These events may occur in small groups during lunch; in before/after school tutorial sessions or Learning Clubs. Children will also be encouraged to self-nominate for these sessions, that is, join clubs to improve certain skills.
- Redo and retakes: - Children will be encouraged to revisit skills and areas of learning where appropriate, to secure their understanding and grasp of specific skills. This allows children and adults to identify areas of weaknesses, be resilient and persevere until they attain their targets.
- Groupings: - Groups will be formed based on particular skills not on overall ability. Children will be moved in and out of groups depending on their mastery of skills. Learning assistants and specialist adults will be able to work with smaller groups of children to learn specific skills and these children can then be re-integrated into their normal classes where these skills are required.
- Mentoring – Personal mentoring of at-risk children by adults and use of mentoring programs between older and younger children would be available.

4.4 Child Development and Achievement

At Emmanuel Community School our ultimate success is the development and achievement of every child. Our children will continuously bench marked against the world's best. To help us keep focused, school management and systems would be goal driven – 'to NURTURE every child so that they can achieve their FULL potential'. Our success criteria would be the 'Every Child a STAR' concept. Our definition of success would therefore include:

- A culture of high expectations where every child sees that the school and other individuals across the school genuinely care about their well-being

and persistence in ensuring they can succeed.

- A classroom environment where there is a frequent sense of joy and fun that adults ensure is linked to children's learning, where issues of culture, race, social class etc are addressed and used as assets to children's success.
- A school environment with caring relationships. Where all adults care about children and continually send the message of 'School is Important', 'You can do it', 'Effort drives results' both in words and actions. An environment where persistence is honoured, where all adults care about each other and have an attitude of 'whatever it takes' to achieve goals.
- Children who know who they are and have dreams of who they want to be. Children who understand what they are expected to know and do; are clear about their targets and what to do to get to their goals.
- Children who embrace the values of hard work, personal responsibility, academic success, helping others - RESPECT values.
- A school where behaviour expectations and consequences are consistent and clear to all.
- A school with a very positive relationship with parents and the local community.

Our success can be evidenced through:

Quality of teaching and assessment

- Teaching that enables children to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Teaching that encourages children to apply intellectual, physical or creative efforts, to show interest in their work and to think and learn for themselves.
- Teaching that involves well planned lessons, effective teaching methods, suitable activities and appropriate management of class time.
- Teachers that show a good understanding of the aptitudes, needs and prior attainments of the children and ensure that these are taken into account in the planning of lessons.
- Teachers that demonstrate appropriate knowledge and understanding of the subject matter being taught.
- Good quality, quantity and range of classroom resources that are effectively used to meet children's needs.
- A framework in place to assess children's work regularly and thoroughly and assessment information utilised to plan teaching so that children can make progress.
- Use of effective strategies for managing behaviour and encouraging children to act responsibly.

Evidence of children's achievements:

- The rate of progress that children make over time in relation to their capabilities, aptitudes and prior attainment.
- Quality and quantity of children's work over a period of time to show progress

Evidence from extra-curricular activities

- The range of extra-curricular activities offered.
- Level of participation and what children get out of these activities in terms of academic, personal or spiritual development.

Statistical evidence will include comparing data such as:

- Children's attainment on entry
- Attainment during their time at school particularly at the end of Reception, Key stages 1 and 2
- Attainment at the end of their time at ECS
- Results of examinations, particularly external exams
- Analysis of value-added
- Destinations for secondary schools and higher education

How will success be measured?

The school will have systems and operations to drive a learning culture. Strategic school development plans and priorities will be agreed with governors and communicated to every member of the school community. To ensure a consistent approach to teaching and learning, there will be regular whole school monitoring of classroom routines, teaching and the learning environment. Monitoring would include specific student achievement targets, lesson observations, Displays, learning walks, book and homework sampling. These would also inform the school's rigorous system of quality assurance.

The leadership team will meet regularly to analyse key performance indicators, including individual student level and classroom level data. The team will celebrate successes and create short and medium term action plans to address areas of concern. The school will use these key performance indicators which can be broadly categorized under these perspectives:

- Resource Deployment
- Academic Development
- Overall Performance
- Education and Learning; to regularly ask key questions such as:-
 - Does the curriculum provide the opportunity for all children to learn and make progress?
 - Is there adequate preparation of children for the opportunities, responsibilities and experiences of life?
 - Are children acquiring the necessary skills to progress and succeed in secondary and higher education?
 - Are resources adequately deployed to achieve our mission of developing the whole person?

The school will build a strong sense of community (House or Teams) to emphasise psychological safety, team spirit, ownership, responsibility to group and community. Students will be regularly engaged in opportunities to share their views. Students and staff will be encouraged to reinforce school mission and values through their actions and communication. Every student will be allocated a Key worker, an adult who will actively participate in the student's development.

Parents and carers will be able to receive weekly updates from tutors, to understand what they can do to support student achievements. Feedback from surveys and questionnaires to parents and carers, staff, children and other interested parties will be collated. This will also inform our monitoring process and help identify areas of strength and weaknesses.

Our continued success will be determined by a robust, honest self-evaluation and accountability system which will involve all stakeholders. ECS will develop a self-evaluation system which will allow us to identify and resolve issues without having to wait for inspections or league tables. We will track the following core indicators regularly to inform us of progress and required intervention programmes to ensure that we meet our goals. These indicators will also be used to monitor both individual and specific groups (year, gender, and ethnicity, FSM, EAL, SEN, G and T etc).

- Attainment and progress
- Quality of learning;
- Quality of teaching;
- Attendance;
- Behaviour;

- Enjoyment of school;
- Parents and carers attitudes; and
- Budget planning and management.

Who will be accountable for success?

Our self-evaluation system will be continuous and involve all members of the school community – staff, parents, children and the local community.

Identified leadership team members will be responsible and accountable for the implementation of the school development plans with key metrics to measure progress and success against.

The school leadership will focus relentlessly on student achievement, building relationships and trust, modelling of school values and ethos at all times. The school principal will take personal responsibility as an agent of change for the development of every individual.

The school will be staffed by high quality individuals that are committed to the school vision. Staff recruitment will involve an intensive selection, induction and monitoring process to ensure high standard of skills and alignment to school vision. All staff will have clear roles, responsibilities and accountabilities aimed at high achievement goals, with performance management based on students' outcome. Staff will be regularly evaluated, action plans and support will be provided and top performers will be encouraged to aim for leadership roles. Continuing professional development with internal and external teacher mentoring will provide staff with opportunities to meet expectations and targets. Clear communication within the school will emphasise the supportive role of every adult as well as the consequences of not meeting agreed goals.

At ECS children's success will be at the centre of the accountability system as shown in the diagram below. School improvement cycle of planning, assessment and actions will be supported by school operations which are connected and linked to children's success. The school's reporting and reviewing will be a two way process to inform action planning.

A mentoring system will be available to support teachers with specific development needs. Regular team meetings would focus on children learning data where every adult will focus on children's learning outcomes. Leadership team will provide frequent observations and feedback to staff on teaching and learning as well as on behaviour for learning. Staff will be provided with follow up and further monitoring to ensure improvement in identified areas.

The accountability structure at ECS will involve:

- upward accountability - looking up the line and doing what team leaders require to achieve team goals
- Lateral accountability – peer accountability and self-regulation in which staff are accountable to, and judged by, criteria set by professional peers and team members.
- Downward or public accountability- staff are accountable to students, community and parents.

The governing body would use the questions below to hold themselves and other members of the school community to account.

10 key questions for governors to ask:

1. *What are the school's values? Are they reflected in our long term development plan?*
2. *How are we going to raise standards for all children including the most and least able, those with Special Educational Needs, boys and girls, and any who are currently underachieving?*
3. *Have we got the right staff and the right development and reward arrangements?*
4. *Do we have a sound financial strategy, get good value for money and have robust procurement and financial systems?*
5. *Do we keep our buildings and other assets in good condition and are they well used?*
6. *How well does the curriculum provide for and stretch all children?*
7. *How well do we keep parents informed and take account of all their views?*
8. *Do we keep children safe and meet the statutory health and safety requirements?*
9. *How do children behave? Do we tackle the root causes of poor behaviour?*
10. *Do we offer a range of extra-curricular activities which engage all children?"*

In summary, the principal is accountable to the governing body for the performance of the school and teachers are accountable to the principal for the progress of the children. More details are provided on school accountability system in section 6.

"What I want in a school

- *An artistic curriculum so every lesson is fun, exciting and artistic.*
- *People that care and don't just teach as a profession*
- *Lots of motivational speakers coming in.*
- *Chances to be 'scouted' for things you are good at.*
- *Lots of competitions to prove ourselves.*
- *A good sports program involving other schools.*

- *Mentors coming in to talk to some children.*
- *If there is a problem, it is sorted immediately and fairly*
- *A session with a trusted member of staff where you can tell them anything and know they won't tell anyone unless needed. "*

Author: 10 year old child (2011)

Special Educational Needs (SEN)

Definition of Special Educational Needs: Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

How the curriculum will be accessible to children with SEN

Identification, Assessment and Provision

- Emmanuel Community School (ECS) will do its best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them.
- ECS will use its best endeavours to ensure that teachers in the school are able to identify and provide for those children who have special educational needs and enabling them to join in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible.
- ECS will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- ECS will assess each child's levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.
- If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO. The child's class teacher will use this information to provide starting points for the development of an appropriate curriculum.
- ECS will prepare and manage statutory assessment paperwork for children with statements. A statement will be made when the needs of a child cannot reasonably be provided within the resources available to the school. The school will request assessments to be carried out by the LA. If the LA decides to carry out an assessment the school will provide information about the child. The school will also compile paperwork (including the view of parents or carers) for the Annual Review of a child's Statement and prepare an Annual Review report.

Whether ICT could increase access and support pupils with SEN

- Regular assessment of children throughout their school life provides valuable information to inform teaching strategies. Software is available to assess children's strengths and weaknesses in basic skills (literacy and numeracy, and short-term memory) and identify children's particular learning styles. The

benefit of these ICT-based systems is that the detailed analysis of need is undertaken by the software and then presented in an easy-to understand form, which the teacher then uses to inform personalised planning and setting individual targets for the child.

- Increasingly software has assessment and management facilities built in which detail how children are progressing with particular areas of the curriculum. Integrated learning systems (ILS) are having positive results with children who have special educational needs. The management tools in these systems are also informing teaching strategies away from the computer.

To what extent pupils' needs will be met in the classroom and when it would be appropriate to provide other support resources and spaces?

- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the child.
- Provide Autistic children with sensory resources and children with EBD a free play area.

The role of the SENCO, Class Teacher and Teaching Assistants and how they will work together to meet the identified and additional area of SEN

The key responsibilities of the SENCO will include:

- coordinating provision for children with special educational needs
- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing learning support assistants
- Advising the school leadership on SEN strategy
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- Contributing to the in-service training of staff liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The Role of The Class Teacher

- The class teacher will be responsible for the identification of needs and provide programmes of work for the SEN child in the classroom including differentiation.
- He/She will also liaise with the SENCO.
- The class teacher will liaise with parents and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary, through written contact.

The Role of Teaching Assistant

- Teaching Assistants will be used to support children at all levels of special needs and will liaise closely with the class teacher, SEN teacher and SENCO.

ECS will use the following graduated process to identify and determine the level of support for children with SEN.

The Class Teacher

- A range of strategies and interventions will be used in the classroom when a child is having a temporary difficulty.
- This approach is likely to meet the needs of the majority of children.

School Action

- For children who still make insufficient progress.
- Identified in discussion with the SENCO.
- May result in the development of an 'Individual Education Plan' (IEP), providing additional support for a limited period.

School Action Plus

- Where difficulties continue despite School Action.
- Combination of additional help and more input from external professionals is considered
- Requires the parent/ guardian's consent.

Referral & Statutory Assessment

- May result in a statement of SEN which specifies the long-term support required.
- The school, in consultation with the parents and external agencies can make a formal referral, asking the Local Authority (LA) to initiate a statutory assessment.
- Parents or guardians can also make a formal referral.
- The LA will be provided with information and evidence about the child's progress and support to date.

4.5 Behaviour and Attendance

Behaviour and Discipline

ECS will ensure strong discipline through the development of an achievement and belief-based school culture. Creative signage and interior décor will be used to emphasise that school culture places a premium on children and staff feeling a great sense of care, support and high expectation. Staff will ensure children are clear about objectives of lessons and individual targets, so that they know what they have to do to improve. Children will have a classroom environment that supports learning by having written and visual prompts as reminders of what they are expected to do. School structures will reinforce a culture of aspiration, effective effort and responsibility; with tangible rewards that celebrate effort and academic achievements. There will also be positive recognition for staff and they will be trained to identify and reward positive conduct and performance.

Responses to any negative conduct will be consistent across the school. This will be rapid, transparent, fair and targeted to keep children focused on learning. ECS will have strict rules requiring children to act in clearly defined ways in each classroom and public space, including 'Top Ten Non-negotiable rules'. Teachers will relentlessly re-teach, re-assess and provide interventions to keep children on track.

School discipline will be taught and children constantly reminded using Symbols, Artefacts, Traditions and System (**SATS**).

- Symbols** – rules, pledges, songs and inspirational statements and stories which reinforce the school's values.
- Artefacts** – trophies, Learning zone colours, photographs, videos of celebrations, etc.
- Traditions** – behaviour code, uniform, expectations, scripts for dealing with difficult conversations and critical incidents, ethos and school culture.
- Systems** – routines, records, reports, procedures, policies etc.

Other methods to be utilised include:

Transition programme – A carefully designed orientation or induction programme focused on the mission, values, expectations and school systems for staff and children. Behaviour for learning will be explicitly taught during this program and regularly re-visited at the beginning of each year, through assemblies and other school events.

Role models - High quality children's work, inspirational quotes and details of role models will be visible and incorporated in activities throughout the school. Every adult, particularly leadership team members, will be required to model and reinforce the school mission, values and beliefs always.

Target setting – Children will be encouraged to embrace academic success and resilience, develop their own personal academic goals, have action plans and monitor their progress.

ECS will as previously noted in section 4.3, build a strong sense of community (Family, House or Teams) to emphasise psychological safety, team spirit, ownership, responsibility to group and community. Children will be regularly engaged in opportunities to share their views and contribute to the development of the school community. Staff and children will be encouraged to reinforce school mission and values through their actions and communication. Every child will be allocated a personal tutor or Key worker, an adult who will actively participate in the child's development. Parents and carers will receive regular updates to understand what they can do to support children's achievements. Below is a draft of the school behaviour policy which is based on examples of best practice.

Draft Behaviour Policy

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

Principles

This behaviour policy will form an integral part of our school curriculum. At Emmanuel Community School we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning. We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on the following Christian values –

Love (ethos of care and concern for all members of the school community);
Compassion and Community (Showing kindness and respect to each other, the way in which new people are welcomed into the school family, nurtured and supported);
Courage (Challenging one's self to always do the best);

Forgiveness (Repair relationships and conflict resolutions, learn to say 'Sorry');
Generosity and Thankfulness (Give to those in need. Be grateful for what you have. Learn to say 'Thank You');

Truthfulness (To be truthful in our dealings with each other, being truthful to oneself and help each other to make informed moral choices);

Equality and Inclusiveness (Love and care for people, regardless of race, gender, religion, social or economic status);

Justice (Take responsibility for one another. 'Justice is not for just me'. Look after others);

Service and stewardship (Serve others and take responsibility to use resources appropriately);

Peace (Spiritual and material security which leads to positive harmony and healthy relationships);

These values can be summarised in the following acronym - RESPECT

All members of Emmanuel Community School will RESPECT

Respect themselves, others and the school environment they share

Encourage excellence in work and play through recognising and celebrating achievements

Smile and say 'please' and 'thank you'. A little politeness goes a long way

Promote positive values and relationships within a Christian context

Expect to work hard and allow others to work hard too

Cooperate with one another and consider others at all times

Treat others as they would wish to be treated

Our RESPECT ethos would mean that there is a high expectation from every member of the community that:

- Adults and children show respect for one another
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour.
- Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of children.
- Children whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents will be identified and supported.
- All members of the school community will be listened to and responded to.
- All members of the school community are entitled to work and learn in a safe and secure environment.
- Adults and children are to act as appropriate ambassadors for the school on e.g. school trips, sports events and journeys to and from school.
- All school adults will model positive behaviour and promote it through active development of children's social, emotional and behavioural skills.
- All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded.

Teaching and Learning: the development of social, emotional and behavioural skills

For Emmanuel Community School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and

behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum.)

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- a structured programme across all years in PSHE
- Within the pastoral programme.
- within the IPC Skills curriculum
- Assemblies

Children with more challenging behaviour have the opportunity to benefit from a period of targeted support from specialist adults on strategies and techniques in e.g. anger management or positive behaviour. In these practical strategies for intervention, full use is made of support from the wider community of the LA, Police, social services, multiagency teams, and partnership working with other schools. The school's learning and teaching policy will support staff in teaching approaches which promote positive behaviour and attendance.

Availability

The full written policy will be available in the staff handbook, the governors' handbook and in the library. The key principles will be clearly set out in the prospectus, website, and information for staff applying to work at the school. They will also be set out in staff planners and displayed in classrooms, staffroom, reception and public room in the school. The policy will be available in minority languages represented in the community we serve.

The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

At Emmanuel Community School, we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

Table 4.4 School 's Rights and Responsibilities

Rights	Responsibilities
To make clear the school's statutory power to discipline children and that children and parents will need to respect this.	To ensure the whole school community is consulted about the principles of the school behaviour policy.
To enforce our school behaviour policy – including rules and disciplinary measures.	To establish and communicate clearly measures to ensure good order, respect and discipline.
To expect children and parents' cooperation in maintaining an orderly climate for learning.	To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
To expect children to respect the rights of other children and adults in the school.	To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
Not to tolerate violence, threatening behaviour or abuse by children or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.	To ensure teachers' roles in school discipline matters are consistent and that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.
To take firm action against children who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate	To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
	To support, praise and as appropriate reward children's good behaviour.
	To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
	To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.
	To take all reasonable measures to protect the safety and well-being of staff and children, including preventing all forms of bullying and dealing effectively

	with reports and complaints about bullying.
	To ensure staff model good behaviour and never denigrate children or colleagues.
	To promote positive behaviour through active development of children's social, emotional and behavioural skills.
	To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
	To work with other agencies to promote community cohesion and safety.

Table 4.5 Children's Rights and Responsibilities

Rights	Responsibilities
To contribute to the development of the school behaviour policy, with every child involved in the consultation process.	To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
To be taught in environments that are safe, conducive to learning and free from disruption.	To act as positive ambassadors for the school when off school premises.
To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.	Not to bring inappropriate or unlawful items to school.
To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably	To show respect to school staff, fellow children, school property and the school environment.
	Never to denigrate, harm or bully other children or staff. To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

Table 4.6 Parent's Rights and Responsibilities

Rights	Responsibilities
To contribute to the development of the school behaviour policy. To be kept informed about their child's progress, including issues relating to their behaviour.	To respect the school's behaviour policy and the disciplinary authority of school staff.
To expect their children to be safe, secure and respected in school.	To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.	To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.	To be prepared to work with the school to support their child's positive behaviour.
To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.	To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
	To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
	To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
	If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

Code of Conduct

Emmanuel Community School's Code of Conduct promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. This will be reviewed through consultation with children, parents/carers and school adults during the review cycle.

It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before during and after school.

OUR TREATMENT RULE

We are courteous to other people.

We co-operate, and support each other, in our learning together.

OUR LEARNING AND COMMUNICATION RULE

We put our hands up to ask or answer questions and during class discussions.

We use positive language with other people.

We listen to others, and try to have thoughtful reasons for our actions.

OUR PROBLEM SOLVING RULE

We settle problems and disputes peacefully.

We discuss difficult problems with our teacher and together with classmates

OUR MOVEMENT RULE

We always walk around the school and in and out of classrooms safely.

We line up considerately when we are required to come into assembly or a classroom.

OUR SAFETY AND EQUIPMENT RULE

We come to school readily equipped to learn.

We use equipment appropriately and safely.

We look after our property and the property of others.

Rewards and Sanctions

Our Code of Conduct will be supported by a coherent system of rewards and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the child:

- Should children choose to follow school expectations and behave appropriately, then they will be rewarded.
 - Should children choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.
- Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with children in a manner that:
- Encourages and promotes positive behaviour
 - Looks to defuse and positively manage confrontation should it arise.

Rewards

At Emmanuel Community School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when children feel

secure and are appropriately rewarded for all aspects of their school life - including behaving as expected.

Rewards are much more effective than punishment in motivating children. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Emmanuel Community School, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements at a ratio of at least 3:1 to every corrective statement and higher, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts children make in lessons, in their positive behaviour and attendance, in the help and respect they offer adults and other children in school and in the community and in the way they treat the environment.

All staff are encouraged to reward positive behaviour through:

- Oral praise statements
- Written praise in the marking of work
- Displaying of work to build self-esteem
- Deployment of responsibilities
- Recording success in children's progress files,
- Referral to Class teacher, House Leader, Pastoral Leader, SLT, principal and governors.
- Contact with parents/carers

In addition to the above strategies, the school will have a formal reward system which will be used to recognise and congratulate all children when they set good examples or show improvement in their own behaviour or attendance:

- 'Good News' postcards
- Nominations for school awards,
- Merits and commendations, certificates, privileges
- Assemblies and presentation days

Sanctions

Sanctions are necessary for children who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At Emmanuel Community School we accept that it is our responsibility to support those children so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and children are expected to use the

opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on children to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with children.

Sanctions are more likely to promote positive behaviour and regular attendance if children see them being applied fairly and consistently.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Wherever possible, use sanctions that are a logical consequence of the child's inappropriate behaviour (for example, if work is not finished in class the teacher might make the child stay behind at break time to finish it off);
- Use sanctions to help the child and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- When appropriate, use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (children should know that a sanction, when mentioned, will be used);
- Attempt to link the concept of sanctions to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- Take account of individual circumstances.
- Encourage children to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the 'Restorative Justice' opportunities provided.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

Taking account of individual pupil needs (SEN, disability, vulnerability, race, religion, culture)

At Emmanuel Community School we are keen to ensure that we do not discriminate – through application of the behaviour policy - against children whose apparent

inappropriate behaviour may be a function of their SEN or disability. Support will be provided so that these children can acquire the needed skills for appropriate behaviour.

Racial Harassment and Bullying

At Emmanuel Community School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are advised to follow reporting procedures. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Applying sanctions

All staff at Emmanuel Community School may apply sanctions up to but not including the level of exclusion - if applied reasonably and appropriately - following agreed procedures.

Fixed term exclusion and permanent exclusion are at the discretion of the Principal only.

Support systems for staff

Advice for all adults on how to deal with inappropriate behaviour at the time and wherever it occurs in the school will be provided. The school also recognises that regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

These may include training on managing behaviour and developing expertise in social emotional and behavioural aspects of learning, or access routes to accredited programmes such as the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA).

However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support in addition:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their Curriculum Leader, or other relevant middle leader / line manager / mentor.
- Adults who need advice on managing the behaviour and attendance of an individual child should in the first instance speak to their Curriculum Leader, the child's Class teacher/ key worker / Pastoral leader.
- Adults who feel that they have been subject to abuse or intimidation by children should refer the issue in the first instance to the nominated member of staff.
- If appropriate, the above issues can be further referred to the named staff / counsellor with responsibility for staff well-being / training in solution-focused discussions, from which strategies to address the issues arising can be developed and supported. This may involve the support of Senior Leaders, peer

support and outside agencies if appropriate.

Further support may be provided by:

Teacher help lines, support groups, listening services and other sources

Support systems for parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below :

- To contribute to the development of the behaviour policy and practise
- To share some of the training for school adults in behaviour
- Voluntary parenting courses and parenting skills

If a child or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they will be able to lodge a complaint through the school's complaint procedure.

Support systems for Children

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some children will need extra support to help manage their behaviour and attendance, and many of our children who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN).

The school will look to identify early those children most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Referrals by adults to pastoral leaders through data analysis such as bullying, truancy.
- Regular pastoral reviews to identify pupils most at risk, included as part of regular academic progress reviews.
- Programmes of short courses on specific elements of Social, Emotional and Behavioural Skills (SEBS).
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration/

- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Service).
- Referrals to the SENCO for a short period of additional support outside the usual classroom environment.
- Peer mediation and counselling schemes.
- Parents/carers consultations and family sessions.
- One to one counselling with a trained specialist.

Consultation

At Emmanuel Community School we also believe that support is more likely if all Stakeholders are actively involved in the process of developing policy and Code of Conduct as well as agreeing underpinning principles.

School adults, including governors, will be consulted through annual behaviour and attendance audit, questionnaires, working parties and informed through dedicated staff meetings and governor meetings.

Children will be consulted through annual behaviour and attendance audit, questionnaires, school council, tutor group discussions and informed through assemblies, newsletter and school council feedback.

Parents / carers will be consulted through annual behaviour and attendance audit, questionnaires, parent events and informed through letter and newsletter.

Welfare, health and safety of children

The provision for the welfare, health and safety of children at the school will meet the standard where the school has a policy to:

- prevent bullying, which has regard to DfE guidance in Safe to Learn: Embedding Anti-bullying Work in Schools;
- safeguard and promote the welfare of children who are pupils at the school, which has regard to DfE guidance 'Safeguarding Children and Safer Recruitment in Education';
- safeguard and promote the health and safety of pupils on activities outside the school, which has regard to DfE guidance 'Health and Safety of children on Educational Visits'; and

- promote good behaviour amongst children including setting out the sanctions to be adopted in the event of child misbehaviour.

Monitoring and evaluation

At Emmanuel Community School we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation and inform discussions with staff, governors, children (including through the school council), parents and multiagency staff about patterns of poor behaviour and steps taken to tackle it.

We therefore will monitor the distribution of rewards and sanctions by: age, ethnicity, gender, special educational needs, disability, racial group, curriculum areas, class and reason. Evaluation of this data will take place regularly every term.

An audit of behaviour in conjunction with a consultative process will be carried out on a two-yearly cycle to inform the effectiveness of the behaviour policy. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.

Draft Attendance Policy

Emmanuel Community School

Introduction

We aim for an environment which enables and encourages all members of the community to reach for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and children should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Why Regular Attendance is so important:

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any child's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring children's regular attendance at school is the parent/carer's legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, children and all members of school staff.

To help us all to focus on this ECS will:

- Give parents/carers details on attendance in a regular school newsletter;
- Report to parents/carers at least half-termly on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance by displaying individual and class achievements;
- Reward good or improving attendance through class competitions, certificates and outings/events.
- Run promotional events when parents, children and staff can work together on raising attendance levels across the school.

Understanding types of absence:

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good

reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

Persistent Absenteeism (PA):

A child becomes a 'persistent absentee' when they miss 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and parent/carers will be informed of this immediately.

PA children are tracked and monitored carefully through our pastoral system.

All our PA children and their parents are subject to an Action Plan and the plan may include: allocation of additional support, use of circle time, individual incentive programmes and participation in group activities around raising attendance. All PA cases will also automatically be made known to the Education Welfare Officer.

Absence Procedures:

If a child is absent, parents/carers must:

- Contact the school as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – parents must do this even if they have already telephoned the school;

If a child is absent, the school will:

- Telephone or text the parents/carers on the first day of absence if they have not telephoned the school;
- Invite parents/carers in to discuss the situation with our Attendance Officer and/or Pastoral Leaders, Assistant Principal if absences persist.
- Refer the matter to the Education Welfare Officer if attendance becomes a problem.

Telephone numbers:

There are times when we need to contact parents about lots of things, including absence, so we need to have contact numbers at all times. So parents are requested to make sure the school always has an up to date number. There will be regular checks on telephone numbers throughout the year.

The Education Welfare Officer:

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the LA Education Welfare Officer. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school will be available from the school or the Local Authority.

Alternatively, parents may wish to contact the Education Welfare Officer themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number will be available from the school office or by contacting the Local Education Authority.

Lateness:

Poor punctuality is not acceptable. If a child misses the start of the day they can miss work and lose out on valuable time with their class teacher getting vital information and news for the day. Late arriving children disrupt lessons; this can be embarrassing for the child and can also encourage absence.

How we manage lateness:

The school opens at 8.00am for breakfast club. Children are expected to be in class by **8.45am**.

Registers will be marked by **8.55am** and children will receive a late mark if they are not in by that time.

At **9.30am** the registers will be closed. In accordance with the Regulations, if children arrive after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence.

If a child has a persistent late record, the parents will be asked to meet with the Assistant Principal and/or Attendance Officer to resolve the problem, but parents will be encouraged to approach the school at any time if they are having problems getting their child to school on time.

Holidays in Term Time:

Taking holidays in term time will affect a child's schooling as much as any other absence and parents will be strongly discouraged from taking children away in school time. There is **no** automatic entitlement in law to take time off in school time to go on holiday.

Leave for holiday in term time will not be agreed to especially under the following circumstances – such as:

- When a child is just starting the school. This is very important as the child needs to settle into their new environment as quickly as possible.
- Immediately before and during assessment periods.
- When a child's attendance record already includes any level of unauthorised absence.
- Where a child's attendance rate is already below (90%) or will fall to or below that level as a result of taking holiday leave.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised.

School targets, projects and special initiatives:

The school will set targets for attendance and every child has an important part to play in meeting these targets.

Targets for the school and for classes will be displayed in the school.

There will be minimum threshold level for school attendance and we will keep parents/carers updated regularly about progress to this level and how their child's attendance compares.

Through the school year absences and punctuality will be monitored to show where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in our newsletter.

Those People Responsible for Attendance Matters in the School Will be:

Attendance Officer

Assistant Principal

Summary:

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend. All school staff are required to commit to working with parents and children as the best way to ensure as high a level of attendance as possible.

Things Emmanuel Community School Staff will do to Improve Attendance

1. Make children and parents/guardians feel welcome. Welcome every child at the door. Make a point to say hello to every parent, guardian, and/or child we see in the halls and outside. Make it our business to know their names.
2. Create an environment that helps children feel successful in something, no matter how small it may seem. Award academic achievement and attendance letters/certificates as we will do for athletics, sports, skills and behavioural improvement.
3. When children are absent, immediately talk to their parents/guardians -- not simply their answering machines. Make a personal phone call in the evening, or call parents or guardians at work during the day.
4. When children return following absence, we will immediately talk with them about why they were gone. Let them know we are aware, and that we care that they are at school.
5. Forge a relationship with local businesses where children may congregate when truant. Encourage and support business leaders to help us keep children in school during school hours. For example, create a poster for businesses that states, '...We support Children in school and will not serve anyone under 16 during school hours'
6. Forge a relationship with local law enforcement. Make them our allies in showing the community, families, and children that school is the place to be. Support and liaise with community police officers to return children to school.
7. Provide a wide range of activities for children during breaks and lunch.
8. Empower and expect adults to take action when they think a child may be truanting.
9. Reward and recognise good attendance, not just perfect attendance. Post large signs announcing the daily attendance for the day. Publicly reward individuals, classes and the whole school when children's attendance increases or meets set goals.

10. Make school a place where children feel safe and respected. Involve children in the planning and implementation of curriculum, as well as in the life of the school.

Serious incidents of misbehaviour leading to fixed period or permanent exclusion

General Duties

1. Subject to the exceptions in paragraph 4, The Emmanuel School Trust (TEST) shall act and shall ensure that the Principal shall act in accordance with the law on exclusions as if the Academy were a maintained school. For this purpose, reference in the law on exclusions to the Head Teacher and Governing Body shall respectively be deemed to be the Principal and Governing Body of TEST.
2. Without limiting the generality of paragraph 1, TEST shall ensure that the Local Authority in which the Academy is located and, where the pupil concerned resides in the area of a different Local Authority, the Local Authority in which the pupil is ordinarily resident is informed of an exclusion decision in the same circumstances, and within the same timescale as a the head teacher of a maintained school is required to inform the Local Authority (or Local Authorities) of an exclusion.
3. Subject to the exception in paragraph 5, TEST shall ensure that the Principal and the Governing Body of Emmanuel Community School have regard to the Secretary of State's guidance on exclusions when excluding, or reviewing the exclusion of a pupil and in relation to any appeals or review process as if the Academy were a maintained school¹.
4. TEST shall make arrangements for enabling appeals against, or review of any decision of the Governing Body to permanently exclude a pupil in accordance with the functions assigned to the Local Authority in relation to a maintained school. TEST shall ensure that appeal/review panels are impartial, and are constituted in accordance with the Secretary of State's guidance. TEST Trust shall comply with any decision of an appeals panel, or direction of a review panel².

¹References in this annex to the Secretary of State's guidance are to 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units', which is published on the DfE website at: <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/>. The guidance may be subject to amendment, and the Academy is required to have regard to the guidance as it stands at any given time.

² A parent may seek a judicial review of a decision of an appeal panel relating to their child. A parent of a child excluded from an Academy may not complain to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration. This is because the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

5. The exception to the duties imposed under paragraphs 1 and 4 is:

The Governing Body of TEST is not expected to seek the advice of a Local Authority officer when considering exclusion, although a Local Authority officer may attend any meeting to consider an exclusion (including an appeal hearing or review) at the request of a parent.

4.6 Community Engagement

Emmanuel Community School aspires to be a welcoming environment to local children and families. It will seek to foster positive relationships with other schools in the borough as well as developing feeder school links with secondary and further/higher education institutions. It seeks to meet needs of parents including the provision of breakfast club and after school club activities. The school will build on the goodwill from existing relationships and alliances developed by Emmanuel Christian Centre (ECC) and The Greenleaf Trust (GT) through over 90 years of ministry in Walthamstow. We are committed to promoting active contributions to British society and to promote good community relations, complying with the tenets of the Equality Act 2010.

Our ECC Nursery, which has operated from our Erskine Road premises for 26 years, is non-selective and is open to all sections of the local community. Both children and staff are from a diversity of backgrounds in terms of faith, non-faith or ethnic origin. In its review of the impact of Church of England schools in promoting community cohesion in 2009, titled 'Strong Schools for Strong Communities', the Church cites numerous case studies of its schools that were highly commended by OFSTED. The report emphasises that Faith schools can play an important role in extending opportunities for young people to meet others they would not usually meet, tackling inequality and promoting good relationships across different cultural, ethnic and religious groups¹. Emmanuel Community School will pursue this aim.

Existing relationships which will be harnessed for the development of the school

1. Emmanuel Christian Centre is affiliated to the UK's Evangelical Alliance and The Assemblies of God, UK. (see endorsement letter in appendix) Until recently, the senior pastor of ECC – ██████████, was ██████████ of the AOG and part of its National Leadership Team. ECC sees itself as 'A Local Church with a Global Vision'.
-

2. Churches & other charities –We have a good working relationship with the Church of England (Walthamstow area led by [REDACTED], the [REDACTED]), Baptist churches and those of other denominations, including the Apostolic Church Walthamstow. ECC actively participates in inter-church Ministers' Forum meetings, prayer breakfasts, Global day of Prayer and other initiatives. Other groups we collaborate with include:
 - Waltham forest Youth for Christ
 - YMCA
 - Waltham Forest Faith Community Forum
 - Worth Unlimited
 - Salvation Army
3. Choices Crisis Pregnancy Counselling – Waltham Forest. We have collaborated with and support this charity which offers counselling and support to women and families. (They previously rented space in our premises at Greenleaf).
4. Our 'Spark to Life' team, which is part of The Greenleaf Trust, already have close interactions with a number of local schools where we take assemblies, assist with collective acts of worship, RE lessons and enrichment activities. Some of the local school links include:
 - Barncroft Primary School
 - Oakhill Primary School
 - Hillyfield Primary School
 - Ainslie Wood Primary School
 - Winns Primary School
 - St. Mary's C of E Primary School
5. ECC and GT provide holiday clubs, residential activity camps and a range of age-related evening activities which are open to children from local schools. These links will be further strengthened. Some of this include:
 - Parents, Carers and Toddlers (children up to three years) with average attendance of 17 adults and 25 children and a team of 7 volunteers.
 - Children activities led by a full time children's worker

- Trekkers: 6 to 10 years old – 30 to 40 children with a team of 13 volunteers
 - Champions: 10 to 13 years old – 20 to 30 children with a team of 10 volunteers.
 - Youth activities led by a full time Youth worker
 - Impact: Creative arts workshops
 - Youth Wave: 13 to 19 years old
6. Local authority – We have met and remain in contact with Cllr. Chris Robbins, Leader of the Council, Councillors Afzal Akram & Saima Mahmud, Education Department (██████████ & ██████████). Emmanuel Community School intends to work alongside the Local Authority, to compliment their efforts in addressing the significant socio-economic deprivation and other problems that plague the Borough.
7. Dr Stella Creasy MP, the MP for Walthamstow has visited our premises and is a supporter of some of our community engagement activities including our 180 Project – an outreach to homeless persons.
8. External funders - ECC and GT have received grant funding for various initiatives from Lloyds TSB, Tube Lines, London Borough of Waltham Forest, Pitney Bowes and other establishments. These contacts will be maintained.
9. GT is a member of Voluntary Action Waltham Forest.
10. Metropolitan Police Force, Waltham Forest. Our Youth Ministry team have been invited on numerous occasions to support local policing initiatives and to assist in delivery of projects aimed at reducing gun and knife crime and gang related activity in the borough.
11. Hopewell Independent School (Special School), Barking
12. BIS Publications – publisher of educational resources and provider of training and workshops.
13. We have links with sports/training organisations such as:
- Leyton Orient Football Club – (The club is willing to support the school through providing qualified instructors for PE, games etc. – see offer letter in appendix).
 - Lavinier Coaching Services – Basketball coaching/in partnership with East Side Eagles Basketball Club

- Christian Schools Trust, UK – an umbrella body for Christian schools which also provides advice, training and support.
- Future leaders – a leading training organisation for school leadership.
- NCSL – the National College for School Leadership.
- Waltham Forest College, Walthamstow
- Leyton 6th Form College, Leyton
- Anglia Ruskin University, Chelmsford

14. International links – We have links and collaborative relationships with some countries and regions abroad through the following:

- Watoto Childcare Ministries, Uganda.
- ECC's church ministry includes a Tamil-speaking fellowship group, many of whom came to the UK from Sri Lanka and it is involved in supporting relief work and community development in India, Sri Lanka and elsewhere.
- ECC also has a French-speaking fellowship, many of whom are of east African origin and who retain links to their homelands.
- Build a Difference – this is an initiative that involves sending teams out to different countries to undertake practical building work, painting and decorating or other hands-on activity in foreign lands as a direct way of assisting the disadvantaged. Recent trips have included destinations in Belgium, Poland and Eastern Europe.
- Operation Christmas Child – Annual 'shoe-box' appeal in which gifts are individually packaged by donors in the UK and then sent out to needy children around the world by a group called Samaritan Purse.

These relationships will be utilised as a means of connecting Emmanuel Community School children with the school's local and international context, increasing awareness and building bridges.

15. Local businesses with which we have contacts include – J'harts Design & Print, Lea Valley Estates, Strettons estate agents, Paul Henry Architects & Project Managers Ltd., Ascham Homes, Helen O'Grady Drama Academy, Wise Words, and VT Education & Skills among others.

Letter from Affiliated Organisation – Evangelical Alliance





Letter from Affiliated Organisation- Assemblies of God



1 Statement of Faith

(As amended by the 2004 General Council)

This Statement of Faith is not intended as a creed for the Church, but as a basis of unity for AoG ministers and churches (1 Cor 1:10).

- 1.1 We believe that the Bible (i.e. the Old and New Testaments excluding the Apocrypha), is the inspired Word of God, the infallible, all sufficient rule for faith and practice (2 Tim. 3:15-16; 2 Peter 1:21).
- 1.2 We believe in the unity of the One True and Living God who is the Eternal, Self-Existent "I AM", who has also revealed Himself as One Being co-existing in three Persons-Father, Son and Holy Spirit (Deut. 6:4; Mark 12:29; Matt 28:19; 2 Cor. 13:14).
- 1.3 We believe in the Virgin Birth, Sinless Life, Miraculous Ministry, Substitutionary Atoning Death, Bodily Resurrection, Triumphant Ascension and Abiding Intercession of the Lord Jesus Christ and in His personal, visible, Bodily return in power and glory as the blessed hope of all believers. (Isa. 7:14; Matt. 1:23; Heb. 7:26; 1 Pet. 2:22; Acts 2:22, 10:38; 2 Cor. 5:21; Heb. 9:12; Luke 24:39; 1 Cor. 15:4; Acts 1:9; Eph. 4:8-10; Rom. 8:34; Heb. 7:25; 1 Cor. 15:22-24, 51-57; 1 Thess. 4:13-18; Rev. 20:1-6).
- 1.4 We believe in the fall of man, who was created pure and upright, but fell by voluntary transgression (Gen. 1:26-31, 3:1-7; Rom. 5:12-21).
- 1.5 We believe in salvation through faith in Christ, who, according to the Scriptures, died for our sins, was buried and was raised from the dead on the third day, and that through His blood we have redemption (Titus 2:11, 3:5-7; Rom. 10:8-15; 1 Cor. 15:3-4). This experience is also known as the new birth, and is an instantaneous and complete operation of the Holy Spirit upon initial faith in the Lord Jesus Christ. (John 3:5-6; James 1:18; 1 Pet. 1:23; 1 John 5:1).
- 1.6 We believe that all who have truly repented and believed in Christ as Lord and Saviour are commanded to be baptised by immersion in water (Matt. 28:19; Acts 10:47-48; Acts 2:38-39).
- 1.7 We believe in the baptism in the Holy Spirit as an endowment of the believer with power for service, the essential biblical evidence of which is speaking with other tongues as the Spirit gives utterance (Acts 1:4-5, 8, 2:4, 10:44-46, 11:14-16, 19:6).
- 1.8 We believe in the operation of the gifts of the Holy Spirit and the gifts of Christ in the Church today (1 Cor. 12:4-11, 28; Eph. 4:7-16).
- 1.9 We believe in holiness of life and conduct in obedience to the command of God (1 Pet. 1:14-16; Heb. 12:14; 1 Thess. 5:23; 1 John 2:6).
- 1.10 We believe that deliverance from sickness, by Divine Healing is provided for in the Atonement. (Isa. 53:4-5, Matt. 8:16-17, James 5:13-16).
- 1.11 We believe that all who have truly repented and believe in Christ as Lord and Saviour should regularly participate in Breaking of Bread (Luke 22:14-20; 1 Cor. 11:20-34).
- 1.12 We believe in the Bodily resurrection of all men, the everlasting conscious bliss of all who truly believe in our Lord Jesus Christ and the everlasting conscious punishment of all whose names are not written in the Book of Life (Dan. 12:2-3; John 5:28-29, 1 Cor. 15:22-24; Matt. 25:46; 2 Thess. 1:9; Rev. 20:10-15).

Letter from Affiliated Organisation – [REDACTED]

[REDACTED]

Letter from Affiliated Organisation – Leyton Orient

10th May 2011

[REDACTED]

To whom it may concern,
Re: Emmanuel Community School

I am writing to state that we are committed to act as provider of Physical Education for Emmanuel Community School demonstrating their commitment to community involvement.

Yours truly,

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

Section 5: Evidence of Demand and Marketing

In proposing the new Emmanuel Community School, we have been actively involved in verifying not only the need for new free primary school places, but also the demand for a faith primary school within Waltham Forest in general and in Walthamstow (Central area) in particular.

5.1 Demonstrating Parental Demand

As noted in the previous section 4.6 on Community Engagement, we have undertaken the following activities:

- Using guidance from New Schools Network, we prepared, printed and distributed leaflets (2,000) and posters (50 copies) (see copy below).
- Administering of questionnaires/surveys by hand and online (with link from ECC website and from ECS's own website). The questionnaires covered both parental demand and community interest. In addition, respondents were asked to indicate what contribution, if any, they could make to the school (see below).
- Website developed for the school [REDACTED]
- An information display stand was set up in The Mall, the large shopping mall in Selborne Walk, off the market, adjacent to Walthamstow Central tube and bus station. (This shopping centre records daily footfall of about 180,000 persons/ week or 25,700/day).
- Drama sketch & meetings with members of the public at Walthamstow Market, High Street, Walthamstow.
- Visits to local nurseries, play groups and carers & toddlers.
- Announcements and publicity material distributed at libraries, local shops, church meetings and other gatherings in different locations.
- Meetings were held with educators and interested persons from within and outside of ECC's fellowships.
- An informative promotional video was produced and been shown to:
 - Church community
 - Local Authority Councillors and Education Department officials
 - Members of the Public in The Mall, the shopping centre off the market in Central Walthamstow.
 - The public as link from the school website
 - Local educators

Diagram 5.1 Emmanuel Community School Leaflet



Table 5.1 – Survey Questionnaire form



A New Faith School in Waltham Forest!



Emmanuel Community School will be a one form entry primary school (ages 4 to 11 years)

with a Christian ethos planned to open in September 2012. The school is open to all children in the community.

We need parents and guardians to register their interest and support by indicating the number and ages of children that they would be willing to enrol. In addition, we value the support from individuals and organisations able to offer services.

Aims... To nurture children in a Christian environment so they can achieve their full potential

Values... Good behaviour Holistic character development High academic attainment Innovative approach to teaching and learning

Community... Non-selective, reflective of the ethnic diversity of local community, Small class sizes, Personalised learning

Activities... Extended day :- 8:00am to 6:00pm, Enrichment activities including life skills, music, sports and languages

Would you be interested in sending your child to THIS School? Yes/No/Maybe	How many children do you have?	What are their ages?	Would you be interested in assisting the school in any capacity? Please describe any potential ideas	If you would like to be updated, please write your details below. (Email or mobile number)

The questionnaire was also translated into French, Tamil and Turkish (see example below).

Diagram 5.2 – Turkish Survey Questionnaire Form



Waltham Forest'ta Yeni bir Kilise Okulu!



Emmanuel Community School iki sınıflı ilk okulumuz (yaşlar 4'ten 11'e kadar) Protestan Hıristiyan bir ortamıyla olacak. Eylül 2012 açmak istiyoruz. Okulumuz topluluktaki tüm çocuklara açıktır.

Anne babaların ilgi ve desteklerini kayıt ettiklerine ihtiyacımız var. Yani bu okula göndermek istediğiniz çocuklarınızın sayısı ve yaşlarını aşağıda yazmanız rica olunur. Ayrıca bu projeyi destekleyebilen ya da hizmet edebilen kişiler ya da kurumları aramaktayız.

Amaçlarımız...

Tüm imkanlarını değerlendirmek amaç ile çocuklarımızı Protestan Hıristiyan bir ortamda büyütmek

Değerlerimiz...

İyi davranış

Holizim karakter geliştirmek

Yüksek akademik sonuçları

Öğretiş ve öğrenme için yeni yaklaşma

Topluluk...

Her topluluk için, yerel topluluğumuzun değişik etnik gruplarını yansıtan

Küçük sınıflar

Kişiselleştirilmiş eğitim

Faaliyetler...

Uzattırılmış okul günü:- sabah 8:00'den akşam 6:00'ye kadar

Ekstra faaliyetlerimiz hayat dersleri, müzik, spor ve yabancı dillerini kapsatıyor

Cevabınız

İlginizi kayıt ettirmek için lütfen aşağıdaki belgeyi doldurup bize iade ediniz veya websitimizde Survey Form doldurun.

Emmanuel Community School Greenleaf, [REDACTED], Walthamstow, London

[REDACTED] E: [REDACTED] [REDACTED]

1. Bence Waltham Forest bölgesinde yeni bir kilise okulu olursa iyi bir fikirdir:

Evet/Hayır

2. Çocuklarımı bu yeni okuluna göndermeyi düşünüyorum: *Evet/Hayır*

3. Çocuklarınızın sayısı _____ve yaşları _____

4. Bana yeni okul hakkında haber gönderiniz: *Evet/Hayır*

5. İsim: _____

6. Posta Kodu: _____

7. Kontakt tel: _____

8. Email: _____

9. İmza: _____

From the survey, a total of 457 responses have been received to date covering both parental demand and community support. Parents and carers of over 220 children of school age showed interest in Emmanuel Community School. This included over 136 children aged between 4 and 11 years.

Table 5.2 Potential pupils (3 and 4 year olds) from relevant postcodes

Age of child	Number	Comments
4 years	21	This number represents over 60% of the proposed reception intake of 30 for September 2012.
3 years	37	This represents over 100% for the reception intake for September 2013.

Table 5.3 Post Codes of prospective 2012 intake (4 year olds)

Residential post codes for 4 year olds pupils	
E17 4LL	E17 8JN
E17 5PS	N15 4NA
E17 8EZ	E17 5JR
E4 9PY	E7 8JN
E17 4BW	N15 4NA*
E4 9BZ	E17 5HH
E17 (multiple number of responses)	E17 5RA
E10 (multiple number of responses)	E18 1EJ

Source: Extract from survey responses 2010/11

Table 5.2 above itemises the number of 3 and 4 year olds whose parents/carers would consider enrolling them in the new school, while tables 5.3 and 5.4 provide details of the post codes where they reside.

Nevertheless, it must be remembered that as the precise final location of the school is still in abeyance, actual numbers who will enrol in 2012 would be influenced by final choice of location, neighbouring facilities and infrastructure such as public transport and walking/cycling routes.

Table 5.4 Post codes for prospective 2013 intake (3 yr. olds)

Residential post codes for 3 year olds pupils	
IG2 7NP	E7 0HN
N15 5JG*	E17 5PA
E4 7PA	E4 7NT
E17 6PJ	E17 5PL
E4 9BZ	E17 5LX
E17 6AQ	E17 7LB
E17 5JN	E17 4JH
E11 4LT	E17 6PW
E17 HB	E17 6PG
E17 8LU	E17 7HA
E17 8PY	E17 5LN
E17 6PY	E17 3DE
E17 5SU	
E11(multiple number of responses)	
E17 (multiple number of responses)	

Source: Extract from survey responses 2010/11

Note - *Although two of the respondents live in LB of Haringey (N15 5JG & N15 4NA) outside the Borough, these addresses are only 15 minutes by car from Central Walthamstow.

It is worth noting that parental demand, as indicated in the direct responses to our surveys, is to be read against the background of information from London Borough of Waltham Forest; which indicates an acute shortage of primary school places such that local schools are being literally pressed to take on additional numbers. For example, Woodside primary school and St. Mary's C of E primary have both been increased to three-form entry each due to current drastic demands.

About 14 new forms of entry have been created in the last few years as many schools have been constrained to double or even triple their intake. As detailed in section 3 on educational vision, Emmanuel Community School aims to provide parents and carers with more choices and alleviate the significant constraints faced by many schools in accommodating classes in grossly inadequate facilities.

London Borough of Waltham Forest indicates a 24% rise in births between 2003 and 2008 as well as a significant level of migration into the Borough. It notes a current shortage of school places which is projected to worsen. The projected reception intake for 2012 is estimated at over 3400 places, with projected capacity lagging behind at about 3200 places¹.

Parent groups

The area we serve and which we covered in our questionnaire is characterised by very high levels of social deprivation, particularly in relation to low incomes and employment deprivation, poor levels of health, high levels of crime and barriers to housing and services (see appendices to section 3 on deprivation). Our EEC Nursery serves many mothers and carers who have little grasp of the English language (and for a time ESOL classes were being offered to them free of charge).

In the central area of the Borough which is our target area, 74% of the children in nursery and primary schools are from minority and ethnic groups other than white British in 2008. 20% were of Pakistani origin, 10.3% were Black African and another 9.1% were of black Caribbean origin among others².

5.2 Local Community Consultation

The Emmanuel School Trust will comply with the requirements of section 10 of the Academies Act 2010 for a statutory consultation which states that the applicant '...must consult such persons as the person thinks appropriate'; also it states 'The consultation must be on the question of whether the Academy arrangements should be entered into.'

Detailed proposals will be publicised in the local press and dates set for public meetings in key locations that are accessible to the stakeholders to be consulted.

In section 7 (premises), we have stated a preference to take over a school site which is shortly to be vacated by an existing school. If this site is secured, then the new school will replace the old one, however if another location is secured, Emmanuel Community School will be an 'additional' school as defined by the Academies Act 2010. As part of the consultation, we will seek the views of stakeholders in order to ensure a positive impact on maintained schools, Academies and institutions within the further education sector in the area in which the school is proposed to be situated.

Subject to approval of this proposal by the Secretary of State, the intention would be to undertake the statutory consultation for six weeks in **May/June 2012**.

The following will be consulted among others:

- The London Borough of Waltham Forest as the education authority
- The Church of England Diocese of Chelmsford
- The Head Teachers and staff working at neighbouring local primary and secondary schools
- Neighbours and local community leaders in the area around the proposed school location.
- Parents/carers of children due to transfer to schools in September 2012
- Waltham Forest Admissions Forum
- Faith groups
- Neighbouring nursery schools and day care centres
- Neighbouring Local Authorities that may have an interest

We will also be consulting the trade unions, the Race Equality Council; local voluntary organisations and the general public, as far as is practicable.

A written description of the proposals will be provided, covering the highlights of the Free School such as the Vision, mission and values, curriculum, age range,

admissions policy, proposed enrichment activities and wrap around provision. There will also be response forms for people to give their views and an indication of the deadline for this. This document will be made available online through our website and other associated web links, as well as in paper for distribution.

Consultation meetings will be arranged in different locations over the 6 weeks consultation period with a view to target audiences. A possible scenario could be as follows subject to local arrangements for activities related to the London Olympics & fixtures for key events:

Tentative Date/ Venue /Time/ proposed audience

5th May 2012 Emmanuel Christian Centre, 10.00am/ stakeholders & general public

7th May 2012 Greenleaf, 7.30pm/ local Head teachers/teachers from other schools

16th May 2012 Asian Centre, 4.00pm Parents & members of the public

16th May 2012 Emmanuel Christian Centre 7.30 pm Parents & members of the public

17th May 2012 Greenleaf 4.00pm Parents & members of the public

17th May 2012 St. Mary's C of E School 7.30pm Parents & members of the public

There will also be a meeting with the relevant trade unions at times to be arranged.

All responses received by the deadline of mid-June 2012 will be compiled as part of a report, and will be considered at a meeting of the governing body/executive committee of the school shortly afterwards.

The meeting will determine whether:

- a) To proceed with the Academy arrangements as published;
- b) To proceed with the Academy arrangements, but with any amendments the governing body deems appropriate; or
- c) Not to proceed with the Academy arrangements.

In addition to the questionnaire surveys already undertaken as part of the preparation of this proposal, additional leaflets will be distributed.

In particular we will seek to canvass the views of those in the catchment area and seek the buy-in of parents, carers and local dignitaries and undertake specific consultation with Local Authority and its Children & Youth Education team on all aspects of the proposals to ensure 'best fit' in the realisation of the vision of Emmanuel Community School.

5.3 Marketing Strategy

This section outlines what future efforts we will initiate in order to publicise the school to the widest possible audience and ensure that all children who can benefit from our unique provision are able to do so. The requirement for a statutory consultation will

be utilised as an opportunity to raise awareness of the school and promote it among our stakeholders generally and to prospective parents/carers in particular.

Key highlights

- a. Seek to contact and build relationships with influential people and business leaders
- b. Provide quotations/ references from these persons for regular press releases.
- c. Arrange for representative from the team to attend selected and strategic public meetings as appropriate.
- d. Door to door contact with local residents in vicinity of school and further afield.
- e. Having a display stand at public events in the locality as appropriate.
- f. Go to local churches to make vicars/pastors/leaders aware of Emmanuel Community School and encourage parents & carers in the congregations to enrol their children/wards.
- g. Contact community leaders of the prominent ethnic and religious groups
- h. Contact high commissions & embassies with a view to promoting cohesion, while celebrating diversity & uniqueness of different groups/children.
- i. Go to football clubs and other clubs/games pitches to promote the school
- j. Ensure school is listed in the Borough's list of available schools and in all publicity material they produce for parents/guardians, including being listed on the Local Authority's website.
- k. Attend and provide publicity material to arts and creative industry venues and events – music, dance, drama etc. Do same with GP surgeries, chemists and toy shops as well as other shops likely to serve children and families.
- l. Build up sponsorships from businesses including transport companies (to sponsor adverts) – since Walthamstow Central is well served by train, buses & tube.
- m. Seek to tap into post-Olympic legacy initiatives – as school will be in the vicinity of the Olympic village and its sports and community facilities.
- n. Issue press releases regularly to highlight good news/ achievements of school children and school community.
- o. Radio and local TV coverage

Specifically, our marketing plan will revolve around the following aspects:

- i. Research demand
- ii. Set up mechanisms to register interest (e.g. website, facebook, petitions etc)
- iii. Agree target audience
- iv. Agree message
- v. Agree strategy for reaching audience with message
- vi. Create materials
- vii. Designate a communications officer
- viii. Train spokespersons

Consideration will be given to engaging a professional marketing consultant as required, to work alongside the governing body in conducting the statutory consultation and to assist with implementation of the marketing plan to ensure student recruitment targets are met.

At the risk of repetition, the stakeholders to be reached as part of the marketing plan include:

Education

1. Local Authority
2. Nurseries
3. 6th Form and Colleges
4. Universities
5. Teachers unions
6. Leadership/pastoral Training institutions

Parents

1. Existing schools which are being relocating
2. Existing schools which have been constrained to increase intake
3. Nurseries, day care centres, children centres

Charities

1. Parental support groups
2. Refugee groups
3. Sports clubs & groups
4. ChildLine

5. Saturday schools & supplementary schools

Businesses

1. Supply Chain for education services and products
2. Sports
3. Those offering extra tuition
4. Walthamstow /East London Business Sector / Chamber of Commerce
5. Connexions / Job Centre

Other local schools

1. Other Faith schools
2. Primary Schools
3. Secondary Schools
4. Christian Schools

Community Organisations

1. Umbrella bodies
2. Civic organisations
3. Religious Organisations
4. Cultural Organisations

Faith Based Organisations (Christians)

1. Churches
2. Youth Groups
3. Children`s ministries
4. Christian Libraries/ bookshops
5. Christian events

Public Representatives

1. Local MP
2. Local councillors
3. Mayor & Leader of Council
4. Walthamstow Civic Association

It is acknowledged that schools are part of the community in which they are allocated and because they provide a crucial service to that community, it is both a requirement and advantageous for our school to build a strong relationship with its

community, capable of responding to local needs and fostering a sense of pride in the school. Community relationships are not limited to parents. Local authorities, businesses, other educational institutions as well as public sector and non-governmental agencies can all be very important partners in our quest to be relevant to those we served and crucially to achieve the school's mission.

Table 5.5 Marketing plan timeline

Activities pre-opening	Sept 11- Dec11	Jan12 - Mar12	Apr12 - Jun12	Jul12 - Sept12
			public consultation May/June 2012	
DfE approval of bid	Sept.			
Mobilise marketing team	Sept.			
Marketing activities run till school opens and beyond				
Engage Local authority				
Parents				
Educational institutions/bodies				
Other schools				
Faith based organisations				
Businesses				
Community based organisations				

Table 5.5 above identifies a possible scenario where marketing activities are concentrated on different sections of our stakeholder community over the period from the approval of the proposed bid in September 2011 till the school opens its doors to its students in September 2012. It is noted that to guarantee the growth of student numbers till the school reaches full capacity in 2018/19, it will be necessary to keep up a sustained campaign, celebrating successes and seeking every opportunity to showcase the unique qualities of Emmanuel Community School, a faith school which is open to the entire community and which provides a wrap-around service with enrichment activities designed to complement and enhance the children's learning experiences.

Section 6: Organisational Capacity and Capability

6.1 Capacity and Capability of the Company

The members and directors of The Emmanuel Community Trust are experienced and have expertise in various roles as outlined below. The Trust will benefit from the experience of Emmanuel Christian Centre running successful community and charitable activities for over 90 years in Walthamstow and will be drawing the expertise of its long-term team from this community. Our steering group is made up mainly of directors and members of The Emmanuel School Trust, with the support of a number of other individuals.

The steering group will have three main functions:

- Create detailed strategies for the core school operations, building on our application;
- Oversee the delivery of these strategies through the contracting and project management of the required personnel (e.g. refurbishment contractors); and
- Recruit the school staff required for opening.

Directors and members have demonstrated their passion for the vision and their commitment to the long term realisation and success of the school; which is seen as part of mission of the organisation to making a difference in our local community. They have confirmed their willingness to devote time and resources both personally and from associated organisations and their network to realise this vision of providing high quality education within a Christian environment for children in the community.

The following are Directors of the Trust:

██████████ – Minister of Religion

- Children and Youth worker in Hackney
- ██████████ of Emmanuel Christian Centre

Financial Expertise

██████████ - Chartered Accountant

- ██████████ of The Hyde Group
- Long term experience of working with Charities

Project Management Expertise

- ██████████ - Assistant Director of Estates and Facilities in a University
- Project Manager
- Property development and management

Members of the Trust are:

██████████ - Minister of Religion

- Experience as National Leader of Assemblies of God UK
- Accomplished musician
- Experience as Pastor, Children and Youth worker
- Inspirational Speaker
- Senior Pastor of Emmanuel Christian Centre

Education Expertise

- [REDACTED] – NPQH - [REDACTED], Wanstead Church of England Primary School
- Children worker
- Musician

[REDACTED] – Future Leader Cohort 08

- School leader
- Maths and Science specialist
- Experienced company secretary and director
- Children and youth worker

[REDACTED] –
[REDACTED]

Marketing Expertise

- [REDACTED]

In addition, the following individuals have indicated a willingness to support the school as required, including pro bono professional input. These individuals are also committed to the vision and ethos of Emmanuel Community School.

Financial Expertise

- [REDACTED] – Chartered Accountant and Auditor at [REDACTED]
- [REDACTED] – Chartered Accountant and Director, [REDACTED]
- [REDACTED] – Retired Accountant and Honorary Treasurer of ECC
- [REDACTED] – [REDACTED] – National Express

Educational Expertise:

- [REDACTED] - primary school teacher, musician, school governor
- [REDACTED] – Early years Specialist
- [REDACTED] (Children Centre)
- [REDACTED] - Business and Economics Lecturer
- [REDACTED] – Primary P.E. Teacher
- [REDACTED] – [REDACTED]
- [REDACTED] – Professional Corporate Trainer

- [REDACTED] – Educational Consultant
- [REDACTED] – Early Years Specialist

Project management:

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

Legal and accounting:

- [REDACTED] - Barrister at Law
- [REDACTED] – Solicitor
- [REDACTED] – Chartered Secretary

Building and site issues:

- [REDACTED] - Surveyor/Estimator
- [REDACTED] - Chartered Surveyor

Information and Communications Technology (ICT)

- [REDACTED] – ICT consultant
- [REDACTED] – IT Technician
- [REDACTED] – IT Specialist

Human Resources (HR):

- [REDACTED] – Employment law
- [REDACTED] – HR and Payroll officer

Community Engagement

- [REDACTED] - Senior Metropolitan Officer
- [REDACTED] – [REDACTED]

Other individuals committed to assist with the development of Emmanuel Community School. They have agreed to make themselves available as and when required.

Table 6.1 Contributing Individuals

Name	Profession/Area of Interest	Commitment
[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	ICT/administrative roles
[REDACTED]	[REDACTED]	half day each week
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	2 hours a week
[REDACTED]	[REDACTED]	Full time
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	

6.2 Hiring the Principal Designate

As described in sections 3 and 4 of this proposal, Emmanuel Community School intends to implement an innovative educational plan and make a difference by raising attainment in a deprived area. For this reason, it was necessary to ensure the school gets off to a good start. The vision of running a faith school, which is nevertheless open to all children irrespective of faith or no faith, implied that a practising Christian would be required. Also, since School leadership is one of the most important factors determining student achievement, we required a candidate with the drive, educational insight, flexibility and well developed leadership ability to deliver it. The principal designate will have a hands-on role in all aspects of the development of the school prior to opening and then assume an operational leadership role thereafter.

Emmanuel Christian Centre is in a very advantageous position in that, within its membership there is a rich pool of talented and experienced education professionals who volunteer their skills and experience in implementing the range of children and youth work activities currently undertaken. However, it was agreed that [REDACTED], a long standing member of ECC and a Director of The Greenleaf Trust, be put forward as Principal Designate. We have taken into consideration the knowledge, professional qualities and competencies outlined in the DfES 'National Standards for Headteachers', her intensive Future Leaders training and extensive experience of working in challenging inner city schools.

After the coalition government came to power in 2010, [REDACTED] was privileged to be invited to a meeting with Secretary of State Michael Gove and Lord Hill under the auspices of Future Leaders. Here she witnessed the passion and enthusiasm of Mr Gove for Free Schools and gained insight into the rationale behind the policy. Also having visited a number of charter schools on a study tour of Chicago, USA in 2008, she was well placed to understand the underlying concepts behind the Free School initiative.

The quote below is an extract from her covering letter:

'I am convinced every student can achieve and that schools can provide the best environment for this to take place. I believe I have the enthusiasm, skills, experience and qualities to play a leading role in raising and maintaining high achievements in inner city schools'.

Her CV is as follows:

[REDACTED] Curriculum Vitae

[REDACTED], [REDACTED], [REDACTED], [REDACTED]

Profile

[REDACTED]

[REDACTED]

Current Employment

[REDACTED]

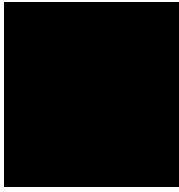
Employment History

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Education

[REDACTED]

Professional Qualifications and Training

██████████

Voluntary Work Experience

██████████

Referees

██████████

6.3 Governance

We have appointed a committed Governing Body with the breadth of skills needed to oversee both the pre-opening and post-opening phases of ECS. The Governing Body of ECS have played a critical role in completing this application form, and will continue to play this role in running an effective school that maintains the vision, ethos and mission of Emmanuel Christian Centre - 'serving our community relevantly' in the longer term.

The role of Emmanuel Community School Governing Body

The Governing Body is legally the body attached to The Emmanuel School Trust (TEST) which is responsible for maintaining the vision and ethos of the school and holding the Principal accountable for the school's success.

Before the school opens

The Governing Body's primary roles will be to:

- Form the Executive Committee that will oversee the setup of the school (see 6.1 'Capacity and Capability of the Company');
- Recruit the Principal Designate (see 6.2 'Hiring the Principal Designate'); and
- Create the policies and practices that it will follow after the school opens (e.g. regularity of meetings, committees, induction of new governors).

Post-opening

After ECS has opened, the Governing Body will be responsible for the strategic direction of the school. Their role will be to set the overall direction, monitor and evaluate performance and determine key policies. The level to which governors focus on the day-to-day management of the school will depend on:

- the level of their skills and interest;
- the capability of the Principal; and
- The particular challenges facing the school such as the level of deprivation, gang culture, low level of attainment.

Governors would not be directly involved in the details of the day-to-day running of the school, but will hold periodic meetings (at least termly), focussing on strategic issues and addressing questions such as the following:

- Is the Principal delivering through their staff the right educational experience for our children?
- Are all of our children developing and progressing as we would like?
- Are we delivering value for money to the Government in the education we are giving children?

- How can our school raise additional funds, whether for capital projects or extra activities?
- How should our school engage with other schools and the wider community?
- Are we fulfilling our legal obligations (e.g. child protection, health and safety)?

Skills required

It is important that individuals on our Governing Body are committed to the school and collectively they must be able to ask the questions listed above in an effective way that ensures the Principal and the school responds appropriately. They must have a critical and analytical approach to and be able to apply some rigour to ensure that Governing Body and school leadership are consistently fulfilling the stated aims and objectives of ECS.

Our Governing Body will have a mixture of knowledge and skills (i.e. abilities that are based on experience of performing similar tasks) and competencies (inherent qualities such as personality traits) required to run a successful Christian school in Waltham Forest. The team has been selected in such a way as to cover a broad range of these which include:

- Financial knowledge (see 6.1 'Capacity and Capability of the Company');
- Basic educational knowledge (see 6.1 'Capacity and Capability of the Company');
- Strategic planning;
- Legal knowledge;
- Marketing;
- Health & safety;
- Human resources;
- School improvement experience; and
- Knowledge of specialist subjects (e.g. Maths, Science, ICT, P.E. and Music).

We also considered competencies which include:

- Commitment to excellent education for local children within a Christian environment;
- Problem solving;
- Team working;
- Project management;
- Effective decision making; and

- Communications.

These individuals are considered to have the knowledge, skills and competencies based on their training, experience and personality traits using the ice-berg model of competencies (see section 6.5). Also considered crucial, is that they have a moral (Christian) purpose while complimenting strengths and weakness in the team.

Number and roles of governors

It is proposed that the Governing Body of Emmanuel Community School will comply with the articles and memorandum of association of the Academy Trust and include:

- The Principal -automatically a member of the Governing Body as ex-officio governor;
- 2 Parent Governors– elected by parents;
- Up to 1 third of the total membership as Staff Governors – elected by school staff;
- Up to 5 Co-Opted Governors as Community Governors (appointed by the Governors)
- A Local Authority Governor - appointed by the Local Authority further to approval

Governance Structure

The Governing Body structure will consist of a series of committees to look at particular areas of policy (e.g. curriculum, personnel, finance, premises, and admission). This will allow governors to focus in depth on specific areas. The committees will be based on skills and expertise that governors have, which can be deployed to achieve the goals and aims of the school. Each committee will have a named leader, accountable to the chair of Governors to ensure a quick and efficient decision making process. Roles and responsibilities within each committee would be clearly defined based on agreed targets and responsibility of the committee.

The Governing Body will appoint a clerk to administer their meetings. The clerk is expected to serve the whole Governing Body, take an independent view and be impartial in the record of proceedings; as well as being an effective administrator. The clerk must keep abreast of the law and regulations in order to provide quality advice and support. The clerk is also expected to have accredited training and on-going support necessary to be competent in this role.

6.4 Financial Oversight

The Emmanuel School Trust's executive committee has a clear understanding of the requirements of a free school. It is committed to providing a broad based education to the local community with a sound and firm financial base. The directors have prior experience in the running of Emmanuel Christian Centre, a registered charity with annual turnover of over £460,000 per annum. The Governing Body has established the new Academy Trust as a private company limited by guarantee (Company no. 7640769) and it understands the requirements of Companies House in relation to and including submission of annual returns, updating when directors are appointed or changed, submission of annual accounts at the appropriate dates and compliance with the Companies Act 2006.

As stated previously (see 6.3), the governance structure of the school is such that the governing board will have committees specifically set with the appropriate expertise to address key areas of the strategic direction of the school. The Trust will set up the finance and resources committee with delegated authority on areas such as finance, risk management and audit issues. The committee members will be appointed and nominated by the governing board with key emphasis on skills and experience. The committee will have clear terms of reference to execute its responsibilities.

The governing board will ensure that it maintains the appropriate level of financial expertise within the leadership team of the school. A Business Manager will be appointed as part of the proposed leadership structure of the free school. It is expected the post will work closely with the Principal and leadership team to deliver financial targets and aspirations set out by the finance resources committee under the delegated authority of the governing board.

The board will have the responsibility for the Funding Agreement, which sets out the financial direction of the Free school for the first 6 years and for compliance with the Articles of Association of the Trust. The financial model will be updated to keep with changes in the school or education sector and reviewed to identify the risks. The governing board will be responsible for school budget, cash flow and management reporting. The governing board will approve annual budget and review outcomes periodically as set out in the financial standing orders of the proposed school.

Financial viability

The school budget will be based on the financial plan model. The key principle underpinning the budget and the financial plans for the next six years is that the school will not show a deficit in any of the financial years.

The Governing Body of the school will approve all budgets. The financial plan for the school is based on a number of factors:

- Number of pupils who will attend the school and that the school will operate at full capacity
- The school classes are from Reception to year 6.

- Capital expenditure cost will be provided by the government
- Management and non- pay costs are set using a zero- based approach with the challenge to generate operational cost savings and value for money
- School benchmark comparatives
- Information from local authority and similar schools in the local authority.
- Start up grant will be provided in the first 6 years of the plan.

The key performance indicators and full details for the School financial plan can be found in section 8.

Scenario planning:

Two scenarios have been run on the financial plan (baseline). The changes to the base line are set below:

Scenario 1:

- School capacity is 90%
- Vice Principal, Assistant Vice Principal and team leader will be the main teachers for the first year of the school opening.
- Business Manager for the school will be employed on part time basis for the 1st year

Scenario 2:

- School capacity at 85%
- The leadership structure will consist of Principal and two Assistant Vice Principals.
- Business manager for the school will be employed on part time basis for the 1st year

The Governing Body has stress tested the financial plan based on the above scenarios and can demonstrate that the school is financially viable even in at the extreme case of 85% full capacity and it believes that the success of its proposals will represent value for money.

6.5 Leadership and Staffing

We are committed to achieve a school with:

- Christian ethos ,
- school wide approach to learning and teaching
- High goals, standards and achievement,
- Rigorous use of data to meet children's needs
- High expectations, caring and respect for every member of the school community.

A school where children:

- internalize a strong focus on academic achievement and learning
- Hard work,
- Care for each other and the community
- Good behaviour
- Enjoy learning
- Reach their potentials;

A school where the school leadership will:

- focus relentlessly on children's achievement,
- building relationships and trust
- model school values and ethos at all times

A school where the staff will:

- Be of high quality, talented, creative and flexible.
- Have a strong personal commitment to support the school's philosophy of learning, teaching and culture.
- Be aligned to the school's vision and ethos of EVERY CHILD a STAR.
- Have clear expectations about their roles and progress.
- Have a proactive attitude to feedback that will drive children's achievement.
- Be valued, recognised and trained to be effective in their roles.
- Be supported and challenged to maintain excellence.
- Face appropriate sanctions if they are not performing or not aligned to school vision.

We need a principal who has a moral purpose, whose work will be learning centred, focused on leadership and able to:

- Model personal leadership
- Reflect the highest professional standards
- Have a vision and philosophy for learning, teaching and culture;
- Build and manage a high-quality staff that are aligned to the vision,
- Institute operations and systems to realise the vision
- Take personal responsibility as an agent of change for the development of every individual in the school.

We believe our principal designate meets the standards with the necessary knowledge requirements, skills, dispositions and personal capabilities (as published by The Department of Education and the National College of School Leadership) in these key areas:

Shaping the Future
 Leading Learning and Teaching
 Developing Self and Working with Others
 Managing the Organisation
 Securing Accountability
 Strengthening Community (see section 6.2 hiring the principal designate)

Approach to staffing

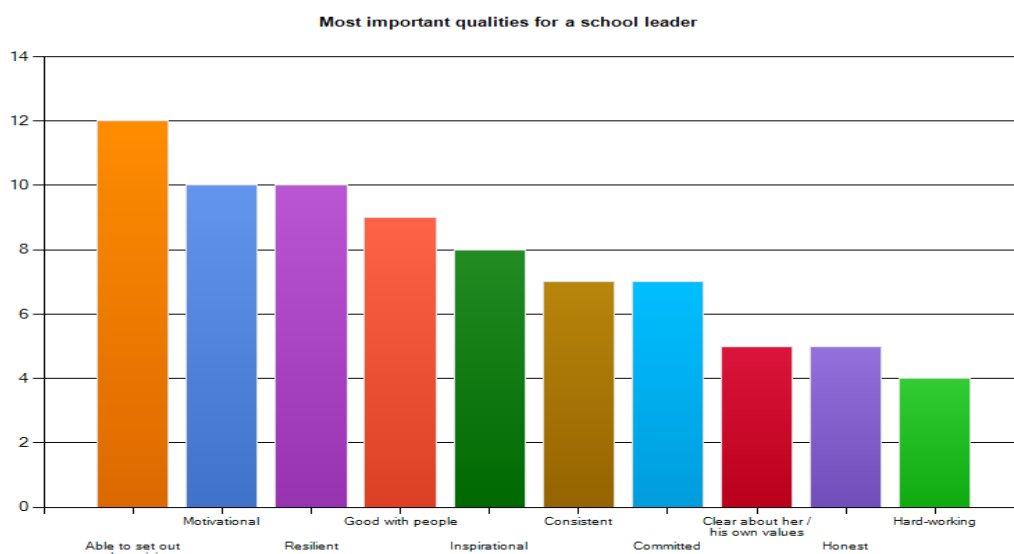
*“Get the right people on the bus, the wrong people off the bus, and everyone in the right seats, and make sure the driver knows where the bus is headed...people are not your most important asset. The **right** people are!”*

(██████████, “Good to Great” 2001)

“Without vision the people perish” – (The Bible)

To translate our vision of providing good quality Christian education that is accessible to all into reality, it is vital that we appoint leaders and staff that are

RESULTS OF LEADERSHIP SURVEY



8



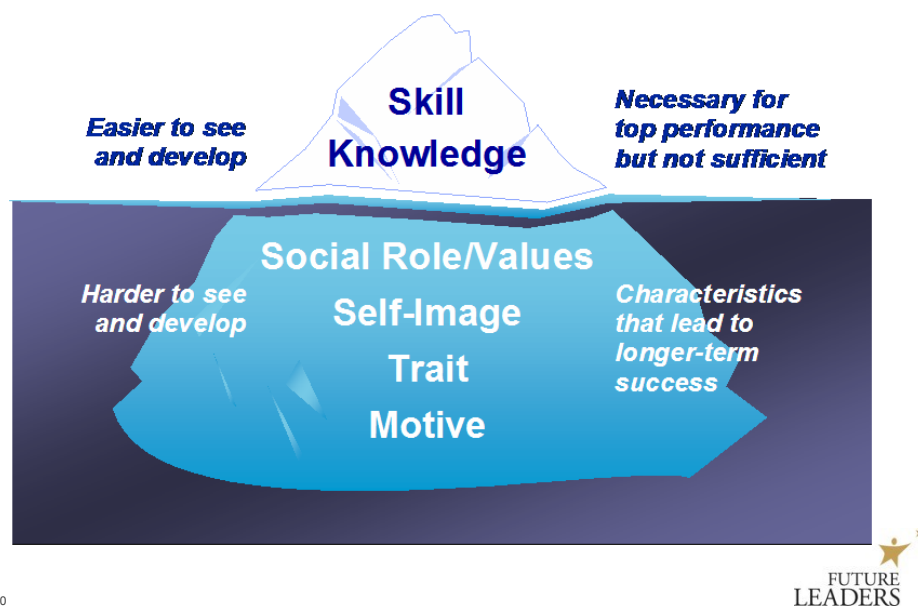
Source: Future Leaders

We will recruit based on competencies as opposed to just skills and knowledge which we know are necessary but not sufficient, particularly in the type of school we hope to set up. We will require a 'can do' attitude, strong belief that every child can achieve irrespective of their barriers.

According to research, 'Competencies are the underlying characteristics of an individual which are causally related to superior performance in the job', (Future Leaders, 2010)

- They are those factors that distinguish the best from the rest in a given role
- They can be deep-seated qualities of people (motivation, traits, etc.) or more conscious values around self and role
- They can be measured
- They are not the tasks of the job, they are what enable people to do the tasks
- They can be developed

ICEBERG MODEL OF COMPETENCIES



10

Source: Future Leaders

Future Leaders, in conjunction with the Hay Group, recruits senior leaders of schools in all contexts against a framework of 15 leadership competencies as shown below. ECS will follow this approach since it aims to deliver an innovative, international-based curriculum which places a large emphasis on character development, service as well as skills. Duty, responsibility and resilience will feature strongly in the school's ethos alongside creativity, hard work and resourcefulness.

OVERVIEW OF COMPETENCIES

Overview of Competencies



12



Source: Future Leaders

Recruiting on competencies provides for a clear focus on the individual's development and makes it possible to recruit individuals to compliment strengths and weaknesses within the team.

To deliver our educational vision, ECS will:

- Train, develop and value ALL staff; maximizing everyone's potential to achieve the best possible outcomes for the children within our budget.
- Have a strong focus on literacy and numeracy
- Promote positive behaviour
- Have high expectations of all
- Facilitate effective communication within the school community, among all stakeholders with clear sense and line of responsibilities and accountabilities
- Promote good community relationships and strong team ethos
- Seek to create an environment where staff will see working with children not just as a profession, but also as a mission.
- Provide opportunities for distributed leadership - for individuals to lead and manage initiatives.

Staffing Structure and Accountability

Staffing structure and roles would support the achievement of the above objectives. The school will be divided into staffing teams or *Cornerstone Teams* as follows:

- Upper Key Stage Two Team (Communication/Physical Development)
- Lower Key Stage Two Team (Mathematical Development/Creative Development)
- Key Stage One Team (Scientific Development/ Personal Development)
- Early Years Foundation Stage Team (Technological Development/Knowledge and Understanding of the World)
- Administrative Team

Team members will have a range of competencies, skills, and experience that complement each other. The curriculum at ECS will be underpinned by these teams led by Team leaders. Each cornerstone team will be responsible for two key areas of the curriculum - a core subject and a Learning area. (See section 4.2 Curriculum and Organisation of Learning). Regular staff meetings will be organised to allow the cornerstone teams to meet and develop the curriculum. Teaching assistants will be deployed based on the needs within the team.

Based on a strong team ethos which fosters accountability, the school will have six main teams – 4 Key Stage and Curriculum teams, 1 administrative team and a Senior Leadership team.

Senior Leadership Team

- Principal
- Vice Principal: (Inclusion /SENCO/Community Cohesion)
- Assistant Vice Principal: (Curriculum and Assessment)
- Business Manager: (Finance/Admin/HR/Premises)

Administration and Premises Team

- School Administrative Officer:
- Premises Officer:
- Technician
- Mid-day Supervisors
- Caterers
- Extended Services coordinator (After School and Breakfast Club)

Upper Key Stage Two Team (Communication/Physical Development)

- Senior Teacher: Y5/Y6 , Core Curriculum leader (English)
- Teacher: Y5/Y6
- Teaching Assistant:

Lower Key Stage Two Team (Mathematical Development/Creative Development)

- Senior Teacher: Y4/Y3 Core Curriculum leader (Mathematics)
- Teachers: Y4/Y3
- Teaching Assistant:

Key Stage One Team (Scientific Development/ Personal Development)

- Senior Teacher: Core Curriculum leader (Science)
- Teachers: Y1/Y2
- Teaching Assistant:

Early Years Foundation Stage Team (Technological Development/Knowledge and Understanding of the World)

- Senior Teacher: Core Curriculum leader (ICT)
- Early Years Educator:
- Teaching Assistant:

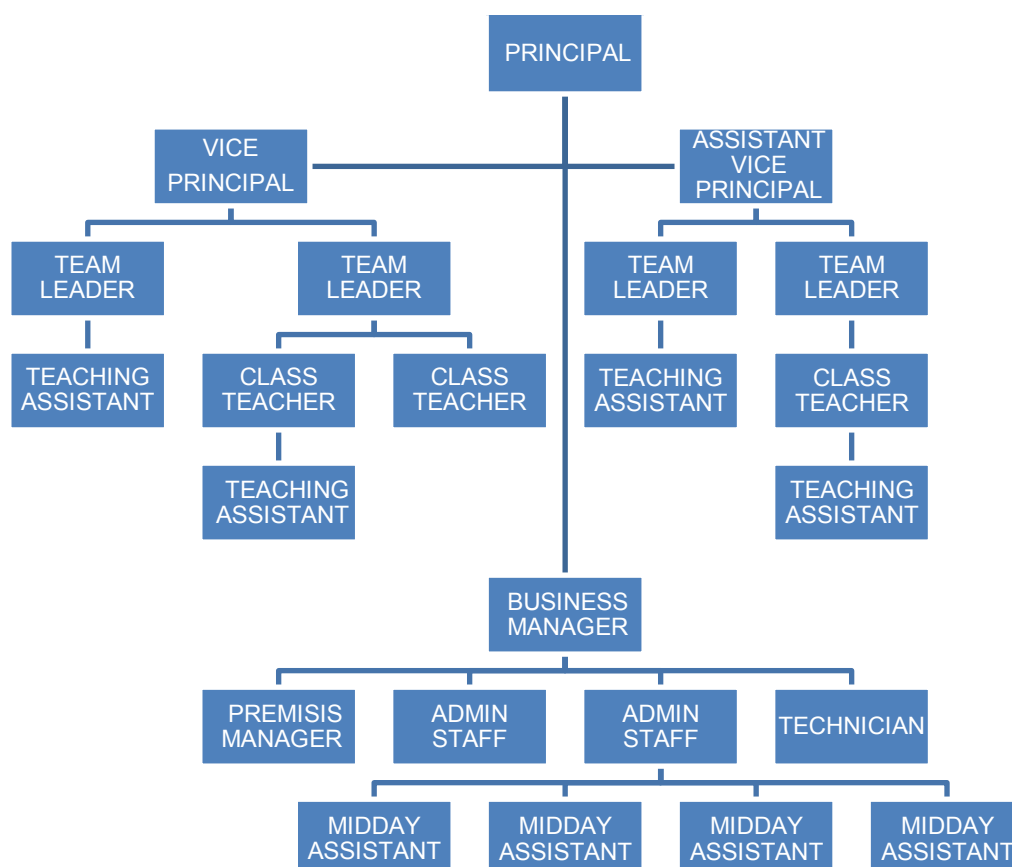
Roles:

Senior Leadership team

- Principal - Has overall responsibility for the operation of the school, its staff, its pupils and the education they receive. Principal is accountable to the governing body.
- Vice principal - Plays a major role in management and leadership of the school, particularly in the absence of the principal and responsible for day-to-day provision for pupils with special educational needs.
- Assistant Vice Principal – supports the principal and vice- principal with the management and leadership of the school.
- Business Manager – plays a major role in the management and leadership of the school. Responsible for Finance, Administration, Human Resources and Premises)

Leadership team:

- Team Leader/Senior teacher:- Responsible for leading a team of teachers and teaching assistants. Responsible for children in a Key Stage, core subject and a learning area. Will also have a class teaching commitment.
- Subject leaders and curriculum coordinators: - Responsible for the leadership and management of a particular curriculum subject. Class teachers will be expected to accept responsibility for an area of the curriculum as part of their normal professional duties.
- Classroom teachers:- Plan, prepare and deliver lessons to meet the needs of all children, setting and marking work and recording children's development as necessary. Work in partnership with teaching assistants.
- Teaching assistants:- To provide one-one and group support to children with special educational needs and/or behavioural difficulties. Support teachers with group work in the classroom and carry out administrative work for lesson. Provide welfare and counselling to children. In case of higher level teaching assistants, to cover classes in teacher absence.

Diagram 6.4 Staff Structure for Emmanuel Community School

Roles and qualities of different staff

We will have a mix of teachers, support staff and senior leaders in order to create the experience our children will have. We will have a strong senior leadership team that is aligned with the values and vision of the school. To facilitate effective collaboration among staff, focus on children centred learning and all adults as mentors; we would be looking for the following qualities in our staff.

1. Committed to the work

- Focuses on educational needs of the children
- Works with passion
- Keen to uphold the school's values
- Enthusiastic about work and about teaching

2. Encourages and appreciates diversity

- Does not stereotype or speak negatively of others
- Nurtures and encourages diversity
- Seeks and encourages understanding of, and respect for, people of diverse backgrounds

3. Interacts and communicates respect

- Communicates effectively with others
- Encourages input from others, listening deeply and giving credit for their contributions
- Acts with integrity
- Provides a model of high ethical standards
- Shows a caring attitude

4. Motivates children and co-workers

- Encourages children to achieve their goals
- Provides constructive feedback
- Monitors progress of children and fosters their success
- Celebrates the achievement of others

5. Brings a wide range of skills and talents to teaching

- Teaching is clearly presented and stimulates high-order thinking skills
- Presents difficult concepts comprehensibly
- Brings appropriate evidence to the critique
- Teaches memorably
- Flexible in teaching style

6. Demonstrates leadership in teaching

- Contributes to learning areas, design and structure
- Contributes to school publications
- Evidence of self-development in an educational context
- Demonstrates creativity in teaching strategies
- Committed to professional development in education
- Able to keep calm in extreme situations

7. Encourages an open and trusting learning environment

- Creates a climate of trust
- Has a good sense of humour
- Encourages children to learn from mistakes
- Helps children redefine failure as a learning experience
- Encourages children to question and engage in the learning process
- Encourages children's growth with appropriate behaviour-based feedback
- Encourages trusting relationships between all staff

8. Fosters critical thinking

- Teaches children how to think, not what to think
- Encourages children to organize, analyse and evaluate
- Explores with probing questions
- Discusses ideas in an organized way
- Helps children to focus on key issues
- Trains children in strategic thinking

9. Encourages creative work

- Motivates children to create new ideas

- Fosters innovation and new approaches.

10. Emphasizes teamwork

- Builds links at local, national and international levels in education
- Encourages children to work in teams
- Encourages collaborative learning

11. Seeks continually to improve teaching skills

- Seeks to learn and incorporate new skills, and information teaching
- Seeks feedback and criticism

12. Provides positive feedback

- Listens patiently to children and discovers their educational needs
- Values children, never belittles
- Provides constructive feedback
- Helps and supports people to grow
- Teaches students how to monitor their own progress.

Adapted from Samy A. Azer's article: "*Qualities of a good teacher or mentor*", in the J R Soc Med., The Royal Society of Medicine, February 2005; 98(2): 67–69.)

We will expect our teaching assistants to have in addition;

- Skills to empower children to access all areas of the curriculum and to achieve their maximum potential.
- Specialist skills in order to support children (signing, braille, wheelchair handling, speech & language, dyslexia etc.)
- Communication skills (ability to communicate with teachers, children and parents)

Accountability

As noted previously, the staffing structure at Emmanuel Community School will ensure strong and efficient accountability. Every individual will be held accountable for achieving some part of the school's success based on the three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?

We will ensure that our accountability system is:

- Coherent and manageable
- Improvement- focused
- Able to engender community confidence in our school
- Linked to Performance Management
- Situated within a wider accountability and compliance context

- Reciprocal, such that governors, staff and parents all share the responsibility to provide the means, context and support for our school to maximise children's outcomes.

The Governing Body will be accountable to the Secretary of State for the success of the school. The principal will be accountable to the Governing Body for the performance of the school and teachers are accountable to the principal for the progress of their students.

The principal, in collaboration with school staff, will undertake self-assessment that results in judgements about the standards of children's achievement and the effectiveness of school processes in maximising children's achievement.

The principal, in collaboration with school staff, will undertake school planning processes that include the development of a School Plan, operational planning and classroom planning.

The principal, in collaboration with school staff, will publish annually a School Report that describes the school's performance and report on legislative and designated policy and curriculum requirements.

Emmanuel Community School improvement and accountability framework will be based on the conceptual model below which consists of five components:

- Successful children
- school improvement cycle
- School operations
- Schools report
- school review

Successful children are at the core of our school improvement and accountability with all other components connected to and focused on the standards of children's achievement (both academic and non-academic). Every adult is expected to make every effort to overcome contextual factors and barriers so that children receive the highest quality educational instruction.

School improvement cycle: we assess our performance, plan for improvement and act on our plans. This will be a continuous process that is central to the effectiveness of our school improvement and accountability.

The three components of this cycle will be seen as dynamic and interactive. While assessment leads logically to planning and planning logically to implementation, continuous self-assessment recognises that the act of implementation may cause planning decisions to be modified and may re-focus self assessment questions. Therefore school and all adults will be flexible to adjust planning and implementation to meet children's needs. Classroom planning will be the responsibility of teachers and should be aligned to school planning incorporating the sequence:

- **Assess** data and other evidence related to student achievement and school operations;
- **Plan** to improve the standards of student achievement; and
- **Act** to implement planned strategies.

School operations include both pre-requisites for successful children: teaching and learning environment; and enablers of successful students – resources, leadership and relationships.

We will **report** about our performance annually and at other particular points in time as stated in the Trust's Articles of Association, based on our **school reviews**. This is a process that evaluates our effectiveness and provides feedback on how we might improve our performance.

All staff will be expected to have performance targets relating to children's achievement, school improvement and professional development. This is monitored through performance management.

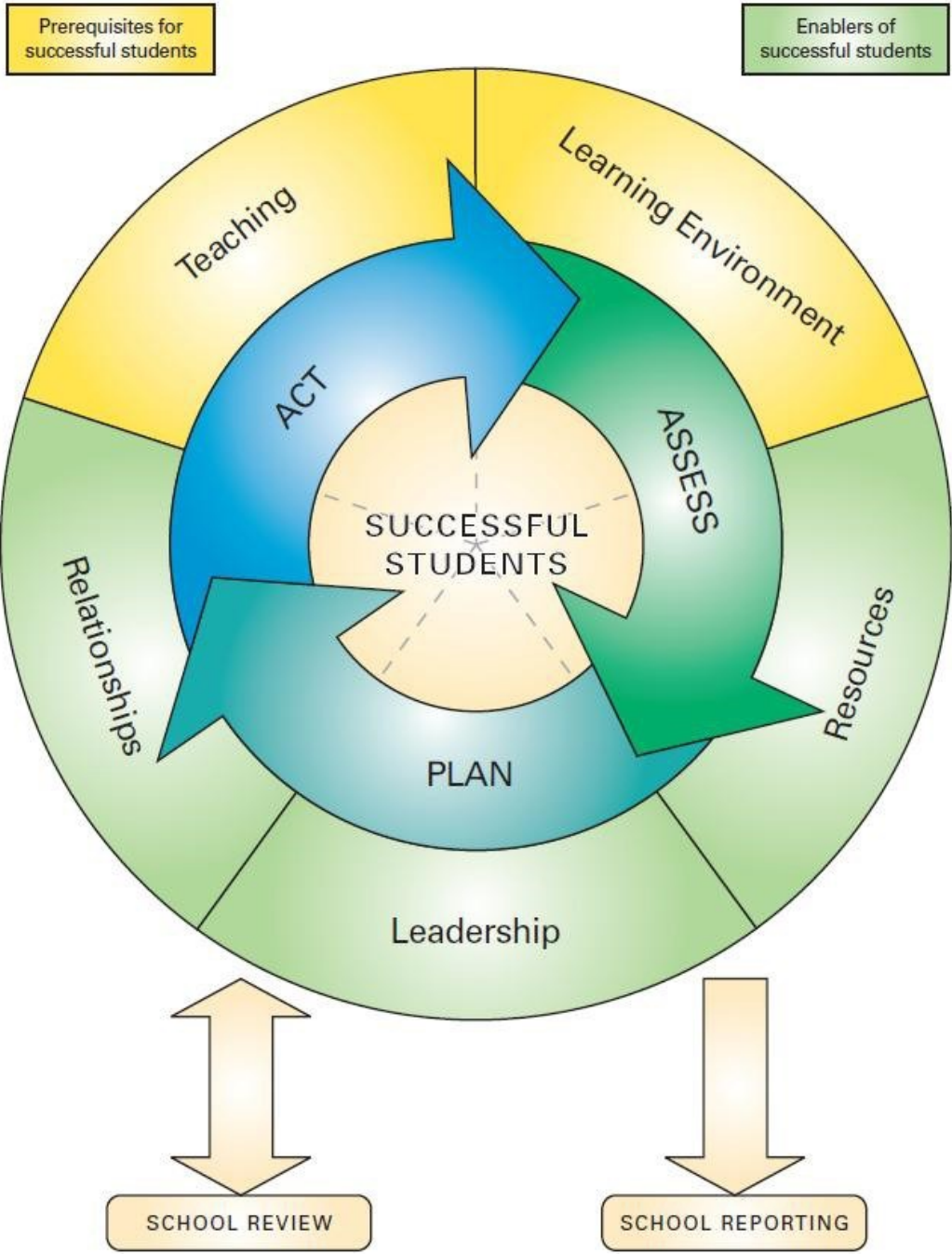
The strategic deployment of school **resources** is another important enabler of improved children's achievement. This will be measured by the extent to which resources are targeted, through school improvement planning, to maximise achievement. We will manage the school resources in accordance with legislative and policy imperatives with a view to deliver best value for money. This will be subject to audit processes and reports identifying deficiencies will be addressed through performance management.

Our key principles to success include:

- Strong focussed leadership
- Robust systems & structures
- Excellent teaching
- High expectations for ALL children's learning
- A stimulating and wide reaching curriculum
- Strong partnership & communication with parents

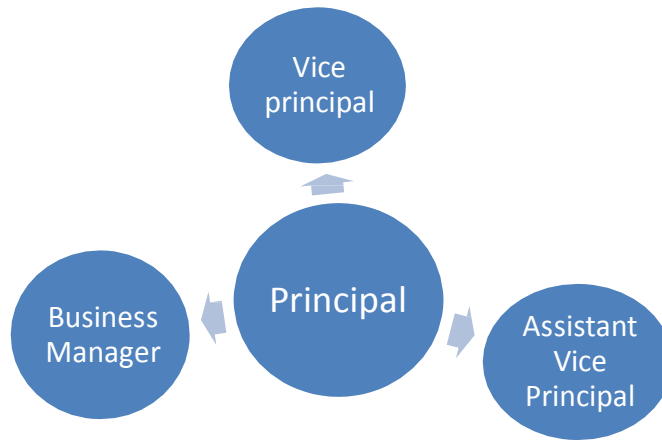
Our accountability cycle will focus on monitoring the delivery of these key areas.

Diagram 6.5 – Assess, Plan, Act Cycle

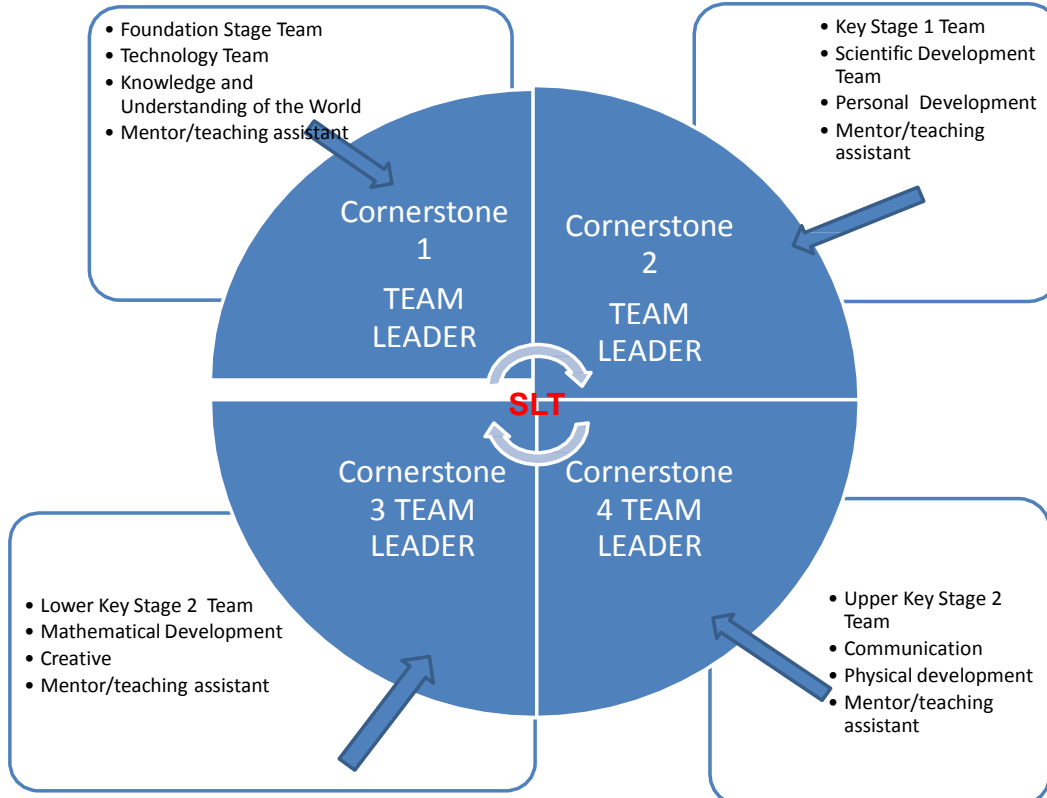


Source: School Accountability, Dept of Education and Training, Western Australia

Principal holds Vice-Principal, Assistant Vice Principal and Business Manager to account.



Every member of the senior leadership team will be accountable for a specific area of school development. They will hold team leaders accountable for the performance of their team. Team leaders will be accountable to a member of senior leadership team and will hold members of their team accountable for the achievement of children in their areas.



Subjects we plan to offer

We will follow the National Curriculum in English and Mathematics while using the International Curriculum as the basis for a creative curriculum to meet the needs of every child (see section 4.3 Organisation of Pupils).

Table 6.2 Subjects & Structure

	How the subject will be taught	Number of children
Subject	Key Stage 1	Key Stage 2
English	Ability groups	20
Mathematics	Ability groups	20
Science	Age groups	30
Technology(ICT, DT)	Age groups	30
Communication (Linguistic, Languages)	Age groups	30
Knowledge & Understanding of the world (History, Geography)	Age groups	30
Creative Development(Art & Crafts, Music, Dance, Drama)	Age groups	30
Physical education (Games, sports)	Age groups	30
Religious education (RE)	Age groups	30

Staffing for Children Special Educational Needs (SEN)

As noted in section 4.4, children with Special Educational Needs will be assessed and SEN teaching assistants will be allocated to support them as appropriate. Personalised learning plans will be developed in consultation with parents/carers and appropriate learning goals set to meet the child's needs. These goals will be achievable but sufficiently challenging to maximise the child's achievement and consistent with acknowledged good practice. The child's progress and achievement, both academic and non-academic, will be measured by the extent to which goals in personalised learning plans are achieved.

Staff will be trained to identify and refer children for appropriate support. We will focus on creating the right opportunities, with support and encouragement, to help children who are gifted and talented to develop a desire to learn and to achieve as much as possible. Children will be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence. Support and enrichment activities will complement teaching and learning help children discover areas of personal aptitude and talent enable children to learn advanced skills enable a more sustained engagement with areas covered during the school day.

Staff numbers over time

In the pre-opening phase we will employ members of staff to support the principal designate and the school team will expand as the school develops and numbers on roll increase.

In the pre-opening phase: Roles will include:

- A school administrator - to co-ordinate admissions and home visits, deliveries and so on.
- Caretaker - to manage the school site and provide information to the contractors that may be engaged in getting the site ready or for the refurbishment of the existing building.
- Vice Principal (SENCO) – to manage all elements of inclusion and support, and take charge in the absence of the principal. Walthamstow being a highly deprived area with a lot of children with SEN, this role will be crucial.

Below is a table of each type of staff we will have over time, as the school develops (see section 2 for proposed growth pattern). In view of budget constraints, senior leaders will need to carry a greater teaching load in the earlier years. Staff will have to be flexible to move into different roles or take on more than one role, particularly in the earlier years. Since every staff employment decision has financial implications, we have considered various ways of delivering the curriculum, keeping our vision of excellent education in a caring Christian environment, while at the same time staying within budget. Some of these include the effective deployment of teaching assistants, appointing staff with potentials which can be developed over the years.

Table 6.3 Staff growth

	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Leadership	3	3	3	3	3	3	3
Teaching Staff	1	2	3	5	5	5	6
Education Support	1	3	3	4	5	6	6
Admin/Support Staff	2	3	3	4	4	4	4
Total number of staff	7	10	12	15	17	18	19
Number of children	60	90	120	150	180	210	210

Overall, there will be an adult to twelve children, a teaching staff to fourteen children. This will enhance the personalised attention for the children, ensuring each child has an adult key worker.

Recruiting Staff

As with the principal designate, we will be recruiting staff based on core competencies, skills and knowledge. Being a school in an area of high deprivation and many challenges, we will use a range of approaches to determine the strengths and weaknesses of candidates, such as interviews, role plays, presentations, group

exercises, focused interviews, lesson observations, or written exercises relating to areas of importance.

In addition to pay, teachers at Emmanuel community school will

- incentives for teachers would include
- Cutting edge training
- Possibility to be creative through
- Opportunities to take on leadership roles
- International links through school's International Curriculum membership.

Apart from advertising in the Times Educational Supplement, we will build long term partnership arrangement with Future Leaders, Teach First and other training organisations including Universities and Further Education Colleges to ensure access to good quality graduates and to save on recruitment cost.

Section 7 - Premises

7.1 Steps Taken

Emmanuel Christian Centre and The Greenleaf Trust are based in Walthamstow in the central area of the borough of Waltham Forest (see map in section 3).

██████████ is in William Morris Ward, a highly deprived area and our preferred target area.

We have undertaken a review of all the school sites and other Council owned premises that are currently vacant within Waltham Forest borough and made repeated enquiries to Waltham Forest Council officials. There have been consultation meetings with the Leader of the Council, Cllr. Chris Robbins, Cllr. Afzal Akram (cabinet member for Corporate Resources, Business & Employment) and Cllr. Saima Mahmud (Portfolio lead for Children & Young People) and officials from their School Organisation, Partnership and Development (SOPD) and Asset Management teams. We have been following the Council's own development plans to identify which of the vacant premises will remain available. We have also been checking the current list of commercial and industrial properties in the area which is published by North London Business on behalf of Waltham Forest and its neighbouring local authorities. We utilised the online Free Schools tool kit recently launched by Partnership for Schools and analysed the locations and background information about current local education provision. Although we note it was not possible to access the list of available D1 properties which PfS had promised.

We have consulted prominent estates agents and local developers including ██████████ and ██████████ and utilised the services of a local architect's firm – ██████████, to carry out preliminary assessment of properties.

In November 2010, as part of our earlier application process, we were visited by DfE officers – Katy Holiday and James Vance, together with ██████████ from PfS and we conducted them round on a tour of potential premises on our short-list as at that date. Properties inspected on that occasion included:

- ECC building, ██████████, ██████████ – (fully owned by Emmanuel Christian Centre) and used for religious services, community activities and for ECC Nursery.
- Greenleaf Centre, ██████████, ██████████ (also owned by Emmanuel Christian Centre) a former adult education centre used for offices, religious, education and community activities.
- Ex- Warwick Boys School site, ██████████, ██████████, ██████████ (vacant at time of visit, but now allocated to another school).
- Ex- Aveling Park School site, ██████████, ██████████ (in temporary use by LA).
- Ex- St. Luke's Church premises, ██████████, ██████████ (vacant at time of visit, but now sold).

Other properties under consideration in our long list at the time included:

- Ex- Chingford Municipal Offices site, ██████████, Chingford ██████████

- Commercial premises on [REDACTED], [REDACTED]
- Industrial premises on [REDACTED], [REDACTED]
- Commercial premises along [REDACTED], [REDACTED]

With reference to our proposed school outline (see section 2), we require premises for a single form entry school with a capacity of at least 210 pupils when it reaches full capacity. Using the primary school area schedules as indicated in Building Bulletin 99, a single form entry school with 210 pupils and 7 classes would need a net area of 851m² and 1199m² total gross internal area based on a maximum cohort size of 30 pupils per class. This excludes external areas for recreation, sports & learning areas.

Our intention is to secure a suitable site large enough to accommodate the school facilities at full capacity. However, in addition to longer term requirements we have reviewed the possibility that in the initial stage, the school could be 'incubated' for an initial period within another establishment. In this context, we have looked at the possibility of using one (or both) of the two buildings cited above which are owned by Emmanuel Christian Centre. For example, the reception year intake can share the [REDACTED] premises with ECC nursery. (Use of Greenleaf building would entail finding an alternative location for some existing uses and resolving some access restrictions to upper floors). However, it is noted that alterations and improvements will still be required if the option of temporary incubation is to be taken further (see table 1 below).

Greenleaf Centre on [REDACTED] was built originally as a school and was until recently used as an adult education facility by the local authority. The building is situated on three floors with offices, toilets, showers and other facilities which include the following:

- Main hall: maximum capacity 150 (96 seated cafeteria style)
- Kitchen and Café with over 20 seats
- Studio capacity 60
- Meeting room capacity 20
- IT suite capacity 24 stations
- Lounge capacity 20 seated
- Portable PA, projector and microphones

The facilities are available for hire to the local community. In addition, the building currently houses the offices of Emmanuel Christian Centre and The Greenleaf Trust. The ECC building on [REDACTED] has a large hall on the 1st floor, while the ground floor consists of two smaller halls, a kitchen, offices, storage areas and sanitary facilities. Externally, there are paved and grassed areas which are used by the Nursery.

In view of the above, our revised shortlist of potential sites is as follows:

1. Current site of St. Mary's Church of England Primary School, [REDACTED] Walthamstow [REDACTED] (current school has published its intention to relocate to a different site by September 2012 or very shortly thereafter).

2. Former site of Edinburgh Primary School, [REDACTED], Walthamstow [REDACTED] (this site was vacated in May 2011 as school relocated to new building on [REDACTED]).
3. Emmanuel Christian Centre building, [REDACTED], [REDACTED] (Temporary location only).
4. Greenleaf, [REDACTED], Walthamstow [REDACTED] (temporary location only).

Table 7.1 – Comparison of current options for location of school

Premises	Building size (gross internal area) & site area	Opportunities	Constraints
St. Mary's C of E site, [REDACTED]	1112m2 GIA, site area 0.45Ha	Currently single form entry school with over 200 pupils on roll. Walking distance from main transport links – bus, train, tube. D1 designation	Site ownership /transfer details unknown. Possible delay to current programme for current school relocation.
Ex-Edinburgh Primary School site, [REDACTED]	1023m2 GIA, site area 0.26Ha	Old school was single form entry school with over 200 pupils on roll. Walking distance from main transport links – bus, train, tube. D1 designation	Main building is of Victorian era (over 100 years old) inherent challenges.
Emmanuel Christian Centre, [REDACTED]	Approx.780m2 GIA, site area 0.07Ha approx.	Building has large hall and other spaces suitable for classrooms. Halls are capable of subdivision. Currently accommodates OFSTED approved Nursery and after-school enrichment activities. Limited use of building during core school hours will enable 'incubation'. Walking distance from main transport links – bus, train, tube. D1 designation.	Insufficient space overall for new school. Limited sanitary facilities and small outdoor area.
Greenleaf, [REDACTED]	Approx. 934m2, approx site area 0.06Ha	Building has large hall and other spaces suitable for classrooms. Main hall is capable of	Insufficient space overall for new school. Limited sanitary facilities and no usable

		subdivision. Walking distance from main transport links – bus, train, tube. D1 designation.	external area. Poor disabled access to upper floors. Opportunities for 'incubation' more limited, unless other activities/occupants are decanted. Poor acoustic separation.
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7.2 Details of Preferred Site

Further to the brief analysis above, our preferred site is the current location of St. Mary's Church of England School on [REDACTED], [REDACTED]. The public consultation document referred to above can be found at the following link:

[REDACTED]

In it, the school makes clear its intention to vacate the site stating “...To facilitate the expansion it is further proposed to move the school onto the [REDACTED] site, formerly Warwick School for Boys, London [REDACTED]. In the short term, from September

2011, some pupils would be located on the [REDACTED] site and then over a period of two to three years the whole of the school would transfer to that site”. The statement adds “While it may take up to three years, it is hoped that all pupils may be on the [REDACTED] site by 2012, though this is not guaranteed”.

[REDACTED]

The school consists of a modern single storey building with spaces arranged around a central hall which also serves as dining hall and gym. The outdoor area is made up of play areas mainly with a tarmac surface. More photographs can be found in the photo gallery at the current school's website [REDACTED]

The school site is in a prominent location with its main entrance off [REDACTED] to the East, [REDACTED] to the North [REDACTED] to the West. The south boundary is defined by adjoining residential properties.

The building currently accommodates 232 pupils. The gross internal area is about 1112 m² and the site area is about 0.45 ha. (The building area compares favourably with the recommendations in BB99 for a pupil number of 210).

St. Mary's C of E is a Voluntary Aided school and we have made representations to both the local authority and the Chelmsford Diocese of the Church to express interest in the site, should it become vacant as planned. We are yet to identify whether the land is in the ownership of the Council or the Diocese.

7.3 Sources of Financing

At the present time, we have no knowledge of what the terms of a possible acquisition or lease/rental of the premises would be. However, once the premises is secured, it is anticipated that the buildings could be put to immediate use, with capital expenditure being limited to the purchase price and associated professional fees, legal fees etc. and costs for any upgrades which are deemed essential.

The amounts required will need to be agreed with Partnership for Schools and we understand that initial capital expenditure for purchase costs and for any agreed upgrades will be funded from Department for Schools. However, it is anticipated that rental costs, business rates and other recurrent/revenue costs will be covered in the school's budget and business plan.

The Trust has already benefited from pro-bono legal support from solicitors, a chartered secretary and architects and we will seek to leverage in as much of this type of support as possible. In addition, the Trust will seek grant funding or matching funds through its stakeholders where necessary.

However, if it became necessary to start the school in a temporary location as noted earlier, the Trust will work closely with PfS to ensure value for money is achieved for any refurbishment works.

Section 8: Financial Viability

(see separate spreadsheets in MS Excel)

Section 9: Suitability and Declarations

(Personal information and declaration forms despatched separately to Due Diligence Team).

Section 10: Appendix

10.1 References

Behaviour and exclusions:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>

SEN code of practice: <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

School Admissions Code <http://www.dcsf.gov.uk/sacode>

Equality Act 2010: http://www.equalities.gov.uk/equality_act_2010.aspx

Statutory Consultation: <http://www.legislation.gov.uk/ukpga/2010/32/section/10>

Equality Act 2010: http://www.equalities.gov.uk/equality_act_2010.aspx

Guidance on accommodation requirements:

www.teachernet.gov.uk/curriculumanalysis

Partnerships for schools: <http://www.partnershipsforschools.org.uk> and

<http://fsk.partnershipsforschools.org.uk/default.htm>

Academy Financial Handbook – http://readingroom.ypla.gov.uk/ypla/ypla-academies_financial_handbook-gn-nov06.pdf

Visit the Schools Benchmarking website to see examples of maintained school finances: <https://sfb.teachernet.gov.uk/Login.aspx>

Sammy A. Azer, 'Qualities of a good teacher or mentor' in JRSocMed, Royal Society of Medicine, Feb. 2005; 98(2); 67-69

Department for education and Skills – National Standards for Headteachers, 2004
Audit Commission – Classroom Deployment; Better value for money in schools; March 2011

Church of England Archbishops Council Education – strong schools for strong communities, November 2009

THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE

10.2 ARTICLES OF ASSOCIATION

OF

THE EMMANUEL SCHOOL TRUST

COMPANY NUMBER: [7640769]

THE COMPANIES ACT 2006

COMPANY LIMITED BY GUARANTEE

ARTICLES OF ASSOCIATION

OF

THE EMMANUEL SCHOOL TRUST

INTERPRETATION

1. In these Articles:-
 - a. 'the Academy' means the school referred to in Article 4 and established by the Academy Trust;
 - b. 'Academy Financial Year' means the academic year from 1st of September to 31st of August³ in any year;
 - c. 'the Academy Trust' means the company intended to be regulated by these Articles and referred to in Article 2;
 - d. 'Additional Governors' means the Governors appointed pursuant to Article 62 and 62A;
 - e. 'the Articles' means these Articles of Association of the Academy Trust;
 - f. 'Chief Inspector' means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor;
 - g. 'clear days' in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect;
 - h. 'financial expert' means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000;
 - i. 'Funding Agreement' means the agreement made under section 1 of the Academies Act 2010 between the Academy Trust and the Secretary of State to establish the Academy;
 - j. 'Further Governors' means the Governors appointed pursuant to Article 63 ;
-

- k. 'the Governors' means the directors of the Academy Trust (and 'Governor' means any one of those directors), subject to the definition of this term at Article 6.10(b) in relation to Articles 6.2-6.10;
- l. 'the LA' means the local authority covering the area in which the Academy is situated;
- m. 'the LA Governor' means the Governor who may be appointed pursuant to Article 51;
- n. 'Local Authority Associated Persons' means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989;
- o. 'Member' means a member of the Academy Trust and someone who as such is bound by the undertaking contained in Article 8 ;
- p. 'the Memorandum' means the Memorandum of Association of the Academy Trust;
- q. 'Office' means the registered office of the Academy Trust;
- r. 'the Parent Governors' means the Governors appointed pursuant to Articles 53 to 58 inclusive;
- s. 'Principal" means the head teacher of the Academy;
- t. 'Principal Regulator' means the body or person appointed as the Principal Regulator under the Charities Act 2006;
- u. 'the seal' means the common seal of the Academy Trust if it has one;
- v. 'Secretary' means the secretary of the Academy Trust or any other person appointed to perform the duties of the secretary of the Academy Trust, including a joint, assistant or deputy secretary;
- w. 'Secretary of State' means the Secretary of State for Education or successor;
- x. 'Staff Governor' means an employee of the Academy Trust who may be appointed as a Governor pursuant to Article 50A;
- y. 'teacher' means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at the Academy;

- z. 'the United Kingdom' means Great Britain and Northern Ireland;
 - aa. words importing the masculine gender only shall include the feminine gender. Words importing the singular number shall include the plural number, and vice versa;
 - bb. subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate;
 - cc. any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto.
- 2. The company's name is The Emmanuel School Trust (and in this document it is called **the Academy Trust**).
 - 3. The Academy Trust's registered office is to be situated in England and Wales.

OBJECTS

- 4. The Academy Trust's object (**the Object**) is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum ('the Academy').
- 5. In furtherance of the Object but not further or otherwise the Academy Trust may exercise the following powers:-
 - (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Academy Trust;
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Academy Trust shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory

regulations;

- (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property;
- (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Object and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants;
- (e) to establish or support, whether financially or otherwise, any charitable companies, trusts, associations or institutions formed for all or any of the Object;
- (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Object and to exchange information and advice with them;
- (g) to pay out of funds of the Academy Trust the costs, charges and expenses of and incidental to the formation and registration of the Academy Trust;
- (h) to establish, maintain, carry on, manage and develop the Academy at **GREENLEAF, [REDACTED], WALTHAMSTOW, LONDON [REDACTED]**
- (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils;
- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit;
- (k) to carry out research into the development and application of new techniques in education in particular in relation to its approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies;

- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Academy Trust to borrow and raise money for the furtherance of the Object in such manner and on such security as the Academy Trust may think fit;

- (m) to deposit or invest any funds of the Academy Trust not immediately required for the furtherance of its Object (but to invest only after obtaining such advice from a financial expert as the Governors consider necessary and having regard to the suitability of investments and the need for diversification);

- (n) to delegate the management of investments to a financial expert, but only on terms that:
 - (i) the investment policy is set down in writing for the financial expert by the Governors;
 - (ii) every transaction is reported promptly to the Governors;
 - (iii) the performance of the investments is reviewed regularly with the Governors;
 - (iv) the Governors are entitled to cancel the delegation arrangement at any time;
 - (v) the investment policy and the delegation arrangement are reviewed at least once a year;
 - (vi) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Governors on receipt; and
 - (vii) the financial expert must not do anything outside the powers of the Governors.

- (o) to arrange for investments or other property of the Academy Trust to be held in the name of a nominee company acting under the control of the Governors or of a financial expert acting under their instructions, and to pay any reasonable fee required;

- (p) to provide indemnity insurance to cover the liability of Governors which by virtue of any rule of law would otherwise attach to them in respect of any

negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as Governors;

(q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Academy Trust;

(r) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Object.

6.1 The income and property of the Academy Trust shall be applied solely towards the promotion of the Object.

6.2 None of the income or property of the Academy Trust may be paid or transferred directly or indirectly by way of dividend bonus or otherwise by way of profit to any member of the Academy Trust. Nonetheless a member of the Academy Trust who is not also a Governor may:

- a) benefit as a beneficiary of the Academy Trust;
- b) be paid reasonable and proper remuneration for any goods or services supplied to the Academy Trust;
- c) be paid rent for premises let by the member of the Academy Trust if the amount of the rent and other terms of the letting are reasonable and proper; and
- d) be paid interest on money lent to the Academy Trust at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Governors, or 0.5%, whichever is the higher.

- 6.3 A Governor may benefit from any indemnity insurance purchased at the Academy Trust's expense to cover the liability of the Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as directors of the Academy Trust.
- 6.4 A company, which has shares listed on a recognised stock exchange and of which any one Governor holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Academy Trust.
- 6.5 A Governor may at the discretion of the Governors be reimbursed from the property of the Academy Trust for reasonable expenses properly incurred by him or her when acting on behalf of the Academy Trust, but excluding expenses in connection with foreign travel.
- 6.6 No Governor may:
- (a) buy any goods or services from the Academy Trust;
 - (b) sell goods, services, or any interest in land to the Academy Trust;
 - (c) be employed by or receive any remuneration from the Academy Trust (other than the Principal or a Staff Governor whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8)
 - (d) receive any other financial benefit from the Academy Trust;
- unless:
- (i) the payment is permitted by Article 6.7 and the Governors

follow the procedure and observe the conditions set out in Article 6.8; or

- (ii) the Governors obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes.

6.7 Subject to Article 6.8, a Governor may:

- a) receive a benefit from the Academy Trust in the capacity of a beneficiary of the Academy Trust.
- b) be employed by the Academy Trust or enter into a contract for the supply of goods or services to the Academy Trust, other than for acting as a Governor.
- c) receive interest on money lent to the Academy Trust at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Governors, or 0.5%, whichever is the higher.
- (d) receive rent for premises let by the Governor to the Academy Trust if the amount of the rent and the other terms of the lease are reasonable and proper.

6.8 The Academy Trust and its Governors may only rely upon the authority provided by Article 6.7 if each of the following conditions is satisfied:

- (a) the remuneration or other sums paid to the Governor do not exceed an amount that is reasonable in all the circumstances.
- (b) the Governor is absent from the part of any meeting at which there is discussion of:
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit; or
 - ii) his or her performance in the employment, or his or her performance of the contract; or
 - iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6.7; or

- (iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6.7.
- (c) the Governor does not vote on any such matter and is not to be counted when calculating whether a quorum of Governors is present at the meeting.
- (d) save in relation to employing or contracting with the Principal or a Staff Governor (a Governor pursuant to Articles 46, 50A and 52) the other Governors are satisfied that it is in the interests of the Academy Trust to employ or to contract with that Governor rather than with someone who is not a Governor. In reaching that decision the Governors must balance the advantage of employing a Governor against the disadvantages of doing so (especially the loss of the Governor's services as a result of dealing with the Governor's conflict of interest).
- (e) the reason for their decision is recorded by the Governors in the minute book.
- (f) a majority of the Governors then in office have received no such payments or benefit.

6.9 The provision in clause 6.6 (c) that no Governor may be employed by or receive any remuneration from the Academy Trust (other than the Principal or a Staff Governor) does not apply to an existing employee of the Academy Trust who is subsequently elected or appointed as a Governor save that this clause shall only allow such a Governor to receive remuneration or benefit from the Academy Trust in his capacity as an employee of the Academy Trust and provided that the procedure as set out in Articles 6.8(b)(i), (ii) and 6.8 (c) is followed.

6.10 In Articles 6.2-6.10:

- (a) 'Academy Trust' shall include any company in which the Academy Trust:
 - holds more than 50% of the shares; or
 - controls more than 50% of the voting rights attached to the shares; or

- has the right to appoint one or more directors to the board of the company.
- (b) 'Governor' shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the governor or any person living with the governor as his or her partner
- (c) the employment or remuneration of a Governor includes the engagement or remuneration of any firm or company in which the Governor is:
- (i) a partner;
 - (ii) an employee;
 - (iii) a consultant;
 - (iv) a director;
 - (v) a member; or
 - (v) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Governor holds less than 1% of the issued capital.
7. The liability of the members of the Academy Trust is limited.
8. Every member of the Academy Trust undertakes to contribute such amount as may be required (not exceeding £10) to the Academy Trust's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Academy Trust's debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves.
9. If the Academy Trust is wound up or dissolved and after all its debts and liabilities (including any under section 2 of the Academies Act 2010) have been satisfied there remains any property it shall not be paid to or distributed among the members of the Academy Trust, but shall be given or transferred to some other charity or charities having objects similar to the Object which prohibits the distribution of its or their income and property to an extent at

least as great as is imposed on the Academy Trust by Article 6 above, chosen by the members of the Academy Trust at or before the time of dissolution and if that cannot be done then to some other charitable object.

10. No alteration or addition shall be made to or in the provisions of the Articles without the written consent of the Secretary of State.
11. No alteration or addition shall be made to or in the provisions of the Articles which would have the effect (a) that the Academy Trust would cease to be a company to which section 60 of the Companies Act 2006 applies; or (b) that the Academy Trust would cease to be a charity.

MEMBERS

12. The Members of the Academy Trust shall comprise
 - a. the signatories to the Memorandum;⁴
 - b. Up to 2 person(s) who may be appointed by Emmanuel Christian Centre;⁵
 - c. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
 - d. the chairman of the Governors; and
 - e. any person appointed under Article 16.
 - 12A. The Secretary of State's appointed Member (further to Article 12 c) shall become a Member upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as his Member.
 13. Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
-

14. If any of the persons entitled to appoint Members in Article 12:

- a) in the case of an individual, die or become legally incapacitated;
- b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution;
- c) becomes insolvent or makes any arrangement or composition with their creditors generally; or
- d) ceases to be a Member;

their right to appoint Members under these Articles shall vest in the remaining Members.

15. Membership will terminate automatically if:

- a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
- b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his own affairs; or
- c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.

16. The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the Member(s) to be removed shall not be required) in writing agree to remove any such additional Members.

17. Every person nominated to be a Member of the Academy Trust shall either sign a written consent to become a Member or sign the register of Members on becoming a Member.

18. Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Academy Trust of a notice in writing signed by the person or persons

entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

GENERAL MEETINGS

19. The Academy Trust shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Academy Trust and that of the next. Provided that so long as the Academy Trust holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Governors shall appoint. All meetings other than Annual General Meetings shall be called General Meetings.
20. The Governors may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Governors to call a general meeting, any Governor or any Member of the Academy Trust may call a general meeting.

NOTICE OF GENERAL MEETINGS

21. General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting.

The notice shall specify the time and place of the meeting and the general nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Governors and auditors.

22. The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS.

23. No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
24. If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Governors may determine.
25. The chairman, if any, of the Governors or in his absence some other Governor nominated by the Governors shall preside as chairman of the meeting, but if neither the chairman nor such other Governor (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Governors present shall elect one of their number to be chairman and, if there is only one Governor present and willing to act, he shall be the chairman.
26. If no Governor is willing to act as chairman, or if no Governor is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
27. A Governor shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
28. The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the

adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time, date and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.

29. A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded:-
 - (a) by the chairman; or
 - (b) by at least two Members having the right to vote at the meeting; or
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting.
30. Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
31. The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
32. A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
33. A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other

question shall be taken either immediately or at such time, date and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.

34. No notice need be given of a poll not taken immediately if the time, date and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time, date and place at which the poll is to be taken.
35. A resolution in writing agreed by such number of Members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every Member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

36. On the show of hands every Member present in person shall have one vote. On a poll every Member present in person or by proxy shall have one vote.
37. Not used.
38. No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Academy Trust have been paid.
39. No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.
40. An instrument appointing a proxy shall be in writing, signed by or on behalf of

the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve) -.

I/We,, of, being a Member/Members of the above named Academy Trust, hereby appoint of, or in his absence, of as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust to be held on20[], and at any adjournment thereof.

Signed on 20[]'

41. Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve)-

I/We,, of, being a Member/Members of the above-named Academy Trust, hereby appoint of, or in his absence, of, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust, to be held on 20[], and at any adjournment thereof.

This form is to be used in respect of the resolutions mentioned below as follows:

Resolution No. 1 *for * against

Resolution No. 2 *for * against.

- Strike out whichever is not desired.

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting.

Signed on 20[]'

42. The instrument appointing a proxy and any authority under which it is signed

or a copy of such authority certified by a notary or in some other way approved by the Governors may -

(a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Academy Trust in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or

(b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll;

(c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Governor;

and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid.

43. A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Academy Trust at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll.

44. Any organisation which is a Member of the Academy Trust may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Academy Trust, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Academy Trust.

GOVERNORS

45. The number of Governors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

46. Subject to Articles 48-49 and 64, the Academy Trust shall have the following Governors:

- a. Up to 5 Governors, appointed under Article 50
- b. any Staff Governors, if appointed under Article 50A;
- c. up to 1 LA Governor if appointed under Article 51 ;
- d. a minimum of 2 Parent Governors appointed under Articles 53-58 ;
- e. the Principal;
- f. any Additional Governors, if appointed under Article 62, 62A or 68A;
and
- g. any Further Governors, if appointed under Article 63 or Article 68A;

47. The Academy Trust may also have any Co-opted Governor appointed under Article 59.

48. The first Governors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.

49. Future Governors shall be appointed or elected, as the case may be, under these Articles. Where it is not possible for such a Governor to be appointed or elected due to the fact that an Academy has not yet been established or the Principal has not been appointed, then the relevant Article or part thereof shall not apply.

APPOINTMENT OF GOVERNORS

50. The Members may appoint up to 5 Governors.

50A. The Members may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Principal)

who are employees of the Academy Trust does not exceed one third of the total number of Governors.

51. The LA may appoint the LA Governor.

52. The Principal shall be treated for all purposes as being an ex officio Governor.

53. Subject to Article 57, the Parent Governors shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when he is elected.

54. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of Parent Governors which is contested shall be held by secret ballot.

55. The arrangements made for the election of a Parent Governor shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the Academy Trust by a registered pupil at the Academy.

56. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

57. The number of Parent Governors required shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies.

58. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

CO-OPTED GOVERNORS

59. The Governors may appoint up to 3 Co-opted Governors. A 'Co-opted Governor' means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. The Governors may not co-opt an employee of the Academy Trust as a Co-opted Governor if thereby the number of Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Principal).

APPOINTMENT OF ADDITIONAL GOVERNORS

60. The Secretary of State may give a warning notice to the Governors where he is satisfied—

- i) that the standards of performance of pupils at the Academy are unacceptably low, or
- ii) that there has been a serious breakdown in the way the Academy is managed or governed, or
- iii) that the safety of pupils or staff of the Academy is threatened (whether by a breakdown of discipline or otherwise).

61. For the purposes of Article 60 a 'warning notice' is a notice in writing by the Secretary of State to the Academy Trust delivered to the Office setting out—

- a) the matters referred to in Article 60;
- b) the action which he requires the Governors to take in order to remedy those matters; and
- c) the period within which that action is to be taken by the Governors ('the compliance period').

62. The Secretary of State may appoint such Additional Governors as he thinks fit if the Secretary of State has:

- a) given the Governors a warning notice in accordance with Article 60 ; and
- b) the Governors have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period.

62A The Secretary of State may also appoint such Additional Governors where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an 'Inspection') the Academy Trust receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades.

63. The Secretary of State may also appoint such Further Governors as he thinks fit if a Special Measures Termination Event (as defined in the Funding Agreement) occurs in respect of the Academy or if he is satisfied that any Governor or Member of the Academy Trust is not a suitable person and he exercises his powers further to clause 91A of the Funding Agreement.

63A. An Additional or Further Governor shall become a Governor upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as an Additional or Further Governor.

64. Within 5 days of the Secretary of State appointing any Additional or Further Governors in accordance with Articles 62, 62A or 63, any Governors appointed under Article 50, and holding office immediately preceding the appointment of such Governors, shall resign immediately and the Members' power to appoint Governors under Article 50 shall remain suspended until the Secretary of State removes one or more of the Additional or Further Governors.

TERM OF OFFICE

65. The term of office for any Governor shall be 4 years, save that this time limit shall not apply to the Principal. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected.

RESIGNATION AND REMOVAL

66. A Governor shall cease to hold office if he resigns his office by notice to the Academy Trust (but only if at least three Governors will remain in office when the notice of resignation is to take effect).

67. A Governor shall cease to hold office if he is removed by the person or persons who appointed him. This Article does not apply in respect of a Parent Governor.

68. Where a Governor resigns his office or is removed from office, the Governor or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary.

68A. Where an Additional or Further Governor appointed pursuant to Articles 62, 62A or 63 ceases to hold office as a Governor for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Governor in his place.

DISQUALIFICATION OF GOVERNORS

69. No person shall be qualified to be a Governor unless he is aged 18 or over at the date of his election or appointment. No current pupil of the Academy shall be a Governor.

70. A Governor shall cease to hold office if he becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.

71. A Governor shall cease to hold office if he is absent without the permission of the Governors from all their meetings held within a period of six months and the Governors resolve that his office be vacated.

72. A person shall be disqualified from holding or continuing to hold office as a Governor if—

a) his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or

b) he is the subject of a bankruptcy restrictions order or an interim order.

73. A person shall be disqualified from holding or continuing to hold office as a Governor at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to

pay under county court administration order).

74. A Governor shall cease to hold office if he ceases to be a Governor by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).

75. A person shall be disqualified from holding or continuing to hold office as a Governor if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.

76. A person shall be disqualified from holding or from continuing to hold office as a Governor at any time when he is:

a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or

b) disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or

c) barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006)

77. A person shall be disqualified from holding or continuing to hold office as a Governor if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.

78. A person shall be disqualified from holding or continuing to hold office as a Governor where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

79. After the Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Governor if he has not provided to the chairman of the Governors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Principal confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

80. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Governor; and he is, or is proposed, to become such a Governor, he shall upon becoming so disqualified give written notice of that fact to the Secretary.

81. Articles 69 to 80 and Articles 98-99 also apply to any member of any committee of the Governors who is not a Governor.

SECRETARY TO THE GOVERNORS

82. The Secretary shall be appointed by the Governors for such term, at such remuneration and upon such conditions as they may think fit; and any Secretary so appointed may be removed by them. The Secretary shall not be a Governor or a Principal. Notwithstanding this Article, the Governors may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting.

CHAIRMAN AND VICE-CHAIRMAN OF THE GOVERNORS

83. The Governors shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Governor who is employed by the Academy Trust shall not be eligible for election as chairman or vice-chairman.

84. Subject to Article 85, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 86.

85. The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—

- a) he ceases to be a Governor;
- b) he is employed by the Academy Trust;
- c) he is removed from office in accordance with these Articles; or
- e) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman.

86. Where by reason of any of the matters referred to in Article 85, a vacancy arises in the office of chairman or vice-chairman, the Governors shall at their next meeting elect one of their number to fill that vacancy.

87. Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting.

88. Where in the circumstances referred to in Article 87 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Governors shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Governor elected shall not be a person who is employed by the Academy Trust.

89. The Secretary shall act as chairman during that part of any meeting at which the chairman is elected.

90. Any election of the chairman or vice-chairman which is contested shall be held by secret ballot.

91. The Governors may remove the chairman or vice-chairman from office in accordance with these Articles.

92. A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Governors shall not have effect unless—

a) it is confirmed by a resolution passed at a second meeting of the Governors held not less than fourteen days after the first meeting; and

b) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings.

93. Before the Governors resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Governor or Governors proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response.

POWERS OF GOVERNORS

94. Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Academy Trust shall be managed by the Governors who may exercise all the powers of the Academy Trust. No alteration of the Articles and no such direction shall invalidate any prior act of the Governors which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this Article shall not be limited by any special power given to the Governors by the Articles and a meeting of Governors at which a quorum is present may exercise all the powers exercisable by the Governors.

95. In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Governors shall have the following powers, namely:

a) to expend the funds of the Academy Trust in such manner as they shall consider most beneficial for the achievement of the Object and to invest in the name of the Academy Trust such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Object; and

b) to enter into contracts on behalf of the Academy Trust.

96. In the exercise of their powers and functions, the Governors may consider any advice given by the Principal and any other executive officer.

97. Any bank account in which any money of the Academy Trust is deposited shall be operated by the Governors in the name of the Academy Trust. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Governors.

CONFLICTS OF INTEREST

98. Any Governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it. A Governor must absent himself from any discussions of the Governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

99. For the purpose of Article 98, a Governor has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Governor as permitted by and as defined by articles **6.5-6.10**.

THE MINUTES

100. The minutes of the proceedings of a meeting of the Governors shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting; and shall be signed (subject to the approval of the Governors) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of:

a) all appointments of officers made by the Governors; and

b) all proceedings at meetings of the Academy Trust and of the Governors and of committees of Governors including the names of the Governors present at each such meeting.

COMMITTEES

101. Subject to these Articles, the Governors may establish any committee. Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Governors. The establishment, terms of reference, constitution and membership of any committee of the Governors shall be reviewed at least once in every twelve months. The membership of any committee of the Governors may include persons who are not Governors, provided that a majority of members of any such committee shall be Governors. The Governors may determine that some or all of the members of a committee who are not Governors shall be entitled to vote in any proceedings of the committee. No vote on any matter shall be taken at a meeting of a committee of the Governors unless the majority of members of the committee present are Governors.

DELEGATION

102. The Governors may delegate to any Governor, committee, the Principal or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Governors may impose and may be revoked or altered.

103. Where any power or function of the Governors is exercised by any committee, any Governor, Principal or any other holder of an executive office, that person or committee shall report to the Governors in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Governors immediately following the taking of the action or the making of the decision.

PRINCIPAL

104. The Governors shall appoint the Principal. The Governors may delegate such powers and functions as they consider are required by the Principal for the internal organisation, management and control of the Academy (including the implementation of all policies approved by the Governors and for the direction of the teaching and curriculum at the Academy).

MEETINGS OF THE GOVERNORS

105. Subject to these Articles, the Governors may regulate their proceedings as

they think fit.

106. The Governors shall hold at least three meetings in every school year. Meetings of the Governors shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—

a) given by the Governors; or

b) given by the chairman of the Governors or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Governors, so far as such direction is not inconsistent with any direction given as mentioned in (a).

107. Any three Governors may, by notice in writing given to the Secretary, requisition a meeting of the Governors; and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable.

108. Each Governor shall be given at least fourteen clear days before the date of a meeting –

1. a) notice in writing thereof, signed by the Secretary, and sent to each Governor at the address provided by each Governor from time to time; and
2. b) a copy of the agenda for the meeting;
3. provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs.

109. The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

110. A resolution to rescind or vary a resolution carried at a previous meeting of the Governors shall not be proposed at a meeting of the Governors unless the consideration of the rescission or variation of the previous resolution is a specific

item of business on the agenda for that meeting.

111. A meeting of the Governors shall be terminated forthwith if—

- (a) the Governors so resolve; or
- (b) the number of Governors present ceases to constitute a quorum for a meeting of the Governors in accordance with Article 114 , subject to Article 116 .

112. Where in accordance with Article 111 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

113. Where the Governors resolve in accordance with Article 111 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Governors shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly.

114. Subject to Article 116 the quorum for a meeting of the Governors, and any vote on any matter thereat, shall be any three Governors, or, where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Governors then a majority of the quorum must be made up of Additional or Further Governors.

115. The Governors may act notwithstanding any vacancies in their number, but, if the numbers of Governors is less than the number fixed as the quorum, the continuing Governors may act only for the purpose of filling vacancies or of calling a general meeting.

116. The quorum for the purposes of—

- a. appointing a parent Governor under Article 57;

- b. any vote on the removal of a Governor in accordance with Article 67;
- c. any vote on the removal of the chairman of the Governors in accordance with Article 91;

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors entitled to vote on those respective matters.

117. Subject to these Articles, every question to be decided at a meeting of the Governors shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote.

118. Subject to Article 114-116, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have.

119. The proceedings of the Governors shall not be invalidated by

- a. any vacancy among their number; or
- b. any defect in the election, appointment or nomination of any Governor.

120. A resolution in writing, signed by all the Governors entitled to receive notice of a meeting of Governors or of a committee of Governors, shall be valid and effective as if it had been passed at a meeting of Governors or (as the case may be) a committee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors.

121. Subject to Article 122, the Governors shall ensure that a copy of:

- a. the agenda for every meeting of the Governors;
- b. the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting;
- c. the signed minutes of every such meeting; and
- d. any report, document or other paper considered at any such meeting,

are, as soon as is reasonably practicable, made available at the Academy to persons wishing to inspect them.

122. There may be excluded from any item required to be made available in pursuance of Article 121, any material relating to—

- a. a named teacher or other person employed, or proposed to be employed, at the Academy;
- b. a named pupil at, or candidate for admission to, the Academy; and
- c. any matter which, by reason of its nature, the Governors are satisfied should remain confidential.

123. Any Governor shall be able to participate in meetings of the Governors by telephone or video conference provided that:

- a. he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- b. the Governors have access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

PATRONS AND HONORARY OFFICERS

124. The Governors may from time to time appoint any person whether or not a Member of the Academy Trust to be a patron of the Academy Trust or to hold any honorary office and may determine for what period he is to hold such office.

THE SEAL

125. The seal, if any, shall only be used by the authority of the Governors or of a committee of Governors authorised by the Governors. The Governors may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Governor and by the Secretary or by

a second Governor.

ACCOUNTS

126. Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and Parts 15 and 16 of the Companies Act 2006 and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL REPORT

127. The Governors shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL RETURN

128. The Governors shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and to the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year..

NOTICES

129. Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the Governors) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, 'Address' in relation to electronic communications, includes a number or address used for the purposes of such communications.

130. A notice may be given by the Academy Trust to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Academy Trust by

the Member. A Member whose registered address is not within the United Kingdom and who gives to the Academy Trust an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Academy Trust.

131. A Member present, either in person or by proxy, at any meeting of the Academy Trust shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.

132. Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

INDEMNITY

133. Subject to the provisions of the Companies Act 2006 every Governor or other officer or auditor of the Academy Trust shall be indemnified out of the assets of the Academy Trust against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Academy Trust.

RULES

134. The Governors may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Academy Trust and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of

the foregoing, they may by such rules or bye laws regulate:

- a. the admission and classification of Members of the Academy Trust (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members;
- b. the conduct of Members of the Academy Trust in relation to one another, and to the Academy Trust's servants;
- c. the setting aside of the whole or any part or parts of the Academy Trust's premises at any particular time or times or for any particular purpose or purposes;
- d. the procedure at general meetings and meetings of the Governors and committees of the Governors in so far as such procedure is not regulated by the Articles; and
- e. generally, all such matters as are commonly the subject matter of company rules.

135. The Academy Trust in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Governors shall adopt such means as they think sufficient to bring to the notice of Members of the Academy Trust all such rules or bye laws, which shall be binding on all Members of the Academy Trust. Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in the Articles.

AVOIDING INFLUENCED COMPANY STATUS

136. Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis.

137. No person who is a Local Authority Associated Person may be appointed as a Governor if, once the appointment had taken effect, the number of Governors who are Local Authority Associated Persons would represent 20% or more of the total number of Governors. Upon any resolution put to the Governors, the maximum aggregate number of votes exercisable by any Governors who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Governors on such a resolution and the votes of the other Governors having a right to vote at the meeting will be increased on a pro-rata basis.

138. No person who is a Local Authority Associated Person is eligible to be appointed to the office of Governor unless his appointment to such office is authorised by the local authority to which he is associated.

139. If at the time of either his becoming a Member of the Academy Trust or his first appointment to office as a Governor any Member or Governor was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Governor he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Governor as the case may be.

140. If at any time the number of Governors or Members who are also Local Authority Associated Persons would (but for Articles 136 to 139 inclusive) represent 20% or more of the total number of Governors or Members (as the case may be) then a sufficient number of the Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Governors or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Governors or Members (as the case may be) is never equal to or greater than 20% of the total number of Governors or Members (as the case may be). Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first.

141. The Members will each notify the Academy Trust and each other if at any time they believe that the Academy Trust or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act) 1989.

THE COMPANIES ACT 2006
& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE

MEMORANDUM OF ASSOCIATION

OF

THE EMMANUEL SCHOOL TRUST

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE

Regulation 2(b)

MEMORANDUM OF ASSOCIATION OF

THE EMMANUEL SCHOOL TRUST

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company.

Name of each subscriber

Authentication by each subscriber

Name:

Signature:

[Redacted]

Name:

Signature:

[Redacted]

Name:

Signature:

[Redacted]

Dated
